

# 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 aspirations and at the same time, actively supporting the aspirations of others by a generous sharing of their gifts.



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## 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 twenty-three years old. He was declared the patron saint of youth in 1726.

## Quality That Earns National Recognition

U.S. News and World Report's most recent America's Best Colleges ranked Gonzaga among the top comprehensive regional universities in the West for the 19th time in the last 22 years. 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 walk from the campus. The city's skywalk system, the nation's second largest, provides easy access for shopping, dining, and entertainment. A 12,000-seat civic entertainment arena is also within walking distance of campus. The University basketball team plays some of its games there.

Spokane boasts many parks, including the 100-acre Riverfront Park in the heart of the city. In addition, there are 15 area 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. Seventy-six lakes and five 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 6,700, of which about 4,300 are undergraduates and 2,500 are in graduate programs, including the School of Law, Doctorate in Leadership Studies, and master's degree programs. Our student body represents nearly every state and about forty-nine foreign countries. More than fifty percent of the student body comes from homes at least 500 hundred miles from Spokane. The result is a diverse, welcoming campus community, where cultures and friendships are shared warmly.

There are a total of 336 regular Jesuit, lay, and religious faculty, and all classes are taught by professors, not teaching assistants. The ratio of students to faculty is about 13 to 1. More than 60% of undergraduates ranked in the top fifth of their graduating class. Approximately 25% hold student leadership positions in Gonzaga student government, residence halls, clubs and organizations.

## Finance: An Important Part of Your Education

As you begin your academic career, it is important to remember that although tuition at independent or private universities is typically higher than at public universities, the ultimate value of a degree from Gonzaga University is well recognized by members of business and industry.

Gonzaga is committed to assisting students in financing their college education. Over 95% of our students receive financial aid. The Financial Aid Office welcomes your inquiries and is prepared to provide assistance in the development of your financial aid award, assuring you the best package possible.

## The Campus: Your Home Away From Home

Gonzaga's campus has grown from one building which housed both students and Jesuit faculty in its early years to 87 buildings spread over 110 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** provides living options for more than 2400 undergraduate students, including men's, women's or coeducational residence halls with capacities ranging from 15 to 360. Apartment-style living units are another option, and the University owns several houses and apartment complexes in the neighborhood, which are rented to upper-division students. Residence halls are staffed by trained students who provide services ranging from personal counseling to activities planning. Full-time first and second year students who are under age 21, unmarried, and not living at home, must live in on-campus residence halls. The University recently completed construction of two apartment-style residences for upper division and graduate students as well as two new pod-style residence halls for first and second year students.

**Crosby Student Center** has become an important part of campus life. The Center offers lounges for studying quietly, watching television and listening to music, meeting rooms, postal services, offices for student government and student activities, and light recreation such as video games, pool tables, and ping pong. The Center also displays memorabilia from alumnus/entertainer Bing Crosby and houses various Student Life Offices and The Career Center.

## Gonzaga University Athletic Facilities

The Martin Centre consists of more than 83,000 square feet of indoor training space which houses the majority of the offices for the Athletic Department. The Martin Centre includes two basketball or volleyball courts, a golf practice area, weight room for GU varsity athletes, locker rooms, and athletic training room. The Martin Centre is the home of the Gonzaga University volleyball team.

**The McCarthy Athletic Center**, built at a cost of 25 million dollars, was completed in October of 2004. The new arena features a seating capacity of 6,000 and is the home of the men's and women's basketball teams.

**Martin Field** is the home of the Gonzaga men's and women's soccer teams. The Mulligan, Hamilton and athletic fields are used for a variety of Gonzaga sponsored events.

**The Rudolf Fitness Center** is a 38,000 sq. ft. facility with cardiovascular and weight areas containing a full line of Olympic benches, dumbbells, Hammer Strength equipment, treadmills, ellipticals, rowers, versa-climber, bikes, and step-pers with 14 televisions. Also available are four racquetball courts, two aerobics rooms, a field house with three full basketball or volleyball courts, a (1/11 mile) rubberized running track, a six lane 25-yard swimming pool. The Rudolf Fitness Center also houses a majority of the physical education classes offered by the University and is open throughout the year for use by students, staff/faculty and spouses.

## 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 Jundt Art Center and Museum was completed in 1995. The state-of-the-art-Law School building opened in 2000.

## St. Aloysius Church and the Student Chapel

The 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 is located in the Administration Building.

## A Century of Educational Leadership

After forty years of pioneer missionary efforts to bring Christian civilization and culture to 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 and Applied Science was established in 1934 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 which encourages individual intellectual, moral, and spiritual development.

## Visit the Campus

Whether you are considering enrolling at Gonzaga University or just want to experience Gonzaga firsthand, you are invited to visit the campus. We have a Campus Visitation Program offering opportunities to sit in on classes, tour the campus, meet students and faculty, and spend some time in the residence halls. Our Admission Office will be pleased to schedule a visit for you.

## Accreditation: The Mark of Excellence

Gonzaga University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

The School of Business is accredited by the Association to Advance Collegiate Schools of Business, a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

The School of Law is accredited by Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA). The U.S. Department of Education has recognized the Council as the national agency for the accreditation of programs leading to the first professional degree in law.

The Department of Religious Studies is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Programs in English as a Second Language are accredited by the Commission on Accreditation of Teachers and Speakers of Other Languages (TESOL), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Programs in the Department of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Programs in Civil, Electrical, Computer, and Mechanical Engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Programs for the certification of elementary, secondary, and Special Education teachers at the bachelor's level; and Special Education, Initial Teaching (elementary and secondary levels), Principal and Superintendents (Leadership Formation), at the graduate level; and for the certification of post-licensure teachers and administrators (i.e., "professional certification"), are accredited both by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education, and by the Washington State Board of Education through its Office of the Superintendent of Public Instruction (OSPI).

The School Counseling and Community Counseling master's programs are accredited by the Council for Accreditation of Counseling and Related Education Program (CACREP), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

The Special Education, Sports Management, and Physical Education bachelor's programs, and the Special Education, Sport and Athletic Administration, Leadership and Administration, Master of Teaching At-Risk Youth, Counseling Psychology, Reading and Literacy, and Anesthesiology Education master's programs, are accredited both by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education, and by the Washington State Board of Education through its Office of the Superintendent of Public Instruction (OSPI).

The Anesthesiology Education master's program is accredited by the Council of Accreditation of Nurse Anesthesia Education Programs (COA), part of the American Association of Nurse Anesthetists (AANA). The Council is a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

### 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 former 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 two gray wolves leaning on a black pot and chain; it represents the House of Loyola whose son, Ignatius, was the founder of the Jesuits; the pride of that House was that they kept 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 three purple bars for the many ecclesiastical dignities given to the House of Gonzaga; the four falcons in the corners represent the hunting prowess of that family.

In hatchment sinister chief are the colors of Spain; seven red bars on a field of gold which were given to the House of Loyola-Onaz because seven 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 are found "IHS" of the name of Jesus, the cross, and the nails of His crucifixion all in black, surrounded by a halo of gold.

The escutcheon in the center of all is a royal blue field on which the white letter "G" stands for Gonzaga; the University's colors are Royal Blue and Immaculate White.

The scrolled A.M.D.G. 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 employment, educational programs or activities which it 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 is designed to further develop and maintain equal employment opportunity for all personnel and to insure the utilization of women and ethnic minorities at all levels and in all segments of the University, particularly where they are underutilized in relation to their availability in the work force.



# Gonzaga University

## Strategic Planning Process

### Vision Statement

*Approved by the Board of Trustees on December 9, 2005*

*Deeply rooted in the centuries-old tradition of Jesuit education, Gonzaga University aspires to develop the whole person through contemplation, intellectual dialogue, and engagement within a vibrant Jesuit, Catholic, and humanistic learning community. We exist to develop generations of leaders whose actions reflect a faith that promotes justice, the pursuit of truth, a dedication to service, and a commitment to ethics and the common good.*

### References

The Gonzaga ethos, in practice, can be seen as one of “overlapping commitments,” where we as a community agree on values and principles, some of us for religious reasons (whether Catholic or Christian or from other religious traditions), some of us for humanistic reasons, and some from our grounding in the Jesuit spirituality. We see these three terms as informing and bounding our ethos, creating a common field. While each of us may have a different location within this field, closer to one boundary than another, depending upon our grounding inspiration, all of us are presumed to operate within the same field.

The Mission of Gonzaga University is at once Jesuit, Catholic and humanistic. Our sense is that the Mission, and thereby the community, is better served when statements about these terms are also symmetrical. For example, we require a Jesuit way of proceeding that supports and complements Catholicism, and a Catholic Church that supports Jesuit education; a humanism that is supportive of Catholicism but also a Catholicism that is supportive of humanistic values, and so forth.

The term “Jesuit” refers to a religious Order of men within the Catholic Church, who have committed their lives to the service of God in specific works. Through the profound influence of the Jesuit intellectual tradition and the vision of the Spiritual Exercises, the Constitutions, and documents of its General Congregations, Jesuits and their colleagues participate in the work of the Society of Jesus. In the context of the University, “Jesuit education” includes major themes: helping students to find their own calling from God through the creation of a discerning heart that can identify their true desires; the cultivation of a faith that promotes justice; and the formation of “persons for others”—students who graduate with a desire to give something back to their community. “Jesuit” also means helping students recognize and confront the realities of sin and suffering in the world—not only through study but through solidarity with the marginal in our society by direct hands on, face-to-face engagement. We should aspire to form committed Christians and engaged citizens allied in the building of a more humane and just society.

The term “Catholic” refers to a specific Church, which expresses itself through living the Gospel of Christ, and understands itself through time in its Councils and traditions.<sup>1</sup> The Jesuits and their colleagues carry out their Mission as a vocation within this Church. The Catholic Church provides the opportunity for the cultivation of a vibrant and mature faith life, and a means of reaching out to the world with a message of hope: a belief in the love of God. The Catholic Church includes a sacramental, moral, and intellectual tradition which seeks dialogue beyond itself to reach that horizon of hope and love. A significant way in which the University serves the Church is by providing a forum in which Catholicism can enter into critical (that is, intellectually reasoned and responsible) dialogue with other voices and other fields of knowledge. It has been said many times over these last several years, that the Catholic university is a significant “place where the Church does its thinking.”<sup>2</sup>

The term “humanistic” is understood to include the quest for self-knowledge and the formation of a virtuous character.<sup>3</sup> We impart to our students a critical understanding and appreciation of our common human nature, the moral heritage of their culture and society, as well as some exposure and education in cultures and societies different from our own. We also impart to students a similarly critically informed understanding and appreciation for their own religious traditions and an exposure and education to other religious traditions prevalent in our global community. Humanistic, in its original meaning, “of the humanities,” is meant beyond academics to include the development of the whole person, helping students to integrate their lives into a harmonious whole and learning to prize and respect the flourishing of others, however different from themselves. This latter sense links “humanistic” to both “Catholic” and “Jesuit,” which have a concern for the faith that promotes not only individual, but social justice.

The integration of the three therefore requires an integration of faith, justice, ethics, service, and leadership for the common good into a vibrant learning environment.

<sup>1</sup> The Catholic Church has most recently articulated its relationship to Catholic universities through the apostolic constitution, *Ex Corde Ecclesiae*. In addition, the Documents of Vatican II, and the Social and other encyclicals, have shed great light on the need for, and the value and nature of, Catholic higher education.

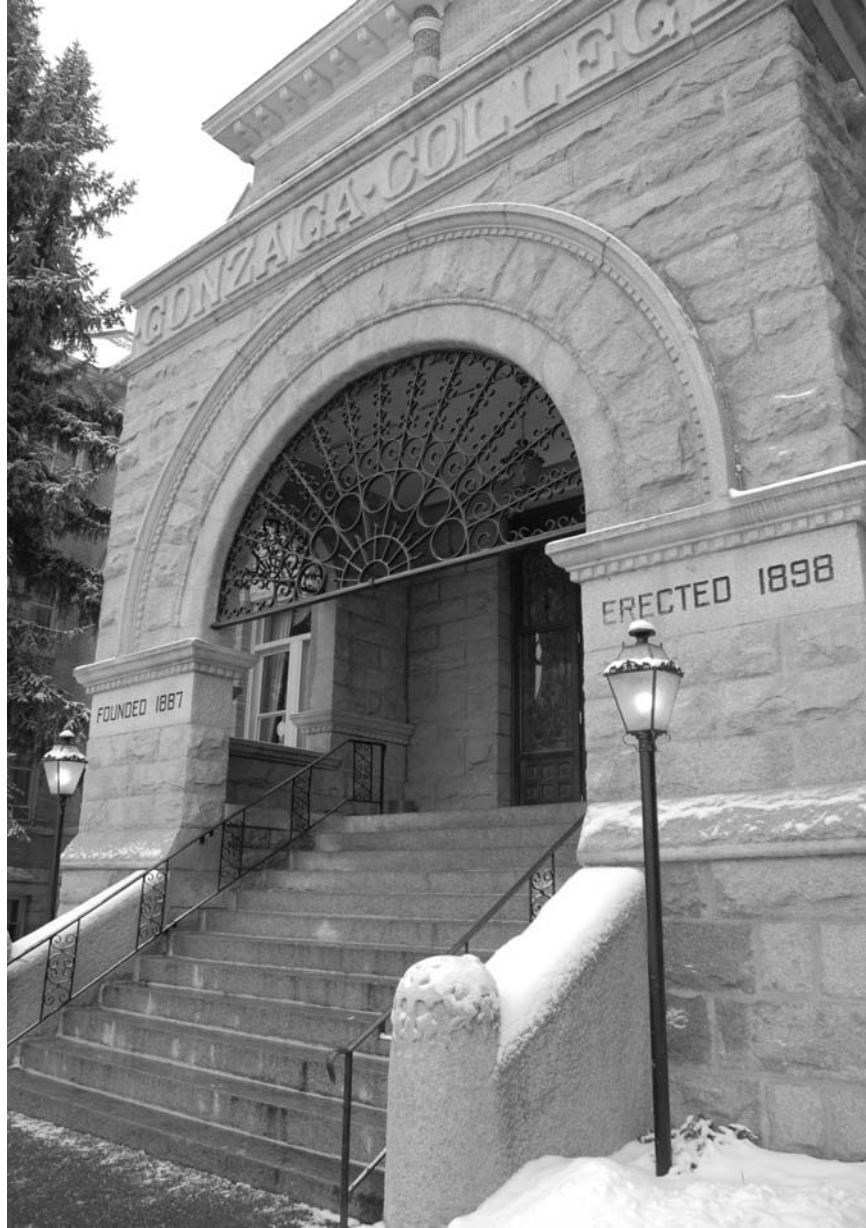
<sup>2</sup> Fr. Theodore Hesburgh, former President, Notre Dame.

<sup>3</sup> Within the Jesuit tradition, “humanism” is seen as distinct from “secular humanism” (see Preface).





# GENERAL INFORMATION



[www.gonzaga.edu](http://www.gonzaga.edu)



## Policy

Decisions on admission to any undergraduate school or college of the University are made after a careful review of an applicant's academic achievement, scholastic aptitude, and personal characteristics which may predict success in the University. High school or college grades, course content, test scores, class rank, essays, extra-curricular activities and recommendations from teachers, counselors, and principals play an important part in the whole admission procedure. All applicants are reviewed according to these criteria without discrimination on the basis of race, age, color, creed, national or ethnic origins, marital or financial status, disability, gender, sexual orientation or any other non-merit factor.

## Prerequisites

Applicants for regular admission are expected to have graduated from an accredited high school in a college preparatory curriculum while showing evidence of ability to complete the University's requirements for graduation.

The following pattern of coursework is recommended, but not required, for admission to Gonzaga University: English -- four years; mathematics -- three/four years; history/social studies -- three years; foreign language -- two/three years of a single language; natural/physical laboratory science -- three/four years. Suitable scores on the American College Test battery (the ACT) or on the Scholastic Aptitude Test of the College Board (the SAT I) are also required. All candidates for admission to the University are urged to take their tests no later than the first semester of their senior year in high school. Often, these test scores will then appear on the candidate's transcript; if they do not, the candidate must insure that such scores are forwarded to the University.

An application for undergraduate admission will not be considered until all pertinent records are filed with the Office of Admission.

## How to Apply for Admission

### I. Application to Freshman Year:

- 1) Obtain Gonzaga's Application for Admission from the Office of Admission at Gonzaga (the University equally accepts the Common Application with supplement if students prefer). Applications may be accessed on the University web site.
- 2) Complete all sections of the first part of the application, including personal and educational data, family information, personal essay, and a list of awards and activities. Request that a teacher write a letter of recommendation, and have your counselor complete the Counselor/Dean's Report.
- 3) Submit the non-refundable application fee in the form of a check or money order made out to "Gonzaga University" or pay the application fee online if submitting a web application.
- 4) Forward an official transcript to the Office of Admission. The application may be completed after the student has finished six semesters of high school work in a college preparatory program.

- 5) Have ACT or SAT I scores forwarded to the Office of Admission if they do not already appear on the high school transcript.
- 6) Home-schooled students are encouraged to apply to Gonzaga University. Students must submit a transcript along with a portfolio of high school work. In addition, an SAT or ACT score must also be submitted if the applicant is under twenty-one years of age. One letter of recommendation is required, and it must be from someone other than a parent or guardian. A parent can complete the dean's/counselor's report which also must be submitted.

### II. Application to Transfer Standing:

- 1) Obtain Gonzaga's Application for Admission from the Office of Admission at Gonzaga or through the University website.
- 2) Complete all sections of the first part of the application, including personal and educational data, family information, personal essay, and a list of awards and activities. Request a teacher to complete part 3 and/or write a letter of recommendation.
- 3) Arrange to have official transcripts of all high school and college work sent to the Office of Admission. Students who have earned thirty semester or forty-five quarter credits in college need not submit a high school transcript.
- 4) Submit the scores of the ACT or SAT to the Office of Admission if they do not appear on high school or college transcripts. Students who can transfer thirty semester or forty-five quarter credits to Gonzaga, or who are at least twenty-one years of age, need not submit the test results of these examinations, except in special cases.
- 5) Request that a representative at the applicant's current institution, or last institution attended, complete the Transfer Student Clearance Report and forward it to the Office of Admission.
- 6) Attach to the application the non-refundable application fee in the form of a check or money order made out to "Gonzaga University." Send this check or money order along with the application to the Office of Admission.

### Admission of International Students

Gonzaga welcomes applications from international students, who make up a valued part of the University's student body. Since 1969, Gonzaga has been authorized by the Federal government to issue both I-20's and DS-2019 so that international students can secure visas and enroll in our programs. To be considered for undergraduate admission, international applicants are required to submit the following:

- 1) A completed International Undergraduate Application with the required fee. An application can be obtained from Gonzaga's Office of International Student Programs at (509) 323-6562 or an application may be submitted online via the University website.
- 2) Proof of academic preparation through the submission of official academic records demonstrating satisfactory

achievement in the completion of a secondary education equivalent to that offered in the United States.

- 3) Proof of financial resources which will permit the student to afford all costs associated with undergraduate study at Gonzaga University. This is demonstrated by submitting an official Financial Declaration for International Applicants, accompanied by official bank statements or the equivalent.
- 4) Proof of English language proficiency adequate for undergraduate study at Gonzaga, which may be demonstrated by any of the following:
  - a) An official TOEFL score of at least 550 written/ 213 computer/80 internet-based administered and reported directly to Gonzaga University by the Educational Testing Service.
  - b) An official APIEL grade of 3 or higher administered and reported directly to Gonzaga University by the College Board.
  - c) Successful completion of the course of study offered by Gonzaga University's ESL Program with faculty recommendation.
  - d) For transfer students, proof of successful University-level English study (not ESL), courses equivalent to Gonzaga's ENGL 101 and SPCO 101 with a "B" grade or better at a college or university in the United States, or acceptable TOEFL scores.
  - e) Proof of English as the student's native language.

### When to Apply for Admission

All new students may apply for admission to either the fall or spring semesters. Gonzaga uses a 'pooling' admission system for fall applicants from high schools. High-school students have two fall semester application options: 1) a non-binding early action program with a November 15<sup>th</sup> deadline, or 2) a regular decision option with a February 1<sup>st</sup> deadline. Early action applicants will be informed of their admission status by mid-January while regular decision applicants will be informed of their admission status by mid-March. Students seeking entrance into the spring semester should apply for admission by November 1<sup>st</sup>.

All applicants seeking financial aid should also complete and submit the Free Application for Federal Student Aid (FAFSA) by February 1<sup>st</sup>.

All students who wish to transfer to Gonzaga from another college or university should make their application early in the semester preceding their intended registration at Gonzaga; this is especially true for transfer students who wish to apply for financial assistance. In any case, transfer students applying for the fall semester should do so no later than June 1, and students applying for the spring semester, no later than November 1<sup>st</sup>. Transfer student applications are considered on a 'rolling' basis.

Enrollment in a summer session does not imply admission for the regular academic year. Summer session students who desire regular admission to the University should submit their application to the Office of Admission.

### Credits Earned Elsewhere

#### Transfer of Credit

Applicants from other colleges or universities should note that all credits submitted for transfer approval must have a grade of at least 2.00 (on a 4.00 point scale), must represent college-level course work, and must be academic in nature for acceptance by the University. Students may not transfer more than sixty-four semester credits or ninety-six quarter credits from a two-year college. Students transferring to Gonzaga University with sixty-four semester credits from a community college may not return to a two-year college for any additional transfer credit. All transfer students must complete at least thirty semester credits at Gonzaga immediately preceding their graduation from the University. For further information on transfer credits, applicants should consult the General Degree Requirements section of this catalogue.

#### Advanced Placement of Freshmen/ International Baccalaureate Credit

The University welcomes requests for special placement evaluation for incoming students who have taken the Advanced Placement (AP) Examinations of the College Board or International Baccalaureate Examinations. Examination results should be forwarded to the Office of Admission. Applicants may be granted credit, advanced standing, or a waiver of requirements depending on the field of study, the scores achieved, and the general regulations of the University. A brochure on A.P. and I.B. Examination policies at Gonzaga University is available from the Office of Admission or from the University website.

#### College Level Examination Program

The C.L.E.P. (College Level Examination Program) was established to enable students who have acquired their education in non-traditional ways to demonstrate their academic achievement. It is especially designed for older students who by private reading and study have achieved competence beyond the high school level in certain fields of study normally taught to college freshmen. Two kinds of examinations are available: Subject Examinations and General Examinations.

- 1) Subject Examinations: The University allows credit for most of these examinations according to norms established by the appropriate departments of the University. Detailed information is available from the Dean of Admission.
- 2) General Examinations: Gonzaga does not offer credit on the basis of these examinations, but the examination results may be used by various departments in making decisions about giving students advanced standing, thus possibly exempting them from certain freshman-level courses. Decisions are made on an individual basis by chairpersons.

### **Proficiency Examination Program**

P.E.P. (Proficiency Examination Program) is a series of examinations sponsored by the American College Testing program. Gonzaga currently gives credit for several P.E.P. examinations. These tests are designed to assess experiential learning of subject-matter proficiency attained primarily outside a typical classroom. A brochure on P.E.P. and all Credit by Examination policies at Gonzaga University is available from the Dean of Admission.

### **Honors Program**

Gonzaga University has long challenged exceptional students through its Honors Program. This interdisciplinary, competitive program seeks academically gifted and intellectually curious students who are willing to put their talents to work for the service of others.

The four-year Honors curriculum allows a student to choose any major or minor course of study. Although primarily geared for students in the College of Arts and Sciences, adjustments are made for those pursuing degrees in engineering, education, or business. In addition to small classes and close personal advising and counseling, a waiver of tuition fees for excess credit, a modest non-need based scholarship, flexible scheduling, special study facilities, and pride of place at graduation are provided.

Anyone may apply to the program, but only twenty places are open each year, approximately the top 2% of an entering first-year class. Candidates must complete a separate Honors application to be considered for admission. Acceptance is based on independent intellectual achievement, recommendations from teachers, leadership roles, skill in effective expression, outstanding standardized test scores, high school rank, personal interviews, and the essay on the Honors application form. Potential applicants are encouraged to visit the campus and to meet with the Director. For further information, please consult the Honors Program section of this catalogue.

### **Hogan Entrepreneurial Leadership Program**

The Hogan Entrepreneurial Leadership Program includes a four-year concentration that immerses students from any major in the fundamentals of creating and managing new enterprises in the private or public sectors. The Hogan Program seeks students who are high achievers, creative thinkers, and recognized leaders who want to make a difference in the world. The program offers a waiver of tuition for excess credit as well as a modest scholarship. Admission to the Hogan Entrepreneurial Leadership Program is selective, and candidates must complete a separate application to be considered for admission to the program. Potential applicants are encouraged to contact the Hogan Entrepreneurial Leadership program director at Gonzaga University.

### **Campus Visit**

The Admission Office offers an extensive visit program for those interested in attending Gonzaga. An individualized visit may include an overnight stay, class visit, lunch, faculty meeting, admission interview, and campus tour. In addition to individualized visits, several Campus Preview Days (group oriented, open-house days) are offered throughout the year. To schedule a visit, contact the Visit Office at least two weeks in advance and prior to making permanent travel arrangements.

### **Dual Enrollment**

High school students who have not yet completed their graduation requirements may enroll (with certain restrictions and on a space-available basis) in a maximum of two courses per semester while still enrolled in high school. This program is generally reserved for juniors and seniors who present a minimum cumulative grade-point average of 3.50 (4.00 scale) and a letter of recommendation from their principal or counselor. A special tuition rate is available for all students taking dual enrollment courses. For more information on this program students may contact the Dean of Admission.

### **Non-Matriculation**

Non-matriculated students not seeking a degree may enroll in courses at Gonzaga on a space-available basis after matriculated students have registered. Contact the Registrar's Office for further information.

As recent national surveys have indicated, Gonzaga University consistently is ranked among the best regional comprehensive colleges and universities in the West. In addition, Gonzaga is ranked extremely high in value among regional comprehensive universities. A primary reason for this recognition is the excellent quality of financial aid awards provided Gonzaga students. In addition to the University's significant institutional grant and scholarship program, Gonzaga also participates in all federal and state financial aid programs. The Financial Aid Office provides numerous services to meet the needs of those who wish to obtain a Gonzaga degree.

### Applying for Admission

Students are encouraged to apply for admission and financial aid concurrently in order to expedite each important process. However, aid applicants must be admitted to the University in order to receive a financial aid award.

### Applying for Financial Aid

The Free Application for Federal Student Aid (FAFSA) is the required application for need-based financial aid at Gonzaga. In order for Gonzaga to receive FAFSA data to determine eligibility for financial aid, applicants must list Gonzaga University, Spokane, Washington, federal school code "003778" in the School section of the FAFSA. The FAFSA is available from high schools and colleges nationwide in November or December for the following academic year. The FAFSA is also available on the internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

### Financial Aid Priority Dates

Financial aid applicants must mail their FAFSA to the central processor no earlier than January 1<sup>st</sup> but not later than February 1<sup>st</sup> in order to meet the University priority filing deadline. Also, applicants must be admitted to the University by February 1<sup>st</sup> in order to ensure priority consideration for available financial aid. Students applying after these priority dates will be considered for financial aid on a funds-available basis.

### Financial Aid Process

The FAFSA data is processed by the central processor, and an Expected Family Contribution (EFC) is calculated utilizing a formula mandated by the federal government. The results of this calculation are forwarded to the University, where the Financial Aid Office compares the EFC to the cost of attendance in order to determine each applicant's financial need and eligibility for specific types of financial assistance. Applicants selected for verification must provide documentation of FAFSA data (for example, income tax returns) which is compared to the original application information. Financial aid eligibility and awards may be revised following the verification process.

### The Financial Aid Package

Once financial need is established, the Financial Aid Office assembles the best possible financial aid package for each applicant. This package generally combines several types of aid from sources inside and outside the University. Rarely does total student aid come from a single source. A typical financial aid package is developed from four sources: scholarships, grants, work-study, and long-term educational loans. The proportions of aid from each of these sources

vary greatly, depending upon individual circumstances. Financial aid packages can vary from year to year, depending on changes in a student's financial need, grades, and date of filing. Students must reapply for financial aid each year by the priority date to ensure maximum eligibility. Institutional assistance covered by the Gonzaga Guarantee provides for four years of receipt provided the recipient maintains full-time, continuous, undergraduate enrollment and maintains good academic standing according to this University catalogue.

### Scholarship Aid

Gonzaga University offers scholarship assistance exceeding \$14 million on an annual basis. Eligibility for scholarships is based solely on academic merit or on a combination of merit and financial need.

**Merit-Based Scholarships:** By applying for admission to the University, all incoming freshmen are automatically considered for one of a series of merit-based institutional scholarships. Other merit-based scholarships require separate applications with varying deadlines. These include:

Alumni	Debate	Bauer
Diversity	Music	Engineering
Business	Honors	Ignatian Leaders
ROTC	Cataldo	Martin
Hogan	Tilford	Maxwell
Christopher West	Transfer Opportunity	

*Please contact the Financial Aid Office for further information and applications. Also, the Financial Aid Office has a scholarship library which students are encouraged to use.*

**Need-Based Scholarships:** Students who have been admitted and who have filed the FAFSA are automatically considered for Gonzaga scholarships which incorporate academic achievement and financial need. These scholarships are renewable by maintaining a specified grade point average and successful completion of specified credit hours.

### Grants

Grants are a form of financial aid for which eligibility is based upon financial need, not academic achievement. Grants are a preferred form of financial assistance since they do not have to be repaid. The FAFSA is the application for all grants.

**Federal Pell Grants:** This program provides grant assistance from the federal government to needy students. The amount of the grant is determined by the federal government, and it is prorated to reflect actual enrollment status.

**Federal Academic Competitiveness Grant (AC):** Federal grant assistance awarded to first and second year students only who have completed an academically rigorous high school program. Students must be eligible for a Federal Pell Grant in order to receive an AC Grant. The grant is \$750 annually for first year students and \$1,300 annually for second year students.

**Federal National Science and Mathematics Access to Retain Talent Grant (SMART):** Federal grant assistance awarded to third and fourth year students who are majoring in Computer Science, Engineering, Critical Foreign Languages, Life Sciences, Mathematics, Physical Sciences and Technology. Student must be eligible for a Federal Pell Grant in order to receive a SMART Grant. The grant amount is \$4,000 annually for the third and fourth year.

**Federal Supplemental Educational Opportunity Grants (SEOG):** This is another form of federal grant assistance provided to students with substantial financial need. The amount of the grant varies according to funding and need criteria.

**Washington State Need Grants:** This state-funded program provides financial assistance to undergraduate students who are residents of the State of Washington and who demonstrate substantial financial need.

**Educational Opportunity Grant (EOG):** This is a renewable, state-funded grant for place-bound community college transfer students who have achieved junior status. A separate application is required in addition to the FAFSA. Contact the Financial Aid Office to determine eligibility for consideration.

**University Grants:** Gonzaga awards a significant number of grants from University funds. The amount of these grants varies according to an applicant's financial need and date of application.

## Loans

Student and parent loans are available from a number of sources to assist with the financing of a college education. Loan eligibility is based upon FAFSA data, and the loans require separate promissory notes which are processed by the lender. Student loans must be repaid. While Gonzaga students have demonstrated responsible loan repayment, all students are encouraged to borrow only that amount which is necessary.

**Federal Perkins Loans:** This program, funded jointly by the federal government, the University, and monies repaid by past student borrowers, provides assistance to students with financial need. The Perkins Loan carries a fixed interest rate of 5%. Repayment begins nine months after dropping below at least half-time student status. Loan cancellation provisions exist with this loan program.

**Federal Subsidized Stafford Loans:** These student loans are made available by banks and credit unions to students with financial need. The annual interest rate is fixed at 6.8%. The interest which accrues while the student is enrolled at least half-time is paid by the federal government. Repayment begins six months after graduation or withdrawal from a degree program.

**Federal Unsubsidized Stafford Loans:** These loans are identical to the Subsidized Stafford, with the exception that the borrower is responsible for the interest which accrues while the student is enrolled and during any other deferment period. The annual interest rate is fixed at 6.8 percent. Repayment begins six months after graduation or withdrawal from a degree program. These loans are not based on financial need.

**Federal Nursing Loans:** These loans are available to undergraduate nursing students with financial need. The Federal Nursing loan carries a fixed 5% interest rate, with no accrual of interest while enrolled at least half-time. Students have a nine month grace period after their enrollment drops below less than half-time before monthly payments are required. Minimum monthly payments of at least \$40 per month and interest begin after the grace period.

**Federal Plus Loans (PLUS):** The PLUS is available to all credit-worthy parents of dependent undergraduate students. These loans are not based on financial need, although Gonzaga requires submission of the FAFSA prior to applying for the loan. The annual interest rate is fixed at 8.5 percent. Loans are made available by banks and credit unions. The maximum amount that can be borrowed is the Gonzaga "cost of attendance" minus other financial aid.

**Other Loan Funds:** Other loan funds have been established to assist students with expenses due to emergencies or other special circumstances. These funds include the Fred E. and Venora Bigelow Trust (Loan Fund), the Leo J. Brockman Loan Fund, and the Carrie Welch Loan Fund. Inquiries should be directed to the Financial Aid Office.

## Student Employment

Numerous educational studies have found very significant positive effects from students working on a part-time basis while enrolled in undergraduate studies. The Gonzaga Financial Aid Office supports these findings and encourages students to pursue part-time employment opportunities.

**Federal Work-Study Program:** This financial aid program, funded by the federal government and the University, provides a variety of employment opportunities for students employed on campus. Jobs range from assisting with research to general office work to community action projects. Students work approximately 10 hours per week during the semester, and up to 30 hours per week during vacation periods. Eligibility for work-study is based on financial need. The FAFSA is the required application.

**State Work-Study Program:** This financial aid employment program is funded by the State of Washington and private employers. It allows students to work with Spokane area employers during the academic year or anywhere in the United States during the summer sessions. These opportunities provide an excellent way for students to gain experience in their fields of study while earning a good salary. The program provides jobs in accounting, the arts, business, education, engineering, computer programming and processing, law, marketing, and other fields. Eligibility for this program is based upon financial need. The FAFSA is the required application.

**Employment:** Limited student employment opportunities are available in various administrative offices and academic areas of the University, as well as with Sodexo Marriott Food Service. These positions are available through University departments and offices. Position openings are posted on the job location board.

**Off-Campus University Employment:** Spokane business and private individuals often require part-time help where hours in which to work are conducive to students' schedules. These positions are posted on the Job Location Board and are viewed by students as well as the public.

## 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 requirements."

Full-time students who are eligible for, and receiving, financial aid must successfully complete 12 credits with a minimum GPA of 2.00 each semester. Students who fail to achieve this criterion are placed on Financial Aid Probation and may lose all financial aid if their academic performance does not reflect satisfactory progress during the next semester. Additionally, State of Washington financial aid recipients who are enrolled full-time are required to successfully complete at least six credit hours per semester or risk immediate suspension of state aid. Please note that current financial aid awarding procedures reflect the expectation that undergraduate students enrolled on a full-time basis will complete their degree requirements in eight semesters.

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.

### **General Information**

The University's cost of providing a Gonzaga education is not borne solely by student tuition and fees. The annual Jesuit Community gift, endowment income, and gifts of many types from individuals, firms, and foundations constitute some of the other revenue sources essential for a balanced budget.

However, revenue from student charges constitutes most of Gonzaga's income. Student charges (less verified financial aid) are payable in full in U.S. dollars on a per semester basis, no later than three weeks prior to the beginning of the term. Knowing that payment in full presents a burden for many parents and students, Gonzaga offers two installment plans which cover the academic year and spread payments over a period of either eight or ten months.

### **Eight and Ten Month Installment Plans**

With each of these payment options, estimated tuition, room, and board expenses for the academic year are payable 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<sup>st</sup>. Payments begin July 1<sup>st</sup> and run through the following April.

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

December graduates or students enrolling in the spring semester for the first time 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. Student Accounts accepts cash and checks for payment on account. Electronic payment is also available which includes e-Check at no charge to the student and credit card payment through American Express, MasterCard and Discover, with a 2.75% service fee. For additional information, go to: [www.gonzaga.edu/studentaccounts](http://www.gonzaga.edu/studentaccounts) and click on the 'Billing and Payment' link.

### **Third Party Sponsors**

A student whose account will be paid by a corporate or foreign sponsor, a government agency, a religious institution, a scholarship foundation or trust account, requires proof of sponsorship in the Student Accounts Office to confirm their classes.

### **Confirmation Deposit**

In order to reserve a place in the student body, each first-time entering student is required to pay a \$400.00 confirmation deposit. This will apply as a credit toward first semester tuition expenses. Confirmation deposits are non-refundable unless written notification of cancellation of enrollment is received by the Admission Office prior to its deadline dates.

### **Room Reservation/Damage Deposit**

Students are expected to make housing reservations with the Housing Office prior to April 15<sup>th</sup> for fall semester and prior to December 1<sup>st</sup> for spring semester. All new students must complete and sign a Residential Living Application/Agreement. Reservations for new students must be accompanied by a \$200 advance room deposit fee which is non-refundable after June 1<sup>st</sup> for fall semester and January 1<sup>st</sup> for spring semester. This room reservation deposit converts to a room damage deposit at the time of first registration. Damage deposits are left on account until the student leaves the housing system permanently. Damage deposits are refundable when a student checks out of the residence hall or leaves the University and appropriate damage charges, if any, have been assessed.

Returning students who have been refunded their damage deposit are required to resubmit a damage deposit of \$200. Room reservation deposits are non-refundable unless written notification of cancellation of room reservation is received by the Housing Office prior to the deadline dates.

### **Refunds**

Students withdrawing completely from the University must obtain a Complete Withdrawal form from the Office of Academic Services. Tuition adjustments are calculated in Student Accounts. Final adjustments are based on the effective date of the withdrawal and exclude non-refundable fees. Room and board are pro-rated 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 refund schedule for dropped classes are available in the Student Accounts and Financial Aid offices.

### **Miscellaneous**

The University reserves the right to change any costs without notice. It further reserves the right to withhold student information, including transcripts and diplomas, until a 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. A finance charge of 12% per annum pro rata (365 days) on any amount more than thirty days past due will be added to a student's account, 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 deadline.



**Tuition Schedule (Academic Year 2007-08)**

(Tuition and fees will be adjusted for the period of June 1, 2008 through May 31, 2009.)

**Undergraduate:**

Full-time (12-18 credits), per academic year, including General Fees . . . . .	\$26,120
Excess Credits, per credit . . . . .	760
Part-time (1-11 credits), per credit . . . . .	760
Bachelor of General Studies, (1-12 credits) Regular, per credit . . . . .	410
Accelerated, academic year, per credit . . . . .	530
Accelerated, summer, per credit . . . . .	510
Excess BGS credits (over 12) will be at the rate of Part time, per credit . . . . .	760

**Study Abroad Programs:**

Gonzaga-in-Florence (includes room & board), per year . . . . .	41,800
*semester options, see Student Accounts	
Gonzaga-in-Florence, summer program . . . . .	7,200
Gonzaga-in-Granada, (Spain), fall semester . . . . .	12,365
Gonzaga-in-Granada, (Spain), spring semester . . . . .	14,040
Gonzaga-in-London, per semester . . . . .	13,900

**Special Programs:**

Dual H.S. Enrollment, part-time (6 credit limit per semester) per course . . . . .	290
English as a Second Language, per session . . . . .	2,305

**Auditors:**

Of Record (recorded on transcript), per credit . . . . .	760
No Record/No Credit, per credit/maximum per course Undergraduate . . . . .	285/865
Alumni (limited courses), per course . . . . .	175

- Notes: 1) Tuition schedules for graduate, postgraduate, doctoral, and law programs are contained in separate catalogs.  
 2) Physical Education activity courses may not be taken on an "audit" basis.

**Special Fees: 2007-08**

**I. Academic Fees:**

<b>Application Fee:</b> . . . . .	50
<b>Summer Session Administrative Fee:</b> . . . . .	35
<b>Graduation Fee:</b> . . . . .	50
<b>Studies Abroad Administrative Fee:</b> per semester . . . . .	500-750
<b>Late Add/Drop, Withdrawal Fee, per course:</b> . . . . .	50
<b>Late Graduation Fee:</b> . . . . .	75
<b>Late Registration Fee:</b> . . . . .	50
<b>Replacement of ID Cards:</b> . . . . .	20
<b>Tuition Deposit:</b> (Full refund prior to 5/1) . . . . .	400
<b>Housing Deposit:</b> (Full refund prior to 6/1) . . . . .	200
<b>Fitness Center Fee:</b> Full-time Undergraduate, per semester . . . . .	95
Optional, for all other undergraduate categories, (per semester) . . . . .	150
Optional, entire summer . . . . .	50
<b>Course Challenge Fee:</b> Undergraduate only, per credit . . . . .	50
<b>Transcript Fee:</b> per official copy . . . . .	5
<b>Technology Fees:</b> Full-time Student, per semester . . . . .	105
Part-time Student, per semester . . . . .	50
Summer, per session . . . . .	28
<b>Mandatory Accident Insurance,</b> per year . . . . .	42

**Laboratory Fees:**

Art . . . . .	55-60
Art Design-Art . . . . .	50
Art (200 level+ painting/drawing) . . . . .	65
Biology . . . . .	90
Broadcasting . . . . .	50
Chemistry . . . . .	90
Communications Arts:	
Advanced Print-COMM 302 . . . . .	70
Intercultural Communications-COMM 418 . . . . .	18
Movement for Performer-THEA 120 . . . . .	10
Stagecraft-THEA 132 . . . . .	25
Costume Construction-THEA 134 . . . . .	20
Photo Journalism . . . . .	30
Principles of Photography . . . . .	70
Education:	
Certification/Endorsement . . . . .	15-70
Teacher Education Practicum . . . . .	200
Special Education Practicum . . . . .	200
Education Field Experience, per credit . . . . .	125
Education Methods Lab . . . . .	10-25
First Responder (EDPE 212) . . . . .	125
Assessment B Special Ed (EDSE 417) . . . . .	100
Engineering (per major, per semester) . . . . .	120
Exercise Science . . . . .	94
Honors . . . . .	125
Military Science . . . . .	85
Modern Languages . . . . .	50
Nursing Program fee, per semester . . . . .	17
Nursing Program delivery fee . . . . .	94
Contemporary Issues-SPAN 340 . . . . .	50
Hispanic Cinema fee-SPAN 415 . . . . .	50
Music in Film and Television . . . . .	25
Music: Private lessons, per semester:	
half-hour per week . . . . .	255
one hour per week . . . . .	510
Applied Classes . . . . .	160
Choir . . . . .	70
Chorale . . . . .	25
Jazz Choir . . . . .	60
Guitar Ensemble . . . . .	160
Percussion Ensemble . . . . .	50
Symphony Orchestra . . . . .	50
Wind Ensemble . . . . .	60
Jazz Ensemble . . . . .	50
Jazz Workshop Combo . . . . .	25
Physical Education (varies with course) . . . . .	5-250
Physics . . . . .	90
Psychology . . . . .	50
Sociology . . . . .	20

**II. Student Life Fees:**

Orientation, required of all first time, full-time undergraduate students	
Fall . . . . .	60
Spring . . . . .	25
Publications, per year, included in tuition . . . . .	55
Laundry Fee, all resident students, per semester included in room charge . . . . .	40
Campus Ministry Retreats at Bozarth Retreat Center: Optional for all students, varies with retreat . . . . .	5-22
GSBA Student Life Fee: per semester, included in tuition . . . . .	80
Residence Hall Fees: per semester, included in room charge . . . . .	35
Parking, University lots: per year . . . . .	50
Student Mail Box Rental: per year . . . . .	35

**Room & Board: 2007-08**

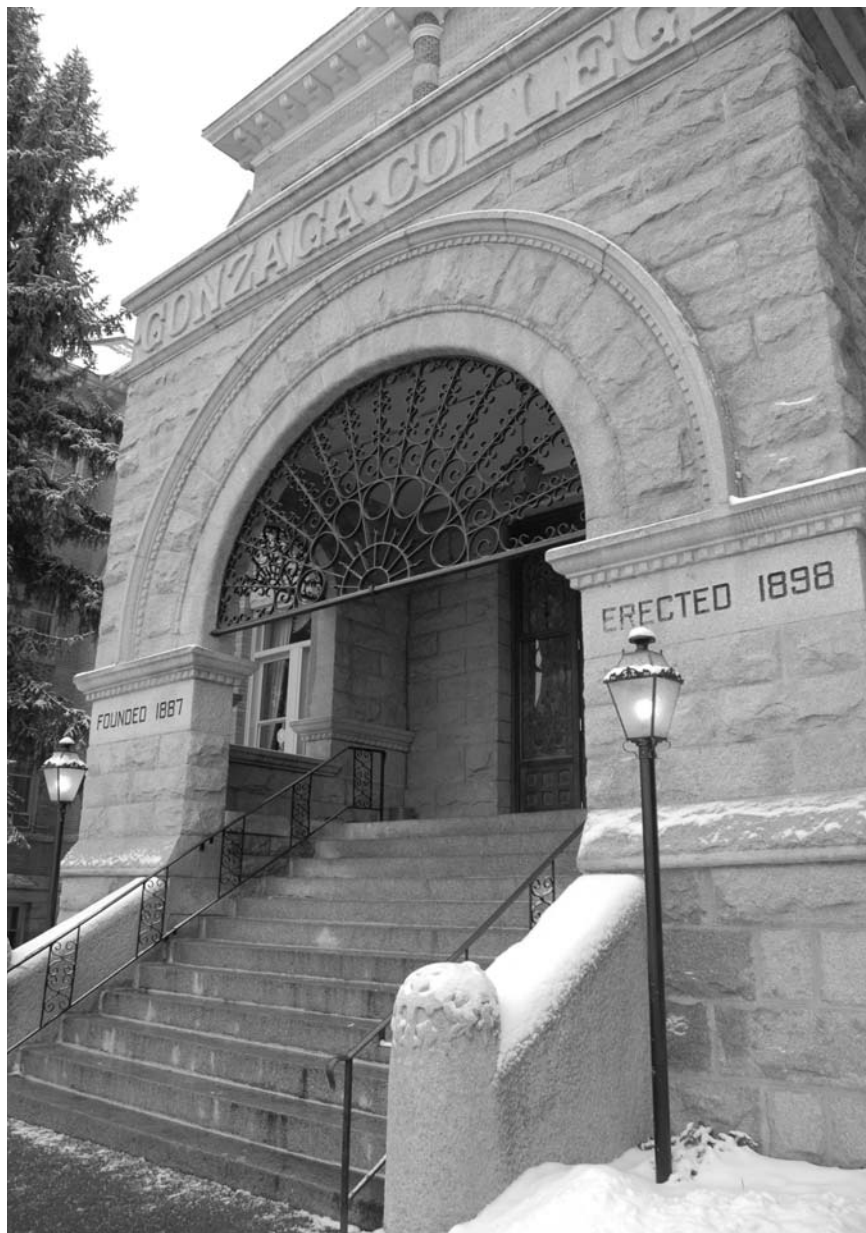
Students residing on campus must enroll in a combined room and meal plan. Room options with the Gold meal plan option (21 meals per week with \$285 flex dollars) are listed below. These are per semester costs:

<b>Room:</b> Double Occupancy . . . . .	3,635
Single Occupancy . . . . .	3,990
Premium Single . . . . .	4,135

No meals are served during the Christmas or Spring break periods. All board charges are subject to further increase should rising food costs make it necessary.



# STUDENT LIFE



[www.gonzaga.edu](http://www.gonzaga.edu)



In partnership with students, faculty, administrators, and other members of the Gonzaga University community, the division of Student Life assists students in their pursuit of an education based on Jesuit tradition and the Gonzaga University Mission and Ethos Statements. The division strives to know students personally, encourages them to grow and to mature, and enriches their education by challenging them to be active in all areas of their own development. Recognizing growth as a continuous process, the division is sensitive and responsive to the spiritual, intellectual, social, physical, and emotional growth needs of students.

The division wants students to commit to excellence, to develop their talents more fully, to be involved in the educational community, to develop mutual respect for and sensitivity to others, to commit to honesty, to communicate openly, to value and offer service to others, to increase their awareness of the oppressed and to work for a just society.

The division of Student Life is committed to serving students and the Gonzaga University community through counseling, health education, service, career planning, prayer and worship, safety and security, physical development, crisis intervention, student orientation, student discipline, and co-curricular activities. The aim is to assist students in achieving the maximum benefit from their educational experience and to improve the quality of campus life.

***Student Housing Residency Requirement and Dining***

***Policies:*** The University requires full-time undergraduate first and second year students under the age of 21 to reside on campus in the residence hall system and take their meals in the dining halls. Students who have been admitted to Gonzaga University and want to live on campus, must be 17 and 3 months on the first day of classes. Students younger than this age upon the first day of classes must live off campus with parents or immediate family who are 21 or older. Any special exceptions or requests will be considered and addressed by the Director of Housing. First and second year students refers to how many years the students have been attending Gonzaga University and should not be confused with "class standing" in relation to this residence requirement. Undergraduate first and second year students who are under the age of 21 but who are married or living with immediate family in the local area may apply for an exemption from this requirement with the Office of Housing and Residence Life. All students residing on campus are contractually obligated to the University for the room and board fees as stipulated in the "terms and conditions" portion of the Residential Living Application Agreement.

***Residential Living Application/Agreement:*** All resident students must complete and sign a Residential Living Application/Agreement. This document fulfills several purposes: it serves as the room and board contract between the University and the student; it states some of the University's housing policies; it refers you to where you can find the rest of the policies regarding on campus living and behavior; and it provides information on room and damage deposits. If a student withdraws from the University during the semester, his or her room and board charges are refunded on a pro rate basis.

It should be noted that acceptance of the Residential Living Application/Agreement does not constitute acceptance to the University academically. Prospective students are encouraged to apply for housing as early as possible prior to their expected term (fall or spring) of attendance.

## Residence Halls

Under the direction of the Director of Housing and Residence Life, the University operates 21 residential communities. In addition, two unfurnished off-campus apartment communities and several theme houses are part of our attempt to offer a variety to a student's housing experience as they enter upper division status and are over 21 years of age. The combined residential system houses approximately 2,300 students. The majority of the residence halls are small, ranging in size from 15 to 360 students. This arrangement provides a close-knit and informal atmosphere designed to help students develop responsibility and accept opportunities for leadership.

Alliance, Campion, Chardin, Cushing, Lincoln, and Roncalli are smaller residences on campus. Crimont, DeSmet, Dillon, Goller, Twohy, Welch, Dooley, and Madonna are larger style ranging in size from 45 to 155 students. Catherine/Monica Hall, our largest, is most popular with freshmen and houses 360 students. Apartment style living is popular among second year students and opportunities for such living arrangements can be found in 301 Boone, Sharp Apartments, Sharp House, Dussault Apartments, and to some degree, Burch Apartments. Currently, Kennedy Apartments, some space in Burch Apartments and all of Corkery Apartments are reserved for upper division students who wish to remain on campus after their residency requirement expires. The upper division apartments are premium style, newer apartments, mostly offering options for single bedrooms while sharing apartment space with friends and peers.

Several Jesuit priests live on campus in residence halls with students, acting as live-in chaplains. In addition, several lay chaplains are assigned to residence halls that do not have live-in Jesuit priests. This chaplain program helps provide opportunities for spiritual counseling, in-house worship and some level of guidance as well as an adult presence and role model.

Residence halls and dining halls are open throughout the academic year except during Christmas vacation and spring break, when limited service is provided. Opening and closing dates, including those pertinent to Christmas vacation, are published on the department's website and various department seasonal publications, distributed during each semester and through community meetings. If multiple dates seem to conflict or are confusing, you should rely on information directly from the Office of Housing and Residence Life when it comes to scheduling flights to and from the campus during holiday periods.

The University does not assume responsibility for the loss or damage of personal property. Every resident is strongly encouraged to secure renter's insurance and information from private insurers will be included in a summer mailing to all students. Detailed information regarding residence hall regulations is published separately in the Student Handbook. This handbook is available from the Office of Housing and Residence Life or the department of Student Activities.

## Room Reservations

Students are expected to apply for housing with the Office of Housing and Residence Life at least six 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 \$200 advance room deposit which is non-refundable after May 1 for the fall semester and December 1 for the spring semester. The \$200 room reservation deposit converts to a room damage deposit at the time of occupancy. A portion of this deposit may be non-refundable, depending upon the year. Please refer to the current Rental Application/Agreement for further details pertinent to the year. The damage portion of the deposits are refundable when a student checks out of the residence hall or leaves the University and appropriate room charges, if applicable, have been deducted.

All students are assigned rooms by the Office of Housing and Residence Life. New students may indicate room or hall preference on the Application/Agreement. Roommate preference, if applicable, should be noted in the "Roommate Request" area. In the absence of a roommate preference, students are paired with a roommate based on the responses to lifestyle questions on the Application/Agreement. Students may also select to live in our Positive Choice and other theme style communities. The theme style communities each year will be advertised on the department website. Most require an additional special application. No guarantees can be made to first-year students regarding building, roommate, or theme style preferences. Returning residents participate in a spring sign up process during the spring semester that allows them to select a specific room for the next fall semester.

## Student Behavior

Gonzaga University expects its students to conduct themselves at all times according to moral principles of the University and Ethos statement. Students are expected to respect themselves as well as the personal and property rights of others, and must abide by all regulations as set forth in the Student Handbook. Students also have the obligation to conduct themselves in accordance with civil regulations. Any breach of policy, regulation or public morality renders a student subject to disciplinary action up to and including suspension or dismissal.

**Disciplinary Cases:** According to the gravity of the situation, disciplinary matters may be handled through the University disciplinary system, including, but not limited to, the Residence Hall staff, the Student Judicial Board(s), the Dean of Student Services, Vice President for Student Life, Student Life staff, or the University Discipline Board for Students. The University may at its option, where it considers such action to be appropriate, send notice and/or copies of disciplinary action to the parents of students involved in such action. The University, in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 in conjunction with the 1998 amendments to the Higher Education Act, will only send reports to the parents of a dependent student as defined in the Internal Revenue Code, section 152, (1954). The University may also contact the parents of students involved in alcohol or drug violations. In some cases, as a condition of remaining at Gonzaga, a student may be required to notify his/her parents or legal guardians of his/her disciplinary standing with the University.

## Mutual Responsibility

The admission of a student to Gonzaga University and the student's acceptance of that admission constitute an agreement of mutual responsibility. The student's obligation is to accept the published policies of the University and to act in a manner consistent with these policies. Matters treated by the policies of the University's Ethos statement and the student conduct code are detailed in the Student Handbook. The policies and regulations include, but are not limited to, information that describes infliction or threat of bodily or psychological harm, harassment, behaviors that interfere with the learning environment, academic dishonesty, destruction or theft of property, and the possession, use, or sale of controlled substances, drugs, or narcotics.

In turn, the University's responsibility is to provide an environment in which its educational goals may be achieved. The University also recognizes its obligation to provide students with an opportunity to be heard in matters affecting their welfare. Gonzaga University assumes a responsibility to take appropriate action when behaviors are contrary to Gonzaga's mission, Ethos statement, or regulations, and thus, when the agreement of mutual responsibility has been violated.

## University Ministry

The Office of University Ministry has as its primary goal to get each student what he or she needs to grow in his or her relationship with God. The habits we teach through University Ministry aim at focusing and realizing the Catholic and Jesuit mission of the University in our students and for their sake, doing so in a way that fits the development and desire of each student.

The Roman Catholic identity of Gonzaga University compels us to be skillful, competent, unitive, and collaborative in the way we practice our religious habits with and for our students, both Catholic and non-Catholic. We are Roman Catholic when we are true to ourselves, but also when we have found the proper ways to relate skillfully and profoundly to what is finest in our students and to the great religious traditions of holiness and service our students represent. After four years, we want our students to have become better individuals regardless of their religious beliefs, attracted to what they do not understand having found ways to work together for the good of all.

The Jesuit identity of Gonzaga University, which governs most profoundly the educational philosophy of the University, compels that we help our students understand how intellectual growth in each of them is essential if we are going to find a way together to unify and heal our world.

For the sake of accomplishing these goals, the Office of University Ministry sponsors and directs a multitude of spiritual opportunities our students may engage in, both Catholic and Protestant alike. During the academic year we offer:

- The Eucharist twice a day, six Freshmen Retreats, four Search Retreats, four Cardoner Retreats, two Spiritual Exercises of St. Ignatius Retreats, an RCIA training program for those desiring to enter the Catholic Church, an annual Pilgrimage to the Mission of the Sacred Heart at Cataldo, Idaho.

- We make available spiritual direction to students desiring it. We offer a multitude of opportunities for students to pray together—the Catalyst prayer groups in the residence halls, Rosary groups, Eucharistic adoration groups.

- We co-sponsor opportunities for Protestant-style praise and worship through the Thirst group.

- We offer in every domain of University Ministry opportunities for motivated students to help lead any of these spiritual initiatives.

Furthermore, we explicitly work to link University Ministry and its spiritual formation of students with the broad service initiatives sponsored and directed through Gonzaga's Center for Community Action and Service-Learning.

We will do whatever we can, in accord with our principles and alert to what fits each student, to keep our students growing spiritually, as they also grow intellectually and socially towards their vocations and careers.

See our Website for further details:

[www.gonzaga.edu/about/mission](http://www.gonzaga.edu/about/mission)

### **Counseling and Career Assessment Center**

The Counseling and Career Assessment Center services are available for all currently enrolled students who have concerns which may impede their academic progress. 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 the System of Interactive Guidance and Information (eSIGI 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, LSAT, PRAXIS SERIES (NTE), TOEFL, PCAT, 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 am - 12:00 pm and 1:00 pm - 4:30 pm. Counselors are available for appointments Monday-Friday, 9:00 am - 12:00 pm and 1:00 pm - 4:00 pm.

### **Addiction Counseling**

The Addiction Counseling program serves the University community by offering support and resources for those with substance abuse problems. Some services include: alcohol/drug addiction counseling, Adult Children of Alcoholics (ACOA) support group, substance-free housing options, the law school alcohol/drug/behavioral support group, an eating disorder support group, a sexual abuse/sexual assault support group, and alcohol education programs.

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. The addiction counselor can be reached at extension 4100, or from off campus at 323-4100.

### **The Career Center**

The Career Center provides information, training and services to students and alumni in order to help them clarify and articulate a career path that is consistent with their individual interests, goals, abilities and field of study. Representatives from national, regional and local corporations, non-profit organizations, government agencies and school districts visit the campus annually to recruit and interview students for full-time employment and internships opportunities. Employment opportunities are posted on line at ZagTrax (<http://www.ecampusrecruiter.com/gonzaga>) and are available to all students. ZagTrax is also used by students and alumni to keep their career portfolio (letters of recommendation, transcript, resume and other pertinent documents) and are made available to prospective employers or graduate schools upon the request of the student or alumni.

The Career Center maintains a library that provides current information on employer and occupational profiles, alternatives careers and national, regional and local employment trends. Seminars on career planning, resume writing, interview skills, and job search techniques are conducted throughout the year by staff professionals and trained student paraprofessionals called CRISP (Career Representatives Involved in Student Planning) to assist students in developing a better understanding of the skills necessary for employment. Mock interviews are conducted with professionals from local businesses to provide students an opportunity to practice their interviewing skills. The Gonzaga University Career and Internship Fair is held during fall semester as part of Career Week activities allowing students the opportunity to network with professionals for future employment opportunities. The Career Center has developed a partnership with the career centers from Eastern Washington University, Whitworth College, and WSU Spokane to sponsor "The Partnership in Employment Career Fair" for students and alumni to provide opportunities for employers and candidates to discuss future employment and internship opportunities. Students are encouraged to schedule an appointment with a career professional to develop a personal career portfolio, options for graduate school, or employment opportunities.

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 at [www.gonzaga.edu/careercenter](http://www.gonzaga.edu/careercenter). 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 Career Center can assist students in reviewing the possibility of academic credit for an internship experience.

## GAMP

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.

In addition to the individual mentoring, GAMP organizes regional events in Spokane, Portland, and Seattle. The "Trek" program offers students the opportunity to participate in corporate excursions, networking socials, and to meet representatives from some of the top firms in the region.

## 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 over a decade. The program is supported by the Service-Learning Advisory Board and the Office of Service-Learning. Over 40 faculty teach service-learning courses in twelve different academic departments and the law school. Over 1,000 students are engaged in service-learning each academic year. Each semester the office coordinates a Service Fest where 50 non-profit agencies recruit student volunteers.

**Other volunteer opportunities include:** The Campus Kids and Shaw Connection Project: Campus Kids and Shaw Connection are mentoring programs for at-risk youth. The project pairs GU students with 4th, 5th and 6th grade children, or middle school children, for tutoring activities centered on the Gonzaga campus.

**Literacy Links:** Literacy Links includes four individual literacy projects, each led by a full time AmeriCorps member. Projects include a reading tutoring program for elementary school children, 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 Way of the Heart Retreat. 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. Please visit [www.gonzaga.edu/CCASL](http://www.gonzaga.edu/CCASL) for additional information.

## 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, nurse practitioner, and 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 (Rubella) prior to registration. Non-compliance with this requirement may result in a hold on any future registration. Exceptions must be verified by the Health Center and will be granted only for specific medical or religious objections to vaccination.

An accident/injury plan is in effect for all students. Additional insurance coverage is offered to cover the cost of services, in or out of the Health Center.

## Athletics

Gonzaga University competes at the highest level of intercollegiate athletics in the ranks of the National Collegiate Athletic Association's Division I. Gonzaga offers seven intercollegiate sports for men and seven for women.

Gonzaga's athletic teams are nicknamed the "Bulldogs." The University's official colors are blue, red, and white.

Men's basketball, baseball, cross country, soccer, golf and tennis teams compete in the West Coast Conference with teams from Loyola Marymount University, Pepperdine University, Saint Mary's College, Santa Clara University, and the Universities of Portland, San Diego, and San Francisco. Men's crew competes independently of conference affiliation. Gonzaga's men have been members of the WCC since 1979.

Women's basketball, volleyball, cross country, soccer, crew, golf, and tennis teams also compete in the West Coast Conference, comprised of the same teams included in the men's WCC alignment. Gonzaga's women have been members of the WCC since 1987.

Gonzaga also offers a variety of club sports, through the Gonzaga Student Body Association, including ice hockey, men's and women's rugby, alpine skiing, and lacrosse.

Intramural sports are a vital part of student life on the Gonzaga campus. Activities span the nine-month academic calendar, including such sports as flag football, basketball, volleyball, dodgeball, tennis, badminton, and softball. All sports are offered for both men and women, or as a coed activity.

The **Charlotte Y. Martin Centre** is a 136,000 square foot athletics and recreation complex. The complex houses the Rudolf Student Fitness Center, Athletics Department, and Physical Education classes. The Martin Centre is the 2000 seat home for volleyball.

The **Rudolf Fitness Center** is a 38,000 sq. ft. facility with a full line of cardiovascular and weight areas. Also available are four racquetball courts, two aerobics rooms, three full basketball or volleyball courts, a running track, a six lane 25 yard swimming pool and a smoothie snack bar.

The **McCarthy Athletic Center** is a 144,000 square foot basketball arena. The McCarthy Athletic Center houses a portion of the Athletics Department offices and a workout room for the men's and women's crew teams. The McCarthy Athletic Center contains the Kennel which is the 6,000 seat home for men's and women's basketball.



## Unity House Cultural Education Center

Enriching life through justice and culture: experience it! Unity House since 1996, is under the administrative responsibility of the Office of the Associate Vice President for Diversity.

Through our staff, services, and programs, we provide assistance and support to all students, faculty, and staff who seek to broaden and deepen their understanding of themselves and the diverse world in which we live. The center encourages and supports open and honest communication and opportunities for participation in individual, group and cultural education programs and events on campus and in the greater community.

Our Mission is to promote the Jesuit and Catholic ideals of social justice and service; and to promote cultural and cross cultural understanding within the Gonzaga community through academic pursuits, collaborative efforts, advocacy and civic engagement. We provide and support student leadership and professional development programs, such as, the Academic Cultural Excellence (ACE) Student Leadership program, a staff development program known as the Diversity Passport program, the freshman Pathways experience with their focus on diversity, justice and human rights and GIEOP (Gonzaga's Indian Education Outreach Program). The director also works to collaborate with other faculty across disciplines in an effort to enhance the classroom experiences of our students and visitors on issue of social justice and diversity. In addition we support cultural events, community service, and outreach initiatives. We specifically seek to support students of color by providing a safe, academic, and social climate at Unity House.

We provide a place to study and a home away from home for students and visitors. Some of our resources include:

- 1) A state of the art computer lab.
- 2) A small book/video resource library; big screen T.V.
- 3) Meeting and lounge areas and kitchen and dining areas.

The house also serves as the headquarters of several community and campus efforts, e.g. the Spokane Chapter of the NAACP (National Association for the Advancement of Colored People), the Fig Tree faith in action newspaper, P.I.E.R. (Program for International Education and Relief), the Black Student Union (BSU), First Nations Native American Student Association, the Special Populations Resource Center, and the Office of the Cultural Activities Coordinator. Unity House is an outlet for active and open dialogue regarding racial, cultural, sexual orientation, and social justice issues for all members of the Gonzaga Community. All are welcome here.

Visit our web site at [www.gonzaga.edu/diversity](http://www.gonzaga.edu/diversity)

## International Student Programs

The International Student Programs (ISP) office markets the University's programs overseas. ISP processes the application and admission of foreign undergraduate students and the evaluation of foreign secondary and tertiary transcripts, and ensures the University's compliance with federal regulations pertaining to international visitors and students.

The ISP Office operates a variety of programs providing services to Gonzaga students from other countries, including orientation, academic advising, and intercultural activities. ISP also coordinates activities among students, faculty, administration, the local community, and various American and foreign governmental agencies involved with international students.

ISP also works in coordination with the University's English Language Center. For more information, please see the English Language Center section of the catalogue.

## Disability Resources, Education, and Access Management

Disability Resources, Education, and Access Management (DREAM) 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. DREAM 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 to DREAM. Please contact DREAM to receive a copy of the University's policy on documentation of a disability or visit the department website at [www.gonzaga.edu/disabilityresources](http://www.gonzaga.edu/disabilityresources) for these policies as well as other helpful information. Students should contact DREAM at least four weeks prior to each semester for which they are requesting services. Lack of advance notice may delay the availability of accommodations.

If at any time during the process of application, admission, and enrollment, individuals feel that they have been discriminated against because of disability, they are encouraged to notify the DREAM director. Incidents which have occurred more than 120 days prior to making the complaint may or 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 DREAM Director or visit the department website: [www.gonzaga.edu/disabilityresources](http://www.gonzaga.edu/disabilityresources).

For more information, please contact the department at 509-323-4134 or extension 4134, if you are calling from an on-campus phone or using the switchboard to direct your call.

## Campus Safety and Security Department

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 Safety and Security department supports the educational and developmental mission of the Office of the Vice President for Student Life. The department is staffed 24 hours a day, 365 days a year. Officers are professionally trained in public safety methods. On-going training, appropriate for the campus environment, is provided. Officers make regular checks of all University buildings, with emphasis on the residence halls. 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 campus officers are directed to the Spokane Police Department. The University possesses a collaborative working relationship with local law enforcement and emergency service providers.

## 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 Center offers meeting rooms, lounges, and a recreation area for programs, study, and socialization. Also available are student mailboxes, the University mail service, a central information desk, television lounge, espresso bar, vending machines, gifts/balloons, a small movie theatre, food retail outlets, a student photo gallery, ATM, bank, courtesy phones, and Ticket Central where students can purchase discounted tickets to area-wide events on and off campus. Offices housed in the Center include University Ministry, The Career Center, Student Activities, Outdoor Recreation, 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 these student produced publications: The Bulletin, the weekly newspaper; Reflections, an annual journal of art, poetry and fiction; Charter, an annual journal of scholarly thought and opinion; the Spires yearbook; and on-line student publications. For distribution locations, call 323-6875. To view these publications on-line go to

<http://www.gonzaga.edu/Student+Life/Get+Involved/Student+Media/default.htm> or to [www.gonzagabulletin.com](http://www.gonzagabulletin.com) for the newspaper. The online student telephone directory is available to students only through their Zagweb account. For other questions, please call 323-6875.

## Student Organizations

**Student Government:** The Gonzaga Student Body Association (GSBA) is Gonzaga's student government. Every undergraduate student is a member of GSBA.

The purpose of GSBA is to present student concerns to the administration, provide activities both on and off campus, sponsor and financially support student clubs and organizations, supply student services, provide leadership development opportunities, and assist in creating an environment which is conducive to students' needs. GSBA is made up of three branches: the executive branch, the legislative branch, and the judicial branch. There are four elected and 14 students appointed executive branch representatives, 24 elected legislative branch representatives, and five students appointed judicial branch representatives. GSBA's mission is to support the growth of the Gonzaga community through the sponsorship of clubs, activities, and forums for student participation.

**Student Clubs:** The Vice President for Student Life formally recognizes academic, social, honorary, sports, religious, awareness, and service clubs and organizations. There are over ninety chartered clubs and organizations at Gonzaga. Currently, Gonzaga has such club sports as hockey, skiing, women's fast pitch, rugby and men's and women's lacrosse. These clubs compete with other schools in the region.

Service organizations provide an opportunity for students to serve the University and the Spokane community. The Knights, the Setons, and Circle K, all allow students to use their talents in service.

In addition, there are special-interest clubs. Among these are academic clubs, political clubs, cultural clubs, and honor societies. All of these groups sponsor and participate in activities on campus and in the community. Students are encouraged to form new clubs and organizations; however, they will not be officially registered with the University until they go through the proper procedures for emerging clubs. The Office of the Vice President for Student Life will be the final point of recognition for all clubs and organizations.

Further information on these clubs can be obtained by contacting the Student Activities Office which is located on the second level of the Crosby Student Center.

**Gonzaga Outdoors:** The mission of Gonzaga Outdoors (GO) is to provide experiential educational opportunities for students to learn about themselves through the outdoors. GO tries to appeal to all types of outdoor enthusiasts by sponsoring ski trips, fall and spring rafting trips, backpacking trips, climbing classes, camping, environmental education and clean-up, bike tours and more. These trips are meant for everyone, whether expert or beginner. The Gonzaga Outdoor Office is located in the basement level of the Crosby Student Center.

**Outdoor Equipment Rental Program:** The outdoor equipment rental program is a service available to students, faculty and staff. Rental equipment includes camping supplies, kayaks, snowshoes, snowboards, and more. New to the area and don't know where to go? Our staff can assist you in planning a trip, whether it is camping, hiking, kayaking or anything.

Further information on the Gonzaga Outdoors Program can be obtained by contacting the office, which is located in the basement level of the Crosby Student Center.

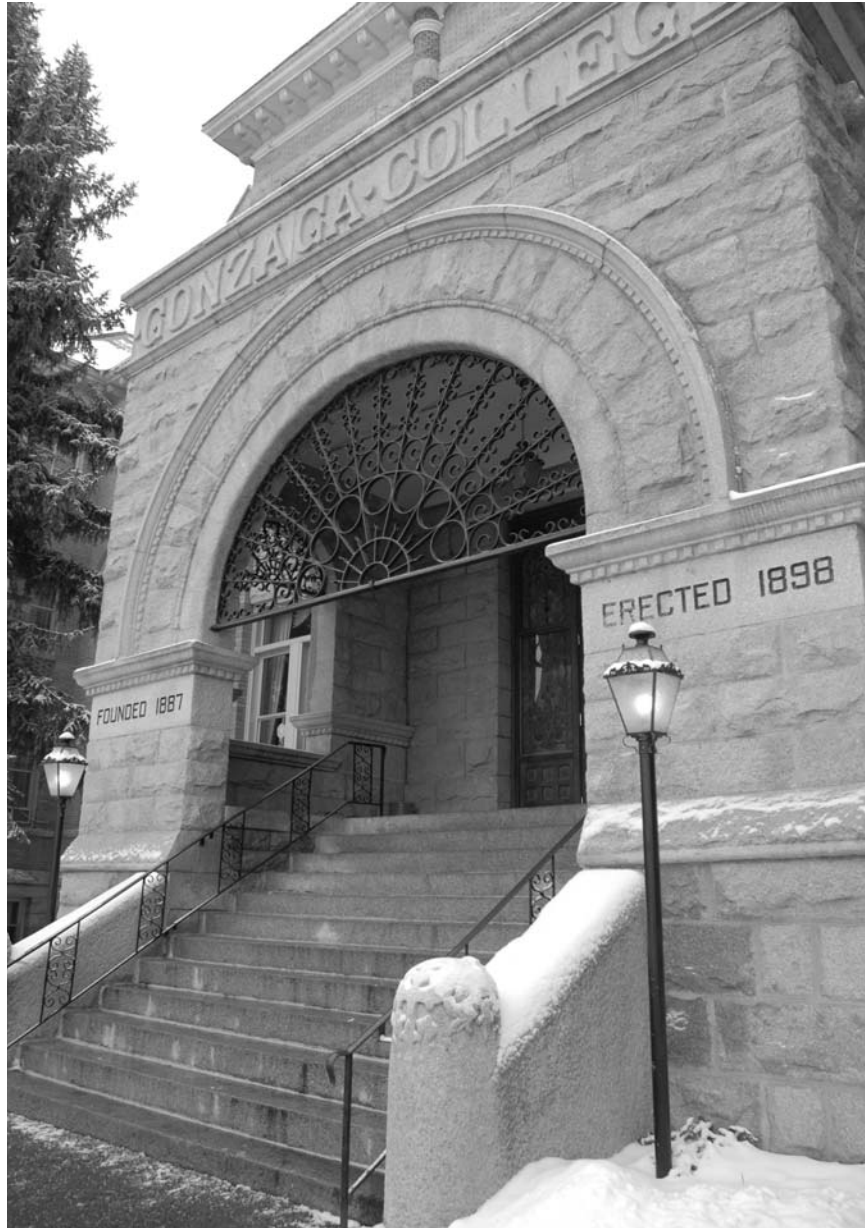
**Student Activities:** Operating under the belief that extracurricular activities help develop the "whole person," the Office of Student Activities is a wonderful starting point for your journey. The office is a central point for happenings on campus which assists with event planning, supervises clubs, and large events on campus such as Homecoming, Spring Fling, Senior Week activities and more.

For further information contact the Student Activities Office located on the upper level of the Crosby Student Center, Room 200. The phone number is 323-6123.

**Weekend Wonders:** This is a program that provides students with a variety of fun activities on the weekends. The coordinator works with various clubs and organizations to put on some events such as the La Raza Latina Grand Festival, Lacrosse BBQ and the Gonzaga Outdoors Climbing Experience.

For further information on Weekend Wonders, contact the Student Activities Office located on the upper level of the Crosby Student Center.

# DEGREE REQUIREMENTS AND PROCEDURES



[www.gonzaga.edu](http://www.gonzaga.edu)



## Degrees and Programs Offered

### A. Degrees Offered

Gonzaga University offers programs leading to the degrees listed below. For specific majors within these degrees, more information can be found under the listing of the individual school or college. This catalogue provides undergraduate degree information and references to the other divisions of the University. Information on graduate and legal studies can be found in the separate catalogues of the Graduate School and the School of Law.

The University has advisory programs to assist students in preparation for admission to professional schools: pre-dentistry, pre-law, and pre-medicine. The Department of Military Science also offers a program leading to a commission in the United States Army.

**The College of Arts and Sciences** confers the degrees of Bachelor of Arts (B.A.) (Honors and General), and Bachelor of Science (B.S.) (Honors and General).

**The School of Business Administration** confers the degree of Bachelor of Business Administration (B.B.A.) (Honors and General).

**The School of Education** confers three degrees: Bachelors of Education (B.Ed.) in Special Education, Bachelor of Education (B.Ed.) in Sport Management and a Bachelor of Education (B.Ed.) in Physical Education. This school also provides programs leading to initial and continuing teacher certification in elementary and secondary education in conjunction with the B.A. degree.

**The School of Engineering and Applied Science** confers the degree of Bachelor of Science (B.S.) (Honors and General) in Civil, Computer, General, Electrical, and Mechanical Engineering.

**The School of Professional Studies** confers the degrees of Bachelor of General Studies (B.G.S.) and Bachelor of Science in Nursing (B.S.N.).

**The School of Law** confers the degree of Juris Doctor. In cooperation with the Graduate School of Business, a combined program is offered for the M.B.A./J.D. and MACC/J.D.

A listing of graduate programs in the above College and Schools can be found in the "Other Schools and Programs" section of this catalogue. Consult the graduate catalogue for complete information.

### B. Programs Offered

#### 1. Special University-Wide Programs

Gonzaga makes available special programs for selected students in all of its schools and college. Further information on the following programs can be obtained from the director of the program.

**Study Abroad Program:** An academic year program in Florence, one or two semester programs in Paris, London, Spain, Ireland, China, or at Sophia University in Tokyo. Summer programs are offered in Florence, Cuernavaca and London.

**Honors Program:** A special curriculum for academically gifted undergraduates; specific requirements vary from school to school. Upon graduation, students in this program receive their degree with a special Honors designation.

**Hogan Entrepreneurial Leadership Program:** A special four year curriculum for students of exceptional ability that immerses undergraduates in the concepts and practices of creating new commercial and social enterprises. Students in this program graduate with a major in an academic field of their choosing as well as a Concentration in Entrepreneurial Leadership.

**International Students Programs:** An office which provides information on the academic programs of Gonzaga University to students and educators overseas, and provides a wide range of social, cultural, academic and other services for the international students at the University. It administers the International Cultural Center, and offers a year-round intensive English as a Second Language (ESL) program.

**Ministry Institute:** An independent institute for ministry formation in a community setting; students of the Institute take graduate course work at the University.

#### 2. Pre-Professional Programs

**Pre-Medicine, Pre-Dentistry, and Pre-Veterinary Studies:** Members of the Committee on Health Science Careers (CHSC) share a commitment to preparing students for graduate studies in the health sciences. Faculty members of the CHSC represent a broad range of departments. The committee currently includes faculty from Psychology and English, as well as Biology, Chemistry, and Physics. Not only are committee members active in pre-health science advising, but they also support the student's application by providing mock entrance interviews, reviewing personal statements, and writing letters of recommendation. Students who indicate an interest in the health sciences are encouraged to consult with committee members or an advisor with expertise in advising in that area.

Pre-health science students choose and complete a regular undergraduate major under the supervision of their academic advisor. Students cannot major in pre-medicine or any other pre-health science field at the undergraduate level. Although health science students must demonstrate strong achievement and aptitude in the natural sciences, a science major is not necessary. Admission committees consider each candidate based on their record of academic success, their score on the standardized entrance examination (MCAT or DAT), personal characteristics, which are further developed through the core curriculum, a demonstrated commitment to service, and knowledge of the chosen career field. Consequently, they also encourage applications from non-science majors who demonstrate these qualities and who have completed the science requirements. The CHSC recommends that students select a major based on individual interests and potential alternative career plans and then pursue the curriculum that will be most useful towards these goals.

All health science students should complete certain science courses as minimum preparation for graduate study in the health sciences. These courses should be finished prior to the spring semester of the junior year, which is when the standardized entrance examinations (MCAT or DAT) should be taken. The following courses fulfill the minimal requirements established by most health science programs:

- 1) 1 semester of General Chemistry  
(CHEM 101/101L or 105/105L)
- 2) 3 semesters of Biology  
(BIOL 101/101L, 201/201L & 202/202L)
- 3) 2 semesters of Organic Chemistry  
(CHEM 230/230L & 331/331L)
- 4) 1 semester of Bioanalytical Chemistry or  
Quantitative Analysis (CHEM 240/240L or 310/310L)
- 5) 2 semesters of Physics  
(PHYS 101/101L & 102/102L) or (PHYS 103/103L & 204/204L)

Many programs also require or strongly recommend one semester of Biochemistry (BIOL 440 or CHEM 440). Collectively, these courses provide the student with a strong foundation for graduate study in the health sciences. A few programs have additional requirements. The CHSC therefore directs students to appropriate resources to learn about the requirements of specific professional programs. Furthermore, the CHSC can advise students on the most appropriate courses to meet or exceed those requirements. As a complement to science courses, the Arts and Sciences Core Curriculum provides students with a broad liberal arts education that will help them develop the philosophical and humanitarian perspective necessary to handle complex social and ethical issues. Moreover, the CHSC encourages students to seek out volunteer opportunities and exposure to health care providers and work environments. Students who demonstrate a humanitarian concern for others through regular volunteer work in the community have higher acceptance rates than students who show no such interest or concern. Additionally, health science students must learn about their chosen career through direct interaction with health care providers. In fact, some professional programs require entering students to exceed a minimum level of exposure to their chosen field. For further information on the CHSC, or preparation for health science careers, contact the Biology department.

**Pre-Law:** A Bachelor's degree is normally demanded by law schools for admission. No particular major is required, but these schools look for students who have done well in their undergraduate program and on the Law School Admission Test. Further information can be found in the Law School section of this catalogue.

The best preparation for law school is a solid liberal education with particular emphasis on those majors and courses that develop the ability to read critically, to analyze difficult written material carefully, to think logically, and to write clear, coherent, and effective English prose. More pre-law students major in Political Science than any other field, but Gonzaga graduates have done well in law school recently with majors in all rigorous academic programs.

The pre-law program is administered by the department of Political Science. Students are provided with special academic advisors, and special preparation for the LSAT examination is provided. Internships with private law firms and with the Office of the State Attorney General are available to qualified students. The pre-law advisor can suggest an individually tailored minor in legal studies, upon request, or specific pre-law courses.

**Pre-Nursing:** Gonzaga offers a program for students who are just beginning their college education and wish to become registered nurses. During the first two years of the program, students complete the Gonzaga University core and prerequisites to the Nursing program. Prerequisite courses include: Anatomy and Physiology with a laboratory, Chemistry with a laboratory, English Composition, Mathematics, Microbiology with a laboratory, Nutrition, Psychology, Social Sciences, Sociology, Speech Communication, and Statistics. During the sophomore year, students make a formal application to enter the nursing major. If admitted to the major, Gonzaga students begin advanced nursing courses

**Preparation for Careers in Allied Health:** The University provides students with opportunities to prepare for graduate or professional study in a variety of health related areas including physical and occupational therapy, physician assistant programs, corporate fitness, cardiopulmonary rehabilitation, business careers in health fitness and human performance, health administration, health education, and sport and fitness business administration. Careers in allied health require additional study after completion of an undergraduate degree and therefore consideration of the prerequisites for admission to individual graduate programs is critical and should be considered by the student in selecting an undergraduate major. For further information on preparation for careers in allied health, contact the Department of Exercise Science in the School of Professional Studies or the Department of Sport and Physical Education in the School of Education.

**Miscellaneous Programs:** Students who wish to pursue degrees in medical records, physical therapy, optometry, pharmacy, agriculture, architecture, forestry, or mining are encouraged to complete the core curriculum at Gonzaga as well as those courses which will form a good basis for further study in the field of their choice.

**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.

## Degree Requirements

### A. University Wide

#### 1) University Wide Undergraduate Degree Requirements

- a) Completion of a minimum of 128 semester credits.
- b) Completion of the core requirements of the University and of the individual school or college.
- c) Graduate courses may not be counted toward an undergraduate degree.
- d) Minimum cumulative grade point average of 2.00 in all courses taken at Gonzaga.
- e) Completion of major requirements with a minimum cumulative grade point average of 2.00 in upper division major courses. The majority of the upper-division major credits must be Gonzaga credits.
- f) Courses grades with a "P" (pass) grade mode can only be used as elective credits. Credit earned with a "P" may not be used to satisfy core, major, minor or concentration requirements.
- g) Senior Residency Requirement: the last thirty semester credits immediately preceding graduation must be earned in Gonzaga University course work.
- h) Formal application for graduation: students must file an application and pay the graduation application fee according to the instructions and dates published by the University Registrar; diploma's will be dated as of December, May, June, or August, with one public commencement ceremony held in May.

Note: Payment of all indebtedness to Gonzaga University, the return of all equipment to the appropriate entity, and the return of all books to Foley Library are required prior to a prospective graduate's departure from Gonzaga. Holds may be placed on transcripts and diploma's for any of these deficiencies.

#### 2) University Core Curriculum

At Gonzaga, all undergraduate students follow a common program designed to complete their education in those areas which the University considers essential for a liberal and humanistic education as well as a more specialized program of the student's own choosing. The University Core Curriculum consists of thirty-one semester credits. Individual schools and college also have core curricula of their own which complement the University's Core.

The University Core Requirements are grouped into five basic areas:

- a) Thought and Expression (7 credits): This is a set of three courses designed to be taken as a block in one of the semesters of an undergraduate's first year: ENGL 101 English Composition; PHIL 101 Critical Thinking; and SPCO 101 Speech Communication.
- b) Philosophy (9 credits): Three courses in Philosophy beyond PHIL 101 taken in sequence: PHIL 201 Philosophy of Human Nature; PHIL 301 Ethics; and one 400 level Philosophy elective.
- c) Religious Studies (9 credits): Three courses in religious studies taken in sequence: one in scriptural studies (100 level); one in Christian doctrine (200 level); and one in applied theology (300 level).
- d) Mathematics (3 credits): One course in mathematics (MATH) on the 100 level or above. (NURS 320 substitutes for MATH for BSN students.) Course work in Computer Science (CPSC), or courses without the MATH prefix, do not fulfill this requirement. MATH 203 fulfills this requirement only for students who graduate with certification in Elementary Education.
- e) English Literature (3 credits): One course in English literature (ENGL 102, 103H, 105, or 106).

### 3) Catalogue Options

Students entering after June 1, 1981 may select the core and degree requirements from any appropriate catalogue which is within six years prior to their graduation. Students who entered before June 1, 1981, do not have a time limit regarding the catalogue they select. An appropriate catalogue is one in effect when a student attends with regular status as an undergraduate in a degree program. Summer session attendance does not qualify. The complete degree requirements of only one catalogue must be followed. Selections may not be made from more than one catalogue. Substitutions for discontinued courses are required and are to be authorized by the proper University authorities.

### B. Major Area

Either at the time of entrance or by the end of their second year, undergraduates should declare the particular field in which they wish to do their major work. They are then directed to the proper department for acceptance and advice in planning a program of study.

The major normally consists of at least eighteen credits of upper-division course work in the major field and such supporting courses as the department requires. The major is listed on the final transcript but not on the diploma with the exception of Engineering, Education, General Studies and Nursing.

### C. Minor Area: Minor Courses of Study

An optional minor study program is offered by most of the departments within the University. Specific requirements can be found under the department headings in this catalogue. The minor is listed on the final transcript if the student completes the necessary requirements and requests the Registrar's Office to do so in writing on the Application for Bachelor's Degree form.

### D. Second Majors, Minors, and Degrees

Under a Gonzaga baccalaureate degree, a student may complete more than one major and/or minor under that degree type (i.e. Bachelor of Arts with majors in Sociology and in Psychology). Students can receive more than one baccalaureate degree at the same time (i.e. Bachelor of Arts and Bachelor of Science). This is accomplished by completing both school's core and major requirements in addition to completing a minimum of 158 semester credits. Students who already hold an undergraduate degree from Gonzaga or any other institution can enroll at Gonzaga for a second degree as a post baccalaureate student. Gonzaga University offers second majors, second minors, and second degrees according to the following norms:

#### Second Major:

- 1) The student must fulfill all departmental requirements for the second major and all the core requirements of the school wherein the major is offered.
- 2) The student must formally apply for the second major on the Application for the Bachelor's Degree form.
- 3) At least during the third and fourth years, the student should utilize the advice of a faculty member in the department of the second major.

#### Second Minor:

- 1) The student must fulfill the requirements of the department. If the minor is in a school other than the major, the second school core requirements need not be fulfilled.
- 2) The student must formally apply for a minor on the Application for the Bachelor's Degree form.
- 3) The diploma does not indicate a minor, but it is listed on the transcript.

**Second Degree (Undergraduate):**

- 1) The student must fulfill thirty Gonzaga credits beyond the 128 completed for the first degree.
- 2) The student must fulfill all University core requirements, individual school core requirements and departmental requirements for the second degree; requirements fulfilled in the major, however, for the first degree are not repeated.
- 3) The student must formally apply for the second degree prior to graduation.
- 4) A second diploma is awarded only when the second degree is distinctly different from the first.

**Second Degree (Post Baccalaureate):**

- 1) The student must be admitted to the University by the Office of Undergraduate Admission.
- 2) The student would enter under the academic curriculum of the current catalogue and be subject to the current academic policies. This would require the student to take all courses that are new core requirements for the school/college since his/her original degree.
- 3) The minimum GPA requirement to receive the degree is a 2.00.
- 4) Students must complete a minimum of thirty credits at Gonzaga University. Any course work considered transferable toward the second degree would require a student to adhere to the course substitution petition process.
- 5) Courses used to complete another degree either through Gonzaga University or another institution can not be used toward the second degree.

**E. Activity Courses**

No more than **eight** activity credits can be counted toward a baccalaureate degree. No more than one activity course may be taken each semester.

The following courses, which may be repeated, are designated as activity courses: Journalism (JOUR): 220 & 230; Music (MUSC): 131A-V, 141-154, 231A-V, 331A, 431A-V; Theatre Arts (THEA): 124-125, 224-225, 230, 260-261, 320 - 323; Physical Education (EDPE): 101-186.

Exceptions to these limitations:

- 1) Physical Education Majors (B. Ed.) are, with the permission of the chairperson of the Physical Education department, allowed a total of four EDPE Activity Courses beyond the eight-credit limit for all activity courses.
- 2) Majors and minors in Music or Music Education may exceed the eight-credit limit.
- 3) Majors in Theatre Arts are allowed a total of four performance credits beyond the eight-credit limit.

**F. Multiple Usage of Courses for Meeting Degree Requirements**

Basically, one course can satisfy only one degree requirement. The 128 credit minimum for degree completion (and the additional 30 credits required for a second degree) are not reduced by a double count. Exceptions for multiple usage of courses include:

- 1) A LOWER DIVISION course can automatically be used to fulfill any number of lower division MAJOR, MINOR, AND CONCENTRATION requirements while also fulfilling a core requirement. A double count of courses within the core itself is not allowed with the exception of the social justice requirement within the College of Arts and Sciences.

- 2) An UPPER DIVISION course can be used to fulfill a requirement for more than one major and/or minor. Any upper division course cross-listed with Women's Studies (WOMS) or Catholic Studies (CATH) may fulfill core requirements as well as a course requirement or electives in the Women's Studies concentration or Catholic Studies concentration. No permission is necessary.
- 3) An UPPER DIVISION course used to meet a University or school core requirement cannot be used to satisfy any major or minor requirement, except for students specifically majoring and/or minoring in the Departments of Religious Studies and Philosophy.
- 4) When multiple usage of a course occurs in meeting degree requirements, the course credit is counted only once and the grade is computed when determining the major upper division grade point average.

**G. Pass/Fail Grade Course Limit**

No more than five (5) Pass/Fail graded courses can count toward a baccalaureate degree, and no more than two (2) can be taken in any one department. This grading option cannot be used to satisfy core, major, minor, or concentration requirements; it only applies to courses taken as electives.

**Academic Policies****A. Disclaimer for Academic Policy and Program Changes**

The provisions of this catalogue are not to be regarded as a contract between the student and Gonzaga University. The University reserves the right to make changes in courses, programs, faculty, calendar, tuition and fees, grading procedures, graduation requirements, admission criteria, and any other information contained in this catalogue at any time without notification. Changes become effective when the University so determines, and apply to prospective students as well as students currently enrolled. The University will make an effort to notify students of changes through publications and notices.

**B. Disclaimer for Course Availability**

All reasonable care is taken to ensure that both course offerings and degree requirements contain no erroneous, deceptive, or misleading information by omission, actual statement, or implication. Every effort will be made by the University to offer at least the courses listed in this catalogue during the period in which it is in effect; student enrollment and faculty availability, however, may affect the courses offered. Some courses listed in this catalogue are offered only as needed. The decision to offer such courses rests with the Chairperson in consultation with the appropriate dean. Final course information is published on Zagweb.

**C. Academic Advising**

Gonzaga University offers a wide variety of courses and programs. So that students may make informed decisions, the University places great emphasis on academic advising.

All students are assigned to faculty advisors who can provide information about programs and requirements. These advisors are provided with information on the academic background of the advisees. Although advisors assist in drawing up class schedules and checking for requirements and prerequisites, students have personal responsibility for fulfilling the academic requirements as set forth in this catalogue.



All students must have their schedule of classes approved by their advisors each semester. At mid-term of each semester advisors will meet with their advisees to distribute mid-term grade reports, to review academic progress, and to distribute registration information.

Advisors are available for consultation during their designated office hours and at other times by arrangement. The University expects that students will take advantage of the assistance which advisors can provide in course planning, interpretation of University policies and requirements, clarification of academic and career goals, understanding and using established processes for exemptions to University policies, and making use of the opportunities provided at Gonzaga for a satisfying and profitable academic experience.

Although advisors cannot change University policy or departmental requirements, they can assist students in submitting petitions to the appropriate office(s). Students should take special care that all approved petitions are placed in their permanent file in the Registrar's Office. They should also make sure that both they and their advisors keep copies of such material.

Close and long-term relationships with advisors can obviously be very helpful in the larger educational process of college life. Advisors will sometimes take the initiative in contacting their advisees. Students are expected to visit their advisors at regular intervals.

Students are free to request a change of advisor. Forms are available in the Dean's Offices.

## D. Academic Services

This office is designed to centralize into one area services for students and faculty regarding academic information, advising, and academic policies. This office serves students and faculty needing assistance with:

- Academic planning
- Special advising questions and cases
- Dual Enrollment student advising
- New student registration
- Complete Withdrawals/Leave of Absence from the University
- Academic standing/Academic probation
- Academic transition issues
- Academic crises
- Academic honesty
- General academic policy issues.

## E. Course Numbering System

### **Lower Division Courses:**

Below 100 - Remedial in nature; University credit is granted for no more than two courses numbered below 100 and they do not fulfill any core or major requirements.

100-199 - Primarily first and second year courses for which there are normally no prerequisites

200-299 - Courses with usually one prerequisite; primarily for first and second year undergraduates

### **Upper Division Courses:**

300-399 - Courses usually with prerequisites; primarily for third and fourth year undergraduates

400-499 - Courses with prerequisites; primarily fourth year undergraduates

500-599 - Graduate courses which may be taken by third and fourth year undergraduates with dean's permission (these courses do not count toward a baccalaureate degree)

600-699 - Graduate courses for graduate students only

700-799 - Graduate courses for doctoral students only

## F. Classification of Students

An undergraduate student is classified as a First Year, Second Year, Third Year or Fourth Year based upon the cumulative number of semester credits he/she has earned.

Cumulative Credits Earned	Classification
0 - 25	First Year
26 - 59	Second Year
60 - 95	Third Year
96 - More	Fourth Year

A post baccalaureate student has a bachelor's degree and is not admitted to a graduate program. He or she may be pursuing a second bachelor's degree or attending for personal enrichment.

## G. Registration Procedures

For each semester detailed registration procedures are published on the Registrar Office web pages at:

<http://www.gonzaga.edu/Campus+Resources/Offices+and+Services+A-Z/Registrar/default.asp>.

If an individual attends a course section that he or she is not registered or financially confirmed for, no credit or grade will be recorded. Sitting in a course without registration **is not** permitted.

Late registration is permitted only during the published time for change of registration (add/drop).

Students who do not have the necessary prerequisites for a course will not be able to register for that course. For more information, please contact the Registrar's Office.

## H. Change in Course Registration

Any change in a student's course schedule after registration requires approval from the academic advisor.

Courses may be changed only during the period listed under *Important Dates and Deadlines* on the web pages of the Registrar's Office.

Courses dropped during the official change of registration period do not appear on the student's record; courses officially withdrawn after that period will appear on the transcript with a designation of "W" (Official Withdrawal).

## I. Transfer and Evaluation of Credits

Gonzaga University welcomes the transfer student, and realizes that the unique contributions offered by students with diverse backgrounds enhance the vitality of the Gonzaga community. Applicants from other colleges and universities should note the following conditions:

- 1) Transfer credits must have been completed at a regionally accredited college or university.
- 2) Transfer credits are evaluated on a course-by-course basis.
- 3) Each transfer course must have a grade of 2.0 or higher on a 4.0 scale.
- 4) Transfer course grades do not calculate in the Gonzaga University GPA.
- 5) "Pass" grades, "Satisfactory" grades, (or the equivalent) will be accepted in transfer as general elective credit, and will not fulfill any core, major, minor, or concentration requirements.
- 6) In order to fulfill a specific requirement at Gonzaga, the transferred course must be similar in content and depth to a course taught at Gonzaga. Transfer credits submitted in fulfillment of a specific major requirement must have the approval of the department chairperson and dean of the school.

- 7) Two-year college students (junior or community colleges) are allowed to transfer a maximum of 64 semester (or 96 quarter credits) in academic subjects. Only 64 of these semester credits can be applied towards a Gonzaga baccalaureate degree.
- 8) Transfer students coming to Gonzaga with sixty or more acceptable semester credits from a community college are not permitted to enroll in any two-year institution for further transferable credit.
- 9) The transfer of any extension or correspondence course credit is limited to six semester credits and requires the written approval of the Academic Vice President's Office.
- 10) Some credit may be granted on the basis of A.P., C.L.E.P., I.B., and P.E.P. examinations. A brochure providing details is issued annually by the Admission Office and at [www.gonzaga.edu/Admissions](http://www.gonzaga.edu/Admissions).
- 11) Educational experience in the Armed Forces is accepted for some transfer credit. Consideration is given to the service school training especially in a Defense Language Institute or in U.S.A.F.I. courses.
- 12) All transfer students must complete at least 30 semester credits at Gonzaga immediately preceding their graduation from the University. In the School of Business Administration, transfer students must earn at least 50% of their business administration core and major courses at Gonzaga University.
- 13) Students transferring in with 45 or more semester credits are permitted to waive either the Philosophy elective (400 level) or applied Religious Studies course (300 level).
- 14) Students may not enroll and complete courses through any other institution while on a Leave of Absence status through Gonzaga (with the exception of non-sponsored study abroad programs.)

## J. Transfer of Credits

### **Associate of Arts Degree (AA-DTA)**

Students who have completed an Associate of Arts degree from a Washington State community college or from North Idaho College will normally be granted third year standing and will have satisfied many of Gonzaga's core requirements. Students will be responsible for:

- 1) A university-level mathematics course beyond intermediate algebra.
- 2) One course in logic.
- 3) Five courses in philosophy and religion. (see I. 13 above).
- 4) A public/interpersonal/small group speaking course.

NOTE: Former Gonzaga students who re-enter the University from two-year colleges to complete their degree may not use the Associate of Arts degree core course waiver privileges. All readmitted transfer students must fulfill all of the University's core requirements. Transfer credits, however, will be evaluated and accepted on a course by course basis. Similarly, Gonzaga will not recognize an AA degree that is obtained using Gonzaga coursework transferred to fulfill AA requirements.

The associate degree must include at least 90 quarter (60 semester) credits of which 75 quarter (50 semester) credits must be directly transferable to Gonzaga. The maximum transferable credit from any community college is 96 quarter credits or 64 semester credits.

### **Associate of Science Degree (AS-T)**

Students who have completed an Associate of Science degree from a Washington State Community College or from North Idaho College will be granted junior standing and evaluation of coursework will be on a course by-course basis.

## **Permission for Transfer of Credits by Current Gonzaga Students**

If a student on a Leave of Absence (LOA) takes courses at another institution, their LOA will be cancelled and they must reapply as a former student through Admissions. Transfer of credit must be approved by the Office of Undergraduate Admission and the Dean of the College or School. Students who desire to register simultaneously at Gonzaga and another college or university must obtain prior written permission from their Dean.

Transfer of credit for courses taken in the summer at another college or university by Gonzaga students must be authorized prior to taking the course, in writing, by appropriate University officials as specified on the Permission to Transfer Credits form and Waiver of Senior Year in Residency form. Students may view the *Transfer Guide* on the Admissions web site as a guideline for courses previously approved from other universities; individual approval is still required. Students must request official transcripts that include credits from other institutions as soon as they are completed, to be forwarded to the Registrar's Office, Gonzaga University, Spokane, WA, 99258.

## K. Course Challenge Program

Students who have completed twelve credits at Gonzaga and are currently enrolled in a matriculated degree program may take advantage of the course challenge system. This enables them to obtain academic credit for certain courses by demonstrating proficiency in the required subject matter. This option is available to student enrolled in a minimum of 12 credits excluding the course challenge credits and a maximum of 18 credits including the course challenge credits. Detailed information and regulations regarding this program can be obtained from the Registrar's Office. There is a fee charged per credit challenged.

## L. Course Overload

Students in good academic standing may petition their school's Dean to take more than the maximum of eighteen credits. There is an additional tuition charge for these extra credits. Students in the Honors Program or the Hogan Entrepreneurial Leadership Program, however, with the approval of the respective Program Director, may take extra credits without charge.

## M. Auditing a Course

**Audit grading option (AU grade assigned):** Auditors are students who register for a course under the Audit grading option by signing the audit form in the Registrar's Office. Regular tuition is charged. Activity courses (e.g., physical education, music, art, etc.) are not permitted to be taken under the Audit grading option. Auditors will not be allowed access to individual instruction, to equipment, or to supplies in conjunction with the course. Once a course is registered for under the Audit grading option, students who fail to attend the class according to the regular attendance requirements of the class are liable to receive a "V" grade at the discretion of the professor.

- 1) Registration is available through Registration Period III which is the late registration/drop-add period. The auditor registers for a lecture method course under the Audit grading option and pays tuition based on this option and course credits. A designation of "AU" is recorded on the auditor's academic transcript if the auditor satisfactorily attended the course. An "AU" on a student's transcript reflects no academic credits earned and indicates that the person has received exposure to the course content for an academic semester/term. The "AU" designation does not apply toward meeting degree requirements.

## Grading Policies

### A. Grading Procedures

A student's scholastic standing is based on the GPA earned each semester. This is determined by the combined results of examinations, assignments, class attendance, and general evidence of regular and consistent participation. Due weight will be given to mastery of the subject and the ability to communicate clearly, effectively, and accurately in both oral and written form. There are several GPA's including the semester GPA, the cumulative GPA, and the upper division major GPA.

Letter grades and plus/minus indicators are used by all instructors in the University's undergraduate programs to indicate a student's quality of achievement in a given subject. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F, V, and NS are assigned a "quality point value" for purposes of grade point average calculations, certification and convenience in reporting.

The GPA is calculated by dividing the total quality points earned by the total credits graded.

The letter grades AU, I, IP, P, RD, S, and W do not count as credits graded and quality points are not awarded. Grades of "S" and "P" do not calculate into the GPA but count as credits earned.

A minimum cumulative and upper division major grade point average of 2.00 is required for completion of an undergraduate degree. Transfer credits accepted by Gonzaga may count toward degree completion; however, grades associated with transfer credits are not used in the calculation of the cumulative GPA at Gonzaga.

<u>Letter Grades</u>	<u>Description</u>	<u>Quality Points</u>	
A	Excellent	4.0	
A-		3.7	
B+		3.3	
B	Good	3.0	
B-		2.7	
C+		2.3	
C	Average	2.0	
C-		1.7	
D+	Poor	1.3	
D		1.0	
F	Failing	0.0	(computed in GPA)
V	Failing	0.0	(computed in GPA)
S (Satisfactory/C- or higher)	Passing		(not computed in GPA)
P (Pass/C- or higher)	Passing		(not computed in GPA)
NS (D or lower)	Failing		(computed in GPA)
W (Withdrawal)			(not computed in GPA)
RD (Report Delayed)			(not computed in GPA)

- 2) A professor may assign a "V" grade for unofficial withdrawal when attendance is unsatisfactory.
- 3) Professors may assign the "AU" designation in ENGL 098, 099, and Math 099 when a student who has not registered as an auditor is unable to attain the objectives of those courses within one semester in spite of diligent work and attendance; these courses must be repeated until a passing letter grade is granted.
- 4) Under this option, audited course credits are not counted toward meeting full-time credit requirements for financial aid, student loans, VA benefits, etc., although standard tuition is paid for the credits. Auditors should be very cautious about registering using the Audit grading option.

### N. Withdrawal from the University

Students who register but decide not to attend the University should obtain a Complete Withdrawal form from the Office of Academic Services (OAS). The withdrawal process requires approvals and an interview with a professional in OAS. OAS will assist students in acquiring approvals from the following offices as necessary: Registrar's Office, Financial Aid, Student Accounts, and the Office of Housing and Residence Life. Financial adjustments are based upon the date of the completion of the withdrawal process.

Refunds will be made on tuition according to the following plan:

First week	100%
Second week	80%
Third week	60%
Fourth week	40%

After the start of the fifth week no refund will be made. Laboratory fees are refunded during the first week only.

Refunds for room and board will be prorated throughout the semester: board on a daily basis and room in units of whole weeks or any part thereof ending Saturday midnight.

Financial aid received will be refunded to the proper agency in accordance with University and governmental regulations.

### O. Leave of Absence

Students who are pursuing a bachelor's degree at Gonzaga and must interrupt their education for a period of not more than one year may be eligible for a leave of absence from the University. To be eligible for a leave of absence, a student must have at least a 2.00 in the preceding fall or spring semester, a cumulative grade point average of 2.00 and plan to return within a year. Leave of Absence forms are available from the Office of Academic Services (OAS). Students requesting a leave of absence must have an interview and obtain approval from OAS. OAS will assist students in acquiring approvals from the following offices as necessary: Registrar's Office, Financial Aid, and Student Accounts. Students are not eligible to reside on campus, attend classes, or participate in regular campus activities during their absence. Students who attend another school during their leave of absence will have that status voided and they must apply for re-admission to the University. Leaves of absence will not extend beyond one academic year. Students who wish to return to the University after the termination date of their leave of absence must apply for re-admission to the University.

**AU - Audit grading option:** The "AU" grade is assigned by the Registrar's Office and not an option of the instructor except in ENGL 098, 099, and MATH 099 when the student is unable to attain the objectives of these courses within one semester in spite of diligent work and attendance: These courses must be repeated until a passing letter grade is granted. Students choosing the Pass/Fail grading option may have grades of D+ and D converted to AU grades by requesting this change in the Registrar's Office. Students must register for this grade mode no later than the close of Registration Period III which runs through the drop/add period. A complete description of this option is given earlier in the Academic Policies section of the catalogue under the heading of "Auditing a Course."

**I - Incomplete:** Given when a student with a legitimate reason as determined by the instructor, does not complete all the work of the course within the semester that he/she is registered. The faculty member notifies the Registrar's Office with the reason for the "I" (Incomplete) grade, lists the missing material, and assigns a provisional grade that will be assigned thirty (30) calendar days into the following semester (summer sessions are not included). A provisional grade should be what the student would earn if no additional work is submitted. Requests for a date extension beyond the published date for removing incompletes must be approved through the appropriate Deans' Office and sent to the Registrar's Office for processing. Forms for this action can be obtained from the Registrar's Office. If the instructor does not submit an extension or a new grade before the published date or time extension lapses, the provisional grade will be recorded on the student's transcript. If a provisional grade has not been provided, the "I" grade becomes an "F" grade and is recorded on the transcript as an "I/F." Whenever an "I" grade has been assigned, the "I" grade becomes part of the permanent record. i.e. "I/B," etc.

**IP - Grade in Progress:** Assigned only for courses in Internships, Research, and Comprehensive Exams as well as courses that Deans recognize as eligible due to the nature of the course and the need for more than a semester to complete the work. An "IP" may remain for one calendar year. If a grade is not submitted within one year an "IP" automatically becomes a "W" (official withdrawal). Requests for an extension beyond the deadline must be submitted by the instructor to the Registrar's Office by completing the Extension form and obtaining signatures from the Dean of the school the course falls under as well as the Academic Vice President. Once the course is complete and graded, the Change of Grade form needs to be processed and the grade will be entered on the student academic record by the Registrar's Office.

**P - Pass:** Designated elective courses may be taken on the Pass/Fail grading option by student request, not that of the instructor. Instructors do not know that students have chosen the Pass/Fail grading option for their courses. Students select this option before the drop/add registration period closes by completing the appropriate paperwork in the Registrar's Office. Letter grades assigned by instructors that are "C-" or higher are converted to "P" grades at the end of the semester and grades below "C-" are converted to "F" grades. The "P" grade does not calculate into the grade-point average and the credits earned count toward the minimum number of credits required to graduate. The "F" (fail) grade affects the cumulative GPA as a standard "F" grade. Courses taken under the Pass/Fail grading option do not satisfy any University core, major, minor, or concentration requirement and can only be used as elective credit toward the overall credit total required for graduation. A complete description of this option is given later in this section of the catalog under the heading of "Pass/Fail Option."

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

**S/NS - Satisfactory/Non-Satisfactory:** Some courses are designated by academic departments for Satisfactory (S)/Non-Satisfactory (NS) grading only. This is not a grading option that students can choose. This grading option can only be determined by a department/school. The NS grade indicates an equivalent grade lower than a "C-" and has the same effect as an "F" (Fail) on the grade point average. An "S" grade is equivalent to a "C-" or higher, does not affect the GPA, and the credits earned are counted toward total credits needed to graduate. Courses graded using this grade mode will not be converted to a standard letter grade.

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

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

## B. Grade Reports

Students receive their mid-semester grade reports from their advisors. Final grades may be obtained by the student over Zagweb or through the Registrar's Office.

## C. Grade Point Averages

The GPA is calculated by dividing the total quality points earned by the total graded credits. The letter grades AU, I, IP, P, RD, S, and W do not count as credits graded and quality points are not awarded. There are several GPA's including the semester GPA, cumulative GPA, major GPA, and graduation GPA. A minimum cumulative and major grade point average of 2.00 is required for an undergraduate degree. Transfer credits are not used in calculating the grade point average at Gonzaga University.

## D. Removal of Incompletes

When an incomplete grade (I) has been officially awarded and a provisional grade has been recorded by the instructor, the provisional grade will become final after thirty days have elapsed in the subsequent semester, unless the student fulfills the missing requirements and the instructor informs the Registrar on an official Change of Grade form that the course requirements have been fulfilled. Students must observe this thirty-day grace period and instructors have an additional two weeks to forward grades to the Registrar's Office. If no provisional grade was submitted, the "I" grade becomes an "F" grade and is recorded on the transcript at this time. The "I" (Incomplete) grade remains on the transcript along with the earned grade.

## E. Extension of Incomplete Grades

Students who are unable to meet the deadline for the removal of an incomplete grade for a serious and legitimate reason may petition the Dean of their school for an extension of the deadline. If the Dean approves the petition, he or she will forward it to the Academic Vice President for approval.

## F. Change of Grade

A change of grade requires a Change of Grade form signed by both the instructor and the Dean of the school in which the course was offered. Grades are normally changed only because of calculation error or failure to take into account a significant amount of student work.

## G. Pass/Fail Grading Option (selected by undergraduate students)

Designated elective courses may be taken on a pass or fail basis at the option of the student, not of the instructor. The Pass/Fail option by a student should not be confused with the Satisfactory/Non Satisfactory option offered and graded for courses predetermined by academic departments. Refer to "Grading Procedures" section under "Grading Policies" earlier in this section.

- 1) A course with a "P" grade earned at the option of the student does not fulfill any course requirement for core, major, minor, or concentration requirement.
- 2) The credits earned for a "P" grade count toward the 128 minimum credits necessary for a degree but do not count in a GPA.
- 3) A "P" grade (pass) will not affect the grade-point average; a fail will have the same effect as any "F" grade.
- 4) A student's level of performance for a "P" grade must correspond to the letter grade of "C-" or better; a grade of "D+" or "D" will be recorded as a "D+" or "D," however, a student may choose an audit "AU" grade by notifying the Registrar's Office who will, in turn, assign an audit "AU" grade; a grade of F will be recorded as an "F".
- 5) Students wishing to exercise the Pass/Fail option must fill out the Pass/Fail Grade Option form in the Registrar's Office prior to the last published date for "adding or dropping courses" and may not revoke their decision after this date.
- 6) No more than five Pass/Fail courses may count toward a degree, and no more than two may be taken in any one department.
- 7) Students are allowed to take two courses on Pass/Fail during the four semesters as first year and second year undergraduates, provided that no more than one such course is taken in any given semester. A total of three Pass/Fail courses may be taken during the undergraduate third year and fourth year with no more than one in any given semester.
- 8) Any course failed "F" grade may not be repeated on a Pass/ Fail basis.
- 9) Last day to change to or from the Pass/Fail grading option is the last day of Registration Period III.

## H. Repeating Courses for Improved Grade

An undergraduate student can repeat any course with another course of the same designation, in an effort to improve the GPA. The original course and grade will remain recorded on the student's transcript but will not be counted into the student's GPA. The cumulative credits and GPA will be adjusted to reflect the last credits and grade earned. Courses for which a student received a grade carrying no quality point value, such as W, ( X prior to Fall 1996), and AU, may be re-taken in subsequent semesters; these grades are not included in the repeat course policy jurisdiction. **Courses retaken as an independent study or directed reading also do not qualify under this policy. Only courses re-taken at Gonzaga University qualify to improve the GPA.**

## Academic Citizenship

### A. Academic Freedom of Students

**Freedom of Expression:** Students are free to take reasoned exception to the views offered in particular courses of study. They may, however, be required to know thoroughly the particulars set out by the instructor, but are free to reserve personal judgment as to the truth or falsity of what is presented. Knowledge and academic performance should be the norms by which students are graded.

### B. Academic Honesty

Academic honesty is expected of all Gonzaga University students. Academic dishonesty includes, but is not limited to cheating, plagiarism, and theft. Any student found guilty of academic dishonesty is subject to disciplinary action.

Disciplinary action against a student found guilty of academic dishonesty may include, but is not limited to:

- 1) A failing grade for the test or assignment in question.
- 2) A failing grade for the course.
- 3) A recommendation for dismissal from the University.

A student may appeal the disciplinary action taken. The appeal shall be made in writing to the Chair of the department, or Dean if there is no Chair, of the appropriate school within 14 days of receipt of written notification of the disciplinary action taken.

Following an appeal, a final report shall be submitted to the Academic Vice President for review and possible further disciplinary action taken by the University. The Academic Vice President may direct in intermediate appeal to the Chair's Dean. Final appeal by the student may be made to the Academic Vice President.

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

### C. Grade Appeal

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

### D. Minimum/Maximum Course Loads

**Full-Time Status:** The normal course load of a regular full-time undergraduate student is sixteen semester credits. For academic purposes, the minimum full-time course load is twelve credits. The maximum load in one semester is 18 credits.

### **E. Good Academic Standing, Unsatisfactory Academic Progress, Probation, and Academic Dismissal**

To be in good academic standing with the University, an undergraduate student must maintain a cumulative grade point average of 2.00 for all credits earned at Gonzaga. Good academic standing status will be determined beginning with the completion of the student's second regular semester (non-summer) at Gonzaga.

If the semester or cumulative grade point average falls below a 2.00, a notation of "Unsatisfactory Progress" will appear on grade reports and transcripts and the student is automatically on academic probation. Additionally, the student status will be reviewed by the committee. The conditions of academic probation are specified in an individual letter to the student from the Committee on Academic Standing. Students are expected to comply with all stipulations made in this letter, and any additional requirements placed upon them as a result of academic probation.

Students on academic probation, regardless of their academic standing, may be subject to academic dismissal from the University. Those receiving financial aid also may be subject to Financial Aid Unsatisfactory Academic Progress and/or Probation, which may result in additional financial consequences. Further information can be found in the Financial Aid section of this catalogue.

### **F. Satisfactory Academic Progress for Veterans**

Veterans failing to achieve minimum standards of academic progress are placed on probation for the following semester and notified via letter by the University's Veterans' Coordinator. The Department of Veteran Administration will be notified should a veteran fail to achieve satisfactory academic progress subsequent to the initial probationary period and benefits will be suspended until satisfactory progress standing is attained.

### **G. Class Attendance Policy**

Students are presumed to have sufficient maturity to recognize their responsibility for regular class attendance. Since illness or other good reasons may prevent attendance, Gonzaga University has a standard policy on absences. This policy stipulates that the maximum allowable absence is two class hours (100 minutes) for each class credit. For the three credit class the maximum absence is, therefore, six class hours (300 minutes). Classes scheduled to meet for more than 50 minutes have more than one class hour for each meeting; for example, a class which meets for 75 minutes has one and one-half class hours for each scheduled meeting. Instructors may report absences to the Registrar's Office which will in turn notify the students by letter. The grade given for excessive absences is a "V", which has the same effect as "F" (Fail) and is counted in the GPA.

Participation in school activities or athletics does not exempt students from this standard policy on absences. The fact that a student has met the other course requirements (such as papers) is not sufficient to change a V to a passing grade. The University Class Attendance Policy may be modified for qualified students with documented short or long term disabilities. For more information or case consultation, contact Disability Resources, Education, and Access Management.

### **H. Faculty Initiated Course Drops**

To provide enrollment space for others, students who do not attend first class meetings are subject to being dropped at the discretion of the professors with the approval of the Dean. Professors will report absences to the Dean, who, upon approval, will notify the Registrar's Office to drop students from course sections.

Students should contact professors or academic departments if they plan to be absent the first class day of class. Students who register for courses they do not attend are themselves responsible for officially dropping the courses through the Registrar's Office. The consequence of not officially dropping courses is a "V" (unofficial withdrawal) grade which is calculated as a failing grade and is counted in the grade point average (GPA). Students should not assume that professors will automatically initiate course drops for non-class attendance on the first class day of course sections. Students will experience a reduction in credits when they are dropped for non-attendance. This may affect financial aid awards, scholarship eligibility, athletic eligibility, VA benefits, and numerous other areas related to minimum credit limits.

### **I. Final Examinations**

Final examinations are held at the end of each semester, and, at the option of the instructor, examinations are held at mid-semester. Final examination times are listed for each semester under Important Dates and Deadlines as outlined on the Registrar's Office web pages. Students making their travel arrangements for the end of each semester must take into account these final examination times.

Final examinations or their equivalent can be administered by instructors only on the day and at the time indicated in the Final Exam Schedule; any exceptions to this procedure must have the explicit approval of the appropriate Dean.

### **J. Enrollment Verifications**

On average six times each semester (not including summer sessions) the Registrar's Office transmits enrollment data to the National Clearinghouse for enrollment verification of students with federal and state loans. The Registrar's Office, upon timely notice, will also provide to any student a letter verifying his/her enrollment status to any agency. Students may print out their verification by accessing the National Student Loan Clearinghouse through Zagweb.

## **University Honors**

### **A. Academic Recognition**

An undergraduate student whose grade-point average for a semester is 3.50 through 3.69 will be placed on the Dean's List. An undergraduate student whose grade point average for a semester is 3.70 through 4.00 will be placed on the President's List. Students must be enrolled in 12 or more academic credits to be eligible for the above lists and courses in which the department has predetermined with the Satisfactory/Non Satisfactory (S/NS) grading option will count in the 12 credits.

### **B. Graduation Honors**

The academic achievements of graduating seniors are formally recognized at the public Commencement exercises, appear in published lists of graduates, and are recorded on transcripts. Only Gonzaga University credits are used in computing graduation honors.

Students who have earned 64 Gonzaga University credits are graduated Cum Laude with a cumulative grade-point average between 3.50 and 3.69, Magna Cum Laude between 3.70 and 3.89, Summa Cum Laude of 3.90 or higher. For recognition purposes at Commencement, eligibility for these honors is determined based on the cumulative GPA as of the end of the fall semester.

Students who have earned at least 48, but less than 64, Gonzaga University credits are graduated with Distinction if the cumulative grade-point average is 3.50 or higher.

### C. University Leadership Programs

**Hogan Entrepreneurial Leadership Program:** The Hogan Entrepreneurial Leadership Program is a four-year undergraduate concentration founded on the Jesuit educational philosophy of educating the whole person. Its purpose is to prepare students to create new ventures that make a positive difference in society. This student-centered program is designed for promising individuals from any major who demonstrate academic excellence, leadership, creativity, and a commitment to serve others.

**Comprehensive Leadership Program:** The Comprehensive Leadership Program at Gonzaga University is a formal, for-credit academic leadership program intended to complement students' academic goals through theoretical study, and experiential learning. The program was inaugurated in an effort to fulfill the University mission of creating leaders, in a variety of fields, dedicated to the common good. Through their four year program, students participate in a number of leadership development experiences and represent academic majors from every college. Students are involved in every aspect of student life providing leadership and extensive involvement.

### D. University Honor Societies

**Alpha Sigma Lambda:** The national honor society devoted to the advancement of scholarship and to the recognition of non-traditional students continuing their higher education. Membership is based on the top 10% of non-traditional students who have taken at least 30 credits at Gonzaga University.

**Alpha Sigma Nu:** The national Jesuit honor society for third year and fourth year men and women students of outstanding academic achievement, service, and loyalty to the ideals of Jesuit education.

**Beta Alpha Psi:** The national honorary and professional accounting fraternity for third year and fourth year accounting majors of outstanding academic achievement. Membership is open to students with at least a 3.00 GPA in accounting courses and their cumulative GPA.

**Beta Gamma Sigma:** The national business honor society. Membership is for the top 7% of the third year class, the top 10% of the fourth year class, and the top 20% of the Master of Business Administration class.

**Kappa Delta Pi:** The national education honor society where membership is limited to third year and fourth year students enrolled in one of the phases of the education program of the School of Education, and is based on academic and professional abilities.

**Lambda Pi Eta:** The national communication honor society for outstanding students in any of the communication arts. Membership in Iota Rho, our local chapter, is limited to third and fourth year students who have achieved high academic achievement, leadership, and service, with a demonstrated a commitment to the discipline of communication.

**Omicron Delta Epsilon:** This organization is the international honor society in economics.

**Phi Alpha Theta:** Founded in 1921, Phi Alpha Theta is the national honor society in history, whose mission is to promote the study of history through the encouragement of research, good teaching, publication and the exchange of learning and ideas among historians. Since the foundation of the Xi-Gamma Chapter of Phi Alpha Theta at Gonzaga University, dozens of Gonzaga's top students in history have joined the 275,000 members in 820 active chapters across the U.S.

**Phi Sigma Tau:** The national honor society in philosophy founded in 1930 which recognizes philosophy students for their academic achievement. Now an international honor society, it is open to all Gonzaga students who have completed a minimum of twelve philosophy credits and have met particular grade requirements.

**Pi Sigma Alpha:** The national honor society for students majoring in political science at the undergraduate and graduate levels. Gonzaga's Chapter, Alpha Beta Xi is open to students in the junior and senior year. Membership is attained through academic achievement at the highest level in both discipline and in overall academic work.

**Psi Chi:** The national honor society in psychology, founded in 1929 for the purposes of encouraging and maintaining excellence in scholarship, and advancing the science of psychology.

**Sigma Theta Tau:** This organization is one of the largest and most prestigious nursing organizations in the world. As nursing's only honor society, it provides leadership and scholarship in practice, education, and research to enhance the health of all people. It supports the learning and professional development of its members, who strive to improve nursing care worldwide.

**Tau Beta Pi:** The national honor society for undergraduate engineering (all disciplines) majors of outstanding academic achievement, leadership, and community service.

**Theta Alpha Kappa:** The national honor society for religious studies majors. It was founded in 1976 for the purposes of honoring particularly excellent undergraduate students in the fields of theological and/or religious studies.

### E. University Academic Awards

Each spring the faculties of the University meet in convocation to recognize the academic achievements of individual members of the University community. Among others, these awards include:

**The Alumni Association Award:** The gift of the Gonzaga Alumni Association to a member of the graduating class who has shown excellence in his or her field of study and involvement in University and student life, and who has created an impact on the community of Spokane.

**The William A. Garrigan, S.J., Award:** The gift of the University in memory of Father Garrigan to the member of the graduating class who has achieved the highest cumulative grade point average for four years of undergraduate work at Gonzaga.

**The Carl J. Lindberg Loyalty Award:** The gift of Judge William Lindberg, class of 1934, awarded to a graduating fourth year male in good standing who is judged by a committee of faculty and students to be conspicuous for loyalty and service to the University.

**The Philomatheia Award:** The gift of the Philomatheia Club awarded to a graduating fourth year female in good standing who is judged by a committee of faculty and students to be conspicuous for loyalty and service to the University.

**Fourth Year, Third Year, Second Year, and First Year Awards:** Each one of the first year, second year, third year, and fourth year awards will be granted to the undergraduate student who had the highest GPA calculated for the fall and spring semesters, and who was enrolled for 30 more academic credits in the academic year. If there is a tie, the award will be granted to the student who earned the highest (total) cumulative GPA. Only Gonzaga grades are considered in the GPA. Courses predetermined or mandated by academic departments as Satisfactory/Non-Satisfactory (S/NS) grading only will be counted in the 30 credits.



## 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 decides 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.

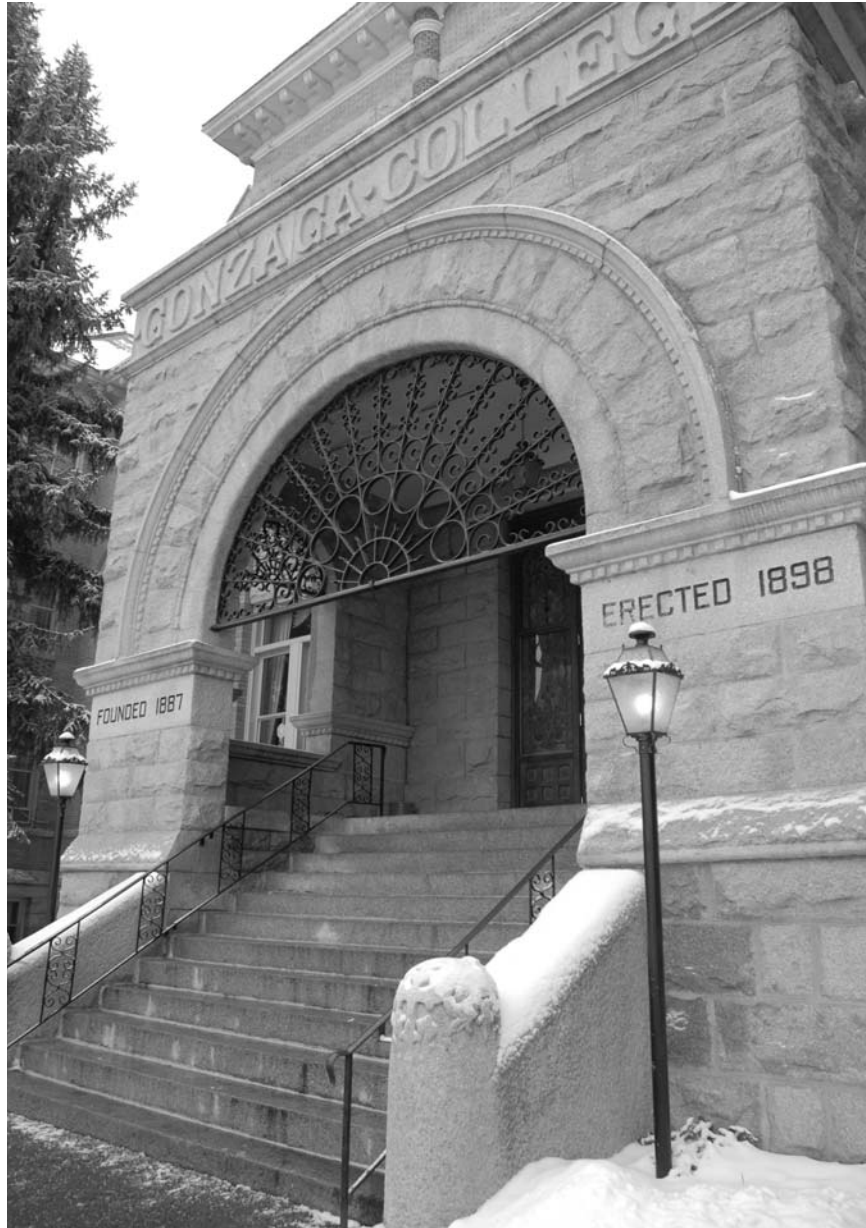
A student may request that directory information not be released by so indicating at any time in the Registrar's Office. In that case, this information will not be disclosed except with the consent of the student or as otherwise allowed by the Family Educational Rights and Privacy Act of 1974 (FERPA).

- 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 20202-5920



# COLLEGE OF ARTS AND SCIENCES



[www.gonzaga.edu](http://www.gonzaga.edu)



# The College of Arts and Sciences

Dean: Robert D. Prusch

Associate Deans: Colleen McMahon, Alfred L. Morissette, S.J.

The College of Arts and Sciences provides both a general education to all undergraduate students of the University, and a particular education in a variety of disciplines and fields of concentration to students wishing to pursue degrees in the humanities and the social and physical sciences. A basic aim of the College is the formation of students in the spirit of Christian humanism.

The College has developed a core curriculum to provide that general culture which distinguishes the educated person. This curriculum challenges each student to read, write, analyze, reflect, discuss and persuade; to evaluate learning with discernment and compassionate understanding; to explore the past for the light it casts on the present and future; to create works of the imagination; to practice ethical decision making; and to develop a foundation for fashioning a career.

The student's major field or field of concentration offers an opportunity for specialized work and original investigation. This development allows the student to come into direct contact with the methods of the scholar and to learn to do original work in the laboratory, studio or research library. Under the guidance of a skilled professor, the student's exploration in his or her major field is the crown of a liberal education and the foundation for graduate or professional study.

## Degree Programs in Arts and Sciences

**Bachelor of Arts, Honors:** This degree is awarded to students who pursue their basic undergraduate education under the direction of the Honors Program; a specific core curriculum is provided for those students who obtain this degree. Most general education work is done through colloquia and seminars. The degree is available in all majors within the College that offer the B.A.

**Bachelor of Arts, General:** This is the regular B.A. degree offered by the College; it also is available with a teaching option in some majors.

**Bachelor of Science, Honors:** This degree is awarded to students who complete the requirements for a major in a field which offers the B.S. and who pursue their basic undergraduate education under the direction of the Honors Program; a special core curriculum is provided for those students who obtain this degree.

**Bachelor of Science, General:** This is the regular B.S. degree offered by the College.

## Arts and Sciences Degree Requirements

Students earning all degrees offered by the College must meet the following special requirements in addition to the general degree requirements of the University:

- 1) Completion of the basic subjects necessary for a general education as found in the core curriculum of the College.
- 2) Completion of a major within the College.
- 3) Completion of a Senior Thesis or Comprehensive (courses numbered 499).
- 4) Completion of at least 104 credits within the College of Arts and Sciences of the 128 required for graduation.
- 5) No core, major, minor, or concentration courses may be taken under the Pass/Fail option.

## Core Curriculum of the College of Arts and Sciences

The core curriculum or common body of knowledge of the College of Arts and Sciences consists of 59 to 62 credits which are common to and required of all degree programs in the College: the first 31 credits (of which there is a more complete description in the General Degree Requirements and Procedures section of this catalogue) form the University Core, while the remaining 28 to 31 credits are common to all Arts and Sciences degrees.

Students should attempt to spread the core curriculum over their entire four years at Gonzaga.

- I. Thought and Expression (7 credits): ENGL 101, SPCO 101, and PHIL 101 (preferably in the same semester).
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL 400 level elective.
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one course from each level.
- IV. Mathematics (3 credits): one MATH (not CPSC) course on the 100 level or above; NURS 320 is substituted for a MATH course for BSN students; MATH 203 fulfills this requirement only for students who graduate with certification in Elementary Education.
- V. English Literature (3 credits): ENGL 102 or 103H or 105 or 106.
- VI. History (6 credits): HIST 101 and *either* HIST 102 or HIST 112 in their first year. If they are unable to complete all six 100-level HIST credits in their first year, HIST 201 or 202 may be substituted for *one* 100-level course after the first year.
- VII. Fine Arts (3 credits): one course in either VART, MUSC, or THEA from courses approved by Dean of Arts and Sciences.
- VIII. Laboratory Science (4 credits): one course with laboratory in either BIOL, CHEM, or PHYS.
- IX. Mathematics or Natural Science (3 credits): one course in either MATH, BIOL, CHEM, or PHYS.
- X. Literature (3 credits): one British or American literature course (ENGL 201 - 285).
- XI. Social Science (6 credits): CRIM 101, ECON, SOCI, POLS, or PSYC: two courses from these departments.
- XII. Foreign Language or Culture (3 credits): one course in any foreign language (classical or modern) or one (foreign culture) course approved by the Dean of Arts and Sciences. Foreign-language speaking students from foreign cultures who have completed the nine English core credits at Gonzaga prior to their fourth year (last thirty credits) may petition the Associate Dean of Arts and Sciences for a waiver of the foreign language or Culture requirement..
- XIII. Social Justice (3 credits): One course on Social Justice issues related to experiences of difference (like race, class, gender, ethnicity or sexual orientation), from courses approved by the Dean of Arts & Sciences; (may be combined with other core or major requirements).

**Table of Credits for Degrees, Majors and Minors**

Field	Degree	Major	Minor
Advertising	BA	n.a.	27
Applied Communication Studies	BA	37	21
Art	BA	39	24
Biology	BA	39	24
	BS	61	24
Broadcast Studies	BA	37	21
Chemistry	BA	49-50	31-35
	BS	63	31-35
with Biochemistry Option	BS	76	n.a.
Classical Civilization	BA	32-34	20
Criminal Justice	BA	34	18
Economics	BA	33	18
	BS	45	18
English	BA	36	21
French	BA	35	28-32
German	n.a.		28-32
History	BA	33	18
International Studies			
Asian Studies	BA	44	31
International Relations	BA	44	31
European Studies	BA	44	31
Latin American Studies	BA	44	31
Italian	n.a.	n.a.	28-32
Italian Studies	BA	38	25
Journalism	BA	36	25
Jazz	n.a.	n.a.	20
Mathematics	BA	31	24
	BS	40	24
Math/Computer Science	BS	49	n.a.
Music: Composition	BA	40	n.a.
Music: Literature	BA	39	20
Music: Liturgical	BA	50	n.a.
Music: Performance	BA	44	20
Music Education	BA	48-54	n.a.
Music	BA	39-50	20
Philosophy	BA	37	20
Physics	BS	53	28
Political Science	BA	31	18
Psychology	BA	34	22
Public Relations	BA	40-41	24
Religious Studies	BA	33	18
Sociology	BA	34	18
Spanish	BA	31-32	28-32
Theatre Arts	BA	43	17

**Concentrations**

Catholic Studies	21 credits
Environmental Studies	23 credits
Women's Studies	21 credits

**Non-Arts and Sciences Courses**

It is assumed that students will choose their electives or optional minor program from departments within the College. Of the 128 credits required for graduation, students must earn at least 104 within Arts and Sciences departments. Economics courses are within the College of Arts and Sciences.

**Teacher Certification**

In order to obtain a teaching certificate, students need to complete a degree with an appropriate major and also to complete professional educational requirements. Since most future teachers obtain their degree in the College of Arts and Sciences, they have an academic advisor in that college. In addition, they need an advisor from the Teacher Education Department, who is usually assigned to them when they register for EDTE 101L.

Students who complete the Initial Teacher Certification Program at the time of graduation may reduce the number of credits within the College of Arts and Sciences to 94.

# Art

Chairperson: Terry Gieber  
 Leo Kreielsheimer Professor of Fine Arts: R. Gilmore  
 Professors: M. Farrell, T. Gieber, J.S. Patnode  
 Assistant Professor: S. Parker

The Department of Art offers students the opportunity to explore the varieties of visual experience through the plastic and graphic arts and offers a Bachelor of Arts in Art.

The department is located in the Jundt Art Center and Museum. This facility is a state-of-the-art complex that incorporates the appropriate environmental controls and safeguards needed in both the academic and museum areas.

The Jundt Art Center maintains studios in ceramics, design, drawing, painting, printmaking, and sculpture. A theatre-style lecture hall provides space for art history, visiting artist lectures, and video/film presentations. Some of the department's courses are offered at Gonzaga-in-Florence.

The Jundt Art Museum provides collection, storage, and exhibit areas for Gonzaga University's permanent art collection and the ability to not only provide exhibit space for student and faculty art, but changing exhibits of local, regional, national, and international artwork. The museum maintains a print study room for student, faculty, and community use and provides a lounge overlooking the Spokane River for art receptions and related activities. The department reserves the right to retain selected art work done by its students in fulfillment of course.

For students intending to go to graduate school, additional work beyond the minimum major requirements is strongly encouraged.

## B.A. Major in Art: 39 Credits

### Lower Division

VART 101 Drawing I	3 credits
VART 112 Design	3 credits
VART 141 Ceramics I	3 credits
VART 190 Art Survey	3 credits
VART 191 Art Survey	3 credits
VART 201 Drawing II	3 credits
VART 221 Painting I	3 credits

### Upper Division

VART 350 or 351 (one course)	3 credits
VART 385 Figure Drawing I	3 credits
VART 394, 395 or 396	6 credits
VART Electives	3 credits
VART 499 Senior Exhibit	3 credits

## Minor in Art: 24 credits

### Lower Division

VART 101 Drawing I	3 credits
VART 112 Design	3 credits
VART Elective	3 credits

### Upper Division

VART 394, 395 or 396 (one course)	3 credits
VART Studio Electives	12 credits

## Lower Division

VART 101 Drawing I	3 credits
The graphic representation of visual reality in a variety of media; emphasis is directed toward an understanding of form, line, value, texture, and space. Fall and Spring.	
VART 112 Design	3 credits
The principles of design and the plastic elements, their integration and inventive use in two-dimensional problems. Fall and Spring	
VART 115 Art Appreciation	3 credits
An introduction to the visual arts of the Western world. The basic premise of the course stems from a conviction that painting, sculpture, and architecture reflect the times and places that produced them. Fall and Spring.	
VART 141 Ceramics I	3 credits
A basic experience with clay. Emphasis on hand building techniques with an introduction to wheel forming. Secondary emphasis on developing fundamentals of clay and glaze technology. Fall and Spring.	
VART 190 Art Survey I	3 credits
A study of art and architecture from the Prehistoric era to the late Middle ages. Fall and Spring.	
VART 191 Art Survey II	3 credits
A study of art and architecture from the late Middle ages to modern times. Fall and Spring.	
VART 201 Drawing II	3 credits
A continuation of VART 101. Fall and Spring Prerequisite: VART 101.	
VART 221 Painting I	3 credits
Basic problems in oil techniques, explorations in still life, landscape, and the human figure. Fall and Spring Prerequisite: VART 101.	
VART 222 Painting II	3 credits
A continuation of VART 221. Fall and Spring Prerequisite: VART 221.	
VART 241 Ceramics II	3 credits
Qualities of form, function, and style are explored by means of wheel forming. Glaze development and approaches to firing techniques are introduced. Fall and Spring. Prerequisite: VART 141.	
VART 250 Linograph Printmaking	3 credits
An introduction to printmaking using linoleum, which is the modern version of the ancient woodcut "xilograph" technique. In addition to carving and printing, there will be a historical review of several variations of the process. Florence Campus Only. Does not satisfy the fine arts core.	
VART 291 History of Art II	3 credits
A study of the changing concepts of art in modern times. Florence campus only. Does not satisfy the fine arts core.	
VART 292 Directed Studio	1-3 credits
Variable credit, directed study for the student with a limited schedule. Studio work by arrangement. Fall and Spring.	
VART 293 Introduction to Florence	3 credits
A survey of Florentine history from its origins to 1400, with special reference to the artistic, social, and literary developments of the 13 <sup>th</sup> and 14 <sup>th</sup> centuries. Florence campus	

- only. Does not satisfy the fine arts core.
- VART 294 Florence of the Medici 3 credits  
A study of the artistic, social, and literary developments in Florence from the time of Savonarola through the Florence of Michelangelo, Cosimo I, Galileo, and the Grand Dukes. Florence campus only. Does not satisfy the fine arts core.
- VART 295 Spanish Art-Modern and Contemporary 3 credits  
Granada campus only. Does not satisfy the fine arts core.
- VART 296 Spanish Art-Ancient and Medieval 3 credits  
Granada campus only. Does not satisfy the fine arts core.
- Upper Division**
- VART 322 Fresco 3 credits  
Exploration of Fresco techniques. Both Buon and Fresco secco are introduced. Students have hands-on experience and produce a Fresco image during the course. Florence campus only. Does not satisfy the fine arts core.
- VART 323 Painting III 3 credits  
Advanced problems in figurative art with emphasis on painting the human figure and landscape. Fall and Spring. Prerequisite: VART 222.
- VART 324 Painting IV 3 credits  
A continuation of VART 323. Fall and Spring. Prerequisite: VART 323.
- VART 331 Sculpture I 3 credits  
The use of three-dimensional materials, including wood, metal, and clay, directed toward the development of the student's structural and perceptual senses. Florence campus only. Does not satisfy the fine arts core. Prerequisite: VART 101.
- VART 332 Sculpture II 3 credits  
Continuation of VART 331. Florence campus only. Does not satisfy the fine arts core. Prerequisite: VART 331
- VART 341 Intermediate Ceramics Projects 3 credits  
A directed study of specific throwing and/or hand building techniques. Studio processes of glaze development and firing practices will be introduced. Fall and Spring. Prerequisite: VART 241.
- VART 350 Beginning Printmaking I 3 credits  
Introduces students to the basic methods of relief and intaglio printmaking. Students also learn how to use the print lab and to respect the communal nature of the work space. Fall Prerequisite: VART 101.
- VART 351 Beginning Printmaking II 3 credits  
This course introduces students to one or more of the following techniques: screen printing, lithography, monotype, mixed media. Students also learn how to use the print lab and to respect the communal nature of the work space. Spring Prerequisite: VART 101.
- VART 352 Intermediate Printmaking 3 credits  
This course adds new printmaking techniques to the processes learned in beginning printmaking, refines the abilities already learned and expands the student's knowledge about printmaking in both historical and contemporary contexts. Fall and Spring Prerequisites: VART 350 and VART 351.
- VART 380 Art Service 2-3 credits  
Students are scheduled for The Jundt Art Gallery services, including hanging of art exhibits and gallery security. Does not satisfy the fine arts core. Fall and Spring.
- VART 381 Advanced Studio Art 2 credits  
Self-motivated students enrolled in Modernism and Contemporary Art can use the London semester to develop their visual thinking skills and a personal visual vocabulary. They will draw inspiration from the wider London art scene, visit galleries and studios, and draw regularly. Does not satisfy the fine arts core.
- VART 385 Figure Drawing I 3 credits  
Basic problems in developing the human figure and experiments with a variety of drawing media. . Florence campus and main campus. Fall and Spring. Prerequisite: VART 201.
- VART 386 Figure Drawing II 3 credits  
A continuation of VART 385. Fall and Spring. Prerequisite: VART 385.
- VART 390 History of Art I 3 credits  
Florence campus only. Does not satisfy the fine arts core.
- VART 391 History of Art II 3 credits  
Florence campus only. Does not satisfy the fine arts core.
- VART 392 Modernism and Contemporary 4 credits  
This course studies those trends in twentieth century art collectively known as Modernism, examining how each challenged the artistic ideas of earlier centuries. London campus only. Prerequisite: HIST 101.
- VART 393 British Masters 4 credits  
Study the evolution of the British school from the foundation of the Royal Academy in the eighteenth century to today's "Brit Pack." Examine contemporary artists and their work, patrons, and treatment by public opinion and the media. London campus. Spring.
- VART 394 Special Topics in Art History 3 credits  
Consult instructor for topic as it will vary for semester. Fall and Spring.
- VART 395 Art in the 19th Century 3 credits  
A survey of European and American Art: Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Art Nouveau, and the Hudson River School. Fall.
- VART 396 Art in the 20th Century 3 credits  
A survey of European and American art: Fauvism, German Expressionism, Cubism, Dadaism, Surrealism, De Stijl, Abstract Expressionism, Op, Pop, Color Field, New Realism, and Conceptual. Spring.
- VART 397 Renaissance Art 3 credits  
A survey of the painting, sculpture, and architecture of Italy, 1400-1600. Florence campus only. Does not satisfy the fine arts core.
- VART 398 Roman Art and Architecture 3 credits  
Examines the major trends and developments in art and architecture from the Roman Republic (500 B.C.) to the reign of Constantine the Great (A.D. 306-337). Does not satisfy the fine arts core.
- VART 421 Advanced Painting Projects 3 credits  
Advanced oil painting problems in still-life, figure and landscape. Can be repeated. Prerequisite: VART 324
- VART 441 Advanced Ceramics Projects 3 credits  
Exploration of advanced glazing and firing techniques. Emphasis is on developing individual expression in ceramic form. Course can be repeated. Fall and Spring.

- Prerequisite: VART 341.
- VART 442 Ceramic Materials 3 credits  
A study of glaze theory and empirical formulation methods. Coursework is designed for the advanced student contemplating graduate school or a professional career in the studio. On sufficient demand.
- VART 443 Kiln Design and Construction 3 credits  
An exploration of kiln types, firing methods, and chamber designs. A kiln will be constructed and fired. On sufficient demand.
- VART 450 Advanced Printmaking Projects 3 credits  
This course continues to refine the abilities already learned and expands the student's knowledge about printmaking. The emphasis is on idea development in combination with technical skills to create works of art through printed means. Individual exploration is encouraged and challenged through critical dialogue in combination with the teacher and fellow students. This number can be repeated. Prerequisite: VART 352.
- VART 466 (PHIL 472) Philosophy of Art 3 credits  
An analysis of beauty, creativity, and taste according to the theories of Aristotle, Plato, Aquinas, and some contemporary philosophers. Several representative works from all areas of the fine arts are examined in the light of the aesthetic principles of classical philosophy. Prerequisite: PHIL 301 Does not satisfy the fine arts core.
- VART 485 Advanced Drawing Projects 3 credits  
Prerequisite: VART 386.
- VART 492 Independent Study 1-3 credits  
Specialized study by arrangement with individual faculty. Prerequisite: Permission from department.
- VART 498 Research 1-3 credits  
Individual research on an art topic approved by and arranged with a faculty member. Prerequisite: Permission from department.
- VART 499 Senior Exhibit 3 credits  
Required of Art majors. A seminar designed to prepare for vocations in art of advanced study. Seniors exhibit a body of work demonstrating skills. Prerequisite: Permission from department.

## Biology

Chairperson: William F. Ettinger

Professors: W. Ettinger, S. Freedman, H. Lefcort, P. Pauw, R. Prusch, N. Staub

Associate Professors: J. Beckstead, J. Haydock, M. Bertagnolli, D. Boose

Assistant Professors: K. Anders, B. Swanson

The Biology Department offers a selection of courses that helps students to understand the unity, diversity and complexity of life at the molecular, cellular, organismal, and ecological levels using evolutionary principles as the unifying theme. Students in the Biology program learn concepts in subdisciplines of biology and acquire scientific problem solving skills through lectures, discussions, laboratory exercises, and research. The program is aimed at preparing students for a broad range of biology-oriented careers, such as those in medicine, biotechnology, environmental science, research, and teaching.

The Bachelor of Science degree is designed for students preparing for a career in biology, including continued training in graduate programs in a broad range of subdisciplines of biology, as well as medical and dental school. The Bachelor of Arts degree, in coordination with the Teacher Certification Program in the School of Education, prepares students to teach biology at the secondary level. Students interested in biochemistry should consider a Bachelor of Science degree in biology and a minor in chemistry, which provides the equivalent of the biochemistry degree recommended by the American Society of Biochemistry and Molecular Biology. The Bachelor of Arts degree may be suitable for graduate school, including some programs in wildlife biology and ecology, but the Bachelor of Science degree allows for more options, even within these subdisciplines. A minor in biology is offered for students interested in careers that integrate biological principals with other fields, including environmental studies and scientific journalism.

The Biology department also participates in the interdisciplinary Environmental Studies Concentration, which is open to all majors in the College of Arts and Sciences. Biology faculty teach the science portion of the Environmental Studies curriculum, which includes either BIOL 123 (Human Ecology) or approved sections of BIOL 199 (Core Topics), followed by ENVS 200 – Case Studies in Environmental Science. Members of the Biology Department also advise Environmental Studies students, and collaborate in teaching the concentration's capstone course, the Symposium in Environmental Studies. Biology majors interested in the Environmental Studies Concentration can substitute BIOL 102 as a prerequisite for ENVS 200.

The Biology curriculum is designed to provide students with a broad background in biology. During the first two years, students receive a foundation in biological diversity (BIOL 101), ecology (BIOL 102), cell biology (BIOL 201) and genetics and evolution (BIOL 202). At the same time, students learn the principles of chemistry that are essential for understanding the structure and function of biological molecules and how these molecules interact in living systems. Students are encouraged to choose, in consultation with their advisor, a set of upper division courses that include each level of biological analysis (molecular, cellular, organismal, and ecological). In addition, students must complete an Advanced Topics course (BIOL 399), preferably in their junior year. In this course students read, analyze, and discuss primary research literature on selected biological topics. Finally, students are required to complete the senior colloquium (BIOL 499) in their senior year, which provides practice in the application of students' mastery of biological knowledge through discussion of a broad range of literature. Laboratory work is an important component of the biology curriculum and complements classroom learning. Beginning with the introductory courses, laboratories provide students with the opportunity to apply the scientific method of inquiry to experimental models while learning techniques and critical thinking skills that are vital to a successful career in science. Moreover, the Biology Department encourages

students to participate in faculty research programs (areas include cell biology, vertebrate biology, evolutionary biology, plant physiology, population and community ecology, animal behavior, genetics and biochemistry). Interested students should contact specific faculty members concerning the availability of research opportunities.

Some courses are specifically designed to fulfill requirements for non-science majors. These include courses that fulfill the Laboratory Science requirement for the Core Curriculum of the College of Arts and Sciences: Human Ecology (BIOL 123 and 123L), Field Botany (BIOL 140 and 140L), and Core Topics (BIOL 199 and 199L); and those that fulfill the Mathematics or Natural Science requirement of the Core Curriculum of the College of Arts and Sciences: Biological Concepts (BIOL 100) Science and Religion (BIOL 134), and Biology of Medicine (BIOL 165).

### **B.S. Major in Biology: 61 credits**

#### **Lower Division**

BIOL 101, 101L	4 credits
BIOL 102, 102L	4 credits
BIOL 201, 201L	4 credits
BIOL 202, 202L	4 credits
PHYS 101, 101L (or 103, 103L)	4 credits
PHYS 102, 102L (or 204, 204L)	4 credits
CHEM 101, 101L (or 105, 105L)	4 credits
CHEM 230, 230L	4 credits
CHEM 240, 240L (or 206, 206L or 310, 310L)	4 credits

#### **Upper Division\***

CHEM 331, 331L	4 credits
BIOL 399 Advanced. Topics	2 credits
BIOL Upper Division Electives	18 credits
BIOL 499 Senior Colloquium	1 credit

### **B.A. Major in Biology: 39 credits**

#### **Lower Division**

BIOL 101, 101L	4 credits
BIOL 102, 102L	4 credits
BIOL 201, 201L	4 credits
BIOL 202, 202L	4 credits
CHEM 101, 101L (or 105, 105L)	4 credits
CHEM 230, 230L	4 credits

#### **Upper Division\***

BIOL 399 Advanced. Topics	2 credits
BIOL Upper Division Electives	12 credits
BIOL 499 Senior Colloquium	1 credit

### **Minor in Biology: 32 credits**

#### **Lower Division**

BIOL 101, 101L	4 credits
BIOL 102, 102L	4 credits
BIOL 201, 201L	4 credits
BIOL 202, 202L	4 credits
CHEM 101, 101L (or 105, 105L)	4 credits
CHEM 230, 230L	4 credits

#### **Upper Division\***

BIOL Upper Division Electives	8 credits
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\*The prerequisite for all upper division Biology classes is a cumulative GPA  $\geq 2.00$  in BIOL 101, 102, 201, 202, and CHEM 101 (or 105) and 230, and the associated labs. A minimum of 13 credits (BS), 8 credits (BA) or 4 credits (Minor) must be biology classes taken from Gonzaga faculty. All classes should be chosen in consultation with a faculty advisor.

### **Lower Division**

**BIOL 100 Biological Concepts** 3 credits

A one-semester course designed to investigate the process of science by focusing on current biological issues. Different subfields of biology will be explored depending on the instructor. This biology course does not have a lab. Designed for non-science majors. Fall or Spring, and Summer I.

**BIOL 101 Diversity of Life** 3 credits

This course provides a foundation in the fundamental principles of biology while introducing the unity and diversity of living things. The majority of the course explores the origins of and evolutionary relationships among the major groups of organisms. Enrollment is limited to science or nursing majors. Fall and Spring.

**BIOL 101L Diversity of Life Lab** 1 credit

An introduction to experimental techniques and scientific methods. Students learn how to approach scientific questions, make observations, record, analyze and report data. In addition, students are introduced to the diversity of bacteria, protists, fungi, plants, and animals. Taken concurrently with BIOL 101.

**BIOL 102 Introduction to Ecology** 3 credits

An introduction to the interactions between organisms and their environments. Topics include responses of organisms to each other and their environments, the physiological ecology of individuals, population dynamics, community structures, and the movement of matter and energy through ecosystems. The impacts of human activities on these interactions will be considered throughout the course. Spring. Prerequisite: BIOL 101

**BIOL 102L Introduction to Ecology Lab** 1 credit

Field and laboratory experiments and computer simulations are used to investigate ecological interactions in populations and communities. The communication of scientific results is also emphasized, including basic statistics, graphical presentation of data, and the preparation of a scientific paper. Taken concurrently with BIOL 102.

**BIOL 123 Human Ecology** 3 credits

A study of the principles of ecology (including population dynamics, diversity, and energy flow) and the impact humans have on the environment. Lab is required. Designed for non-science majors. Fall, Spring, and Summer II.

**BIOL 123L Human Ecology Laboratory** 1 credit

Taken concurrently with BIOL 123.

**BIOL 134 Science and Religion** 3 credits

The relationship between science and religion throughout history. This course focuses on comparing science and religion as ways of knowing about the world. Designed for non-science majors. On sufficient demand.

**BIOL 134H Science and Religion: Honors** 3 credits

Prerequisite: HONS 190

**BIOL 140 Field Botany** 3 credits

Course includes systematics of flowering plants, plant communities of the Inland Northwest, sight identification of major plant families and selected topics in plant ecology. A plant collection is required. Two four-hour lectures/lab meetings per week and three, ten-hour field trips on Saturdays. Designed for non-science majors. Summer I.

**BIOL 140L Field Botany Lab** 1 credit

See course description for BIOL 140. Taken concurrently with BIOL 104.



- BIOL 165 (WOMS 265) Biology of Disease** 3 credits  
This course investigates how medicines work. It covers various affected organ systems (e.g., immune, endocrine, reproductive), the scientific method, development of effective medicines/treatments, and the potential sex/race/ culture bias of experimental results from drug trails. Various diseases (e.g., AIDS, cancer, diabetes) and treatments will be covered in the course. Designed for non-science majors. On sufficient demand.
- BIOL 170 Introductory Microbiology** 3 credits  
An introduction to microbiology for students in the nursing program or other allied health professions who will not be majoring in Biology. The course includes basic cellular chemistry and genetics, as well as a survey of topics of clinical importance. Fall. Prerequisites: BIOL 101 and (CHEM 101 or CHEM 105)
- BIOL 170L Introduction to Microbiology Lab** 1 credit  
An introduction to methods of microbial analysis including the culture, safe handling, and genetic analysis of microbes. Fall. Taken concurrently with BIOL 170.
- BIOL 199 Core Topics** 3 credits  
Designed for non-science majors, this course fulfills the core laboratory science requirement. Lectures and laboratory sessions emphasize science as an inquiry based process. Selected topics will be offered each semester. Lab is required. Fall or Spring.
- BIOL 199L Core Topics Laboratory:** 1 credit  
See BIOL 199 course description. Taken concurrently with BIOL 199.
- BIOL 201 Cellular Biology** 3 credits  
An examination of cell structure and function with an emphasis on cellular biochemistry. Prerequisites: BIOL 101 and CHEM 230. Fall.
- BIOL 201L Cellular Biology Lab** 1 credit  
An examination of cell structure and function with an emphasis on cellular biochemistry. Taken concurrently with BIOL 201.
- BIOL 202 Genetics and Evolution** 3 credits  
A study of the mechanisms of heredity and evolution. Topics include Mendelian inheritance, molecular and population genetics, and current issues in evolutionary biology. Spring. Prerequisite: BIOL 201
- BIOL 202L Genetics and Evolution Lab** 1 credit  
Methods of genetic analysis and investigations of evolutionary mechanisms will be explored. Taken concurrently with BIOL 202.
- Upper Division**
- BIOL 302 GIEOP Outreach Mentoring** 1 credit  
Students will become involved in the outreach program to GU's K-12 partner schools on Indian reservations. Students will be specifically involved in tutoring/mentoring relationships with Native American students using e-mail, Blackboard, digital photography, letter writing, and occasional visits. Student involvement will be determined by dialog between the GIEOP Outreach Coordinator and teachers at partnering schools. May be repeated. A maximum of two credits can be applied to Biology electives. Fall and Spring. By permission.
- BIOL 303 Population Ecology** 3 credits  
An in-depth look at the interactions that control the distribution and abundance of organisms at the population level. Topics such as life-history strategies, population dynamics, competition, predation, parasitism, and mutualism will be explored through the research literature, field observations, and computer simulations. Spring alternate years. Prerequisites: BIOL 102 and BIOL 202
- BIOL 303L Population Ecology Lab** 1 credit  
Taken concurrently with BIOL 303.
- BIOL 304 Practice in Laboratory Teaching** 1-2 credits  
In this course students gain experience in teaching laboratory sections. May be repeated. A maximum of two credits can be applied to Biology electives. Fall and Spring. Prerequisite: BIOL 202 or permission.
- BIOL 313 Behavioral Ecology** 3 credits  
This course explores how behavioral processes affect ecological patterns. The behavioral adaptations of animals to their environment including the evolution of behavior, foraging, competition for resources, reproductive ecology, mating systems, parental care, and cooperative behavior. Fall or Spring. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 323 Conservation Biology** 3 credits  
This course covers the biological concepts important for the conservation of natural populations, communities, and ecosystems. Both theoretical and empirical studies will be applied to such topics as: the genetics and ecology of small populations, consequences of habitat degradation and fragmentation, the impact of introduced species, and the ecological value of biological diversity. Spring. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 331 Parasitology** 3 credits  
Explores the medical, physiological, ecological, and historical effect of parasites. The course concentrates on human parasites and ranges from viruses and bacteria through helminthes and arthropods. Fall. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 333 Community Ecology** 3 credits  
This course provides an introduction to the science of community ecology. The major processes that have created and are operating within communities will be explored, including species diversity, competition, predation, herbivory, evolution, food webs, island biogeography, ecological invasions, and succession. Students will explore the theories and experimental evidence of these processes and conduct ecology projects. Fall or Spring. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 333L Community Ecology Laboratory** 1 credit  
Lab will include field-based experiments, greenhouse experiments, and field trips to explore a range of community ecology topics. Taken currently with BIOL 333.
- BIOL 334 Advanced Evolutionary Biology** 3 credits  
A study of the mechanisms responsible for the diversity of life on earth. Topics covered include speciation theory, systematics, extinction, natural selection, genetic drift, and gene flow. Examples from plant as well as animal evolution will be used. Fall or Spring. Prerequisite: BIOL 202.
- BIOL 335 Advanced Genetics: Race and Racism** 3 credits  
This course examines the issues of race and racism from a biological standpoint. Topics include: the genetic basis of human variation and the use of the variation to identify racial groups; the history of racial classification of humans; the eugenics movement and other applications of genetic theory to social issues; and the potential consequences of recent advances in molecular genetic testing for medicine and society. Fall alternate years. Prerequisite: BIOL 202.
- BIOL 337 Developmental Biology** 3 credits  
A study of the principles and mechanisms that underlie the development of plants and animals, using approaches that integrate cell biology, genetics, molecular biology, and evolution. Spring alternate years. Prerequisite: BIOL 202.

- BIOL 337L Developmental Biology Laboratory** 1 credit  
See BIOL 337. Taken concurrently with BIOL 337.
- BIOL 338 Histology** 3 credits  
A study of the microscopic structure of animal (mostly mammalian) tissues and organs. Topics include: histology, cytology, and microscopic anatomy as exemplified in animal tissue. Material will emphasize the relationship between structure and function in tissues and organs. Spring. Prerequisite: BIOL 202.
- BIOL 338L Histology Laboratory** 2 credits  
Labs will combine the study of tissue structure using a collection of prepared slides, and the processing and sectioning of tissue samples. Lab assignments will include the production of personal digital atlases. Taken concurrently with BIOL 338.
- BIOL 340 Field Botany** 3 credits  
This class meets with and covers the same topics as BIOL 140 but is designed for biology majors. In addition to the topics and requirements listed for BIOL 140, biology majors are required to complete a field project in the area of plant systematics or plant ecology. Summer I. Prerequisite: BIOL 202.
- BIOL 340L Field Botany Laboratory** 1 credit  
Taken concurrently with BIOL 340.
- BIOL 351 Advanced Cell Biology** 3 credits  
An advanced study of cell structure and function with an emphasis on selected topics in cell biology. Topics vary with instructor, but may include cell signaling, cell cycle, plant cells, and the cell biology of cancer. Spring. Prerequisite: BIOL 202.
- BIOL 351L Advanced Cell Biology Laboratory** 1 credit  
Taken concurrently with BIOL 351.
- BIOL 357 Principles of Wildlife Management** 3 credits  
The ecology, theory, methods, and philosophy of wildlife management emphasizing game, nongame, and endangered species. Students gain an understanding of the roles and responsibilities of various government agencies and non-governmental organizations. Fall or Spring. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 357L Wildlife Management Laboratory** 1 credit  
Taken concurrently with BIOL 357.
- BIOL 360 Plant Biology** 3 credits  
An exploration of the biology of plants. A wide range of topics such as plant evolution, biogeography, ecology, medicinal botany and global warming are explored in lecture. Offered on sufficient demand, Spring. Prerequisite: BIOL 202.
- BIOL 360L Plant Biology Laboratory** 1 credit  
Labs focus on select lecture topics and include field trips to explore our diverse native flora. Taken concurrently with BIOL 360.
- BIOL 367 Entomology** 3 credits  
This course introduces students to the scientific study of insects. Topics will include insect identification, diversity, behavior, anatomy, ecology, and applied entomology. Prerequisite: BIOL 202
- BIOL 367L Entomology Lab** 1 credit  
The lab includes field trips. Taken concurrently with BIOL 367.
- BIOL 370 General Microbiology** 3 credits  
A study of the fundamental factors involved in microbiology including basic microbial morphology, taxonomy, biochemistry, genetics, and culture techniques. Fall. Prerequisite: BIOL 202.
- BIOL 370L General Microbiology Laboratory** 1 credit  
Taken concurrently with BIOL 370.
- BIOL 371 Vertebrate Biology** 3 credits  
Vertebrate diversity, structure and function from an evolutionary perspective. Topics covered will include development, physiology, ecology, behavior and conservation. Fall alternate years. Prerequisites: BIOL 102 and 202.
- BIOL 371L Vertebrate Biology Laboratory** 1 credit  
Taken concurrently with BIOL 371.
- BIOL 374 Immunology** 3 credits  
An introduction to the cellular and molecular basis of the immune response. Topics will include structures and interactions of effect on molecules in the immune system, generation of diversity in immune specificity, cellular immunology, and the basis of immunity and autoimmune diseases. Fall. Prerequisite: BIOL 202.
- BIOL 375 Virology** 3 credits  
Viral evolution, replication, virus-host interactions, epidemiology, and lateral gene transfer are covered. Offered on sufficient demand. Prerequisite: BIOL 202.
- BIOL 399 Advanced Topics** 2 credits  
An introduction to the current reviews and research literature on specific biological topics. This course prepares students to study, analyze, and discuss the results of biological research. Selected topics are offered each semester. May be repeated with departmental permission. Fall and Spring. Prerequisites: BIOL 202 and Junior standing.
- BIOL 440 (CHEM 440) Biochemistry** 3 credits  
Lectures on the structure and function of the major classes of biomolecules (carbohydrates, proteins, and nucleic acids) with an emphasis on proteins and enzymology. The central metabolic pathways of glycolysis, gluconeogenesis, and the citric acid cycle are discussed from a mechanistic, energetic, and regulatory viewpoint Fall. Prerequisites: CHEM 331 and (CHEM 240 or CHEM 310).
- BIOL 441 Comparative Physiology** 3 credits  
Physiological mechanisms, processes and responses of animals. Physical, chemical and biochemical principles common to physiological systems, such as respiration, excretion, and metabolism, will be covered. Goals of the course are to reveal the mechanisms, adaptive significance, and evolution of physiological systems using a comparative approach. Fall. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 441L Comparative Physiology Laboratory** 1 credit  
Taken concurrently with BIOL 441.
- BIOL 443L (CHEM 443L) Biochemistry Laboratory I** 1 credit  
An investigation of the techniques used to examine biomolecules and biochemical systems. Students perform integrated laboratory experiments in biochemistry. Spring. Prerequisite: BIOL 440 or CHEM 440.
- BIOL 445 (CHEM 445) Biochemistry II** 3 credits  
Continuation of BIOL 440 (CHEM 440), including an examination of the primary processes of cellular energy production, oxidative phosphorylation and photosynthesis. The major metabolic pathways of carbohydrates, lipids, amino acids and nucleotides are covered. Spring. Prerequisite: BIOL 440 or CHEM 440.
- BIOL 451 Comparative Endocrinology** 3 credits  
A comparative study of the structure and function of hormones across a wide variety of taxa (emphasizing vertebrates), including secretion and regulation of hormones, mechanisms of action, and integration of hormones into biological processes. Offered on sufficient demand. Prerequisite: BIOL 202

- BIOL 451L Comparative Endocrinology Lab 1 credit  
Taken concurrently with BIOL 451.
- BIOL 456 Molecular Biology 3 credits  
This course provides essential background for understanding the application of recombinant DNA technology in biological research and biotechnology. Fall. Prerequisite: BIOL 202.
- BIOL 456L Molecular Biology Lab 2 credits  
Labs focus on the construction, manipulation, and analysis of recombinant DNA molecules. Taken concurrently with BIOL 456.
- BIOL 460 Plant Physiology 3 credits  
Plant structure, function, physiology, and biochemistry are explored. Emphasis is placed on physiological phenomena such as fluid transport processes, the regulation of plant growth, and photosynthesis. Aspects of plant molecular biology and genetic engineering of crop plants are also investigated. Offered on sufficient demand. Prerequisite: BIOL 202.
- BIOL 460L Plant Physiology Laboratory 1 credit  
Taken concurrently with BIOL 460.
- BIOL 471 Wildlife Management 4 credits  
Introduces students to the questions, principles and tools used by resource managers in the Kenyan Savanna ecosystem. Students will study habitat assessment, plant and animal identification, plant and animal associations and distributions, and other approaches to evaluating Savanna ecosystems. School for Field Studies Program only. See <http://www.fieldstudies.org/> for current schedule. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 472 Wildlife Ecology 4 credits  
Presents students with the information and conceptual background necessary to understand the underlying ecological principles of the East African Savanna ecosystem. Focus on the fundamental processes and relationships between the biotic and abiotic environment. School for Field Studies Program only. See <http://www.fieldstudies.org/> for current schedule. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 473 Tropical Marine Ecology 4 credits  
Discusses the interactions that determine the distribution and abundance patterns of tropical marine organisms, with emphasis on the ecology of near-shore areas. Basic principles of ecology are integrated with physical, chemical and geological oceanography. School for Field Studies Program only. See <http://www.fieldstudies.org/> for current schedule. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 474 Rainforest Ecology 4 credits  
Introduces the structure and function of tropical rainforests including the floral and faunal components. Ecological processes that maintain biodiversity and the evolutionary processes that generate it will be presented. School for Field Studies Program only. See <http://www.fieldstudies.org/> for current schedule. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 475 Principles of Forest Management 4 credits  
Presents the ecological and analytical tools used in the management of terrestrial, living resources. uses examples from the tropics to stress the theories and skills that provide the foundation for land management worldwide. School for Field Studies Program only. See <http://www.fieldstudies.org/> for current schedule. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 476 Principles of Resource Management 4 credits  
Introduces practical tools used in addressing complex environmental problems including coastal zone planning, guidelines for ecologically sustainable development, environmental impact assessment, fisheries management techniques, and protected-area planning and management. School for Field Studies Program only. See <http://www.fieldstudies.org/> for current schedule. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 477 Coastal Ecology 4 credits  
Examines the ecological processes at the interface between land and sea in order to provide an understanding of how human perturbations can impact both marine and terrestrial systems. The watershed concept will be used to explore nutrient flow, energy cycling, erosion, coastal circulation productivity, and biotic interactions. School for Field Studies Program only. See <http://www.fieldstudies.org/> for current schedule. Prerequisites: BIOL 102 and BIOL 202.
- BIOL 484 Research Seminar 1 credit  
A forum for students to present results of their independent research to students and faculty. Offered on sufficient demand. Prerequisite: Permission.
- BIOL 490 Directed Reading 1-3 credits  
Reading material will be selected by the student after consultation with a faculty member in the department. Course may be repeated to total not more than six credits. A maximum of six credits of any combination of BIOL 490, BIOL 496, and BIOL 498 can be applied to Biology electives. Fall and Spring. Prerequisites: BIOL 202 and permission from department.
- BIOL 496 Biological Research Techniques 1-3 credits  
An introduction to some of the experimental techniques used in biological research. Course content will vary by instructor. A maximum of six credits of any combination of BIOL 490, BIOL 496, and BIOL 498 can be applied to Biology electives. Fall and Spring. Prerequisites: BIOL 202 and permission from department.
- BIOL 498 Directed Research 1-3 credits  
This course provides the motivated student with the opportunity to conduct an independent research project under the direction of a Biology Department faculty member. A maximum of six credits of any combination of BIOL 490, BIOL 496, and BIOL 498 can be applied to Biology electives. Fall and Spring. Prerequisites: BIOL 202 and permission from department.
- BIOL 499 Senior Colloquium 1 credit  
Required of all majors. This course meets once per week to review students framework of biological knowledge and discuss biological principles. Recent primary literature articles on current topics in biology may be examined as a means of review. At the end of the semester, students are required to take the Major Field Test in Biology. Fall and Spring. Prerequisite: Senior standing.

# Catholic Studies

The Catholic Studies Concentration provides a multi-disciplinary approach to understanding the Catholic expression of Christianity and its cultural contributions. The concentration assumes that a knowledge of the heritage of Catholicism's past is necessary for understanding the present and anticipating the future. The concentration has four goals. First, it gives students an opportunity to identify Catholicism's heritage in various disciplines across the curriculum. Second, it gives students an opportunity to integrate their understanding of these contributions into an appreciation of the richness of Catholic culture. Third, the program supports the idea that Catholicism is not something limited to a particular department or to a particular segment of a person's life. Catholicism involves the total person and is thus appropriately addressed throughout the entire curriculum of a Catholic university. Finally, the concentration seeks to encourage faculty to be aware of and reflective on the assumptions and the goals outlined above. The Catholic Studies Committee that oversees the program understands these goals as furthering the mission of the University.

The Catholic Studies concentration offers a twenty-one credit program that will enable students to choose and integrate courses from a coherent and focused perspective. The concentration requires three courses - RELI 220 Catholicism, a course in Catholic Church history, and CATH 499 Catholic Studies Symposium. The RELI 220 course is a 'gateway' course that should be taken prior to taking other courses in the Concentration; however, it may be taken concurrently with other concentration courses. The CATH 499 symposium is the 'capstone' course and is the final course to be taken in the Concentration. It is this course that specifically seeks to produce an integrative experience for students in the concentration. Students will also select four elective courses from different disciplines, such as Art, Communication Arts, English, Music, Philosophy, Political Science and Religious Studies. These elective courses and the church history course follow no definite sequence since the intent is that the student be free to explore the diversity of Catholic thought and life. Courses satisfying concentration requirements are indicated by a Catholic Studies attribute.

Student course selections are subject to the following requirements: no more than six credits from any one department can count towards meeting concentration requirements; no more than a total of nine credits combined from the Philosophy and Religious Studies departments, excluding the required RELI 220 Catholicism course, can count towards meeting concentration requirements. These requirements are intended to highlight the diversity of Catholic thought and life. Students in the College of Arts and Sciences may be able to meet most of the concentration's requirements within the College's core curriculum.

## Field of Concentration in

### Catholic Studies: 21 credits

RELI 220 Catholicism	3 credits
Course in Catholic Church history	3 credits
Electives (with Catholic Studies attribute)	12 credits
CATH 499 Catholic Studies Symposium	3 credits

### Lower Division

CATH 190 Directed Study	1-3 credits
Topic to be decided by faculty.	
CATH 290 Directed Study	1-3 credits
Topic to be decided by faculty.	

### Upper Division

CATH 390 Directed Study	1-3 credits
Topic to be decided by faculty.	
CATH 490 Directed Study	1-3 credits
Topic to be decided by faculty.	
CATH 499 Catholic Studies Symposium	3 credits
A capstone course in which students will integrate their experiences in other Catholic Studies courses. Student will be responsible for writing a thesis under the direction or the instructor.	

# Chemistry

Chairperson: Joanne Smieja

Dr. Scholl Distinguished Professor: D. McMinn

Professors: D. Cleary, D. Kelsh (Emeritus), D. McMinn, K. Nakamaye, J. Smieja, D.

Associate Professor: J. Shepherd

Assistant Professors: J. Cronk, S. Warren, J. Watson

The Department of Chemistry offers both the Bachelor of Science and the Bachelor of Arts degrees. The American Chemical Society has approved the curriculum for the Bachelor of Science in Chemistry including a program with a biochemistry option. A Bachelor of Arts is offered for those students wishing a strong background in the field but with less specialization than the Bachelor of Science program. A minor in chemistry is also offered.

For those interested in teaching chemistry at the secondary level, the department suggests the B.A. degree along with the teacher certification program of the School of Education. For students interested in environmental science, a B.A. degree in Chemistry combined with a concentration in environmental science and supporting courses from Biology and Civil Engineering is recommended.

Gonzaga University does not offer a program in Chemical Engineering. Students interested in Chemical Engineering should consider combining a B.S. degree in Chemistry with supporting courses from the School of Engineering and Applied Science and an M.S. or Ph.D. degree in Chemical Engineering from another institution.

## B.S. Major in Chemistry: 63 Credits

### Lower Division

CHEM 105 General Chemistry	3 credits
CHEM 105L General Chemistry Lab	1 credit
CHEM 206 Inorganic Chemistry	3 credits
CHEM 206L Inorganic Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	3 credits
CHEM 230L Organic Chemistry I Lab	1 credit
MATH 157, 258, and 259	12 credits
PHYS 103, 103L and 204, 204L	8 credits

### Upper Division

CHEM 310 & 310L Quantitative Analysis	4 credits
CHEM 320 Physical Chemistry I	3 credits
CHEM 321 Physical Chemistry II	3 credits
CHEM 331 Organic Chemistry II	3 credits
CHEM 331L Organic Chemistry Lab II	1 credit
CHEM 340 Unified Lab I	3 credits
CHEM 341 Unified Lab II	3 credits
CHEM 406 Advanced Inorganic Chemistry	3 credits
CHEM 440 Biochemistry I	3 credits
CHEM 471 Chemical Bibliography	1 credit
CHEM 485 Seminar	1 credit
CHEM 486 Seminar	1 credit
CHEM 498A and B Thesis	2 credits

## B.S. Major in Chemistry with Biochemistry Option: 76 Credits

### Lower Division

CHEM 105 General Chemistry	3 credits
CHEM 105L General Chemistry Lab	1 credit
CHEM 206 Inorganic Chemistry	3 credits
CHEM 206L Inorganic Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	3 credits
CHEM 230L Organic Chemistry I Lab	1 credit
BIOL 101 Diversity of Life	3 credits
BIOL 101L Diversity of Life Laboratory	1 credit
BIOL 201 Cellular Biology	3 credits

BIOL 201L Cellular Biology Lab	1 credit
BIOL 202 Genetics and Evolution	3 credits
BIOL 202L Genetics and Evolution Lab	1 credit
MATH 157, 258, and 259	12 credits
PHYS 103, 103L and 204, 204L	8 credits

### Upper Division

CHEM 310 and 310L Quantitative Analysis	4 credits
CHEM 320 Physical Chemistry I	3 credits
CHEM 321 Physical Chemistry II	3 credits
CHEM 331 Organic Chemistry II	3 credits
CHEM 331L Organic Chemistry Lab II	1 credit
CHEM 340 Unified Lab I	3 credits
CHEM 341 Unified Lab II	3 credits
CHEM 440 Biochemistry I	3 credits
CHEM 443 Biochemistry I Lab	1 credit
CHEM 445 Biochemistry II	3 credits
CHEM 471 Chemical Bibliography	1 credit
CHEM 485 Seminar	1 credit
CHEM 486 Seminar	1 credit
CHEM 498A and B Thesis	2 credits

## B.A. Major in Chemistry: 49-50 Credits

### Lower Division

CHEM 105 (or 101) General Chemistry	3 credits
CHEM 105L (or 101L) General Chemistry Lab	1 credit
CHEM 206 Inorganic Chemistry	3 credits
CHEM 206L Inorganic Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	3 credits
CHEM 230L Organic Chemistry Lab I	1 credit
MATH 157, 258	8 credits

One of the following two sets of courses:

PHYS 101, 101L and 102, 102L	8 credits
PHYS 103, 103L and 204, 204L	8 credits

### Upper Division

CHEM 310 and 310L Quantitative Analysis	4 credits
CHEM 331 Organic Chemistry II	3 credits
CHEM 331L Organic Chemistry Lab II	1 credit
CHEM 471 Chemical Bibliography	1 credit
CHEM 485 Seminar	1 credit
CHEM 486 Seminar	1 credit
CHEM 320 or 321 Physical Chemistry I or II	3 credits

One of the following two sets of courses:

CHEM 498 A and B Thesis	2 credits
CHEM 488 Senior Literature Review	1 credit

Two of the following courses:

CHEM 406, 440, 445 or a second semester of Physical Chemistry (320 or 321)	6 credits
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## Minor in Chemistry: 31-35 Credits

### Lower Division

CHEM 105 (or 101) General Chemistry	3 credits
CHEM 105L (101L) General Chemistry Lab	1 credit
CHEM 206 Inorganic Chemistry	3 credits
CHEM 206L Inorganic Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	3 credits
CHEM 230L Organic Chemistry Lab I	1 credit
MATH 157 Calculus and Analytical Geometry I	4 credits
PHYS 101, 101L or PHYS 103, 103L	4 credits

### Upper Division

CHEM 310 and 310L Quantitative Analysis	4 credits
CHEM 331 Organic Chemistry II	3 credits
CHEM 331L Organic Chemistry Lab II	1 credit
One of the following courses:	3 credits
CHEM 320 Physical Chemistry I (requires MATH 258)	
CHEM 321 Physical Chemistry II (requires MATH 258)	
CHEM 440 Biochemistry I	

**Lower Division**

- CHEM 101 General Chemistry 3 credits  
A systematic treatment of the fundamental laws and theories of chemistry and their applications. Three lectures per week. Taken concurrently with CHEM 101L.
- CHEM 101L General Chemistry Lab I 1 credit  
Taken concurrently with CHEM 101. One laboratory per week.
- CHEM 105 General Chemistry 3 credits  
Similar to CHEM 101 but designed for students with a good chemistry background, especially those exploring chemistry as a major. Three lectures per week. Taken concurrently with CHEM 105L. Fall.
- CHEM 105L General Chemistry Lab 1 credit  
Taken concurrently with CHEM 105. Emphasis on discovery approach. One laboratory per week. Fall.
- CHEM 111 Chemistry in Context 3 credits  
A survey of chemical topics related to contemporary social issues. Specifically designed for non-science majors. CHEM 111L optional. On sufficient demand.
- CHEM 111L Chemistry in Context Lab 1 credit  
See CHEM 111 for description. Taken concurrently with CHEM 111.
- CHEM 170H Honors Chemistry 4 credits  
Topics selected to highlight the role chemistry plays in modern society. Historical development of the basic laws and theories. Examination of the ethical dimension of scientific activity. Three lectures with one laboratory period per week. For non-science majors in the Honors Program. On sufficient demand. Prerequisite: HONS 190.
- CHEM 180 Art and Chemistry 3 credits  
Investigation of artists' materials such as pigments, dyes, paints, paper, clay, glass and metals using principles of chemistry. Possible topics include fresco painting, ceramics, printmaking, photography, art preservation, authentication and restoration. Designed for non-science majors. Taken concurrently with CHEM 180L. On sufficient demand.
- CHEM 180L Art and Chemistry 1 credit  
Hands-on activities and experiments that are integrated with the lecture material presented in CHEM 180. Taken concurrently with CHEM 180.
- CHEM 206 Inorganic Chemistry 3 credits  
Periodic trends including acid-base, solubility, redox, and radioactive properties of the elements. Emphasis on aqueous solutions and environmental applications. Taken concurrently with CHEM 206L. Fall. Prerequisite: CHEM 101 or CHEM 105.
- CHEM 206L Inorganic Chemistry Lab 1 credit  
Preparation and analysis of inorganic compounds. Qualitative analysis of aqueous solutions. Taken concurrently with CHEM 206. Fall. Prerequisite: CHEM 105 or CHEM 101.
- CHEM 230 Organic Chemistry 3 credits  
Essential concepts in bonding and structure, acid-base chemistry, reactivity and synthesis of functional groups, nomenclature, and mechanisms of fundamental organic reactions. Three lectures and one recitation per week. Taken concurrently with CHEM 230L. Spring. Prerequisite: CHEM 101 or CHEM 105 (minimum grade C- or by permission).
- CHEM 230L Organic Chemistry Lab I 1 credit  
Preparation and analysis of representative organic compounds. One laboratory per week. Taken concurrently with CHEM 230. Spring. Prerequisite: CHEM 101 or CHEM 105.

- CHEM 240 Intro to Bioanalytical Chemistry 3 credits  
Topics include acid-base chemistry, spectrometry, chromatography, electrochemistry, chemical thermodynamics, and kinetics. Emphasis on biological applications. Three lectures per week. Taken concurrently with CHEM 240L. Spring. Prerequisite: CHEM 230.

- CHEM 240L Intro to Bioanalytical Chemistry Lab 1 credit  
Applications of selected analytical methods to biological problems. Three lectures per week. Taken concurrently with CHEM 240. Spring.

**Upper Division**

- CHEM 310 Quantitative Analysis 3 credits  
Principles of chemical analysis by gravimetric, volumetric, electrometric, spectrometric, and chromatographic procedures. Laboratory experiments utilizing analytical instrumentation. Two lectures per week. Two laboratories per week. Spring. Prerequisites: CHEM 206 and CHEM 230.

- CHEM 310L Quantitative Analysis Lab 0 credit  
See CHEM 310 for description. Prerequisites: CHEM 206 and CHEM 230.

- CHEM 320 Physical Chemistry I 3 credits  
Quantum mechanics, group theory, and spectroscopy. Three lectures per week. Fall. Prerequisites: MATH 258, CHEM 310, and (PHYS 103 or PHYS 101).

- CHEM 321 Physical Chemistry II 3 credits  
Thermodynamics, statistical mechanics, and kinetics. Three lectures per week. Spring. Prerequisites: MATH 258, CHEM 310, and (PHYS 103 or PHYS 101).

- CHEM 331 Organic Chemistry II 3 credits  
Continuation of CHEM 230. Three lectures per week. Taken concurrently with CHEM 331L. Fall. Prerequisite: CHEM 230 (minimum grade C-).

- CHEM 331L Organic Chemistry Lab II 1 credit  
Preparation and analysis of representative organic compounds. One laboratory per week. Taken concurrently with CHEM 331. Fall. Prerequisite: CHEM 230L.

- CHEM 340 Unified Laboratory Session I 3 credits  
Laboratory experiments emphasizing instrumental analysis. Two laboratories per week. Fall. Prerequisites: CHEM 310 and CHEM 331.

- CHEM 341 Unified Laboratory II 3 credits  
Laboratory experiments emphasizing physical chemistry methods. Two laboratories per week. Spring. Prerequisites: CHEM 310, CHEM 331, and CHEM 320.

- CHEM 360 Introduction to Bioinformatics 3 credits  
An introduction to the methods and applications of bioinformatics. Participants will learn the basics of how the computer is used as an investigative tool by researchers in the biochemical and biomedical sciences. Approximately half the course will be devoted to methods for the viewing and analysis of protein structures. Summer via internet. Prerequisites: CHEM 331 and BIOL 201.

- CHEM 406 Advanced Inorganic Chemistry 3 credits  
Application of quantum mechanics, group theory, and molecular orbital theory to inorganic compounds including transition metal complexes. Special topics include recent advances in inorganic chemistry. Three lectures per week. Spring, even years. Prerequisite: CHEM 320 or CHEM 321.

- CHEM 421 Advanced Physical Chemistry 1-3 credits  
Material to be chosen from topics such as quantum chemistry, rate theory, surface chemistry, or electrochemistry. On sufficient demand. Prerequisite: CHEM 321

CHEM 430 Advanced Organic Chemistry	3 credits	CHEM 471 Chemical Bibliography	1 credit
Selected topics in organic chemistry. On sufficient demand. Prerequisite: CHEM 331.		Survey of the chemical literature as background for the senior thesis or senior literature review. Scientific writing will be emphasized. Spring.	
CHEM 440 Biochemistry I	3 credits	CHEM 485 Seminar	1 credit
Structure and function of the major classes of biomolecules (carbohydrates, lipids, proteins, and nucleic acids) with an emphasis on proteins and enzymology. The central metabolic pathways of glycolysis, gluconeogenesis, and the citric acid cycle are discussed from a mechanistic, energetic and regulatory viewpoint. Prerequisites: CHEM 331 and (CHEM 310 or CHEM 240). Fall.		Required of all fourth year chemistry majors. Prerequisite: fourth year standing. Fall.	
CHEM 443L Biochemistry Laboratory I	1 credit	CHEM 486 Seminar	1 credit
An investigation of the techniques used to examine biomolecules and biological systems. Integrated laboratory experiments in biochemistry. Spring. Prerequisite: CHEM 440 or BIOL 440.		Continuation of CHEM 485. Spring. Prerequisite: CHEM 485.	
CHEM 445 Biochemistry II	3 credits	CHEM 488 Senior Literature Review	1 credit
Continuation of CHEM 440, including an examination of the primary processes of cellular energy production, oxidative phosphorylation and photosynthesis. The major metabolic pathways of carbohydrates, lipids, amino acids, and nucleotides are covered. Spring. Prerequisite: CHEM 440.		Literature review of special chemical problem or topic under the direction of a faculty member. Prerequisite: CHEM 471	
		CHEM 490 Directed Reading	1-3 credits
		Material and credit to be arranged. Prerequisite: approval of chairperson.	
		CHEM 498A Thesis	1 credit
		Investigation of special chemical problems and topics under the direction of a faculty member. Required of all B.S. majors. Fall. Prerequisite: CHEM 471.	
		CHEM 498B Thesis	1 credit
		Continuation of CHEM 498A. Spring. Prerequisite: CHEM 498A.	

## Classical Civilizations

Chairperson: Patrick J. Hartin  
 Professor: F. Schlatter, S.J. (Emeritus)  
 Instructor: K. Krall, S.J.

The department will meet the needs of three classes of students:

- 1) Those who wish a major in Classical Civilizations.
- 2) Those who wish to begin or continue the study of Latin in support of other majors or in preparation for advanced work in other areas.
- 3) Those who wish to fulfill part of the foreign language requirement of the Arts and Sciences core curriculum by taking one of the classical languages.

### B.A. Major in Classical Civilizations: 35 credits

Two Language Courses	8 credits
LATN 101-102 or GREK 101-102	
Two Classical courses	6 credits
CLAS 272 Topics in Classical Civilizations	
CLAS 375 Topics in Classical Civilizations	
Six Elective courses	18 credits
Students may elect to focus in either Latin or Greco-Roman Civilization	
Focus in Latin Language and Authors	
LATN 201 Intermediate Latin	3 credits
LATN 202 Intermediate Latin	3 credits
LATN 301 Latin Authors	3 credits
LATN 302 Latin Authors	3 credits
LATN 303 Latin Authors	3 credits
LATN 304 Latin Authors	3 credits

### Focus in Greco-Roman Civilization

One course must be selected from any four of the five following disciplinary areas. This selection must also include one course in Greek culture and one course in Roman culture.

Archaeology	
HIST 301 The Ancient City	3 credits
HIST 315 Art and Archaeology of Greece and Rome	3 credits
Greek Language	
GREK 201 Intermediate Greek	3 credits
GREK 202 Intermediate Greek	3 credits
History	
HIST 303 Athens in the 5th Century BC	3 credits
HIST 304 Alexander the Great and the Hellenistic World	3 credits
HIST 311 The Roman Republic from Romulus to Julius Caesar	3 credits
HIST 312 The Roman Empire from Augustus to the "Decline and Fall"	3 credits
Philosophy	
PHIL 401 History of Ancient Philosophy	3 credits
PHIL 406 Philosophy of St. Augustine	3 credits
Religious Studies	
RELI 419 Christians, Romans and Jews	3 credits
RELI 446 Christianity in the Roman Empire	3 credits
CLAS 499 Senior Thesis	3 credits

**Minor in Classical Civilizations: 23 credits**

Two Language Courses Either LATN 101-102 or GREK 101-102	8 credits
Two Classical courses CLAS 272 Topics in Classical Civilizations CLAS 375 Topics in Classical Civilizations	6 credits 3 credits 3 credits
Three Electives Selected from any of the following five disciplinary perspectives:	9 credits
Latin Language LATN 201 Intermediate Latin LATN 202 Intermediate Latin	3 credits 3 credits
Greek Language GREK 201 Intermediate Greek GREK 202 Intermediate Greek	3 credits 3 credits
Archaeology HIST 301 The Ancient City HIST 315 Art and Archaeology of Greece and Rome	3 credits 3 credits
History HIST 303 Athens in the 5th Century HIST 304 Alexander the Great and the Hellenistic World HIST 311 The Roman Republic from Romulus to Julius Caesar HIST 312 The Roman Empire from Augustus to the "Decline and Fall"	3 credits 3 credits 3 credits 3 credits
Philosophy PHIL 401 History of Ancient Philosophy PHIL 406 Philosophy of St. Augustine	3 credits 3 credits
Religious Studies RELI 419 Christians, Romans and Jews RELI 446 Christianity in the Roman Empire	3 credits 3 credits

**Classic Civilization****Lower Division**

CLAS 272 Topics In Classic Civilization A course offering the student an opportunity to study literature of the Classical world in translation. Offered annually.	3 credits
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**Upper Division**

CLAS 375 Topics In Classic Civilization A course offering the student an opportunity to study literature of the Classical world in translation. Offered annually.	3 credits
CLAS 499 Senior Thesis Required for majors in Classical Civilization in their fourth year. Prerequisite: Permission from department.	3 credits

**Greek****Lower Division**

GREK 101 Elementary Greek I A beginner's course: grammar, composition, and easy prose selections. Fall, alternate years.	4 credits
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GREK 102 Elementary Greek II Continuation of GREK 101. Spring, alternate years. Prerequisite: GREK 101 or equivalent.	4 credits
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GREK 201 Intermediate Greek I Continuation of GREK 102: review of forms, syntax, readings. Fall alternate years. Prerequisite: GREK 102 or equivalent.	3 credits
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GREK 202 Intermediate Greek II Continuation of GREK 201; readings. Spring, alternate years. Prerequisite: GREK 201 or equivalent.	3 credits
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**Upper Division**

GREK 491 Special Reading Course	1-4 credits
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**Latin****Lower Division**

LATN 101 Elementary Latin I A beginner's course: grammar, composition, and easy prose selections. Fall.	4 credits
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LATN 102 Elementary Latin II Continuation of LATN 101. Spring. Prerequisite LATN 101 or equivalent.	4 credits
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LATN 201 Intermediate Latin I Continuation of LATN 101 and 102: review of forms and syntax; composition, and readings. Fall. Prerequisite: LATN 102 or equivalent.	3 credits
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LATN 202 Intermediate Latin II Continuation of LATN 201. Spring. Prerequisite: LATN 201 or equivalent.	3 credits
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LATN 272 Topics in Latin Tutorials available as needed by students who have finished the intermediate level and are proceeding to read authors of moderate difficulty. Prerequisite: LATN 202.	1-7 credits
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**Upper Division**

LATN 301 Latin Authors Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring. Prerequisite: LATN 202.	3 credits
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LATN 302 Latin Authors Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring. Prerequisite: LATN 202.	3 credits
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LATN 303 Latin Authors Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring. Prerequisite: LATN 202.	3 credits
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LATN 304 Latin Authors Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring. Prerequisite: LATN 202.	3 credits
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# Communication Arts

Chairperson: Thomas A. Miller

Professors: J. S. Caputo, H. Hazel

Associate Professors: J. Hofland, R. Lyons, S.J., C. McMahon, T. Miller, T. Osborne, B. Russo

Assistant Professors: E. Dorsey, S. English, J. Fitzsimmons, D. Garrity, M. Hazel, N. Schmidt

Instructor: G. Frappier

The communication process constitutes the fabric of human society. This relational process is woven into personal, community, business, artistic, and religious life - and into the dialogue among the cultures and nations of the world.

Critical examination of this process describes, interprets, and evaluates these relationships. As faculty in the Department of Communication Arts, we seek to assist students in becoming effective, creative, and ethically responsible communicators who can understand theoretical choices and design, express, interpret, and critically evaluate oral, written, nonverbal, and electronically mediated messages.

Communication, as an academic discipline, draws upon the humanities, the social and natural sciences, and the professions. The curriculum is both conceptual and applied. Courses prepare for an in-depth exploration of one or more areas of inquiry. Bachelor of Arts degrees are offered in these areas:

- 1) Applied Communication Studies.
- 2) Broadcast and Electronic Media Studies.
- 3) Journalism.
- 4) Public Relations.
- 5) Theatre Arts.

Additionally, we offer a minor in advertising that is jointly taught by Communication Arts and Marketing faculty. The pedagogy combines lecture, seminar, production, and performance. The intent of our program is to guide students toward academic excellence and realistic career goals. Communication Arts at Gonzaga reflects the Catholic, Jesuit character and liberal arts tradition of the institution.

Internships may be taken at television stations, newspapers, magazines, online outlets, public relations and marketing firms, as well as profit and non-profit agencies. There are service-learning components in applied communication, public relations and theatre courses. Students can serve on the campus newspaper, The Bulletin, in theatre productions, with GUTV, or at KAGU-FM, the campus radio station. In addition, some classes develop newsletters and magazines such as the intercultural publication, The Blue Marble. The curriculum is supported by video and photography labs and Russell Theatre, along with a computer lab for research on the Internet, graphic design or editing copy.

Lambda Pi Eta is the National Communication Honor Society for outstanding students in any of the Communication Arts. Membership in Iota Rho, the campus chapter, is limited to third- and fourth-year students who have demonstrated high academic achievement, leadership and service, and a commitment to the discipline of communication.

## Communication Arts Department Core:

Majors within the Communication Arts Department are required to complete the Communication Arts Department Core:

COMM 101 Mass Communication (except Theatre)	3 credits
COMM 499 Senior Seminar	0 credit

\*Note: No upper-division courses may be applied to two separate majors and/or minors within the Department of Communication Arts, with the exception of COMM 305 and COMM 364.

## Applied Communication Studies

Director: M. Hazel

The Applied Communication Studies major combines the classical liberal arts tradition of rhetoric with contemporary trends in speech communication with special emphasis on organizational studies and leadership. The major is founded on the Jesuit ideal of producing leaders who excel in *Ars eloquentiae* - the ability to communicate effectively in personal and professional settings. More specifically, the program serves students who plan to pursue a career in public service, non-profit administration, teaching, government, business or law. Faculty provide foundational courses for those who plan to attend graduate school in communication or related subjects. The major is a blend of the academic and the practical since it is designed to make students better communicators, not merely by developing interpersonal and public speaking skills but by having them understand the centrality of communication in the development of thought and culture.

All students are expected to have completed SPCO 101 (Introduction to Speech) in their first year or SPCO 102 if they are transfer students.

Applied Communication Studies includes a nationally successful intercollegiate debate program situated and equipped in its own facility, the Conway House.

## B.A. Major in Applied Communication Studies: 37 credits

### Lower Division

COMM 101 Mass Communication	3 credits
JOUR 110 Introduction to Journalistic Writing	3 credits

### Upper Division

COMM 305 Communication Theory and Research	3 credits
One of the following two courses:	3 credits
COMM 375 Communication Training and Consulting	
COMM 475 Organizational Communication	
COMM 418 Intercultural and International Communication*	3 credits
SPCO 321 Advanced Public Speaking	3 credits
SPCO 356 Persuasion	3 credits
SPCO 400 Nonverbal Communication	3 credits
SPCO 401 Communication and Leadership	3 credits
SPCO 453 Interpersonal and Small Group Communication	3 credits
SPCO 457 Communication Criticism	3 credits
SPCO 497 Internship**	2 credits
SPCO 498 Senior Communication Colloquium	2 credits
COMM 499 Senior Seminar	0 credit

\*This course meets the College of Arts and Sciences social justice requirement

\*\*Students who wish to go on to graduate school may substitute for this course in consultation with their advisor.

## Minor in Applied Communication Studies: 21 credits

### Lower Division

COMM 101 Mass Communication	3 credits
JOUR 110 Introduction to Journalistic Writing	3 credits

### Upper Division

COMM 305 Communication Theory and Research	3 credits
One of the following two courses:	3 credits
COMM 375 Communication Training and Consulting	
COMM 475 Organizational Communication	
SPCO 401 Communication and Leadership	3 credits
Two of the following three courses:	6 credits
COMM 418 Intercultural and International Communication	
SPCO 321 Advanced Public Speaking	
SPCO 453 Interpersonal and Small Group Communication	

## Broadcast and Electronic Media Studies

Director: D. Garrity

The major in Broadcast and Electronic Media Studies prepares students for careers in radio, television and related communications fields in addition to providing a foundation for graduate work in the same areas. Students gain a theoretical appreciation of mass media, but are then challenged to apply their knowledge in live, original productions on KAGU radio and GUTV, the Broadcast program's television station. Majors are provided state-of-the-art non-linear technology with which to create programming, and brand new studios in which to perform. Broadcast and Electronic Media graduates are taught the ultimate goal of the program is for them to make a positive difference in the world with their newfound talents.

## B.A. Major in Broadcast and Electronic Media Studies: 37 Credits

### Lower Division

COMM 101 Mass Communication	3 credits
BRCO 203 Fundamentals of TV Production	3 credits
BRCO 204 Fundamentals of Audio Production	3 credits

### Upper Division

COMM 364 Mass Media Law	3 credits
BRCO 303 Intermediate TV Production	3 credits
BRCO 370 Broadcast Journalism	3 credits
BRCO 469 Advanced TV Production	3 credits
BRCO 470 Broadcast Leadership	3 credits
BRCO 481 TV & Social Justice	3 credits
BRCO, COMM, JOUR, PRLS or THEA electives	9 credits
BRCO 499 Comprehensive Exam	1 credit
COMM 499 Senior Seminar	0 credit

## Minor in Broadcast Studies: 21 Credits

### Lower Division

COMM 101 Mass Communication	3 credits
BRCO 203 Fundamental TV Production	3 credits

### Upper Division

BRCO 303 Intermediate TV Production	3 credits
BRCO 304-494 Electives	12 credits

## Journalism

Director: S. English

The Journalism major prepares students for careers in journalism or related occupations. The major focuses on reporting, writing, editing, and production for newspapers and magazines. Graduates of the journalism program often carry these skills into advertising or public relations, broadcast news, business, government, law and graduate schools, as well as into daily or weekly journalism.

The major blends practical experience, discussion of ethics, traditions and the nature of news, and theory. Work is carried on in the Journalism and Broadcast Center lab. The program is integrated with the University's liberal arts requirements, which are considered important ingredients of a journalist's education at Gonzaga. Students are expected to make use of their liberal arts and professional education to become critical and creative contributors to journalism and civic life.

Most journalism students contribute to The Bulletin, the University's student-produced weekly newspaper. But credits for Journalism 220 and 230 may also be given for work on other publications, or under certain circumstances even in other media. Those meeting the prerequisites are encouraged to complete an internship. Students are encouraged but not required to complete minors in other departments.

## B.A. Major in Journalism: 36 Credits

### Lower Division

COMM 101 Mass Communication	3 credits
JOUR 110 Journalistic Writing	3 credits
JOUR 210 News Reporting and Writing	3 credits
JOUR 220 Practical Newspaper Reporting	1 credit
JOUR 230 Newspaper Editing and Production	1 credit
JOUR 270 Principles of Photojournalism	3 credits
JOUR 280 News Editing and Layout	3 credits

### Upper Division

COMM 364 Mass Media Law	3 credits
JOUR 310 Public Affairs Reporting	3 credits
JOUR 341 News Seminar	3 credits
JOUR 353 History of Journalism	3 credits
JOUR/BRCO - - - Electives	6 credits
JOUR 499 Senior Comprehensive	1 credit
COMM 499 Senior Seminar	0 credit

## Minor in Journalism: 25 Credits

### Lower Division

COMM 101 Mass Communication	3 credits
JOUR 110 Journalistic Writing	3 credits
JOUR 210 News Reporting and Writing	3 credits
JOUR 220 Practical Newspaper Reporting	1 credit
JOUR 270 Principles of Photojournalism	3 credits
JOUR 280 News Editing and Layout	3 credits

### Upper Division

COMM 364 Mass Media Law	3 credits
JOUR - - - Electives	3 credits
JOUR/BRCO - - - Electives	3 credits

## Public Relations

Director: E. Dorsey

The Public Relations major is interdisciplinary in scope and writing intensive in design. The objective of the major is to provide students with a critical understanding of the symbolic, rhetorical behavior which creates and influences relationships between organizations and their public. Courses encourage the examination of practical and theoretical perspectives, historical developments, research methodology, legal applications and the expanding role of Public Relations in modern society. All first-year majors participate in a Service Learning practicum tailored to the unique challenges of public relations within a non-profit setting. In addition, students acquire skills in public speaking, reporting, and critical thinking.

A minor in Public Relations appeals to students majoring in a variety of other fields, including those students majoring within another division of the Communication Arts Department. Political Science majors may see the minor as a means to enhance their expertise and understanding of public communication and campaign development. Business students may use it in association with concentrations in finance, management, or marketing. Students majoring in English may use the minor to explore the dynamics of organizational advocacy and communicative strategy.

## B.A. Major in Public Relations: 38-39 credits

### Lower Division Courses

COMM 101 Mass Communication	3 credits
JOUR 110 Journalistic Writing	3 credits
PRLS 267 Principles of Public Relations	3 credits

**Upper Division**

COMM 305 Communication Theory and Research	3 credits
PRLS 305 Writing for Public Relations	3 credits
COMM 364 Mass Media Law	3 credits
One of the following three courses:	3 credits
COMM 375 Communication Training and Consulting	
COMM 418 Intercultural and International Communication	
COMM 475 Organizational Communication	
PRLS 367 Public Relations Planning and Case Review	3 credits
PRLS 467 Public Relations Campaign	3 credits
SPCO 321 Advanced Public Speaking	3 credits
One of the following two courses:	3 credits
SPCO 356 Persuasion	
SPCO 457 Communication Criticism	
PRLS 497 Internship in Public Relations*	2-3 credits
PRLS 498 Senior Communication Colloquium	3 credits
COMM 499 Senior Seminar	0 credit
PRLS 499 Professional Development Seminar	1 credit

\* A 300-400 level, three credit Communication Arts Department elective may be substituted for an internship if the student does not meet the minimum cumulative 3.00 gpa requirement prior to the beginning of the last semester of the fourth year OR if the student's academic advisor does not recommend a professional internship.

\*\*For students planning on graduate school, COMM 306, Research Methods, is recommended. It may substitute for any non-PRLS upper-division requirement except COMM 305 or COMM 364.

All Public Relations majors are also required to complete a minor in either another division within the Communication Arts Department, or another department within the College of Arts and Sciences or the School of Business. Minors in Advertising, Political Science, Modern Languages, and Journalism have been popular choices.

**Minor in Public Relations: 24 credits**

**Lower Division**

COMM 101 Mass Communication	3 credits
JOUR 110 Journalistic Writing	3 credits
PRLS 267 Principles of Public Relations	3 credits

**Upper Division**

COMM 305 Communication Theory and Research	3 credits
PRLS 305 Writing for Public Relations	3 credits
SPCO 356 Persuasion	3 credits
PRLS 367 Public Relations Planning and Case Review	3 credits
PRLS 467 Public Relations Campaign	3 credits

**Minor in Advertising: 27 credits**

The minor in Advertising is offered only to students majoring in a Communication Arts division. Only in this particular minor may students count courses in the minor toward their major as well.

Marketing Courses:

MKTG 310 Principles of Marketing	3 credits
MKTG 315 Consumer Behavior	3 credits
MKTG 330 Marketing Research	3 credits
MKTG 335 Marketing Communications	3 credits
MKTG 342 Graphic Design	3 credits
MKTG 411 Advertising	3 credits

Communication Arts Courses:

PRLS 267 Principles of Public Relations	3 credits
COMM 305 Communication Theory and Research	3 credits
One of the following three courses:	3 credits
COMM 375 Communication Training and Consulting	
COMM 418 Intercultural & International Communication	
COMM 475 Organizational Communication	

**Theatre Arts**

Director: J. Hofland

**Mission Statement**

The Theatre Arts program at Gonzaga University is committed to training and developing artists who confront the important issues of our lives through their engagement with the art forms of live theatre.

Gonzaga Theatre Arts provides disciplined training in both performance and technical theatre.

Students study and critically reflect on a broad range of literature, theatrical forms, and techniques in order to promote an active engagement with the foundations of our culture and to promote the formation of a character that reflects the faith and justice mission of Gonzaga University.

The intended outcome of this study and reflection is to provide service to our audience and the broader community and to promote the search for social justice.

Our purpose is to serve young artists hoping to apply disciplined training and thoughtful work to a search for justice and the greater good of those around them.

**B.A Major in Theatre Arts: 45-47 credits**

**Lower Division**

ENGL 203 Studies in Drama	3 credits
THEA 100 Introduction to Theatre Arts	3 credits
THEA 111 Acting I	4 credits
One of the following two courses:	4 credits

THEA 214 Advanced Acting: Greeks -Restoration	
THEA 216 Advanced Acting: Romantics-present	
THEA 235 Theatre Graphics	3 credits
THEA 253 Directing I	3 credits
THEA 260 Technical Theatre	2 credits
THEA 261 Performance Theatre Lab	2 credits
Two of the following three courses:	4-5 credits
THEA 134 Costume construction	
THEA 239 Lighting Design	
THEA 332 Scene Design	

Minimum of two credits from the following ten courses: 2 credits

THEA 120 Movement for the Performer (3 credits)	
THEA 124 Ballet I (1 credit)	
THEA 125 Jazz Dance I (1 credit)	
THEA 224 Modern Dance (1 credit)	
THEA 225 Sacred Dance (1 credit)	
THEA 230 Topics in Dance (1-2 credits)	
THEA 320 Ballet II (2 credits)	
THEA 321 Jazz Dance II (2 credits)	
THEA 322 Musical Theatre Dance (2 credits)	
THEA 323 Tap Dance (2 credits)	

One of two endorsement tracks: 7-10 credits

**Upper Division**

THEA 354 Directing II	4 credits
THEA 497 Internship	1-3 credits
THEA 498 Senior Project I	1 credit
THEA 499 Senior Project II	1 credit
COMM 499 Senior Seminar	1 credit

**Performance endorsement: 9-10 credits**

- Two of the following four courses: 7-8 credits  
 THEA 214 Advanced Acting: Greeks -Restoration  
 THEA 216 Advanced Acting: Romantics-present  
 THEA 240 Creative Dramatics  
 THEA 316 Acting for the Camera  
 Two credits from the following courses: 2 credits  
 THEA 261 Performance Theatre Lab  
 THEA 490-494 Directed Studies

**Tech Theater endorsement: 7-8 credits**

- One of the following courses: 2-3 credits  
 THEA 134 Costume Construction  
 THEA 239 Lighting Design  
 THEA 332 Scene Design  
 One of the following courses: 3 credits  
 BRCO 204 Audio Production  
 BRCO 303 Intermediate Television Production  
 Two credits from the following courses: 2 credits  
 THEA 260 Tech Theatre Lab  
 THEA 490-494 Directed Studies

**Minor in Theatre Arts: 17-18 credits****Lower Division**

- THEA 111 Acting I 4 credits  
 One of the following two courses: 3-4 credits  
 THEA 132 Stagecraft  
 THEA 134 Costume Construction  
 THEA 212 Acting II 3 credits  
 THEA 235 Theatre Graphics 3 credits  
 THEA 261 Performance Theatre Lab 1 credit

**Upper Division**

- One of the following three courses: 3 credits  
 THEA 240 Creative Dramatics  
 THEA 253 Directing I  
 THEA 332 Design Process

**Minor in Dance: 22-23 credits****Lower Division**

- THEA 120 Movement for the Performer 3 credits  
 THEA 124 Ballet I 1 credit  
 THEA 125 Jazz Dance I 1 credit  
 One of the following three courses: 1-2 credits  
 THEA 224 Modern Dance  
 THEA 225 Sacred Dance  
 THEA 230 Topics in Dance

- One of the following three courses: 3 credits  
 EDPE 190 Foundations of Health, Sport, and Physical Education  
 EDPE 222 Health and Human Movement  
 EDPE 224 Nutrition for Health and Fitness

- Two of the following nine courses: 2 credits  
 EDPE 101 Tai Chi  
 EDPE 115 Aerobics  
 EDPE 117 Beginning Social Dance  
 EDPE 118 Intermediate Social Dance  
 EDPE 124 Beginning Fencing  
 EDPE 157 Yoga  
 EDPE 158 Fitness and Conditioning  
 EDPE 170 Ice Skating  
 EDPE 180 Advanced Social Dance

**Upper Division**

- Two of the following four courses: 4 credits  
 THEA 320 Ballet II  
 THEA 321 Jazz Dance II  
 THEA 322 Musical Theatre Dance  
 THEA 323 Tap Dance  
 THEA 495 Dance History and Choreography 3 credits  
 THEA 496A Strategies for Dance Instruction I 3 credits  
 THEA 496B Strategies for Dance Instruction II 1 credit

**Applied Communication Studies****Lower Division**

- SPCO 101 (SPCO 102) Introduction to Speech Communication 2 credits  
 Basic principles of speech communication for public address, small group, and interpersonal communication settings. Emphasis on oral communication proficiency. Fall and Spring.

- SPCO 102 (SPCO 101) Basic Principles Speech Communication 2 credits  
 This course is identical to SPCO 101 with the exception of begin designed for transfer students, or students who were unable to take SPCO 101 in their freshman year. Fall, Spring, and Summer.

- SPCO 226 Oral Interpretation 3 credits  
 Analysis and oral reading of prose, poetry, and drama with interpretive and dramatic emphasis. Spring, odd years. Prerequisite: SPCO 101.

- SPCO 270H Honors Rhetoric 3 credits  
 The principles and historical development of rhetoric from classical to contemporary speeches. Speeches by students will demonstrate their grasp of rhetoric. On sufficient demand. Prerequisite: HONS 109.

**Upper Division**

- SPCO 321 Advanced Public Speaking 3 credits  
 A concentration on various forms of public address. Frequent speeches given before the class. Fall and Spring. Prerequisite: SPCO 101.

- SPCO 331 Principles of Debate 3 credits  
 Examination of the fundamentals of advocacy including argumentation theory, techniques of persuasion, refutation, and cross-examination. This course is open to both debate team members and anyone interested in improving argumentation skills. Fall. Prerequisite: SPCO 101.

- SPCO 341 Argumentation and Debate 3 credits  
 Advanced theory and practice of debate principles. Intended for debate team members only. Spring. Prerequisite: SPCO 331

- SPCO 342 Debate Participation 1 credit  
 Participation on University debate teams. Prerequisite: SPCO 331.

- SPCO 356 Persuasion 3 credits  
 Theory and practice of effective persuasive techniques. Fall, Spring, and Summer. Prerequisite: SPCO 101 or SPCO 102.

- SPCO 400 Nonverbal Communication 3 credits  
 Comprehensive study of the role of nonverbal communication in interpersonal relationships. Current research, discussion and exercises are used to understand the definition and importance of nonverbal communication as a social semiotic. Spring, alternate years.

- SPCO 401 Communication and Leadership 3 credits  
 A study of the link between communication and leadership. Includes an examination of leadership styles, theories, and research. Emphasis is placed on ways leaders use power, manage diversity, influence followers and solve group problems. Fall or Spring. Prerequisite: SPCO 101 or SPCO 102.

- SPCO 453 Interpersonal and Small Group Communication 3 credits  
 Study of interpersonal and small group communication behaviors, research and theory. Practice and application of theory. Spring Prerequisite: SPCO 101 or SPCO 102.

- SPCO 457 Communication Criticism 3 credits  
An introduction to the methods and theories of communication criticism. Classical and contemporary approaches are applied to speeches, books, films, television programs, and musical productions. Fall. Prerequisite: SPCO 101.
- SPCO 481 Seminar 1-3 credits  
Special topics with credit to be arranged. On sufficient demand.
- SPCO 482 Advanced Seminars 1-3 credits  
Special arranged topics with credits to be arranged. On sufficient demand.
- SPCO 491 Directed Study 1-3 credits  
Special topics and reading; credit by arrangement with the instructor. Fall, Spring, and Summer.
- SPCO 497 Internship 1-3 credits  
Professional work experience in speech communication related fields. Fall, Spring, and Summer.
- SPCO 498 Senior Communication Colloquium 1 credit  
The colloquium is designed to assist students' ability to articulate the substance of their major as well as develop a philosophy of communication. In this sense, the colloquium will be a capstone on their education at Gonzaga University. The course will include weekly seminars, a written project and the development of a portfolio including a resume, writing samples and other completed work, and a philosophical statement of communication. All public relations and speech communication majors must register for this course for the fall and spring semesters of their senior year.
- BRCO 303L Intermediate Television Production Lab 0 credit  
See BRCO 303. Prerequisite: BRCO 203.
- BRCO 307 Writing with Sights and Sounds 3 credits  
A class designed to develop creative writing skills for the purpose of telling stories with the languages of aural and visual media. Traditional media of radio and television are the foundations, but new forms of Internet communications will be studied. Prerequisite: BRCO 303.
- BRCO 370 Broadcast Journalism 3 credits  
Planning, reporting, and practice in gathering and covering news for radio and television. As resources allow, depth reporting and documentaries. Prerequisite: BRCO 303.
- BRCO 370L Broadcast Journalism Lab 0 credit  
Prerequisite: BRCO 303.
- BRCO 469 Advanced Television Production and Programming 3 credits  
Organization, preparation, and production of student-generated programs for telecast on live television (GUTV, channel 15). Students generate a news magazine show, a talk show, and a comedy show, and are responsible for every aspect of each production. Fall and Spring. Prerequisites: COMM 101 and BRCO 303.
- BRCO 469L Advanced TV Production and Programming Lab 0 credit  
Prerequisite: BRCO 303.
- BRCO 470 Broadcast Leadership 3 credits  
Study the inner workings of various media leadership and management. Students will be exposed to day-to-day media leadership and management situations which deal with day-to-day decision making, staffing, departmental structures, human resources, accountability, research and strategic planning. Prerequisites: (COMM 101 and BRCO 203) or (BRCO 204 and BRCO 303).

## Broadcast and Electronic media Studies Lower Division

- BRCO 203 Fundamentals of Television Production 3 credits  
A practicum dealing with the technical aspects of television production along with creative generation of live, original programs. Students learn the basics of how television signals are created and transported, and then demonstrate proficiency in all crew areas concerned with live productions. In addition, this course provides a much greater sense of media literacy as it applies to mainstream messages in the media today. BRCO 203 will give the students the basic technical competence required for BRCO 303. Fall and Spring. Prerequisite: COMM 101.
- BRCO 203L Fundamentals of Television Production Lab 0 credit  
See BRCO 203.
- BRCO 204 (MUSC 204) Fundamentals of Audio Production 3 credits  
A practicum dealing with the technical aspects of radio management, programming, and production. Emphasis will be placed on the mastering of all operational procedures. This course is a prerequisite for all participants in KAGU, Gonzaga's FM radio station. Fall and Spring.
- BRCO 204L (MUSC 204L) Fundamentals of Audio Production Lab 0 credit  
See BRCO 204.

## Upper Division

- BRCO 303 Intermediate Television Production 3 credits  
An application of the technical and aesthetic aspects of electronic news gathering and production. The class provides experience as camera operators, video tape editors, writers, and performers. Students are required to achieve a basic level of competency with analog and digital cameras, and become proficient in non-linear editing techniques. Fall and Spring. Prerequisite: BRCO 203.
- BRCO 481 Television and Social Justice 3 credits  
Examines the application of this powerful medium toward improving the human condition. Students study examples of this concept in today's media, then use their own analytical and production skills to improve the condition locally. Spring.
- BRCO 482 Remote Video Production 3 credits  
Provides advanced experience in scripting, producing, directing, and editing televised field events. Examples include basketball and baseball games, along with theatre productions. May be repeated for a total of not more than 9 credits. Spring. Prerequisite: BRCO 203.
- BRCO 483 Advanced Non-Linear Editing 1-3 credits  
Students are introduced to state-of-the-art digital editing and learn how the technology fits in to the industry today. Prerequisite: BRCO 303.
- BRCO 484 Seminar in Live Television 3 credits  
Allows students considering a career in live TV to specialize in roles of anchor, reporter, producer, or director. Prerequisite: BRCO 469.
- BRCO 484L Seminar Lab 0 credit  
See BRCO 484.
- BRCO 485 Seminar in Broadcasting 3 credits  
May be repeated for a total of not more than 6 credits. Prerequisites: fourth year standing, Broadcast Studies majors only, and permission from department. Fall and Spring.
- BRCO 486 Applied Radio Production 3 credits  
Students work with the latest audio production technologies to examine the current state of the radio industry and to participate in creation of actual radio programming on KAGU. Prerequisite: BRCO 204.

- BRCO 486L Applied Radio Lab 0 credit  
See BRCO 486.
- BRCO 491 Directed Studies and Projects 1-6 credits  
May be repeated for a total of not more than 6 credits.  
Prerequisites: fourth year standing, Broadcast Studies majors only, and permission from department. Fall and Spring.
- BRCO 492 Directed Studies and Special Project 1-3 credits  
May be repeated for a total of not more than 6 credits.  
Prerequisites: fourth year standing, Broadcast Studies majors only, and permission from department. Fall and Spring.
- BRCO 494 Special Project 1-3 credits  
May be repeated for a total of not more than 6 credits.  
Prerequisites: fourth year standing, Broadcast Studies majors only, and permission from department. Fall and Spring.
- BRCO 497 Broadcast Internship 0-12 credits  
Application of the Broadcast curriculum in the controlled environment of a commercial or public radio or television facility. Prerequisites: third year standing, completed major 3.00 cumulative GPA, and permission from department. Fall, Spring, and Summer.
- BRCO 499 Comprehensive Examination 1 credit  
Students must register during regular registration for comprehensive.

## Communications Lower Division

- COMM 101 Introduction to Mass Communication 3 credits  
An overview of mass media processes in America; economic, technological, and ideological issues in contemporary systems. Current problems and criticism. Required first course for all Communication Arts majors except Theatre. Fall and Spring.
- COMM 202 Principles of Photographic Art 3 credits  
A survey of photographic history and the study of photography as a fine art. It deals as well with the psychological and social place of photographic image making in the contemporary human experience. This course emphasizes the creative control of the camera through a good understanding of the principles of optics and silver emulsions. It also works towards developing refined dark-room techniques towards the production of the Fine Print, a photograph worthy of being called wall art. Fall and Spring. Prerequisite: COMM 101.
- COMM 202L Principle of Photographic Art Lab 0 credit  
See COMM 202 for description.
- COMM 290 Directed Study 1-3 credits  
Topic to be decided by faculty.

## Upper Division

- COMM 302 Advanced Printing and Alternative Processes 3 credits  
This course builds on the printmaking skills developed in COMM 202, using toning and bleaching processes, multiple negatives, fiber base papers etc. to work towards the "fine print," and exhibition quality enlargement. It also works with alternative printing processes, teaching the art of using liquid silver emulsions on a variety of materials, using 19th century printing processes, such as Platinum/Palladium printing, gum bichromate and cyanotype. These require the use of large negatives either made in camera or enlarged from 35 mm negatives. This class is primarily lab work, requires a significant commitment of time, and is directed towards the fine arts approach to photography. Spring. Prerequisite: COMM 202.

- COMM 305 Communication Theory and Research 3 credits  
This course examines various "ways of knowing" about communication. The course will consist of a review and criticism of the major approaches to communication research and the major theories that have been devised by scholars to explain and predict the processes and effects of human communication. Fall, Spring, and Summer. Prerequisites: COMM 101, (SPCO 101 or SPCO 102), and second year standing.
- COMM 306 Communication Research Methods 3 credits  
Qualitative and quantitative research methodology, strategic planning, research design, population sampling, polling and survey strategies, data gathering, analysis, interpretation and reporting, scientific public relations program management. Spring. Prerequisite: COMM 305.
- COMM 320 Communication Technology and Society 3 credits  
Does communication technology cause social change, or do societal factors cause change in communication technologies? Examination of relationships between mass media and community, and computers and the self. On sufficient demand.
- COMM 364 Mass Media Law 3 credits  
A study of major facets of mass communications law and their effects upon print, broadcast media and online. Fall and Spring. Prerequisite: COMM 101.
- COMM 375 Communication Training and Consulting 3 credits  
This course explores the unique application of communication theory and skills to help design effective consultant/trainer programs. By focusing on non-traditional instructional settings, the class will prepare students to develop a plan for assessing, designing, delivering and evaluating communication consultation and/or training for an organization. Fall and Spring.
- COMM 390 Seminar-Media Criticism 3 credits  
A study of all forms of media and development of critical writing skills. Students will look at, and discuss, the way the media work and, more important, don't work. Emphasis is placed on discussion. On sufficient demand.
- COMM 418 Intercultural and International Communication 3 credits  
Identification and analysis of processes and problems of communication as affected by national cultures. Effects of differences in attitudes, social organization, role expectations, language and non-verbal behavior - all of which are interrelated. Principles of communication theory as they apply to the intercultural context will be studied. Prerequisites: second year standing and permission from department. Spring.
- COMM 471 (ENGL 394) Literature and Film 3 credits  
The relationship between literature and film, with discussion centering on means of production, finished product, and audience/media relationship and expectations. Students will be asked to write a shooting script and (since basic methods of film production will be explored) those who wish to do so will be encouraged to make a film. Basic equipment will be available. Summer Prerequisite: ENGL 101.
- COMM 475 Organizational Communication 3 credits  
Study of research findings, theories, and models of communication in organizations; examination of the impact of organizational culture and structure on the communication process, including factors maximizing effective communication and overcoming communication barriers. Fall and Spring.

- COMM 480 Themes In Communication Studies** 3 credits  
The specific theme of the course varies each semester, but bridges the several perspectives represented by the five programs within Communication Arts. Themes presented may include: Distortion (Propaganda, Deception, and Lies), Communication and Social Change (Campaigns, Crusades, and Agi- Props), Communication and Criticism, Ethical Issues in Communication, Media Effects, Intercultural Communication, Communication and Technology, Ways of Seeing, Semiotics and Communication, Philosophy of Language, Virtual Realities, Audience and Self. Prerequisite: third year standing. Course may be repeated. On sufficient demand. Prerequisites: SPCO 101 and COMM 101.
- COMM 481 Ancient Rhetoric** 3 credits  
This course encapsulates the history of Rhetoric and its symbiotic relationship to the development of philosophy. Beginning with the first attempts to systematize and teach persuasive argument in Syracuse (5<sup>th</sup> century BC), the course will examine how Rhetoric was further defined and developed by Plato and Aristotle. Prerequisite: SPCO 101.
- COMM 482 Rhetoric Criticism** 3 credits  
This course is designed to develop the student's analytical powers and promote an appreciation and understanding of the process of human communication, which encompasses various reciprocal or interconnected aspects. Among the more prominent of these are cultural identity (i.e., shared symbols), the creation of meaning and its social and historical context. Prerequisite: SPCO 101.
- COMM 490 Directed Study in Communication** 0-10 credits  
Directed study requires completion of a form, and department permission and cannot be registered for via Zagweb.
- COMM 491 Directed Study** 1-3 credits  
Directed Study requires completion of a form, department permission and cannot be registered for via Zagweb. Prerequisites: SPCO 101 and COMM 101.
- COMM 492 Directed Study** 1-3 credits  
Directed Study requires completion of a form, department permission and cannot be registered for via Zagweb. Prerequisites: SPCO 101 and COMM 101.
- COMM 499 Senior Seminar** 0 credit  
The senior seminar is designed to assist students' ability to articulate the substance of their major as well as develop a philosophy of communication. In this sense, the seminar will be a capstone on their education here at Gonzaga University. Comprehensive exams are arranged by program Directors. The seminar will include majors throughout the Communication Arts Department and may include guest speakers, a written project or performance, the development of a portfolio including a resume, writing samples and other completed work, and a philosophical statement of communication. This course must be taken concurrently with BRCO 499, JOUR 499, PRLS 498, SPCO 498 or THEA 499. Spring.
- JOUR 210 News Reporting and Writing** 3 credits  
Reporting techniques and experiences in identifying news and information sources, contacting sources, interviewing, and obtaining information. A variety of writing styles will be emphasized. Some emphasis on journalism ethics and law. Fall and Spring. Prerequisite: JOUR 110.
- JOUR 220 Practical Newspaper Reporting** 1 credit  
Under the direction of the newspaper adviser and editors, students seek news, write opinion and take photographs for the campus newspaper, The Bulletin, or possibly for other publications. Fall and Spring. Prerequisite: JOUR 110.
- JOUR 230 Newspaper Editing and Production** 1 credit  
Under the direction of the newspaper adviser and editors, students help produce the campus newspaper, The Bulletin. Fall and Spring. Prerequisite: JOUR 110.
- JOUR 270 Principles of Photojournalism** 3 credits  
Fundamental concepts and methods of photojournalism with an emphasis on the use of the camera as a reporter. Two-hour lecture per week. Lab Fee. Fall and Spring. Prerequisite: JOUR 110.
- JOUR 280 News Editing and Layout** 3 credits  
Designing the newspaper page for print and online platforms, writing headlines, and editing copy. Attention also to news values and principles. Fall, Spring and Summer.

### Upper Division

- JOUR 310 Public Affairs Reporting** 3 credits  
Reporting municipal, county, state, and federal affairs. Open meeting, shield and disclosure laws, law enforcement and the judicial process. Fall and Spring. Prerequisite: JOUR 210.
- JOUR 341 News Seminar** 3 credits  
Examines the organizational, cultural, technological, and ideological nature of news. Attention is given to theories of the press, the construction of news, news as a form of knowledge, and the broader social implications of news organizations and practices. Fall and Spring. Prerequisite: JOUR 210.
- JOUR 353 History of Journalism** 3 credits  
The historical development of the press and journalistic practices in America. The focus is the development of journalistic values such as objectivity, accuracy, balance and legal and ethical issues such as free speech and access. Spring.
- JOUR 410 Specialized Reporting** 3 credits  
Topics vary, and may include community journalism, and reporting on courts, religion, science and medicine, sports, business, education, environment, entertainment, and the arts. On sufficient demand. Prerequisite: JOUR 210.
- JOUR 420 Literary Journalism** 3 credits  
The course focuses on writing longer forms of journalism. Content includes a look at the traditions of literary journalism in America, memoir-style nonfiction and using fiction techniques in nonfiction stories. Writing topics are individualized. Fall. Prerequisite: JOUR 210.
- JOUR 482 Seminar: Media Criticism** 3 credits  
A study of all forms of media and development of critical writing skills. Students will look at, and discuss, the way the media work and, more importantly, don't work. Emphasis is placed on discussion. On sufficient demand.

### Journalism

#### Lower Division

- JOUR 110 Introduction to Journalistic Writing** 3 credits  
An overview of writing for the mass media. Introduces students to newspaper, broadcast journalism, and public relations writing. Fall, Spring and Summer.
- JOUR 110L Journalistic Writing Lab** 0 credit  
see JOUR 110.



- JOUR 485 Seminar: Journalism Ethics 3 credits  
Journalistic ethical issues ranging from fairness, balance and conflicts of interest to sensationalism will be discussed in depth. Course content includes an overview of ethical models. Fall. Prerequisite: COMM 101.
- JOUR 490-491 Directed Study-Special Project 1-3 credits  
Tutorial study and special projects. Limit 6 credits. Fall and Spring.
- JOUR 494 Independent Study 1-3 credits  
Tutorial study and special projects. Limit six credits. Fall and Spring.
- JOUR 497 Internships 1-6 credits  
Professional work experience in journalism. Possibilities include metropolitan dailies, suburban dailies, weeklies, and magazines. Fall, Spring and Summer.
- JOUR 499 Comprehensive Exam 1 credit  
This course must be taken in conjunction with Senior Seminar COMM 499. Spring.

### Public Relations Lower Division

- PRLS 267 Principles of Public Relations 3 credits  
History of public relations, communications theories applicable to strategic communication, law and ethics for public relations practitioners, crisis management, dynamics of public opinion, establishment of media relations, survey of practice and techniques. Fall and Spring. Prerequisite: COMM 101.

### Upper Division

- PRLS 305 Writing for Public Relations 3 credits  
Writing media releases, scripts for broadcast, copy for ads, brochures and newsletters, and feature stories with an emphasis on understanding the target audience. Editing, desktop and on-line publishing techniques with which to integrate graphics and visual elements within the text. Fall, Spring, and Summer. Prerequisites: ENGL 101, COMM 101, PRLS 267 and JOUR 110.
- PRLS 367 Public Relation Planning and Case Review 3 credits  
Strategic planning principles for campaigns and program implementation, crisis planning and communications; issue management, integrated marketing, communications and case study reviews. Fall and Spring. Prerequisites: COMM 101, JOUR 110, PRLS 267 and PRLS 305.
- PRLS 467 Public Relations Campaign 3 credits  
Emphasis on group work on behalf of a local client based on current theories of organizational communication. Students will engage in research elements such as focus groups and surveys, public relations tactics and strategies, and completion of a campaign plan. Students formally present comprehensive findings and proposals to the client. Fall, Spring, and Summer. Prerequisite: PRLS 367 and PRLS 305.
- PRLS 497 Internship in Public Relations 2-3 credits  
Professional work experience in public relations. Requires employer contract with individual learning objectives, response papers, supervisor evaluation, and portfolio development. Fall, Spring, and Summer.
- PRLS 498 Senior Communication Colloquium 2 credits  
Completion of a final public relations thesis or final project. Included is the analysis and investigation of trends, principles, policies and ethics of current public relations practices, with an emphasis on the issues facing the profession. Students can choose between a final research thesis or final public relations project. Fall and Spring.

- PRLS 499 Professional Development Seminar 1 credit  
Provides students with opportunities and skills needed to create and implement exit strategies for graduate work or job placement. Key elements include portfolio design, interview strategies and position search. Fall and Spring. Prerequisite: PRLS 367.

### Theater Lower Division

- THEA 100 Introduction to Theatre Arts 3 credits  
An introductory survey of the history, aesthetics, and literature of the theatre, and the various areas of theatrical production. Fall and Spring.
- THEA 111 Acting I 4 credits  
An introduction to the techniques of dramatic expression, utilizing the body, voice, and imagination. Structured play exercises help the beginner to overcome physical/vocal inhibitions, and develop a sense of trust and teamwork within the group. Scene work is approached using beats, intentions, scores of physical actions, obstacles, and subtext. The class concludes with a recital to provide practical experience in rehearsal and performance. Fall and Spring.
- THEA 120 Movement for the Performer 3 credits  
In this course, students will be introduced to the theories and practices of Laban, Alexander, and Bartenieff. Students will also learn and practice yoga, stage combat and neutral mask work. Each session will include some lecture but mainly practical application through movement exercises, stretching, strengthening and freeing. Fall.
- THEA 124 Ballet I 1 credit  
Beginning or continuing instruction in classical ballet. Includes barre and center exercises designed to develop coordination, balance and strength for dance and fitness. May be repeated. Fall.
- THEA 125 Jazz Dance I 1 credit  
This beginning or continuing course in jazz dance will focus not only on technique, vocabulary, stretching and strengthening, but also on stringing movements together through choreography. May be repeated. Fall.
- THEA 130 Topics in Dance 1-2 credits  
Advanced courses, visiting artists, cultural dance. Periodic offering.
- THEA 132 Stagecraft 4 credits  
The theory and practice of the construction and painting of scenery and props, the fundamentals of stage lighting, and the organization of technical work in the theatre. Includes a lab component. Fall.
- THEA 134 Costume Construction 3 credits  
An introduction to sewing and to the history and theory of costume construction. Fall and Spring.
- THEA 214 Advanced Acting I: Classic-Neo-classic 4 credits  
An examination of history, style, and text of Greek, Elizabethan, and Neo-Classical works. The demands of differing movement forms, and working with verse are explored and practiced. Historical consideration is emphasized as students learn to perform within a particular social and historical context. Spring, even years. Prerequisite: THEA 111.



- THEA 216 Advanced Acting II: Romantics to Contemporary 4 credits  
A continuation of Advanced Acting I, in which students study history, text, and style. In this course, the approach is applied to an examination of nineteenth and twentieth-century European and American plays. The historical roots, as well as the challenges and demands for the actor, of romantic, realist, absurdist, Brechtian, and post-modern texts, are considered. Spring, odd years. Prerequisite: THEA 111.
- THEA 224 Modern Dance 1 credit  
Analysis and theory of modern dance with an emphasis on basic technique and movement exploration. Includes a study of the evolution of modern dance and its past and present pioneers. May be repeated. Fall, odd years.
- THEA 225 Sacred Dance 1 credit  
Introduction to dance as a means of expressing and celebrating the spirit in a worship setting. Includes a study of the liturgical dance movement and how it is currently used in religious venues. May be repeated. Fall, even years.
- THEA 235 Theatre Graphics 3 credits  
An introduction to the following kinds of graphics for the theatre: drawing, computer aided drafting, painting, rendering, and model building. Spring, even years.
- THEA 239 Lighting Design 2 credits  
An introduction to the technical procedures, equipment, organization, drafting, and design principles of theatrical lighting. Students will design and execute lighting for mainstage productions. Spring, odd years.
- THEA 240 Creative Dramatics 3 credits  
An introduction to improvisational, non-exhibitional, process-centered drama intended for use by teachers and leaders of children's and youth groups. The course provides a method for teaching oral and written language skills, socialization skills, problem solving skills, and introducing the art of theatre. Spring, odd years.
- THEA 253 Directing I 3 credits  
The fundamental techniques of play analysis, actor communication, and composition are introduced and applied to model plays. Organizational and leadership skills are developed as students audition, cast, and rehearse chosen scenes from the realistic repertoire for performance. Fall. Prerequisite: THEA 111.
- THEA 260 Technical Theatre Lab 1 credit  
Introductory level participation in one or more phases of the technical production process (set construction, costume construction, lighting, sound, etc).
- THEA 261 Performance Theatre Lab 1 credit  
Performance of a role in a main stage theater production.
- Upper Division**
- THEA 316 Acting for the Camera 4 credits  
With experience of basic acting techniques in hand, the student actor works in front of the camera to meet the challenges of electronic media. Simplicity of presentation, performance of the authentic person, and active listening are key skills. Work is in a variety of forms, from feature films to public service announcements. The class concludes with a public showing of student work. Spring, even years. Prerequisite: THEA 111.
- THEA 320 Ballet II 2 credits  
This intermediate course in ballet focuses on technique, vocabulary, stretching, strengthening and choreography. Dancers will participate in the annual spring dance concert. May be repeated. Spring. Prerequisite: THEA 124.
- THEA 321 Jazz Dance II 2 credits  
This intermediate course in jazz dance focuses on technique, vocabulary, stretching, strengthening and choreography. Dancers will participate in the annual spring dance concert. May be repeated. Spring. Prerequisite: THEA 125.
- THEA 322 Musical Theatre Dance 2 credits  
Examination of the unique history of musical theatre dance. Practice in the techniques and choreographic styles required for performances in musicals. Dancers will participate in the annual spring dance concert. May be repeated. Spring, odd years.
- THEA 323 Tap Dance 2 credits  
Basic instruction in tap dance techniques. Dancers will participate in the annual spring dance concert. May be repeated. Spring, even years.
- THEA 332 Scenic Design 2 credits  
Theory and application of the process used to design theatrical scenery. Students will collaboratively design the scenery for a main stage production. Fall, even years. Prerequisite: THEA 235.
- THEA 354 Directing II 4 credits  
With a foundation in play analysis, actor communication, and design. Student directors will create a vision for a short play, audition, cast, and work with a design team on realizing the play in a public performance. Spring, odd years. Prerequisites: THEA 253, and two of the following: THEA 134, THEA 239, THEA 332.
- THEA 480-482 Theatre Seminar 1-4 credits  
Intensive study of a particular aspect of theatre. Prerequisite: Permission from department. On sufficient demand.
- THEA 490-494 Directed Study 1-2 credits  
Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design or directing. Prerequisite: Permission from department.
- THEA 495 Dance History and Choreography 3 credits  
This course is a study of dance history and fundamental concepts in dance composition. Dynamics, rhythm, design, motivation, gesture, and improvisation are explored as basic elements for building dance. Spring, even years.
- THEA 496A Strategies for Dance Instruction I 3 credits  
In the first part of this year-long course, students will learn a variety of teaching styles and strategies, curriculum planning and evaluation methods, and then will have the opportunity to develop their own teaching style through a service learning teaching component. Emphasis is placed on learning to build a positive classroom environment while meeting the needs of various levels of dance students. Fall. Prerequisite: Sophomore status.

THEA 496B Strategies for Dance Instruction II 1 credit  
Continuation of THEA 496A. Spring Prerequisite: THEA 496A.

THEA 497 Internship 1-3 credits  
Professional work experience in theatre related field. Fall, Spring, and Summer. Prerequisite: Upper division standing, 3.00 cumulative GPA, and permission.

THEA 498 Senior Project I 1 credit  
All seniors must participate in a fourth year project, a senior capstone course to fulfill this requirement in order to graduate. Fall.

THEA 499 Senior Project II 1 credit  
All seniors must participate in a fourth year project, a senior capstone course to fulfill this requirement in order to graduate. Fall.

## Criminal Justice

Director: E. Vacha

The Criminal Justice program is administered by the Department of Sociology. Its faculty is drawn from the departments of Political Science, Psychology, Sociology, and professionals in the field of criminal justice. A Bachelor of Arts degree in Criminal Justice is offered.

This program provides excellent preparation for students who are planning careers in the field of criminal justice as well as an opportunity to advance the education of individuals who are already members of the law enforcement profession.

The curriculum is structured to blend the best of the liberal arts with courses designed for professional training of present and future members of the law enforcement community. Special emphasis is placed upon the development of the habits of critical thinking and of effective communication skills as well as the acquisition of basic knowledge of the social sciences as they pertain to the area of criminal justice.

Majors should take Introduction to Criminal Justice (CRIM 101) in their first year; and Criminal Theory and Measurement (CRIM 499) in their fourth year.

### B.A. Major in Criminal Justice: 34 credits

#### Lower Division

CRIM 101 Introduction to Criminal Justice 3 credits  
SOC 202 (MATH 121) Statistics for Social Science 3 credits

#### Upper Division

SOCI 304 Research Methods 4 credits  
One of the following three courses: 3 credits

CRIM 340 Policing in the United States  
CRIM 352 Corrections  
CRIM 390 American Court System

One of the following three courses: 3 credits

SOCI 350 Deviant Behavior  
SOCI 351 Criminology  
SOCI 353 Juvenile Delinquency

Two of the following seven courses: 6 credits

POLS 303 Civil Liberties  
POLS 304 Criminal Justice Amendments and Courts  
POLS 311 State and Local Government  
POLS 312 Urban Politics and City Life  
POLS 320 Public Administration  
POLS 321 Politics and Public Administration  
POLS 323 Constitutional Law

One of the following three courses: 3 credits  
PSYC 380 Personality  
PSYC 426 Psychopathology  
PSYC 465 Forensic Psychology  
CRIM, POLS, SOCI, PHIL, PSYC Elective\* 6 credits  
CRIM 499 Criminal Theory and Measurement 3 credits

\* Acceptable elective choices are:

Any CRIM,  
SOCI 350, 351, 353, 385,  
POLS 303, 304, 311, 312, 320, 321, 323,  
PSYC 380, 426, 465, 488 and  
PHIL 470.

### Minor in Criminal Justice: 18 Credits

#### Lower Division

CRIM 101 Introduction to Criminal Justice 3 credits

#### Upper Division

One of the following three courses: 3 credits

CRIM 340 Policing in the United States  
CRIM 352 Corrections  
CRIM 390 American Court System

One of the following three courses: 3 credits

SOCI 350 Deviant Behavior  
SOCI 351 Criminology  
SOCI 353 Juvenile Delinquency

One of the following seven courses: 3 credits

POLS 303 Civil Liberties  
POLS 304 Criminal Justice Amendments and Courts  
POLS 311 State and Local Government  
POLS 312 Urban Politics and City Life  
POLS 320 Public Administration  
POLS 321 Politics and Public Administration  
POLS 323 Constitutional Law  
CRIM, POLS, SOCI, PHIL, PSYC Elective\* 6 credits

\* Acceptable elective choices are:

Any CRIM,  
SOCI 350, 351, 353, 385,  
POLS 303, 304, 311, 312, 320, 321, 323,  
PSYC 380, 426, 465, 488 and  
PHIL 470.

#### Lower Division

CRIM 101 Introduction to Criminal Justice 3 credits

A critical analysis of the way the American criminal justice system operates, focusing on the nature of law, the police, and the courts.

CRIM 240 Issues in Law Enforcement 3 credits

Examines current issues in law enforcement such as corruption, brutality, use of deadly force, politics and policy administration, resource management, stress, community relations, and major court decisions.

**Upper Division**

- CRIM 340 Policing in the United States** 3 credits  
This course examines law enforcement in American society with a focus on empirical research and sociological and criminological theory. Students will review the historical development of policing in the United States, the role of the police in contemporary society, the structure and responsibility of law enforcement agencies in this country, and the interaction between institutional and individual aspects of police work. Students will also be expected to research and theory on controversial issues in law enforcement, including the use of force, police deviance, the use of discretion, the impact of social inequality on enforcement, and policing in the mass media.
- CRIM 352 Corrections** 3 credits  
An examination of the American correctional system, from its origins to the present day. Focuses on philosophical and policy issues and debates that confront our society in attempting to deal with criminal offenders. Field trips to correctional facilities.
- CRIM 354 Extremism in America** 3 credits  
What is extremism and terrorism? Are there differences in extremist and terrorist ideologies? What makes a person turn to terrorism? Is Right Wing terrorism similar to Left Wing or single issue terrorism/extremism? Should we be more afraid of international or domestic terrorism? What is the government and law enforcement doing to protect the American people? What does the future hold for terrorism in America? By the end of the course students will have working knowledge of the following: an understanding of extremism and terrorism in the United States, different American extremist ideologies and groups, law enforcement restrictions in investigating terrorism and past and future trends in American terrorism.
- CRIM 355 (SOCI 355) Elite and White Collar Crime** 3 credits  
This course examines organizational crimes and the crimes of the rich and powerful. The nature and extent of various types of white collar crime are described, discussed and analyzed and methods of controlling this form of crime are presented. This course also provides a survey of various sociological explanations for white collar crime.
- CRIM 357 Inequality and Crime** 3 credits  
This course reviews the relationship between criminal justice and race, class and gender in history and in contemporary America. The class examines whether members of one race, class or gender commit more crimes than members of other groups, and if so, why? It also explores how and why members of one race, class or gender are treated differently by the criminal justice system than members of other groups. The differential treatment in police work, in courts and in corrections are looked at, and the class assesses how and why these differences may occur more or less in one or another of these branches of the criminal justice system.
- CRIM 361 Crime and Gender** 3 credits  
An exploration of the ways in which gender influences who is and is not considered criminal, why women are often socialized to be the victims of crime and men the perpetrators of such actions, and how such behaviors are used to maintain and support pre-existing inequalities. As such, special attention will also be paid to how issues of social class, ethnicity, and sexual orientation often temper these societal outcomes.
- CRIM 380 Criminal/Civil Trial Procedure** 0 or 3 credits  
Full court case preparation in a year-long mock trial team environment, including knowledge of the law, opening and closing statements, directs, redirects, cross-examinations, courtroom procedure and demeanor. Formal American Mock Trial competition takes place during spring semester, at the end of which credit will be granted for successful completion of the course. Intended only for those with a serious interest in law. Cannot be repeated for credit. Prerequisites: Second year standing and permission of the instructor.
- CRIM 386 Criminal Law** 3 credits  
Substantive criminal law; principles, functions, and limits; basic crime categories with extensive case analysis; state and national legal research materials.
- CRIM 390 American Court System** 3 credits  
A hands-on class conducted by a Superior Court Judge. Students observe actual trials and are instructed about the proceedings by the judge.
- CRIM 395-399 Topics in Criminal Justice** 3 credits  
Specific topics to be chosen by faculty. Prerequisite: Second year standing.
- CRIM 465 Comparative Criminal Justice** 3 credits  
A comparison of criminal justice systems from around the world using the Internet and a seminar format.
- CRIM 490 Directed Reading in Criminal Justice** 1-4 credits  
Supervised readings in the criminal justice area.
- CRIM 494 Senior Thesis** 3 credits  
Students with a 3.70 GPA in the Criminal Justice major and a 3.30 overall GPA who wish to graduate with departmental honors in criminal justice must enroll in this course two semesters prior to their graduation and complete an honors thesis. The thesis may be a significant expansion of the student's work in SOCI 304 or CRIM 499. A committee of three faculty members will direct the thesis. Two members of the committee must be from the Criminal Justice/Sociology Department, and one may be from another department. The chair of the committee will be the instructor of record. The committee's decision about whether to award Departmental Honors is independent of the course grade. Prerequisites: Appropriate GPA, and consent of committee.
- CRIM 495 SPD Cooperative Education** 1 credit  
The course involves a 40 hour training academy and a commitment of at least 20 hours a month to the Spokane Police Department. Students will provide low priority responses to citizen needs such as property recovery and accident reporting.
- CRIM 496 Practicum in Criminal Justice** 1-3 credits  
Supervised experience for Criminal Justice majors in selected criminal justice agencies such as The Spokane County Prosecutor's Office, The Spokane County Public Defender's Office, or the Spokane County Juvenile Court. Prerequisites: Third or fourth year standing and permission.
- CRIM 497 Criminal Justice Summer Internship** 1-10 credits  
This is a limited program for third and fourth year students who will spend a minimum of 40 hours per week for ten weeks in the summer with a participating criminal justice agency in varied work and observer experience with both line and staff assignments.
- CRIM 499 Criminal Theory and Measurement** 3 credits  
An advanced class in criminological theory and methods. In a seminar format students will review and discuss current criminological research and theories. Required of all Criminal Justice majors and fulfills the comprehensive examination requirement. Spring. Prerequisites: SOCI 304 and (SOCI 350, SOCI 351 or SOCI 353).

# Economics

Director: John H. Beck

Professors: C. Barnes, J. Beck, R. Bennett

Assistant Professors: D. Friesner, K. Henrickson, M. McPherson

The mission of the economics program is to give students a broad background and knowledge of domestic and international economic systems that are essential for people in today's competitive global economy. Graduates can apply economic theory to problems relating to market structures, resource markets, employment, and fiscal and monetary policies. Economics courses may be taken to satisfy the social science core requirement of the College of Arts and Sciences. Most 300-level courses require only ECON 201 as a prerequisite.

Two economics majors are offered. The B.S. major in Economics includes extensive coursework in mathematics as well as economics for students considering graduate study in economics. The B.A. major in Economics is offered for students who want an extensive background in economics in preparation for careers in business or government as well as for those pursuing advanced study in law or business. A minor in Economics is also offered for students with other majors who need less extensive knowledge of economics.

Economics courses are taught by faculty of the School of Business Administration, but students pursuing the B.A. and B.S. majors are enrolled in the College of Arts and Sciences and must fulfill its degree requirements. Students must earn at least 104 credits from departments in the College of Arts and Sciences (including Economics).

All majors must register for a comprehensive examination (ECON 499) in their fourth year. Students expecting to go into a business field are encouraged to take courses in accounting and may want to consider the General Business Minor or the Minor in Analytical Finance offered by the School of Business Administration.

## B.S. Major in Economics: 45 Credits

### Lower Division

ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
MATH 157, 258 and 259 Calculus	12 credits

### Upper Division

MATH 321 Statistics	3 credits
MATH 339 Linear Algebra	3 credits
ECON 300 Business Forecasting	3 credits
ECON 302 Intermediate Macroeconomics	3 credits
ECON 403 Managerial Economics	3 credits
Two of the following courses:	6 credits
ECON 304 Economics of Environmental Protection	
ECON 305 Public Finance	
ECON 310 Antitrust Policy and Regulation	
ECON 312 Work, Wages and Inequality	
ECON 411 International Economics	
ECON 401 or 402	3 credits
One elective chosen from:	3 credits
MATH 328, 421, 422 or any upper division ECON	
ECON 499 Senior Comprehensive Exam	0 credit

## B.A. Major in Economics: 33 Credits

### Lower Division

ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
MATH 114 or 148 or 157	3-4 credits
BUSN 230, MATH 321, or MATH 121	3 credits

### Upper Division

ECON 302 Intermediate Macroeconomics	3 credits
ECON 403 Managerial Economics	3 credits
Two of the following courses:	6 credits
ECON 304 Economics of Environmental Protection	
ECON 305 Public Finance	
ECON 310 Antitrust Policy and Regulation	
ECON 312 Work, Wages and Inequality	
ECON 411 International Economics	
One of the following two courses:	3 credits
ECON 401 Adam Smith and Karl Marx	
ECON 402 Currents in 20th Century Economics	
Any two upper division ECON electives:	6 credits
ECON 499 Senior Comprehensive Exam	0 credit

## Minor in Economics: 18 Credits

### Lower Division

ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits

### Upper Division

ECON 302 Intermediate Macroeconomics	3 credits
Two of the following courses:	6 credits
ECON 304 Economics of Environmental Protection	
ECON 305 Public Finance	
ECON 310 Antitrust Policy and Regulation	
ECON 312 Work, Wages and Inequality	
ECON 403 Managerial Economics	
ECON 411 International Economics	
Any upper division ECON elective	3 credits

### Lower Division

ECON 200 Economic Analysis	3 credits
A one-semester economics course for General Business minors and others interested in a one-semester survey course. Key micro and macroeconomic models that 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.	
ECON 201 Microeconomics	3 credits
Economics of the firm and the consumer. Principles underlying supply and demand; analysis of competition, monopoly, and other market structures; labor and other resource markets. Fall and Spring.	
ECON 202 Macroeconomics	3 credits
The structure and functioning of the national economy. Particular attention is given to determinants of national income, employment and the price level, fiscal and monetary policies, international trade, exchange rates, and trade restrictions. Fall and Spring.	
ECON 270H Honors Economics	3 credits
The fundamental concepts and approaches used in economics for analyzing problems involving the use of scarce resources to satisfy wants. The roles and limitations of both markets and government-directed forms of resource allocation are studied. Modern economic theories are discussed in the context of the historical development of the study of economics. May be substituted for ECON 201 Microeconomics. Fall. Prerequisite: HONS 190 or ENTR 101.	

- ECON 290 Directed Study 1-3 credits  
Lower division topic to be determined in consultation with the faculty. Directed study requires completion of a form and permission from department. Zagweb registration is not available. Summer.
- Upper Division**
- ECON 300 Business Forecasting 3 credits  
Mathematical and statistical techniques applied to economic and business research and forecasting. Students will undertake a research project. Spring. Prerequisites: ECON 202 and BUSN 230 or MATH 121 and MATH 157.
- ECON 302 Intermediate Macroeconomics 3 credits  
Analysis of the determinants of the levels of national output and prices and the effects of monetary and fiscal policies. Spring. Prerequisite: ECON 202.
- ECON 303H Honors Seminar in Game Theory 3 credits  
Game theory is the study of strategic decision-making. Students learn to make decisions that are not only in their best interests but also anticipate and incorporate the fact that their decisions (and subsequent actions) have an impact on others and vice versa. On sufficient demand. Prerequisite: HONS 190.
- ECON 304 Economics of Environmental Protection 3 credits  
Explores the economic dimensions of environmental topics such as air and water pollution, deforestation, non-renewable resource depletion, recycling, global warming. The course studies the extent of environmental problems and alternative solutions. Spring. Prerequisite: ECON 201.
- ECON 305 Public Finance 3 credits  
Develops economic tools used to analyze government expenditures and taxation. Discussion of public policy issues such as welfare reform, health care, Social Security, tax reform, and fiscal problems of state and local governments. Fall. Prerequisite: ECON 201.
- ECON 306 Comparative Economic Systems 3 credits  
Economic analysis of various systems of economic organization, including Capitalism, Socialism, and Communism. Historical development of the theoretical basis and description of the institutional organization of each system. Florence campus only. Prerequisite: ECON 201 or ECON 202.
- ECON 310 Antitrust Policy and Regulation 3 credits  
Examines the rationale for and effects of various government policies toward business. Analyzes the economic consequences of market power. Emphasis is placed on antitrust policy as a response to market power. Fall. Prerequisite: ECON 201.
- ECON 311 (INST 343) Global Economic Issues 3 credits  
This course is a presentation of a broad range of global economic issues and policies relevant to a number of disciplines including business, political science, and international studies. Topics include: why nations trade, international trade and economic growth, protectionism, discriminatory trade policies, the foreign exchange market, factor mobility, and comparative economic systems. Fall and Spring. Prerequisite: ECON 201.
- ECON 312 Work, Wages, and Inequality 3 credits  
An economic perspective on labor market issues. Explores recent controversial topics such as inequality in earnings, race and sex discrimination in labor markets, immigration, minimum wage laws and labor unions, health and safety regulations in the work place. Fall. Prerequisite: ECON 201.
- ECON 401 Adam Smith and Karl Marx 3 credits  
A course focused on reading and discussing the works of two opposite but highly influential economic thinkers, Smith and Marx. Supplemented with material on other important economic thinkers from 1500 to 1870. Spring, even-numbered years. Prerequisite: ECON 202.
- ECON 402 Currents in 20th Century Economics 3 credits  
Emphasis on the works of Thorstein Veblen and neoclassical, Austrian, Keynesian, post-Keynesian and Chicago School economists. Spring, odd-numbered years. Prerequisite: ECON 202.
- ECON 403 Managerial Economics 3 credits  
The primary goal of this course is to apply the economic way of thinking to the business decision-making process. The course emphasis is on preparing students to become architects of business strategy. Topics include: demand analysis; production and cost analysis; profit maximization in various market structures; and advanced topics in managerial decision making. Fall. Prerequisites: ECON 201 and MATH 114 or MATH 157.
- ECON 404 Economic Integration of the European Community 3 credits  
A survey of the origins and development of the European Community; its relation to GATT (General Agreement on Trade and Tariffs); monetary coordination; monopoly, competition, and the balances of payments. Florence campus only.
- ECON 411 International Economics 3 credits  
The focus of this course is on international trade theory and macroeconomic issues related to international finance. Topics include: economic analysis of the basis for international specialization and trade; gains from trade; the balance of international payments; tariffs; international monetary problems; exchange rate adjustments; capital movements; and international economic organizations. Spring, even-numbered years. Prerequisite: ECON 201 or ECON 101.
- ECON 489 Special Topic Seminar 1-3 credits  
Topics and credit by arrangement. Prerequisite: ECON 201.
- ECON 491 Directed Study 1-3 credits  
Individually-designed course at the upper division level appropriate to the student's major. Directed Study requires completion of a form, and permission from department. Zagweb registration is not available. Summer.
- ECON 497 Internship 0-3 credits  
Work experience directly related to the student's major area of study. Internship requires completion of an application form, a 3.00 GPA and permission from department. Zagweb registration is not available. Fall, Spring and Summer.
- ECON 499 Senior Comprehensive Examination 0 credit  
Required of all Arts and Sciences Economics majors in their fourth year. Fall and Spring. Prerequisite: Fourth year standing.

# English

Chairperson: Daniel Butterworth

Professors: M. Herzog

Associate Professors: D. Butterworth, E. Cooley,  
P. Fowler, T. Marshall, P. Taufen (emeritus), P. Terry,  
A. Wadden (emeritus)

Assistant Professors: B. Cooney, T. Derrickson, H.  
Easterling, J. Miller, M. Pringle, I. Ranum, J. Thayer, L.  
Tredennick

The English department provides courses to meet student needs in several areas: to fulfill the requirements of the core curricula of the University and of the College of Arts and Sciences; to provide majors in other disciplines with an opportunity for further humanistic enrichment through literature and writing; to offer majors and minors in English a variety of courses which reflect the literary heritage of Western civilization; and to provide a Bachelor of Arts degree in English.

All undergraduate degree programs in the University require six semester hours in English: ENGL 101 or ENGL 200 and ENGL 102, 105, or 106 (ENGL 103H and ENGL 104H for Honors Program students). Students in the College of Arts and Sciences must take an additional three-credit literature course from ENGL 201-285 (206H for Honors Program students).

The department directs the operation of a Writing Center open to all undergraduate students at no charge; help is available there in the preparation of papers and reports.

English majors may not use lower division courses to fulfill any part of the twenty-seven upper division credits required. Before graduation all English majors must register for and pass ENGL 499, the comprehensive examination, which is based on a departmental reading list.

ENGL 370 or 480 will fill one (3 credit) elective requirement for English majors earning a secondary teaching credential. These students must also take ENGL 395.

## B.A. Major in English: 36 Credits

### Lower Division

- ENGL 101 (ENGL 103H) or ENGL 200  
English Composition 3 credits
- One of the following: 3 credits
  - ENGL 102 (ENGL 104H) Introduction to Literature
  - ENGL 105 Themes in Literature
  - ENGL 106 Special Topics in Multicultural or World Literature
- ENGL 201 (206H) Studies in Poetry 3 credits

### Upper Division

- British Literature: Pre-1500 3 credits
  - ENGL 320 Middle English Literature
  - ENGL 325 Medieval Romance
  - ENGL 420 The Age of Beowulf
  - ENGL 423 Chaucer
  - ENGL 466 Topics in Literature\*
- Shakespeare: 3 credits
  - ENGL 330 Shakespeare
  - ENGL 335 Classical & Renaissance Themes in Shakespeare (Florence)
- British Literature: 1500-1800  
(excluding Shakespeare) 3 credits
  - ENGL 331 Renaissance Literature
  - ENGL 348 Restoration & 18th Century Literature
  - ENGL 433 Milton & His Contemporaries
  - ENGL 434 Tudor & Stuart Drama
  - ENGL 436 18th Century British Novel
  - ENGL 438 Restoration and 18th Century Drama
  - ENGL 466 Topics in Literature\*

- British Literature: 1800-1900 3 credits
  - ENGL 340 Romantic Age
  - ENGL 342 Victorian Era
  - ENGL 446 19th Century British Novel
  - ENGL 462 Studies in the Novel\*
  - ENGL 466 Topics in Literature\*

- British or American Literature: 1900 to the present 3 credits

- ENGL 312 American Literature III
- ENGL 318 African-American Literature
- ENGL 414 20th Century American Novel
- ENGL 415 Recent American Writing
- ENGL 450 20th Century British Novel
- ENGL 460 Studies in Women Writers\*
- ENGL 462 Studies in the Novel\*
- ENGL 464 Studies in 20th Century Poetry
- ENGL 465 Studies in 20th Century Drama
- ENGL 466 Topics in Literature\*

- American Literature: (3 must be pre-1900) 6 credits

- ENGL 310 American Literature I
- ENGL 311 American Literature II
- ENGL 312 American Literature III
- ENGL 313 American Narratives
- ENGL 318 African-American Literature
- ENGL 413 19th Century American Novel
- ENGL 414 20th Century American Novel
- ENGL 415 Recent American Writing
- ENGL 460 Studies in Women Writers\*
- ENGL 462 Studies in the Novel\*
- ENGL 464 Studies in 20th Century Poetry
- ENGL 465 Studies in 20th Century Drama\*
- ENGL 466 Topics in Literature\*

- ENGL - - - Electives 6 credits

- ENGL 499 English Comprehensive 0 credit

Note: No single class can satisfy more than one requirement.

\* Indicates Chair's approval for using this course as a requirement.

## Minor in English: 21 Credits

### Lower Division

- ENGL 101 (ENGL 103H) or ENGL 200  
English Composition 3 credits
- One of the following: 3 credits
  - ENGL 102 (ENGL 104H) Introduction to Literature
  - ENGL 105 Themes in Literature
  - ENGL 106 Special Topics in Multicultural or World Literature
- ENGL 201 (206H) Studies in Poetry 3 credits

### Upper Division

- ENGL 300-489 Electives 12 credits

### Lower Division

- ENGL 090 Remedial Independent Study 1-3 credits
- ENGL 099 Basic Writing 3 credits

A basic writing course whose purpose is to prepare students for ENGL 101. This course does not fulfill any core or major requirements.

- ENGL 101 English Composition 3 credits

An expository writing class intended to be taken in conjunction with PHIL 101 and SPCO 101. The course is designed to help students express themselves effectively in writing.

- ENGL 102 Introduction to Literature 3 credits

Part of the University core curriculum and required of all undergraduates, this course studies the major genres of literature (poetry, fiction, and drama), and entails practice in effective critical writing based on close analysis of literary texts.

- ENGL 103H Honors Literature I 3 credits  
A survey of literature in the Western tradition from the Classical to Renaissance periods. The equivalent of ENGL 101 or ENGL 200 for Honors students.
- ENGL 104H Honors Literature II 3 credits  
A survey of Literature in the Western tradition since the Renaissance. The equivalent of ENGL 102, ENGL 105, or ENGL 106 for Honors students.
- ENGL 105 Themes in Literature 3 credits  
This course introduces students to literary study through the exploration of a particular theme. Like English 102, this will serve as part of the University core curriculum and can be taken instead of English 102. This course examines of the major genres of literature (poetry, fiction and drama), and entails practice in effective critical discussion and writing based on close analysis of literary texts.
- ENGL 106 Special Topics: Multicultural and World Literature 3 credits  
This course introduces students to literature through works produced by different minority groups in America and/or by cultures throughout the world. This course examines the major genres of literature (poetry, fiction and drama), and entails practice in effective critical writing based on close analysis of literary texts. Like English 102, this will serve as part of the University core curriculum and can be taken instead of English 102.
- ENGL 190 Directed Study 1-3 credits  
Topic to be decided by faculty. Prerequisite: Permission from department.
- ENGL 200 Intermediate Composition 3 credits  
A course providing additional practice in expository writing. This course does not fulfill University or Arts & Science core requirements in literature. Can be taken instead of ENGL 101 with permission from department. Prerequisite: Permission from department.
- ENGL 201 Studies in Poetry 3 credits  
The study of poetry, with emphasis on the major elements: imagery, tone, rhythm, etc.; practice in effective critical writing focused on explication and interpretation of poems. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 202 (WOMS 220C) Studies in Fiction 3 credits  
The study of fiction, with emphasis on the major elements of narrative form: plot, character, point of view, etc.; practice in effective critical writing focused on textual analysis and interpretation of short stories and novels. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 203 Studies in Drama 3 credits  
The study of drama, with emphasis on major elements of dramatic form: action, audience, structure, character, etc.; practice in effective writing focused on close reading and interpretation of plays. Readings will include a variety of types and forms that reflect the traditions of the genre. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 204 Literature and Film 3 credits  
This class is an introductory exploration of the relationship between literature and film, with the goal of learning to "read" films critically and appreciatively. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 205 Studies in Shakespeare 3 credits  
An introductory survey of Shakespeare's histories, comedies, and tragedies as well as the sonnets; close textual analysis. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 206H Honors Literature III 3 credits  
A Capstone Course for Honors students providing an in-depth study in a specific area of literary approaches. Examples include a specific genre, historical/literary period, theme, author, etc. Prerequisites: ENGL 103H and 104H.
- ENGL 207 Literature of Western Civilization I 3 credits  
This course is a survey of Classical, Medieval and Renaissance literature of the Western tradition. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 208 Literature of Western Civilization II 3 credits  
This course is a survey of the Western tradition in literature since the Renaissance. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 210 British Literature Survey I 3 credits  
This course is a survey of British literature through the 18th Century. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 220 British Literature Survey II 3 credits  
This course is a survey of British literature since the 18th Century. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 230 Survey of American Literature 3 credits  
This course examines a selection of representative American writers from the Colonial period to the present. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 240 Special Topics: Multicultural Literature 3 credits  
This course examines literature produced by different social, ethnic and racial groups within the United States. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 250 Creative Writing 3 credits  
A course in the practice of writing poetry and fiction. This course does not fulfill the University core requirement in composition or literature. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 260 Special Topics: World Literature 3 credits  
This course examines selected authors, themes and historical periods in world literature with emphasis on works outside the Western tradition. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 285 Special Topics 3 credits  
This course provides special offerings in English literature that may not fit under other 200-level course offering descriptions. Topics will be approved by the department chair. Prerequisites: (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H).
- ENGL 290 GIEOP Mentoring 1 credit  
Gonzaga Indian Education Outreach Project (GIEOP) Student Mentoring: Students will learn how to help junior high and high school students with writing and literature assignments and to role model for them the importance of a college education. Prerequisite: Permission from department.
- ENGL 291 Directed Study 1-3 credits  
Topic to be decided by faculty. Prerequisite: Permission from department.

**Upper Division**

- Prerequisites:** *ENGLISH CORE (ENGL 101, ENGL 200, or ENGL 103H), (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H), and (ENGL 201 or ENGL 206H for majors, or ENGL 202, ENGL 203, ENGL 204, or ENGL 205).*
- ENGL 300 Introduction to English Major 3 credits  
Students will learn how to engage in academic discourse through research-informed writing. Prerequisite: English Core (see above).
- ENGL 301 Poetry Writing 3 credits  
The practice of poetry writing. Prerequisite: English Core (see above). ENGL 302 Fiction Writing 3 credits  
The practice of fiction writing. Prerequisite: English Core (see above).
- ENGL 303 Creative Non-Fiction Writing 3 credits  
The practice of writing creative non-fiction. Prerequisite: English Core (see above).
- ENGL 305 The Writing Traveler 3 credits  
The practice of writing poetry, fiction, and essays in the context of foreign travel and residency. Prerequisite: English Core (see above).
- ENGL 310 American Literature I 3 credits  
Colonial American literature to the early Romantic movement of the 1830s and 1840s. Prerequisite: English Core (see above).
- ENGL 311 American Literature II 3 credits  
American literature from 1840-1900. Prerequisite: English Core (see above).
- ENGL 312 American Literature III 3 credits  
American literature from 1900 to present. Prerequisite: English Core (see above).
- ENGL 313 American Narratives 3 credits  
Over 200 years of literature relating to the aspirations and fears of colonists/Americans, from 1620 to 1854. Prerequisite: English Core (see above).
- ENGL 314 Multicultural Literature of the United States 3 credits  
Literature produced by different social, ethnic and racial groups in the U.S. Prerequisite: English Core (see above).
- ENGL 316 Studies in Post Colonial Literature 3 credits  
Works written in English by writers responding to the impact of Western colonization and imperialism. Prerequisite: English Core (see above).
- ENGL 318 African-American Literature 3 credits  
A study of African-American writers. Prerequisite: English Core (see above).
- ENGL 320 Middle English Literature 3 credits  
Middle English literature 1200-1500, exclusive of Chaucer. Prerequisite: English Core (see above).
- ENGL 325 Medieval Romance 3 credits  
Continental and English medieval romances. Prerequisite: English Core (see above).
- ENGL 330 Shakespeare 3 credits  
Selected plays and poetry. Prerequisite: English Core (see above).
- ENGL 331 Renaissance Literature 3 credits  
British literature covering the period 1500-1600, excluding drama. Prerequisite: English Core (see above).
- ENGL 340 The Romantic Age 3 credits  
British writers of the Romantic period, 1798-1832, with emphasis on poetry. Prerequisite: English Core (see above).
- ENGL 342 Victorian Era 3 credits  
Writers of the Victorian Era, 1832-1901, with emphasis on poetry. Prerequisite: English Core (see above).
- ENGL 348 Restoration and 18th Century Literature 3 credits  
Major prose, drama and poetry from 1660-1800, exclusive of the novel. Prerequisite: English Core (see above).
- ENGL 350 Twentieth Century British Literature 3 credits  
British literature of the Twentieth Century including poetry, drama and prose. Prerequisite: English Core (see above).
- ENGL 360 Modern Drama 3 credits  
This course will cover a broad sweep of plays from the modern and contemporary eras of drama, emphasizing the beginnings of dramatic modernism in nineteenth-century continental Europe (texts to be read in translation), as well as the development of drama in Britain and America from the late nineteenth century to the present. Prerequisite: English Core (see above).
- ENGL 370 History of the English Language 3 credits  
The English language from its beginnings to the present. Prerequisite: English Core (see above).
- ENGL 390 Writing Center Practicum 1 credit  
Supervised tutoring in the Writing Center.
- ENGL 391 Directed Study 1-3 credits  
Topic to be decided by faculty. Prerequisite: Permission from department.
- ENGL 393 English Gothic Romance 3 credits  
Works that use Italy as a setting and focus on the gothic (Florence). Prerequisite: English Core (see above).
- ENGL 394 (COMM 471) Literature and Film 3 credits  
A comparative study of selected works of art in two media. Prerequisite: English Core (see above).
- ENGL 395 The Teaching Of Composition 3 credits  
A course in techniques and approaches to teaching composition on the secondary-school level. Prerequisite: English Core (see above).
- ENGL 413 19th Century American Novel 3 credits  
Major American novels of the period 1800-1900. Prerequisite: English Core (see above).
- ENGL 414 20th Century American Novel 3 credits  
Selected major novelists of the 20th Century. Prerequisite: English Core (see above).
- ENGL 415 Recent American Writing 3 credits  
American prose and poetry since World War II. Prerequisite: English Core (see above).
- ENGL 420 The Age of Beowulf 3 credits  
Language and literary study of the Old English period with special emphasis on the anonymous epic poem Beowulf. Prerequisite: English Core (see above).
- ENGL 422 Chaucer and Medieval Novella 3 credits  
A study of Boccaccio and Chaucer and their use of the medieval literary form known as the novella. Chaucer will be read in Middle English (Florence). Prerequisite: English Core (see above).
- ENGL 423 Chaucer 3 credits  
Chaucer's principal works in the original language. Prerequisite: English Core (see above).
- ENGL 433 Milton and His Contemporaries 3 credits  
Poetry and prose from the 17th Century with particular emphasis on Milton. Prerequisite: English Core (see above).
- ENGL 434 Tudor and Stuart Drama 3 credits  
Principal plays 1520-1640, excluding Shakespeare. Prerequisite: English Core (see above).
- ENGL 436 18th Century British Novel 3 credits  
The British novel from 1700-1800. Prerequisite: English Core (see above).
- ENGL 438 Restoration and 18th Century British Drama 3 credits  
British drama from the re-opening of the London stages in 1660 through 1800. Prerequisite: English Core (see above).



ENGL 446 19th Century British Novel	3 credits	ENGL 474 The Modern European Novel	3 credits
The British novel from 1800-1900. Prerequisite: English Core (see above).		A study of selected novels (Florence). Prerequisite: English Core (see above).	
ENGL 450 20th Century British Novel	3 credits	ENGL 480 Modern Theories of Literature and Criticism	3 credits
The British novel from 1900 and 2000. Prerequisite: English Core (see above).		Theories about the nature of literature and criticism. Prerequisite: English Core (see above).	
ENGL 455 Special Topics in American Literature	1-3 credits	ENGL 485 Poetics	3 credits
Topics to be decided by faculty. Prerequisite: English Core (see above).		This course will study English Language poetry from Chaucer to present. Focus on the "formal" qualities of poetry. Prerequisite: English Core (see above).	
ENGL 460 (WOMS 460) Studies in Women Writers	3 credits	ENGL 490 Directed Reading	1-3 credits
Selected authors and themes. Prerequisite: English Core (see above).		A directed program of readings and written responses. Prerequisite: Permission from department.	
ENGL 462 (WOMS 424C) Studies in the Novel	3 credits	ENGL 492 Independent Study	1-3 credits
Selected authors and themes. Prerequisite: English Core (see above).		Courses which allow the individual student to engage in interdepartmental and interdisciplinary study. Credit by arrangement. Prerequisite: Permission from department.	
ENGL 464 Studies in 20th Century Poetry	3 credits	ENGL 498 Directed Research	1-3 credits
A study of poetry written in English since 1900. Prerequisite: English Core (see above).		A directed program in which the individual student will engage in approved research activity and submit a scholarly paper or papers. Prerequisite: Permission from department.	
ENGL 465 Studies In 20th Century Drama	3 credits	ENGL 499 B.A. English Comprehensive Exam	0 credit
Major figures of the modern European and American theater since 1900. Prerequisite: English Core (see above).		Based on a departmental reading list and required of all majors in their fourth year. Prerequisite: Permission from department.	
ENGL 466 Topics in Literature	3 credits		
Selected authors or themes. Prerequisite: English Core (see above).			
ENGL 467 Special Topics	1-3 credits		
The course will tie in to the Florence experience and will require reading literature in English or in translation.			

# Environmental Studies

Director: Jonathan Isacoff

## Concentration in Environmental Studies: 23 credits

### Lower Division Courses

- ENVS 200 Case Studies in Environmental Science 4 credits
- One of the following: 4 credits
  - BIOL 123 and Lab Human Ecology
  - BIOL 199 and Lab Conservation Biology
  - BIOL 102 and Lab Introduction to Ecology

### Upper Division Courses:

- PHIL 458 Environmental Ethics 3 credits
- ENVS 499 Symposium in Environmental Studies 3 credits
- Two courses from the following: 6 credits
  - ECON 304 Economics of Environmental Protection
  - POLS 317 Ecological Thought, Green Practice
  - POLS 329 North American Environmental Politics
  - POLS 375 Global Environmental Politics
- One of the following: 3-4 credits
  - BIOL 140 Field Botany
  - HIST 396 History of Yellowstone
  - POLS 311 State, Tribal, and Local Government
  - POLS 325 Native American Government and Politics
  - POLS 328 Politics of the Pacific Northwest
  - PSYC 333 Environmental Psychology
  - SOCI 382 Population and Society
  - SOCI 383 Environmental Sociology
  - RELI 112 Old Testament and Ecojustice

\* Special topics courses upon approval

### Lower Division

- ENVS 200 Case Studies in Environmental Science 4 credits
 

This course is designed to introduce students to scientific issues and concepts related to environmental problems. The course will consist of investigations of a number of specific cases of environmental impacts by humans, such as: chemical contamination of soils, air, or water; overexploitation of fisheries or other living resources; freshwater availability and quality; habitat conversion, fragmentation, and loss of biodiversity, invasive species, renewable and non-renewable energy sources; and the production and management of waste. Specific cases will vary from semester to semester, and will include examples of current local, regional and global relevance. Laboratory exercises will allow students to investigate the scientific principles important for understanding the cases, and will help students develop an appreciation for the strength and limitations of scientific knowledge in addressing environmental issues. Prerequisite: BIOL 102 or BIOL 123 or BIOL 199.
- ENVS 499 Symposium in Environmental Studies 3 credits
 

This capstone experience is designed to help Environmental Studies students integrate their experience and perspectives and apply them to specific environmental issue. Students will be expected to produce a major written analysis of a current complex environmental issue facing the Inland Northwest. Projects may undertaken by individual students, small groups or even the entire class. Class meetings will involve discussions of background readings, coordination of work on the projects, presentations and critiques of draft reports, and opportunities for students from different majors to share their expertise and perspectives on the issues being investigated.

# History

Chairperson: Micheal W. Maher, S.J.

Professors: R. Carriker, E. Downey, J.R. Stackelberg (Emeritus), A. Via, S.J.

Associate Professors: S. Balzarini, K. Chambers, R. DeAragon, M. Maher, S.J., K. O'Connor,

Assistant Professors: E. Cunningham, R. Donnelly, A. Goldman, T. Nitz, M. Raffety

The Department of History offers a variety of courses that enable students to fulfill the core requirements of their schools as well as to obtain a Bachelor of Arts with either a major or a minor in history. The goals of the department curriculum are to engender an informed, critical, and articulate sense of the past, an appreciation for the diversity of human experience, and an awareness of the role of tradition in shaping the present. The major develops a variety of practical research, analytic and communication skills and provides a foundation for graduate programs, teaching, archival and library sciences, the study of law, and many careers in business and the professions. The department sponsors a chapter of Phi Alpha Theta, the international history honor society.

Majors are required to take HIST 101; either HIST 102 or 112; HIST 201; and HIST 202. In addition they must take 18 elective credits beyond HIST 202, no more than six credits of which may be at the 200-level. Of those 18 credits, three credits must be taken from each of four specific categories (i.e., a total of four courses):

- 1) Non-western or developing areas
- 2) Pre-modern Europe
- 3) Modern Europe
- 4) United States.

Majors should consult their advisors for the specific courses within these categories. Majors are also required to complete HIST 301 (Historical Methods), normally taken in the second semester of their sophomore year or the first semester of their junior year, and one 400-level course normally taken in their senior year. In exceptional cases and with the approval of the department, students may elect to take HIST 499 (Senior Thesis) in lieu of HIST 401. Majors who wish to obtain teacher certification should confer each semester with the School of Education as well as their departmental adviser.

Students in the College of Arts and Sciences who are not history majors complete their core requirement in history by taking HIST 101 and *either* HIST 102 or HIST 112 in their first year. If they are unable to complete all six 100-level HIST credits in their first year, HIST 201 or 202 may be substituted for *one* 100-level course after the first year. The School of Business Administration history requirement may be satisfied by taking one course from HIST 101, HIST 102, or HIST 112.

## B.A. Major in History: 33 Credits

### Lower Division

HIST 101 Survey of Western Civilization I	3 credits
One of the following two courses:	3 credits
HIST 102 Survey of Western Civilization II	
HIST 112 Survey of World Civilization	
HIST 201 History of U.S.A. I	3 credits
HIST 202 History of U.S.A. II	3 credits
HIST Elective(s)	0-6 credits

### Upper Division

HIST 301 Historical Methods	3 credits
HIST Electives	16-18 credits
One of the following two courses:	
HIST 401 Research Seminar	3 credits
HIST 499 Honors Thesis	0 credit

HIST Electives must include one course in each of the following areas:

### 1) Non-Western or Developing Areas:

- HIST 348 Islamic Civilization
- HIST 349 History of the Modern Middle East
- HIST 370 Foundations of East Asian Civilization
- HIST 371 Modern China
- HIST 372 Modern Japan
- HIST 373 East Asia after World War II
- HIST 380 Colonial Latin America
- HIST 381 Modern Latin America
- HIST 382 Revolutions in Modern Latin America
- HIST 383 Mexico
- HIST 384 Women in Colonial Latin America

### 2) Pre-Modern Europe:

- HIST 219 Sex and Gender in European History
- HIST 302 The Ancient City
- HIST 303 Athens in the 5th Century
- HIST 304 Alexander the Great and the Hellenistic World
- HIST 305 The Roman Republic
- HIST 306 The Roman Empire
- HIST 307 The Archaeology of Greece and Rome
- HIST 310 Rome from the Republic to Justinian
- HIST 311 Medieval Europe
- HIST 315 Renaissance Europe
- HIST 316 The Reformation
- HIST 317 Tudor and Stuart England

### 3) Modern European:

- HIST 321 Age of the French Revolution
- HIST 323 Europe in the 19th Century
- HIST 324 Italy in the 19th Century
- HIST 325 World War I 1914-1918
- HIST 326 Europe 1918-1939
- HIST 327 Europe-U.S. Relations Since WWII
- HIST 328 19th Century Germany
- HIST 329 Hitler's Germany
- HIST 330 The Holocaust
- HIST 331 World War II
- HIST 332 Modern Britain
- HIST 333 Tsarist Russia
- HIST 334 Modern Russia
- HIST 335 Eastern Europe Since 1863
- HIST 338 Fascist Italy
- HIST 339 Italy & Europe after WWII

### 4) U.S. History:

- HIST 259 History of Sports in America
- HIST 263 U.S. Since 1945
- HIST 350 The City in American History
- HIST 351 Coming to America
- HIST 352 U.S. in the Era of Jefferson and Jackson
- HIST 353 U.S. in the Era of the Civil War and Reconstruction
- HIST 354 North American Exploration
- HIST 355 The American West
- HIST 356 The Age of Theodore Roosevelt
- HIST 357 The Age of Franklin D. Roosevelt
- HIST 358 African-American History
- HIST 360 Pacific Northwest History
- HIST 361 Post-World War II Presidency
- HIST 362 American Biography
- HIST 363 Women in United States History
- HIST 364 Public History/History in Public

## Minor in History: 18 Credits

### Lower Division

HIST 101 Survey of Western Civilization I	3 credits
One of the following two courses:	3 credits
HIST 102 Survey of Western Civilization II	
HIST 112 Survey of World Civilization	
HIST Electives (200 level)	0 - 6 credits

### Upper Division

HIST Electives	6-12 credits
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**Lower Division**

- HIST 101 Survey of Western Civilization I 3 credits  
A survey of the origins of western civilization in the Near East; Greek and Roman civilizations; and developments in Europe through the Reformation.
- HIST 101H Survey of Western Civilization I Honors 3 credits  
For Honors students, see HIST 101. Prerequisite: HONS 190.
- HIST 102 Survey of Western Civilization II 3 credits  
A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes.
- HIST 102H Survey of Western Civilization II Honors 3 credits  
For Honors students, see HIST 102. Prerequisite: HONS 190.
- HIST 112 World Civilization 1500-Present 3 credits  
A survey of world civilization from the 16th century to the present with an emphasis on the different civilizations of the world and their interactions.
- HIST 201 History of the United States I 3 credits  
The political, diplomatic, and territorial history of the United States from colonial beginnings through the Civil War. Historical geography is emphasized.
- HIST 201H History of the U.S. I Honors 3 credits  
For Honors students, see HIST 201. Prerequisite: HONS 190.
- HIST 202 History of the United States II 3 credits  
A continuation of HIST 201 with special attention given to the Reconstruction period, the rise of industry, reform, and American participation in world events in the late 19th and the 20th centuries.
- HIST 202H History of the U.S. II Honors 3 credits  
For Honors students, see HIST 202. Prerequisite: HONS 190.
- HIST 206 Washington History 1 credit  
This course is intended for students working towards teacher certification.
- HIST 219(WOMS 270) Sex and Gender in European History 3 credits  
An introduction to ideas about gender, sex, and the family in western culture, and women's experiences of and contributions to civilizations in the Mediterranean region and western Europe, from ancient times to the early modern period (circa 1600). Prerequisite: HIST 101.
- HIST 259 History of Sports in America 3 credits  
This course examines the development and explores the meanings of American sports from the colonial era through the twentieth century. Historically, sports have offered Americans an arena in which to play out many of the nation's most important and contentious cultural issues. Precisely because sports are largely seen as "apolitical," the meanings of race, gender, and class are worked out on the field with a candor not possible elsewhere. In particular, we will focus on the links between sports and America's sense of itself as a nation, explore the effects of industrialization, urbanization, and immigration on sporting life and practice, and discuss the ways in which sports both reinforce and challenge historical meanings of racial and gender identity. We may even get in a game or two ourselves.
- HIST 263 U.S. Since 1945 3 credits  
The political ideologies, social movements, and cultural revolutions that emerged after World War II, as reactions to the Cold War, social injustice, and changes in ideals, have influenced our contemporary politics, society, and culture. By examining this period in U.S. history, we will be able to better understand some of the issues that are most important to us today. HIST 263 will survey the international conflict, great social movements, and popular culture of the decades since 1945. This course has a social justice component.

HIST 290-299 Special Topics in History 1-3 credits

**Upper Division**

- HIST 301 Historical Methods 3 credits  
An in-depth introduction to the discipline of history. While subject matter varies by professor and semester, all sections will have in common the following topics: the history and philosophies of History; varieties of historical evidence (oral, archaeological, documentary); mechanics of historical writing, introduction to various interpretive frameworks and theories, with an emphasis on contemporary methods and issues. Students will complete library research and writing projects, demonstrating understanding of historical prose, citation, analysis and interpretation.
- HIST 302 Ancient City 3 credits  
This course is a survey of the development of the city in the ancient world. Students will explore urban forms and processes as they are shaped by - and as they shape - their social, cultural, economic and physical contexts. The course will focus on representative urban centers of the ancient Near East, Egypt, and the Mediterranean world, tracing the evolution of ancient urbanism from the Near East to the classical worlds of Greece and Rome. Prerequisite: HIST 101.
- HIST 303 Athens in the 5th Century 3 credits  
The history of ancient Greece from the Bronze Age through the end of the fifth century BC, with special emphasis on the city of Athens and its political, social, and economic landscape during Classical Greece. Prerequisite: HIST 101.
- HIST 304 Alexander the Great and the Hellenistic World 3 credits  
The political, social, and cultural history of Greece and the Hellenistic World from 399 to 30 BC, from the death of Socrates to the death of Cleopatra. The course will focus particularly on the rise of Macedon as a Mediterranean power, the achievements of Alexander the Great, and the transformation of the eastern Mediterranean under the monarchies of the Hellenistic Period. Prerequisite: HIST 101.
- HIST 305 (ITAL 363) The Roman Republic 3 credits  
The political, social and cultural history of Republican Rome from its legendary origins to the Battle of Actium and its de facto end in 31 BC. The course will focus closely on the factors leading to the Republic's successful rise as uncontested Mediterranean ruler as well as the internal political and social conflicts that brought the Republic crashing down to its ultimate fall. Generally offered through the Gonzaga-in-Florence program on an irregular basis. Prerequisite: HIST 101.
- HIST 306 (ITAL 364) The Roman Empire 3 credits  
The political, social and cultural history of Rome during the age of the Emperors, from Augustus' creation of the Principate in 27 BC to the decline of the Roman Empire in the west by the 5th century AD. Special focus in this course will be given to the workings of the Imperial system, daily life in Rome and the provinces, the rise of Christianity and the ultimate transformation of the empire. Prerequisite: HIST 101.
- HIST 307 The Archaeology of Greece and Rome 3 credits  
This course examines the techniques and methods of classical archaeology as revealed through an examination of the major monuments and artifacts of the Greek and Roman world. Architecture, sculpture, vase and fresco painting, and the minor arts are all examined. We consider the nature of this archaeological evidence, and the relationship of classical archaeology to other disciplines such as history, art history, and the classical languages. Prerequisite: HIST 101.

- HIST 310 Rome from Republic to Justinian** 3 credits  
The political, social and cultural history of Rome during its rise, transformation into an empire, decline, and the shift of the empire's center to Constantinople. Special attention will be paid to the transformation of Italy under Roman leadership and the role which Italy played in the empire. Generally offered through the Gonzaga-in-Florence program on an irregular basis. Prerequisite: HIST 101.
- HIST 311 (ITAL 366) Medieval Europe** 3 credits  
Developments in the first flowering of Western European civilization, C.A.D. 500-1350, including feudalism, the rise of representative assemblies, the commercial revolution and the papal monarchy. Taught at both the main campus and Florence campus.
- HIST 315 (ITAL 367) Renaissance Europe** 3 credits  
The history of western Europe 1350-1550, emphasizing the political, religious, social, and economic foundations for the cultural achievements of the age of Michelangelo, Henry VIII, and Joan of Arc.
- HIST 316 The Reformation** 3 credits  
The figures, ideas, and events that produced the religious upheaval and disruption of medieval Christendom in the sixteenth century.
- HIST 317 Tudor And Stuart Britain** 3 credits  
British religious, political, social, and economic developments from the late 1400s to 1689, including the English Renaissance and Reformation, the rise of Parliament, the Civil War and the Restoration, and the Revolution of 1688. Prerequisite: HIST 101.
- HIST 318 Medieval and Renaissance Economics** 3 credits  
An examination of the economic structure of medieval and early modern Europe. Florence campus only.
- HIST 321 (FREN 430F/INST 383) Age Of The French Revolution** 3 credits  
The political, social, intellectual, and religious history of Europe from the eighteenth century to 1815, including the Enlightenment, the fall of the ancient regime, the French Revolution, and Napoleon. Prerequisite: HIST 102 or HIST 112.
- HIST 323 (INST 386) Europe In The 19th Century** 3 credits  
The social and political history of Europe from the Congress of Vienna (1815) to the outbreak of the First World War (1914), including the industrial revolution, the revolutions of 1848, the unifications of Italy and Germany, the growth of liberalism, socialism, nationalism, and imperialism. Prerequisite: HIST 102 or HIST 112.
- HIST 324 (INST 380) Italy in the 19th Century** 3 credits  
The social and political history of Italy from the Congress of Vienna (1815) to the outbreak of the First World War (1914). Generally offered through the Gonzaga-in-Florence program on an irregular basis. Prerequisite: HIST 102.
- HIST 325 World War I, 1914-1918** 3 credits  
A history of Europe and the world's involvement in the Great War from 1914-1918. The course will discuss the origins, conduct and consequences of World War I. Arguably the pivotal event of the modern age, World War I set the stage for the "century of violence." The nature of war and Western civilization changed on the battlefields of the First World War. These themes will be explored in the course. Prerequisite: HIST 102.
- HIST 326 (INST 387) Europe 1918-1939** 3 credits  
A history of Europe from the end of the Great War to the beginning of the second world war. This course will include the impact of World War I, the postwar peace settlements, the social, political, intellectual and economic disruption of the war, the rise of fascism, the Great Depression, Hitler and national socialism, and the origins of World War II. Prerequisite: HIST 102.
- HIST 327 Europe-U.S. Relations Since WWII** 3 credits  
A detailed analysis of the development of U.S.-Western European relations since World War II. Florence campus only.
- HIST 328 (INST 388) 19th Century Germany** 3 credits  
This course examines the history of the German states from the end of the Napoleonic era to the end of the first world war. Issues to be explored include German nationalism and liberalism, the revolutions of 1848-1849, the rise of Prussia and the formation of the German Empire, and the development of political and social institutions during the imperial period.
- HIST 329 (INST 397) Hitler's Germany** 3 credits  
German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule.
- HIST 330 The Holocaust** 3 credits  
A history of the Nazi genocide of the Jews in World War II, including its origins and historical context, the methods used by the Nazis to identify and exterminate victims, a study of the perpetrators, the reaction of the international community, and post-war historiography, interpretation and commemoration.
- HIST 331 World War II** 3 credits  
The causes, conduct and consequences of the second world war. Prerequisite: HIST 102 or HIST 112.
- HIST 332 (INST 398) Modern Britain** 3 credits  
British history from 1688 to the present, emphasizing the reign of Victoria, industrialization and reform, imperialism, constitutional and colonial development, the conflict with Napoleon, the Irish Home Rule, the decline of liberalism and the rise of labor, the two world wars, and the postwar welfare state. Prerequisite: HIST 102 or HIST 112.
- HIST 333 Tsarist Russia** 3 credits  
This course examines the major political, social, intellectual, and cultural developments in Russia from the Kievan Rus era through the Great Reforms of the mid-nineteenth century. Its major themes include the development of Russian autocratic traditions, Russian imperial expansion, and the growing tensions between state and society under the Romanovs.
- HIST 334 (INST 376) Modern Russia** 3 credits  
This course examines the major political, social, and cultural developments in Russia from the mid-nineteenth century through the end of the Soviet era, with particular focus on the crisis of imperial Russia, the revolutions of 1905 and 1917, Stalinism, the communist party-state, and the collapse of communism.
- HIST 335 Eastern Europe Since 1863** 3 credits  
This course surveys the major political developments in central, eastern, and southeastern Europe from the mid-nineteenth century to the present. Its major themes include the collapse of the region's multinational empires, the creation of nation-states, World War II and the Holocaust, the Cold War, and the political challenges posed by democracy, nationalism, communism, and foreign domination.

- HIST 338 (INST 391) Fascist Italy** 3 credits  
Italian history from 1918 to 1945, including an examination of social and economic conditions in post-world war Italy, rise of the Fascist party, the role of Benito Mussolini, the nature of fascist government in Italy, Italian imperialism under Mussolini, and the part played by Italy as an ally with Hitler's Germany. Generally offered through the Gonzaga-in-Florence program on an irregular basis. Prerequisite: HIST 102.
- HIST 339 (INST 379) Italy and Europe after WWII** 3 credits  
The transformation of Italian political institutions and society after the defeat of the fascist government at the end of the second world war, the continuing evolution of Italy during the Cold War and post-Cold War eras, and Italy's role in post-war Europe (including NATO, the European Economic Community, and the establishment of the European Union). Generally offered through the Gonzaga-in-Florence program on an irregular basis. Prerequisite: HIST 102.
- HIST 348 (INST 368/RELI 492E) Islamic Civilization** 3 credits  
This course examines the history of Islam from the time of the Prophet Muhammad to the great Islamic "gunpowder empires" of the early modern period. Specific topics covered include the Qur'an, the practices and beliefs of the faith, and an examination of the intersection between faith and culture. The course also includes an introduction to key issues related to Islam in the contemporary world.
- HIST 349 (INST 371) History of Modern Middle East** 3 credits  
The development of the Middle East from the middle of the nineteenth century to the late twentieth century. Topics covered include the end of the Ottoman and Qajar Empires, the creation of the contemporary states of the Middle East at the end of World War I, and their history from 1920 through the end of the twentieth century.
- HIST 350 The City in American History** 3 credits  
How, when, and why did cities in America develop where they did? How do physical form and institutions vary from city to city and how are these differences significant? This course will explore these and other questions while emphasizing twentieth-century American cities. We will examine urban populations, city culture, crime and municipal politics. Prerequisite: HIST 202.
- HIST 351 Coming to America** 3 credits  
Immigration and ethnicity in American history. We will discuss the factors that impelled our ancestors to leave the "old country" and the "new world" features that made it attractive. What "baggage" did they bring? Where did they settle? How were they received? While considering ethnic identity, religion, assimilation, community, citizenship, work, gender, class, and exclusion, we will discover why it is important that we study not only our own roots, but also the background of others in this polyethnic nation. This course has social justice and service learning components.
- HIST 352 U.S. in the Era of Jefferson and Jackson** 3 credits  
This course examines the critical period in the early American republic from roughly 1800-1850. Particular attention is given to the rise of popular democratic participation and party politics, the development of race as a central line of division, national expansion, and the political, economic, and cultural processes by which the United States began to cohere as a nation.
- HIST 353 U.S. in the Era of the Civil War and Reconstruction** 3 credits  
The Civil War and Reconstruction era ranks as a decisive moment in American history by any measure. This course will examine the political, economic, social, and cultural impact of the period on the United States and the world. Topics covered will include the origin of the war in slavery, sectional conflict, the structure of the two nations that fought, the changing character and objectives of the war, the nature of the Union that emerged from the war, and the ways that its "reconstruction" after the war changed the nation. Additionally, the course explores the reasons for our enduring national obsession with this formative and dramatic period.
- HIST 354 North American Exploration** 3 credits  
A biographical approach to individual, government and institutional exploration of the trans-Mississippi west after 1800.
- HIST 355 The American West** 3 credits  
An investigation into frontier American institutions and activities that have helped form the modern American character.
- HIST 356 The Age of Theodore Roosevelt** 3 credits  
The United States from 1877 to 1914. Emphasis is on big business, agricultural crisis, labor strife, political reform, and the emergence of America as a world power. The period is studied through the career of Theodore Roosevelt. Prerequisite: HIST 202.
- HIST 357 Age of Franklin D. Roosevelt** 3 credits  
The United States from 1914-1945: Progressivism, the Jazz Age, the New Deal and World War II. The period is studied through the careers of Franklin and Eleanor Roosevelt. Prerequisite: HIST 202.
- HIST 358 African-American History** 3 credits  
A study of the experiences of African-Americans from the 1600s to the 1960s, which will include the development of slavery, abolition, the Civil War and Reconstruction, African-Americans on the frontier, and the African-American experience in the 20th century.
- HIST 360 Pacific Northwest History** 3 credits  
The social and political roots of the Pacific Northwest, from early exploration to the present, with a concentration on the people and places of Washington State.
- HIST 361 Post-World War II Presidency** 3 credits  
The post-1945 presidency evolved and changed drastically as consequence of domestic and foreign events and ideology. We will examine the powers and limitations of the post-1945 U.S. presidents in both foreign and domestic affairs. We will assess their relationships with Congress, the American people, the press, and other nations, and we will explore presidential power, agenda, persuasion, secrecy, and character.
- HIST 362 American Biography** 3 credits  
Glimpses of notable Americans who have helped shape the American character.
- HIST 363 (WOMS 330) Women in United States History** 3 credits  
An examination of the roles, experiences, and activities of American women from the colonial period to the 1970s.

- HIST 364 Public History/History in Public** 3 credits  
What is the role of history in our society? What role does the historian play in the creation and dissemination of historical interpretation? This course examines the place of "public history" – historical study and/or display designed for a general audience. We will examine the presentation of "history" in museums, films, monuments, and television in an effort to understand the uneasy relationship between academic historians and the broader public. We will also explore the changing meanings, understandings, and uses of "history" over time. Course requirements include active and informed participation in class discussions, serving as discussion leader for one of the weeks, and an individual final project approved by the instructor, as well as a presentation of your project to the class.
- HIST 370 (INST 384) Foundations of East Asian Civilization** 3 credits  
This course seeks to give students an understanding of the history and culture of pre-modern China, Japan, Korea, and Vietnam. After exploring the historical roots of Confucianism, Daoism and Buddhism in China, students will examine the ways in which these foundational philosophies helped form social, cultural, and political institutions in China and its neighbors. Students will also focus attention on the historical emergence of the Chinese imperial system, and its greatest pre-modern exemplars, the Qin, Han and T'ang dynasties. Not limiting the focus to China alone, students will also explore how the concept of China as the "middle kingdom" influenced the language, religion and political developments in Japan and Korea, leading to an authentic "macro-culture" in East Asia. The course will finish with a discussion of samurai culture and an analysis of how the Mongol conquests of Central and East Asia transformed the region, taking students to the threshold of the early modern period in Asia. Prerequisite: HIST 112.
- HIST 371 (INST 374) Modern China** 3 credits  
This course explores the history of China since the fall of the Ming Dynasty in 1644. Of special interest are the expansion of the Qing empire, the challenges posed by the appearance of western traders in the nineteenth century, the Opium War, the Taiping Rebellion, the decline and fall of imperial China, the revolutions of the twentieth century, Mao Zedong's attempts to create a communist society after 1949, and the growth of market socialism since the era of Deng Xiaoping. Prerequisite: HIST 112.
- HIST 372 (INST 375) Modern Japan** 3 credits  
This course explores the history of Japan from the Tokugawa era (1603-1868) through the Meiji era and the twentieth century, examining such topics as the Edo culture, the Meiji Restoration, the rise of Japanese cultural nationalism, World War II, the Occupation, and Japan's transformation in the postwar era. In addition to the political, economic, and social changes experienced in Japan, we will also look at the phenomenal influence exercised by Japanese pop culture upon the world since the 1950's. Prerequisite: HIST 112.
- HIST 373 (INST 373) East Asia After World War II** 3 credits  
This course explores the political, social, economic, and cultural history of East Asia since the end of World War II. Of special interest are Japan's transformation into an economic and cultural superpower after WWII, the establishment and growth of the People's Republic of China, the emergence of the "Asian Tigers," the Vietnam War, the crisis of the Korean Peninsula, and an analysis of the cultural and spiritual exchanges between Asia and the west in the postwar era. Prerequisite: HIST 112.
- HIST 380 (INST 372) Colonial Latin America** 3 credits  
A survey of colonial Latin America that examines the contact, conflict, and accommodation among Europeans, Native Americans, and Africans that shaped colonial Latin America.
- HIST 381 (INST 394) Modern Latin America** 3 credits  
A general introduction to the history of the former colonies of Spain and Portugal in the Western Hemisphere. Topics include the rise of caudillos, rural developments, the emergence of liberal economic development, populism, banana republics, dictatorships, dirty wars, Marxist revolution, and contemporary predicaments.
- HIST 382 (INST 369) Revolutions in Modern Latin America** 3 credits  
This course examines the origins, emergence, process, and consequences of major Latin American social and political revolutions in the twentieth century. It will investigate a variety of types of revolutions including different urban and rural movements, as well as groups that sought radical change from high politics to the grass roots level.
- HIST 383 (INST 377) Mexico** 3 credits  
A survey of Mexican history from the Aztec wars to the present.
- HIST 384 (WOMS 331) Women in Colonial Latin America** 3 credits  
This course will investigate the lives of women in both the pre-contact and post-conquest societies. The first part of the course concentrates on the activities of women, and their role in society, among the Aztecs, Inca, and Pueblo civilizations. The course will follow with the study of their experiences after the Spanish Conquest. The final section of the course will cover the variety of women, ranging from wealthy Spanish women, established nuns, marginal mystics, Indian leaders, and African women, and their experiences in the Spanish colonies. In the class, students will learn about and discuss the various gender systems which operated in different periods, and how these systems shaped women's lives as women shaped the systems themselves.
- HIST 390-394 Topics In History** 1-3 credits  
Selected historical topics of current and special interest.
- HIST 395 Special Topics (Study Abroad)** 1-9 credits  
Selected historical topics of current and special interest.
- HIST 396-399 Topics in History** 1-3 credits  
Selected historical topics of current and special interest.
- HIST 401 Research Seminar** 3 credits  
The History capstone course, designed as a seminar focused on discussion, historiography, research, and writing. General topics vary by instructor and term, but all will cover the following: study of a topic in greater depth than possible in the 300-level courses; opportunity to develop and demonstrate an understanding of the historical discipline in course discussion and the production of a significant research and writing project using primary and secondary sources; and up-to-date historiography of the topic. The course is intended to build on the skills and methods introduced in HIST 301. Prerequisite: HIST 301.
- HIST 490 Directed Reading and Research** 1-3 credits  
Topic to be decided by faculty.
- HIST 498 Advanced Historical Writing** 1 credit  
This course is designed for students who have taken HIST 401 and who wish to improve their historical and writing skills by continuing work on their research papers. Prerequisite: HIST 401.
- HIST 499 Thesis** 0 credit  
In exceptional cases, this course may be taken in lieu of HIST 401 by students with honor-level grade point averages, course work, and the permission of the Department of History.

# International Studies

Director: T. A. Nitz

The International Studies (INST) major offers students the opportunity to obtain a Bachelor of Arts in International Studies. The overall goal of the program is to promote better understanding of the growing interdependence of nations, the rights and obligations that arise from those interdependencies, and significant transnational issues. The program also aspires to impart an awareness of the religious, political, economic, and cultural diversity among nations. Students pursuing an International Studies major or minor must select from one of four areas of emphasis: Asian Studies, European Studies, Latin American Studies, or International Relations. Students contemplating a major or minor in international studies are encouraged to take HIST 112 (World Civilizations) as part of their University and College of Arts and Sciences core requirement in history. To earn the Bachelor of Arts in International Studies, students must satisfactorily complete three sets of requirements:

- 1) All students choose a foreign language and achieve competency in that language as defined below.
- 2) Complete the courses which form the upper division international studies core, including INST 499, Senior Project. Students take INST 499 in either semester of the senior year; the course involves completing a written academic paper on a topic related to the student's International Studies major (e.g., Asian Studies, International Relations, etc.) and giving an oral presentation on that same topic.
- 3) Take elective INST or approved related courses not used to satisfy any other INST requirement, including a minimum number which focus on the individual student's area of emphasis.

(Students may only double-count a maximum of three upper division courses with participating departments [i.e. POLS, HIST, Modern Languages].) Requirements for the international studies major and minor by area of emphasis is explained in more detail below.

## B.A. Major in International Studies: Asian Studies: 44 Credits

### Foreign Language Competency

Students must achieve competency in either Chinese or Japanese. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of Chinese or Japanese courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students who are majoring in international studies are required to complete at least six credits at the 300 or higher level in their chosen language. Students who participate in a study abroad program of at least one semester may, with the permission of the International Studies Program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the study abroad program for this requirement.

### Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit
Plus one of the following three courses:	3 credits
INST 373 East Asia After World War II	
INST 384 Foundations of East Asian Civilization	
INST 389 Politics of the Pacific Rim	

### Asian Studies Electives

Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.

INST 302 Topics in International Studies (if the topic relates to Asian Studies)	3 credits
INST 310 Third World Development	3 credits
INST 325 Post-Soviet Russia and China	3 credits
INST 330 World Religions and Global Religious Perspectives	3 credits
INST 333 Buddhism	3 credits
INST 343 Global Economic Issues	3 credits
INST 360 Japanese Culture I	3 credits
INST 361 Japanese Culture II	3 credits
INST 366 Arab-Israeli Conflict	3 credits
INST 367 Middle East Politics	3 credits
INST 368 Islamic Civilization	3 credits
INST 371 History of the Modern Middle East	3 credits
INST 373 East Asia after World War II	3 credits
INST 374 Modern China	3 credits
INST 375 Modern Japan	3 credits
INST 384 Foundations of East Asian Civilization	3 credits
INST 389 Politics of the Pacific Rim	3 credits
INST 392 Tyranny to Democracy	3 credits
INST 396 Chinese Philosophy	3 credits
INST 399 Area Studies Abroad (if the topic relates to Asian Studies)	3 credits
INST 480 Topics in International Studies (if the topic relates to Asian Studies)	1-3 credits
HIST 331 World War II	3 credits
MKTG 417 International Marketing	3 credits
PHIL 416 Marxism	3 credits

(Appropriate upper division language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate area studies courses taken abroad may be accepted at the discretion of the INST director, provided that a grade of "B" or above is attained.)

## Minor in International Studies: Asian Studies: 31 Credits

Students must achieve competency through the 202 level or its equivalent in Chinese or Japanese as defined for the major in Asian Studies above.

### Upper Division Core

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits

### Asian Studies Electives:

Choose courses totaling nine credits of INST or related courses from the Asian Studies electives listed above for International Studies: Asian Studies majors.



**B.A. Major in International Studies: European Studies: 44 Credits****Foreign Language Competency**

Students must achieve competency in French, German, Italian, or Spanish. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of French, German, Italian, or Spanish courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students who are majoring in International Studies are required to complete at least six credits at the 300 or higher level in their chosen language. Students who participate in a study abroad program of at least one semester may, with the permission of the International Studies Program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the study abroad program for this requirement.

**Upper Division Core**

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit
plus one of the following three courses:	3 credits
INST 386 Europe in the Nineteenth Century	
INST 387 Europe, 1914-1939	
INST 395 Politics in Western Europe	

**European Studies Electives**

Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.

INST 302 Topics in International Studies (if the topic relates to European Studies)	3 credits
INST 325 Post-Soviet Russia and China	3 credits
INST 326 Women in Comparative Societies	3 credits
INST 330 World Religions and Global Religious Perspectives	3 credits
INST 339 French Cinema	3 credits
INST 341 Continuing. Issues of The Hispanic World	3 credits
INST 343 Global Economic Issues	3 credits
INST 346 Parliamentary Government	3 credits
INST 376 Modern Russia	3 credits
INST 379 Italy & Europe after WWII	3 credits
INST 380 Italy in the 19th Century	3 credits
INST 383 Age of the French Revolution	3 credits
INST 386 Europe in the 19th Century	3 credits
INST 387 Europe, 1914-1939	3 credits
INST 388 Modern Germany	3 credits
INST 391 Fascist Italy	3 credits
INST 392 Tyranny to Democracy:	3 credits
INST 393 Democratization in Eastern Europe	3 credits
INST 395 Politics in Western Europe	3 credits
INST 397 Hitler's Germany	3 credits
INST 398 Modern Britain	3 credits
INST 399 Area Studies Abroad (if the topic relates to European Studies)	3 credits
INST 415 The Hispanic Cinema	3 credits
INST 416 The Italian Cinema	3 credits
HIST 343 Europe-US Relations After WWII	3 credits
HIST 330 The Holocaust	3 credits
HIST 331 World War II	3 credits
HIST 335 Eastern Europe since 1863	3 credits
MGMT 352 International Management	3 credits
PHIL 416 Marxism	3 credits

(Appropriate upper division language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate area studies courses taken abroad may be accepted at the discretion of the INST director, provided that a grade of "B" or above is attained.)

**Minor in International Studies: European Studies: 31 Credits****Foreign Language Competency**

Students must achieve competency through the 202 level or its equivalent in French, German, Italian, or Spanish as defined for the major in European Studies above.

**Upper Division Core Courses**

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
European Studies Electives	

Choose courses totaling nine credits of INST or related courses from the European Studies electives listed above for International Studies: European Studies majors.

**B.A. Major in International Studies: Latin American Studies: 44 Credits****Foreign Language Competency**

Students must achieve competency in Spanish. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of Spanish courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students who are majoring in International Studies are required to complete at least six credits at the 300 or higher level in their chosen language. Students who participate in a study abroad program of at least one semester may, with the permission of the International Studies Program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the study abroad program for this requirement

**Upper Division Core Courses**

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit
plus one of the following two courses:	3 credits
INST 385 Latin American Politics	
INST 394 Modern Latin America	

**Latin American Studies Electives**

Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.

INST 302 Topics in International Studies (if the topic relates to Latin American Studies)	3 credits
INST 310 Third World Development	3 credits
INST 315 Latin American Society	3 credits
INST 316 Latin American Literature I	3 credits
INST 317 Latin American Literature II	3 credits
INST 326 Women in Comparative Societies	3 credits
INST 330 World Religions and Global Religious Perspectives	3 credits
INST 341 Contemporary Issues of the Hispanic World	3 credits
INST 343 Global Economic Issues	3 credits
INST 369 Revolutions in Modern Latin America	3 credits
INST 372 Colonial Latin America	3 credits
INST 377 Mexico	3 credits
INST 385 Latin American Politics	3 credits



INST 392 Tyranny to Democracy	3 credits
INST 394 Modern Latin America	3 credits
INST 406 Narrative Fiction in Spanish America	3 credits
INST 399 Area Studies Abroad (if the topic relates to Latin American Studies)	3 credits
INST 415 The Hispanic Cinema	3 credits
INST 480 Topics in International Studies (if the topic relates to Latin American Studies)	1-3 credits
HIST 384 Women in Colonial Latin America	3 credits
PHIL 416 Marxism	3 credits

(Appropriate upper division language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate area studies courses taken abroad may be accepted at the discretion of the INST director, provided that a grade of "B" or above is attained.)

### Minor in International Studies: Latin American Studies: 31 credits

Students must achieve competency through the 202 level or its equivalent in Spanish as defined for the major in Latin American Studies above.

#### Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits

#### Latin American Studies Electives:

Choose courses totaling nine credits of INST or related courses from the Latin American Studies electives listed above for International Studies: Latin American Studies majors.

### B.A. Major in International Studies International Relations: 44 credits

#### Foreign Language Competency

Students must achieve competency in a modern foreign language. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of modern foreign language courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students who are majoring in International Studies are required to complete at least six credits at the 300 or higher level in their chosen language. Students who participate in a study abroad program of at least one semester may, with the permission of the International Studies Program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the study abroad program for this requirement.

#### Upper Division Core

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit

### International Interactions Elective Courses

Choose nine credits not used for any other INST requirement from the following list of courses which focus on International Interactions among nations:

INST 302 Topics in International Studies (if the topic relates to international interaction)	3 credits
INST 342 International Relations	3 credits
INST 343 Global Economic Issues	3 credits
INST 345 International Law	3 credits
INST 350 International Ethics	3 credits
INST 366 Arab-Israeli Conflict	3 credits
INST 367 Middle East Politics	3 credits
INST 371 History of the Modern Middle East	3 credits
INST 372 Colonial Latin America	3 credits
INST 373 East Asia after World War II	3 credits
INST 379 Italy and Europe after WWII	3 credits
INST 385 Latin American Politics	3 credits
INST 389 Politics of the Pacific Rim	3 credits
INST 390 African Politics and Development	3 credits
INST 394 Modern Latin America	3 credits
INST 395 Politics in Western Europe	3 credits
INST 399 Area Studies Abroad (if the topic relates to international interaction)	3 credits
INST 480 Topics in International Studies (if the topic relates to international interaction)	1-3 credits
COMM 418 Intercultural and International Communication	3 credits
HIST 327 Europe-US Relations After WWII	3 credits
HIST 330 The Holocaust	3 credits
HIST 331 World War II	3 credits
HIST 335 Eastern Europe Since 1863	3 credits
POLS 319 American Foreign Policy	3 credits
POLS 375 Global Environmental Politics	3 credits

### International Differences Elective Courses

Take an additional six credits not used for any other INST requirement which focus on International Differences among nations. Each course must focus on a different region of the world (Africa, Asia, Europe, Latin America, or the Middle East) or all courses taken to meet this requirement must compare two or more cultures, states, or regions.

Courses which meet this comparative requirement are:

INST 302 Topics in International Studies (if the topic relates to international differences and comparisons)	3 credits
INST 310 Third World Development	3 credits
INST 315 Latin American Society	3 credits
INST 325 Post-Soviet Russia and China	3 credits
INST 326 Women in Comparative Societies	3 credits
INST 330 World Religions and Global Religious Perspective	3 credits
INST 341 Contemporary Issues of the Hispanic World	3 credits
INST 346 Parliamentary Government	3 credits
INST 369 Revolutions in Modern Latin America	3 credits
INST 386 Europe in the 19th Century	3 credits
INST 392 Tyranny to Democracy	3 credits
INST 393 Democratization in Eastern Europe	3 credits
INST 399 Area Studies Abroad (if the topic relates to international differences)	3 credits
INST 417 Africa through Literature and Film	3 credits
INST 480 Topics in International Studies (if the topic relates to international differences)	1-3 credits
POLS 374 Democracy in the Middle East	3 credits

(Appropriate Area Studies courses taken abroad may also be accepted at the discretion of the INST director, provided that a grade of "B" or above is attained.)

## Minor in International Studies International Relations 31 credits

Students must achieve competency through the 202 level or its equivalent in a modern foreign language as defined for the major in International Relations above.

### Upper Division Core

INST 301 Survey of International Studies 3 credits

INST 410 Perspectives on Global Issues 3 credits

### International Relations Electives

Choose courses totaling nine credits of INST or related courses: six credits from the International Interactions electives and three credits from the International Differences electives listed for International Relations majors.

### Lower Division

INST 190 Directed Study 1-3 credits

Topic to be decided by faculty.

INST 290 Directed Study 1-3 credits

Topic to be decided by faculty.

### Upper Division

INST 301 (POLS 350) Survey of International Studies 3 credits

Contemporary global issues and background information for all courses in International Studies. Studies the spiritual wisdom of the world's main civilizations, international economics, international politics, and the potential for international integration. Fall.

INST 302 Topics in International Studies 3 credits

This course number designates special topics which are offered on occasion as full semester courses by faculty members from the various disciplines which make up the International Studies program. Such courses will focus on subjects of current or special interest which are not normally a part of the regular curriculum.

INST 310 (POLS 359) Third World Development 3 credits

Focus on political development in the Third World. After examining the making of the Third world through imperialism and colonialism, key political institutions (the state, political parties, the military) are analyzed, as is the international economic context of dependency and vulnerability. Several case studies follow a common analytical framework to trace experiences with democratic and authoritarian rule and assess the underlying causes of democratic success and failure.

INST 315 (SOC 322) Latin American Society 3 credits

An overview of Latin American development. Several socio-economic factors are examined. Development issues are broadly conceptualized within economic, demographic, and cultural dimensions. These variables are viewed as overlapping forces influencing development.

INST 316 (SPAN 307) Latin American Literature I 3 credits

A study of the major literary works from colonial period to the classic works of the 19th century. Alternate years. Taught in Spanish. Prerequisite: SPAN 301.

INST 317 (SPAN 308) Survey Latin-American Literature II 3 credits

A study of the region's literary classics from the Enlightenment to the contemporary period. Alternate years. Taught in Spanish. Prerequisite: SPAN 301

INST 325 (POLS 355) Post Soviet Russia and China 3 credits

Focus on the pre-1985 Soviet political system; how Gorbachev's six-year reform program led to the unraveling of the Soviet Union; and the difficult transition to democracy and a market economy in post-Soviet Russia. Similarly, Maoist China is contrasted with the uneasy mixture of economic reform and political repression coexisting in China today.

INST 326 (POLS 363/WOMS 342) Women in Comparative Societies 3 credits

This course will compare women's movements around the world. We will examine women's roles in various nations and how women themselves are both redefining and using their roles to bring about political change. Starting with the U.S., we will proceed to study European, Latin American, Russian, and Palestinian women's movements.

INST 330 (RELI 492) World Religions and Global Religious Perspectives 3 credits

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

INST 333(RELI 492D) Buddhism 3 credits

This course is 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 Buddhism.

INST 339 (FREN 331) Contemporary French Cinema 3 credits

A study of French cinema as it has evolved in the last two decades. The films viewed will be used as a means to encourage reflection on the history, ideas and values that have gone into the making of modern France. The course is offered in English and French in separate sections. For students who take the English section of the course through the INST cross-listing, there is no French prerequisite. Spring.

INST 341 (SPAN 340) Contemporary Issues of Hispanic World 3 credits

Reading and/or discussion of social, political, economic or environmental issues of Hispanic world as presented by foreign media. Taught in Spanish.

INST 342 (POLS 351) International Relations 3 credits

Theory and practice in the functioning of the international political system and the behavior of the nations within it.

INST 343 (ECON 311) Global Economic Issues 3 credits

This course is a presentation of a broad range of global economic issues and policies relevant to a number of disciplines including business, political science, and international studies. Topics include: why nations trade, international trade and economic growth, protectionism, discriminatory trade policies, the foreign exchange market, factor mobility, and comparative economic systems. Fall and Spring. Prerequisite: ECON 201.

INST 345 (POLS 371) International Law 3 credits

Nature, sources, and development of international law and its interrelationship with international organizations.

INST 346 (POLS 360) Parliamentary Government 3 credits

Parliamentary or Cabinet government is contrasted with American government. Focus on disciplined parties, prime ministers, civil servants and elected politicians, written and unwritten constitutional rules, parliamentary and right-based politics. Usually a specific nation, such as Canada is featured, but examples are also drawn from Great Britain, Australia, and Japan.

INST 350 (PHIL 453) International Ethics 3 credits

The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration. Prerequisite: PHIL 301.

INST 360 (JPNE 350) Japanese Culture I 3 credits

This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. (This course will be taught in English.)

- INST 361 (JPNE 351) Japanese Culture II 3 credits  
This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. (This course will be taught in English.)
- INST 366 (POLS 373) Arab-Israeli Conflict 3 credits  
Why is there an Arab-Israeli conflict? The question is much-discussed but not very often answered. This course is a comprehensive effort to understand that question as well as the intense political debates that have evolved surrounding it. The course is interdisciplinary, touching on the historical, political, and sociological aspects of the origins and trajectory of the Arab-Israeli conflict.
- INST 367 (POLS 372) Comparative Middle East Politics 3 credits  
Shows the Middle East is more than a region fraught with violence, ethnic hatred and the struggle for control of oil by examining the modern Middle East's history and context, a diverse set of country case studies, and current issues including the role of women, Islamic fundamentalism, terrorism, and peace in Israel-Palestine.
- INST 368 (HIST 348/RELI 492E) Islamic Civilization 3 credits  
This course examines the history of Islam from the time of the Prophet Muhammad to the great Islamic "gunpowder empires" of the early modern period. Specific topics covered include the Qur'an, the practices and beliefs of the faith, and an examination of the intersection between faith and culture. The course also includes an introduction to key issues related to Islam in the contemporary world.
- INST 369 (HIST 382) Revolutions in Modern Latin America 3 credits  
This course examines the origins, emergence, process, and consequences of major Latin American social and political revolutions in the twentieth century. It will investigate a variety of types of revolutions including different urban and rural movements, as well as groups that sought radical change from high politics to the grass roots level.
- INST 371 (HIST 349) History of the Modern Middle East 3 credits  
The development of the Middle East from the middle of the nineteenth century to the late twentieth century. Topics covered include the end of the Ottoman and Qajar Empires, the creation of the contemporary states of the Middle East at the end of World War I, and their history from 1920 through the end of the twentieth century.
- INST 372 (HIST 380) Colonial Latin America 3 credits  
A survey of colonial Latin America that examines the contact, conflict, and accommodation among Europeans, Native Americans, and Africans that shaped colonial Latin America.
- INST 373 (HIST 373) East Asia After World War II 3 credits  
This course explores political, social, economic, and cultural history of East Asia since the end of World War II. Of special interest are Japan's emergence transformation into an economic and cultural superpower after WWII, the establishment and growth of the People's Republic of China, the emergence of the "Asian Tigers," the Vietnam War, the crisis of the Korean Peninsula, and an analysis of the cultural and spiritual exchanges between Asia and the west in the postwar era. Prerequisite: HIST 112.
- INST 374 (HIST 371) Modern China 3 credits  
This course explores history of China since the fall of the Ming Dynasty in 1644. Of special interest are the expansion of the Qing empire, the challenges posed by the appearance of western traders in the nineteenth century, the Opium War, the Taiping Rebellion, the decline and fall of imperial China, the revolutions of the twentieth century, Mao Zedong's attempts to create a communist society after 1949, and the growth of market socialism since the era of Deng Xiaoping. Prerequisite: HIST 112.
- INST 375 (HIST 372) Modern Japan 3 credits  
This course explores the history of Japan from the Tokugawa era (1603-1868) through the Meiji era and the twentieth century, examining such topics as the Edo culture, the Meiji Restoration, the rise of Japanese cultural nationalism, World War II, the Occupation, and Japan's transformation in the postwar era. In addition to the political, economic, and social changes experienced in Japan, we will also look at the phenomenal influence exercised by Japanese pop culture upon the world since the 1950's. Prerequisite: HIST 112.
- INST 376 (HIST 334) Modern Russia 3 credits  
This course examines the major political, social, and cultural developments in Russia from the mid-nineteenth century through the end of the Soviet era, with particular focus on the crisis of imperial Russia, the revolutions of 1905 and 1917, Stalinism, the communist party-state, and the collapse of communism.
- INST 377 (HIST 383) Mexico 3 credits  
A survey of Mexican history from the Aztec wars to the present.
- INST 379 (HIST 339) Italy and Europe after WWII 3 credits  
The transformation of Italian political institutions and society after the defeat of the Fascist government at the end of the second world war, the continuing evolution of Italy during the Cold War and post-Cold War eras, and Italy's role in post-war Europe (including NATO, the European Economic Community, and the establishment of the European Union).
- INST 380 (HIST 324) Italy in the 19th Century 3 credits  
The social and political history of Italy from the Congress of Vienna (1815) to the outbreak of the first world war (1914).
- INST 383 (FREN 430F/HIST 321) Age of the French Revolution 3 credits  
The political, social, intellectual, and religious history of Europe from the eighteenth century to 1815, including the Enlightenment, the fall of the ancient regime, the French Revolution, and Napoleon. Prerequisite: (HIST 102 or HIST 112).
- INST 384 (HIST 370) Foundations of East Asian Civilization 3 credits  
This course seeks to give students an understanding of the history and culture of pre-modern China, Japan, Korea, and Vietnam. After exploring the historical roots of Confucianism, Daoism and Buddhism in China, students will examine the ways in which these foundational philosophies helped form social, cultural, and political institutions in China and its neighbors. Students will also focus attention on the historical emergence of the Chinese imperial system, and its greatest pre-modern exemplars, the Qin, Han and T'ang dynasties. Not limiting the focus to China alone, students will also explore how the concept of China as the "middle kingdom" influenced the language, religion and political developments in Japan and Korea, leading to an authentic "macro-culture" in East Asia. The course will finish with a discussion of samurai culture and an analysis of how the Mongol conquests of Central and East Asia transformed the region, taking students to the threshold of the early modern period in Asia. Prerequisite: HIST 112.
- INST 385 (POLS 352) Latin American Politics 3 credits  
Focus on the caudillo or leader in Latin American history, culture, and society, in the range of contemporary forms of government (democratic, dictatorial, revolutionary). Some treatment of U.S. foreign policy.

- INST 386 (HIST 323) Europe in the 19th Century 3 credits  
The social and political history of Europe from the Congress of Vienna (1815) to the outbreak of the First World War (1914), including the industrial revolution, the revolutions of 1848, the unifications of Italy and Germany, the growth of liberalism, socialism, nationalism, and imperialism.
- INST 387 (HIST 326) Europe, 1918-1939 3 credits  
Europe from 1918 to 1939 including the Great War, the Paris Peace Conference and the Treaty of Versailles, the rise of fascism, the Great Depression, Hitler and national socialism, and the origins of World War II. Prerequisite: (HIST 102 or HIST 112)
- INST 388 (HIST 328) 19th Century Germany 3 credits  
This course examines the history of the German states from the end of the Napoleonic era to the end of the first world war. Issues to be explored include German nationalism and liberalism, the revolutions of 1848-1849, the rise of Prussia and the formation of the German Empire, and the development of political and social institutions during the imperial period.
- INST 389 (POL 364) Politics of the Pacific Rim 3 credits  
Focus on the role played by the East Asian capitalist development states (Japan, South Korea, Taiwan, Hong Kong, and Singapore) in the accelerated economic growth of the Pacific Rim; a consideration of the Philippines as a representative of ASIAN; finally, a brief look at the likely impact of this Pacific Basin dynamism on the USA, Russia, and the P.R.C.
- INST 390 (POL 365) African Politics and Development 3 credits  
Contemporary sub-saharan, black ruled Africa is examined in four key areas of development and politics: (1) contemporary social, economic, and ecological conditions; (2) colonial and nationalist eras; (3) development strategies and African decline; and (4) state and society tensions.
- INST 391 (HIST 338) Fascist Italy 3 credits  
Italian history from 1918 to 1945, including an examination of social and economic conditions in post-world war Italy, rise of the Fascist Party, the role of Benito Mussolini, the nature of fascist government in Italy, Italian imperialism under Mussolini, and the part played by Italy as an ally with Hitler's Germany.
- INST 392 (POL 368) Tyranny to Democracy 21st Century 3 credits  
Between 1974 and 2000 more than fifty countries in Southern Europe, Latin America, East Asia, and Eastern Europe shifted from authoritarian to democratic systems of government. An examination of the causes and nature of these democratic transitions. Several case studies of democratic transitions in different areas of the world will be investigated in order to understand the factors responsible for the democratic trend and to ascertain which key variables best explain completed democratic transitions and democratic consolidation.
- INST 393 (POL 367) Democratization in Eastern Europe 3 credits  
Problems of and prospects for democracy in Eastern/Central Europe. The history, movements, institutions, and politics of the nations will be considered, as well as of democratization and economic reform.
- INST 394 (HIST 381) Modern Latin America 3 credits  
A general introduction to the history of the former colonies of Spain and Portugal in the western hemisphere. Topics include the rise of caudillos, rural developments, the emergence of liberal economic development, populism, banana republics, dictatorships, dirty wars, Marxist revolution, and contemporary predicaments.
- INST 395 (POL 354) Politics in Western Europe 3 credits  
Survey of the parties, institutions, political processes, issues and policies of the major western European industrialized nations. Special focus on England, France, and Germany, but coverage will extend to the other European democracies as well.
- INST 396 (PHIL 434) 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.
- INST 397 (HIST 329) Hitler's Germany 3 credits  
German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule.
- INST 398 (HIST 332) Modern Britain 3 credits  
British history from 1688 to the present, emphasizing the reign of Victoria, industrialization and reform imperialism, constitutional and colonial development, the conflict with Napoleon, the Irish Home Rule, the decline of liberalism and the rise of labor, the two world wars, and the postwar welfare state.
- INST 399 Area Studies Abroad 2-4 credits  
Area study courses in politics, history, and economics taken abroad.
- INST 406 (SPAN 406) Narrative Fiction in Spanish America 3 credits  
The novel and short story in Spanish America during the twentieth century.
- INST 410 (POL 366) Perspectives on Global Issues 3 credits  
A critical analysis of vital global issues from the different perspectives of realists, idealists, and system-transformers. This framework encourages an exploration of competing world views and value systems and requires the weighing of evidence from differing ideological, cultural, and gender perspectives. The major analytical perspectives and organizing concepts that scholars have fashioned to make these issues comprehensible are introduced.
- INST 415 (SPAN 415) The Hispanic Cinema 3 credits  
The course will focus on Spanish or Spanish American cinema, using representative films of these diverse countries to amplify student understanding of these complex societies. Taught in Spanish. Prerequisite: SPAN 301.
- INST 416 (ITAL 315) The Italian Cinema 3 credits  
This course aims at presenting aspects of Italian society through film. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.
- INST 417 (FREN 351) Africa through Literature and Film 3 credits  
In the media, Africa is very often portrayed with images of disaster and backwardness. This course challenges students to go beyond these clichés, and to analyze the lives, dreams, and challenges of African peoples by taking into consideration some historical, social, and political contexts. By resorting to films and literature produced by Africans, the course will help students look at Africa through the eyes of its people.
- INST 480 Topics in International Studies 1-3 credits  
Selected International Studies topics of current and special interest.
- INST 490 Directed Reading 1-3 credits  
Credit by arrangement for directed reading and reports on selected topics.
- INST 492 Independent Research or Study 1-4 credits
- INST 499 Senior Project 1 credit  
Students research a topic related to their area of emphasis in International Studies, write an academic research paper, and give an oral presentation on that topic. Required of all majors in their fourth year. Prerequisite: Senior standing.

# Integrated B.A. or B.S. and M.B.A.

Director: Scott Bozman  
Assistant Dean, School of Business Administration

The integrated B.A. or B.S. and M.B.A. program is designed for Gonzaga students interested in liberal arts or other non-business disciplines who also seek collegiate preparation for administrative positions or business careers. By integrating preparatory business courses into their undergraduate programs of study, students are able to earn both an undergraduate degree and the Gonzaga M.B.A. within a five-year period versus six years if the degrees are completed separately.

Students choosing this program must complete their B.A. or B.S. degree and the required preparatory business courses listed below before being admitted to the Graduate School of Business and the M.B.A. program. Provisional admission may be available to students who do not complete the preparatory business courses prior to receiving their B.A. or B.S. degree.

## Preparatory Business Courses

ACCT 263 or ACCT 260 and ACCT 261  
(Principles of Accounting I and II)  
ECON 200 or ECON 201 and ECON 202  
(Microeconomics and Macroeconomics)  
BUSN 230 Business Statistics  
BUSN 283 Business Law  
MKTG 310 Principles of Marketing  
BFIN 320 Principles of Finance  
OPER 340 Operations Management  
MGMT 350 Principles of Management  
BMIS 235 Management Information Systems

In addition, students should take the Graduate Management Admissions Test (GMAT) during their fourth year. Students completing the preparatory courses will be awarded an undergraduate business minor.

The M.B.A. degree program requires 33 semester hours of 600-level coursework beyond the required preparatory business courses. Additional information is contained in the Graduate Catalogue.

## Italian Studies Program

Director: Gabriella Brooke

Italian Studies is an interdisciplinary program aimed at imparting an understanding of Italian culture and competence in the Italian language. . The Director of the Italian Studies program is advised by a committee formed by the chairs or representatives of the departments that offer upper division electives for Italian Studies. Meetings of the advisory committee are called by the director of Italian Studies as needed.

The Bachelor of Arts degree with a major in Italian Studies includes one semester of participation in the Gonzaga-in-Florence program or comparable experience in Italy and a senior thesis (ITAL 498). Italian majors are required to take an upper division course in Italian during their fourth year regardless of credits earned.

### B.A. Major in Italian Studies: 38 Credits or 22 credits at the 300 level and above

#### Lower Division Courses

ITAL 101 Elementary Italian I	4 credits
ITAL 102 Elementary Italian II	4 credits
ITAL 201 Intermediate Italian I	4 credits
ITAL 202 Intermediate Italian II	4 credits

#### Upper Division Courses

ITAL - - - Florence: Three electives taught in English in Italian art, comparative literature, economics, history, Italian literature, political science, or sociology	9 credits
ITAL 301	3 credits
Upper-division courses taught in Italian	9 credits
ITAL 498 Senior Thesis	1 credit

### Minor in Italian Studies: 25 credits or 17 credits at the 200 level and above

#### Lower Division Courses

ITAL 101 Elementary Italian I	4 credits
ITAL 102 Elementary Italian II	4 credits
ITAL 201 Intermediate Italian I	4 credits
ITAL 202 Intermediate Italian II	4 credits

#### Upper Division Courses

Any upper-division Italian courses or any courses chosen from those listed below:	9 credits
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## Gonzaga-in-Florence Courses

The following Florence courses may be applied towards electives for the major and minor in Italian Studies. Complete course descriptions can be found under the Modern Languages departmental listings. Courses offered in Florence which are not offered regularly and are not on this list will need the approval of the Director of Italian Studies to be used toward the major and minor in Italian Studies.

COMM480 Special topics in Communication (this could include for example a course on Rhetoric with an Italian content)
ENGL 422 Boccaccio and Chaucer: the Novella
ENGL 466 Special topics in Literature (this could include for example a comparative study of modern English/American and Italian experimental writers)
HIST 311/ITAL 365 The Roman Republic (in Florence and Spokane)
HIST 312/ITAL 364 The Roman Empire (in Florence and Spokane)
VART 392 Roman Art and Architecture
VART 393 Modern Italian Art (in Florence and Spokane)
VART 397 Renaissance Art
ECON 404 Economic Integration of the European Economic Community
HIST 321/ITAL366 Medieval Europe (in Florence and Spokane)
HIST 334 /ITAL 367 Renaissance Europe (in Florence and Spokane)
ITAL 301 Advanced Italian
ITAL 303 Survey of Italian Literature I
ITAL 304 Survey of Italian Literature II
ITAL 307 Conversational Approach to Contemporary Issues
ITAL 350 Italian Culture and Civilization
INST 380 Italy in Nineteenth Century Europe
INST 379 Italy and Europe after WWII
INST 391 Fascist Italy
POLS 357 Italian Political System
SOCI 478 Social and Economic Development of Italy

# Mathematics

Chairperson: Thomas McKenzie

Professors: J. Burke, W. Carsrud (Emeritus),  
J. Firkins (Emeritus)

Associate Professors: T. McKenzie, G. Nord,  
J. Vander Beek

Assistant Professors: S. Coble, S.J., D. Larson,  
S. Overbay, J. Villalpando, T. Woods

The Department of Mathematics seeks to train students in both the discipline of mathematics and its application. The curriculum is a blend of pure mathematics, classical applications, and the option of a combination of mathematics and computer science. Majors are well prepared for positions in industry, government, and education, as well as for graduate studies.

The department offers three degrees: Bachelor of Arts in Mathematics, Bachelor of Science in Mathematics, and Bachelor of Science in Mathematics and Computer Science. All majors must take the senior comprehensive (MATH 499) in the fall of their final year.

Prospective teachers of mathematics should consult the School of Education for the current state certification requirements.

It is recommended that majors in mathematics take PHYS 103, CHEM 105 or BIOL 101 to satisfy their College of Arts and Sciences laboratory science requirement.

The department involves students with activities sponsored by the Mathematical Association of America. Majors may also participate in the annual William Lowell Putnam Mathematical Competition held every December.

## B.S. Major in Mathematics: 40 Credits

### Lower Division

MATH 157 Calculus and Analytic Geometry I 4 credits

MATH 258 Calculus and Analytic Geometry II 4 credits

MATH 259 Calculus and Analytic Geometry III 4 credits

### Upper Division

MATH 301 Fundamentals of Mathematics 3 credits

MATH 339 Linear Algebra 3 credits

MATH any 400-level 12 credits

MATH - - - Electives\* 9 credits

\* One of these courses may be replaced by MATH 260.

MATH 499 Senior Comprehensive 1 credit

## B.A. Major in Mathematics: 31 Credits

### Lower Division

MATH 157 Calculus and Analytic Geometry I 4 credits

MATH 258 Calculus and Analytic Geometry II 4 credits

MATH 259 Calculus and Analytic Geometry III 4 credits

### Upper Division

MATH 301 Fundamentals of Mathematics 3 credits

MATH 339 Linear Algebra 3 credits

MATH, any 400-level 6 credits

MATH - - - Electives\* 6 credits

\* One of these courses may be replaced by MATH 260.

MATH 499 Senior Comprehensive 1 credit

## Minor in Mathematics: 24 credits

### Lower Division

MATH 157 Calculus and Analytic Geometry I 4 credits

MATH 258 Calculus and Analytic Geometry II 4 credits

MATH 259 Calculus and Analytic Geometry III 4 credits

### Upper Division

MATH 301 Fundamentals of Mathematics 3 credits

MATH 339 Linear Algebra 3 credits

MATH any 400-level 3 credits

MATH Electives 3 credits

## B.S. Major in Mathematics-Computer Science: 49 Credits

### Lower Division

CPSC 121 Computer Science I 3 credits

CPSC 122 Computer Science II 3 credits

CPSC 223 Data Structures 3 credits

CPSC 224 Object-Oriented Programming 3 credits

MATH 157 Calculus and Analytic Geometry I 4 credits

MATH 231 Discrete Structures 3 credits

MATH 258 Calculus and Analytic Geometry II 4 credits

MATH 259 Calculus and Analytic Geometry III 4 credits

### Upper Division

CPSC 300-level or above except 497 6 credits

MATH 301 Fundamentals of Mathematics 3 credits

MATH 339 Linear Algebra 3 credits

MATH, any 400-level 3 credits

MATH --- Electives 6 credits

MATH 499 Senior Comprehensive 1 credit

Minor in Mathematics-Computer Science is not available

## Lower Division

MATH 103 Excursions In Mathematics 3 credits

An elementary survey of various mathematical areas such as algebra, geometry, counting (permutations, combinations), probability, and other topics selected by the instructor. This course is intended for the liberal arts student not pursuing business or the sciences. Fall and Spring. Prerequisite: Two years of high school algebra.

MATH 112 College Algebra 3 credits

College algebra for those students who need additional preparation before taking MATH 114, MATH 147, or MATH 148. Topics include equations, polynomials, conics, graphing, algebraic, exponential and logarithmic functions. Fall and Spring. Prerequisite: Two years of high school algebra.

MATH 114 Mathematical Analysis-Business 3 credits

Designed for the student majoring in business. Topics selected from: functions, systems of linear equations and matrices, linear programming, elementary probability, and an introduction to differential calculus. Fall and Spring. Prerequisite: MATH 112 or equivalent.

MATH 121 Introductory Statistics 3 credits

An introduction to the basic concepts of descriptive and inferential statistics and their application to the interpretation and analysis of data. Fall and Spring. Prerequisite: Two years of high school algebra.

MATH 147 Precalculus 3 credits

Topics include advanced equations and inequalities, functions and graphs including composite and inverse functions, logarithmic and exponential functions, trigonometric functions and their graphs, right angle trigonometry, trigonometric identities, systems of equations, and conics. Fall and Spring. Prerequisite: MATH 112 or (two years of high school algebra and one year of high school geometry).

MATH 148 Survey of Calculus 3 credits

A one-semester introduction to differential and integral calculus designed to convey the significance, use and application of calculus for liberal arts students, particularly those in the behavioral, biological, and social sciences. Fall and Spring. Prerequisite: MATH 112 or a strong high school background in algebra, functions, and graphs.

- MATH 157 Calculus and Analytic Geometry I 4 credits  
 Functions, continuity, the derivative with application to curve sketching and maximum-minimum problems, introduction to limits, and the integral. Fall and Spring. Prerequisite: MATH 147.
- MATH 203 Math for Elementary Teachers I 3 credits  
 Does not satisfy the university core requirement in mathematics unless the student earns a Teacher Certificate in Elementary Education. Topics include problem solving, sets and logic, functions, geometry, and number theory. Fall and Spring. Prerequisite: EDTE 101 or permission from department.
- MATH 231 Discrete Structures 3 credits  
 Topics taken from sets, functions, matrices, ordered sets, partially ordered sets, directed graphs, algebraic systems, recursive definitions, and algorithms. Fall. Prerequisite: MATH 258.
- MATH 258 Calculus and Analytic Geometry II 4 credits  
 Introduction to exponential, logarithmic, and hyperbolic functions; parametric equations; polar coordinates; techniques and applications of integration. Fall and Spring. Prerequisite: MATH 157 (with a grade of C- or higher strongly recommended).
- MATH 259 Calculus and Analytic Geometry III 4 credits  
 Infinite series, vectors, partial derivatives, multiple integrals, solid analytic geometry including spherical and cylindrical coordinates. Fall and Spring. Prerequisite: MATH 258 (with a grade of C- or higher strongly recommended).
- MATH 260 Ordinary Differential Equation 3 credits  
 Solution methods for first order equations, and for second and higher order linear equations. Includes series methods, and solution of linear systems of differential equations. Fall and Spring. Prerequisite: MATH 259.
- MATH 290 Directed Reading 1-3 credits  
 Readings and reports in selected mathematical topics. On sufficient demand. Prerequisite: MATH 157.
- Upper Division**
- MATH 301 Fundamentals of Mathematics 3 credits  
 A development of standard proof techniques through examination of logic, set theory, topology of the real line, one-to-one, onto, and inverse functions. Additional topics may be chosen from analysis and algebra. Fall and Spring. Prerequisite: MATH 259.
- MATH 321 Statistics For Experimentalist 3 credits  
 An applied statistics course for those with calculus preparation. Descriptive statistics, probability theory, discrete and continuous random variables, and methods of inferential statistics including interval estimation, hypothesis testing, and regression. Fall and Spring. Prerequisite: MATH 258.
- MATH 328 Operations Research 3 credits  
 Quantitative methods for application to problems from business, engineering, and the social sciences. Topics include linear and dynamic programming, transportation problems, network analysis, PERT, and game theory. Spring, even years. Prerequisite: MATH 258.
- MATH 339 Linear Algebra 3 credits  
 A systematic study of matrices, vector spaces, and linear transformations. Topics include systems of linear equations, determinants, dependence, bases, dimension, rank, eigenvalues and eigenvectors. Applications include geometry, calculus, and differential equations. Fall and Spring. Prerequisite: MATH 259.
- MATH 341 Modern Geometry 3 credits  
 Axiomatic systems for, and selected topics from, Euclidean geometry, projective geometry, and other non-Euclidean geometries. Special attention will be given to the needs of the individuals preparing to teach at the secondary level. Fall, even years. Prerequisite: MATH 259.
- MATH 350 Elementary Numerical Analysis 3 credits  
 An introduction to numerical analysis: root finding, interpolation, numerical integration and differentiation, finite differences, numerical solution to initial value problems, and applications on a digital computer. Spring, odd years. Prerequisite: MATH 258.
- MATH 351 Combinatorics and Graph Theory 3 credits  
 An introduction to combinatorics and graph theory with topics taken from counting techniques, generating functions, combinatorial designs and codes, matchings, directed graphs, paths, circuits, connectivity, trees, planarity, and colorings. Fall, odd years. Prerequisite: MATH 301.
- MATH 360 – 363 Selected Topics 1-3 credits  
 Various areas of pure and applied mathematics presented at a level accessible to those just completing calculus. On sufficient demand. Prerequisite: MATH 259 or permission from department.
- MATH 413 Advanced Calculus I 3 credits  
 Notions from set theory, the real number system, topology of the real line, continuity (including uniform continuity), differentiation, Riemann integration, sequences, and infinite series of numbers and functions. Fall, even years. Prerequisite: MATH 301 or permission from department.
- MATH 414 Advanced Calculus II 3 credits  
 Continuation of MATH 413. Spring, odd years. Prerequisite: MATH 413.
- MATH 417 Complex Variables 3 credits  
 Complex numbers and functions, analyticity and the Cauchy-Riemann equations, integration, and Cauchy's theorem and formula. Other topics chosen from Taylor and Laurent series, the calculus of residues, conformal mapping, and applications. Spring, odd years. Prerequisite: MATH 301 or permission from department.
- MATH 421 Probability Theory 3 credits  
 A mathematical treatment of the laws of probability with emphasis on those properties fundamental to mathematical statistics. General probability spaces, combinatorial analysis, random variables, conditional probability, moment generating functions, Bayes' law, distribution theory, and law of large numbers. Fall, odd years. Prerequisite: MATH 301 or permission from department.
- MATH 422 Mathematical Statistics 3 credits  
 An examination of the mathematical principles underlying the basic statistical inference techniques of estimation, hypothesis testing, regression and correlation, non-parametric statistics, analysis of variance. Spring, even years. Prerequisite: MATH 421.
- MATH 437 Abstract Algebra I 3 credits  
 A detailed examination of topics chosen from groups, rings, integral domains, Euclidean domains, unique factorization, fields, Galois theory, and solvability by radicals. Fall, odd years. Prerequisite: MATH 301 or permission from department.



MATH 438 Abstract Algebra II	3 credits
Continuation of MATH 437. Spring, even years.	
Prerequisite: MATH 437.	
MATH 450 - 453 Selected Topics	1-3 credits
Possible topics include combinatorics, topology, number theory, advanced numerical analysis, advanced linear algebra, theory of computation and complexity, and history of mathematics. Credit by arrangement. On sufficient demand. Prerequisite: MATH 301 or permission from department.	
MATH 454 Partial Differential Equations	3 credits
Derivation of the wave, heat, and Laplace's equations, separation of variables, Sturm-Liouville problems, sets of orthogonal functions, Fourier series, solutions of boundary value problems, Laplace transforms, and numerical methods. Spring, even years. Prerequisite: MATH 301 or permission from department.	

MATH 457 Number Theory and Cryptography	3 credits
Elementary number theory topics including modular arithmetic, Diophantine equations, multiplicative functions, factorization techniques, primality testing, and development of the public key code. Fall, even years.	
Prerequisite: MATH 301 or permission from department.	
MATH 490 Directed Reading	1-4 credits
Selected topics in mathematics.	
MATH 497 Mathematics Internship	1-6 credits
Special program for mathematics majors.	
MATH 499 Senior Comprehensive	1 credit
Preparation for and writing of the Educational Testing Service's Major Field Test in mathematics. Required of all Mathematics and Mathematics-Computer Science majors in their final year. Fall. Prerequisites: Fourth year standing and permission from department.	

## Modern Languages and Literature

Chairperson: Benjamin Semple

Professor: G. Brooke

Associate Professors: M. Gonzales, F. Kuester, S. Nedderman, B. Semple

Assistant Professor: L. Garcia-Torvisco, B. Krause

Instructors: D. Birginal, S. Katsushima, S. Sow

The Department of Modern Languages and Literature offers the Bachelor of Arts degree with majors in French and Spanish, and cooperates in offering majors in Italian Studies, Latin American Studies, European Studies and Asian Studies, with the Departments of Art, History and Political Science; more information on these programs can be found elsewhere in this catalogue.

Minors are available in French, German, Italian, Italian Studies, and Spanish. Students interested in a minor in these languages are encouraged to consider a European Studies major. This major, along with its language skills, will provide an understanding of the changes in the new integrated Europe. It will also be a very marketable degree. All language majors are encouraged to become proficient in a foreign language through study abroad; secondary education language majors are required to study abroad. All language majors take a comprehensive exam or a thesis; content varies by language.

A waiver for lower division requirements may be granted by the chairperson of the department on recommendation of faculty according to the student's level of achievement or background. All majors need a minimum of 19 credits at the 300 level or above.

Three or six credits will be granted to students who achieve a score of four or five on the Advanced Placement Examination. Credit will not be given to native speakers of a language for their knowledge of that language. Native speakers or students with near-native fluency will not be allowed to enroll in first year language courses of their native language. They will be placed into an appropriate course level according to their skills. No course can be challenged for credit.

Gonzaga also offers a one-year or one-semester program of study in Paris, France. Courses taken at the Sorbonne and/or the Institut Catholique may be transferred to Gonzaga and applied to the major requirement. Gonzaga-

in-Florence, Italy, admits students for a year or a semester of study. There is also a summer program in Florence. The department has a fall and spring semester program in Granada, Spain, plus a summer intensive program (up to 6 credits) in Cuernavaca, Mexico. Study abroad programs in Japan and China are also available through the University. Study in Germany with the Goethe-Institut is available during the summer.

The Asian Studies, Latin American Studies, and European Studies Programs, which are part of the International Studies major, are fully described under International Studies.

### B.A. Major in French: 35 Credits

or 19 credits at the 300 level and above

#### Lower Division

FREN 101 and 102 Elementary French I and II	8 credits
FREN 201 and 202 Intermediate French I and II	8 credits

#### Upper Division

FREN 330 Literary Genres	3 credits
FREN 331 Contemporary French Cinema	3 credits
FREN 333 Survey of French Literature	3 credits
FREN 350 French Civilization and Culture	3 credits
FREN - - - Electives	6 credits
FREN 499 Senior Comprehensive	1 credit
FREN 333 open to French minors by permission of the instructor only. Minors in French are encouraged to study abroad for one semester in Paris or in an approved summer program.	

### B.A. Major in Spanish: 35 Credits

or 19 credits at the 300 level and above

#### Lower Division

SPAN 101 Elementary Spanish I	4 credits
SPAN 102 Elementary Spanish II	4 credits
SPAN 201 Intermediate Spanish I	4 credits
SPAN 202 Intermediate Spanish II	4 credits

#### Upper Division

SPAN 301 Advanced Spanish	3 credits
SPAN 302 Conversation and Composition	3 credits
SPAN 303, 304, 307 or 308	6 credits
SPAN 409 or SPAN 410	3 credits
SPAN - - - Electives	3-9 credits
SPAN 499 Spanish Comprehensive	1 credit

(All upper division required courses for the Spanish major must be taken on the Gonzaga campus)



**Minor in French or German or Italian or Spanish: 28 Credits**  
**or 20 credits from the 200 level and above, including 12 credits at the upper-division level**

**Lower Division**

- Elementary Level 8 credits
- Intermediate Level 8 credits

**Upper Division**

- Electives in Same Language 12 credits

All Spanish minors are required to take Spanish 301

All French minors are required to take French 300

**Special Topics in Language Courses**

With prior approval of the departmental chair, students may study a language abroad (in a university approved program) not studied at Gonzaga and transfer these units to Gonzaga.

MDLA 190 Elementary language course(s) 3-6 credits

MDLA 290 Intermediary language course(s) 3-6 credits

MDLA 390 Advanced language course(s) 3-6 credits

Courses in Foreign Civilization and Culture

Note: For these courses foreign-language competence is not a prerequisite. Courses are offered on sufficient demand and are designated by a Foreign Culture course attribute.

**Chinese**

**Lower Division**

CHIN 101 Elementary Chinese I 4 credits

Training in all four skills of language fundamentals: Mandarin sound system, conversation and listening comprehension on daily topics, reading and writing simple discourse consisting of basic syntactic constructions. Fall.

CHIN 102 Elementary Chinese II 4 credits

A continuation of CHIN 101. Spring. Prerequisites: CHIN 101 or permission from department.

CHIN 190 Directed Study. 1-3 credits

Topic to be decided by faculty.

CHIN 201 Intermediate Chinese I 4 credits

Review and further training in the fundamentals of grammar and syntax. In addition to work in oral Chinese, there are progressive exercises in reading and writing longer discourse. Fall. Prerequisite: CHIN 102 or permission from department.

CHIN 202 Intermediate Chinese II 4 credits

A continuation of CHIN 201. Spring. Prerequisite: CHIN 201.

CHIN 290 Directed Study 1-3 credits

Topic to be decided by faculty.

**Upper Division**

CHIN 301 Advanced Chinese I 3 credits

The course strengthens competence in four language skills: reading, writing, speaking, and listening through the study and discussion of essays and dialogues of contemporary social and cultural interest. Prerequisite: CHIN 202.

CHIN 302 Advanced Chinese II 3 credits

A continuation of CHIN 301. Prerequisite: CHIN 301.

CHIN 390 Directed Study 1-3 credits

Topic to be decided by faculty.

**French**

**Lower Division**

FREN 100 French for Travelers 3 credits

Acquisition of vocabulary, phrases, essential grammar and cultural knowledge needed to communicate in a French-speaking milieu. Emphasis on conversation. Summer.

FREN 101 Elementary French I 4 credits

Grammar and pronunciation, extensive oral practice, short compositions, and reading of simple texts. Fall or Spring.

FREN 102 Elementary French II 4 credits

A continuation of FREN 101. Fall or Spring. Prerequisite: FREN 101.

FREN 190 Directed Study 1-3 credits

Topic to be decided by faculty.

FREN 200 French Conversation 3 credits

Review of grammar and syntax with emphasis on spoken French. Progressive exercises in conversation. On sufficient demand. Prerequisite: FREN 102.

FREN 201 Intermediate French I 4 credits

Review of the fundamentals of grammar and syntax. In addition to work in oral French, there are progressive exercises in reading and composition. Fall. Prerequisite: FREN 102.

FREN 202 Intermediate French II 4 credits

A continuation of FREN 201. Spring. Prerequisite: FREN 201.

FREN 280 Special Topics I 1-3 credits

By arrangement.

FREN 290 Directed Study 1-3 credits

Topic to be decided by faculty.

**Upper Division**

FREN 300 Advanced Grammar Review 3 credits

An intensive one-semester grammar course with extensive oral practice. Fall. Prerequisite: FREN 202.

FREN 301 Advanced French I 3 credits

Short stories, plays, novels, or essays by modern authors, with grammar and conversation based on the texts studied. Practice in phonetics where needed. In Paris. Prerequisites: FREN 201 and FREN 202

FREN 302 Advanced French II 3 credits

Continuation of FREN 301. A greater emphasis on composition and advanced style. In Paris. Prerequisite: FREN 301.

FREN 322 17th-Century French 3 credits

The dramatists: Corneille, Racine, and Molière. In Paris. Prerequisite: FREN 330.

FREN 323 18th-Century French 3 credits

The moralists: Montesquieu, Voltaire, and Rousseau. In Paris. Prerequisite: FREN 330.

FREN 324 19th-Century French I 3 credits

Romanticism in poetry and theater. Baudelaire and the Symbolists; Realist Theater. In Paris. Prerequisite: FREN 330.

FREN 325 19th-Century French II 3 credits

The novelists: Stendhal, Balzac, Flaubert, and Zola. In Paris. Prerequisite: FREN 330.

FREN 326 20th-Century French I 3 credits

Contemporary drama. In Paris. Prerequisite: FREN 330.

FREN 327 20th-Century French II 3 credits

Contemporary novel. In Paris. Prerequisite: FREN 330.

FREN 330 Literary Genres 3 credits

Study of selections of prose and poetry in their historical and cultural context. Development of reading comprehension and skills for interpretation of literature. Fall. Prerequisites: (FREN 201 and FREN 202) or FREN 300.

FREN 331 (INST 339) Contemporary French Cinema 3 credits

A study of French cinema as it has evolved in the last two decades. The films viewed will be used as a means to encourage reflection on the history, ideas and values that have gone into the making of modern France. The course is offered in English and French in separate sections. For students who take the English section of the course through the INST cross-listing, there is no French prerequisite. Spring. Prerequisite: FREN 300 or FREN 330.

- FREN 333 Survey of French Literature 3 credits  
The major French writers by genre. Fall. Prerequisite: FREN 330.
- FREN 350 French Civilization and Culture 3 credits  
The political, social, intellectual, and artistic development of French culture from the beginning to the present. In Paris.
- FREN 351 (INST 417) Africa through Literature and Film 3 credits  
In the media, Africa is very often portrayed with images of disaster and backwardness. This course challenges students to go beyond these clichés, and to analyze the lives, dreams, and challenges of African peoples by taking into consideration some historical, social, and political contexts. By resorting to films and literature produced by Africans, the course will help students look at Africa through the eyes of its people.
- FREN 390 Directed Study 1-3 credits  
Topic to be decided by faculty.
- FREN 410 Stylistics 3 credits  
Designed to develop variety and flexibility of style in the writing of French prose. In Paris. Prerequisite: FREN 302.
- FREN 420 Journalism in France 3 credits
- FREN 421 French Politics 3 credits  
A study of the French political system, its parties, election, and how the system works in the new European order.
- FREN 421F French Politics 2-3 credits
- FREN 422 French Art and Architecture 1-3 credits
- FREN 423 Geography-Tourism in France 3 credits
- FREN 424 European Cinema 3 credits
- FREN 425 Advanced French Conversation 3 credits  
Intensive practice in oral French. Study of vocabulary, grammar, and pronunciation through discussion of cultural topics. In Paris and spring semester at Gonzaga University. Prerequisite: FREN 300 or FREN 330.
- FREN 426 History of French Thought 3 credits
- FREN 427 French Art and Architecture 3 credits
- FREN 429 Economic Life of French Provinces 3 credits
- FREN 430 (HIST 340/INST 383) Historic Evolution of France 3 credits
- FREN 432 France in the Third World 3 credits
- FREN 433 Business French 3 credits
- FREN 434 History of Contemporary France 3 credits
- FREN 435 (POLS 344) European Relations 3 credits
- FREN 436 Paris Discovery 3 credits
- FREN 437 Creative French Theatre 3 credits
- FREN 438 French Politics 3 credits
- FREN 439 Political and Economic Language 3 credits
- FREN 442 Social History of France 3 credits
- FREN 480 French Phonetics 1-3 credits
- FREN 481 Advanced French Phonetics 3 credits
- FREN 491 Directed Reading 1-3 credits  
Selected readings by arrangement.
- FREN 499 French Comprehensive 1 credit  
Required of all majors in their fourth year.

## German

### Lower Division

- GERM 101 Elementary German I 4 credits  
This course aims to develop in the student the four language skills of oral comprehension, speaking, reading, and writing.
- GERM 102 Elementary German II 4 credits  
A continuation of GERM 101. Prerequisite: GERM 101 or permission from department.

- GERM 201 Intermediate German I 4 credits  
Review and further training in the fundamentals of grammar and syntax; work in oral German and progressive exercises in reading and composition. Prerequisite: GERM 102 or permission from department.
- GERM 202 Intermediate German II 4 credits  
A continuation of GERM 201. Prerequisite: GERM 201 or permission from department.
- GERM 290 Directed Study 1-3 credits  
Topic to be decided by faculty.

### Upper Division

- GERM 301 Advanced German 3 credits  
Reading and discussion of short stories with writing and grammar review. Prerequisite: GERM 202 or permission from department.
- GERM 305 German Conversation 3 credits  
Modern texts are the basis for structured conversations within a correct grammatical framework. Prerequisite: GERM 202 or permission from department.
- GERM 306 German Youth Literature 3 credits  
This course focuses on popular texts written for children and young adults. Advanced grammar will be part of the course. Prerequisite: GERM 202 or permission from department.
- GERM 307 Contemporary Issues 3 credits  
Reading and discussion of current social, political, economic and environmental issues of German speaking countries as represented by their media. Prerequisite: GERM 202 or permission from department.
- GERM 330 Literary Genres 3 credits  
A study of examples of the major literary forms (prose, drama, and poetry) in their historical context. Prerequisite: GERM 202 or permission from department.
- GERM 480 Seminar 3 credits  
Specific topic chosen by professor.
- GERM 491 Directed Reading 1-3 credits  
Selected reading by arrangement.

## Italian

### Lower Division

- ITAL 101 Elementary Italian I 4 credits  
Grammar, composition, verbal practice and oral comprehension form the basis of this course. Designed to provide the student with the fundamentals of the Italian language. Fall or Spring.
- ITAL 102 Elementary Italian II 4 credits  
A continuation of ITAL 101. Fall (in Florence) and Spring. Prerequisite: ITAL 101.
- ITAL 105 Elementary Italian Conversation 3 credits  
Students learn to use the language in a variety of everyday situations through focused practice in class and organized encounters with native speakers of Italian. Does not count toward the requirement of one year of Italian for the Florence program OR the Arts and Sciences core requirement. Prerequisite or co-requisite: ITAL 101.
- ITAL 106 Elementary Italian Conversation II 3 credits  
A continuation of ITAL 105. Vocabulary and grammar presented in Italian 102 are reinforced. Does not count toward the requirement of one year of Italian for the Florence program or the Arts and Sciences core requirement. Prerequisite or co-requisite: ITAL 102.

- ITAL 201 Intermediate Italian I 4 credits  
This course will build on existing skills in Italian, increase the ability to read, write, speak and understand the language, and introduce students to more refined lexical items, more complex grammatical structures, and more challenging cultural material. Fall (main campus) or Fall and Spring(Florence). Prerequisite: ITAL 102.
- ITAL 202 Intermediate Italian II 4 credits  
A continuation of ITAL 201. Spring . Prerequisite: ITAL 201.
- ITAL 205 Intermediate Conversation 3 credits  
Prerequisite or co-requisite: ITAL 201.
- ITAL 206 Intermediate Conversation II 3 credits  
Prerequisite or co-requisite: ITAL 202.
- ITAL 280 Special Topics I 3-6 credits  
Permission from department required
- ITAL 290 Directed Study 1-3 credits  
Topic to be decided by faculty.
- Upper Division**
- ITAL 301 Advanced Italian I 3 credits  
Advanced review of grammatical structures through conversation, readings, compositions and oral comprehension. In Italian. Prerequisite: ITAL 202.
- ITAL 302 Advanced Italian II 3 credits  
Advanced review of grammatical structures through conversation, readings, presentations and oral comprehension. Can be taken alone or as a continuation of ITAL 301. In Italian. Prerequisite: ITAL 202.
- ITAL 303 Survey of Italian Literature I 3 credits  
An overview of Italian literature from the age of Dante through the Renaissance, including Petrarch, Boccaccio and Machiavelli. In English or Italian.
- ITAL 304 Survey Italian Literature II 3 credits  
An overview of Italian literature from the Renaissance through contemporary times. In English or Italian.
- ITAL 306 Advanced Conversation 3 credits  
Advanced conversation for students returning from Florence. In Italian. Prerequisite: ITAL 202.
- ITAL 307 Conversational Approach to Contemporary Issue 3 credits  
A course designed for those who wish to continue to improve their conversational skills. Taught in Italian. Prerequisite: ITAL 202.
- ITAL 314 Fascism in Film and Literature 3 credits  
This class examines the way fascism is presented in selected novels and films. An important objective of the course is to study the impact of Fascism on segments of the Italian population which did not conform to fascist ideals. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.
- ITAL 315 (INST 416) The Italian Cinema 3 credits  
This course aims at presenting aspects of Italian society through film. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.
- ITAL 316 The Italian Short Story I 3 credits  
The development of the Italian short story from its origin through the Baroque. Included are stories from the Novellino, the Decameron, the Novelliere, and the Pentameron. In Italian. Prerequisite: ITAL 202.
- ITAL 317 Italian Short Story II 3 credits  
The Italian short story through the works of the nineteenth and twentieth century authors. In Italian. Prerequisite: ITAL 202.
- ITAL 319 Mafia and Political Violence in Italian Film and Literature 3 credits  
Through a study of Italian film, novels and non fiction, this course will examine the phenomenon of organized crime in Italian society. In English Special arrangements may be made for majors in Italian Studies and minors in Italian.
- ITAL 320 The New Immigrants: Cultural Diversity in Italian Film and Literature 3 credits  
This course will explore the impact of immigration from Third World countries on Italian society through the study of novels, non fiction and film. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.
- ITAL 322 The Italian Historical Novel 3 credits  
This course will explore the development of the historical novel in Italy with emphasis on modern historical novels. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.
- ITAL 330 Literary Genres 3 credits  
A study of examples of the major literary genres (narrative, dramatic, and poetic). In Italian. Prerequisite: ITAL 202.
- ITAL 350 Italian Civilization and Culture 3 credits  
Readings and discussion of various aspects of Italian life such as art, cinema, politics, literature, history, fashions, etc. In Italian. Prerequisite: ITAL 202.
- ITAL 363 (HIST 311) The Roman Republic 3 credits  
The political, social and cultural history of Rome from its origins to the end of the Republic in c 27 B.C., with special attention to internal social and political conflicts, involving such figures as the Gracchi, Pompey, and Julius Caesar, and to Rome's creation of a massive empire through conquest. In English.
- ITAL 364 (HIST 312) The Roman Empire 3 credits  
The political, social and cultural history of Rome during the age of the Emperors, from Augustus' creation of the principate in c. 27 B.C. to the fall of the Roman Empire in the west in A.D. 476, with special attention to the workings of the Imperial system, daily life, the rise of Christianity, and Rome's ultimate demise. In English.
- ITAL 366 (HIST 311) Medieval Europe 3 credits  
Developments in the first flowering of western European civilization, C.A.D. 500-1350, including feudalism, the rise of representative assemblies, the commercial revolution and the papal monarchy. Taught at both the main campus and Florence campus. In English.
- ITAL 367 (HIST 315) Renaissance Europe 3 credits  
The history of western Europe 1350-1550, emphasizing the political, religious, social, and economic foundations for the cultural achievements of the age of Michelangelo, Henry VIII, and Joan of Arc. Taught at both the main campus and the Florence campus. In English.
- ITAL 390-391 Directed Study 1-3 credits  
Topic to be decided by faculty.
- ITAL 440 (WOMS 427) Women in Italian Literature 3 credits  
This course examines the contribution of women novelists to Italian literature through the discussion of contemporary novels by women. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.
- ITAL 498 Italian Studies Thesis 1 credit  
Thesis permission from department only.

## Japanese Lower Division

- JPNE 100 Japanese for Travelers 3 credits  
Acquisition of useful vocabulary, phrases, sentence patterns for getting around in Japan. The students will acquire cultural understanding for better communication with Japanese speakers. Summer.
- JPNE 101 Elementary Japanese I 4 credits  
Grammar, composition, conversation, and discussion of cultural topics. Mastery of hiragana, katakana, and approximately 50 kanji (Chinese characters). Fall.
- JPNE 102 Elementary Japanese II 4 credits  
A continuation of JPNE 101. 150 kanji in addition to those introduced in JPNE 101. Spring. Prerequisite: JPNE 101 or permission from department.
- JPNE 190 Directed Study 1-4 credits  
Topic to be decided by faculty.
- JPNE 201 Intermediate Japanese I 4 credits  
Intensive oral work to develop fluency in the language; written composition and reading at the intermediate level. 200 kanji in addition to those introduced in JPNE 102. Fall. Prerequisite: JPNE 102 or permission from department.
- JPNE 202 Intermediate Japanese II 4 credits  
A continuation of JPNE 201. 200 kanji in addition to those introduced in JPNE 201. Spring. Prerequisite: JPNE 201 or permission from department.
- JPNE 290 Japanese Tutoring 1 credit  
This course is designed to train Japanese language tutors to assist Japanese language learners. The course focus is on practical experience. Tutors will meet regularly with their pupils. May be repeated for up to four credits. Prerequisite: Permission from department.
- JPNE 291 Directed Study 1-4 credits  
Topic to be decided by faculty.
- ### Upper Division
- JPNE 301 Advanced Japanese I 3 credits  
Intensive oral work to develop fluency in the language; written composition and reading at the advanced level. 200 kanji in addition to those introduced in JPNE 202. Fall. Prerequisite: JPNE 202 or permission from department.
- JPNE 302 Advanced Japanese II 3 credits  
A continuation of JPNE 301. 200 kanji in addition to those introduced in JPNE 301. Spring. Prerequisite: JPNE 301 or permission from department.
- JPNE 305 Advanced Japanese III 3 credits  
Designed to meet the needs of advanced students and to improve further skills in reading, writing, listening and speaking. Prerequisite: JPNE 301 or permission from department.
- JPNE 350 (INST 360) Japanese Culture I 3 credits  
This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. (This course will be taught in English). On sufficient demand.
- JPNE 351 (INST 361) Japanese Culture II 3 credits  
This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. (This course will be taught in English). On sufficient demand.
- JPNE 390 Directed Study 1-4 credits  
Topic to be decided by faculty.
- JPNE 491 Directed Study 1-4 credits  
Selected readings by arrangement. May be repeated. Prerequisite: Permission from department.

## Spanish Lower Division

- SPAN 101 Elementary Spanish I 4 credits  
Introduction to the fundamental language skills of listening, speaking, reading, and writing Spanish.
- SPAN 102 Elementary Spanish II 4 credits  
A continuation of SPAN 101. Prerequisite: SPAN 101.
- SPAN 190 Directed Study 1-4 credits  
Topic to be decided by faculty.
- SPAN 201 Intermediate Spanish I 4 credits  
Review of the fundamentals of grammar and syntax. In addition to work in spoken Spanish there are progressive exercises in reading and composition. Prerequisite: SPAN 102
- SPAN 202 Intermediate Spanish II 4 credits  
A continuation of SPAN 201. Prerequisite: SPAN 201.
- SPAN 280 Special Topics 1-4 credits  
By arrangement only. On topic selected by student-teacher consultation.
- SPAN 281 Special Topics 1-4 credits  
Topic selected by instructor.
- SPAN 290 Spanish Grammar Review 3 credits
- SPAN 291 Directed Study 1-3 credits  
Topic to be decided by faculty.
- ### Upper Division
- SPAN 301 Advanced Spanish I 3 credits  
Advanced grammar and composition. A review of specific grammatical constructs most fundamental to effective oral and written communication. Prerequisite: SPAN 202
- SPAN 302 Conversation and Composition 3 credits  
This course is a continuation of SPAN 301. Prerequisite: SPAN 302.
- SPAN 303 Survey of Spanish Literature I 3 credits  
Readings and discussions of major works from the origins to the Golden Age. Fall, alternate years. Prerequisite: SPAN 302.
- SPAN 304 Survey of Spanish Literature II 3 credits  
Continuation of SPAN 303; Golden Age to the present. Spring, alternate years. Prerequisite: SPAN 302.
- SPAN 305 Islamic Culture in Spain 3 credits  
Course offered in Granada, Spain only. Prerequisite: SPAN 302.
- SPAN 306 Advanced Conversation 3 credits  
Designed for those who wish to continue improving their listening and speaking skills. Prerequisite: SPAN 302.
- SPAN 307 (INST 316) Survey of Latin-American Literature I 3 credits  
A study of the region's literary classics from the pre-Columbian period to the Independence in the early 19th century. Fall, alternate years. Prerequisite: SPAN 302.
- SPAN 308 (INST 317) Survey of Latin-American Literature II 3 credits  
A study of the major literary works from the Independence period through Modernism and the classic works of the 20th century. Spring, alternate years. Prerequisite: SPAN 302.
- SPAN 340 (INST 341) Contemporary Issues of Hispanic World 3 credits  
Reading and/or discussion of social, political, economic or environmental issues of Hispanic world as presented by foreign media. Prerequisite: SPAN 302.
- SPAN 350 Culture and Civilization 3 credits  
Course offered in Granada, Spain only. Prerequisite: SPAN 302.
- SPAN 390 Directed Study 1-3 credits  
Topic to be decided by faculty.

SPAN 401 Spanish Poetry	3 credits	SPAN 429 Latin American History	3 credits
This course studies the evolution of Spanish verse from origins to the present. Emphasis is on major poets and the effects of their writings on subsequent generations. Prerequisite: SPAN 302.		Prerequisite: SPAN 301.	
SPAN 403 Spanish Theater	3 credits	SPAN 431 Golden Age Literature	3 credits
Spanish theater from its origins to the present. Emphasis on the significance of the Golden Age of theater to the evolution of this genre. Prerequisite: SPAN 302.		Course offered in Granada, Spain only. Prerequisite: SPAN 301.	
SPAN 404 Spanish-American Theater	3 credits	SPAN 433 Spanish Ancient and Medieval Art	3 credits
Spanish American theatre from colonial period to the present. Emphasis placed on the contemporary period and the theater that evolved subsequent to the Modernist period. Prerequisite: SPAN 302.		Course offered in Granada, Spain only. Prerequisite: SPAN 301.	
SPAN 405 Narrative Fiction In Spain	3 credits	SPAN 434 Spanish Contemporary Art	3 credits
Analysis of the historical evolution of the novel and short story and their literary antecedents in Spain, from origins to the present. Prerequisite: SPAN 302.		Course offered in Granada, Spain only. Prerequisite: SPAN 301.	
SPAN 406 (INST 406) Narrative Fiction in Spanish America	3 credits	SPAN 436 19th and 20th Century Literature	3 credits
The novel and short story in Spanish America during the twentieth century. Prerequisite: SPAN 302.		Course offered in Granada, Spain only. Prerequisite: SPAN 301.	
SPAN 408 The Spanish American Essay	3 credits	SPAN 438 Contemporary Spanish Poetry	3 credits
Overview of the history of Spanish American thought as expressed in this specific genre. Essay of post-independence period stressed. Prerequisite: SPAN 302.		Course offered in Granada, Spain only. Prerequisite: SPAN 301.	
SPAN 409 Spanish Civilization and Culture	3 credits	SPAN 440 Women Writers in Spanish Literature	3 credits
A study of Spanish history and the historical development of the country's art, music, architecture, social customs and values. Prerequisite: SPAN 302.		The topics of this course will change periodically. Works will be considered within their social and ideological context. We will raise questions of power, knowledge, and explore the ways power impinges on being/body/tongue. Taught in English/Spanish. Prerequisite: SPAN 302.	
SPAN 410 Spanish-American Civilization and Culture	3 credits	SPAN 442 20th Century Latin American Women Literature	3 credits
A study of Spanish American history and historical development of the region's art, music, architecture, social customs and values. Prerequisite: SPAN 302.		Studies and analyzes narrative fiction (short stories and novels) and essays written by or about Latin American women writers since 1970. Prerequisite: SPAN 302.	
SPAN 411 Mexican Culture	3 credits	SPAN 446 Business Spanish	2-3 credits
Summer session course in Mexico on Mexican society, art, history and literature. Prerequisite: SPAN 302.		Course taught in Granada only	
SPAN 415 (INST 415) The Hispanic Cinema	3 credits	SPAN 447 European Union	2-3 credits
The course will focus on Spanish or Spanish American cinema, using representative films of these diverse countries to amplify student understanding of these complex societies. Prerequisite: SPAN 302.		Taught in Granada only	
SPAN 419 Translation	3 credits	SPAN 470 Special Topics Study Abroad	3 credits
Course offered in Granada, Spain only. Prerequisite: SPAN 301.		SPAN 471 The Hispanic Community in U.S.	
SPAN 420 Current Spanish Socio-Political Life	3 credits	Social outreach course: readings on and volunteer work with Hispanic community. Prerequisite: SPAN 302.	
Course offered in Granada, Spain only. Prerequisite: SPAN 301.		SPAN 480 Seminar	3 credits
SPAN 425 Contemporary Spanish History	3 credits	Specific topics to be chosen by professor. Prerequisite: SPAN 302.	
Course offered in Granada, Spain only. Prerequisite: SPAN 301.		SPAN 481 Seminar	3 credits
SPAN 427 Franco Era	3 credits	Specific topics to be chosen by professor. Prerequisite: SPAN 302.	
Course offered in Granada, Spain only. Prerequisite: SPAN 301.		SPAN 482 Spanish Dialects	3 credits
SPAN 428 Modern Spanish History	3 credits	Course offered in Granada, Spain only. Prerequisite: SPAN 302.	
Course offered in Granada, Spain only. Prerequisite: SPAN 301.		SPAN 490 Directed Study	1-3 credits
		Readings and reports on selected topics. By arrangement. Prerequisite: SPAN 302.	
		SPAN 491 Directed Reading	1-3 credits
		Readings and reports on selected topics. By arrangement. Prerequisite: SPAN 302.	
		SPAN 499 Comprehensive	1 credit
		Required of all majors in their fourth year.	

# Music

Chairperson: Robert Spittal  
 Professors: E. Schaefer, J. K. Waters, S.J.  
 Associate Professors: K. Hekmatpanah, R. Spittal,  
 G. Uhlenkott, S.J.  
 Instructor: D. Fague

The Music department offers the degrees of Bachelor of Arts in Music and the Bachelor of Arts in Music Education, as well as several minors in music. The Bachelor of Arts in Music has several possible emphases, including performance, composition, music literature, and liturgical music. The Bachelor of Arts in Music Education certifies the graduate to teach music in the elementary and secondary schools in the State of Washington and many reciprocating states. Students majoring in music education may elect one of two tracks, choral and general music or instrumental and general music, or they may combine the tracks. Students should consult the School of Education for additional course requirements to obtain teacher certification.

All music majors are required to be involved in a major ensemble (orchestra, wind ensemble, or choir) and applied lessons in their major instrument each semester after declaration as a music major. Majors in the performance track are required to enroll in applied lessons for two credits every semester beginning the sophomore year. Students must audition to enter upper-division applied lessons (MUSC 331). All music majors are also required to pass a functional keyboard proficiency examination. Those students who are awarded music scholarships are required to be involved actively in the department, maintain high academic standards, and participate in a major ensemble and applied lessons each semester.

The instrumental and vocal ensembles are open, some through audition, to all students regardless of major. Individual lessons are also available in voice, piano, organ, guitar, woodwinds, strings, brass, and percussion.

## B.A. Major in Music: 39-50 Credits

### Lower Division

MUSC 131 Applied Lessons	2 credits
MUSC 231 Applied Lessons (4 credits for performance emphasis)	2 credits
MUSC 140, or 146, or 147 Ensembles	4 credits
MUSC 161 Music Theory I	3 credits
MUSC 162 Music Theory II	3 credits
MUSC 261 Music Theory III	3 credits
MUSC 262 Music Theory IV	3 credits

### Upper Division

MUSC 390 Music History I	3 credits
MUSC 391 Music History II	3 credits
MUSC 461 18th Century Counterpoint	3 credits
MUSC 462 Orchestration	3 credits

## Music Literature Emphasis: 39 Credits

One music elective from the following (MUSC 375, 345, 346, or 347)	3 credits
MUSC 399 Research Methods and Materials	3 credits
MUSC 499 Senior Thesis	1 credit

## Performance Emphasis: 44 Credits

MUSC 331 Applied Lessons	4 credits
MUSC 431 Applied Lessons	4 credits
MUSC 311 Conducting	2 credits
MUSC 325 Half Recital	0 credit
MUSC 425 Full Recital	0 credit

## Composition Emphasis: 40 Credits

MUSC 364 Composition	2 credits
MUSC 464 Composition	4 credits
MUSC 311 Conducting	2 credits
MUSC 326 Composition Junior Portfolio	0 credit
MUSC 426 Composition Senior Portfolio	0 credit

## Liturgical Music Emphasis: 50 credits

MUSC 331 Applied Lessons, primary instrument (keyboard or voice)	2 credits
MUSC 431 Applied Lessons, primary instrument (keyboard or voice)	2 credits
MUSC 131, 231 Applied Lessons, secondary instrument (keyboard or voice)	2 credits
MUSC 311 Conducting	2 credits
MUSC 325 Half Recital (primary instrument)	0 credit
MUSC 333 Applied Conducting	1 credit
MUSC 347 Music in the Catholic Church	3 credits
MUSC 451 Gregorian Chant	3 credits
MUSC 497 Internship	3 credits

### Notes:

- at least two ensemble credits must be in MUSC 151 Gregorian Schola;
- students must attain at least upper elementary level proficiency on the second instrument (organ or voice);
- the internship must be structured in such a way that the student has some significant responsibilities in planning, preparing and executing music for a certain number of liturgies.

## B.A. Major in Music Education: 48 - 55 Credits Required Music Courses (all tracks)

### Lower Division

MUSC 131 Applied Lessons	2 credits
MUSC 231 Applied Lessons	2 credits
MUSC 140, or 146, or 147 Ensembles	4 credits
MUSC 161 Music Theory I	3 credits
MUSC 162 Music Theory II	3 credits
MUSC 261 Music Theory III	3 credits
MUSC 262 Music Theory IV	3 credits

### Upper Division

MUSC 311 Conducting	2 credits
MUSC 390 Music History I	3 credits
MUSC 391 Music History II	3 credits
MUSC 461 18th Century Counterpoint	3 credits
MUSC 462 Orchestration	3 credits
Required Music Education Courses (all tracks)	
MUSC 354 Music Education Methods	3 credits
MUSC 133, 134, 135, 136 Brass, Woodwind, String, Percussion Methods	4 credits
MUSC 333 Applied Conducting	1 credit

## Choral and General Track: 48 Credits

MUSC 140 Gonzaga University Choir	4 credits
MUSC 325 Half Recital	0 credit
MUSC 331 Applied Lessons (Voice)	2 credits

## Instrumental and General Track: 48 Credits

One of the following two	4 credits
MUSC 146 Wind Ensemble	
MUSC 147 Orchestra	
MUSC 325 Half Recital	0 credit
MUSC 331 Applied Lessons (Instrument)	2 credits

**Combined Choral, Instrumental and General Track: 54 Credits**

MUSC 131, 231 Applied Lessons (second instrument)	4 credits
MUSC 140, 146 or 147 Ensembles (second instrument)	4 credits
MUSC 140, 146 or 147 Ensembles (second area)	2 credits
MUSC 325 Half Recital (primary instrument)	0 credit
MUSC 331 Applied Lessons	2 credits

For the B.A. in Music Education degree additional credits of education courses are required. For required course information consult the School of Education and the Music department Handbook.

**Minor in Music Performance: 20 credits**

MUSC 131, 231, or higher Applied Lessons (one instrument)	4 credits
MUSC 140, 141, 146 or 147 Ensembles	4 credits
MUSC 161 Music Theory I	3 credits
MUSC 162 Music Theory II	3 credits
MUSC 171 Music in the Humanities	3 credits
Music Elective (MUSC 175, 245, 246, 247)	3 credits

**Minor in Jazz: 20 Credits**

MUSC 131, 231, or higher Applied Lessons (one instrument)	4 credits
MUSC 142, 149, 152 Jazz Ensembles	4 credits
MUSC 161 Music Theory I	3 credits
MUSC 162 Music Theory II	3 credits
MUSC 175 Jazz History	3 credits
Music Elective (MUSC 171, 245, 246, 247)	3 credits

**Minor in Music Literature: 20 credits**

MUSC 131, 231, or higher Applied Lessons (one instrument)	4 credits
MUSC 140, 141, 146 or 147 Ensembles	4 credits
MUSC 171 Music in the Humanities	3 credits
Music Elective (MUSC 175, 245, 246, 247)	9 credits

**Lower Division**

MUSC 121 Piano Class I	1 credit
Designed for the pianist with no previous keyboard skills or note reading ability. Emphasis is on basic terminology, technique, and musical concepts. Literature includes classical to contemporary.	
MUSC 122 Piano Class II	1 credit
A continuation of MUSC 121, designed for both the student with some past keyboard experience and music majors preparing for the keyboard competency exam. Includes review of basics, plus technique, sight-reading, harmonizing, transposition, improvisation, and literature. Prerequisite: MUSC 121.	
MUSC 123 Guitar Class I	1 credit
Designed for the beginning guitarist. Emphasis on turning, position, chords, and basic reading skills.	
MUSC 124 Guitar Class II	1 credit
A continuation of Guitar Class I. Prerequisite: MUSC 123.	
MUSC 125 Vocal Class	1 credit
Designed for the beginning vocalist. Emphasizes the development of basic techniques of breath management, posture, tone quality, and diction. Includes study of vocal theory, exercise materials, and an introduction to standard vocal literature.	

MUSC 131A	Applied Piano	1-2 credits
MUSC 131B	Applied Organ	1-2 credits
MUSC 131C	Applied Voice	1-2 credits
MUSC 131D	Applied Violin/Viola	1-2 credits
MUSC 131E	Applied Cello	1-2 credits
MUSC 131F	Applied Oboe	1-2 credits
MUSC 131G	Applied Guitar	1-2 credits
MUSC 131H	Applied String Bass	1-2 credits
MUSC 131I	Applied Clarinet	1-2 credits
MUSC 131J	Applied Saxophone	1-2 credits
MUSC 131K	Applied Flute	1-2 credits
MUSC 131L	Applied Trumpet	1-2 credits
MUSC 131M	Applied Low Brass	1-2 credits
MUSC 131N	Applied Percussion	1-2 credits
MUSC 131O	Applied Jazz Piano	1-2 credits
MUSC 131P	Applied Bassoon	1-2 credits
MUSC 131Q	Applied French Horn	1-2 credits
MUSC 131R	Applied Jazz Improvisation	1-2 credits
MUSC 131S	Applied Electric Bass	1-2 credits
MUSC 131T	Applied Conducting	1-2 credits
MUSC 131U	Applied Jazz Bass	1-2 credits
MUSC 131V	Applied Harp	1-2 credits
MUSC 131W	Applied Harpsichord	1-2 credits
MUSC 131X	Applied Jazz Guitar	1-2 credits
MUSC 133	Brass Methods	1 credit

Designed to formulate principles for teaching the brass instruments. Discussion, demonstration, and performance on the brass instruments. Includes development of proper embouchure, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.

**MUSC 134 Woodwind Methods** 1 credit

Designed to formulate principles for teaching the woodwind instruments. Discussion, demonstration, and performance on the woodwind instruments. Includes development of proper embouchure, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.

**MUSC 135 Strings Methods** 1 credit

Designed to formulate principles for teaching the string instruments. Discussion, demonstration, and performance on the string instruments. Includes development of proper bowing, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.

**MUSC 136 Percussion Methods** 1 credit

Designed to formulate principles for teaching the percussion instruments. Discussion, demonstration, and performance on the percussion instruments. Includes development of snare drum technique, proper grip, striking action, and tone quality. Representative repertoire and teaching materials studied.

**MUSC 137 Choral Methods** 1 credit**MUSC 140 Gonzaga University Choir** 1 credit

Audition required.

**MUSC 141 Gonzaga Chorale** 1 credit

A choir open without audition to all members of the University and Spokane community. The Chorale sings works selected predominantly from the choral-orchestra repertoire.

**MUSC 142 Jazz Choir** 1 credit

Audition required. Prerequisite: MUSC 141.

**MUSC 143 Chamber Singers** 1 credit

Audition required. Prerequisite: MUSC 141.

**MUSC 145 Gonzaga Women's Chorus** 1 credit

A choir open without audition to all students. The Women's Chorus sings SSAA literature. May be repeated for credit.

- MUSC 146 Wind Ensemble 1 credit  
Audition or permission from department required.
- MUSC 147 Symphony Orchestra 1 credit  
Audition or permission from department required.
- MUSC 148 Small Performance Ensemble 1 credit  
Audition or permission from department required  
Prerequisite: MUSC 140 or MUSC 146 or MUSC 147.
- MUSC 149 Jazz Workshop Combo 1 credit  
Audition required.
- MUSC 150 Guitar Ensemble 1 credit  
Audition required.
- MUSC 151 Gregorian Schola 1 credit  
An auditioned ensemble devoted to the singing of Gregorian chant and medieval and Renaissance polyphony. The schola sings for the weekly Gregorian liturgy on campus and occasional special events and concerts. Prerequisite: MUSC 140.
- MUSC 152 Gonzaga Big Band 1 credit  
The Jazz Ensemble performs new and standard literature for big band/jazz orchestra. Membership in the Jazz Ensemble is limited to saxophones, trumpets, trombones, and rhythm section players. An entrance audition at the beginning of the Fall semester is required. May be repeated for credit.
- MUSC 153 String Chamber Orchestra 1 credit  
A chamber orchestra for string students. Students must be proficient on their instrument.
- MUSC 154 Percussion Ensemble 1 credit  
The Percussion Ensemble performs a wide variety of literature from standard to non-traditional and ethnic music. The ensemble will focus on learning to play a wide range of percussion instruments as well as working on rhythm, pulse, and playing with a group. Anyone interested in percussion, rhythm, and playing in a group is welcome.
- MUSC 161 Music Theory I 3 credits  
Basic analysis, the study of harmony through secondary dominants, rhythmic readings, sight-singing, melodic and harmonic diction. Introduction to musical forms.
- MUSC 162 Music Theory II 3 credits  
A continuation of MUSC 161. Prerequisite: MUSC 161.
- MUSC 171 Music In The Humanities 3 credits  
Historical survey of the development of music from antiquity to the present. Relationships between the other arts, philosophies, and social structures presented in context with the evolution of music. Emphasizes the understanding of music history through lecture, performance, and recordings.
- MUSC 175 Jazz History 3 credits  
A survey of music in the jazz idiom from its origins to the present. Chronological examination of the principal musicians and composers. Analysis of the more influential soloists, groups, and composers through the use of tapes and scores. Students develop a knowledge of the various periods styles, and forms.
- MUSC 190 Directed Study 1-3 credits  
Topic to be decided by faculty.
- MUSC 204 (BRCO 204) Fundamentals of Audio Production 3 credits
- MUSC 204L (BRCO 204L) Fundamentals of Audio Production Lab 0 credit
- MUSC 221 Piano Class III 1 credit  
A continuation of MUSC 122, designed for both the student with some past keyboard experience and music majors preparing for the keyboard skills competency exam. Includes review of fundamentals, technical sight-reading, harmonizing transposition, improvisation, and literature. Prerequisite: MUSC 122.
- MUSC 222 Piano Class IV 1 credit  
A continuation of MUSC 221, designed for both the student with some past experience and music majors preparing for the keyboard competency exam. Includes review of fundamentals, plus technique, sight-reading, harmonization, transposition, improvisation, and literature. Prerequisite: MUSC 221.
- MUSC 223 Guitar Class III 1 credit  
A continuation of Guitar Class II, this course provides a survey of guitars styles from classical to contemporary. Prerequisite: MUSC 124.
- MUSC 224 Guitar Class IV 1 credit  
A continuation of guitar Class III, this course provides an advanced survey of guitar styles and techniques from classical to contemporary. Emphasis on application in performance. Prerequisite: MUSC 223.
- MUSC 225 Introduction to Music and Technology 1 credit  
Student in this course will be introduced to basic applications of computer-based music technology, including sequencing and basic digital recording. Prerequisite: MUSC 161.
- MUSC 231 Applied Lessons require a prerequisite of MUSC 131
- MUSC 231A Applied Piano 1-2 credits
- MUSC 231B Applied Organ 1-2 credits
- MUSC 231C Applied Voice 1-2 credits
- MUSC 231D Applied Violin/Viola 1-2 credits
- MUSC 231E Applied Cello 1-2 credits
- MUSC 231F Applied Oboe 1-2 credits
- MUSC 231G Applied Guitar 1-2 credits
- MUSC 231H Applied String Bass 1-2 credits
- MUSC 231I Applied Clarinet 1-2 credits
- MUSC 231J Applied Saxophone 1-2 credits
- MUSC 231K Applied Flute 1-2 credits
- MUSC 231L Applied Trumpet 1-2 credits
- MUSC 231M Applied Low Brass 1-2 credits
- MUSC 231N Applied Percussion 1-2 credits
- MUSC 231O Applied Jazz Piano 1-2 credits
- MUSC 231P Applied Bassoon 1-2 credits
- MUSC 231Q Applied French Horn 1-2 credits
- MUSC 231R Applied Jazz Improvisation 1-2 credits
- MUSC 231S Applied Electric Bass 1-2 credits
- MUSC 231U Applied Jazz Bass 1-2 credits
- MUSC 231V Applied Harp 1-2 credits
- MUSC 231W Applied Harpsichord 1-2 credits
- MUSC 231X Applied Jazz Guitar 1-2 credits
- MUSC 245 Music in Film and Television 3 credits  
A course intended to provide a better understanding of music and its relationship to the visual image. A detailed study of the history and development of film music from the silent film era to the present. Analysis of important films and scores by prominent composers with extensive viewing of notable film sequences.
- MUSC 246 The World of Opera 3 credits  
An exploration of the high moments in the history of opera as well as an explanation of some common features of the genre constitute the principle ingredients of this course. By means of recordings and videotape, an ample sampling of opera productions punctuates the course through the semester.



- MUSC 247 Music of the Catholic Church 3 credits  
An exploration of the music of the Catholic Church from Gregorian chant to the popular styles of music following the Second Vatican Council. Special emphasis will be given to times in the Church's history when she has dealt with musical reforms: what were the issues, how did the reforms address them, and what was the result.
- MUSC 248 Development of Western Music 3 credits  
A survey of western music, with particular attention paid to the influence of Italian composers and performers on the development of western music from the Renaissance to the present. Class will take advantage of its Italian and European setting to visit sites of musical significance such as La Scala opera house in Milan, St. Mark's Basilica in Venice and the home of Mozart in Salzburg.
- MUSC 261 Music Theory III 3 credits  
Continuation of Music Theory II. Advanced ear-training skills, analysis, stylistic writing, and introduction to complex musical forms. Prerequisite: MUSC 162.
- MUSC 262 Music Theory IV 3 credits  
Continuation of Music Theory III. Twentieth-century and contemporary harmony and composition. Prerequisite: MUSC 261.
- MUSC 290 Directed Study 1-3 credits  
Topic to be decided by faculty.
- MUSC 311 Conducting 2 credits  
Fundamental study of conducting and score reading and analysis skills applicable to instrumental and choral ensembles. Prerequisite: MUSC 262.
- MUSC 325 Half Recital 0 credit  
Presentation of recital requires successful audition, one month before recital date.
- MUSC 326 Composition Portfolio 0 credit  
Public performance and recording of two or more compositions written for MUSC 364. Required of composition emphasis music majors.
- MUSC 331 Applied Lessons require a prerequisite of MUSC 231.
- MUSC 331A Applied Piano 1-2 credits
- MUSC 331B Applied Organ 1-2 credits
- MUSC 331C Applied Voice 1-2 credits
- MUSC 331D Applied Violin/Viola 1-2 credits
- MUSC 331E Applied Cello 1-2 credits
- MUSC 331F Applied Oboe 1-2 credits
- MUSC 331G Applied Guitar 1-2 credits
- MUSC 331H Applied String Bass 1-2 credits
- MUSC 331I Applied Clarinet 1-2 credits
- MUSC 331J Applied Saxophone 1-2 credits
- MUSC 331K Applied Flute 1-2 credits
- MUSC 331L Applied Trumpet 1-2 credits
- MUSC 331M Applied Low Brass 1-2 credits
- MUSC 331N Applied Percussion 1-2 credits
- MUSC 331O Applied Jazz Piano 1-2 credits
- MUSC 331P Applied Bassoon 1-2 credits
- MUSC 331Q Applied French Horn 1-2 credits
- MUSC 331R Applied Jazz Improvisation 1-2 credits
- MUSC 331S Applied Electric Bass 1-2 credits
- MUSC 331T Applied Conducting 1-2 credits
- MUSC 331U Applied Jazz Bass 1-2 credits
- MUSC 331W Applied Harpsichord 1-2 credits
- MUSC 331X Applied Jazz Guitar 1-2 credits
- MUSC 346 The World of Opera 3 credits  
An exploration of the high moments in the history of opera as well as an explanation of some common features of the genre constitute the principal ingredients of this course. By means of recordings and videotape, an ample sampling of opera productions punctuates the course through the semester.
- MUSC 347 Music of the Catholic Church 3 credits  
An exploration of the music of the Catholic Church from Gregorian chant to the popular styles of music following the Second Vatican Council. Special emphasis will be given to times in the Church's history when she has dealt with musical reforms: what were the issues, how did the reforms address them, and what was the result.
- MUSC 354 Music Education Methods 3 credits  
Intended primarily for the music education major. Foundations, methods and materials for teaching instrumental and general music in the elementary and secondary schools.
- MUSC 364 Composition 2 credits  
Two semester course in the first semester, required compositions include a song cycle and either an instrumental duo or trio; and in the second semester, an a capella vocal piece and a work for solo instrument, sonata length. Prerequisite: MUSC 262.
- MUSC 375 Jazz History 3 credits  
A survey of music in the jazz idiom from its origins to the present. Chronological examination of the principal musicians and composers. Analysis of the more influential soloists, groups, and composers through the use of audio and video recordings. Students develop knowledge of the various periods styles, and forms. Students submit a research paper on a specific jazz artist, or jazz style. Only music majors are eligible to register for this course at the 300 level. Non-majors should register for MUSC 175.
- MUSC 390 Music History I 3 credits  
Survey of music history and literature from the Medieval, Renaissance, Baroque and Classical periods. Discussion of prominent composers and their influence on the stylistic features of the period. Prerequisite: MUSC 162.
- MUSC 391 Music History II 3 credits  
Survey of music history and literature from the Romantic and Contemporary period. Discussion of prominent composers and their influence on the stylistic features of the period. Prerequisite: MUSC 390.
- MUSC 392 Directed Study 1-3 credits  
Topic to be decided by faculty.
- MUSC 399 Research Methods and Materials 3 credits  
Survey of materials specifically focused on research in the field of music. Projects throughout the semester will acquaint students with materials and help student to develop facility using them. Students will also develop thesis proposals for the Music Theory and Literature track as a part of this course.
- MUSC 415 Instrumental Conducting 3 credits  
Continuation of MUSC 311. Emphasizes development of advanced instrumental conducting skills, including complex patterns, score reading, score preparation, and rehearsal techniques. Prerequisite: MUSC 311.
- MUSC 425 Full Recital 0 credit  
Presentation of recital requires successful audition one month prior to recital date. One course of MUSC 431A-N required as a co-requisite.
- MUSC 426 Composition Portfolio 0 credit  
Public performance and recording of one or more compositions written for MUSC 364 or MUSC 464. Works performed for MUSC 326 are ineligible to meet this requirement. Required of composition emphasis music majors. Prerequisite: MUSC 463.

MUSC 431 Applied Lessons require a prerequisite of MUSC 331.		
MUSC 431A Applied Piano	1-2 credits	
MUSC 431B Applied Organ	1-2 credits	
MUSC 431C Applied Voice	1-2 credits	
MUSC 431D Applied Violin/Viola	1-2 credits	
MUSC 431E Applied Cello	1-2 credits	
MUSC 431F Applied Oboe	1-2 credits	
MUSC 431G Applied Guitar	1-2 credits	
MUSC 431H Applied Accoustic Bass	1-2 credits	
MUSC 431I Applied Clarinet	1-2 credits	
MUSC 431J Applied Saxophone	1-2 credits	
MUSC 431K Applied Flute	1-2 credits	
MUSC 431L Applied Trumpet	1-2 credits	
MUSC 431M Applied Low Brass	1-2 credits	
MUSC 431N Applied Percussion	1-2 credits	
MUSC 431O Applied Jazz Piano	1-2 credits	
MUSC 431P Applied Bassoon	1-2 credits	
MUSC 431Q Applied French Horn	1-2 credits	
MUSC 431R Applied Jazz Improvisation	1-2 credits	
MUSC 431S Applied Electric Bass	1-2 credits	
MUSC 431U Applied Jazz Bass	1-2 credits	
MUSC 431W Applied Harpsichord	1-2 credits	
MUSC 431X Applied Jazz Guitar	1-2 credits	
MUSC 451 Gregorian Chant	3 credits	
The study and performance of Gregorian Chant. The course includes and examination of the principle sources of chant melodies and texts, the liturgical role of chant, and three systems of notation (Loan, St. Gall, Vatican) used for chant, and a study of the liturgical role of chant. Analysis, paleographic comparisons, singing and conducting will be regular activities. Spring		
MUSC 461 18th Century Counterpoint	3 credits	
The study of 18th century counterpoint. Evaluation materials will include both analysis and composition. Prerequisite: MUSC 262.		
MUSC 462 Orchestration	3 credits	
Study of instruments in the band and orchestra regarding range, color, quality, and technical restriction as applied to scoring for solo and ensemble performance. Prerequisite: MUSC 262.		
MUSC 464 Advanced Composition	2 credits	
This course is intended for students who have completed MUSC 311, and are interested in the advanced study of conducting techniques and score reading. Permission from department required. Prerequisite: MUSC 364.		
MUSC 490 Directed Study/Readings	1-3 credits	
Directed Study/Readings requires completion of a form, and department permission and cannot be registered for via Zagweb.		
MUSC 497 Internship	1-3 credits	
Supervised practicum in a parish setting. The intern will work with a parish musician with a mutually agreeable schedule of tasks, at least some of which will include taking full responsibility for planning and implementing the music for selected liturgies.		
MUSC 499 Senior Thesis	0 credit	
For fourth year music majors in the Music Theory and Literature emphasis. A major research paper on a selected topic. This course serves as a comprehensive demonstration of the student's work in music.		

## Philosophy

Chairperson: Brian Steverson

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

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

Assistant Professor: Kirk Besmer, T. DiMaria, D.  
Hutchins, E. Maccarone, E. Schmidt

Philosophy has played a central role in Jesuit education since its inception, a tradition that is reflected by the place of philosophy in the Gonzaga University core curriculum. Philosophy courses required as part of the University core curriculum for all undergraduate programs aid students in developing skills of thought and logical analysis (PHIL 101), introduce students to sustained reflection on basic questions of human nature and personhood (PHIL 201), and examine the practical and theoretical considerations relevant to human morality and value (PHIL 301). The 400-level elective requirement vitally contributes to a liberal arts education by giving the student critical distance, through philosophical reflection, from immediate involvement in career, professional, academic, and human concerns.

The Philosophy department also offers courses leading to the Bachelor of Arts degree with a major or minor in philos-

ophy. Beyond courses required by the University core, students must complete an additional nine credits of upper-division course work for a philosophy minor, and twenty-seven additional upper-division hours for the philosophy major. Two special features of the philosophy major curriculum are the Philosophy Major Pro seminar, which orients new philosophy majors to the main issues and problems in philosophy and offers practice in philosophical writing, and the Senior Seminar. Philosophy majors should register for the Pro seminar as soon as possible after declaring a philosophy major, normally in the fall of their junior year; the Senior Seminar is a capstone course in the spring of the senior year.

An undergraduate major in philosophy is useful preparation for a variety of careers. The focus on logic, argumentation, and moral theory is valuable to students with career plans in law. Students with interests in business, public policy, or government service can benefit from the many courses which provide reflective analysis on the ways in which political, moral, and social values are embedded in social institutions. A degree in philosophy can be valuable when applying to a variety of professional schools which actively look for liberal arts majors and to employers who do the same.

Transfer students who have taken philosophy courses at other institutions may have some or all of the core courses substituted if, in the judgment of the department, they are equivalent to those courses required at Gonzaga and if a grade of "C" or better was earned.

**B.A. Major in Philosophy: 38 Credits****Lower Division**

PHIL 101 Critical Thinking	2 credits
PHIL 201 Philosophy of Human Nature	3 credits

**Upper Division**

PHIL 301 Ethics	3 credits
PHIL 400 Philosophy Major Pro seminar	3 credits
PHIL 401 History of Ancient Philosophy	3 credits
PHIL 405 History of Medieval Philosophy	3 credits
PHIL 410 History of Modern Philosophy	3 credits
PHIL 420 Contemporary Philosophy	3 credits
PHIL 400 level Electives*	12 credits
(cannot include PHIL 402 or PHIL 412)	
PHIL 499 Senior Seminar in Metaphysics/ Epistemology	3 credits

\* Majors in philosophy should choose their electives carefully in consultation with their advisors and in the light of their philosophical interests and academic objectives. PHIL 402 and 412 will not count for elective credit for philosophy majors.

**Minor in Philosophy: 20 Credits****Lower Division**

PHIL 101 Critical Thinking	2 credits
PHIL 201 Philosophy of Human Nature	3 credits

**Upper Division**

PHIL 301 Ethics	3 credits
PHIL 400 Level Electives	12 credits

**Lower Division**

PHIL 101 Critical Thinking	2 credits
The philosophy component of the Thought and Expression sequence.	

Focus on formal (syllogistic, propositional) and informal (fallacies, induction, etc) logic. Fall and Spring.

PHIL 102H Critical Thinking-Philosophy	3 credits
The philosophy component of the Thought and Expression sequence for Honors students. Fall.	

PHIL 190 Directed Study	1-6 credits
Topic to be decided by faculty.	

PHIL 201 Philosophy of Human Nature	3 credits
A systematic study of human nature and what it might involve. Focus on appetitive and cognitive processes, the problems of freedom, immortality, and personal integration. Fall and Spring. Prerequisite: PHIL 101.	

PHIL 201H Philosophy of Human Nature Honors	3 credits
A systematic study of human nature and what it might involve. Focus on appetitive and cognitive processes, the problems of freedom, immortality and personal integration. Fall. For Honors students. Prerequisite: HONS 190.	

**Upper Division**

PHIL 301 Ethics	3 credits
A general theory of the goals of human life and the norms of moral behavior; the theory will be applied to several specific moral problems. Fall and Spring. Prerequisite: PHIL 201.	

PHIL 301H Ethics-Honors	3 credits
A general theory of the goals of human life and the norms of moral behavior; the theory will be applied to several specific moral problems. Fall. Prerequisite: HONS 190	

PHIL 389 Ethics and Service Learning	1 credit
A service learning seminar that may be taken in conjunction with specified sections of PHIL 301. Students discuss and apply ways by which to communicate with Spokane-area youth (primarily middle- and high-school age) what they are learning about ethics and character. Prerequisite: PHIL 201.	

PHIL 390 Medical Ethics Internship	3 credits
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PHIL 400 Philosophy of Major Professional Seminar	3 credits
An introduction to the major topics in philosophy with a special emphasis on practice in philosophical writing. Fall. Prerequisite: PHIL 301.	

PHIL 401 History of Ancient Philosophy	3 credits
Non-philosophy majors can take course only with permission of Chair. Prerequisite: PHIL 301.	

PHIL 402 Ancient-Medieval Philosophy	3 credits
A study of important philosophers in the ancient and medieval periods. This course is designed for non-majors and cannot count towards a philosophy major. Prerequisite: PHIL 301.	

PHIL 403 Contemporary Ethical Theory	3 credits
This course will explore developments in ethical theory in the later twentieth century. Prerequisite: PHIL 301 or PHIL 301H or PHIL 301H	

PHIL 405 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. Spring. Prerequisite: (PHIL 401 or WOMS 237C)	

PHIL 406 Philosophy of St. Augustine	3 credits
A survey of St. Augustine's philosophy of God and the universe with special attention to Augustine's pivotal role in summing up Greek and Roman thought and laying the foundation for Medieval thought. Prerequisite: PHIL 301.	

PHIL 407 St. Thomas Aquinas	3 credits
Life, works, and selected texts and problems. Prerequisite: PHIL 301.	

PHIL 408 Just War Theory	3 credits
This course will be divided into two parts. The first will examine the rise and the development of what has come to be known as the "just war theory." Authors from Augustine to Vittoria will be treated. In the second part of the course, the applications of the "just war theory" to modern warfare will be treated. Conflicts from World War II to Bosnia and Afghanistan will be discussed. Prerequisite: PHIL 301.	

PHIL 409 Social Justice	3 credits
This course will critically consider famous theories of justice, as well as their applications to some social and moral problems. Prerequisite: PHIL 301.	

PHIL 410 History of Modern Philosophy	3 credits
A survey from Descartes through Hume. Philosophy majors are strongly urged to take this course only after completing PHIL 401 and PHIL 405. Prerequisite: PHIL 301.	

PHIL 412 Modern-Contemporary Philosophy	3 credits
A study of important philosophers in the modern and contemporary periods. Course is designed for non-majors and cannot count towards a Philosophy Major. Prerequisite: PHIL 301.	

PHIL 413 Philosophy of Mysticism	3 credits
What is mysticism? Is there a common element in all forms of mysticism? What is the connection between mysticism and mental health/disease? What is the relationship between mysticism and the paranormal? Prerequisite: PHIL 301.	

PHIL 416 Marxism	3 credits
The major writings of Marx, Engels, and Lenin. The relation between Marxist theory and revolutionary practice. Contemporary problems in Marxism. Prerequisite: PHIL 301.	

- PHIL 417 C.S. Lewis 3 credits  
This course examines Lewis the Christian intellectual as his participation in the Christian Theistic Tradition and his philosophical training exhibit themselves in his fictional, philosophical and theological works. Prerequisite: PHIL 301.
- PHIL 418 Walker Percy 3 credits  
This course examines both fiction and non-fiction works by Walker Percy (1916-1990), with particular emphasis on his development of existential themes and C.S. Peirces' semiotics. We investigate Peter Augustine Lawler's description of Percy as a proponent of "post-modernism rightly understood." Prerequisite: PHIL 301.
- PHIL 419 Happiness 3 credits  
In one form or another, the nature of happiness has always been a central concern of philosophical reflection. In recent years, a new body of psychological research has made interesting contributions to our understanding of happiness. Specifically, Mihaly Csikszentmihalyi's work on "flow" and Martin Seligman's research on happiness will be considered. This course will sample some of this research and bring it into dialogue with traditional philosophical texts from western and eastern philosophy, such as Epicureanism, Stoicism, Taoism, and modern movements such as Existentialism, Liberalism, and Marxism. We will also consider very recent philosophical work on the nature of happiness. Along with this study, we will ask historiographic questions about how the philosophical problem of happiness is temporally and culturally conditioned. Prerequisite: PHIL 301.
- PHIL 420 Contemporary Philosophy 3 credits  
A survey of major figures from the post-Hegelian period to the present. Spring. Prerequisite: PHIL 410.
- PHIL 421 American Philosophy 3 credits  
A study of major figures in the American philosophical tradition. Prerequisite: PHIL 301.
- PHIL 422 Post Modern Thought 3 credits  
This course begins with a review of the meaning of philosophical and cultural modernism, covers several of the major founding thinkers of the postmodern movement: Jacques Derrida, Michel Foucault, and Francois Lyotard. From its beginnings in the revolutionary atmosphere of the French student rebellion, we move to post-modern thinkers in the analytic and post-analytic tradition, including the later Ludwig Wittgenstein and Richard Roty. This course concludes with a survey of postmodern culture, sampling specific developments in fields such as architecture, music and contemporary art.
- PHIL 423 Process Philosophy 3 credits  
Philosophers such as Bergson and Whitehead, who regard creative process as the essence of the real. Prerequisite: PHIL 301.
- PHIL 424 Existentialism 3 credits  
The movement from Kierkegaard to the present. Prerequisite: PHIL 301.
- PHIL 425 Phenomenology 3 credits  
Some proponents of phenomenological philosophy stemming from Husserl. Prerequisite: PHIL 301.
- PHIL 426 Existential Psychology 3 credits  
A study of important existentialist philosophers and their influence upon psychology and psychologists. Prerequisite: (PHIL 301.)
- PHIL 427 Analytic Philosophy 3 credits  
A survey of 20th century Anglo-American philosophy. Prerequisite: PHIL 301.
- PHIL 428 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. Prerequisite: PHIL 301.
- PHIL 429 African Philosophy 3 credits  
This course provides an introduction to African philosophy. The course is divided into three parts. Part I will focus on recent debates about the nature and scope of African Philosophy. Issues to be examined here include: 1) philosophy and colonialism; 2) the significance of traditional African beliefs for contemporary philosophical practice; 3) individual thinkers and communal wisdom; and (4) writing, versus speech as vehicles for philosophical expression. In Parts II and III we turn more explicitly to philosophical issues concerning (5) science, technology, and modernization in Africa; and (6) African moral and political theory. Prerequisite: PHIL 301.
- PHIL 430 Metaphysics 3 credits  
A systematic ordering and development of the perennial questions concerning being and existence; unity, diversity, truth, value, causality, and transcendence; the existence and nature of God. Prerequisite: PHIL 301.
- PHIL 432 Philosophy of Education 3 credits  
Representative thought regarding educational agents, aims, and curricula. Prerequisite: PHIL 301.
- PHIL 433 Philosophy of Psychology 3 credits  
Systematic philosophical investigation of primary psychological phenomena such as the emotions, intentions, explanations of actions, motivational systems, the nature of self-deception, weakness of will, and the nature of the self. Consideration will be given to general theories of psycho-pathology and to various major psychological schools of thought. Prerequisite: PHIL 301.
- PHIL 434 (INST 396) 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. Prerequisite: PHIL 301.
- PHIL 437 Philosophy of Time 3 credits  
This course looks at answering the question "What is time?" This is done by looking at ancient and modern arguments surrounding the structure, experience and models of time. Prerequisite: PHIL 301.
- PHIL 438 Philosophy of Love and Friendship 3 credits  
Survey and analysis of influential accounts of love and friendship, including treatments of erotic/romantic love, friendship, and charity, within a framework provided by C.S. Lewis classic study "The Four Loves". Special attention will be given to the relation between views of love and the nature of happiness, proper treatment of others, human desire and psychology, character, self-love, and religious devotion. Prerequisite: PHIL 301.
- PHIL 439 Christian Metaphysics 3 credits  
The course is divided into three parts: 1) the Metaphysics of Nature which studies the principles of created being and the necessity of divine being as its source 2) the Metaphysics of Being which studies being in its most generic characteristics, and 3) the Metaphysics of God which studies the nature of divine being as far as it can be understood by human beings. Among the topics to be considered are: act and potency, causality and chance, the cosmological argument, substance and accident, necessity and contingency, ontological participation, transcendentals, the analogy of being, divine simplicity, and the incarnation. Prerequisite: PHIL 301.

- PHIL 440 Theory of Knowledge 3 credits  
Problems, positions, and synthesis of the modes of human knowing. Prerequisite: PHIL 301.
- PHIL 441 Symbolic Logic 3 credits  
The study of modern symbolic logic (propositional and predicate). Metalogical issues - the syntax and semantics of formal systems - are discussed. Prerequisite: PHIL 301.
- PHIL 443 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. Prerequisite: PHIL 301.
- PHIL 444 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. Prerequisite: PHIL 301.
- PHIL 445 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? Prerequisite: PHIL 301.
- PHIL 446 Philosophical Reflection 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. Prerequisite: PHIL 301.
- PHIL 448 Philosophy of Mind 3 credits  
Treatment of the nature and functional capacities of the mind, and the philosophical problems raised by analysis of the mind, including mind and body, materialistic reductionism, other minds, freedom, and personality. Prerequisite: PHIL 301.
- PHIL 449 African American Philosophy 3 credits  
This course will examine the core issues in African American philosophy. These issues will include: (1) the nature and purpose of African American philosophy; (2) questions concerning racial, cultural, and ethnic identity; (3) the varied forms, causes, and consequences of racism; (4) "separatist" vs. "assimilationist" strategies for addressing racial injustice; and (5) debates concerning reparations and affirmative action.
- PHIL 450 Native American Philosophy 3 credits  
This course will study philosophy indigenous to Native America with an emphasis on the plateau region of Washington State through an examination of indigenous languages and cultural traditions. Prerequisite: PHIL 301
- PHIL 451 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. Prerequisite: PHIL 301.
- PHIL 452 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. Prerequisite: PHIL 301.
- PHIL 453(INST 350) International Ethics 3 credits  
The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration. Prerequisite: PHIL 301.
- PHIL 454 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. Prerequisite: PHIL 301.
- PHIL 455 Health Care Ethics 3 credits  
Ethical concepts and issues in the medical field: personhood, relationship between health care professional and patient, experimentation, rights to health care, and allocation of health care resources. Prerequisite: PHIL 301.
- PHIL 456 (WOMS 435) Feminist Ethics 3 credits  
Explores women's experiences of oppression and some of the ways in 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. Prerequisite: PHIL 301.
- PHIL 457 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. The relationship between economic theories and philosophical approaches. Fall and Spring Prerequisite: PHIL 301.
- PHIL 458 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, and the philosophical foundation of the contemporary 'environmental movement.' Prerequisite: PHIL 301.
- PHIL 460 Gender and Health Care Ethics 3 credits  
This course will explore ethical issues in health care with an emphasis on gender. The course will explore both traditional and feminist approaches to health care ethics, considering how a feminist ethics perspective challenges, expands, and sometimes transforms the discipline of health care ethics.
- PHIL 462 Ethical-Social Issues in Engineering 3 credits  
This course is designed for engineering majors. It will introduce them to some of the general ethical concerns facing the profession of engineering, some of the perennial as well as new social challenges facing engineers (e.g. the increasing impact of technology on society), and a number of the landmark cases of ethical concern in the history of engineering. The goal is to instill in the students both a genuine concern for the social/ethical dimension of their profession and work, as well as a set of basic intellectual tools to use when confronted with ethical dilemmas in their career. Prerequisite: PHIL 301.

- PHIL 464 Magic/Mysticism Medieval Renaissance Culture 3 credits  
This course examines the philosophical and cultural understandings of magic and mysticism in the transition from Medieval to Renaissance culture, especially the emerging culture of scientific practices. We will begin by looking at some late Roman and early Christian attitudes toward magic and some aspects of mystical thought in the medieval period. The course considers magic and mysticism from a philosophical point of view and in connection with medieval Christian philosophy, as well as examining similarities and differences between magical practices and scientific practices. The class will learn about magical symbolism in renaissance art and visit museum sites for this purpose. Prerequisite: PHIL 301.
- PHIL 465 Philosophy of Religion 3 credits  
Philosophical investigation of the rational justification of religious faith. Prerequisite: PHIL 301.
- PHIL 466 (RELI 491) Philosophy of God 3 credits  
Philosophical views about God and our knowledge of God. Prerequisite: PHIL 301.
- PHIL 467 Faith and Reason 3 credits  
This course will address a cluster of fundamental problems of faith and reason- the nature of knowledge, especially in connection with religious claims, evidence for the existence of God, the relevance of recent advances in cosmology to the Christian world view, the problem of evil and suffering, and the challenge of atheism. Prerequisite: PHIL 301.
- PHIL 470 Philosophy of Law 3 credits  
The sources, structure, and function of human law and its relations to moral law. Prerequisite: PHIL 301.
- PHIL 471 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. This course is sometimes organized historically covering major developments in western thought about literature including Platonic, Renaissance, Romantic and Contemporary. 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. Prerequisite: PHIL 301.
- PHIL 472 (VART 466) 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. Prerequisite: PHIL 301.
- PHIL 473 Philosophy of History 3 credits  
A study of the philosophical presuppositions of historical method and of the meaning or goal of historical process. Prerequisite: PHIL 301.
- PHIL 474 Philosophy of Sport 3 credits  
A study of sport as an important, unique, and fundamental activity of human beings, exploring how experiences encountered in athletic activity shed light on classical philosophical problems. Prerequisite: PHIL 301.
- PHIL 475 Philosophy of the Visual Arts 3 credits  
Examines contemporary applied theories of art in a variety of visual art media including painting, sculpture, film, and photography. Prerequisite: PHIL 301.
- PHIL 476 Racism, Slavery, and Evil 3 credits  
A study of events in the history of slavery, reconstruction, the Jim Crow era, the civil rights struggle in terms of different philosophers' accounts of the nature of human evil. In addition to the focus on evil, we will discuss philosophically the complexities and adequacy of some of the responses to the evils we study. This course satisfies the social justice requirement of the College of Arts and Sciences. Prerequisite: PHIL 301.
- PHIL 485 Philosophy in Film 3 credits  
Many current films raise first-order philosophical questions or issues, though few films are particularly good at solving those same problems or resolving the conflict underlying the issues. This course seeks to explore many contemporary films (none older than "Blade Runner") and the philosophical issues they raise, both by their explicit content and by their implicit content. Metaphysical issues about the mind and body relationship, the nature and extent of freewill, the nature of personal identity will be included. Some epistemological issues having to do with how well we can expect to have access to reality, and what might be among the impediments to the access, will also be included. The course generally avoids treating ethical or moral issues, but also takes an interest in the use of the emotions in films, the treatment of violence and human sexuality in films, the nature of comedy in films. Some attention will also be given to film techniques, especially from the point of view of the audience. Prerequisite: PHIL 301.
- PHIL 486 Seminar 3 credits  
Topics will vary. Prerequisite: PHIL 301.
- PHIL 487 Seminar 3 credits  
Topics will vary. Prerequisite: PHIL 301.
- PHIL 488 Phenomenology of Mystical Conscious 3 credits  
Topics will vary. Prerequisite: PHIL 301.
- PHIL 489H Honors Seminar 3 credits  
Topics and credit by arrangement. Prerequisite: Honors and permission from department. Spring or Fall.
- PHIL 490 Directed Study 1-6 credits  
Topics by arrangement. Prerequisites: PHIL 301 and permission from department.
- PHIL 495 Study Abroad Special Topics 1-15 credits  
For department use only
- PHIL 498 Research 1-3 credits  
Course requires permission of instructor and department chair.
- PHIL 499 Senior Seminar-Metaphysical-Epistemology 3 credits  
Each student will present a number of short papers on metaphysical and/or epistemological topics. Students will develop and defend philosophical positions for discussion by the class. Prerequisite: Fourth year standing, philosophy major. Spring. Prerequisite: PHIL 301.

# Physics

Chairperson: Allan Greer

Professors: J. Bierman, J. Byrne (Emeritus),  
S. Hoffmaster, E. Kincanon, A. Greer

The Department of Physics offers Bachelor of Science and Bachelor of Arts degrees in physics. Students are expected to declare their major in this area in their freshman year; students in their sophomore year and students in the Florence program, however, can be accommodated by special arrangement with the department.

The Bachelor of Science is designed as a terminal degree. Students who are considering graduate school studies should plan on taking additional course work. Students should be able to work out a four-year course of study with their advisor that will satisfy graduate school requirements. Physics majors interested in careers in health sciences should discuss course requirements and potential accommodations with a physics faculty member.

Majors in physics are expected to achieve a familiarity with computer programming.

Students planning on majoring in physics and attending medical school should meet with a physics faculty member as early as possible to discuss course scheduling and potential course substitutions for particular degree requirements. Students may rather elect to earn a B.A. Physics degree. The basic degree requirements for the B.A. Physics degree are essentially the same as the B.S. Physics degree except that rather than choosing two additional upper division PHYS courses, as the B.S. degree requires, the B.A. degree requires two courses from any area that are agreed to by the department chair. The B.A. physics degree is intended to better allow College of Arts and Sciences students to complete double majors, therefore, students who earn a B.A. Physics degree must also be earning a B.A. degree in another College of Arts and Sciences department. More information is available on the department's website at <http://www.phy.gonzaga.edu/>.

## B.S. Major in Physics: 53 Credits

### Lower Division

PHYS 103 and 103L Scientific Physics I	4 credits
PHYS 204 and 204L Scientific Physics II	4 credits
PHYS 205 20th Century Physics	3 credits
PHYS 217 Modern Physics Lab	2 credits
CHEM 101 or 105 (with pertinent lab)	4 credits
CPSC 121 Computer Science I	3 credits
MATH 157, 258	8 credits
PHYS 210 Linear Electronics	2 credits

### Upper Division

PHYS 300 Mathematical Methods	3 credits
PHYS 301 Intermediate Mechanics	3 credits
PHYS 306 Electricity and Magnetism	3 credits
PHYS 310 Intermediate Laboratory	2 credits
PHYS 464 Quantum Physics	3 credits
MATH 350 Elementary Numerical Analysis	3 credits
In addition, at least two of the following courses	
PHYS 307 Optics	3 credits
PHYS 402 Advanced Mechanics	3 credits
PHYS 407 Electricity and Magnetism II	3 credits
PHYS 409 Nuclear and Particle Physics	3 credits
PHYS 450 Statistical Physics	3 credits
PHYS 465 Advanced Topics	3 credits

Physics majors are also encouraged to take

MATH 259 Calculus III	4 credits
MATH 260 Ordinary Differential Equations	3 credits
MATH 339 Linear Algebra	3 credits

and additional CPSC courses.

## Minor in Physics: 28 Credits

### Lower Division

PHYS 103, 103L and 103R Scientific Physics I	4 credits
PHYS 204, 204L and 204R Scientific Physics II	4 credits
PHYS 205 Twentieth Century Physics	3 credits
MATH 157 and 258	8 credits

### Upper Division

PHYS--Electives	9 credits
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Courses that can be counted as a minor elective are any 300 or 400 level course other than PHYS 300. For chemistry and engineering students consideration of their course work for their major has led to credit for part of the minor. These students, after finishing PHYS 205, need only get the following PHYS credits:

Chemistry	6 credits
(Assuming that physical chemistry is taken for the major.)	
Civil Engineering	8 credits
Mechanical Engineering	8 credits
Computer Engineering	9 credits
Electrical Engineering	5 credits
(Electrical engineering students must take courses other than PHYS 306 to satisfy the minor elective.)	

### Lower Division

PHYS 100 Conceptual Physics	3 credits
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The basic principles of physics are covered in a descriptive (non-mathematical) manner. Designed for students not majoring in the natural sciences or those needing a very basic background in physics. Fall and Spring.

PHYS 100L Conceptual Physics Laboratory	1 credit
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Taken concurrently with PHYS 100. Two hours of laboratory.

PHYS 101 General Physics I	3 credits
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Mechanics, fluids, and sound. Three hours of lecture with experimental demonstrations and problems. Not accepted as a prerequisite for any advanced work. Fall.

PHYS 101L General Physics I Lab	1 credit
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Taken concurrently with the lecture course PHYS 101. Three hours of laboratory. Fall and Spring.

PHYS 101R General Physics I Recitation	0 credit
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Must be taken concurrently with PHYS 101. Fall.

PHYS 102 Gen Physics II	3 credits
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Heat, light, electricity, magnetism, and modern physics. Three hours of lecture with experimental demonstrations and problems. Not accepted as prerequisite for any advanced work. Spring. Prerequisites: PHYS 101.

PHYS 102L General Physics II Laboratory	1 credit
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Taken concurrently with the lecture course PHYS 102. Three hours of laboratory. Fall and Spring. Prerequisites: PHYS 101L.

PHYS 102R General Physics II Recitation	0 credit
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Must be taken concurrently with PHYS 102. Spring.

PHYS 103 Scientific Physics I	3 credits
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Classical mechanics: dynamics, waves, and fluids. Three hours of lecture with experimental demonstrations and problems. Fall and Spring. Prerequisites: MATH 157.

PHYS 103L Scientific Physics I Lab	1 credit
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Taken concurrently with the lecture course PHYS 103. Three hours of laboratory. Fall and Spring.

PHYS 103R Scientific Physics I Recite	0 credit
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Must be taken concurrently with PHYS 103. Fall and Spring. Prerequisites: MATH 157.

- PHYS 110 Introduction to Astronomy 3 credits  
This course is designed for the non-science major. A wide range of topics is covered in order to give an overview of what is currently known about the structure and evolution of the universe. Most areas of observational and theoretical astronomy do not go beyond basic high-school algebra.
- PHYS 110L Introduction to Astronomy Lab 1 credit  
This laboratory familiarizes students with the constellations and methods in amateur astronomy. The course meets once weekly for two hours with a majority of the lab work done outside the classroom. Mathematics involved does not go beyond basic algebra and trigonometry.
- PHYS 123 Physics in Society and Culture 3 credits  
Basic principles of physics are covered in a descriptive (non-mathematical) manner. Designed to satisfy the core science requirement for students not majoring in the natural sciences. Summer.
- PHYS 123L Physics in Society Laboratory 1 credit  
Taken concurrently with PHYS 123. Two hours of laboratory.
- PHYS 125 Physics of Music and Sound 3 credits  
The nature of vibrations and waves will be studied and investigated at the introductory level. Vibrations, properties of waves, addition of waves and the resulting wave phenomena will be covered with an emphasis on their relationship to sound production and interpretation via the ear. This class is designed for non-science majors. The required mathematics will no exceed high school algebra.
- PHYS 125L Physics of Music and Sound Lab 1 credit  
PHYS 125L is optional with concurrent enrollment in PHYS 125. The course will further investigate topics from PHYS 125 involving the behavior of waves. The required mathematics will not exceed high school algebra and trigonometry.
- PHYS 130 Time 3 credits  
The course presents a survey of physics with time as the unifying concept. Topics covered include mechanics, conservation laws, special relativity, thermodynamics, and chaos. This course is designed for non-science majors.
- PHYS 130 L Time Lab 1 credit  
Taken concurrently with PHYS 130. Mathematics is kept at a minimum level.
- PHYS 140 Introduction to Geophysics 3 credits  
This course will look at the basic principles of geophysics. Topics examined include earthquakes, tsunamis, land formations and erosion, geological exploration, and global warming. Mathematics is kept at a minimal level.
- PHYS 140L Introduction to Geophysics Lab 1 credit  
This is a lab course to accompany physics 140. Experiments involve examination of crater formation, angle of repose, wave motion, rock classification, and buoyancy.
- PHYS 150 Applying Scientific Method 3 credits  
Teaches the scientific method by applying it to current and familiar topics. Students move from relatively easy topics of investigation (e.g., the chances of being in an auto accident next year) to more in-depth investigations (e.g., whether global warming is a real phenomenon).
- PHYS 170H Honors Physics 3 credits  
Key physical theories and principles will be discussed from historical, societal, and physical perspectives. Prerequisites: HONS 190.
- PHYS 170L Honors Physics Lab 1 credit  
Laboratory to accompany PHYS 170H.
- PHYS 198 Lab Methodology 0-1 credit
- PHYS 204 Scientific Physics II 3 credits  
Thermodynamics, electricity and magnetism, and optics. Three hours of lecture with experimental demonstrations and problems. Fall and Spring. Prerequisites: PHYS 103 and MATH 258.
- PHYS 204L Scientific Physics II Lab 1 credit  
Taken concurrently with the lecture course PHYS 204. Three hours of laboratory. Fall and Spring. Prerequisites: PHYS 103L.
- PHYS 204R Scientific Physics II Recitation 0 credit  
Taken concurrently with the lecture course PHYS 204. Prerequisites: PHYS 103 and MATH 258.
- PHYS 205 Modern Physics 3 credits  
Special relativity, development and an introduction to quantum mechanics and other selected topics. Spring. Prerequisites: PHYS 204.
- PHYS 210 Introduction to Linear Electronics 2 credits  
This course is primarily a laboratory in which the student is introduced to basic concepts of linear electronics and laboratory technique. Passive electronic components such as resistors, capacitors, inductors, and diodes are studied in DC and AC applications. Students will learn to use test equipment such as digital meters and oscilloscopes. Much emphasis is placed on the operational amplifier, an active component with wide application. Basic transistor circuits, power supplies, and other areas are covered as well. One hour lecture and one three hour laboratory per week. Spring of even years. Prerequisites: PHYS 204L.
- PHYS 217 Modern Physics Lab 1 credits  
Usually taken concurrently with PHYS 205, this course looks at laboratory examples of topics covered in PHYS 205. Fall of even years.
- PHYS 290 Sophomore Directed Reading 1-3 credits  
Directed reading in approved topics. Requires completion of a form, and department permission and cannot be registered for via Zagweb.
- Upper Division**
- PHYS 300 Mathematical Methods 3 credits  
Survey of mathematical techniques used in upper division physics courses. Fall Prerequisites: PHYS 204.
- PHYS 301 Intermediate Mechanics 3 credits  
Particle and rigid body statics and dynamics in a rigorous vectorial calculus treatment. A fundamental introduction to theoretical physics. Spring of even years Prerequisites: PHYS 300.
- PHYS 306 Electricity And Magnetism 3 credits  
Electrical and magnetic phenomena leading to a development of Maxwell's equations and electromagnetic field theory. Fall of even years Prerequisites: PHYS 300.
- PHYS 307 Physical Optics 3 credits  
Classical electromagnetic theory applied to optical phenomena. Spring of odd years Prerequisites: PHYS 306.
- PHYS 310 Intermediate Laboratory 2 credits  
This course will discuss the major analytic techniques used in experimental physics through experiments in mechanics, heat, electromagnetism, and modern physics, and will apply these techniques to classic experiments. Fall of odd years. Prerequisites: PHYS 204L.
- PHYS 390 Directed Study 1-4 credits  
Topic to be decided by faculty.



PHYS 402 Advanced Mechanics	3 credits	PHYS 464 Introduction to Quantum Physics	3 credits
A continuation of PHYS 301 and extension to dynamics of particles, rigid bodies, and fluids by the use of Lagrangian and Hamiltonian formalisms. Fall of even years Prerequisites: PHYS 301.		The development of the Schrodinger equation and its application to various potential energy functions. Fall of odd years Prerequisites: PHYS 205 and PHYS 300.	
PHYS 407 Electricity and Magnetism II	3 credits	PHYS 465 Advanced Topics	3 credits
A continuation of PHYS 306; a study of advanced topics in E&M for graduate school preparation. Spring of odd years Prerequisites: PHYS 306 .		Advanced topics to be determined by the instructor. On sufficient demand. Prerequisites: Permission from department.	
PHYS 409 Nuclear and Particle Physics	3 credits	PHYS 490 Directed Reading	1-4 credits
Study of experimental and theoretical aspects of nuclear interactions as they apply to nuclear structure and elementary particle characteristics. Spring of even years Prerequisites: PHYS 205.		Directed reading in advanced topics. Requires completion of form, and department permission from department.	
PHYS 450 Statistical Physics	3 credits	PHYS 491 Senior Project	2 credits
Study of thermal properties from microscopic and statistical viewpoints. Topics include: probability distributions, entropy, density of states, blackbody radiation. Spring of odd years Prerequisites: PHYS 204.		This course satisfies the senior year requirement for the Applied Physics major.	
		PHYS 499 Senior Project	0 credit
		May be undertaken by B.S. physics majors in their senior year. Permission from department required.	

## Political Science

Chairperson: Robert Waterman

Professors: B. Garvin, M. Leiserson

Associate Professors: M. Connolly, S.J., M. Treleaven, S.J., R. Waterman

Assistant Professors: L. Brunell, M. Jones, J. Isacoff, J. Yi

Political science courses invite students to examine political thought and systems past and present. A Bachelor of Arts with a major or minor in political science provides an essential component of a liberal arts education, an enduring political education for citizens, a solid basis for graduate work, and a fine background for the study of law and the teaching or practice of politics

Politics is both a science and an art. Hence, it is both an activity to be studied from the outside and an activity to be engaged in as a practitioner. Our faculty believes that public-spirited participation in civic affairs serves the department's mission and the mission of Gonzaga University. So we encourage majors to do politics in our public affairs internships as well as in the many forms of citizenship. In the fall or spring semester of their senior year, majors must take POLS 499, "Preparation for the Comprehensive," a one credit seminar that helps students review their departmental and related studies in preparation for comprehensive examination in November or April. Students base the exam on the special interests and thematic questions each has discovered in courses and the major.

The department also provides special counseling for all of the following: graduate school or law school, teaching or practice of politics at any level, governmental administration and international affairs.

Political science majors are encouraged to take more than 31 credits, especially if considering postgraduate study.

### B.A. Major in Political Science: 31 credits

#### Lower Division

POLS 101 American Politics	3 credits
POLS 102 or 103	0-6 credits
if taken in the Freshman or Sophomore years	

#### Upper Division

POLS 300-329; 484 U.S. Government and Politics	6 credits
POLS 330-349; 486 Political Thought	6 credits
POLS 350-389; 487-88 Comparative Government/International Relations	6 credits
POLS - - Electives	3-9 credits
POLS 499 Preparation for Comprehensive	1 credit

### Minor in Political Science: 18 Credits

#### Lower Division

POLS 101 American Politics	3 credits
POLS 102 or 103	0-3 credits
if taken in the Freshman or Sophomore years	

#### Upper Division

POLS 302-329; 484 U.S. Government and Politics	3 credits
POLS 330-349; 486 Political Thought	3 credits
POLS 350-389; 487-88 Comparative Government/International Relations	3 credits
POLS - - - Electives	3-6 credits

#### Lower Division

POLS 101 American Politics	3 credits
The American Constitution; the evolution of democracy; the structure of the national government. Congress; the Presidency; the courts. Political parties and interest groups. Public policy in domestic and foreign affairs. How to think about politics.	

POLS 102 Political Thinkers and Actors	3 credits
Treatment of six distinctive figures in political life-- philosopher, saint, prince, revolutionary, statesman, and citizen-- in order to determine their characteristic contributions to an understanding of politics. Examples: Socrates, Thomas More, Machiavelli's Prince, Marx and Engels, the American Founding Fathers, and the students of the 1960's. Uses a variety of materials, including pamphlets, philosophical dialogues, essays, and dramas.	

- POLS 103 People and Politics World Wide** 3 credits  
Comparison of key political institutions, political attitudes, patterns of interaction, and long-term quarrels in France, Germany, Russia, China, Mexico, and Nigeria. How legislatures, executives, and political parties work and the influence of culture, social structure, ideology, and nationalism.
- POLS 300 American National Politics** 3 credits  
An in-depth analysis of the five major institutions and processes of the U.S. government: Congress, President, Courts, Parties and Elections, and Bureaucracy.
- POLS 303(WOMS 343) Civil Liberties** 3 credits  
Current meaning of the Bill of Rights: freedom, privacy in and outside the home, equal protection and affirmative action, defendants "versus" society, property and economic rights. How the Supreme Court and the country can read the Constitution.
- POLS 304 Criminal Justice Amendments and Courts** 3 credits  
Study of the 4th, 5th, 6th and 8th amendments to the constitution and how they are applied in the criminal justice system. Focus on relevant case law, operation of the courts and law enforcement in the criminal justice system.
- POLS 306 Congress and the Presidency** 3 credits  
The Congress, its rules and procedures, committee and party leadership, and the influence of Congress on national policy. The Presidential office, its constitutional powers and its evolution over the years. The "modern presidency" since Franklin Roosevelt. Conflict and cooperation between the Congress and the President.
- POLS 309 Political Parties and Elections** 3 credits  
The nature of American political parties at the local, state, and -- especially -- the national level. Political reform and other causes of the decline of political party organization. New service and money-raising roles of parties. Presidential and congressional elections. Rise of "candidate-centered" campaigns. Role of interest groups, media, and professional campaign management firms in the conduct of elections. Explaining voter behavior and election outcomes through the tools of survey research.
- POLS 311 State and Local Government** 3 credits  
Surveys state and local government: intergovernmental relations, finance, state sovereignty, shifts in federalism and social policy, politics of urban and rural regions. State election systems may be studied for their significant influence over national elections.
- POLS 312 Urban Politics and City Life** 3 credits  
"Why aren't our cities like that," asks University of Pennsylvania Professor Witold Rubczynski? We begin by asking this question. Explores city life and all the elements that define it, the problems and prospects of the urban policy that surround, influence, constrain and color city life. A course in political science complimented with an interdisciplinary literature--history, political-economy, urban studies and planning, organization theory, social criticism, even architecture.
- POLS 313 (WOMS 313) Think Globally, Act Locally** 3 credits  
Develops awareness that globalization precipitates changes in the nature of the American economy and in the nature of civic life; then consciously develops the civic skills and "habits of the heart" globalization demands. Features several learning modes: traditional academic reading, classroom discussions, and engagement in service, leadership training and community activism. Students work with locally based groups devoted to economic justice, community activism and service to women and children. We discuss the means available to bring about a more socially just form of globalization in our own communities as well in the "global village," while at the same time developing the skills and knowledge needed for active citizenship in our era.
- POLS 316 Church and State in U.S. Politics** 3 credits  
History of church-state separation in American government and constitutional law. Focus on religion and politics from the Puritans to the Bush administration, touching on everything in between. The latter portion of the course focuses on relevant Supreme Court cases.
- POLS 317 Ecological Thought and Politics** 3 credits  
This Service Learning course focuses on the writings of seminal figures in American ecological thought, such as John Muir, Gifford Pinchot, and Aldo Leopold. Examines the history and politics of land use and wilderness planning. Class will go on field trips in partnership with the United States Forest Service (USFS) and local environmental groups to learn first-hand about the politics of local land use.
- POLS 318 Administrative Law** 3 credits  
Shows how the laws and regulations governing federal, state, and local bureaucracies make up and fit into the politics of the country.
- POLS 319 American Foreign Policy** 3 credits  
Evolution of American foreign policy, with emphasis on contemporary issues, national interests, interrelationship with domestic politics, and the decision-making process. Evaluation of Nationalist, Revisionist, and Realist views of foreign policy. How foreign policy may do justice.
- POLS 320 Bureaucracy and Citizens** 3 credits  
From a citizen's viewpoint, the need for public bureaucracy, its politics, improvement, and relations with citizens.
- POLS 321 Politics and Public Administration** 3 credits  
The way American public bureaucracy operates.
- POLS 322(WOMS 340) Gender and Politics** 3 credits  
Survey of feminist theories and their impact on the political position of women in America. History of the post-war women's movement in the U.S. Explores issues raised by women and places them in comparative context to further illuminate possible choices and consequences.
- POLS 323 Constitutional Law** 3 credits  
Roles of law, politics, and ethics in our constitutional system; workings of the Supreme Court; constitutional development during the three major eras of our history, and how those experiences are relevant today; how to "brief" court opinions; six different but valid ways to interpret the Constitution. (Most students find this difficult course easier after taking POLS 303.)
- POLS 324 Participatory Democracy** 3 credits  
Examination of past town-meeting and recent theory and practice aimed at increasing direct use of political power by ordinary American citizens. Emphasis on the possibility of a new model of democratic government. On demand.
- POLS 325 Selected Topics: American Politics** 3 credits  
The study of selected topics in American politics. On sufficient demand.
- POLS 326 U.S. Race and Ethnicity Politics** 3 credits  
Examines America's identity and diversity politics, its benefits to society as well as the divisions it fosters and democratic ideals it undermines. Attention to new controversies surrounding various immigrant and religious groups—a historic dilemma with global security implications since 9/11—and to the challenges of integrating and governing a modern, plural society in a global era.
- POLS 327(WOMS 344) American Social Policy** 3 credits  
Examines the origins, patterns, reforms, and criticisms of American social policy, the ties between knowledge and social policy; the impact of education, health care, and welfare policies on women, children, different racial and ethnic groups, and the middle class. Reviews normative claims for the proper role of the state and capitalism. Compares other western, capitalist societies and their policy regimes.

- POLS 328 Politics of the Pacific NorthWest 3 credits  
State and society in the Pacific Northwest: government, parties, reform movements, regionalism, and social forces in the U.S. Pacific Northwest, and British Columbia and Alberta. Regional issues such as taxation, health care, urbanization, land use, education, the environment, and resource-based economics are addressed in a comparative Canadian-U.S. context.
- POLS 329 North American Environmental Policies 3 credits  
Study of local, regional, and international environmental policy, its challenges for not only administration and understanding, but also citizenship and accountability. Topics include water, ecosystem management and sustainability in the U.S., Canada and Mexico.
- POLS 330 Classical and Medieval Political Thought 3 credits  
Thorough examination of the most important texts from Plato's Republic to The Prince and The Discourses of Machiavelli. Fall.
- POLS 331 Modern Political Thought 3 credits  
European political thought from Hobbes's Leviathan to John Stuart Mill's On Liberty. The development of liberalism in Britain and France between the 17th and 19th centuries. Spring.
- POLS 332 American Political Thought of Founding Era 3 credits  
Political thought of the Puritan founders of Massachusetts. The American Revolution and the Constitution. Federalists and Anti-Federalists. Tocqueville's Democracy in America.
- POLS 333 American Political Thought Civil War and After 3 credits  
Political thought from the Progressives through the rise of Neoconservatism and the newly emergent Republican majority. Relies on political documents such as speeches and essays, fiction with political overtones, and scholarly writing about American politics and thought.
- POLS 334 Politics and Literature 3 credits  
"Why are there so few political novels that are first rate as literature?" Political relations are abstractions; people live concretely. But literature can still bridge this gap. Comparing mediocre political novels with a great one teaches not only about literary quality but also about political reality. Truly great novels show how political realities appear even in private lives. Such "spectacles" express the shallowness of political ideology, and reveal the political features of ordinary lives as well as the personal meaning of politics. On demand.
- POLS 335 Marxism 3 credits  
Foundations of Marxism-Leninism. Major writings of Marx, Engels, and Lenin. Significance of Marxism in light of the apparent collapse of world communism. Marxism as a critique of American liberalism.
- POLS 336 Selected Texts in Political Thought 3 credits  
Intensive look at a single writer or group of writers; designed to achieve greater understanding than is possible in a broad survey course. On sufficient demand.
- POLS 337 Ethics and Politics 3 credits  
Problem of "dirty hands" in politics and why it occurs. Three different ways politics can be ethical. How the separation of powers in the American Constitution is a distinction of moral authorities. Close reading of classic works including Machiavelli, Just War, the Lincoln-Douglas debates. Spring.
- POLS 338 20th-Century Political Thought 3 credits  
Treatment of 20th-century authors who examine the difficulties for democratic political life in contemporary mass society. Fall.
- POLS 339 Liberalism and Conservatism 3 credits  
Study of current liberal and conservative ways of thinking about American politics; exploration of possibly valid philosophical grounding for them; application of the views to current policy.
- POLS 340 Christian Political Thought 3 credits  
Examines Protestant and Catholic theologies of politics: ancient, modern, and contemporary. Variety of Christian reactions to politics: power, authority, social justice, freedom, rights, obligations, citizenship, sin, and grace in history and institutions. Considers secular critiques of Christian thought. On sufficient demand.
- POLS 341(WOMS 401) Feminist Thought 3 credits  
Analyzes the contributions of feminist scholars to political theory and shows how feminist scholarship is transforming how we study politics and what we consider political. Reviews both the classics of feminist political theory and more current attempts to illuminate the gendered nature of state, economic and social power.
- POLS 342 Law as a Vocation 3 credits  
Can the practice of law be both a "profession" and a true "vocation?" Lawyer-statesman ideal and the realities of today's practice of law. Nature of a rule of law system and how it is ethical.
- POLS 343 War and Peace 3 credits  
Analyzes several political philosophers' writings about war and peace, such as Kant's Perpetual Peace; also looks into recent case studies about establishing peace in various parts of the world.
- POLS 344 (FREN 435) European Relations 3 credits  
Offered in Paris only.
- POLS 345 Machiavelli and The Romans 3 credits  
An extended examination of Machiavelli's political thought. The course will focus on The Prince, The Discourses (including some treatment of Livy's Discourses) and other relevant works (including Plutarch's Essays).
- POLS 350 (INST 301) Survey of International Studies 3 credits  
Contemporary global issues and background information for all courses in international studies. Studies the wisdom of the world's main civilizations, comparative economic systems and ideas, international politics, and the potential for international integration.
- POLS 351 (INST 342) International Relations 3 credits  
Theory and practice of the international political system and the behavior of the nations within it.
- POLS 352 (INST 385) Latin American Politics 3 credits  
Impressive contributions and drawbacks of the caudillo or leader in Latin American history, culture, and society, in the range of contemporary forms of government-democratic, dictatorial, revolutionary. Some treatment of U.S. foreign policy.
- POLS 353 Japan: Culture and Politics 3 credits  
Historical and cultural context of Japanese politics today. Explains Japanese democracy and capitalism in terms of Confucian tradition, Buddhist spirituality, and indigenous aesthetics. Relations between these three, personal relations, and politics as seen through literature, film and other arts. Effects on Japan's international relations.
- POLS 354 (INST 395) Politics in Western Europe 3 credits  
Survey of the parties, institutions, political processes, issues and policies of the major western European industrialized nations. Special focus on England, France, and Germany, but coverage extends to the other European democracies as well.
- POLS 355 (INST 325) Post-Soviet Russia and China 3 credits  
Focus on the pre-1985 Soviet political system; how Gorbachev's six-year reform program led to the unraveling of the Soviet Union; and the difficult transition to democracy and a market economy in post-Soviet Russia. Similarly, contrasts Maoist China with the uneasy mixture of economic reform and political repression coexisting in China today.
- POLS 356 Area Studies in Politics 3 credits  
An analysis of selected foreign governments.

- POLS 357 Italian Political System 3 credits  
Constitutional principles and governmental agencies in Italy today. Taught only at Gonzaga-in-Florence.
- POLS 359 (INST 310) Third World Development 3 credits  
Focus on political development in the Third World. After examining the making of the Third World through imperialism and colonialism, analyzes key political institutions (the state, political parties, the military), the international economic context of dependency and vulnerability. Several case studies follow a common analytical framework to trace experiences with democratic and authoritarian rule and assess the underlying causes of democratic success and failure.
- POLS 360 (INST 346) Parliamentary Government 3 credits  
Parliamentary or Cabinet government contrasted with the American government. Focus on disciplined parties, prime ministers, civil servants, and elected politicians, written and unwritten constitutional rules, parliamentary supremacy and rights-based politics. Usually features Canada but draws examples from Great Britain, New Zealand, India, and Australia.
- POLS 363 (INST 326/WOMS 342) Women in Comparative Societies 3 credits  
Compares women's movements around the world by examining women's roles in various nations and how women themselves are both redefining and using their new roles to bring about political change. U.S., European, Latin American, Russian, and Palestinian women's movements.
- POLS 364 (INST 389) Politics of the Pacific Rim 3 credits  
Focus on the role played by the East Asian capitalist development states (Japan, South Korea, Taiwan) in the accelerated economic growth of the Pacific Rim; a consideration of the Philippines or Indonesia as a representative of ASEAN; analysis of the Asian financial crisis and its impact on Hong Kong, USA, Russia, and China.
- POLS 365 (INST 390) African Politics and Development 3 credits  
Examines contemporary sub-Saharan Africa in four key areas: (1) contemporary social, economic, and ecological conditions; (2) origins of the modern African state; (3) development strategies and post-independence decline; and (4) state and society after developmentalism.
- POLS 366 (INST 410) Perspectives on Global Issues 3 credits  
Critical analysis of vital global issues from the different perspectives of realists, idealists, and system-transformers. Exploration of competing worldviews and value systems, weighing of evidence from differing ideological, cultural, and gender perspectives. Introduces major analytical perspectives and organizing concepts fashioned by scholars to make these issues comprehensible.
- POLS 367 (INST 393) Democratization: Eastern Europe 3 credits  
Problems of and prospects for democracy in Eastern/Central Europe. Considers the history, movements, institutions, and politics of the nations the issue of democratization and economic reform.
- POLS 368 (INST 392) Tyranny to Democracy 21<sup>st</sup> Century 3 credits  
Between 1974 and 2000 more than fifty countries in Southern Europe, Latin America, East Asia, and Eastern Europe shifted from authoritarian to democratic systems of government. Examines the causes and nature of these democratic transitions. Investigates several case studies of democratic transitions in different areas of the world in order to understand the factors responsible for the democratic trend and to ascertain which key variables best explain completed democratic transitions and democratic consolidation.
- POLS 370 Modern Democracies 3 credits  
Selected foreign democratic systems; constitutional and ideological principles; governmental forms, practices, and problems. Taught at Gonzaga-in-Florence.
- POLS 371 (INST 345) International Law 3 credits  
Examines the fundamentals of public international law by studying its sources, methods of dispute resolution, and current problems of interest to North Americans.
- POLS 372 (INST 367) Comparative Middle East Politics 3 credits  
Shows the Middle East is more than a region fraught with violence, ethnic hatred and the struggle for control of oil by examining the modern Middle East's history and context, a diverse set of country case studies, and current issues including the role of women, Islamic fundamentalism, terrorism, and peace in Israel-Palestine.
- POLS 373 (INST 366) Arab-Israeli Conflict 3 credits  
Why is there an Arab-Israeli conflict? The question is much-discussed but not very often answered. Comprehensive effort to understand that question as well as the intense political debates surrounding it. Interdisciplinary, touching on the historical, political, and sociological origins and trajectory of the conflict.
- POLS 374 Democracy in the Middle East 3 credits  
While the Middle East is not a wellspring of democracy, there are a diverse range of democratic institutions, ideas, and even states in the region. Examines in depth the four most democratic countries: Israel, Turkey, Iran, Lebanon, the prospective democracy in Iraq plus the regional and transnational issues crucial to Middle Eastern democracy.
- POLS 375 Global Environmental Politics 3 credits  
Unique interdisciplinary examination of the historical, philosophical, and moral consequences of human interaction with the global environment by focusing on the relevant local, national and international governments, national and indigenous peoples, non-governmental organizations (NGOs), regimes and industries.
- POLS 395 Topics in Political Science 3 credits  
Selected questions in the discipline.
- POLS 396 Service Learning in Public Affairs 1 credit  
Field work by arrangement with a community organization. Must be taken together with a designated service learning course. Requires a comprehensive internship report. Normally limited to upper division students but, in special cases, first and second year students may be granted authorization.
- POLS 483 Seminar in Political Economy 3 credits  
Selected topics.
- POLS 484 Seminar in American Politics 3 credits  
Selected topics.
- POLS 486 Seminar in Political Thought 3 credits  
Selected topics.
- POLS 487 Seminar in International Relations 3 credits  
Selected topics.
- POLS 488 Seminar in Comparative Politics 3 credits  
Selected topics.
- POLS 490 Directed Readings 1-3 credits  
Credit by arrangement for directed reading and reports on selected topics. Requires completion of a form, department permission and cannot be registered for via zagweb.
- POLS 492 Independent Research or Study 1-3 credits  
Credit by arrangement for research or study. Requires completion of a form, department permission and cannot be registered for via Zagweb.
- POLS 497 Public Affairs Internship 1-9 credits  
Field work by arrangement with a public agency or political party. Requires a comprehensive internship report. Normally limited to upper division students; in special cases freshman and sophomores may be allowed. No student may earn more than nine credits. Requires completion of a form, department permission and cannot be registered for via Zagweb.
- POLS 499 Comprehensive Exam Preparation 1 credit  
Required of all majors in their final year; students must register during regular registration.

# Psychology

Chairperson: Molly Kretchmar-Hendricks  
 Professor: S. Leigland, N. Worsham  
 Associate Professors: M. McBride, M. Kretchmar-Hendricks  
 Assistant Professors: T. McCulloh, J. Williams, , A.M. Medina

The Department of Psychology offers courses that focus upon the scientific study of human and animal behavior; most courses offered in the department, however, stress observable and experiential aspects of human behavior. The department offers a Bachelor of Arts in Psychology. Because psychology is related to a wide variety of other disciplines, majors are encouraged to pursue studies in related fields such as sociology, biology, communication arts, literature, business, mathematics, education, and philosophy. Beyond General Psychology, Statistics for the Social Sciences (PSYC 202, SOCI 202, POLS 202, MATH 121,) and Research Methods in Psychology (PSYC 207) are required for entry into most upper division courses. These two courses provide students with an initial understanding and appreciation of the scientific method in psychology. Majors are required to take a comprehensive examination (PSYC 499). Students usually complete the examination during their final year, once they have completed the majority of their course work. Majors are also encouraged to take additional upper division courses if they are planning on pursuing graduate studies. Psychology majors are required to take at least one non-psychology course in satisfying the social science core requirement.

## B.A. Major in Psychology: 34 Credits

### Lower Division

PSYC 101 General Psychology	3 credits
PSYC 202 (MATH 121) Statistics	3 credits
PSYC 207 Research Methods in Psychology	3 credits
PSYC 207L Research Methods in Psychology Lab	1 credit

### Upper Division

PSYC 330 Social Psychology	3 credits
PSYC 335 or PSYC 433	3 credits
PSYC 380 Personality Theory	3 credits
PSYC - - - Electives	15 credits
PSYC 499 Comprehensive	0 credit

## Minor in Psychology: 22 Credits

### Lower Division

PSYC 101 General Psychology	3 credits
PSYC 202 (MATH 121) Statistics	3 credits
PSYC 207 Research Methods in Psychology	3 credits
PSYC 207L Research Methods in Psychology Lab	1 credit

### Upper Division

PSYC - - - Electives	12 credits
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## Lower Division

PSYC 101 General Psychology 3 credits  
 An overview of contemporary psychology which introduces the student to the following areas: human development, sensation perception, motivation, learning, emotion, psychological measurement, personality, biological basis of behavior, experimental psychology, intelligence, abnormal behavior, and personality. Format consists of lectures and discussions. Fall and Spring; Summer on sufficient demand.

PSYC 190 Directed Study 1-3 credits  
 Topic to be decided by faculty.

PSYC 202 Statistics for Social Science 3 credits  
 An introduction to the basic concepts of descriptive and inferential statistics and their application to the gathering and analysis of data in the social sciences. On sufficient demand.

PSYC 207 Research Methods in Psychology 3 credits  
 An introduction to research methods in psychology with particular focus on the experimental method. Primary emphasis is on the application of the methods learned in class to actual psychological research problems. Fall and Spring. Prerequisites: (MATH 121 or BUSN 230 or NURS 320) and PSYC 101.

PSYC 207L Research Methods in Psychology Lab 1 credit  
 To be taken concurrently with PSYC 207, the lab will provide the student with practical, hands-on experience in conducting and writing-up research projects in psychology. Students are guided through all of the phases of designing and conducting a research project. Fall and Spring.

PSYC 290 Directed Study 1-3 credits  
 Topic to be decided by faculty.

## Upper Division

PSYC 300 Educational Psychology 3 credits  
 Designed to guide students in the application of psychological theory and research to work in the classroom, this course will include topics such as learning, aspects of human development that influence learning, and how to structure the classroom environment to maximize learning. On sufficient demand. Prerequisites: PSYC 101.

PSYC 321 Child Psychology 3 credits  
 The essentials of child psychology, representing various schools of thought based upon research on the development of children from conception to preadolescence. May include a service-learning component. Fall and/or Spring. Prerequisites: (PSYC 207 and PSYC 207L) or EDSE 320 or SOCI 304 or EXSC 305.

PSYC 322 Adolescent Psychology 3 credits  
 A survey of psychological research and major theories regarding the life-span between puberty and the attainment of maturity. May include a service-learning component. Fall and/or Spring. Prerequisites: (PSYC 207 and PSYC 207L) or EDSE 320 or SOCI 304 or EXSC 305.

PSYC 323 Development in Diverse Environments 3 credits  
 Course will explore child development across various contexts with particular emphasis on broadening students' perspectives beyond normative development in white, middle class environments. Contexts explored will include poverty and homelessness, racial discrimination, diverse family contexts (e.g., divorce, parents who are homosexual), foster care and adoption, violent/war stricken environments, and cross-cultural child-rearing practices. May include a service-learning component. On sufficient demand. Prerequisites: (PSYC 207 and PSYC 207L) or EDSE 417 or SOCI 304 or EXSC 305.

- PSYC 324 Child/Education Psychology in Zambia** 3 credits  
Students will work with children at the education center at Chimfunshi Wildlife Sanctuary in Zambia, Africa. They will be responsible for organizing educational activities for local and visiting school children. Summer. Prerequisite: PSYC 207 and PSYC 207L or approval of instructor.
- PSYC 330 Social Psychology** 3 credits  
An analysis of psycho-social endowment. The impact of individuals, groups, and social structure on the development of personality and interpersonal relations. Fall and Spring; Summer on sufficient demand. Prerequisites: (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305.
- PSYC 333 Environmental Psychology** 3 credits  
An exploration of the interaction between human behavior and the physical environment. Emphasis on perception, preference, and coping with less preferred environments. Spring. Prerequisites: PSYC 101.
- PSYC 334 Human Flourishing** 3 credits  
Human Flourishing will explore what is constructive, beautiful and healthy about human beings and their social interactions. This course will provide familiarity with the Positive Psychology movement and what it brings to the social psychology table that helps us understand and improve ourselves and the communities in which we reside (e.g., our relationships, workplaces). Some of the section topics will include: healthy relationships and their benefits, happiness as both a cause and an effect of positive outcomes, distinguishing positive emotions (e.g., awe, elevation, gratitude) and their outcomes, and the importance of personal well-being for the workplace and our economy. On sufficient demand. Prerequisites: PSYC 207.
- PSYC 335 Cognition** 3 credits  
An exploration of the psychological research that seeks to understand differences and similarities in human behavior when compared across cultures and groups. On sufficient demand. Prerequisites: (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305.
- PSYC 350 Tutoring and Proctoring** 1-3 credits  
Advanced psychology students participate in the tutoring and proctoring of students who can benefit from special assistance in a particular area of psychology, especially in research methods. It is assumed that tutors and proctors have an especially good command of the subject matter. Fall and Spring.
- PSYC 355 Cross-cultural Psychology** 3 credits  
An exploration of the psychological research which seeks to understand differences and similarities in human behavior when compared across cultures and groups. On sufficient demand. Prerequisites: PSYC 101.
- PSYC 356 Comparative Psychology in Zambia** 3 credits  
Students will engage in observational research of chimpanzees at the Chimfunshi Wildlife Sanctuary, in Zambia, Africa. They will learn skills of field and observational research; participate in guided observations' and develop their own mini-project for which they will prepare ahead of time. Summer. Prerequisites: PSYC 207 and PSYC 207L or approval of instructor.
- PSYC 372 Physiological Psychology** 3 credits  
The purpose of this course is to study and discuss how anatomy, chemistry, and physiology affect behavior, how biological processes impact everyday behavior, and how abnormalities in our biology can produce various conditions and disorders. Fall on sufficient demand. Prerequisites: PSYC 101 and MATH 121 and ((PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305).
- PSYC 380 Personality** 3 credits  
A survey and critique of major theories of personality. Fall and Spring. Prerequisites: PSYC 101 and PSYC 207 and PSYC 207L.
- PSYC 390 Directed Study** 1-3 credits  
Topic to be decided by faculty.
- PSYC 411 Psychological Assessment** 3 credits  
Emphasis on the theoretical aspects of psychological testing for administration, construction, and evaluation. On sufficient demand. Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 413 Psychology of Error and Illusion** 3 credits  
This class will examine both perceptual and cognitive errors, and their relation to technology, everyday life, and decision-making. Studying various perceptual illusions will lead to a greater understanding of how the senses work. For example, topics such as color television, stage magic, and 3-D glasses will heighten our understanding of the visual system; other illusions will likewise demonstrate the workings of other senses. In addition we examine common errors in decision making that have profound effects on individuals and society. Summer, on sufficient demand.
- PSYC 414 Psychology of Consciousness** 3 credits  
This class will examine the relationship between mind and brain based upon current philosophical and empirical perspectives.
- PSYC 422 History and Systems of Psychology** 3 credits  
The various systematic approaches to the understanding of psychological phenomena are surveyed in historical context; such schools as structuralism, functionalism, psychoanalysis humanistic psychology, and varieties of behaviorism and cognitivism, will be considered. Fall. Prerequisites: PSYC 101.
- PSYC 423 Family Systems: Theory and Practice** 3 credits  
This course introduces students to the theory and practice of family systems. We will compare and contrast various models of family systems including transgenerational, structural, strategic, and experiential approaches. This course is especially recommended for students considering a career in a clinical context as a therapist. We will apply family systems theories to clinical case studies and examine how family therapists try to bring about change. Students will have an opportunity to integrate these concepts as they begin to clarify and develop their own therapeutic framework. On sufficient demand. Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 424 Community Psychology-Primary Prevention** 3 credits  
Combines an emphasis on exploring alternative methods of providing mental health services in the community and the identification of conditions of risk to psychological adjustment and the prevention or lessening of risk factors. On sufficient demand. Prerequisites: (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305.
- PSYC 426 Psychopathology** 3 credits  
Survey of major emotional and behavior disorders; discussion of causation, symptomology, and treatment. Fall and Spring. Prerequisites: (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305.
- PSYC 433 Learning** 3 credits  
Advanced survey of concepts and methods relevant to the scientific analysis of learning. Fall. Prerequisites: PSYC 101.
- PSYC 435 Sensation and Perception** 3 credits  
Examines the transduction of sensory information, its processing by the human nervous system, and how these processes result in perceptual experience. On sufficient demand. Prerequisites: (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305.

- PSYC 441 Behavior Management** 3 credits  
A critical review of learning procedures used to effect behavioral change in the natural environment. Includes treatment of both normal and maladaptive behaviors. Spring. Prerequisites: PSYC 101.
- PSYC 444 Behavior Analysis** 4 credits  
The attitudes, principles, and techniques which enter into the experimental analysis of behavior. Concentrated laboratory study and the communication of experimental findings. Spring. Prerequisites: PSYC 101.
- PSYC 444L Behavior Analysis Lab** 0 credit  
To be taken concurrently with PSYC 444. Spring.
- PSYC 450 Industrial-Organizational Psychology** 3 credits  
A survey of psychology applied to the work experience. Selection, evaluation, leadership, and work motivation are among the broad range of topics covered. Fall. Prerequisites: PSYC 101 and MATH 121.
- PSYC 460 Health/Pediatric Psychology** 3 credits  
This course is designed to cover a survey of health/ pediatric psychology (i.e., studying the interface between psychological and physical processes), while simultaneously providing in-depth analysis of various topic areas (e.g., psychosocial aspects of oncology; pain management in infants/toddlers, etc.). Classes will follow a seminar format incorporating discussion of assigned readings, presentation of new material, and an emphasis on written expression skills. Course content will emphasize many aspects of health/pediatric psychology including basic and applied research, consultation, clinical intervention, and health promotion strategies. Participation with ongoing research projects may be included. On sufficient demand. Prerequisites: (PSYC 207 and PSYC 207L or EDSE 417 or SOCI 304 or EXSC 305) and MATH 121 and PSYC 101.
- PSYC 465 Forensic Psychology** 3 credits  
This course is an introductory level course to the field of forensic psychology, the branch of psychology which focuses on the application of psychological research data and principles within the legal arena. Students will be introduced to the process of applying psychological knowledge, concepts, and principles within the civil and criminal court systems. This course will include an introduction to and overview of topics such as the history of forensic psychology, an overview of the legal system, consultation to legal parties, ethical issues, eye witness testimony, assessment, evaluation of malingering, competency in criminal proceedings, civil commitment, child custody, psychologist testimony in courtroom settings, assessment of sexual offenders, assessment of violent and homicidal behavior, treatment of crime victims, police and investigative psychology, and careers within this field. A variety of formats will be used including lecture, readings, presentation by class members on selected topics, and guest speakers from within the legal arena.
- Disclaimer:*  
*This course by virtue of its topic will address issues related to criminal activity and the subsequent legal proceedings. Although it may seem obvious, each person should consider carefully whether the content is suitable before enrolling in the course as the lectures, readings, and other materials may at times involve topics related to violence and sometimes sexual material which may be offensive to some people. On sufficient demand. Prerequisites: PSYC 207 and PSYC 207L.*
- PSYC 470 Group Process** 3 credits  
This course is an introduction to the theory and practice of group counseling and psychotherapy. Students in this course 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 process, counseling theories, group counseling methods, and skills. On sufficient demand. Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 475 Clinical/Counseling Psychology** 3 credits  
An introduction to current theory and method in clinical and counseling psychology. On sufficient demand. Prerequisite: PSYC 380 or (PSYC 207 and PSYC 207L) or EDSE 320 or SOCI 304 or EXSC 305)
- PSYC 477 Psychology of Intimacy** 3 credits  
This course will explore the nature of attachment relationships from birth through the life span with a specific focus upon issues of intimacy. On sufficient demand. Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 478 Evolutionary Psychology** 3 credits  
Evolutionary psychology examines the adaptive significance of behavior as the result of universal processes that have shaped the functioning of life. Specific topics include mating strategies, sexual jealousy, cheater detection, pregnancy sickness, parental nurturance and negligence, spatial memory, landscape preferences, and aggression and violence. On sufficient demand. Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 479 Seminar: Psychology of Trauma** 3 credits  
This seminar style course is an introduction to the psychological aspects of individual's exposure to traumatic experiences. This course will cover a variety of topics including historical and current literature regarding the effects, diagnosis, and treatments of trauma exposure throughout the lifespan. The course will place an emphasis on student participation in classroom discussions and presentations of course material. On sufficient demand. Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 480 Neuropsychology** 3 credits  
Neuropsychology is the study of the relationship between brain functioning and behavior. The course will incorporate an introduction to neuroanatomy, an overview of neuropsychological assessment, and clinical case studies. On sufficient demand. Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 481 Attachment Across the Lifespan** 3 credits  
Seminar course explores the basic principles of attachment theory and an analysis of attachment relationships (e.g., parent-child, romantic partners) at various points in the lifespan. May include a service-learning component. On sufficient demand. Prerequisite: (PSYC 207 and PSYC 207L) or EDSE 320 or SOCI 304 or EXSC 305.
- PSYC 482 Psychology of Aging** 3 credits  
This course will explore the interaction and impact of the aging process on physiological, cognitive, and psychological changes within the individual. The course will include topics such as the diversity of aging experiences, retirement, widowhood, coping with illness, family care giving, and mental health issues. On sufficient demand. Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 483 Emotion** 3 credits  
On sufficient demand. Prerequisite: (PSYC 207 and PSYC 207L) or EDSE 320 or SOCI 304 or EXSC 305
- PSYC 484 Abnormal Child Psychology** 3 credits  
An overview of theory, research, and practice in developmental psychopathology. The major disorders of childhood are reviewed. On sufficient demand. Prerequisites: PSYC 207 and PSYC 207L.



- PSYC 485 Ethics in Psychology 3 credits  
Using the APA ethical guidelines for psychologists we will examine the aspirational goals, the standards themselves, the history of the current standards, and how to apply them in a variety of situations faced by psychologists. Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 486 Seminar 3 credits  
Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 487 Seminar-Verbal Processes 3 credits  
Prerequisites: (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305.
- PSYC 488 Psychology of Transcendence 3 credits  
Utilizing perspective gained from developmental psychology, developmental psychopathology, object relations theory, and attachment theory this course will explore both positive and defensive uses of the human quest for transcendence. Focusing on religious traditions throughout the world (Judaism, Christianity, Islam, Buddhism, Hinduism, etc.) this course will provide familiarity with common themes of transcendent experience (salvation, enlightenment, timeless grace, etc.). Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 489 Seminar: Infant Development 3 credits  
Seminar involves an in-depth study of the research and theory on development from conception through infancy with special attention to the real-world application of knowledge gained. May include a service-learning component. On sufficient demand. Prerequisites: (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305.
- PSYC 490 Directed Reading in Psychology 1-3 credits  
Directed reading of an advanced topic in the field of psychology; reports submitted, conferences attended, and examination taken at the judgment of the director. Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 496 Practicum in Psychology 1 credit  
Supervised agency experiences in one or more of the applied aspects of psychology. Only one hour may be counted toward the requirements for the major. Prerequisites: PSYC 426 and PSYC 475
- PSYC 497 Group Research Topic 1-3 credits  
Supervised research experience as a part of a research team working on a specific project under the direction and supervision of a faculty member.
- PSYC 498 Individual Research Topics 1-3 credits  
Supervised individual research on a topic of interest to the student and approved by and arranged with a faculty member. Prerequisites: PSYC 207 and PSYC 207L.
- PSYC 499 Comprehensive 0 credit  
Passing the Graduate Record Advanced Test in Psychology is required of all majors prior to receiving their degree.

## Religious Studies

Chairperson: Patrick McCormick

Professors: M. Cook, S.J., J. Dallen,

H. Doohan (Emerita), L. Doohan (Emeritus),

J. Downey, P. Hartin, P. McCormick,

A. Nigro, S.J. (Emeritus), C. Skok (Emeritus),

L. Schearing, B. Tyrrell, S.J. (Emeritus)

Associate Professors: S. Kuder, S.J., R. Large,

J. Milos, C.S.J., J. Mossi, S.J., M. Moynahan, S.J.,

C. Siejk

Assistant Professors: R. Egan, S.J., M. Garvin, SNJM,

R. Hauck, K. McCrudden, J. Sheveland

Instructors: A. Merrill Willis

The aim of the religious studies curriculum is to help students develop an informed, reflective, critical, and articulate consciousness of their own developing faith in relation to the development of the modern world. This aim is pursued through the study of scripture and Christian tradition and their application to major areas of contemporary life, especially the integration of religion and society. The Department of Religious Studies offers courses in the areas of scripture, historical and systematic theology, Church history, moral theology, spirituality, and ministry.

Undergraduate students in all degree programs are required to take three religious studies courses (nine credits) sequenced as follows: one 100-level course, one 200-level course, and one 300-level course.

A Bachelor of Arts degree with a major in religious studies requires 33 credits: twelve required lower division credits; twenty-one credits from the upper division courses. Majors may concentrate in specific areas; e.g., biblical studies, theology, ethics, spirituality. The religious studies major focuses on an intellectual and spiritual appropriation of human experience that is both religious and moral. The major stresses Christianity, but it also requires study of one other tradition.

The Religious Studies department also offers a minor in religious studies. A total of eighteen credits is required for the minor in religious studies, of which nine credits must be upper division.

For information regarding endorsement for teacher certification, please contact the department office.

Only electives offered by the Department of Religious Studies or approved by the department chair may be counted toward the major.

The department also offers a twelve-credit Certificate of Ministry Program (Theology of Ministry, Ministry elective, Programming and Administration in Ministry, and Practicum) which certifies that a person has been prepared in a practical way for work in Christian ministry. These courses are taken in addition to required lower division credits.

Gonzaga's Department of Religious Studies is accredited by the Association of Theological Schools.



**B.A. Major in Religious Studies 33 Credits**

**Lower Division**

RELI 110-112 Old Testament*	3 credits
RELI 120 or 124 New Testament* (RELI 105 may substitute for either Old or New Testament)	3 credits
RELI 200-240 History/Theology	6 credits

**Upper Division**

RELI 330 Principles of Christian Morality*	3 credits
RELI 492 World Religions (or other non-Christian Religions)	3 credits
RELI - - - Electives	12 credits
RELI 499 Senior Symposium	3 credits

**Minor in Religious Studies 18 Credits**

**Lower Division Courses**

RELI 110-112 Old Testament*	3 credits
RELI 120 or 124 New Testament* (RELI 105 may substitute for either Old or New Testament)	3 credits
RELI 200-240 History/Theology	3 credits

**Upper Division Courses**

RELI 330 Principles of Christian Morality*	3 credits
RELI - - - Electives	6 credits

\* Upper level (400) advanced courses in this subject area may be substituted for this requirement. Prior approval from the chair is required. Students who have already taken an advanced course can submit an appeal.

**Lower Division**

RELI 105 Old and New Testament A study of both Old and New Testament as the scriptures of Christianity.	3 credits
RELI 110 The Old Testament Examines the historical, literary and contemporary worlds of the Old Testament.	3 credits
RELI 111 (WOMS 251) Feminist Interpretations of the Old Testament This course introduces students to the Old Testament with special attention given to texts dealing with women.	3 credits
RELI 112 Old Testament and Ecojustice Examines the Old Testament in terms of its literary, historical, and cultural dimensions with special attention to the role Earth and all creation plays in the biblical materials.	3 credits
RELI 120 The New Testament An exploration of the world and environment of the New Testament writers as well as Christianity's roots in the Jewish tradition. A basic introduction to the writings of the New Testament.	3 credits
RELI 124 New Testament: Matthew Mark Luke A study of the synoptic gospels and their inter-relationship and independent development.	3 credits
RELI 200 Religion and Human Experience An exploration of some of the basic experiences, concepts, and challenges involved in being religious.	3 credits
RELI 205 History and Teaching of Christianity Designed to give students of Christian and non-Christian backgrounds an introductory knowledge of the growth and development of Christianity from its beginnings to the present day.	3 credits
RELI 210 Christian Doctrine An introduction to the academic discipline of Christian theology and the way in which the Christian community makes believing possible and meaningful for contemporary people of faith.	3 credits

RELI 211 (WOMS 252C) Feminist Christian Doctrine 3 credits  
Informed by the voices of contemporary feminist theologians and biblical scholars, this course examines the traditional understanding of what it means to live in a Christian faith in a pluralistic culture.

RELI 215 Christian Diversity 3 credits  
An introduction to the history, beliefs, and practices of selected denominations within Christianity such as Orthodox, Lutheran, Anglican, Reform, Anabaptist, and others. Students will also examine the impact of culturally diverse expressions of Christianity within a North American context, e.g. African American and Hispanic.

RELI 220 Catholicism 3 credits  
Exploration of the identity of the Roman Catholic tradition with emphasis on Catholicism's dialogue with the contemporary world.

RELI 230 Contemporary Church 3 credits  
A theological and historical examination of the contemporary church from the perspective of the Second Vatican Council.

RELI 231 (WOMS 255C) Women and Contemporary Church 3 credits  
The focus of this course is to examine the identity and mission of the church as an institution and a community of faith emerging from Vatican Council II. Feminist theology will provide the lens for examining the role of women in the church in both historical and contemporary situations.

RELI 240 Core Seminar: Special Topics 3 credits  
Prerequisite: One 100 level course.

**Upper Division**

**Note: Upper division 300-level courses have as a prerequisite one 100-level and one 200-level RELI course.**

RELI 310 Bible and Christian Morality 3 credits  
The role of Scripture in Christian moral choices, the relationship between current moral problems and biblical insights, and application of a critical biblical understanding to modern questions of justice and morality.

RELI 330 Principles of Christian Morality 3 credits  
How are Christians to fashion moral choices, character, and communities? What are the sources, tools, and rules of Christian ethics? What kind of Justice does our faith demand?

RELI 331 Christian Sexual Morality 3 credits  
A Christian perspective on the ethical dimensions of human sexuality and issues of gender.

RELI 332 Christian Marriage 3 credits  
Catholic teachings in the area of marriage and family life in light of contemporary challenges.

RELI 333 Christian Medical Ethics 3 credits  
How should Christians judge and respond to the technologies and dilemmas of modern medicine? What Christian principles should guide our medical and health care decisions and policies?

RELI 334 Healing and Wholeness 3 credits  
A Christ-centered model and method for healing, transforming, transcending physical challenges, psychological wounds, addictive, tendencies and for ongoing transfiguration of the whole person.

RELI 335 Faith, Justice, and the Church 3 credits  
What does our Christian faith have to say about our economic, political, social and cultural structures and practices. An examination of the ways our Church calls us to practice a "faith that does justice."

RELI 336 Christian Ethics of Eating 3 credits  
Why biblical and Christian morality demands just and sustainable agricultural systems that feed the hungry, compensate and protect workers, and treat animals humanely.

RELI 337 Vietnam: War-Christian Morality 3 credits  
An analysis of Christian moral teachings on war with a specific focus on the Vietnam War. Topics include peace, justice, killing, revolution, and protest.

- RELI 343 Christian Leadership 3 credits  
The scriptural and traditional foundations for religious leadership; contemporary leadership theories; the development and role of Christian leaders in the Church and world today.
- RELI 350 Interreligious Dialogue 3 credits  
Asks how Christianity and other world religions should engage in respectful dialogue, and explores practical issues such as moral responsibility, social structures, and spiritual engagement.
- RELI 360 Liturgy 3 credits  
A general survey of liturgy; the roots and contemporary manifestations of celebration, ritual, and symbol.
- RELI 361 Worship in Western Christianity 3 credits  
The historical evolution of worship in western Christianity to the twentieth century and how it has been understood theologically; contemporary Catholic and Protestant traditions of worship.
- RELI 370 Christian Spirituality 3 credits  
The sources, nature, and forms of Christian spirituality historically and within the contemporary context.
- RELI 371 (WOMS 356) Women and Christian Spirituality 3 credits  
An exploration of the themes, questions, and foundations of Christian spirituality with special focus on the experience of women.
- RELI 385 (WOMS 355) Feminist Theologies 3 credits  
Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity.
- RELI 390 Applied Theology: Special Topics 3 credits
- Note: Upper division 400-level courses have as a prerequisite one 100-level, one 200-level and one 300-level RELI course.**
- RELI 401 Pentateuch 3 credits  
An historical-critical and theological study of the documents which constituted Israel's understanding of covenant with God.
- RELI 402 Genesis 3 credits
- RELI 404 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 405 Wisdom Literature 3 credits  
A study of the literary, theological, and historical dimensions of the books of Proverbs, Job Ecclesiastes, Sirach, and the Wisdom of Solomon and their place in the development of Hebrew thought.
- RELI 406 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 408 (WOMS 455) Women and the Bible 3 credits  
Examines women's depiction in Old Testament narratives, Ancient Israel's patriarchal culture, and the Old Testament's role in supporting modern women's full humanity. Engages feminist hermeneutics and scholarship.
- RELI 409 Dead Sea Scrolls 3 credits
- RELI 410 Hebrew Scriptures: Special Topics 3 credits
- RELI 411 Synoptic Gospels 3 credits  
Matthew, Mark, and Luke in their interrelationship and their independent development.
- RELI 412 Johannine Literature 3 credits  
The Gospel of John and the Johannine letters.
- RELI 413 Letters of Paul 3 credits  
Paul's life and theology as reflected in his letters.
- RELI 414 Revelation and General Epistles 3 credits  
How to interpret the Book of Revelation and the Epistles of James, Hebrews, Jude, and 1 and 2 Peter.
- RELI 417 Christians, Romans and Jews 3 credits  
Origin, character, and development of Christianity in first-century Rome as revealed in the New Testament.
- RELI 418 Apocalyptic Literature 3 credits  
How to interpret the various books of Apocalyptic Literature in the Old and New Testaments.
- RELI 419 New Testament: Special Topics 3 credits
- RELI 420 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 422 Christology 3 credits  
The key movements in Christology today in the light of scriptural and conciliar teachings on Christ.
- RELI 424 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 425 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 426 Religion and Human Rights 3 credits  
An introduction to the notion of universal human rights with special attention to the role of religion in the debate. The contribution of recent Christian theology to this conversation. Issues include the clash of cultures, cultural relativity and universal truths, the possibility of a global ethic, the use and abuse of religious language, and theological contributions to international political dialogue.
- RELI 429 Systematic Theology: Special Topics 3 credits
- RELI 430 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 431 Christian Sexual Morality 3 credits  
Fundamental Christian moral principles and their application to the expression of human sexuality and issues of gender.
- RELI 435 Church and Social Justice 3 credits  
The issues of justice from a Church perspective as they affect society locally, nationally, and internationally.
- RELI 437 The Ethics of Nonviolence 3 credits  
An examination, through the writings of Mohandas Gandhi and Martin Luther King, Jr., of the sources, pre-suppositions, and goals of nonviolence as both a personal ethic and a movement for social change.
- RELI 438 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 439 Ethics: Special Topics 3 credits

RELI 440 Ecclesiology	3 credits	RELI 461 Sacraments	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.		Theological study of the scriptural, doctrinal, and systematic presentation of sacramental life and worship.	
RELI 444 Women in Ministry	3 credits	RELI 462 Liturgical-Sacramental Spirit	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.		The interrelation of liturgical celebration, personal spirituality, and Christian living.	
RELI 445 Church History to the Reformation	3 credits	RELI 463 Sacraments of Initiation	3 credits
The historical origins of the Church and its development to the Reformation.		Christians are made, not born; a study of how this has been and is done sacramentally through baptism-confirmation and the Eucharist.	
RELI 446 The Reformation	3 credits	RELI 465 Eucharist	3 credits
The figures, ideas, and events that produced the religious challenge to medieval Christendom in the sixteenth century.		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 perspective.	
RELI 447 American Religious History	3 credits	RELI 469 Liturgy-Sacraments: Special Topics	3 credits
The role of religion in the development of American culture from the colonial period to the present.		RELI 471 New Testament Spirituality	3 credits
RELI 448 Church History: Special Topics	3 credits	The nature of biblical spirituality and a consideration of the spiritual teachings of the gospel writers.	
RELI 449 Ecclesiology: Special Topics	3 credits	RELI 472 Christian Spiritual Traditions	3 credits
RELI 450 Theology of Ministry	3 credits	A study of themes, issues, and selected classic texts in the history of Christian spirituality.	
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 if inquiry and direction for collaborative pastoral response.		RELI 473 Contemporary Christian Spirituality	3 credits
RELI 451 Pastoral Counseling	3 credits	A contemporary exploration of human relationships: self, community, world, and God through the lens of Christian spirituality.	
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 474 Understanding Christian Mystic	3 credits
RELI 452 Spiritual Direction	3 credits	The lives of Teresa of Avila and John of the Cross; their works and relevance for today.	
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 475 Spirituality and Social Justice	3 credits
RELI 453 Program and Administration in Ministry	3 credits	Explores the interconnectedness of the Christian experience of God and the commitment to justice in society; the dialectic of the mystical and prophetic dimensions of Christian existence.	
Practical skills in church administration and collaborative ministerial leadership: skills for developing and administering ministry programs.		RELI 476 Prayer and Discernment	3 credits
RELI 454 Program and Administration in Ministry	3 credits	Practical spiritual and personal development: contemplative prayer, discernment, spiritual direction, healing ministry.	
Practical skills in church administration and collaborative ministerial leadership: skills for developing and administering ministry programs.		RELI 479 Spirituality: Special Topics	3 credits
RELI 455 Sharing Faith	3 credits	RELI 480 Spirituality and Ministry	3 credits
This course propose 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. Within these themes the course examines particular topics and correlates with other issues in ministry.		3 credits An exploration of spirituality as formative and foundational to contemporary ministry.	
RELI 457 Supervised Ministry	1-4 credits	RELI 481 Ignatian Spirituality	3 credits
Ministerial experience under supervision and assistance in theological reflection. Permission from department required. Prerequisite: RELI 450.		The personal spirituality and legacy of St. Ignatius Loyola.	
RELI 458 Practicum	3 credits	RELI 482 Spirituality and Adult Life Cycle	3 credits
Field based experience involving demonstrated competence in ministry. Prerequisite: RELI 450.		The dynamics of Christian growth in connection with contemporary life-cycle research.	
RELI 459 Ministry: Special Topics	3 credits	RELI 485 Feminism and Christianity	3 credits
RELI 460 Community Outreach	3 credits	An investigation and critique of the dialogue between feminist theory and Christian theology. Specific issues and persons are selected for consideration.	
A course on volunteer work with both classroom and volunteer fieldwork components.		RELI 486 (WOMS 457) Women and 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 490 Directed Readings	1-6 credits
		Prerequisite: Permission from department.	
		RELI 491 (PHIL 466) God and Philosophy	3 credits
		Philosophical views about God and our knowledge of God.	
		RELI 492 (INST 330) World Religions	3 credits
		The diverse non-Western religious beliefs and practices and various religious perspectives regarding world brotherhood and sisterhood. Includes an introduction to the religions of the world.	

RELI 492B Holocaust	3 credits
Hitler's war and the history of Christian anti-Semitism; 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 492C Native American Religions	3 credits
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 492D (INST 333) 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 Buddhism.	
RELI 492E (HIST 348/INST 368) Islamic Civilization	3 credits
Introduction to the history of Islamic civilization centering	

on the relationship of religion to society and culture; the origins of Islam; Islamic belief and practice; Islam, politics, and society; fine arts and intellectual developments; and Islam in the modern world.	
RELI 492F Hinduism	3 credits
Introduction to the foundations and milestones of Hinduism and the importance of Hindu mythology in shaping Indian culture and rituals.	
RELI 493 Sociology of Religion	3 credits
Social aspects of religion as viewed by classical and contemporary theorists. Religion's role in social change.	
RELI 496B Biblical Hebrew	3 credits
RELI 499 Senior Symposium	1-3 credits
Integration of basic issues and methods of the discipline in a research paper and presentation. Required of all religious studies majors during their fourth year. Students must attend classes for two semesters but can divide the three credits between the two semesters.	

## Sociology

Chairperson: Edward Vacha

Professors: B. Coughlin, S.J., J. Rinehart, E. Vacha

Associate Professors: M. Marin, A. Miranne, G. Weatherby

Assistant Professors: M. Bahr, A. Bertotti Metoyer,  
V. Gumbhir, W. Hayes

Instructor: Andrea Fallenstein

The Department of Sociology offers the Bachelor of Arts degree in sociology. The study of sociology helps students to develop an awareness of the connections between our individual experiences and the groups to which we belong. Learning the theories and methodologies of sociology provides students with an excellent foundation for a variety of careers, including law, government service, teaching, and business. The requirements for a major in sociology have been designed to facilitate the acquisition of skills in social scientific theorizing and research design. The student may use the credits available in electives to pursue an interest in a specific content area of the discipline such as social inequality, social psychology, social institutions, or deviance. Students have the opportunity to graduate with honors in the major if they have fulfilled all requirements, achieved a grade point average of at least 3.5 in their sociology courses, and written and defended a senior thesis (SOC 498). In their fourth year, all sociology majors must complete SOC 499 (Sociological Analysis).

Students who are planning to obtain certification in elementary or secondary education while majoring in sociology must consult with advisors in the department and in the School of Education in order to insure that both sets of requirements may be met. These students are advised to choose a minor which will broaden and strengthen their knowledge of social science.

### B.A. Major in Sociology: 34 Credits

#### Lower Division

SOCI 101 Introduction to Sociology	3 credits
SOCI 202 (MATH 121) Statistics for Social Science	3 credits
SOCI - - - Lower-division electives (excluding SOCI 100)	0-3 credits

#### Upper Division

SOCI 304 Research Methods	4 credits
SOCI 311 Classical Social Theory	3 credits
SOCI 312 Contemporary Social Theory	3 credits
SOCI - - - Electives	12-15 credits
SOCI 499 Sociological Analysis	3 credits

### Minor in Sociology: 18 Credits

#### Lower Division

SOCI 101 Introduction to Sociology	3 credits
SOCI - - - Electives (excluding SOCI 100)	0-6 credits

#### Upper Division

SOCI - - - Electives	9-15 credits
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#### Lower Division

SOCI 100 Culture, Ethnicity and Race: United States	3 credits
This course examines issues concerned with culture, ethnicity, and race as unique to the United States experience. The course will focus on the structures and circumstances that promote racist ideology; the nature of prejudice and discrimination, as well as survival and resistance strategies. This course is designed to serve non-majors and non-minors in sociology. This course does not count towards the sociology major or minor requirement.	
SOCI 101 Introduction to Sociology	3 credits
A general survey of the field of sociology and how human society works. Materials focus on an understanding of modern societies.	
SOCI 200 Social Problems, Solutions and Social Change	3 credits
This is a course on the study of major social problems. Specifically the course will demonstrate how sociology skills can be employed to bring about social change.	
SOCI 202 Statistics for Social Science	3 credits
An introduction to the basic concepts of descriptive and inferential statistics with an emphasis on social scientific applications. Prerequisite: SOCI 101.	

- SOCI 221 Sociology of South Africa 3 credits  
A sociological analysis of South Africa within the context of race, power, leadership, justice struggle, forgiveness, healing and social transformation from mid-twentieth century to the present. Course required for students planning to participate in the South Africa study abroad program.
- SOCI 244 (WOMS 201) Sex, Gender and Society 3 credits  
Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.
- Upper Division**
- SOCI 304 Research Methods 4 credits  
Provides training and experience designing, conducting, and analyzing social research through projects using surveys, interviews, and observation. The course is useful for students contemplating careers in which knowledge concerning people (customers, clients, employees, students, etc.) is needed for testing theories, making decisions, targeting appeals, etc. Required for all majors.
- SOCI 311 Classical Social Theory 3 credits  
Analyzes the theories developed by Marx, Weber, Durkheim, and others during the nineteenth and early twentieth centuries and how these continue to influence the work of sociologists today. Invites students to examine their own practices of theorizing. Fall.
- SOCI 312 Contemporary Social Theory 3 credits  
Explores the major strategies for sociological theorizing developed during the twentieth century in America and western Europe. Considers how constructions of modernity and postmoderninty are central to understanding what theorizing means and what it can contribute to our work as sociologists and as citizens. Spring. Prerequisite: SOCI 311.
- SOCI 322 (INST 315) Latin American Society 3 credits  
An overview of Latin American development. Several socio-economic factors are examined. Development issues are broadly conceptualized within economic, demographic, and cultural dimensions. These variables are viewed as overlapping forces influencing development.
- SOCI 323 Race and Minority Relations 3 credits  
A consideration, through theory and research, of the concepts of race; racial conflicts; ethnic, political, sexual, and religious minorities; and the modes of adjustment to such situations.
- SOCI 325 Mexican American Experience 3 credits  
Course will study the historical development of Mexican American society, culture and community from 1848 to the present. Sociological themes of assimilation and cultural pluralism will provide the foundation for the analysis of this ethnic group. Team-taught in English.
- SOCI 326 East Asian Society 3 credits  
As a socio-historical survey of China, Korea and Japan from 1800 to the present, this course examines the sociopolitical, economic, ideological and cultural transformations within East Asia through the transformative processes of imperialism, colonialism, modernization, war and revolution, and globalization. By exploring how cultural, social and political dimensions overlap and influence economic development, students gain insight into contemporary social change, representation and power in East Asia.
- SOCI 327 Social and Economic Inequalities 3 credits  
Examines the distribution of such social rewards as income, power, style of life, wealth, and prestige among members of a society. Also considers a variety of sociological explanations for the distribution of rewards; compares and contrasts stratification systems across societies.
- SOCI 328 Social Change 3 credits  
Studies change in both individual and social structures. Emphasis on change at the societal level, especially with regard to the emergence of the modern industrial order and the possible future of this type of society.
- SOCI 329 Sociology of Culture 3 credits  
Focus on analysis of rules and values that constitute American culture, especially in relation to how these are portrayed in mass media and the built environment.
- SOCI 330 Society and the Individual 3 credits  
Social psychology introduces novelty into the ancient pastime of speculating about human behavior and human groups by attempting to use scientific methods. This course focuses on the relationship between individuals and groups. It includes an examination of the impact of groups on individuals, and the impact of individuals on the groups to which they belong. Topics covered include friendship, leadership, influence, the self concept, prejudice, and morality.
- SOCI 332 Small Groups 3 credits  
Studies the structure of small groups and examines the social processes that go on within them. Topics covered include allocation of power and prestige, leadership, friendship, conflict, group productivity, and decision making.
- SOCI 333 Popular Culture and Film 3 credits  
This course deals with contemporary film and the five social institutions of religion, economy, family, politics and education. Images of God, depiction of the family historically and currently, the value of education by ethnicity, evolving gender roles and distinctions, political rights and governmental intervention, and other social issues will be explored in depth primarily through the use of film.
- SOCI 334 Collective Behavior 3 credits  
Crowds, mass behavior, public opinion, riots and social movements are forms of human behavior characterized by the spontaneous development of new norms that often contradict/reinterpret existing norms. The course examines the classical and recent research on this social behavior.
- SOCI 336 Socialization 3 credits  
Much of what makes human life interesting and exciting revolves around personality - the complex cluster of traits that makes each of us unique. This course focuses on the way our experiences with others in the family, school, and at work shape our personalities while preparing us to become a part of society.
- SOCI 337 Subcultures 3 credits  
This course examines a specific type of social group- the subculture- and the relationship between subcultures and the larger culture. Students will review the historical development of subcultural studies, with dual emphasis on theory and methodology.
- SOCI 342 (WOMS 360) Gender, Family and Society 3 credits  
Examines images and practices of family life in American society. Explores how family has become a significant political topic in contemporary America. Connects family issues to struggles about gender.
- SOCI 348 Sociology of Death and Dying 3 credits  
Presents perspectives on dying and death as cultural constructions and socially organized practices. Emphasizes the connections between how people live and die in America today, especially in terms of the differences due to gender, age, race, and ethnicity.
- SOCI 350 Deviant Behavior 3 credits  
Knavery, skullduggery, cheating, crime, malingering, cutting corners, immorality, dishonesty, betrayal, wickedness, and all other unconventional activities are forms of deviance. All known societies have members who become deviants. This course introduces students to several theories explaining deviance and examines the life styles of a variety of deviants.

- SOCI 351 Criminology** 3 credits  
A study of crime and criminal offenders in America. Special attention will be given to criminal statistics, theoretical explanations, and public policy.
- SOCI 353 Juvenile Delinquency** 3 credits  
An investigation of the nature and extent of juvenile delinquents in America. Special attention will be given to theoretical explanations; the effect of family, peers and school; and the history of the juvenile justice system in handling juvenile offenders.
- SOCI 354 Sociology of Mental Illness** 3 credits  
This course provides an analysis of the problems of mental health and illness from the sociological perspective. Sociological approaches on the definition of mental illness; the social epidemiology of mental illness, problems of recognizing and defining conditions of mental illness, and hospital and community treatment of mental illness will be covered.
- SOCI 355 (CRIM 355) Elite and White Collar Crime** 3 credits  
This course examines organizational crimes and the crimes of the rich and powerful. The nature and extent of various types of white collar crimes are described, discussed and analyzed, and methods of controlling this form of crime are presented. This course also provides a survey of various sociological explanations for white collar crime.
- SOCI 380 Global Sociology** 3 credits  
This course examines the theoretical, methodological and empirical significance of globalization and offers sociological perspectives on the political, economic and cultural processes of globalization in varied regions of the world, including Asia, Latin America, North America, Africa and the Middle East. Several key issues in the field of global sociology will be addressed, including the changing role of state sovereignty, the political and social implications of a global economy, the reordering of international relations and the changing features of warfare, the significance of new social movements and international organizations, the focus on environmental sustainability and the fusion of cultural forms at local and global levels.
- SOCI 381 Politics and Society** 3 credits  
An empirical analysis of the major theories which attempt to describe the actual distribution of power in America. The course is primarily concerned with how power in societies is contested, given legitimacy, and sustained; it also examines political behavior of the public focusing on voting behavior.
- SOCI 382 Population and Society** 3 credits  
There are more people on this planet than ever before, and the problems associated with population growth seem to be everywhere. Urban crowding, disease, poverty, ethnic tensions, refugees, illegal immigration, environmental degradation, unemployment, aging and the social security "crisis" are just a few of these troubles. This course introduces students to the study of population and demography to help them better understand these issues. After learning how to measure and analyze population characteristics and trends, students will explore the relationship between population changes and contemporary social and political issues in the developing regions of the world.
- SOCI 383 Environmental Sociology** 3 credits  
This course examines human relationships with the natural environment. It explores how power structures, social norms, ideologies and politics affect our relationship and treatment of the environment.
- SOCI 384 Sociology of Religion** 3 credits  
Studies works of classical and contemporary sociologists on the social and cultural aspects of religion. Examines how religion is influenced by social conditions and the role it plays in shaping society.
- SOCI 385 Law and Society** 3 credits  
An examination of the legal process from the emergence of legal norms to the impact of legal sanctions from a sociological point of view. The course focuses on the social processes that influence the development of specific laws, the administration of the law, and the impact of legal sanctions.
- SOCI 388 Sociology of Education** 3 credits  
The sociology of schooling. Topics will include race, gender, social class, and school success; functions of schooling; the interplay of education and occupation; how schooling in the U.S. today compares to schooling in other societies and to schooling in the past, and the debate concerning the quality of American schools.
- SOCI 390 Feminist Thought** 3 credits  
Analyzes the contributions of feminist scholars to social and political theory and shows how feminist scholarship is transforming topics, methods, and goals. Reviews the major approaches to feminist theorizing and invites students to put these to work examining contemporary social and political issues. Prerequisite: SOCI 244.
- SOCI 391 Directed Study** 1-3 credits  
Topic to be decided by faculty.
- SOCI 395 - 399 Topics in Sociology** 3 credits  
Specific topics to be selected by the professor. Prerequisite: Second year standing.
- SOCI 478 Social Economic Development in Italy** 3 credits  
The impact of social theories on economic problems in Italy. The Mezzogiorno treated from the economic, sociological, political, and religious points of view. Offered at Gonzaga-in-Florence. Prerequisite: third year standing.
- SOCI 486-489 Seminar** 1-3 credits  
Topics selected by departmental faculty.
- SOCI 490 Directed Readings** 1-3 credits  
Supervised advanced reading in selected topics in sociology. Prerequisite: Permission from department.
- SOCI 496 Practicum in Sociology** 1-3 credits  
Supervised experience in a selected social agency. Credit by arrangement. Prerequisite: Fourth year sociology major or permission from department. Prerequisite: SOCI 101.
- SOCI 497 Independent Research Project** 1-3 credits  
Approved directed experience in sociological research proposed by the student.
- SOCI 498 Senior Honors Thesis** 3 credits  
Students with a 3.70 grade point average in their sociology courses who wish to be graduated with departmental honors in sociology must enroll in this course in the semester prior to the semester in which they are graduated. Work is done under the direction of a faculty member from the department. The student must pass an oral examination of the thesis administered by the department. The thesis may be theoretical or based upon empirical research.
- SOCI 499 Sociological Analysis** 3 credits  
Offers sociology majors the opportunity to review theories and research, and to consider how these might be useful for understanding current social issues. Required of all sociology majors and fulfills comprehensive examination requirement. Spring.

# Women's Studies

Director: Jane Rinehart

Gonzaga's Women's Studies Program provides students with the tools and information they need to participate competently in our society's current conversation about gender. This multi-disciplinary program examines the historical and contemporary circumstances which shape the relationships between men and women. It raises fundamental questions about gender relations and identity, explores philosophical assumptions about human nature, and considers the possibility of new social practices which will bring about greater equality and mutual understanding. The program offers a twenty-one credit concentration in Women's Studies. There are three required courses: WOMS 201, 401, and 499. Students also select four elective courses in several disciplines, including English literature, history, modern languages, philosophy, political science, religious studies and sociology. A maximum of six elective credits may be lower-division courses with a WOMS number. Further, a maximum of six elective credits may be Component courses ("C" suffix), with the remainder of electives being full women's studies courses. Full women's studies courses systematically use the methods, themes, and approaches of feminist scholarship throughout the semester. (In component courses, one-third to one-half of the course material addresses gender issues and/or uses feminist perspectives.) A maximum of nine credits may be taken in any one discipline. WOMS 401 will not be included in this count. Students should also note the policy in this catalogue on multiple usage of courses for meeting degree requirements in the WOMS concentration and the core or major/minor.

## Concentration in Women's Studies: 21 credits

### Lower Division

WOMS 201 Sex, Gender, and Society	3 credits
WOMS 200 level Electives	0-6 credits

### Upper Division

WOMS 300 level and above Electives	6-12 credits
WOMS 401 Feminist Thought	3 credits
WOMS 499 Symposium	3 credits

Note: Component courses have a "C" suffix.

### Lower Division

WOMS 201 (SOCI 244) Sex, Gender and Society 3 credits  
Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.

WOMS 220C (ENGL 201) Studies in Fiction 3 credits  
The elements of fiction through careful examination and discussion of short stories and novels. While not all authors read are female, the focus is primarily on female characters, gender roles, and feminist themes and issues. This course satisfies the ENGL 200 requirement. Prerequisites: ENGL 101 and ENGL 102.

WOMS 237C (PHIL 301) Ethics 3 credits  
Explores several approaches to ethics, including a feminist perspective, considering how each theoretical approach is grounded. Examines the process of ethical decision-making and how gender affects how we approach ethical issues. Contemporary ethical issues are examined, some of which are gender-related. This course satisfies the PHIL 301 requirement. Prerequisite: PHIL 201.

WOMS 251 (RELI 111) A Feminist Introduction to the Old Testament 3 credits

This course will introduce students to the Old Testament with special attention given to texts dealing with women. After analyzing the literary types and social roles of biblical women, the course examines how their stories shaped attitudes toward women in American society. In addition to the biblical text, students read contemporary feminist and womanist commentators, and study what is involved and presumed by a feminist reading of the Bible. This course satisfies the RELI 100 requirement.

WOMS 252C (RELI 211) Christian Doctrine from a Feminist Perspective 3 credits

Informed by the voices of contemporary feminist theologians and biblical scholars, this course examines the traditional understanding of what it means to live Christian faith in a pluralistic world. This course satisfies the RELI 200 requirement.

WOMS 255C (RELI 231) Women and Contemporary Church 3 credits

An examination of the identity and mission of the church as an institution and a community of faith emerging from Vatican Council II, with feminist theology providing the lens for examining the roles of women in the church in both historical and contemporary situations. This course satisfies the RELI 300 requirement.

WOMS 265 (BIOL 165) Biology of Disease 3 credits

This course investigates how medicines work. It covers various affected organ systems (e.g., immune, endocrine, reproductive), the scientific method, development of effective medicines/treatments, and the potential sex/race/ culture bias of experimental results from drug trials. Various diseases (e.g., AIDS, cancer, diabetes) and treatments will be covered in the course. Designed for non-science majors. This course satisfies the natural science core.

WOMS 270 (HIST 219) Sex and Gender in European History 3 credits

An introductory survey of ideas about gender, sex, and the family in western culture, and women's experiences of and contributions to civilizations in the Mediterranean and western Europe from ancient times to the early modern period (circa 1600). Prerequisites: HIST 101.

### Upper Division

WOMS 313 (POLS 313) Think Globally, Act Locally 4 credits

Studies the changes that globalization precipitates in the economy, in the capacity of the welfare state, and in civic activity. Develops new "habits of the heart" and political engagement, including advocacy; service learning through local organizations to perform all forms of household labor for women who are raising children alone.

WOMS 321C (ENGL 310) American Literature I 3 credits

This course examines a variety of genres in American literature through the 1840s: essays, novels, short stories, sermons, poems, women's captivity narratives, and autobiographies. The course will move from Spanish and Native American narratives of contact to the self-questioning of Puritan writers and the mythologizing tendencies of Crèvecoeur, Franklin, Cooper, and later writers. In exploring Native American and African American texts as well as works by Emerson and Hawthorne, students will consider the ways in which gender and race help to shape an American literary canon. Prerequisites: English core.



- WOMS 323C (ENGL 311) American Literature II 3 credits  
The course analyzes the development of American literature from the romanticism of the 1830s to the blooming of the American Renaissance of the 1850s and 1860s. Writers such as Hawthorne, Poe, Emerson, Whitman, Thoreau, and Dickinson will be read alongside less canonical writers such as Fuller, Davis, Douglass, Jacobs, and Stowe. This course seeks to broaden an understanding of American literature by reading works from a variety of genres (short stories, poems, essays, autobiographies, novels) and from writers of different races, classes, and geographical backgrounds. Prerequisites: English core.
- WOMS 324C (ITAL 322) The Italian Historical Novel 3 credits  
This course will explore the development of the historical novel in Italy with a strong emphasis on modern historical novels. Prerequisite: ITAL 301.
- WOMS 325C (ENGL 318) African American Literature 3 credits  
Examining both nineteenth- and twentieth-century literary works, African-American literature seeks to expose students to the historical, aesthetic, and cultural backgrounds of black writers and writing in America. Beginning with the classic slave narratives, late nineteenth- and early twentieth-century black intellectuals (e.g., Booker T. Washington, W.E.B. DuBois) will introduce the students to the social and political dissension among advocates of black liberation. The course will sample the aesthetic flowering of writers of the Harlem Renaissance (e.g. Langston Hughes, Zora Neale Hurston) and twentieth-century plays and novels (e.g. Lorraine Hansberry, Ralph Ellison, Toni Morrison, August Wilson) Fulfills American literature requirement. Prerequisites: English core.
- WOMS 326C (ENGL 312) American Literature III 3 credits  
This course surveys American literature from the 1870s to 1950. We will discuss some of the following developments and authors of the 19th century: The rise of realism (James, Wharton) and naturalism (Crane, Dreiser), regional literature (Jewett, Freeman), and African American literature (Washington, DuBois, Chesnutt). The survey of 20th-century works includes works by several modern poets (Eliot, Frost, Hughes), novelists (Huron, Faulkner, Welty), and dramatists (Odetts, O'Neill). Prerequisites: English core.
- WOMS 330 (HIST 363) Women in U.S. History 3 credits  
An examination of the roles, experiences, and activities of American women from the colonial period to the 1970s.
- WOMS 331 (HIST 384) Women in Colonial Latin America 3 credits  
An investigation of the lives of women in both the pre-contact and post-conquest societies. The activities of women and their roles in society among the Aztec, Inca, and Pueblo civilizations, followed by a study of their experiences after the Spanish Conquest and women's experiences and roles in the Spanish colonies, including a woman who fled a nunnery dressed as a man, served in the Spanish army and killed men in duels.
- WOMS 340 (POLS 322) Gender and Politics 3 credits  
Survey of feminist theories and their impact on the political position of women in America. The history of the postwar women's movement in the U.S. A variety of issues raised by women will be explored, and placed in comparative context to further illuminate possible choices and consequences.
- WOMS 342 (INST 326/POLS 363) Women in Comparative Societies 3 credits  
The course aims to develop awareness that globalization is precipitating changes in the nature of the American economy and in the nature of civic life, and to develop the civic skills and "habits of the heart" that globalization demands. Several learning modes are featured: exposure to traditional academic reading, engagement in classroom discussion, and involvement in service, leadership training, and community activism. Students work with locally-based groups devoted to economic justice, community activism, and service to women and children.
- WOMS 343 (POLS 303) Civil Liberties: Race and Gender 3 credits  
Civil liberties is the legal face of the fundamental issue of democratic politics: how can we combine majority rule AND cultural pluralism AND protection of individual rights? Beginning with a study of traditional civil rights: the tension between protection of individual rights and the power of the majority in a democracy, we then survey how that traditional understanding has been modified to protect "individuals" who are only in court because they belong to a non-mainstream group or subculture, focusing in depth on two such groups - African Americans and women - reading books which argue that the traditional individualistic understanding of civil rights fails to provide justice. We conclude with a mainstream defense of the traditional view.
- WOMS 344 (POLS 327) American Social Policy 3 credits  
This course examines the origins, patterns, reforms, and criticisms of American social policy. Consideration of ties between knowledge and social policy, and the particular impact of education, health care, and welfare policies on women, children, different racial and ethnic groups, and the middle class. A review of normative claims for the proper role of the state and capitalism as well as comparisons with other western, capitalist societies and their policy regimes. On sufficient demand.
- WOMS 355 (RELI 385) Feminist Theologies 3 credits  
Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity. This course satisfies the RELI 300 requirement.
- WOMS 356 (RELI 371) Women and Christian Spirituality 3 credits  
Explores the major theological and spiritual foundations of Christian spirituality. Considers how women have, at different points in Christian history, lived the 'spiritual life.' Also considers new questions raised in recent years about women's experiences of God. This course satisfies the RELI 300 requirement.



- WOMS 360 (SOCL 342) Gender, Family and Society 3 credits  
Examines images and practices of family life in American society. Uses historical material to show how ideals about family life have developed. Discusses definitions of "family" as political, with a special emphasis on the politics of gender. Connects debates over how to define and understand family with decisions about social policies.
- WOMS 384 Women's Studies Internship 2-3 credits  
Opportunities to work as an intern with various agencies that assist women in Spokane. Students meet to discuss their experiences and write a paper integrating their internship experience with their women's studies coursework. Fall and Spring.
- WOMS 401 (POLC 341) Feminist Thought 3 credits  
Analyzes the contributions of feminist scholars to social theory and shows how feminist scholarship is transforming topics, methods, and goals. Reviews the major approaches to feminist theorizing and invites students to put these to work examining contemporary social and political issues. Spring. Prerequisites: WOMS 201 or SOCI 244
- WOMS 416 (ENGL 436) 18th Century British Novel 3 credits  
The British novel from Behn to Austen. Prerequisites: English core.
- WOMS 417 (ENGL 434) Tudor and Stuart Drama 3 credits  
Focuses on the varied dramatic traditions of Tudor and Stuart London besides Shakespeare. This is a period in which questions about gender roles were being openly debated, and in which literary and otherwise discursive interrogations of social roles, particularly the role of women, pervaded genres but were most vivid on stage.
- WOMS 418 (ENGL 330) Shakespeare: Gender and Genre 3 credits  
This course will discuss the language, themes, and preoccupations of Shakespeare, as well as his social, philosophical, and historical context. All the texts selected for our close reading will feature strong female figures, and we will pay particular attention to the construction, impact, and implications of these women on other characters, on the form of their texts, and on us, the inheritors of their literary and cultural tradition. Readings will include *Taming of the Shrew*, *Macbeth*, and *Anthony and Cleopatra*, in addition to secondary sources featuring feminist theory and literary criticism. Prerequisites: English core.
- WOMS 420C (MTSL 304) Language and Cultural Identity 3 credits  
This seminar is designed for students who are interested in socio-cultural perspectives on identity and language and their intersection in diverse cultural communities. Our goal will be to explore the theoretical and methodological issues and substantive findings surrounding current research focusing on identity and language. We will also examine related theoretical and empirical research on identity and language (multicultural education, literacy education, feminist pedagogy). Prerequisites: English core.
- WOMS 422C (ENGL 413) 19th-Century American Novel 3 credits  
This course explores the diverse literary themes, social contexts, and intellectual backgrounds of the American novel from its beginnings in romantic tradition through the realist and naturalist movements of the late nineteenth century. Works by Hawthorne, Melville, Stowe, Wharton, James, Twain, Harper, and others offer a rich opportunity to investigate issues not only of literary value but of race, class and gender in nineteenth-century America. In addition to analyzing each work's form and genre, we will ask the following questions: What accounts for the inclusion (or exclusion) of this work from the canon of American literature? In what ways does the work reflect, critique, or ignore its social context? Prerequisites: English core.
- WOMS 423C (ENGL 414) 20th-Century American Novel 3 credits  
Close reading of works by Edith Wharton, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Eudora Welty, Ralph Ellison, EL Doctorow, and Toni Morrison. The course will also examine the novels against the backgrounds of social history, literary history, and race and gender in American culture. Students are expected to participate in class discussion, collaborate in group work, and write in-class exercises and formal critical essays. Prerequisites: English core.
- WOMS 424C (ENGL 462) Studies in the Novel 3 credits  
Focuses on thematically or historically-related novels (general topic/theme of the class varies). Through close examination of texts, critical background and theory, this course explores the way gender issues, among other issues, are portrayed by various English and/or American writers. Prerequisites: English core.
- WOMS 427 (ITAL 440) Women in Italian Literature 3 credits  
This course will analyze five novels by Italian women writers. The course will explore the forces that have historically disenfranchised and isolated women, and what is important and beautiful in women's writing.
- WOMS 435 (PHIL 456) Feminist Ethics 3 credits  
Explores women's experiences of oppression and some of the ways in 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. Prerequisites: PHIL 301.
- WOMS 455 (RELI 408) Women and the Bible 3 credits  
Examination of primarily Old Testament narratives involving women, using literary, theological, and socio-historical categories of interpretation to critically reflect on the biblical views of women. Special attention to reading strategies of attending to women's speech, women's values, and narrative point of view so as to consider whether the depictions of women contribute to or denigrate the full humanity of women and how they may be used to subvert oppressive actions and attitudes toward women.

- WOMS 457 (RELI 486) Women and the Spiritual Journey 3 credits  
An exploration of the impact of the women's movement on the understanding and the experience of spirituality; issues include God-imagery, scriptural approaches, and expression of prayer and ritual.
- WOMS 460 (ENGL 460 ) Studies of Women Writers 3 credits  
This course will examine various literary works written in dialogue with or in response to other literary works, but not all of the texts we examine will illustrate women writers responding to earlier male authors. Prerequisites: English core.
- WOMS 480 (NURS 460) Women's Health 2-3 credits  
This course will address a broad range of health issues that are either unique women or of special importance to women. Summer.
- WOMS 490 Directed Reading 1-3 credits  
Supervised reading in one of the previously mentioned areas of study, not to replace existing courses but to provide an opportunity for advanced study not available within the regular curriculum. Prerequisites: WOMS 201 and WOMS 401.
- WOMS 491 Directed Study Women's Studies 1-3 credits  
Directed study requires completion of a form, department permission, and cannot be registered for via Zagweb
- WOMS 499 Symposium in Women's Studies 3 credits  
The capstone course in the Women's Studies concentration provides an opportunity for a special kind of faculty and student conversation. Responsibility for organizing and structuring this course will rotate among women's studies faculty. Topics will vary. Regardless of the texts or topics, the goals will be to create a conversation in which students play active roles and in which they develop collaborative skills as well as analytic and writing skills. Students will share responsibility for initiating and facilitating class discussions. Students and faculty will work together to develop credible readings of assigned texts. Students will write regularly. Where possible, faculty and students will discuss implications of the course readings and conversation for the anticipated future work worlds of the students. Prerequisites: (WOMS 201 or SOCI 244) and (WOMS 401, SOCI 390 or POLS 341).





# School of Business Administration

Dean: Clarence H. Barnes

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

Professors: K. Anderson, C. Barnes, J. Beck, R. Bennett, E. Birrer, S. Bozman, P. Buller, K. Carnes, J. Chen, D. Elloy, J. Helgeson, K. Hickman, T. Korkeamaki, J. Monks (Emeritus), W. Terpening

Associate Professors: T. Chuang, P. Loro, M. Shrader, W. Teets, G. Weber

Assistant Professors: G. Barone, M. Beqiri, N. Chase, D. Friesner, D. Hackney, S. Hedin, K. Hendrickson, L. Kurpis, D. Law, M. McPherson, S. Melendy, V. Patil, M. Pepper, D. Stewart, A. Thatte, D. Xu.

## Degrees Offered

Master of Business Administration (MBA)

Master of Accountancy (MACC)

Master of Business Administration/Master of Accountancy (MBA/MACC)

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

Master of Accountancy/Juris Doctor (MACC/JD)

Master of Business Administration/Bachelor of Science Engineering (MBA/BS)

Gonzaga University's School of Business Administration is an exciting place to study and learn. We are committed to developing leaders who possess a solid base for critical thinking, communication and leadership skills, along with a keen sense of and ethical decision making. Both the Master of Business Administration (MBA) and the Master of Accountancy (MACC) degree 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 during the day and early evening 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 creatively resolve challenges faced by managers in a dynamic business environment.
- 2) The skills necessary to develop and implement strategies that effectively manage change.
- 3) An appreciation of the ethical implications of management decisions on all stakeholders.
- 4) The communication skills expected of upper-level managers and business owners.
- 5) The technical skills and professional knowledge required by upper level managers.
- 6) An understanding of the benefits of diversity within the business environment.
- 7) An appreciation of the impact globalization will have on the world economy.

Gonzaga's graduate programs are fully accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

## Admission Requirements

An admissions decision is based on our evaluation of the following factors: overall undergraduate grade point average (GPA), Graduate Management Admission Test (GMAT) score, recommendation letters, 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 [www.jepson.gonzaga.edu/graduate](http://www.jepson.gonzaga.edu/graduate)).
- 2) Two recommendation letters sent directly from the recommending individuals 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 Graduate Management Admissions Test (GMAT) score.
- 5) A resume detailing relevant work experience and professional objectives.
- 6) A written statement of purpose.
- 7) An official TOEFL score of at least 88 (IBT), 230 (CPT), 570 (paper) or an IELTS score of 6.5 or above by each international applicant who has 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.

In addition, the Graduate School of Business may require a personal interview with incoming international applicants. A deficiency in written or spoken English may be remedied by the successful completion of English and speech courses. 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 our admission policy is to select degree candidates who demonstrate high potential for academic and professional success. Students of promise normally exhibit a GMAT score in excess of 500 and at least a 3.00 undergraduate grade point average.

A prospective student may enroll for one semester as a non-matriculated student for a maximum of twelve graduate business credits. The graduate program director can elect to confer non-matriculated status to a student of demonstrated potential that has applied for admission but who may not have been able to complete the application process prior to the start of classes.

## Foundation Requirements

Prior to enrolling in graduate coursework required for the degree program, some students may need to take preparatory courses in specific business subjects. 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 foundation course. Foundation course credits are not counted toward the graduate degree program. Applicants must consult with an adviser before registering the first semester. Foundation courses required of all MBA and MACC students are:

- Microeconomics
- Macroeconomics
- Principles of Finance
- Principles of Management
- Principles of Marketing
- Statistics
- Production/Operations Management
- Managerial Accounting
- Financial Accounting
- Business Law
- Management Information Systems

## 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 among a large selection 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 3.00. Degree requirements consist of 22 credit hours of core courses and 11 hours of graduate-level electives.

### Core Courses: 22 credits

MBUS 600 Orientation Workshop	0 credit
MBUS 610 Economic Environment of the Firm	2 credits
MBUS 612 Management Skills Development	2 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 and Practice	2 credits
MBUS 625 Operations Theory and Practice	2 credits
MBUS 626 Information Systems Theory and Practice	2 credits
MBUS 627 Marketing Theory and Practice	2 credits
MBUS 628 Managerial Accounting	2 credits
MBUS 629 Corporate Financial Reporting	2 credits
Elective Courses (11 credits)	
<b>Total Credits Required – 33 credits</b>	

## MBA Concentrations

In addition to the MBA of Choice, the Graduate School of Business offers the MBA with concentrations in Accounting, Entrepreneurship, Ethics, Finance, Marketing, Management Information Systems, Sports Management, and Supply Chain Management. MBA concentrations permit a student to tailor coursework to match career goals and interests. The core courses are the same for these concentrations as they are for the MBA of Choice. Instead of 11 hours of electives, however, each of these programs substitutes additional course requirements. These courses are offered on a two year cycle.

### Accounting Concentration\*

#### (11 credits)

MACC 665 Assurance Services	3 credits
MACC 663 Accounting Theory	3 credits
One of the following two courses:	
MACC 660 Advanced Accounting	3 credits
MACC 666 Advanced Federal Taxation	3 credits
Accounting Electives	2 credits
Additional foundation requirements and accounting GPA minimum.	
Intermediate Accounting I and II	6 credits
Cost Accounting	3 credits
Federal Taxation	3 credits
Auditing	3 credits

### Entrepreneurship Concentration

#### (9 credits + 2 electives)

MBUS 642 Business Planning	3 credits
MBUS 643 Entrepreneurial Strategy	1 credit
MBUS 639 Current Issues in Entrepreneurship	1 credit
Four credits from the following:	
MBUS 630 Intellectual Property	2 credits
MBUS 638 Economics of Gambling	1 credit
MBUS 650 Competitive Advantage in a Global Economy	1 credit
MBUS 651 Strategic Change	1 credit
MBUS 657 Negotiations	2 credits
MBUS 682 Buyer Behavior	2 credits
MBUS 684 Research Methods	2 credits

### Finance Concentration

#### (9 credits + 2 electives)

MBUS 660 Investments	2 credits
MBUS 662 Advanced Corporate Finance	2 credits
One of the following three courses:	
MBUS 663 International Finance	2 credits
MBUS 665 Mergers and Acquisitions	2 credits
MBUS 668 Financial Institutions	2 credits
Finance Electives	3 credits

### Management Information Systems Concentration

#### (9 credits + 2 electives)

MBUS 673 Business Database Systems	3 credits
MBUS 676 Electronic Commerce Strategy and Communications	3 credits
One of the following two courses:	3 credits
MBUS 672 Systems Analysis and Design	3 credits
MBUS 674 Web-Based Applications and Architecture	3 credits

### Marketing Concentration

#### (9 credits + 2 electives)

MBUS 682 Buyer Behavior	2 credits
MBUS 684 Research Methods	2 credits
One of the following two courses:	2 credits
MBUS 685 International Marketing	2 credits
MBUS 687 Marketing Management	2 credits
Marketing Electives	3 credits

**Sports Management Concentration  
(9 credits + 2 electives)**

EDPE 525 Sport in the Social Context	3 credits
MBUS 697 Sports Management Internship	3 credits
Three credits from the following:	
EDPE 514 Trends and Issues in Sport	3 credits
EDPE 500 Sport Promotions	3 credits
MBUS 699 Sports Economics	3 credits

**Supply Chain Management Concentration  
(9 credits + 2 electives)**

MBUS 640 Global Operations and Supply Chain	2 credits
MBUS 645 Business Process Management and Improvement	2 credits
MBUS 641 Supply Chain Design and Logistics	2 credits
Three credits from the following:	
MBUS 644 Service Management	1 credit
MBUS 646 Project Management	1 credit
MBUS 647 Quality Management	1 credit
MBUS 648 Lean Thinking	1 credit
MBUS 649 Current Issues in Supply Chain Management	1 credit
MBUS 699 Spreadsheet Management	1 credit

**Course Descriptions**

- 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 510 Marketing Analysis** 3 credits  
This course explores the process of exchange. Class lectures and assignments will be used to acquaint students with important decision criteria used in satisfying consumer wants and needs. The completion of a marketing plan is used to reinforce marketing techniques that are introduced as well as enhance student analytical and decision making skills.
- MBUS 520 Financial Management** 3 credits  
The course develops the skills and intuition needed to make financial decisions. Estimation of relevant cash flows, time value mathematics, estimation of appropriate return requirements, and the techniques for assessing projects and investment opportunities are focal skills covered in this class. Additionally, intuitive concepts such as the trade off between risk and return, the nature of the agency problem, the benefits and perils associated with leverage, and the implications of market efficiency are developed in order to add to the students' business judgment. Summer. Prerequisite: ACCT 261.
- MBUS 530 Managerial Statistics** 3 credits  
The focus of this course will be on the analysis of business data and the application of statistical thinking in managerial decision making. The premise of the course is that effective decision making often requires an understanding of scientific and statistical principles as well as good judgment. Topics covered include descriptive statistics, sampling distributions, confidence intervals and hypothesis testing, analysis of variance and simple regression. Summer.
- 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.
- MBUS 540 Operations Management** 3 credits  
This course provides a broad overview of issues in operations and supply chain management, emphasizing a strategic orientation toward design and improvement issues. Topics include structuring, improving and integrating information technology, processes, suppliers, and logistics providers. Summer.
- MBUS 560 Accounting Analysis** 3 credits  
This course is an introduction to accounting and reporting, including international accounting. Emphasis is on preparation, analysis, and interpretation of general purpose financial reports and uses of accounting information for decision-making. Spring.
- MBUS 583 Legal Environment** 3 credits  
This course addresses the legal fundamentals of running a business with particular attention to contracts, partnerships, corporations, property, commercial paper, securities, and the regulatory environment.
- MBUS 600 (MACC 600) Orientation Workshop** 0 credit  
This zero credit workshop is held one evening per semester just prior to the start of classes. It must be taken during the student's first semester in either the Master of Accountancy or Master of Business Administration programs. Topics include an orientation to the Graduate School of Business programs, University facilities available to students, team-building, communications, and case analysis. Fall, Spring, Summer.
- MBUS 604 (MACC 604) Corporate Taxation** 3 credits  
This course explores the fundamentals of federal taxation as it relates to corporate formation, operations, distributions, and liquidations. Particular attention is given to the operation of S Corporations. The course concludes with a discussion of mergers and spin-offs, particularly in the context of small business corporations. Fall.
- MBUS 606 (MACC 606) Tax Planning for Wealth Transfers** 3 credits  
This is a survey course involving the federal tax effects of gifts during life and transfers at death. Some work is done in actual planning principles and how federal transfer taxes can be reduced by proper planning. A discussion of estate planning will combine all aspects of the transmission of wealth, both by testate and intestate methods. Consideration will be given to the tax and non-tax problems inherent in property transmission. Fall.
- MBUS 607 (MACC 607) Tax Planning for Business Transactions** 3 credits  
This course deals with detailed examination of corporate and partnership acquisitions and dispositions. Both taxable and nontaxable events will be explored concentrating upon the small business aspects of such transactions. Spring.
- MBUS 608 Introductory Real Estate Investment** 1 credit  
This course is designed to provide an introduction to real estate finance and investments. Topics covered include an overview of the language, products, historical background, and core concepts in real asset investment and management. Also covered are analytical tools and decision-making techniques in property asset valuation and financing options for various development projects.
- MBUS 609 (MACC 609) Financial Statement Analysis** 1 credit  
This is a short course introducing managers to the benefits of analyzing financial statements. The main objective is to improve students' familiarity with and competence in understanding an organization's current and past performance from applying various qualitative and quantitative analysis techniques.

- 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. Fall and Spring.
- MBUS 612 Management Skills Development** 2 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. Fall and Spring.
- MBUS 613 Quantitative and Statistical Analysis** 2 credits  
The purpose of this course is to familiarize graduate business students with methods that can be used to predict the uncertain nature of business trends in order to make more effective decisions. The course discusses such issues as hypotheses testing, ANOVA, simple linear regression, multiple regression analysis and theory building. Moreover, the course introduces students to methods used to explore data patterns and choose an appropriate forecasting technique. Fall and Spring.
- 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. Fall and Spring.
- MBUS 615 Small Business Marketing** 3 credits  
This course presents practical marketing techniques with a strong theoretical basis. Students will acquire an understanding of how marketing techniques may be adapted effectively for efficient use in small business environments. Issues in buyer behavior and marketing research will be discussed.
- 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; This course should be taken in the student's final semester. Fall and Spring.
- MBUS 624 (MACC 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. Fall and Spring.
- MBUS 625 Operations Theory and Practice** 2 credits  
This course examines the current state of the art in the 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. Fall and Spring.
- 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. Fall and Spring.
- 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. Fall and Spring.
- MBUS 628 Managerial Accounting** 2 credits  
This course primarily examines decision making using accounting information. Emphases include cost measurement and control, financial modeling, differential costs for marketing and production decisions, profit planning and budgeting, and performance evaluations. Fall and Spring.
- MBUS 629 Corporate Financial Reporting** 2 credits  
Corporate financial accounting theory and reporting practice will be studied, using lectures, discussions, and projects, both individual and group. The emphasis will be on the preparation and use of corporate financial reports for decision-making. Ethical dimensions of corporate financial reporting will be considered, as well as more traditional technical topics, drawn from areas including investments, leases, pensions, revenue recognition, fair value measurement, stock option accounting, and financial derivatives. Fall and Spring.
- MBUS 630 Intellectual Property** 2 credits  
This course covers four substantive areas of intellectual property (IP): trade secrets, patents, trademarks, and copyrights. Each IP area is presented and followed by case presentations that illustrate real world examples of the lecture topics. The goal for this course is to substantively and thoroughly expose students to the four areas in a manner that will enable them to bring value to their organization by being able to: (1) identify what constitutes a trade secret, patent, trademark, and copyright and how each differs in its bundle of protections, (2) spot IP issues that might arise in their area of expertise or practice in the business world, and perhaps most importantly, (3) properly act on issues to both (a) mitigate the effects of possibly infringing on another's IP rights, and (b) maximize the chances that their own organization's IP rights are not lost.
- MBUS 631 Advanced Communication Skills** 2 credits  
This course is designed to sharpen speaking and writing skills. Attention will be paid to various forms of public speaking such as expository and persuasive as well as speaking in small groups. In addition, students will focus on writing papers, reports and exams in clear, concise English. Other topics include: dealing with writer's block, organizing material, writing first and final drafts, and editing.



- MBUS 632 Personal Financial Planning** 1-3 credits  
A study of financial planning from the perspective of both the individual and the financial planning consultant is the focus of this course. Emphasis is placed on education and retirement planning, including applications of Federal tax law. Topics include: the financial planning process; present value analysis; investment strategies and asset allocation; risk management; estate planning; wills, and medical directives. Summer.
- 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 634 (MACC 634) Behavioral Issues in Managerial Accounting** 2 credits  
This course examines potential human resource and behavioral problems faced by managers who use accounting numbers in business planning and evaluation. Summer.
- MBUS 635 (MACC 635) Business Behaving Badly** 1 credit  
This course examines the psychological and behavioral problems faced by managers. Students will study job burnout, budgetary slack, and the potential unintended consequences of using accounting numbers in incentive systems. Fall and Spring.
- MBUS 636 International Ethics** 1 credit  
This course extends a discussion of ethics with an emphasis on the relationship between business strategy and ethics in an international context. Cultural values, global media, intellectual property, and corruption are examples of topics that may be covered.
- MBUS 637 Efficiency Measurement in Business** 1 credit  
Cutting costs and increasing productive efficiency have become vital to the success of businesses operating in today's economy. Economists and operations researchers have recently developed a number of user friendly computer packages that make the measurement of potential efficiency gains and cost savings more viable. The purpose of this course is to introduce students to one (or more) of these programs and demonstrate how to successfully operate the program and interpret its results.
- MBUS 638 The Economics of Gambling** 1 credit  
The use of competitive strategy is a key for the survival and success of firms operating in today's economy. Students learn effective techniques and concepts that allow business managers to make efficient decisions that anticipate a rational response on the part of competitors. The purpose of this course is two-fold; it intends to provide students with extra practice and skill in developing and employing competitive strategy. As such, this course can be considered as an extension of the tools taught in MBUS 610. Additionally, it intends to give students exposure to other fields that employ strategic decision making, most notably games and gambling.
- MBUS 639 Current Issues in Entrepreneurship** 1 credit  
These seminars offer coverage of current topics of importance to entrepreneurs. This course may be repeated for credit with a change in subject matter.
- MBUS 640 Global Operations and Supply Chains** 2-3 credits  
This course examines the current state of the art in the 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 641 Supply Chain Design and Logistics** 2 credits  
In today's global fast-paced customer-oriented business environment, supply chain choices are having an increasingly critical influence on strategic business outcomes. This course examines frameworks for structuring the key issues and trade-offs in supply chain system design, forces that influence supply chain structure, and methods for the design of logistic networks. Consideration is also given to new opportunities and issues introduced by the Internet and advanced information technologies.
- 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 is a course requirement.
- MBUS 643 Entrepreneurial Strategy** 1 credit  
The purpose of this course is to introduce students to the general theories, principles, concepts, and practices of entrepreneurship. Concentrating in the starting, financing, and managing of a new enterprise, this course examines the myriad conditions surrounding new venture initiation and growth. This class is not a study of small business management technique.
- MBUS 644 Service Management** 1 credit  
The main purpose of this course is to introduce business students to service operations, service strategy, and the role of information technology on services. The course focuses on understanding the distinctive characteristics of service operations and their managerial implications. Discussion includes such issues as the role and nature of services; competitive environment of services and competitive service strategies; service quality, service failure, and service recovery; service encounter triad (the interaction of the customer, service organization, and contact personnel) and service escapes; yield management; the economics and psychology of waiting in lines, and the impact of IT on service operations.
- MBUS 645 Business Process Management and Improvement** 2 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 such as simulation as part of the course.
- MBUS 646 Project Management** 1 credit  
Managers are charged with planning and controlling a variety of projects. This course provides students with the requisite skills necessary to manage a wide-range of projects including: project planning, task scheduling, resource management, and project reporting. The course provides students with the knowledge of how to use project software to plan and control multiple projects utilizing finite resources.

- MBUS 647 Quality Management** 1 credit  
This course provides an introduction to management practices aimed at quality improvement and relevant international quality standards. Topics include product and process design for quality and reliability, vendor selection and quality defect prevention throughout the supply chain, control and improvement of process capability for all supply chain processes, ISO 9000 and ISO 14000 standards, and customer relationship management.
- MBUS 648 Lean Thinking** 1 credit  
This course extends the benefits of lean thinking outward from the factory floor to encompass the entire global supply-chain. The principles of lean thinking are applied to each stage of supply-chain management including the make-vs.-buy decision, sourcing, product and process design, facility location and management, and relationship management. Practical methods for enhancing a firm's core competencies by identifying and eliminating waste are presented along with recommendations for building an integrated supply-chain through the use of Internet-based strategies and software solutions.
- MBUS 649 Current Issues in Supply Chain Management** 1 credit  
These seminars offer coverage of current topics of importance to the supply chain management profession. This course may be repeated for credit with a change in subject matter.
- MBUS 650 Competitive Advantage in a Global Economy** 1 credit  
This course introduces concepts and analytical frameworks for understanding the fundamentals of competitive advantage in a global context. The course is designed to provide an opportunity for students to apply concepts and frameworks to actual company situations. The course covers industry analysis, value chain analysis, and the fundamentals of crafting generic business strategies of low cost, differentiation, and focus. The course also explains how to forge effective strategic interrelationships with business partners, suppliers and customers.
- MBUS 651 Strategic Change** 1 credit  
This course examines the strategic importance of an organization's capacity to deal effectively with change from the "outside in" and the "inside out." "Outside in" change refers to an organization's capacity to respond and adapt to an increasingly turbulent external environment. Managing change from the "inside out" refers to planned organizational transformations required to renew, reconfigure, or reposition the organization for sustained competitive advantage. Both perspectives of strategic change are interrelated and involve analyses of environment, leadership, strategy, structure, process, and human resource dimensions of organizations.
- MBUS 652 Organization Development and Change** 2 credits  
An examination of techniques and methods for increasing organizational effectiveness and enhancing the overall quality of work life of employees. The course will focus on the planning, designing, and management of intervention programs aimed at change efforts to increase the effectiveness of organizations and the development of employees.
- MBUS 653 Current Issues in Management** 1 credit  
An in depth examination and discussion of topics that are important to managers in the twenty first century. Topics include, but not limited to, the following: empowerment, cross cultural management, employment relationships in changing organizations, diverse cognitive styles in teams and organization transformation.
- MBUS 655 Performance Appraisal** 1 credit  
This course is designed to introduce the students to the concepts and fundamentals of performance appraisal. Emphasis is placed on understanding the theoretical background and the practical mechanics of performance appraisal in today's organizations. Measurement, job analysis, and performance appraisal and the law are some of the topics covered in this course.
- MBUS 656 Dynamics of Industries** 1 credit  
Graduate-level seminar on the evolution of organizations and industries. Introduction to sociological and economic perspectives on change processes within organizations and industries. Special emphasis will be given to the use of demographic and ecological measures as tools for industry and competitive analyses.
- MBUS 657 Negotiation** 2 credits  
This course focuses on the science and the art of negotiation. It will combine lecture, case, and experiential techniques in introducing the student to such topics as preparation for negotiation, the role of emotion in negotiation, and negotiating in teams.
- MBUS 658 HR Exam Preparation** 1 credit  
This course reviews of the body of knowledge of human resource management in preparation for the PHR certification exam. A membership in the Society for Human Resource Management (SHRM) is a course requirement. Passage of the PHR exam, combined with two years HR work experience, confers the Professional in Human Resources certification. Certification recognizes professionals who have met a high level of training and work experience.
- MBUS 659 Current Issues in Human Resources** 1 credit  
These seminars offer coverage of current topics of importance to the human resources profession. This course may be repeated for credit with a change in subject matter.
- MBUS 660 Investments** 2 credits  
This course covers the fundamentals of security valuation and analysis, market efficiency, the scientific evidence surrounding investment strategies, and the relationship between risk and return. Trading mechanics, types of trades, and alternative investment vehicles will be discussed.
- MBUS 661 Raising Capital** 1 credit  
This course addresses the theory and practice related to corporate financing practices, both in the U.S. and globally. The coverage includes the financial market system, the underwriting process, the choice between different financing instruments, and financial engineering. Typical features of stock, bond, and hybrid offerings are also covered.
- MBUS 662 Advanced Corporate Finance** 2 credits  
The course covers both the theoretical background and practical implications of the central issues in corporate financial management, including capital structure decisions, dividend payout decisions, and asset valuation. Real options are considered as an enhancement to traditional capital budgeting methods. Also, issues related to security design are covered.
- MBUS 663 International Finance** 2 credits  
This course is designed to give the student an understanding of the basic terminology, structure, and importance of international finance. This includes study of foreign exchange (FX) markets and instruments, FX risk, political risk, hedging of these risks, and multinational capital budgeting.

- MBUS 664 Derivatives** 1 credit  
The class focuses on futures, forwards, and options on common stock and foreign currencies. Institutional aspects of derivatives markets, as well as factors influencing the value of these contracts are studied. In option valuation, the Black-Scholes-Merton option pricing model and the Binomial tree model of option valuation are covered in detail. Various portfolio strategies using combinations of call and put options to exploit investors' expectations of future asset prices are also covered.
- MBUS 665 Mergers and Acquisitions** 2 credits  
This class includes coverage of merger types, their characteristics, and motivations for mergers. The market for corporate control will be introduced, as will the agency problem and how it relates to merger activity. Principles of valuation will be applied to takeovers and some examination of merger law, corporate governance reform, and the scholarly research of M and A's will also be included in the course.
- MBUS 666 Introductory Personal Investing** 1 credit  
An introduction to investment theory and the implications for the construction of an individual investment portfolio. Includes a discussion of alternative asset choices, asset allocation, risk and return, and tax implications.
- MBUS 667 Business Valuation** 1 credit  
This course covers three basic approaches to business valuation including dividend discount models, free cash flow and comparable firms techniques.
- MBUS 668 Financial Institutions** 2 credits  
This course will examine the role that financial intermediaries play in the allocation of financial resources through the economy. Topics covered include the various types of institutions, their regulation, fund flows, and the structure of financial markets.
- MBUS 669 Current Issues in Finance** 1 credit  
These seminars offer coverage of current topics of importance to the finance profession. This course may be repeated for credit with a change in subject matter.
- MBUS 670 (MACC 670) Fraud Prevention and Detection** 1 credit  
This course is designed to sensitize students to the various types of fraud that take place within organizations. Participants will gain the ability to recognize common frauds, understand the characteristics of the perpetrators, and evaluate methods by which such frauds might be deterred.
- MBUS 672 System 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. Spring. Prerequisite: MBUS 626.
- 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. Fall. Prerequisite: MBUS 626.
- MBUS 674 Web Based Applications and Architecture** 3 credits  
The course is intended to introduce the architecture and development of web-based applications. The course presents an overall introduction to major components of web-based applications, including communication protocols, web servers, database server, programming (script) language, and development tools for web-based applications. The course provides a general coverage of alternative platforms and their associated technologies for developing web-based applications. In-depth surveys on alternative platforms and standards will be assigned for further study. Popular web languages and standards are introduced as a vehicle to familiarize students with practical skills and development techniques. Spring. Prerequisite: MBUS 626.
- MBUS 675 Fundamentals of Business Ethics** 2 credits  
This ten-module course offers a comprehensive, practical approach to business ethics. Online.
- MBUS 676 Spreadsheet Modeling** 1 credit  
This course involves building, solving and interpreting analytical models of managerial problems from operations, finance, marketing, and statistics using Microsoft Excel, specialized add-ins and the Visual Basic for Applications programming language. This is a "hands on" course where you will learn advanced Excel skills and how to create spreadsheet models of business processes and solve them to generate quality solutions.
- MBUS 677 Principle-Based Ethics** 1 credit  
This course is intended as the introduction to the nine credit ethics concentration. The subject matter addresses today's increased need for ethical commitment in organizations. Comparisons of principles based vs. utilitarian ethics are explained. Online.
- MBUS 678 Ethics in Accounting** 1 credit  
This five module course is intended to provide those who are not accounting professionals with an overview of the challenges and dilemmas faced by those who prepare and audit financial statements. Practical models of decision making are discussed. Online.
- MBUS 679 Ethics in Marketing** 1 credit  
This five module course addresses ethical principals and professional codes of conduct within the marketing environment. Students will increase their awareness of and sensitivity to ethical issues surrounding product, price, promotion, and distribution decisions. Students will also learn a process that will allow them to analyze the context of marketing decisions to reach ethical conclusions.
- MBUS 680 Ethics in Human Resources** 1 credit  
This one unit course investigates ethical behavior in the context of the human resources profession. Consideration is given to the tension between fulfilling the needs of employees and the preservation of the firm's best interests. The course will examine ethical decision making in all aspects of the employee's life cycle -- from recruitment through selection, performance appraisal, career management, and discipline to the end of the employment relationship through retirement, firing, layoff or voluntary separation. Online.
- MBUS 681 New Product Development** 1 credit  
Methods are introduced that improve the new product development process. Integrated practices which are important to the success of new products are discussed within the contexts of idea assessment, product design, product testing, product introduction, and organizing the new product development process.
- MBUS 682 Buyer 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 683 Persuasion** 1 credit  
This course is designed to introduce students to classic and contemporary theories of persuasion. Knowledge of the persuasion process, social influence, and other persuasion techniques should enable students to make more informed decisions as a sender and receiver of persuasive messages.
- MBUS 684 Research Methods** 2 credits  
This course presents an overview of the marketing research process. Analytical procedures and technology will be introduced that expose students to the most widely used methods employed by marketing professionals. Students will acquire an appreciation of the marketing research process and become knowledgeable users of information provided by this form of inquiry. Specific topics include: alternative methods of obtaining information, problem identification, research design, measurement scales, questionnaire construction, validity and reliability issues, sampling error, sampling procedures, statistics, computer data analysis, ethical dilemmas, and report preparation.
- MBUS 685 International Marketing** 2 credits  
The course focuses on management of marketing activities to and in foreign countries. The course emphasizes assessment and decision-making related to the task of effectively adapting marketing strategy to the dynamic environment of international business. Contemporary developments in the theory and practice of international marketing are discussed. The course aims at developing managerial skills of cultural sensitivity and ability to perform marketing functions in diverse cultural environments.
- MBUS 686 Business Forecasting** 1 credit  
The purpose of this course is to expose graduate business students to methods that can be used when exploring data patterns and selecting the appropriate forecasting technique. Such methods as moving averages, exponential smoothing (simple, Holt's and Winter's), regression-based trend, as well as time-series decomposition are introduced. Finally, the course discusses the idea of combining forecast results as well as key issues to be considered to obtain a better forecast. Prerequisite: MBUS 613.
- MBUS 687 Marketing Management** 2 credits  
Alternative methods used to create value and enhance customer satisfaction are presented and discussed. Advanced techniques employed by professional marketers are applied in the contexts of buyer behavior, market segmentation, product development policy, pricing strategy, distribution, sales and advertising management as well as implementation and control processes.
- MBUS 688 Creativity and Intuition** 1 credit  
This course examines the qualitative aspects of decision-making. It looks at the "soft" side of decision-making. Topics include: 1) the general decision process. 2) whole brain decision-making. 3) creativity. 4) the use of intuition and affect in decision-making. 5) the "rightness" of decisions, and so forth. Current articles on decision-making and thinking are read and techniques to enhance creativity presented. A contrast is presented between the affective "right-brain" aspects and the cognitive "left-brain" aspects of decision-making.
- MBUS 689 Current Issues in Marketing** 1 credit  
These seminars offer coverage of current topics of importance to the marketing profession. This course may be repeated for credit with a change in subject matter.
- MBUS 690 Directed Study** 1-4 credits  
Guidelines are available in the Graduate School of Business office. Requirements must be met before registration. Summer.
- MBUS 691 (MACC 691) Team Building I** 1 credit  
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. Students are required to provide their own meals and transportation on Saturday.
- MBUS 692 (MACC 692) Team Building II** 1 credit  
The second course in the series focuses on characteristics of leaders and principle-centered, ethical, and creative leadership. 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 mission statements. Students are required to provide their own meals. Prerequisite: MBUS 691.
- MBUS 693 (MACC 693) Team Building III** 1 credit  
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. Prerequisite: MBUS 692.
- MBUS 694 (MACC 694) Team Building Intensive** 3 credits  
This intensive, three credit course combines the highly interactive, challenge activities and in-class and outside assignments of Levels I, II, and III (see course descriptions above). Students may not have taken MBUS 691, 692 or 693 prior to taking this course. Summer.
- MBUS 695 (MACC 695) Small Business Consulting** 3 credits  
Practicum in providing management assistance to businesses and non-profit organizations in marketing, management, finance, accounting, information systems, operations and related case problems. The course will also examine the management of the consulting process and the role of the consultant as an agent of organizational change.
- MBUS 696 (MACC 696) New Venture Lab** 1-3 credits  
The New Venture Lab (NVL) Internship provides graduate students with a venue to apply the skills they have developed during their educational endeavors by allowing them to collaborate with local entrepreneurs on a variety of consulting projects. Students can choose to do the internship for one to three credits; each credit requires 60 hours of work. The NVL is an unpaid internship. As with any internship, students must complete an application and interview process in order to be considered for the NVL internship program.
- MBUS 697 Internship** 1-3 credits  
Relevant work experience is required that is commensurate with a student's professional interests. Guidelines and criteria are available from the School of Business Administration Internship Director.
- MBUS 698 Research Project** 1-3 credits  
Research guidelines are available in the School of Business Administration office. Research Project requires completion of a form, and department permission and cannot be registered for via Zagweb.
- MBUS 699 Special Topics** 1-3 credits  
These seminars cover topics of importance to business professionals. This course may be repeated for credit with a change in subject matter.

## 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 two areas of specialization, Professional Accounting and Taxation, to allow the student to tailor coursework to match career goals and interests.

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 up to nine credits 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 2.50 and at least 2.50 in each 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 and 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 3.00 or better grade point average. There are 13 credits which are common to all areas of specialization within the MACC degree.

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

Areas of Specialization (17 credits)

#### Taxation

MACC 604 Corporate Taxation	3 credits
MACC 605 Partnership Taxation	3 credits
MACC 606 Tax Planning for Wealth Transfer	3 credits
MACC 607 Tax Planning for Business Transactions	3 credits
Electives	5 credits*

#### Professional Accounting

MACC 624 Finance Theory and Practice	2 credits
MBUS 626 Information Systems Theory and Practice	2 credits
MACC Electives	3 credits
Electives*	6 credits

\*Electives must be approved by the graduate advisor

## Course Descriptions

- MACC 600 (MBUS 600) Orientation Workshop 0 credit  
 This zero credit workshop is held one evening per semester just prior to the start of classes. It must be taken during the student's first semester in either the Master of Accountancy or Master of Business Administration programs. Topics include an orientation to the Graduate School of Business programs, University facilities available to students, team-building, communications, and case analysis. Fall and Spring.
- MACC 604 (MBUS 604) Corporate Taxation 3 credits  
 This course explores the fundamentals of federal taxation as it relates to corporate formation, operations, distributions, and liquidations. Particular attention is given to the operation of S Corporations. The course concludes with a discussion of mergers and spin-offs, particularly in the context of small business corporations. Fall.
- MACC 605 Partnership Taxation 3 credits  
 This course deals with the federal income tax fundamentals of partnership and limited liability company taxation. The course covers formation of, operation of, and distributions from partnerships and LLC's, and provides contrast to the problems associated with corporate operations. Spring.
- MACC 606 (MBUS 606) Tax Planning for Wealth Transfers 3 credits  
 This is a survey course involving the federal tax effects of gifts during life and transfers at death. Some work is done in actual planning principles and how federal transfer taxes can be reduced by proper planning. A discussion of estate planning will combine all aspects of the transmission of wealth, both by testate and intestate methods. Consideration will be given to the tax and non-tax problems inherent in property transmission. Fall.
- MACC 607 (MBUS 607) Tax Planning for Business Transactions 3 credits  
 This course deals with detailed examination of corporate and partnership acquisitions and dispositions. Both taxable and nontaxable events will be explored concentrating upon the small business aspects of such transactions. Spring.
- MACC 609 (MBUS 609) Financial Statement Analysis 1 credit  
 This is a short course introducing managers to the benefits of analyzing financial statements. The main objective is to improve students' familiarity with and competence in understanding an organization's current and past performance from applying various qualitative and quantitative analysis techniques.
- MACC 624 (MBUS 624) Finance Theory and Practice 2 credits  
 Theoretical development and practical applications of corporate finance management techniques. Designed specifically for MACC students, this course covers major decision areas in corporate finance including cost of capital, capital budgeting, capital structure, and general financial analysis. Fall and Spring.
- MACC 634 (MBUS 634) Behavioral Issues in Managerial Accounting 2 credits  
 This course examines potential human resource and behavioral problems faced by managers who use accounting numbers in business planning and evaluation. Summer.
- MACC 635 (MBUS 635) Business Behaving Badly 1 credit  
 This course examines the psychological and behavioral problems faced by managers. Students will study job burnout, budgetary slack, and the potential unintended consequences of using accounting numbers in incentive systems. Fall and Spring.

- MACC 660 Advanced Accounting 3 credits  
This course covers advanced problems in financial accounting, governmental 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 Practices 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  
This course examines the hypothetical, conceptual, and pragmatic principles which form the general frame of reference for financial accounting and reporting. Fall.
- MACC 664 Professional Ethics 2 credits  
This course examines the literature of general and business ethics as well as codes developed specifically for practicing accountants. Attention is given to challenges faced by accounting professionals in both public and corporate practice. 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 and Summer.
- 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 as well as recent PCAOB pronouncements. Case studies are used to consider risk assessment, independence issues, internal control evaluation, and audit processes. Spring.
- MACC 666 Advanced Federal Taxation 3 credits  
This course covers corporate, partnership, estate and gift, and international taxation. 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. On sufficient demand.
- MACC 669 Accounting Integration 3 credits  
This course includes an intensive study of accounting theory and practice for corporations and not-for-profit organizations, including integration of financial and managerial analysis and control. Spring.
- MACC 670 (MBUS 670) Fraud Prevention and Detection 1 credit  
This course is designed to sensitize students to the various types of fraud that take place within organizations. Participants will gain the ability to recognize common frauds, understand the characteristics of the perpetrators, and evaluate methods by which such frauds might be deterred. Fall.
- MACC 672 Law and Regulation 2 credits  
This course will include coverage of current legal and regulatory issues applicable to practicing accountants. Common law and statutory liability, UCC and contracts, partnership taxation, and antitrust regulation are some of the topics which will be discussed. Spring.
- MACC 690 Directed Study 1-3 credits  
Guidelines are available in the Graduate School of Business office. Requirements must be met before registration. Summer.
- MACC 691 (MBUS 691) Team Building I 1 credit  
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. Students are required to provide their own meals and transportation on Saturday.
- MACC 692 (MBUS 692) Team Building II 1 credit  
The second course in the series focuses on characteristics of leaders and principle-centered, ethical, and creative leadership. 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 mission statements. Students are required to provide their own meals. Prerequisite: MACC 691.
- MACC 693 (MBUS 693) Team Building III 1 credit  
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. Prerequisite: MACC 692.
- MACC 694 (MBUS 694) Team Building Intensive 3 credits  
This intensive, three credit course combines the highly interactive, challenge activities and in-class and outside assignments of Levels I, II, and III (see course descriptions above). Students may not have taken Level I, II, or III prior to taking this course. Summer.
- MACC 695 (MBUS 695) Small Business Consulting 3 credits  
Practicum in providing management assistance to businesses and non-profit organizations in marketing, management, finance, accounting, information systems, operations and related case problems. The course will also examine the management of the consulting process and the role of the consultant as an agent of organizational change.
- MACC 696 (MBUS 696) New Venture Lab 1-3 credits  
The New Venture Lab (NVL) internship provides graduate students with a venue to apply the skills they have developed during their educational endeavors by allowing them to collaborate with local entrepreneurs on a variety of consulting projects. Students can choose to do the internship for one to three credits; each credit requires 60 hours of work. The NVL is an unpaid internship. As with any internship, students must complete an application and interview process in order to be considered for the NVL internship program.
- MACC 697 Internship 0-3 credits  
Relevant work experience is required that is commensurate with a student's professional interests. Guidelines and criteria are available from the School of Business Administration Internship Director.
- MACC 699 Special Topics 1-3 credits  
These seminars offer coverage of current topics of importance to the accounting profession. This course may be repeated for credit with a change in subject matter.

### **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 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. 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 Master of Accountancy/Juris Doctor**

The Graduate School of Business, in conjunction with the School of Law, offers 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 two-fold 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 Graduate School of Business. These requirements and the application procedures are contained in the catalogues of each school.

### **Degree Requirements**

Normally the student will complete one year of law before beginning MBA or MACC classes. The total combined credits must be 111 for the MACC/JD and 114 for the MBA/JD. In both cases, this represents a reduction of nine credits from the 120 or 123 which would be required if the student were to take both degrees separately. No more than six of these nine may be omitted from either program. With the exception of the reduction in the total number of credits described, all requirements of both schools must be satisfied. In order to obtain the JD and be certified to sit for the bar exam, students must either complete all requirements for the MBA/JD or MACC/JD, or have completed 90 JD credits. This must be done by June (summer 1) for the July bar exam or December (fall) for the February bar exam.

### **Master of Business Administration/ Bachelor of Science Engineering (MBA/BS)**

The School of Business provides foundation courses for engineering students who desire to pursue an MBA in addition to their B.S. in Engineering. To complete both 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. Foundation courses required for the joint program are:

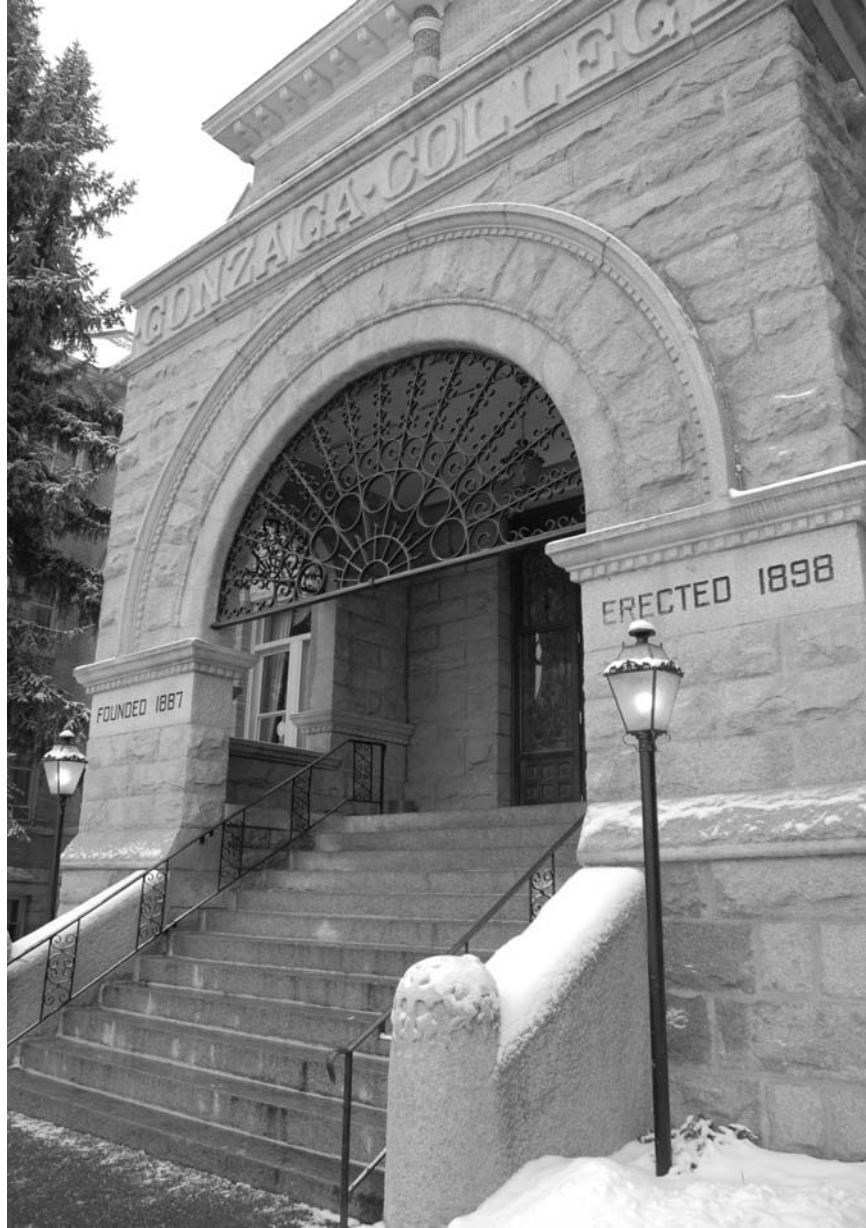
ACCT	263	Accounting Analysis
ECON	103	Economic Analysis
BUSN	230	Business Statistics
MKTG	310	Principles of Marketing
BFIN	320	Principles of Finance
OPER	340	Operations Management
MGMT	350	Management and Organization
BUSN	283	Business Law

For further information on this program, please consult either the School of Engineering and Applied Science or the Graduate School of Business.





# SCHOOL OF EDUCATION



[www.gonzaga.edu](http://www.gonzaga.edu)



# School of Education

Dean: Jon D. Sunderland

Professors: J. Abi-Nader (Emerita), J. Burcalow (Emerita), M. Derby, D. Mahoney, T. F. McLaughlin, J. Nelson, R. Williams

Associate Professors: A. Barretto, E. Bennett, R. Bialozor, D. Booth, D. Conners, J. Cox, J. D'Abov (Emeritus), A. Fein, P. Hastings, J. Shepard, J. Sunderland, D. Tunnell, F. Walsh, K. Weber, A. Wolf.

Assistant Professors: J. Brougher, M. Brown, B. Foster, S. Koffman, C. Salina

Instructors: L. Embrey, S. Girtz, J. Traynor

## School of Education Mission Statement

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

We model and promote leadership, scholarship and professional competence in multiple specializations.

We support an environment that is challenging, inclusive, reflective, and collegial.

We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society.

We provide academic excellence in teaching, advising, service, and scholarship.

We promote, support and respect diversity.

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

## Programs of Study

The School offers two undergraduate degrees. The Department of Special Education offers the Bachelor of Education (B.Ed.) in Special Education and the Department of Sport and Physical Education offers the Bachelor of Education (B.Ed.) in Sport Management and Bachelor of Education (B.Ed.) in Physical Education.

Additionally there is a Teacher Certification program that enables students to obtain initial (Residency) certification.

The School also offers initial and advanced certification for school counselors, and school administrators at the graduate level. More information on these programs can be found in the graduate catalogue.

## 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, and school administrators. Title II information may be found at the School of Education website: [www.gonzaga.edu](http://www.gonzaga.edu). Additionally, the programs in counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs.

While this catalogue provides students with the most current information regarding School of Education undergraduate 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 of the Superintendent of Public Instruction and 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.

## Core Curriculum of the School of Education

The core curriculum or common body of knowledge of the School of Education consists of 47 credits which are common to and required of all undergraduate degree programs: the first 31 credits are from the University core; the remaining 16 credits are specific to the School of Education.

Transfer students should consult the General Degree Requirements and Procedures section of this catalogue for possible modifications to the philosophy and religious studies core requirements.

## University Core

- I. Thought and Expression (7 credits): ENGL 101, SPCO 101, and PHIL 101 (preferably taken in the same semester)
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL elective
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one course from each level
- IV. Mathematics (3 credits): MATH 100 level or above. Students pursuing teaching certification should consult their education advisor for a math course that will count toward certification and satisfy this core requirement.
- V. English Literature (3 credits): ENGL 102, 103H, 105 or 106

## School of Education Core

- VI. Fine Arts (3 credits): at least a total three credits in VART, MUSC, or THEA
- VII. Laboratory Science (4 credits): one course with laboratory in either BIOL, CHEM, PHYS, EXSC, or EDPE (Physical Education majors must take EDPE 376/376L)
- VIII. Social Science (6 credits): A History course plus an elective from the following: ECON, SOCI, POLS, PSYC, HIST: as recommended by your education advisor
- IX. Social Justice: Social Justice is a common component of all education coursework. This requirement can only be met by completing any course designated by the College of Arts & Sciences as a social justice course on Zagweb.

# Special Education

Chairperson: Kimberly Weber

The Department of Special Education offers a major in special education which emphasizes learning experiences in applied settings. Public and private schools, as well as a variety of non-school settings, provide students the opportunity to combine academic training with practical experience. Students who earn the Bachelor of Education degree with a major in special education are prepared to work with individuals with mild to severe disabilities, such as learning disabilities, pervasive developmental disabilities, and behavior disorders. The major focuses on skills needed to function in a resource room, a self-contained classroom, or an inclusionary model. The Department of Special Education also individualizes for students who plan to work outside the school setting.

The Department of Special Education offers two teaching endorsements for the State of Washington: an endorsement in special education and an endorsement in early childhood special education, either or both of which may be completed in the Department of Special Education. Most students also choose to complete an endorsement in elementary education (K-8). In doing so, the student will have to meet the certification requirements of the Department of Teacher Education. All students majoring or minoring in special education who wish to become endorsed to teach special education in the State of Washington must complete:

- 1) The coursework.
- 2) Special education practica (EDSE 306 and 406).
- 3) Apply and be accepted into teacher certification.
- 4) Student teaching in a special education classroom.
- 5) State of Washington certification requirements.

Students who wish to become endorsed in early childhood special education must complete:

- 1) The special education major.
- 2) The in-school practica (EDSE 306 and 406).
- 3) Application for and acceptance into Teacher Certification.
- 4) Student teaching in an early childhood special education classroom.
- 5) A series of four courses specifically addressing critical issues, background, and pedagogy for early development, methodology, physical development, and communication (EDSE 345, 350, 351, and 352).
- 6) Current State of Washington certification requirements.

In the early childhood special education program students are taught to serve young children with disabilities from birth through early school years.

All Gonzaga University students may enroll in EDSE 150, 306, 307, 320, 340, 406, or 407. All other upper division courses require official acceptance into the major or minor in special education. Acceptance and continuance in the major or minor are dependent on an overall Gonzaga GPA of at least a 3.0; a 3.0 average or higher in EDSE 150, 320, 340; a minimum of 3.0 in EDSE 320; a pass and positive evaluations in EDSE 306, 307, 406, or 407; recommendation by the advisor; and approval by the faculty in the Department of Special Education.

## B.Ed. Major in Special Education: 44 Credits

### Lower Division

EDSE 101L Special Education Professional Skills Lab	0 credit
EDSE 150 Psychology of Children with Exceptionalities	3 credits

### Upper Division

One of the following two courses:	1 credit
EDSE 306 Special Education In-School Experience: Elementary	
EDSE 307 Special Education Application: Children	
EDSE 320 Applied Behavior Analysis	3 credits
EDSE 340 Special Education Policies and Procedures	3 credits
One of the following four courses:	1 credit
EDSE 345 Dev of Child w/ Exception	
EDSE 350 Early Childhood Special Ed	
EDSE 351 Physical Development	
EDSE 352 Language And Communication	
One of the following two courses:	1 credit
EDSE 406 Special Education In-School Experience: Secondary	
EDSE 407 Special Education Application: Adult	
EDSE 410 Precision Teaching	3 credits
EDSE 417 Assessment - Special Education	3 credits
EDSE 451 Direct Instruction: Reading	3 credits
EDSE 452 Direct Instruction: Mathematics	3 credits
EDSE 465 Classroom Management	3 credits
One of the following three courses:	9-12 credits
EDSE 495 Extended Application of Special Education Experience	
EDSE 496 Special Education Student Teaching Practicum	
EDSE 497 Extended Special Education Student Teaching Practicum	
EDSE Electives: 155 level or above	6 credits

## Minor in Special Education: 32 Credits

### Lower Division

EDSE 101L Special Education Professional Skills Lab	0 credit
EDSE 150 Psychology of Children with Exceptionalities	3 credits

### Upper Division

One of the following two courses:	1 credit
EDSE 306 Special Education In-School Experience: Elementary	
EDSE 307 Special Education Application: Children	
EDSE 320 Applied Behavior Analysis	3 credits
EDSE 340 Special Education Policies and Procedures	3 credits
One of the following two courses:	1 credit
EDSE 406 Special Education In-School Experience: Secondary	
EDSE 407 Special Education Application: Adult	
EDSE 417 Assessment - Special Education	3 credits
EDSE 451 Direct Instruction: Reading	3 credits
EDSE 452 Direct Instruction: Math	3 credits
EDSE 465 Classroom Management	3 credits
One of the following three courses:	9-12 credits
EDSE 495 Extended Application of Special Education Experience	
EDSE 496 Special Education Student Teaching Practicum	
EDSE 497 Extended Special Education Student Teaching Practicum	

**Lower Division**

- EDSE 101L Professional Skills Lab** 0 credit  
This course is a requirement for any students who are pursuing a major, minor, or an endorsement in special education. This course will cover basic requirements for Washington State Certification with an endorsement in special education, including Washington State Patrol and FBI clearances, West B competency testing, Praxis II competency testing, professional standards, dispositions and program expectations of special education teacher candidates, and residency and professional certification. Co-requisites EDSE 320 and EDSE 320L.
- EDSE 150 Psychology of Child with Exceptionalities** 3 credits  
This course covers litigation and legislation affecting students with special needs, the basic handicapping conditions and how they relate to the education process. Basic remediation strategies will be discussed, as well as historical, medical, and psychological perspectives of the various disabilities.
- EDSE 155 Signing Exact English** 3 credits  
A basic SEE signing course where the student acquires the initial signs to help in working with students with hearing impairments and other disabilities.
- EDSE 225 Advanced Signing Exact English** 3 credits  
An advanced course in SEE signing. Specific techniques in teaching with special populations who require signing as a form of total communication. Prerequisite: EDSE 155 or permission from department.
- EDSE 306 In School Experience Elementary** 1 credit  
Students spend 30 hours assisting a Special Education teacher at the elementary or preschool level. Arrangements are made with the instructor.
- EDSE 307 Special Education Application** 1 credit  
Students complete 30 supervised hours working directly with the individuals with disabilities in non-school settings. Arrangements are made with the instructor.
- EDSE 320 Applied Behavior Analysis** 3 credits  
The basic principles of learning and procedures of Applied Behavior Analysis are presented. Techniques of Behavior Analysis such as effective teaching of diverse populations, objective measurement, experimental design, evaluation, and social validity are discussed in detail. A variety of real-life situations are examined. Co-requisites: EDSE 101L and EDSE 320L.
- EDSE 320L Applied Behavior Analysis Lab** 0 credit  
This lab course is a co-requisite of EDSE 320. There are two primary components of the lab. One is to remediate and assist students with difficult concepts presented in EDSE 320 and the other is to focus on the development, implementation, write-up, and presentation of an applied research project. Co-requisites: EDSE 101L and EDSE 320.
- EDSE 335 Autism** 3 credits  
This course presents the etiology, diagnosis, and treatment of autistic behavior. Emphasis is placed on the various successful remediation techniques with such children and youth.
- EDSE 340 Special Education Policies and Procedures** 3 credits  
The legal and ethical questions regarding mainstreaming are examined in detail. Emphasis is placed on developing individualized education programs, communicating with parents and staff, and issues of due process. Recent research in mainstreaming is reviewed.
- EDSE 344 Psychology of Child Behavior Disorders** 3 credits  
This course examines various behavior disorders in children. The various viewpoints as to cause and remediation are outlined. Practical solutions to behavior and emotional disorders are discussed in detail. Prerequisites: Admission to the program.
- EDSE 345 Development of Child with Exceptionalities** 3 credits  
This course examines 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. Prerequisites: Admission to the program.
- EDSE 346 Teacher Students with Learning Disabilities** 3 credits  
The various practical classroom techniques to measure and remediate learning disabilities are presented. The course focuses on techniques of practical use for the special and regular classroom teacher. Prerequisite: Admission to the program.
- EDSE 350 Early Childhood Special Education** 3 credits  
This course overviews the principles and practical procedures involved in integrated preschool services for children with disabilities. Applied experience is provided in an integrated preschool setting. Prerequisite: Admission to the program.
- EDSE 351 Physical Development** 3 credits  
This course examines normal physical and neuro-motor development with an emphasis on methods for identifying and treating delayed or dysfunctional development. Applied experience is provided in an integrated preschool setting. Prerequisite: Admission to the program.
- EDSE 352 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. Prerequisite: Admission to the program.
- EDSE 400 Tutoring and Proctoring** 1-3 credits  
This course provides students the opportunity to work collaboratively and gives experience in teaching adults. Students may assume leadership roles and develop strategies for later application in training situations. In addition, teaching recently learned material reinforces the extension and generalization of their knowledge. Prerequisite: Admission to the program.
- EDSE 406 In School Experience Secondary** 1 credit  
The student spends 30 hours working in a special education classroom at the secondary level with emphasis in math and reading.
- EDSE 407 Special Education Applications with Adults** 1 credit  
The student spends 30 hours working in environments serving adolescents or adults with developmental disabilities. Settings include group homes, sheltered workshops, supported work programs, and institutions.
- EDSE 410 Precision Teaching** 3 credits  
This class covers the basic techniques and procedures of Precision Teaching (e.g., pinpointing, movement cycles, charting, etc.). Emphasis is placed on using the techniques of precision teaching to remediate and evaluate learning and behavior problems. Prerequisite: Admission to the program.

- EDSE 415 Psychology of the Child with ADHD** 3 credits  
This class covers the historical and present treatment techniques dealing with the child with attention deficits and hyperactivity in the classroom and at home. Various assessment devices to determine ADHD are examined. Practical procedures that can be implemented in the school or home are strongly emphasized. Prerequisite: Admission to the program.
- EDSE 417 Assessment-Special Education** 3 credits  
This course deals with various assessment procedures, such as psychometric testing, teacher constructed tests, achievement tests, and observational scoring. Emphasis is placed on using assessments to identify instructional interventions that can be carried out in the classroom setting to remediate learning and behavior problems. Prerequisite: Admission to the program.
- EDSE 427 Teaching Persons with Developmental Disabilities** 3 credits  
This course provides students with an understanding of state-of-the-science practices for serving individuals who have mental disabilities. The focus is on development of intervention within community, school, vocational, domestic, and social settings for both school-age students and adults. Prerequisite: Admission to the program.
- EDSE 451 Direct Instruction-Reading** 3 credits  
This course covers how 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. Prerequisite: Admission to the program.
- EDSE 452 Direct Instruction-Mathematics** 3 credits  
This course covers how to teach basic mathematical skills directly to special education and regular education elementary pupils. Emphasis is placed on instructing teachers to use mathematical techniques which have research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various mathematical skills. Prerequisite: Admission to the program.
- EDSE 452L Direct Instruction-Mathematics Lab** 0 credit  
This lab course is a co-requisite of EDSE 452. This lab provides supplemental instruction and also remediation for students having difficulty with math concepts presented in EDSE 452. Co-requisite: EDSE 452.
- EDSE 465 Classroom Management** 3 credits  
Principles and procedures are presented to promote effective classroom discipline and teaching in either a self-contained or resource center setting. Emphasis is placed on practical techniques that can be employed by one teacher. Prerequisite: Admission to the program. Co-requisite: EDSE 465L.
- EDSE 465L Classroom Management Lab** 0 credit  
This course provides supplemental information to benefit students taking EDSE 465. Content of the course includes APA format for project completion, computer instruction on creating graphs and tables, review of difficult content from class, directed information regarding action research, and ethical standards information. Co-requisite: EDSE 465.
- EDSE 470 Functional Analysis Seminar** 3 credits  
This course reviews functional analysis methodologies for systematically identifying environmental variables that serve to maintain aberrant behavior. The course includes a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analyses. Particular emphasis is placed on reinforcement-based interventions and dimensions of reinforcement. Prerequisite: Admission to the program.
- EDSE 490 Directed Readings** 1-3 credits  
This course is an individualized study based on readings approved by the professor. The student develops a selected bibliography.
- EDSE 491 Directed Study** 1-3 credits  
This course is an individualized study that is designed by the professor. Students follow a prescribed course outline.
- EDSE 492 Independent Study** 1-6 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 494 Special Projects** 1-3 credits  
This course is an individualized study that is project-based. The study requires the practical application of educational theory. The project or a written report of the project is submitted to the professor for evaluation.
- EDSE 495 Extended Special Education Experience** 3-9 credits  
This practicum is designed to provide students with an intensive applied experience in community settings. The student works under the supervision of a University supervisor and a community professional. Prerequisites: Admission to the program, EDSE 417 and EDSE 465.
- EDSE 496 Special Education Teaching Practicum** 9 credits  
This is the intensive field experience in which the student assumes the full responsibility of a special education teacher under the direction of a University supervisor and a cooperating teacher. Prerequisites: Admission to the program, acceptance to teacher certification, and acceptance to student teaching.
- EDSE 497 Extended Special Education Teaching Practicum** 12 credits  
This is an intensive field experience in which is at least 12 weeks in duration (12 credits). The student will systematically take over the responsibilities of the special education teacher under the direction of the University supervisor and the cooperating Special Education teacher. Prerequisites: Admission to the program, acceptance to teacher certification, and acceptance to student teaching.

# Sport and Physical Education

Chairperson: Diane Tunnell

The Department of Sport and Physical Education Program offers two program options: The Bachelor of Education in Physical Education (B.Ed.) with an emphasis in teaching physical education and the B.Ed. in Sport Management. The B.Ed. prepares students to pursue careers and/or graduate study in physical education (pedagogy or administration) or sport management (professional opportunities in sport-related professions and business). Teacher certification in physical education (health and fitness) K-12 is available to physical education majors who fulfill the certification requirements of the teacher certification program in addition to the requirements for the B.Ed. in Physical Education. A minor in physical education or sport management is also available, as is a health and fitness endorsement for those students whose primary area of teaching certification lies in an area other than physical education. Students in sport management follow a curriculum that includes pursuing a minor or approved concentration in business, communications studies, or other specialty areas of study. This track prepares students to enter the sport/athletic management field or pursue graduate studies in sport management. Physical Education also offers a large number of activity courses each semester (EDPE 101-185) which are open to students throughout the University. Activity courses may be repeated for credit.

## B.Ed. Major in Physical Education: 52 -64 credits

Program Director: D. Tunnell

### Lower Division

EDPE 190 Foundations of H.S.P.E.	3 credits
EDPE 201-204 Professional Activity Labs	8 credits
EDPE 210 Community CPR, First Aid and Safety Education	3 credits
EDPE 220 Athletic Training	3 credits
EDPE 222 Health and Human Movement	3 credits
EDPE 224 Nutrition for Health and Fitness	3 credits
EDPE 276 and 276L Anatomical and Physiological Principles of Health and Fitness	4 credits

### Upper Division

EDPE 311 Health, Fitness, and Physical Education Teaching Procedures	3 credits
EDPE 312 Methods in Health Education	3 credits
EDPE 315 Adapted Physical Education	3 credits
EDPE 340 Psycho-Social Aspects of Sport and Exercise	3 credits
EDPE 377 and 377 L Scientific Principles of Health and Physical Education	4 credits
EDPE 413 Student Evaluation and Management	3 credits
EDPE 420 Motor Development	3 credits
One of the following three options	
EDPE 495 Health and Fitness Student Teaching	12 credits
EDPE 496A/496B Practicum/Field Experience	2-3 credits
EDPE 497A/B/C Field Experience	2-3 credits
EDPE 499 Comprehensive Senior Exam	0 credit

## B.Ed. Major in Sport Management: 38 credits

Program Director: J. Sunderland

### Lower Division

EDPE 190 Foundations of H.S.P.E.	3 credits
EDPE 210 Community CPR, First Aid and Safety Education	3 credits
EDPE 202-207 Professional Activity and Officiating Labs	8 credits
EDPE 222 Health and Human Movement	3 credits

### Upper Division

EDPE 340 Psycho-Social Aspects of Sport and Exercise	3 credits
EDPE 400 Sport Promotions	3 credits
EDPE 412 Administration of Sport/Athletics	3 credits
EDPE 414 Trends and Issues in Sport/Athletics	3 credits
EDPE 421 Facilities in Sport/Athletics	3 credits
EDPE 496D Practicum in Sport Management	6 credits
EDPE 499 Comprehensive Senior Exam	0 credit

## Minor in Physical Education: 32 credits

### Lower Division

EDPE 190 Foundations of H.S.P.E.	3 credits
EDPE 202 Strength and Aerobic Conditioning Pro-Lab	2 credits
EDPE 201-204 Professional Activity Labs	2 credits
EDPE 210 Community CPR, First Aid and Safety Education	3 credits
EDPE 222 Health and Human Movement	3 credits
EDPE 276 and 276L Anatomical and Physiological Principles of Health and Fitness	4 credits

### Upper Division

EDPE 311 Health, Fitness, and Physical Education Teaching Procedures	3 credits
EDPE 315 Adaptive Physical Education	3 credits
EDPE 377 and 377L Scientific Principles of Health and Physical Education	4 credits
EDPE 413 Student Evaluation and Management	3 credits
EDPE 496A/496B/496C Practicum	2-3 credits

## Minor in Sport Management: 18 Credits

EDPE 190 Foundations of H.S.P.E.	3 credits
EDPE 340 Psycho-Social Aspects of Sport and Exercise	3 credits
EDPE 400 Sport Promotions	3 credits
EDPE 412 Administration of Sport/Athletics	3 credits
EDPE 414 Trends and Issues in Sport and Athletics	3 credits
EDPE 496D Practicum in Sport Management	3 credits

## Activity Courses

Note: All students may enroll in the activity courses listed below. No more than eight credits, however, in any combination of activity courses can be earned towards a bachelor's degree and no more than one of these courses can be taken in a semester. Majors in sports management and physical education, however, may take up to 12 credits from these activity courses.

Activity courses can only be taken on standard or pass/fail grading modes, and cannot be taken on audit grading mode or any "no credit" program.

EDPE 101 Tai Chi	1 credit
EDPE 102 Basketball and Softball	1 credit
EDPE 103 Basketball and Flag Football	1 credit
EDPE 104 Varsity Basketball	1 credit
EDPE 105 Varsity Basketball Condition	1 credit
EDPE 106 Varsity Cheerleading	1 credit
EDPE 107 Novice Crew Conditioning	1 credit
EDPE 108 Beginning Bowling	1 credit
EDPE 109 League Bowling	1 credit
EDPE 110 Beginning Backpacking	1 credit
EDPE 111 Intermediate Backpacking	1 credit
EDPE 112 Crew Conditioning	1 credit
EDPE 113 Archery	1 credit
EDPE 115 Aerobics	1 credit
EDPE 116 Cardio Pump	1 credit
EDPE 117 Social Dance	1 credit
EDPE 120 Varsity Baseball	1 credit
EDPE 121 Baseball Conditioning	1 credit
EDPE 122 Varsity Track	1 credit
EDPE 123 Varsity Cross Country	1 credit
EDPE 124 Beginning Fencing	1 credit
EDPE 125 Intermediate-Advanced Fencing	1 credit
EDPE 126 Beginning Golf	1 credit
EDPE 127 Intermediate-Advanced Golf	1 credit
EDPE 128 Varsity Golf	1 credit
EDPE 129 Self Defense/Judo	1 credit
EDPE 130 Training the Triathlete	1 credit
EDPE 131 Beginning Karate	1 credit
EDPE 132 Intermediate Karate	1 credit
EDPE 133 Advanced Karate	1 credit
EDPE 134 Reserve Soccer Conditioning	1 credit
EDPE 136 Scuba	1 credit
EDPE 137 Ski Conditioning	1 credit
EDPE 138 Alpine Skiing	1 credit
EDPE 139 Ski Racing	1 credit
EDPE 140 Snowboarding	1 credit
EDPE 142 Snowsport Inst Training	1-2 credits
This course is designed to prepare students to be alpine ski and/or snowboard instructors in accordance with the Professional Ski Instructors (PSIA) and American Association of Snowboard Instructors (AASI) certification standards. Course will consist of classroom activities and simulations with additional, optional, on hill training, and Level I or II, PSIA/AASI certification exams.	
EDPE 143 Reserve Baseball Conditioning	1 credit
EDPE 144 Swimmers	1 credit
EDPE 145 Varsity Soccer	1 credit
EDPE 146 Soccer and Volleyball	1 credit
EDPE 147 Softball and Volleyball	1 credit
EDPE 148 Varsity Tennis	1 credit
EDPE 149 Varsity Tennis Conditioning	1 credit
EDPE 150 Varsity Weight Training	1 credit
EDPE 152 Racquetball and Tennis	1 credit
EDPE 153 Tennis and Badminton	1 credit
EDPE 154 Varsity Volleyball	1 credit
EDPE 155 Soccer/Basketball	1 credit
EDPE 156 Pilates	1 credit
EDPE 157 Yoga	1 credit
EDPE 158 Fitness and Conditioning	1 credit
EDPE 159 Aqua Aerobics	1 credit

EDPE 160 Weight Training	1 credit
EDPE 162 Tennis and Volleyball	1 credit
EDPE 163 Lacrosse Team	1 credit
EDPE 164 Fly Fishing	1 credit
EDPE 165 Beg Horseback Rdg	1 credit
EDPE 166 Inter English Horseback Riding	1 credit
EDPE 167 Adv English Horseback Riding	1 credit
EDPE 168 Begin Western Horseback Riding	1 credit
EDPE 169 Inter Western Horseback Riding	1 credit
EDPE 170 Ice Skating	1 credit
EDPE 173 Badminton and Racquetball	1 credit
EDPE 175 Beginning Gymclimbing	1 credit
EDPE 176 Int Gymclimbing	1 credit
EDPE 178 Racquetball	1 credit
EDPE 179 Beginning/Inter Handball	1 credit
EDPE 181 Volleyball Conditioning	1 credit
EDPE 182 Soccer Conditioning	1 credit
EDPE 185 Dance Team	1 credit
EDPE 186 GU Out of Bounds Rafting	1 credit

A basic introduction to river rafting, campsite preparation, and organization. Students must participate in the Gonzaga sponsored "Out of Bounds" adventure orientation to be eligible for this activity course.

**Lower Division**

EDPE 190 Foundations of Health, Sport, and Physical Education	3 credits
Overview of the historical and philosophical foundations of health, sport, and physical education. Introduction to careers in related fields and professional preparation and development.	
EDPE 191 Directed Study	1-3 credits
Topic to be decided by faculty.	
EDPE 195 New Athlete Orientation	1 credit
This course is designed to support the student athlete with academics and Division I regulations.	
EDPE 201 PL: Team Sports and Aquatics	3 credits
Exposure to the basic skills, terminology and concepts, rules, and strategies necessary to participate in selected team sports and aquatics as well as teaching techniques appropriate for instruction in team sports and aquatics. Emphasis will be placed upon both traditional and non-traditional team sports commonly taught in the public schools. Prerequisite: EDPE 190 and second year standing.	
EDPE 202A PL: Strength and Aerobic Condition	3 credits
Provides sport management majors/minors the background and knowledge to prepare for programming issues in supervising fitness programs, fitness trainers, and facilities. Participants will gain an understanding of the foundations, design and oversight of strength/aerobic conditioning programs; the elements of fitness and appropriate terminology; qualifications of fitness leaders; and an appreciation for the many aspects of fitness program leadership. Prerequisite: EDPE 190.	
EDPE 202B PL: Strength and Aerobic Conditioning	3 credits
Trains educators in the delivery of effective and appropriate lessons in health-related fitness activities for P-12 students. This course utilizes the Physical Best Specialist training program, including Fitnessgram Test administration. Students learn to design and deliver health fitness curricula and teach health related fitness lessons. Prerequisite: EDPE 190.	
EDPE 203 PL: Individual Sports and Dance	3 credits
Exposure to basic skills, terminology and concepts, rules, and strategies necessary to participate in selected individual sports; and exposure to several types of dance, dance terminology, positions, and movements, as well as teaching techniques appropriate for instruction in individual sports and dance. Emphasis will be placed upon both traditional and non-traditional activities commonly taught in the public schools. Prerequisite: EDPE 190.	



- EDPE 204 PL: Leisure Sports and Games 3 credits  
Exposure to basic skills, terminology and concepts, rules, and strategies necessary to participate in selected leisure activities and a variety of activities appropriate for elementary age youth. In addition, teaching techniques appropriate for instruction in leisure activities and elementary activities will be emphasized. Emphasis will be placed upon both traditional and non-traditional activities commonly taught in the public schools. Prerequisite: EDPE 190.
- EDPE 205A PL: Officiating I 3 credits  
Provides sport management majors/minors a background in the rules, methods and administrative requirements needed to effectively officiate selected team and individual sports. Emphasis will also be given to the skills and knowledge necessary for professional certification in the selected sports. Prerequisite: EDPE 190.
- EDPE 205B PL: Officiating II 3 credits  
Provides sport management majors/minors a background in the rules, methods and administration requirements needed to effectively officiate selected team and individual sports. Emphasis will also be given to the skills and knowledge necessary for professional certification in the selected sports. Prerequisite: EDPE 190.
- EDPE 207 PL: Technology/Professional Readings 3 credits  
A course designed for Sport Management majors to explore career paths, vita and interview preparation, sources for employment opportunities and professional sport related literature. In addition, procedures and methods for utilizing technological skills and software appropriate to sport leadership presentations, research, and management will be covered. Prerequisite: EDPE 190.
- EDPE 209 Community CPR and First Aid 3 credits  
Red Cross Certification in Community First Aid and CPR is offered through a class that prepares students to recognize and respond to illness/injury situations. Learn basic care for victims, including cardiopulmonary resuscitation and rescue breathing for infants, children and adults, as well as care for musculoskeletal injuries. Using Automatic External Defibrillators is covered. Class includes hands-on lab skill application. This class does not meet the majors' requirement for Physical Education and Sports Management who must take EDPE 210.
- EDPE 210 CPR, First Aid, and Safety Education 3 credits  
This course provides preparation in the basic knowledge and skills involved in recognizing and responding to a variety of emergencies and life-threatening situations, including training in how to evaluate and provide basic care for victims of injury and/or sudden illness until professional medical help arrives (CPR and first aid). Additionally, students receive instruction and practice in the prevention of common injuries. Safety and health education issues are studied with their application to prevention in the community, home and workplace settings. Students receive American Red Cross Certification in Community First Aid and CPR.
- EDPE 211 Aerobic Exercise Instruction 1-3 credits  
Development and perfection of skills necessary to participate in aerobic exercise activities, along with techniques of instructing the specifics of these skills. On sufficient Demand. Prerequisite: EDPE 115 and second year standing.
- EDPE 220 Athletic Training 3 credits  
Knowledge and procedures surrounding the prevention, recognition, and care of common athletic injuries. Basic taping techniques for coaches are covered.
- EDPE 222 Health and Human Movement 3 credits  
Investigation of the factors affecting healthful living and wellness, including mental, emotional, physical, and environmental health; with a focus on how movement and physical fitness affect and are affected by other aspects of health.
- EDPE 223 Lifeguard Training 3 credits  
Prepares individuals to assume the duties and responsibilities of lifeguards at swimming pools and at protected (non-surf) open water beaches. Prerequisite: Successful completion of pre-course skill test. On sufficient demand
- EDPE 224 Nutrition for Health and Fitness 3 credits  
A basis for understanding the current research and advances that promote healthy lifestyles and fitness through proper nutrition. Emphasis will be given to how food, metabolism, and lifestyle choices interact in humans to increase or reduce poor health and risk of disease.
- EDPE 276 Anatomy and Physiology Principles of Health and Fitness 3 credits  
An introduction course emphasizing an understanding of anatomical and physiological structure and function of the major systems. Primary focus will be on the musculoskeletal, nervous, circulatory, and respiratory, systems as they relate to fitness, health, and disease in the human body. Must be concurrently enrolled in EDPE 276L.
- EDPE 276L Anatomy and Physiology Principles of Health and Fitness Lab 1 credit  
Laboratory experience dealing with the structure and function of tissues, organs, and organ systems in the human body. Must be taken concurrently with EDPE 276.
- EDPE 290 Directed Study 1-3 credits  
Topic to be decided by faculty.
- Upper Division**
- EDPE 311 Health, Fitness, and Physical Education Teaching 3 credits  
Introduction to and application of a variety of teaching styles and strategies, appropriate for health, fitness and physical education. Emphasis will be placed on daily and yearly planning, organizational components and reflection in educational settings. Particular attention will be given to national and state objectives and standards. Prerequisite: EDPE 190.
- EDPE 312 Methods in Health Education 3 credits  
This course emphasizes the development of student outcomes and assessments for health related content and material in the K-12 educational environment. Prerequisite: EDPE 190.
- EDPE 315 Adapted Physical Education 3 credits  
A course dealing with postural defects, body mechanics and other muscular and structural handicaps that affect the physical and emotional development of children. Physical activities for all levels of handicapped conditions, along with the technique of instructing these activities will be presented. Prerequisite: EDPE 190.
- EDPE 316 Water Safety Instruction 3 credits  
Analysis, methods of instruction and evaluation for all age levels. Course conducted to meet the requirements of the American Red Cross Instructor's Course. Certificate will be awarded to those who qualify. On sufficient demand
- EDPE 340 Social-Psychological Aspect of Sport Activity 3 credits  
The application of psychological principles and research to the areas of physical activity and coaching. Topics of discussion will include: personality, motivation, aggression and interaction as they relate to athletics and athletes. Prerequisite: EDPE 190.
- EDPE 343 Coaching Basketball 3 credits  
Principles of defense and offense; fundamentals, special drills, rules, officiating, and equipment. On sufficient demand. Prerequisite: Third year standing.
- EDPE 346 Coaching Baseball 3 credits  
Principles of coaching competitive baseball with an emphasis on strategy, drills for skill attainment, skill evaluation and coaching philosophy. On sufficient demand.

- EDPE 347 Coaching Football 3 credits  
Principles of coaching competitive football with an emphasis on offensive and defensive strategy, position drills, and coaching philosophy. On sufficient demand.
- EDPE 349 Coaching Soccer 3 credits  
Principles of coaching competitive soccer with an emphasis on offensive and defensive strategy, position drills and philosophy. On sufficient demand.
- EDPE 355 Wilderness Survival 3 credits  
Education in the priorities, skills, and procedures necessary for survival in emergency wilderness situations, including planning and prevention, orienting, first aid, shelter construction, signaling, and survivor theory through readings, case studies, and field experience. This course will help build self-confidence in one's ability to participate safely in and lay a foundation for organizing safe outdoor recreational experiences.
- EDPE 377 Scientific Principles: Physical Education and Health 3 credits  
Study of principles and concepts of kinesiology and exercise physiology. Emphasis on movement patterns--basic analyses of activity motions--functions of our physiological systems as they respond to various stimuli and evaluation of an individual's response for the purpose of enhancing performance. Concurrent enrollment with EDPE 377L required. Prerequisite: EDPE 376.
- EDPE 377L Scientific Principles Lab: Physical Education and Health 1 credit  
Laboratory experience designed to allow the student to put into practice the principles studied in EDPE 377. Concurrent enrollment with EDPE 377 required. Prerequisite: EDPE 376.
- EDPE 390 Directed Study 1-3 credits  
Topic to be decided by faculty.
- EDPE 400 Sports Promotion 3 credits  
Study of policies and procedures in managing relations with external and internal publics associated with the sport and athletic industry. Prerequisite: EDPE 190.
- EDPE 412 Administration of Sport and Athletics 3 credits  
An introduction to organizational theories and practices with an emphasis on the sport industries. Leadership styles and theories, organizational development, personnel, fiscal, and legal issues will be introduced. Prerequisite: EDPE 190.
- EDPE 413 Student Evaluation and Management 3 credits  
A continuation of EDPE 311 paying special attention to principles and procedures for student evaluation, discipline and management techniques in the classroom and gymnasium. Prerequisite: EDPE 190.
- EDPE 414 Trend and Issues in Sport, Physical Education and Athletic Recreation 3 credits  
Current issues, ideas, and trends in physical education, and their role in the educational process; special attention to the expanding role of the instructor, and to the new areas of curriculum and instruction. Prerequisite: EDPE 190.
- EDPE 415 Elementary Physical Education 1 credit  
Introduction to a variety of teaching styles and strategies, curriculum planning and evaluation methods appropriate for teaching elementary physical education (K-8). Prerequisite: EDTE 221.
- EDPE 416 Health 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 (K-8). Prerequisite: EDTE 221.
- EDPE 417 Abuse Prevention 1 credit  
Awareness of the incidence of abuse and how to deal with abuse problems within the school (K-12). Prerequisite: EDTE 221A, EDTE 221B or EDPE 311.
- EDPE 420 Motor Development 3 credits  
Introduction to the biological basis of human movement phenomena, changes in motor behavior across the life span, and principles and factors affecting the development and acquisition of motor abilities and skills. Prerequisite: EDPE 190.
- EDPE 421 Facilities in Sport and Athletic 3 credits  
The planning, instruction, maintaining, scheduling, and in-depth administrative procedures associated with indoor and outdoor sport and athletic facilities. Prerequisite: EDPE 190.
- EDPE 490 Directed Readings 1-3 credits  
Individualized study based on readings approved by the professor. Students will develop a selected bibliography.
- EDPE 491 Directed Study 1-3 credits  
Individualized study that is designed by the professor. Students will follow a prescribed course outline.
- EDPE 492 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 494 Special Projects 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 495 Student Teaching Health and Physical Education 12 credits  
Prerequisite: Permission from department only
- EDPE 496A Practicum: Physical Education 3 credits  
Practical experience in the area of physical education either at the elementary or secondary level. Prerequisite: third year standing and permission from department.
- EDPE 496B Practicum: Coaching 3 credits  
Practical experience in the area of athletic coaching either at the elementary or secondary level. Prerequisite: third year standing and permission from department.
- EDPE 496C Practicum: Health and Fitness 3 credits  
Practical experience with in a health/fitness related environment (clubs, clinics, Health Department, etc.). Prerequisite: third year standing and permission from department.
- EDPE 496D Practicum: Sport Management 3 credits  
Practical Experience in the area of sport management either in a public or private organization. Prerequisites: Third year standing and permission from department
- EDPE 497A In School Experience I- Health and Fitness 1 credit  
This field experience emphasizes instructional strategies and technology practices in the educational environment. Students will spend a minimum of 30 hours assisting a physical education teacher with instruction and assessment. Must be taken concurrently with EDPE 311. Prerequisite: EDPE 190.
- EDPE 497B In School Experience II- Health and Fitness 1 credit  
This field experience emphasizes curriculum and assessment models in the educational environment. Students must spend a minimum of 30 hours assisting a health or physical education instructor with instruction and assessment. Must be taken concurrently with EDPE 413. Prerequisite: EDPE 190.
- EDPE 497C In School Experience III- Health and Fitness 1 credit  
This field experience emphasizes curriculum models and assessment use in the educational environment. Students must spend a minimum of 30 hours assisting a health education instructor with instruction and assessment. Must be taken concurrently with 312. Prerequisite: EDPE 190.
- EDPE 499 Comprehensive Examination 0 credit  
Required of all EDPE majors after completion of major coursework.

# Teacher Education

Chairperson: Diane Tunnell and Kimberly Weber

## The Teacher Education Program at Gonzaga University:

Offers a thorough preparation in academic subject matter and professional teaching at both the undergraduate and graduate levels.

Provides teacher candidates with the opportunity to become reflective learners and practitioners of elementary or secondary education.

Teacher candidates enrolled in one of the academic majors of the University. For secondary teacher candidates, the academic major is generally selected from disciplines commonly taught at the middle or secondary level.

As a community of reflective learners, faculty, staff, and teacher candidates are involved in a supportive relationship which encourages service for others and responsibility to one another.

The Teacher Education program is advised by a Professional Education Advisory Board composed of area teachers, school administrators, representatives of professional organizations, teacher candidates, and faculty from the following programs: Teacher Education, Special Education, Physical Education, and Teaching English as a Second Language.

The teacher certification program meets standards specified by the Washington State Office of the Superintendent of Public Instruction (OSPI), The National Council for Accreditation of Teacher Education (NCATE), and the Northwest Association of State Directors of Teacher Education and Certification (NASDTEC).

### Requirements for Formal Admission to Teacher Certification

- 1) Level I course work successfully completed.
- 2) Cumulative GPA of 2.50 or higher.
- 3) Passing score on all three sections of WEST-B test (contact Teacher Education department, for current standards).
- 4) Character and Fitness Form on file.
- 5) FBI/Washington State Patrol Fingerprint Clearance.
- 6) No uncorrected dispositions from each respective department.

The teacher candidate is assigned an advisor in Teacher Education during the Teacher Orientation (EDTE 101L). The role of this advisor is to guide the teacher candidate through the certification program. The teacher candidate's academic advisor (assigned when admitted to the University) will advise the teacher candidate regarding degree requirements.

Applicants seeking Elementary Education Certification are allowed to teach grades K-8 as generalists in a self-contained classroom. Applicants seeking Secondary Education Certification are allowed to teach grades 5-12 and will choose a specific content area (endorsement) to teach. The content area must be selected from one of the following disciplines: Biology, Chemistry, Physics, English/Language Arts, History, Health and Fitness, Mathematics, Music, Special Education, Social Studies, Theater Arts, and Designated World Languages.

Additional endorsements offered by Gonzaga University include: English as a Second Language, Reading, and Early Childhood Special Education.

It is the applicant's responsibility to obtain all necessary information regarding certification. For certification information, please check with the Certification Office, School of Education advisors, and the Certification Advisement Handbook.

No student teacher candidate will be allowed to take part in any type of Teacher Education Field Experiences, (EDTE 221L, EDTE 301L, EDTE 401L, and EDTE 454L) without a current Character and Fitness form, and FBI/Washington State Patrol fingerprint clearance on file.

### Elementary Certification requirements

#### Level I: Admission/Acceptance to Teacher Certification

\*Fulfills University Core requirements

EDTE 101 Foundations of American Education	3 credits
EDTE 101L Teacher Certification Orientation	0 credit
EDTE 121 Educational Technology	2 credits
EDSE 150 Psychology of the Exceptional Child*	3 credits
(Physical Education majors equivalent EDPE 315)	
EDTE 201 Learning Theories	3 credits
ENGL 101 English Composition	3 credits

The following courses must be taken prior to Level III:

SPCO 101 Introduction to Speech Communication*	2 credits
POLS 101 American Politics *	3 credits
HIST 112 Survey of World Civilization *	3 credits
MATH 203 Math for Elementary Teachers*	3 credits
MATH 121 Introductory Statistics*	3 credits
HIST 201 or 202 History of the U.S. I or II*	3 credits
HIST 276 Washington State History	1 credit
BIOL w/LAB *	4 credits
(Physical Education majors equivalent EDPE 376)	

EDTE 304 Physical/Earth/Space Science 3 credits

#### Level II: Specific Teacher Education Course Work

EDTE 221E Elementary Differentiated Instruction and Assessment	3 credits
EDTE 221L Field Experience I	1 credit
(Physical Education majors equivalent EDPE 311 and 413)	
EDTE 231 Instructional Methods Reading, Writing, Communication I	3 credits

#### Level III: Admission to Methods

EDTE 301L Field Experience II	1 credit
(Physical Education majors equivalent EDPE 497, Special Education majors equivalent EDSE 406)	
EDTE 303 Math Methods	3 credits
(Special Education majors equivalent EDSE 452)	
EDTE 331 Instructional Methods Reading, Writing, Communication II	3 credits
(Special Education Majors equivalent EDSE 451)	
EDTE 400 Music Methods	1 credit
EDTE 401L Field Experience III	1 credit
(Physical Education major equivalent EDPE 496)	
EDTE 402 Social Studies Methods	3 credits
EDTE 403 Art Methods	1 credit
EDTE 404 Science Methods	3 credits
EDPE 415 Physical Education Methods	1 credit
(Physical Education majors equivalent EDPE 204)	
EDPE 416 Health Education Methods	1 credit
(Physical Education majors equivalent EDPE 312)	
EDPE 417 Abuse Prevention	1 credit
EDTE 460E Classroom Management and Communication	3 credits
Special Education majors equivalent EDSE 465)	
EDTE 462 Child and Adolescent Literature	3 credits
(Required for an English endorsement)	

**Level IV: Approval to Enter Student Teaching***Criteria for Admission to Student Teaching*

- 1) Minimum overall GPA of 2.50.
- 2) Minimum GPA in professional education courses of 3.00.
- 3) A completed major within a degree program/GPA in major determined by academic department.
- 4) Completion of prerequisite professional education courses.
- 5) Two satisfactory evaluations from faculty or K-12 professionals.
- 6) Assessment of the student teacher candidate's potential for success as a teacher by teacher education faculty who have knowledge of the student teacher candidate's work.
- 7) A completed application for student teaching.
- 8) State standardized content testing required (West E/Praxis II).
- 9) FBI/Washington State Patrol Fingerprint Clearance.
- 10) Character and Fitness form completed.

EDTE 496E Elementary Student Teaching 12 credits

The student teaching experience must be completed within a 35 mile radius of Spokane, Washington.

**Level V Certification**

\*Fulfills University Core requirement

**Secondary Certification requirements****Level I: Admission/Acceptance to Teacher Certification**

\*Fulfills University Core requirements

EDTE 101 Foundations of American Education	3 credits
EDTE 101L Teacher Certification Orientation	0 credit
EDTE 121 Educational Technology	2 credits
EDSE 150 Psychology of the Exceptional Child (Physical Education majors equivalent EDPE 315)	3 credits
ENGL 101 English Composition*	3 credits
SPCO 101 Introduction to Speech* Communication	2 credits
EDTE 201 Learning Theories	3 credits
EDTE 221S Differentiated Instruction and Assessment (Physical Education majors equivalent EDPE 311/413)	3 credits
EDTE 221L Field Experience I (Physical Education majors equivalent EDPE 497)	1 credit
EDTE 241 Teaching in the Middle School	3 credits

**Level III: Admission to Methods**

EDPE 417 Abuse Prevention	1 credit
EDTE 418 Reading and Writing Across the Curriculum	3 credits
Secondary Specific Methods (one methods course is required for each endorsement area)	
EDTE 454D Theater Arts Methods	3 credits
EDTE 454E English/Language Arts Methods	3 credits
EDTE 454F History/Social Studies Methods	3 credits
EDTE 454M Math Methods	3 credits
EDTE 454S Science Methods	3 credits
EDTE 454T World Language Methods (Music Education and Physical Education majors will take methods in their degree program)	3 credits
EDTE 454L Secondary Field Experience II (Physical Education Major equivalent EDPE 497). Requires current fingerprints throughout the semester and a Character and Fitness form on file.	2 credits
EDTE 460S Secondary Classroom Management and Communication	3 credits

**Level III : Admission to Student Teaching**

All EDTE prerequisite coursework completed:

- 1) Cumulative GPA of 3.00 in all EDTE courses (minimum 2.00 in each course).
- 2) All endorsement coursework completed (minimum of a 2.00 in each endorsement course).
- 3) A completed major within a degree program/GPA in major determined by academic department.
- 4) Minimum overall GPA of 2.50 in all Gonzaga University courses.
- 5) Two satisfactory evaluations from faculty or K-12 professionals.
- 6) Assessment of the student teacher candidate's potential for success as a teacher by teacher education faculty who have knowledge of the student teacher candidate's work.
- 7) A completed application for student teaching.
- 8) State standardized content testing required (West E/Praxis II).
- 9) FBI/Washington State Patrol Fingerprint Clearance.
- 10) Character and Fitness form completed.
- 11) No uncorrected disposition concerns.

EDTE 496S Secondary Student Teaching 12 credits

The student teaching experience must be completed within a 35 mile radius of Spokane, Washington.

**Level IV: Certification**

\*Fulfills University Core requirement

Special Offerings: Available to all teacher candidates

EDTE 469 The Five Themes of Geography	3 credits
EDTE 491 Directed Study	Variable credits
EDTE 492 Independent Study	Variable credits
EDTE 494 Special Project	Variable credits

Descriptions of courses from other departments are listed elsewhere in this catalogue under the particular program which offer them (EDPE is Physical Education and EDSE is Special Education).

**Lower Division**

EDTE 101 Foundations of American Education 3 credits

This course provides an overview of the teaching profession. It is designed as an exploration of teaching as a career choice, serving as an introduction to various philosophical positions regarding education, the laws that affect students and teachers, the global and historical background of our current educational systems, and the issues concerned with recognizing, accepting, and affirming diversity.

EDTE 101L Teacher Certification Orientation 0 credit

Student teacher candidates have an opportunity to learn about the professional requirements needed to become an effective educator. Successful completion of this lab course is prerequisite for admission to the teacher education program and further advancement through other EDTE classes. This course should be taken concurrently with EDTE 101.

EDTE 121 Educational Technology 2 credits

This course addresses the nature of contemporary school curriculum and the need for the professional educator to gain a basic understanding of computers and computer technology and explores a variety of computer applications and evaluation of their uses in the classroom.

**EDTE 201 Learning Theories** 3 credits

This course is designed to introduce the undergraduate student teacher candidate to theories of learning. The contributions of behaviorism, humanistic psychology, and cognitive psychology will be examined in order to give a basis for critically analyzing how and why human development and growth occur in the teaching/learning act. Based on the dynamics of respect for individual differences within the learning community, prior learning, and authentic scholarly exploration of historical and current literature, student teacher candidates will be able to articulate, develop, and seek alternatives to their theories-in-use. Prerequisite: EDTE 101L.

**EDTE 221E Elementary Differentiated Instruction and Assessment** 3 credits

This course is designed to develop student competencies and strategies for successful teaching across the content areas and with a wide range of student learning at the elementary level. The major focus of this course will be meeting the learning needs of a diverse population which includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds. This course must be taken concurrently with EDTE 221L.

**EDTE 221S Secondary Differentiated Instruction and Assessment** 3 credits

This course is designed to integrate the planning, implementation, and assessment of instruction across content areas at the secondary level with a special emphasis on diversity. The major focus of this course will be meeting the learning needs of a diverse population which includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds. This course must be taken concurrently with EDTE 221L.

**EDTE 221L Field Experience I** 1 credit

This is a lab course to be taken concurrently with EDTE 221E or 221S and may be taken concurrently or after EDTE 201. Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. The course will aid the student candidate to focus and integrate learning by observing, reflecting, and analyzing instructional events in the school site. The course will enable teacher candidates to observe and participate in instructional decision-making, strategies for differentiation, and various assessment models. Teacher candidates are required to complete a Filed Experience Request form prior to taking this course and also attend two seminars during the semester.

**EDTE 231 Instructional Methods: Reading/Writing/Communication** 3 credits

The primary purpose of this course is to provide understanding and opportunities for teacher candidates to understand theoretical constructs related to reading, writing, and communication in classroom curriculum. Teacher candidates will develop pedagogy from an analysis of the processes of natural learning, language acquisition, multiple intelligence, and learning styles. This knowledge will become the framework for instructional methodology for reading, writing, and communication skills.

**EDTE 241 Teaching in the Middle School** 3 credits

The purpose of this course is to help the prospective middle level/secondary teacher develop in-depth knowledge and understanding of early adolescents. The developmental characteristics and needs of adolescents provide a framework for this course.

**Upper Division****EDTE 301L Field Experience II** 1 credit

This is a lab course to be taken concurrently with EDTE 331. Teacher candidates will have the opportunity to explore first-hand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. The course will enable teacher candidate to observe and participate in instructional decision making, strategies for differentiation, and various assessment modes. Teacher candidates are required to complete a Field Experience Request form prior to taking this course and also to attend two seminars during the semester. Prerequisites: EDTE 101, EDTE 101L, EDTE 121, EDSE 150, EDTE 201, EDTE 221E or EDTE 221S, EDTE 221L and EDTE 231.

**EDTE 303 Elementary Methods: Math** 3 credits

The primary purpose of this course is for teacher candidates to develop knowledge of mathematics, techniques for instruction and assessment in mathematics, as well as skill in the use and integration of technology in meeting the needs of all learners in the general education classroom. Teacher candidates will develop and implement instructional plans, within the framework of the EALRs and WASL, that will include a variety of strategies for large and small group instruction as well as individualized learning. Assessment skills will emphasize performance-based and developmental assessments. Prerequisites: Math 121 and Math 203

**EDTE 304 Concepts in Science** 3 credits

This course presents earth, physical, and space science concepts for non-science majors.

**EDTE 331 Instructional Methods: Reading/Writing/Communication II** 3 credits

The purpose of this course is twofold: one, to prepare teacher candidates to create appropriate lesson plans 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 EALRs and WASL. Prerequisite: EDTE 231. EDTE 301L is taken as a co-requisite with this course.

**EDTE 400 Elementary Methods: Music** 1 credit

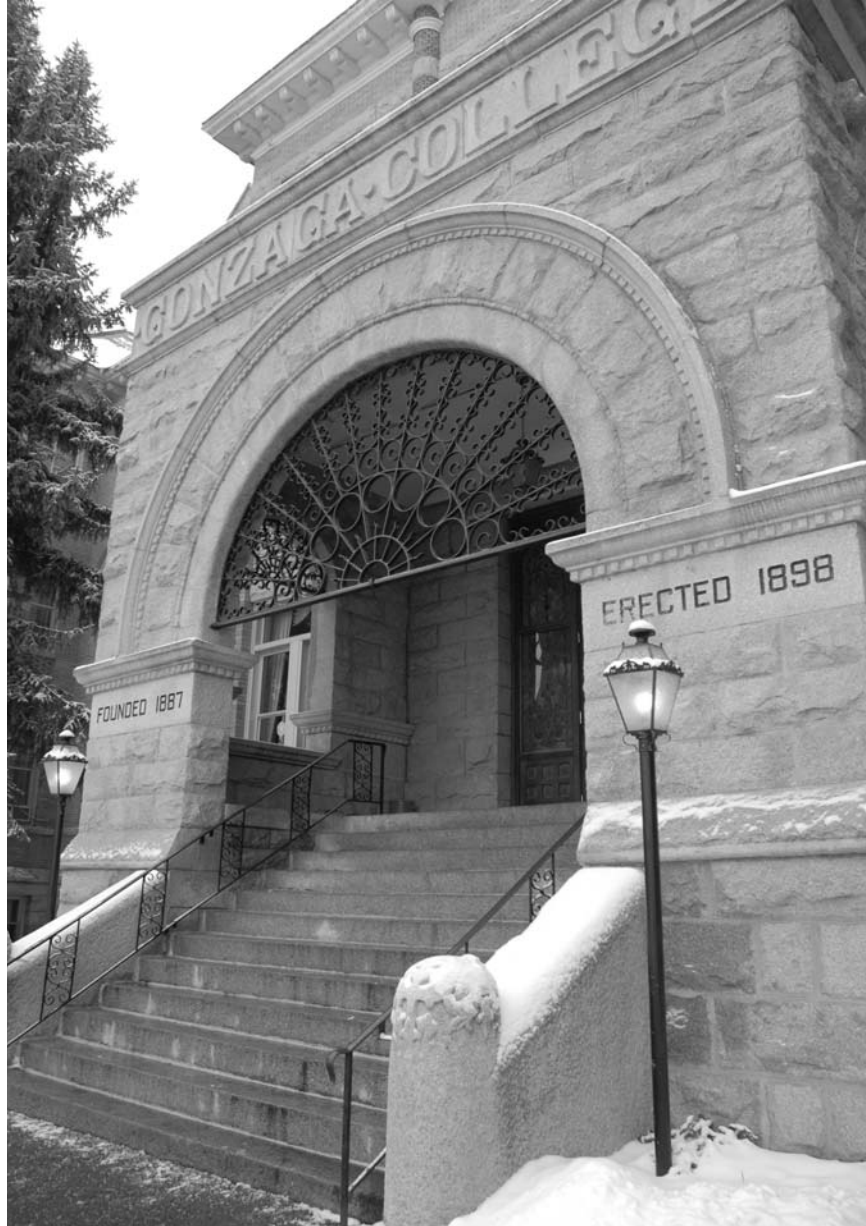
This course presents theories and techniques appropriate to teaching Music in the elementary school.

**EDTE 401L Field Experience III** 1 credit

This is a lab course to be taken concurrently with EDTE 404. Teacher candidates will have the opportunity to explore first-hand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. The course will enable teacher candidate to observe and participate in instructional decision-making, strategies for differentiation, and various assessment modes. Teacher candidates are required to complete a Filed Experience Request form prior to taking this course and also attend two seminars during the semester. Prerequisites: EDTE 101, EDTE 101L, EDTE 121, EDSE 150, EDTE 201, EDTE 222E or EDTE 221S, EDTE 221L, and EDTE 231.

- EDTE 402 Elementary Methods: Social Study 3 credits  
This course presents theories and techniques appropriate to teaching Social Studies in the elementary school. Fall, Spring, and Summer.
- EDTE 403 Elementary Methods: Art 1 credit  
Theories and techniques appropriate for teaching Art in the elementary school.
- EDTE 404 Elementary Methods: Science 3 credits  
This course presents theories and techniques appropriate to teaching science in the elementary school. EDTE 401 is taken as a co-requisite with this course.
- EDTE 418 Reading and Writing Across the Curriculum 3 credits  
This course presents the theory and practice for developing inter-disciplinary literacy in secondary classrooms, including the structure and development of language and its effective expression in specific disciplines.
- EDTE 454L Field Experience II 2 credits  
This is a lab course to be taken concurrently with EDTE 454A-T. Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. This course will enable teacher candidates to observe and participate in instructional decision-making, strategies for differentiation, and various assessment models. Teacher candidates are required complete a Field Experience request form prior to taking this course and attend two seminars during the semester. Prerequisites: EDTE 101, EDTE 101L, EDTE 121, EDSE 150, EDTE 201, EDTE 221S, EDTE 221L, and EDTE 241.
- Secondary Specific Methods
- EDTE 454D Secondary Methods-Theater Arts 3 credits
- EDTE 454E Secondary Methods-English 3 credits
- EDTE 454F Secondary Methods-Social Studies 3 credits
- EDTE 454M Secondary Methods-Math 3 credits
- EDTE 454N Secondary Methods-Music 3 credits
- EDTE 454S Secondary Methods-Science 3 credits
- EDTE 454T (MTSL 454) Secondary Methods-World Languages 3 credits
- EDTE 460E Elementary Classroom Management and Communication 2 credits  
Teacher candidates are provided with strategies to manage the elementary classroom, create a motivating classroom climate, communicate with teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations, management, instructional approaches, and corrective measures. Teacher as leader will be the primary metaphor which requires candidates to investigate the role of power and communication in teaching.
- EDTE 460S Secondary Classroom Management 3 credits  
Student teacher candidates are provided with strategies to manage the secondary classroom, create a motivating classroom climate, communicate with student teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations.
- EDTE 461 Reading Diagnosis 3 credits  
This course provides 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.
- EDTE 462 Child And Adolescent Literature 3 credits  
This course surveys 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 are presented. Required for English endorsement.
- EDTE 463 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.
- EDTE 464 Practicum-Reading 1 credit  
This course creates and applies literacy instruction assessment strategies in K-12 classroom setting. A school location is arranged. 1 credit = 30 contact hours.
- EDTE 469 The Five Themes of Geography 3 credits  
This course is an introduction to the five themes of geography, location, place, human environment interaction, movement, regions. This course fulfills the geography requirement for a social studies endorsement.
- EDTE 490 Directed Reading 1-4 credits  
Directed reading requires completion of a form, and department permission.
- EDTE 491 Directed Study 1-3 credits  
Individualized study that is designed by the professor. Student teacher candidates follow a prescribed course outline.
- EDTE 492 Independent Study 1-4 credits  
Individualized study that is designed by the student teacher candidate in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource.
- EDTE 494 Special Project 1-6 credits  
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 496E Elementary Student Teaching 12 credits  
This is an intensive field experience in which the student teacher candidate assumes the full responsibility of an elementary teacher under the direction of a University supervisor and a co-operating teacher. Concurrent seminars are provided for student interaction, problem solving, certification requirements, and informational support. Five evening seminars will be conducted in conjunction with this course. Student teaching must be completed within a 35 mile radius of Spokane, Washington. Prerequisite: Completion of certification program and passing WEST E/Praxis II.
- EDTE 496S Secondary Student Teaching 12 credits  
This is an intensive field experience in which the student candidate assumes the full responsibility of a secondary teacher under the direction of a University supervisor and a co-operating teacher. Concurrent seminars are provided for student interaction, problem solving, certification requirements, and informational support. Five evening seminars will be conducted in conjunction with this course. Student teaching must be completed within a 35 mile radius of Spokane, Washington. Prerequisite: completion of certification program and passing WEST E/Praxis II.

# SCHOOL OF ENGINEERING



[www.gonzaga.edu](http://www.gonzaga.edu)





# School of Engineering and Applied Science

Dean: Dennis R. Horn

Associate Dean: Paul S. Nowak

Engineering is the profession in which a knowledge of natural sciences and mathematics is applied with judgment to develop ways to utilize, economically and with concern for the environment and society, the materials and forces of nature for the benefit of humankind. Engineers and scientists pursue a common goal of introducing new knowledge through research. The new knowledge is applied by the engineers to create new devices and systems. Engineers enjoy a unique professional satisfaction: they can usually point to tangible evidence of their efforts. For example, every bridge, skyscraper, television set, computer, robot, airplane, steam or hydro-electric plant, or automobile is a lasting testimonial to the engineers responsible for it.

It is difficult, maybe impossible, to imagine contemporary civilization without computing machines and the software that brings them to life. The Department of Computer Science trains students to meet the expanding quantitative needs of society and provides them with the theoretical structures from which practical applications derive. Majors in this department are well-prepared for positions in industry and government demanding quantitative techniques or computer science, and for graduate work.

The goal of the undergraduate programs in the School of Engineering and Applied Science (SEAS) at Gonzaga University is to provide an education that prepares the student with a baccalaureate degree to be a professional engineer or computer scientist. In addition, the programs provide a base both for graduate study and for lifelong learning in support of evolving career objectives, which include being informed, effective, and responsible participants in the profession and society. The Engineering departments within the school share a common engineering mission of equipping graduates to enter professional practice. This common mission is summarized in the four broad program objectives. These objectives are:

Graduates will be able to competently apply mathematics, science, and engineering analyses to the design and analysis of engineered solutions;

Graduates will be able to competently apply basic experimental techniques to engineering design and analysis;

Graduates will be able to competently design engineered solutions;

Graduates will have a complement of skills necessary for professional practice.

These four objectives encompass the skills we believe our graduates need to enter engineering practice. Further, the suitability of these objectives, and the coursework to attain them, are assessed and evaluated by each department on a three-year cycle. As such, these skills embody the intent of the "specialized competence" as described in our University mission statement.

The SEAS undergraduate programs at Gonzaga University are designed specifically to emphasize:

- a) An education that prepares students to become competent practicing professionals;
- b) An education that prepares the students to attend graduate school and ultimately join academia as teachers and researchers or to join industry, and government research facilities and;
- c) An education that is designed to challenge the intellect of the student and help her/him learn the value and reward of analytical and logical thinking.

A concerned and well-trained faculty, small class size, easy access to faculty outside the classroom, and modern facilities provide Gonzaga University students with the knowledge and skills to become productive engineers or computer scientists and to assume leadership roles in business, industry, and government. A unique feature of the program is the strong emphasis on liberal arts education. A strong and rigorous technical curriculum combined with a broad liberal arts education emphasizing communication skills, critical thinking, and ethics enables Gonzaga graduates to adapt to an ever-changing computing, engineering, social, political, and business environment.

### Degree Programs and Accreditation

SEAS offers four-year Bachelor of Science degrees in Civil Engineering (BSCE), Computer Engineering (BSCpE), Electrical Engineering (BSEE), General Engineering (BSGE), Mechanical Engineering (BSME), and Computer Science (BSCS). The civil, electrical, computer, and mechanical engineering degree programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET), and the computer science degree is in the process of seeking accreditation.

### Center for Engineering Design and Software Engineering Senior Group Design

Engineering and computer science are rapidly changing professions. The fast pace of technological advances and new approaches to organizing the work place are requiring engineers and computer scientists to continually update their training. In addition to having a broad range of technical knowledge, today's engineers and computer scientists are expected to possess excellent interpersonal skills. They must be able to deal with open-ended design problems, to work cooperatively in a team environment, to communicate effectively, and to understand the technical, economical, environmental, and managerial aspects of projects.

The diverse skills required of modern engineers cannot be learned solely in a classroom or from a textbook. Design skills are best learned through a combination of observation, emulation, analysis, and experimentation (this demands a high degree of interaction between the student and experienced designers). Interpersonal skills are best developed through team work. Industry has discovered that the give-and-take process that characterizes a well motivated team is a key element to a project's success. The motivation for learning new skills is further enhanced by working on problems that have real value to business, industry, non-profit organizations and government.

The Center for Engineering Design and Software Engineering Senior Group Design are structured to enhance the design content and experience of the engineering and computer science programs at Gonzaga University by promoting interaction between the industrial and academic communities. The capstone project missions are to organize, support, and provide guidance to student teams. These teams undertake design projects defined by sponsors in both the private and public sectors. A project team typically consists of three to five students having a diversity of knowledge and experience that best suits the project. Together they must make effective use of their available resources to perform and manage the project activities. By working on a real-world problem, each student has the opportunity to make decisions under risk, to work as part of a team, and to interact with professionals in the private and public sectors. Gonzaga faculty members, who advise the student teams, are ideally suited as advisors. More than half of them have at least five years of industrial experience. A faculty advisor lends knowledge and experience to the project team by guiding and counseling the students in the technical and managerial decisions required by the project.

A liaison from the sponsoring organization provides technical direction and advice to the student team, monitors the project's progress, and ensures that the project meets the needs of the sponsor. The liaison also assists the team in making the best use of the sponsor's resources and facilities.

Design projects related to all the SEAS disciplines are sought throughout the year. Sponsors who are supportive of SEAS education provide ideas, resources, and funds for projects. By identifying project topics and the technical areas that are of interest to them, they help direct students to realistic problems that are important to their operations. At the end of the spring semester, a day is dedicated to the presentation of projects, during which the student design teams present their projects and reports, and demonstrate models and prototypes. Industrial sponsors, faculty members, prospective students, and members of the community are invited to attend the event and to interact with the project teams.

### The Herak Engineering Computer Center

The Herak Engineering Computer Center (HECC), located in the Herak Center for Engineering, is the central facility for general purpose computing in SEAS. This fully staffed center is available to students seven days a week, and provides general computing services over and above the extensive and diverse computer systems found in the SEAS departmental laboratories.

The center's computer facilities include over forty CAD/CAE workstations. All systems are connected to the University network which makes them able to access Internet, the computing resources of the Computer Information Services department, and the Foley library system. The Center also contains numerous plotters and printers.

Software is available to support all aspects of SEAS disciplines taught at Gonzaga University. Computer aided drafting and solid modeling programs are available to support the engineering graphics portion of our curriculum. Finite element, hydrologic and hydraulic structural, and mechanism analysis programs are available for the mechanical and civil engineering programs. Electrical and Computer Engineering are supported by programs for controls analysis, schematic and circuit board layout and simulation, and VLSI design layout and simulation. The Center also supports several general purpose programs, including language compilers, a spreadsheet, a data base manager, three mathematics programs, a word processor, and a project management package. A separate computer science laboratory includes additional workstations, servers, and other specialized software.

### Degree requirements include

- 1) Fulfillment of the general degree requirements of the University including the University Core Curriculum.
- 2) Completion of SEAS common core courses for all engineering programs.
- 3) Completion of a separate set of core courses for the computer science program (see the computer science program description).
- 4) Completion of the specific program requirements.
- 5) Attainment of an average cumulative grade point of 2.00 in all SEAS course work taken at Gonzaga University.
- 6) No SEAS or core courses can be taken under the Pass/Fail Option.

## The Core Curriculum of the School of Engineering and Applied Science

The SEAS core curriculum represents a common body of knowledge. The engineering programs core consists of fifty-three credits which are common to and required of all engineering degree programs in the school: the first thirty-two credits (of which there is a more complete description in the General Degree Requirements and Procedures section of this catalogue) form the University core requirement while the remaining twenty-one credits are required by engineering degree programs.

All undergraduate students are subject to the provisions of this core; transfer students, however, should consult the General Degree Requirements and Procedures section of this catalogue for possible modifications to the philosophy and religious studies requirements listed below. Substitutions for discontinued courses are required and authorized by the proper University authorities.

The University and School core requirements are grouped into the following categories

### University requirements

- I. Thought and Expression (7 credits): ENGL 101, SPCO101, and PHIL 101 (preferably taken in the same semester).
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL 400 level elective.
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one elective from each level.
- IV. Mathematics (4 credits): one MATH (not CPSC) course at the 100 level or above: engineering students must use MATH 157.
- V. English Literature (3 credits): ENGL 102, 103H, 105 or 106.

### Engineering program specific:

- VI. Mathematics (11 credits): MATH 258, 259, 260.
- VII. Physics (4 credits): PHYS 103, 103L.
- VIII. Chemistry (4 credits): CHEM 101, 101L.
- IX. Engineering Science (2 credits): ENSC 300.

### Computer Science program specific:

- VI. Mathematics (17 credits): MATH 157, 231, 258, 2300/400 level electives.
- VII. Lab Science (12 credits): Students are encouraged to take 16 credits.
- VIII. History (6 credits): see program description section.
- IX: Fine Arts (3 credits): see program description section.
- X: Literature (3 credits): see program description section.
- XI: Social Science (6 credits): see program description section.
- XII: Foreign Language or Culture (3 credits): see program description section.
- XIII: Social Justice (3 credits): see program description section.

### Table of Credits

	Degree	Major	Minor
Civil Engineering	BSCE	135	n.a.
Computer Engineering	BSCpE	131	n.a.
Electrical Engineering	BSEE	132	n.a.
General Engineering	BSGE	130	n.a.
Mechanical Engineering	BSME	136	n.a.
Computer Science	BSCS	128	18

# Civil Engineering

Chairperson: Noel Bormann

Professors: N. Bormann, S. Dar (Emeritus), D. Horn (Dean), W. Ilgen (Emeritus), A. Khattak, P. Nowak

Associate Professors: S. Ganzerli, B. Striebig

Civil engineers are problem solvers who utilize sophisticated technologies to find solutions to a huge variety of the challenges facing society. A civil engineer plans, designs and supervises construction of numerous infrastructure facilities required by modern society. These facilities exist in both the public and private sectors, and vary in scope and size. Examples of civil engineering projects include space satellites and launching structures, offshore drilling platforms, bridges, highways, buildings, transportation systems, dams, irrigation systems, water supply and treatment systems, wastewater collection and treatment systems, flood control facilities, solid and hazardous waste management, and environmental restoration. Civil engineers have important roles in analysis, design, management, regulatory enforcement, and policy development. To participate effectively in this broad scope of activities, civil engineers acquire technical and problem solving skills, and the ability to communicate clearly and effectively. Students completing the requirements for a degree in civil engineering have a choice of technical electives from four areas: environmental engineering, geotechnical engineering, structural engineering, and water resources engineering.

The department of Civil Engineering, in conjunction with its various constituencies, has clearly defined program objectives. These engineering program objectives are listed in the School of Engineering and Applied Science section of this catalog, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalogue.

## B.S. in Civil Engineering: 135 Credits

### First Year

#### Fall

ENSC 100 Engineering Seminar*	0 credit
MATH 157 Calculus and Analytical Geometry I	4 credits
CHEM 101 General Chemistry I (or CHEM 105)	3 credits
CHEM 101L General Chemistry I Lab (or 105L)	1 credit
CPSC 121 Computer Science I	3 credits
ENGL102-106 Introduction to Literature	3 credits
RELI 1XX Scripture Elective	3 credits

#### Spring

ENSC 205 Statics	3 credits
MATH 258 Calculus and Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103 Scientific Physics I Lab and Recitation	1 credit
ENGL101 English Composition	3 credits
SPCO 101 Introduction to Speech Communication	2 credits
PHIL 101 Introduction to Critical Thinking	2 credits

### Second Year

#### Fall

CENG 261 Introduction to Surveying	2 credits
ENSC 101 Engineering Graphics	2 credits
MATH 259 Calculus and Analytical Geometry III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L Scientific Physics II Lab	1 credit
CENG 270 Technical Writing	2 credits
PHIL 201 Philosophy of Human Nature	3 credits

#### Spring

ENSC 301 Mechanics of Materials I	3 credits
ENSC 306 Dynamics	3 credits
MATH 260 Ordinary Differential Equations	3 credits
MATH 321 Statistics for Experimentalists	3 credits
RELI 2XX Religion Elective	3 credits

**Third Year****Fall**

CENG 302 Construction Materials Lab	2 credits
CENG 301 Structural Analysis I	3 credits
CENG 331 Soil Mechanics	3 credits
CENG 331L Soil Mechanics Lab	1 credit
ENSC 352 Fluid Mechanics	3 credits
CENG 303 Environmental Engineering	3 credits
PHIL 301 Ethics	3 credits

**Spring**

ENSC 300 Economics	2 credits
RELI 3XX Religion Elective	3 credits
CENG 340 Contracts, Specifications and Law	2 credits
CENG 351 Hydrology	4 credits
CENG 352 Water Resources Engineering	3 credits
CENG 304 Environmental Chemistry	3 credits
CENG 305 Environmental Engineering Lab	1 credit

**Fourth Year****Fall**

CENG 411 Steel Design	3 credits
CENG 473 Foundation Design	3 credits
CENG 491 Senior Design Project I	2 credits
PHIL 4XX Philosophy Elective	3 credits
- - - Technical Elective **	3 credits
- - - Technical Elective	3 credits

**Spring**

CENG 412 Concrete Design	3 credits
CENG 492 Senior Design Project II	3 credits
POLS 3xx: Political Science Elective	3 credits
- - - Technical Elective	3 credits
- - - Technical Elective	3 credits
ENSC 400 Fundamentals of Engineering Exam***	0 credit

\*ENSC 100, is not required of transfer students nor of students enrolled in the Honors Program or the Hogan Entrepreneurial Leadership Program.

\*\* Civil engineering students enrolled in the Hogan Entrepreneurial Program can waive one technical elective.

\*\*\* The Washington State Fundamentals of Engineering Examination must be taken as part of the ENSC 400 course.

**Technical Electives**

Courses from the following list satisfy the technical elective requirements. Before selecting technical electives, students should consult with their advisor. To aid in course selection, the discipline(s) covered in each course are identified as follows: environmental engineering (E), geotechnical engineering (G), structural engineering (S), and water resources engineering (W).

CENG 390 Structural Analysis II (S)
CENG 413 Groundwater (E, G, W)
CENG 414 Waste Management (E)
CENG 415 Masonry and Timber Design (S)
CENG 420 Structural Dynamics (S)
CENG 424 Physicochemical Treatment Processes (E)
CENG 444 Air Pollution (E)
CENG 454 Biological Treatment Processes (E)
CENG 455 Open Channel Hydraulics (W)
CENG 463 Pavement Design (G, S)
ENSC 401 Mechanics of Materials II (S)
ENSC 405 Engineering Project Management (E,W,G,S)
MENG 434 Vibration Engineering (S)
MENG 435 Applications in Vibrations (S)

MENG 465 Introduction to Finite Elements (G, S)
MENG 467 Designing with Polymers and Composites (S)
MENG 480 Advanced Fluid Mechanics (W)
POLS 319 American Foreign Policy
POLS 321 Politics and Public Administration
POLS 327 American Social Policy
POLS 329 North American Environmental Policies and Politics
POLS 350 Survey of International Studies
POLS 374 Democracy in the Middle East
POLS 375 Global Environmental Politics

**Lower Division**

CENG 261 Introduction to Surveying	1 credit
Theory and practice of vertical and horizontal control in plane surveying. Introduction to surveying techniques and the use of basic and advanced surveying instruments. One hour of lecture and three hours of laboratory per week. Fall.	
CENG 261L Introduction to Surveying Lab	1 credit
See CENG 261.	
CENG 270 Technical Writing	2 credits
A course in clear and effective communication for engineering purposes. Fall. Prerequisite: ENGL 101.	

**Upper Division**

CENG 301 Structural Analysis I	3 credits
Theory and application of engineering mechanics to the solution of internal forces in statically determinate structures subjected to static and moving loads. Introduction of energy concepts for simple indeterminate structures. Fall. Prerequisite: ENSC 301.	
CENG 302 Construction Materials	2 credits
The study of construction materials and applicable code specifications. Site visits to local construction material manufacturers and material testing labs. Materials studied include concrete, timber, brick, block, asphalt, aluminum and steel. Technical writing of laboratory reports is stressed. One hour of lecture and three hours laboratory per week. Fall. Prerequisite: ENSC 301.	
CENG 302L Construction Materials Lab	0 credit
See CENG 302.	
CENG 303 Environmental Engineering	3 credits
An overview of environmental engineering. Topics include water quality management, water and wastewater treatment, solid and hazardous waste management, and air pollution control. Fall. Prerequisite: CHEM 101 or CHEM 105.	
CENG 304 Environmental Engineering Chemistry	3 credits
This course emphasizes the chemistry of aqueous solutions in the environment. The course presents the quantitative relationship describing a) solubility and chemical reactions, b) chemical equilibrium calculations. Aquatic systems will be described by mass and energy balances. Spring. Prerequisite: CENG 303.	
CENG 304L Water Quality Chemistry lab	1 credit
See CENG 304.	
CENG 305 Environmental Engineering Lab	1 credit
This course emphasizes the fundamental principles in analytical techniques and environmental chemistry used to quantify man-made sources of pollution. The course also introduces statistical analysis, data interpretation and reporting requirements related to environmental engineering. Spring. Prerequisite: CENG 303.	

- CENG 331 Soil Mechanics** 3 credits  
In this course the properties and behavior of soils (sand, gravel, silt and clay) are studied under various environmental conditions. The study includes weight-volume relations, soil classifications, soil compaction, see page through porous media, normal effective stress concept, consolidation, shear strength, lateral pressures and slope stability. Laboratory and Field methods for evaluating pertinent properties, generally used for analysis and foundation design. Three hours of lecture and three hours of laboratory per week. Fall. Prerequisite: ENSC 301.
- CENG 331L Soil Mechanics Lab** 1 credit  
Three hours of laboratory per week.
- CENG 340 Contracts Specifications and Law** 2 credits  
Study of how contracts, specifications, and law are related to the engineering profession. Topics include contract types, formation and conditions of contracts, contractual obligations, and termination of contracts. Specific contract clauses, incorporating general conditions, financial considerations, and the contractor selection process will be addressed. Preparation of specifications for engineering projects will highlight workmanship and materials. Engineering drawings will be integrated with specification requirements. Professional and ethical responsibilities of engineering professionals will be covered. Issues of intellectual property, liability, lawsuits, and arbitration will be addressed. Spring.
- CENG 351 Hydrology** 3 credits  
Causes and occurrence of precipitation, analysis of infiltration and runoff using watershed characteristics, basic groundwater flow. Statistical treatment of information in water resources, frequency analysis, confidence intervals for predictions, risk. Applications to common engineering projects in surface and sub-surface situations. Experimental investigation of the dynamic behavior and properties of water, turbulent flow of water in pipes and open channels. Flow measurement. Three hours of lecture and three hours of laboratory each week. Spring. Prerequisite: ENSC 352.
- CENG 351L Hydrology Lab** 1 credit  
See CENG 351. Prerequisite: ENSC 352.
- CENG 352 Water Resources Engineering** 3 credits  
Uses of fluid mechanics, engineering economic analysis and statistics in the engineering analysis and design of components of water resources systems. Flow of liquids in pipes and pipe networks. Design of hydro-machinery in water systems. Steady flow of water in open channels with immobile boundaries. Reservoir sizing. Includes computer applications. Spring. Prerequisite: ENSC 352.
- CENG 390 Structural Analysis II** 3 credits  
Theory and application of approximate for statically indeterminate trusses and frames. Matrix methods of structural analysis for 2-D and 3-D structures. Prerequisite: CENG 301.
- CENG 411 Steel Design** 3 credits  
Application of basic principles of mechanics applied to the design of steel members. Design of structural members and connections using the current American Institute of Steel Construction specifications. Load and Resistance Factor Design and Allowable Stress Design procedures. Fall. Prerequisite: CENG 301.
- CENG 412 Concrete Design** 3 credits  
Theory and application of analytical procedures applied to the design of reinforced concrete structural members. Proportioning of beams, columns, footings, and walls in concrete structures is approached using current American Concrete Institute code specifications. Ultimate Strength Design Procedures. Spring. Prerequisite: CENG 301.
- CENG 413 Groundwater** 3 credits  
Principles of fluid motion in porous media. Techniques for design and construction of groundwater components in water resources systems. Introduces contaminant movement in the sub-surface and the mitigation of groundwater contamination. Computer applications. Prerequisites: CENG 351, CENG 352 and CENG 303.
- CENG 414 Waste Management** 3 credits  
An overview of solid, hazardous, and industrial waste management. Topics include regulations, contaminant transport, waste sources, waste minimization, recycling, treatment and remediation technologies, landfill design and risk assessment. Prerequisite: CENG 303.
- CENG 415 Masonry - Timber Design** 3 credits  
Analysis and design of masonry and timber structures. Sizing of members in masonry and timber according to applicable building codes. Prerequisite: CENG 301.
- CENG 420 Structural Dynamics** 3 credits  
The analysis and response of structures to dynamic loads. Emphasis is given to dynamic loads due to earthquakes. Basic principles of the seismic design of structures. Fall. Prerequisites: CENG 301 and ENSC 306.
- CENG 424 Physiochemical Treatment Processes** 3 credits  
The theory and design of physical and chemical treatment processes for water and wastewater. Topics include coagulation/flocculation, sedimentation, filtration, disinfection, adsorption, ion exchange, air stripping, and membrane processes. Prerequisite: CENG 303.
- CENG 432 Quantitative Risk Analysis** 3 credits  
Quantitative Risk Analysis provides engineers with a basis to improve decisions for design and operation of complex projects by incorporating effects of uncertainty. Applications to a variety of engineering problems. Prerequisite: MATH 321.
- CENG 444 Air Pollution** 3 credits  
An introduction to the field of air pollution and its control. Topics include regulations, air pollution sources, health effects, meteorology, and the theory and design of control techniques. Prerequisite: CENG 303.
- CENG 454 Biological Treatment Processes** 3 credits  
The theory and design of biological processes for wastewater treatment. Topics include basic microbiology, activated sludge, trickling filters, rotating biological contactors, aerated lagoons, stabilization ponds, constructed wetlands, and small on-site treatment systems. Prerequisite: CENG 303.
- CENG 455 Open Channel Hydraulics** 3 credits  
Analysis of flow characteristics, and design for the conveyance of, water in open channels. Gradually varied flow, rapidly varied flow, sewers, gates, transitions, spillways, bank protection, and flood routing. Addresses the many functions of open channels in water resource systems. Computer applications. Prerequisite: CENG 352.

CENG 463 Pavement Design	3 credits
Loads on pavements, stresses in pavements, vehicle and traffic consideration, climate, environmental effects. Soils and materials characterization. Prerequisite: CENG 331.	
CENG 473 Foundation Design	3 credits
General principles behind foundation design. Shallow and deep foundation design: spread footings and pile foundation. Retaining structures: sheet-pile walls, bulkheads and cofferdams. Prerequisite: CENG 331.	
CENG 491 Senior Design Project I	3 credits
Introduction to civil engineering processes, emphasizing planning and execution of design projects. Requires preparation of a detailed project proposal and the ongoing	

development of a solution to a realistic civil engineering project with direction from an industry liaison engineer and a faculty advisor. Project requirements include both technical and non-technical aspects in the solution of engineering problems in society. Fall.

CENG 492 Senior Design Project II	3 credits
Continuation and completion of the design project developed in CENG 491. Culminates in a comprehensive written report and oral presentation. Prerequisite: CENG 491.	

## Computer Science

Chairperson: Daniel Hughes

Professors: R. Bryant, P. De Palma, K. Yerion

Associate Professors: D. Hughes, C. Smith

Assistant Professor: P. Crowley

The computer science program at Gonzaga University is built upon a solid foundation of mathematics, intensive programming, and computer architecture. The program offers a B.S. in Computer Science achieved through a broad range of advanced computer science topics. All students study software engineering or group research during their senior year. The software engineering senior group design sequence involves students working in groups to develop a substantial system under the guidance of a faculty member and project sponsor. The research project involves working in groups with a faculty member on a research project.

The department has a student chapter of the Association for Computing Machinery which sponsors lectures and social events for department majors. Computer Science majors may participate in the Annual ACM Programming Contest held every November. The department has its own extensive computing laboratory which includes a network of microcomputers running Windows and Linux. In addition, the department has a Linux server used in many courses. All computer labs on campus, as well as the dormitory rooms, are connected to the campus-wide network and from there to the Internet.

The Computer Science Degree requires 128 credits distributed among six categories:

Mathematics: 17 credits

Science: 12 credits

Computer Science Core Requirements: 33 credits

Computer Science Electives: 12 credits

Humanities/Social Science Requirements: 49 credits

Other electives: 5 credit

### Computer Science Core

#### Lower Division

CPSC 121 CS I	3 credits
CPSC 122 Elementary Data Structures	3 credits
CPSC 223 Algorithms	3 credits
CPSC 224 Object-Oriented Programming	3 credits
CPEN 230/L Digital Logic	4 credits
CPEN 231/L Microcomputer Architecture and Assembly Language Programming	4 credits
One of the following three courses:	4 credits
PHYS 103/L Scientific Physics	
CHEM 105/L General Chemistry	
BIOL 101/L Diversity of Life	
One of the following three courses:	4 credits
PHYS 204/L Scientific Physics	
CHEM 230/L Organic Chemistry	
BIOL 201/L Cellular Biology	

Any course from PHYS, CHEM, BIOL normally taken by majors and with a lab component	4 credits
MATH 157 Calculus I	4 credits
MATH 258 Calculus II	4 credits
MATH 231 Discrete Structures	3 credits
MATH Any 300 or 400 level courses	6 credits

#### Upper Division

CPSC 330 Software Engineering	3 credits
CPSC 346 Operating Systems	3 credits
One of the following two courses:	3 credits
CPSC 491 Software Engineering Senior Group Design I	
CPSC 493 Group Research I	
One of the following two courses:	3 credits
CPSC 492 Software Engineering Senior Group Design II	
CPSC 494 Group Research II	
CPSC electives	12 credits
CPSC 499 Comprehensive	1 credit

#### CPSC Elective Courses:

CPSC 324 Topics in Java	3 credits
CPSC 325 Graphics I	3 credits
CPSC 326 Programming Languages	4 credits
CPSC 327 AI I	4 credits
CPSC 357 Theory of Computation	3 credits
CPSC 360 Robotics and Computer Vision	3 credits
CPSC 421 Database Management Systems	3 credits
CPSC 424 Graphics II	3 credits
CPSC 425 AI II	3 credits
CPSC 428 Language Implementation	3 credits
CPSC 446 Advanced Operating Systems	3 credits
CPSC 447 Data Communications	3 credits
CPSC 463 Applied Cryptography	3 credits
CPSC 475 Computer Security	3 credits
CPSC 480-489 Selected Topics	3 credits
CPSC 490 Directed Reading	3 credits

One upper level CPEN course may be taken in place of one of the above.

#### Minor in Computer Science: 18 credits

CPSC 121 Computer Science I	3 credits
CPSC 122 Computer Science II	3 credits
CPSC 223 Algorithms and Abstract Data Structures	3 credits
CPSC Electives (CPSC 224 or above)	9 credits

**Lower Division**

- CPSC 103 Introduction to the Internet 3 credits  
Introduction to the Internet and its network services for noncomputer science majors. Study of physical network connectivity, communication, addressing schemes, social issues in network communication-especially ethics, and current technologies. Hands-on experience with Web searches, file transfers, electronic mail, and creating web pages. On sufficient demand.
- CPSC 105 Great Ideas in Computer Science 3 credits  
An introduction to the key concepts and methods of computer science, both for students who wish to know more about the field and for those who want to investigate it as a possible career. Topics include computer hardware, software design and programming, databases, and artificial intelligence. Emphasis throughout will be on hands-on involvement with computers and software. In particular, students will develop elementary programming skills through a series of programming projects. On sufficient demand.
- CPSC 107 User Centered Web Site Design 3 credits  
This course focuses on quality design principles and user-centered development techniques used in creating a Web site. Topics will include human-computer interaction, graphical design, prototyping, and introduction to web programming. On sufficient demand.
- CPSC 121 Computer Science I 3 credits  
Techniques of problem-solving and algorithmic development. An introduction to programming. Emphasis is on how to design, code, debug, and document programs using good programming style. Fall and Spring.
- CPSC 122 Computer Science II 3 credits  
A continuation of CPSC 121. An examination of pointers and recursion; an introduction to basic data structures and algorithmic analysis. Fall and Spring. Prerequisite: CPSC 121.
- CPSC 223 Algorithms and Abstract Data Structures 3 credits  
Algorithm analysis using O-notation, sorting, heaps, balanced binary search trees, hash techniques and hash tables, graph representation and associated graph algorithms, and an introduction to computability. Fall and Spring. Prerequisite: CPSC 122 Corequisite: MATH 231.
- CPSC 224 Object-Oriented and Event Driven Programming in C++ 3 credits  
Object-oriented topics like overloading, inheritance, and virtual functions as they arise in the study of the event-driven programming. Introduction to object-oriented design using the Unified Modeling Language. Spring. Prerequisite: CPSC 122.
- CPSC 290 Directed Reading 1-3 credits  
Selected topics for further reading; credit be arrangement. On sufficient demand. Prerequisite: Permission from department.

**Upper Division**

- CPSC 324 Topics in Java Programming 3 credits  
Topics raised by the Java programming language including the Java Virtual Machine, object-oriented programming, event-driven programming, and Java applets. Spring, even years, on sufficient demand. Prerequisite: CPSC 122.
- CPSC 325 Computer Graphics I 3 credits  
An introduction to the use of graphics primitives within a higher level language to produce two-and three-dimensional images; underlying mathematical operations used to implement standard graphics packages; practical experience with current graphics systems. Fall, odd years, on sufficient demand. Prerequisites: CPSC 223 and MATH 231.

- CPSC 326 Organization of Programming Languages 3 credits  
An examination of the structures and concepts of procedural, functional, logic-based and object-oriented programming languages. On sufficient demand. Prerequisite: CPSC 122.
- CPSC 327 Artificial Intelligence 3 credits  
An introduction to AI. Topics include state space and heuristic search, knowledge representation formalisms, automated reasoning and stochastic methods. Fall, even years, on sufficient demand. Prerequisites: CPSC 223 and MATH 231.
- CPSC 330 Software Engineering 3 credits  
Principles of the cost-effective development of dependable software. Topics include ethical development, software process models, project management, software requirement gathering, system models, formal specification, risk analysis, design methodologies, validation and verification. Spring.
- CPSC 346 Operating Systems 3 credits  
Study of operating systems internals. Topics include concurrent properties, memory management, file system management, scheduling algorithms, resource allocation, security. Fall. Prerequisite: CPSC 122, CPEN 231.
- CPSC 351 Theory of Computation 3 credits  
Study of the theory of computation. Regular grammars, finite state automata, context-free grammars, push down automata, Turing machines, parsing, normal forms, and the Chomsky hierarchy. Fall, odd years/on sufficient demand. Prerequisite: third year standing and CPSC 223 and MATH 231.
- CPSC 360 Introduction to Robotics and Computer Vision 3 credits  
Computational techniques used in the development of intelligent, vision-based robotic systems. Topics include manipulator and mobile robotics, sensors, intelligent architectures/control, image formation and storage, filters, edge detection, feature extraction, color, and tracking. Fall, even years/on sufficient demand. Prerequisite: CPSC 122, CPEN 231.
- CPSC 421 Database Management Systems 3 credits  
Introduction to database concepts. A study of data models, data normalization, relational algebra. Use of data definition and data manipulation languages including embedded SQL. File and index organization. Fall, odd years/on sufficient demand. Prerequisite: CPSC 223.
- CPSC 424 Computer Graphics II 3 credits  
A continuation of CPSC 325. Spring even years/on sufficient demand. Prerequisite: CPSC 325.
- CPSC 425 Advanced Artificial Intelligence 3 credits  
Investigation of one or more application areas and approaches in AI. Possibilities include robotics, evolutionary algorithms, computational linguistics, neural networks. Prerequisite: CPSC 327 or CPSC 360.
- CPSC 428 Compiler Theory and Design 3 credits  
Scanning, parsing, code generation, optimization theory and practical limitations, meta compilers. Spring, odd years/on sufficient demand. Prerequisite: CPSC 351 and CPEN 231.
- CPSC 446 (CPEN 447) Advanced Operating Systems 3 credits  
Study of advanced concepts in operating system implementation and design. Topics include distributed and parallel systems, embedded systems, real-time systems and supercomputing. On sufficient demand. Prerequisite: CPSC 346.

CPSC 447 (CPEN 447) Data Communications	3 credits	CPSC 460-469 Selected Topics	3 credits
Study of hardware and software components of computer communications and networks; communication protocols; routing algorithms; machine addressing and network services. Prerequisite: CPSC 223.		Topics that reflect the current interests and expertise of the faculty. Possible topics include complexity theory, computer architecture, systems analysis, chaos theory and dynamical systems, event driven programming, advanced topics in compiler design, advanced topics in operating system design. Prerequisite: Permission from department.	
CPSC 448 Computer Security	3 credits	CPSC 490 Directed Reading	1-3 credits
Study of security and information assurance in stand-alone and distributed computing. Topics include ethics, privacy, access control methods and intrusion detection. Prerequisite: CPSC 447.		CPSC 491 Software Engineering Senior Group Design I	3 credits
CPSC 450 Design and Analysis of Computer Algorithms	3 credits	First of a two semester senior design project. Applies the principles of software engineering in the design of a large project. Emphasis on working in teams. Fall. Prerequisites: CPSC 330 plus another upper division CPSC course.	
Study of algorithms that occur frequently in computer applications. Analysis includes basic principles and techniques of computational complexity behavior. Spring odd years, on sufficient demand. Prerequisite: CPSC 223 and MATH 231.		CPSC 492 Software Engineering Senior Group Design II	3 credits
CPSC 453 Applied Cryptography	3 credits	Continuation of CPSC 491. Spring.	
An introduction to applied cryptography. Topics include classical cryptosystems (shift, affine, Vigenere, Playfair, Enigma), modern cryptosystems (DES, AES, RSA, El Gamal), key exchange protocols, digital signatures, security protocols, and zero-knowledge techniques, along with their applications in e-commerce and intelligence. Spring, even years. Prerequisites: CPSC 223 and MATH 231.		CPSC 493 Group Research I	3 credits
		First of a two semester senior research project. Emphasis on working in teams. Fall. Prerequisites: CPSC 330 plus another upper division CPSC course.	
		CPSC 494 Group Research II	3 credits
		Continuation of CPSC 493. Spring.	
		CPSC 497 Computer Science Internship	1-3 credits
		CPSC 499 Comprehensive	1 credit
		Review for the Major Field Test in Computer Science. Fall. Prerequisite: Senior Standing.	

## Electrical Engineering and Computer Engineering

Chairperson: V.A. Labay

Professors: G. Allwine (Emeritus), J. Bala, R. Birgenheier (Emeritus), G. Braileanu, C. Tavora

Associate Professors: V.A. Labay, S. Schennum

The purpose of the electrical engineering (EE) and computer engineering (CpE) programs is to develop knowledgeable and competent engineering professionals who exemplify the humanistic, Catholic, and Jesuit tradition of education, and who are committed to social justice, service to others, life-long learning, ethical and moral responsibility, and concern for the environment. The integration of the Gonzaga University core curriculum as an essential part of the EE and CpE curricula gives the programs their distinct and desirable characteristics.

The University core curriculum includes a structured program in theology, philosophy, thought and expression, written and oral communication skills, and English literature. Roughly half of the credits in either the EE or the CpE program are devoted to engineering topics, including at least 16 semester credits devoted to engineering design. Both programs include four technical electives to allow students to pursue specialization in one or more areas of electrical engineering and/or computer engineering. During their final year, students complete a design project, which involves both technical and non-technical aspects of an engineering problem, under faculty supervision. The senior design project culminates in a comprehensive written report and an oral presentation.

### Program Educational Objectives

It is the twofold goal of the University, its School of Engineering and Applied Science, and the department of Electrical and Computer Engineering to develop men and women who are both competent engineers and educated, responsible human beings. The student's development of these two characteristics is affected by course work from both the liberal arts and the profession. Thus, the two aspects of this goal are interwoven, being a single, integrated fabric having many threads contributed by many curricula. This synthesis is expressed by the Engineering Program Objectives that are listed in the School of Engineering and Applied Science Section of this catalogue, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalogue.

### Career Opportunities

Graduates of our EE and CpE programs are well prepared to embark on careers in electrical engineering or computer engineering, or to further their education at graduate schools of their choice. Our graduates find employment with a broad segment of industry, as well as with governmental agencies. Employment opportunities include the design of electronic products, design of electrical systems, development of computer, hardware, software/firmware, computer applications, research and development, engineering consulting, electrical utilities, manufacturing, marketing, operations and maintenance, administration, and teaching. Moreover, electrical and computer engineers traditionally engage in interdisciplinary fields, such as aerospace engineering, national defense systems, global communication systems, biomedical engineering, instrumentation, transportation systems, energy conversion, robotics, and industrial automation. Many of our graduates have distinguished themselves at some of the best graduate schools in the USA. Moreover, a substantial number of our graduates have achieved high positions in academia, business, and government.



# Electrical Engineering

Electrical engineering is the profession that applies mathematics, the basic sciences, technology, and problem-solving skills to the design, construction, operation, and maintenance of electrical and electronic products, equipment, services, and information systems. Electrical engineers find innovative ways to use electricity, information, computers, and electronics to make people's lives better. Traditionally, electrical engineering involves the areas of communication systems, computer systems, control systems, electric power systems, electronics, and signal processing. Communication systems process and transfer information from one point to another. This information includes audio and video data, as well as digital data used in computers. Computer systems includes computer design, as well as the areas of hardware and software used to control processes and equipment. Control systems use electronic circuits to regulate processes to meet specific objectives and requirements. Electric power systems generate, transmit, and distribute electricity to residential, commercial, and industrial establishments. Electronics engineers design and develop devices, components, and circuits that are used in computers, appliances, automobiles, and countless other areas. Signal processing systems transform electrical and electromagnetic signals to more usable form in such applications as computerized tomography (CT) scan and magnetic resonance imaging (MRI).

## B.S. in Electrical Engineering: 132 credits

### First Year

#### Fall

CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
CPSC 121 Computer Science I	3 credits
ENGL 102 Introduction to Literature	3 credits
ENSC 100 Engineering Seminar	0 credit
MATH 157 Calculus and Analytical Geometry I	4 credits
RELI 1XX Religion elective	3 credits

#### Spring

ENGL 101 English Composition	3 credits
ENSC 205 Statics	3 credits
MATH 258 Calculus and Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103L Scientific Physics I Lab	1 credit
PHYS 103R Scientific Physics I Recitation	0 credit
PHIL 101 Introduction to Critical Thinking	2 credits
SPCO 101 Introduction to Speech Communications	2 credits

### Second Year

#### Fall

CPEN 230 Introduction to Digital Logic	3 credits
CPEN 230L Introduction to Digital Logic Lab	1 credit
ENSC 300 Engineering Economics	2 credits
MATH 259 Calculus and Analytical Geometry III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L Scientific Physics II Lab	1 credit
PHYS 204R Scientific Physics II Recitation	0 credit
PHIL 201 Philosophy of Human Nature	3 credits

### Spring

CPEN 231 Microcomputer Architecture and Assembly Programming	3 credits
CPEN 231L Microcomputer Architecture and Assembly Programming Lab	1 credit
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab	1 credit
MATH 260 Ordinary Differential Equations	3 credits
PHYS 205 Modern Physics	3 credits
RELI 2XX Christian Doctrine elective	3 credits

### Third Year

#### Fall

EENG 301 Electromagnetic Fields and Materials	4 credits
EENG 302 Circuit Analysis II	3 credits
EENG 303 Electronics Design I	3 credits
EENG 303L Electronics Design I Lab	1 credit
PHIL 301 Ethics	3 credits
RELI 3XX Applied Theology elective	3 credits

#### Spring

EENG 304 Electronics Design II	3 credits
EENG 304L Electronics Design II Lab	1 credit
EENG 311 Signals and Systems	4 credits
EENG 322 Probabilistic Methods for Electrical Engineering	3 credits
EENG 340 Introduction to Electric Power Engineering	3 credits
EENG 340L Introduction to Electric Power Engineering Lab	1 credit
EENG 391 Engineering Design	1 credit

### Fourth Year

#### Fall

EENG 411 Introduction to Control Systems	3 credits
EENG 421 Introduction to Communication Systems	3 credits
EENG 425 Communication and Controls Lab	1 credit
EENG 491 Senior Design Project I	2 credits
Technical elective 1	3 credits
Technical elective 1	3 credits

#### Spring

EENG 492 Senior Design Project II	3 credits
ENSC 355 Thermal Science	3 credits
ENSC 400 Fundamentals of Engineering Examination	0 credit
PHIL 4XX Philosophy elective	3 credits
Technical elective 1	3 credits
Technical elective 1	3 credits

Note 1: Approved EENG or CPEN elective courses

### Areas of Specialization in Electrical Engineering

(Required and elective courses)

The following list includes both required and elective courses. Only 300 and 400 level courses that are not required in the degree plan can be used to satisfy the technical elective requirements. The selection must be approved by the student's advisor, and the total package of electives must contain at least four credits of design.

#### Electromagnetics, Circuits, Electronics and Filters

EENG 201/201L Circuits Analysis I (Fall and Summer)
EENG 301 Electromagnetic Fields and Materials (Fall)
EENG302 Circuit Analysis II (Spring)
EENG 303/303L Electronics Design I (Fall)
EENG 304/304L Electronics Design II (Spring)
# EENG 401 Advanced Electronics (on demand)
# EENG 402 Electromagnetic Waves and Materials (on demand)
# EENG 403 Passive and Active Filter Design (on demand)
# EENG 406 Introduction to Integrated Circuit Engineering (Spring, on demand)

**Control Systems and Automation**

- EENG 411 Introduction to Control Systems (Fall)
- # EENG 412 Digital Control Systems (Spring, on demand)
- # EENG 413/413L Automation (on demand)

**Communication Systems and Signal Processing**

- EENG 311 Signals and Systems (Spring)
- EENG 322 Probabilistic Methods for Electrical Engineering (Spring)
- EENG 421 Introduction to Communication Systems (Fall)
- # EENG 422 Digital Communication Systems (Spring, on demand)
- # EENG 424 Digital Signal Processing (Fall, on demand)
- EENG 425 Communication and Controls Laboratory (Fall)
- # EENG 427 Wireless Systems (Fall, on demand)

**Electric Power and Power Systems Engineering**

- EENG 340/340L Introduction to Electric Power Engineering (Spring)
- # EENG 441 Analysis of Power Systems (Fall, on demand)
- # EENG 442 Electric Power Distribution System Engineering (on demand)
- # EENG 443 Analysis of Electrical Machines (on demand)
- # EENG 444 Computational Methods for Power Systems (Spring, on demand)

**Computer Engineering**

- CPEN 230/230L Introduction to Digital Logic (Fall and Spring)
- CPEN 231/231L Microprocessor Architecture and Assembly Programming (Fall and Spring)
- # CPEN 321/321L Introduction to System Software (Fall)
- # CPEN 342/342L Embedded Computer Systems (Spring)
- # CPEN 423 Object-Oriented Modeling and Design (Fall, on demand)
- # CPEN 428 Real-Time Computer Systems Engineering (Spring, on demand)
- # CPEN 430/430L Digital System Design (Fall)
- # CPEN 431 Computer Architecture (Spring)
- # CPEN 447 Data Communications (Fall, on demand)

Note: # Approved technical elective courses.

# Computer Engineering

Computer Engineering (CpE) combines the disciplines of electrical engineering and computer science. It encompasses computer hardware, software, and systems. The study of computer engineering is not limited to general purpose computers, but also covers embedded computer systems that control a vast multitude of devices and functions from automotive ignitions to cellular phones and various industrial controls, medical instruments, robotics, consumer electronics. Computer hardware design involves logic design, digital electronics, computer architecture, and integrated circuit design. Computer software involves the design of programs in various languages using structured and object-oriented techniques to control devices and systems. Computer systems involve the combination of hardware, software and operating system that will provide the most effective realization of a system.

Computer engineers are continually developing newer and faster computers, and they find new applications for computers every day to fill the needs of society. The computer engineer must have a broad understanding not only of computer systems, but also of basic engineering fundamentals to apply computer technology to the solution of real engineering problems.

The courses and laboratories offered in the CpE program are organized into the three disciplines of hardware, software, and system design. Technical electives that are chosen from various fields of specialization (e.g., communications, computers, controls, electronics, and power) enable CpE seniors to apply their computer engineering knowledge in selected areas in their professional career.

**B.S. in Computer Engineering: 131 credits****First Year****Fall**

CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
CPSC 121 Computer Science I	3 credits
ENGL 102 Introduction to Literature	3 credits
ENSC 100 Engineering Seminar	0 credit
MATH 157 Calculus and Analytical Geometry I	4 credits
RELI 1XX Religion elective	3 credits

**Spring**

CPSC 122 Computer Science II	3 credits
ENGL 101 English Composition	3 credits
MATH 258 Calculus and Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103L Scientific Physics I Lab	1 credit
PHYS 103R Scientific Physics I Recitation	0 credit
PHIL 101 Introduction to Critical Thinking	2 credits
SPCO 101 Introduction to Speech Communications	2 credits

**Second Year****Fall**

CPEN 230 Introduction to Digital Logic	3 credits
CPEN 230L Introduction to Digital Logic Lab	1 credit
ENSC 300 Engineering Economics	2 credits
MATH 259 Calculus and Analytic Geometry III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L Scientific Physics II Lab	1 credit
PHYS 204R Scientific Physics II Recitation	0 credit
PHIL 201 Philosophy of Human Nature	3 credits

**Spring**

CPEN 231 Microcomputer Architecture and Assembly Programming	3 credits
CPEN 231L Microcomputer Architecture and Assembly Programming Lab	1 credit
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab	1 credit
MATH 260 Ordinary Differential Equations	3 credits
PHIL 301 Ethics	3 credits
RELI 2XX Christian Doctrine elective	3 credits

**Third Year****Fall**

CPEN 321 Introduction to System Software	2 credits
CPEN 321L Introduction to System Software Lab	1 credit
EENG 302 Circuit Analysis II	3 credits
EENG 303 Electronics Design I	3 credits
EENG 303L Electronics Design I Lab	1 credit
MATH 231 Discreet Structures	3 credits
RELI 3XX Applied Theology elective	3 credits

**Spring**

CPEN 342 Embedded Computer Systems	3 credits
CPEN 342L Embedded Computer Systems Lab	1 credit
EENG 304 Electronics Design II	3 credits
EENG 304L Electronics Design II Lab	1 credits
EENG 311 Signals and Systems	4 credits
EENG 322 Probabilistic Methods	3 credits
EENG 391 Engineering Design	1 credit

**Fourth Year****Fall**

CPEN 430 Digital System Design	3 credits
CPEN 430L Digital System Design Lab	1 credit
CPSC 223 Abstract Data Structures	3 credits
EENG 491 Senior Design Project I	2 credits
Technical elective 1	3 credits
Technical elective 1	3 credits

**Spring**

CPEN 431 Computer Architecture	3 credits
EENG 492 Senior Design Project II	3 credits
ENSC 400 Fundamentals of Engineering Examination	0 credit
PHIL 4XX Philosophy elective	3 credits
Technical elective 1	3 credits
Technical elective 1	3 credits

Note 1: Approved EENG, CPEN or CPSC elective courses

**Areas of Specialization in Computer Engineering**

(Required and elective courses)

The following list includes both required and elective courses. Only 300 and 400 level courses that are not required in the degree plan can be used to satisfy the technical elective requirements. Approved computer science courses may also be used as electives. The selection must be approved by the student's advisor, and the total package of electives must contain at least four credits of design.

**Computer Software**

- \* CPSC 121 Computer Science I (Fall and Spring)
- \* CPSC 122 Computer Science II (Fall and Spring)
- CPSC 223 Abstract Data Structures (Spring)
- # CPEN 423 Object-Oriented Modeling and Design (Fall, on demand)
- \*# CPSC 421 Database Management Systems (on demand)
- \*# CPSC 428 Compiler Theory and Design (on demand)
- \*# CPSC 446 Operating Systems (on demand)

**Computer Hardware**

- CPEN 230/230L Introduction to Digital Logic (Fall and Spring)
- CPEN 231/231L Microprocessor Architecture and Assembly Programming (Fall and Spring)
- CPEN 430/430L Digital System Design (Fall)
- CPEN 431 Computer Architecture (Spring)

**Computer Systems**

- CPEN 321/321L Introduction to System Software (Fall)
- CPEN 342/342L Embedded Computer Systems (Spring)
- # CPEN 428 Real-Time Computer System Engineering (Spring, on demand)
- # CPEN 447 Data Communications (Fall, on demand)

**Electrical Engineering**

- EENG 201/201L Circuit Analysis I (Spring and Summer)
- # EENG 301 Electromagnetic Fields and Materials (Fall)
- EENG 302 Circuit Analysis II (Fall)
- EENG 303/303L Electronics Design I (Fall)
- EENG 304/304L Electronics Design II (Spring)

- EENG 311 Signals and Systems (Spring)
- EENG 322 Probabilistic Methods for Electrical Engineering (Spring)
- EENG 391 Engineering Design (Spring)
- # EENG 401 Advanced Electronics (on demand)
- # EENG 402 Electromagnetic Waves and Materials (on demand)
- # EENG 403 Passive and Active Filter Design (on demand)
- # EENG 406 Introduction to Integrated Circuit Engineering (Spring, on demand)
- # EENG 411 Introduction to Control Systems (Fall)
- # EENG 412 Digital Control Systems (Spring, on demand)
- # EENG 413/413L Automation (on demand)
- # EENG 421 Introduction to Communication Systems (Fall)
- # EENG 422 Digital Communication Systems (Spring, on demand)
- # EENG 424 Digital Signal Processing (Fall, on demand)
- # EENG 425 Communication and Controls Laboratory (Fall)
- # EENG 427 Wireless Systems (Fall, on demand)
- # EENG 340/340L Introduction to Electric Power Engineering (Spring)
- # EENG 441 Analysis of Power Systems (Fall, on demand)
- # EENG 442 Electric Power Distribution System Engineering (on demand)
- # EENG 443 Analysis of Electrical Machines (on demand)
- # EENG 444 Computational Methods for Power Systems (Spring, on demand)

Notes: \* Course description under Computer Science. # Approved technical elective courses.

**Lower Division**

- EENG 201 Circuit Analysis I 3 credits  
Fundamental electrical laws; network theorems. Basic circuit elements: resistance, inductance, capacitance, independent and controlled sources, and op-amps. Techniques of circuit analysis; steady-state and transient responses; first-order and second-order circuits; complex numbers; sinusoidal analysis. Three hour lectures per week. Prerequisites: MATH 258 and PHYS 103. Note: EENG 201 must be passed with at least a C (2.00) grade for a student to proceed to a subsequent course for which EENG 201 is a prerequisite.
- EENG 201L Circuit Analysis I Lab 1 credit  
Three hours laboratory per week. Co-requisite: EENG 201.

**Upper Division**

- EENG 301 Electro Fields and Materials 4 credits  
Application of vector calculus to static time-varying electric and magnetic fields; electromagnetic properties of conductors, insulators, dielectrics, and ferromagnetic materials; Maxwell's equations; electromagnetic waves; transmission lines. Four hours of lecture per week. Prerequisites: EENG 201 and PHYS 204 and MATH 260. Co-requisite: EENG 302.
- EENG 302 Circuit Analysis II 3 credits  
Continuation of EENG 201. Sinusoidal steady-state analysis; RMS value; real, reactive, and complex powers; balanced three-phase circuits; frequency response; Bode plots; resonance; complex frequency; transfer functions; two-port circuits; magnetically coupled circuits; transformers. Three hours lecture per week. Prerequisite: EENG 201.

- EENG 303 Electronics Design I** 3 credits  
Introduction to electronics design concepts; semiconducting devices and their associated electrical behavior; amplifier modeling, design, and trade-offs; practical designing, building, testing, and analyzing of electronic circuits. Three hours lecture per week. Prerequisite: EENG 201.
- EENG 303L Electronics Design I Lab** 1 credit  
Three hours laboratory per week. Co-requisite: EENG 303.
- EENG 304 Electronics Design II** 3 credits  
Continuation of EENG 303. Frequency response and distortion; operational amplifiers; feedback concepts and oscillators; digital circuits; logic families; switching theory; electronic memory; data conversion; practical design and application of electronic circuits. Three hours lecture per week. Spring. Prerequisites: CPEN 230 and EENG 303. Co-requisite: EENG 302.
- EENG 304L Electronics Design II Lab** 1 credit  
Three hours laboratory per week. Co-requisite: EENG 304.
- EENG 311 Signals and Systems** 4 credits  
Signals and systems; types of signals; properties of systems; convolution integral; Fourier series; Fourier transform and applications; Laplace transform and applications. Four hours lecture per week. Prerequisites: EENG 302 and MATH 260.
- EENG 322 Probabilistic Methods for Electrical Engineers** 3 credits  
Introduction to probability; random variables; multiple random variables; elements of statistics; random processes; applications in electrical engineering. Three hours of lecture per week. Co-requisite: EENG 311.
- EENG 340 Introduction to Electric Power Engineering** 3 credits  
Magnetic circuits; principles of electromechanical energy conversion; transformers; synchronous machines; three-phase induction machines; D.C. machines; transmission lines; power system modeling; power flow analysis. Three hours lecture per week. Prerequisite: EENG 302.
- EENG 340L Introduction to Electric Power Engineering Lab** 1 credit  
Three hours laboratory per week. Co-requisite: EENG 340.
- EENG 391 Engineering Design** 1 credit  
Preparatory course for EENG 491 Senior Design Project. Fundamentals of the engineering design process fundamentals: project requirements analysis and specification, system design, detailed design, testing and written and oral presentations. Project management: tasks, schedules, budget, critical items and fall back options. Ethics and professionalism. One lecture hour per week. Prerequisite: EENG 201.
- EENG 401 Electronics III** 3 credits  
Advanced topics in electronics; power switching circuits; audio power amplifiers; power devices; process technologies; switched capacitor circuits; analog integrated circuits; some design using MicroSim. Three hours lecture per week. Prerequisite: EENG 304.
- EENG 402 Electromagnetic Waves and Materials** 3 credits  
Continuation of EENG 301. Time varying fields; electromagnetic waves and transmission lines; metallic waveguides and resonators; principles of photonics; antennas. Three hour lectures per week. Prerequisite: EENG 301.
- EENG 403 Passive and Active Filter Design** 3 credits  
Properties of network functions; properties and realizations of LC and RC driving point functions; passive realizations of transfer functions; Butterworth, Chebyshev, and Bessel filter approximations; design techniques for low-pass, high-pass, band-pass, and band-elimination filters. Basic building blocks for active filters; direct and cascade realizations approaches. Three hours lecture per week. Prerequisite: EENG 311.
- EENG 406 Introduction to Integrated Circuit Engineering** 3 credits  
Structural design of digital integrated circuits in MOS technology; layout, design rules, fabrication techniques; use of computer automated design and simulation tools, and high-level description language. Three hours lecture per week. Prerequisites: CPEN 231 and EENG 304.
- EENG 411 Introduction to Control Systems** 3 credits  
Analysis and design of linear closed-loop systems; stability; design based on root locus and root contours; design based on Nyquist and Bode plots. A package of computer programs is used for homework and design problems. Three hour lectures per week. Prerequisites: EENG 304 and EENG 311.
- EENG 412 Digital Control Systems** 3 credits  
Classical and modern control system analysis and design techniques. Sampling; stability; frequency response; root locus; state variables in discrete time; controllability; observability; state variable feedback; pole placement and observers. A package of computer programs is used for homework and a design project. Three hours of lecture per week. Prerequisite: EENG 411.
- EENG 413 Automation** 2 credits  
Use of programmable controllers to automate manufacturing processes and equipment; ladder logic and state based control languages; controller architecture and systems software; structured design using Grafset; interactive graphic operator interface design; safety considerations; sensors and instrumentation; single loop controllers. Two hours of lecture per week. Prerequisites: CPSC 121 and (EENG 311 or MENG 301).
- EENG 413L Automation Lab** 1 credit  
Three hours laboratory per week. Co-requisite: EENG 413.
- EENG 421 Introduction to Communication Systems** 3 credits  
Basic concepts in communication systems: correlation and power spectral density; pulse modulation; amplitude modulation; angle modulation; effects of noise. Three hours lecture per week. Prerequisites: EENG 311 and EENG 322.
- EENG 422 Digital Communication Systems** 3 credits  
Statistical communications: random processes; formatting and baseband transmissions; bandpass modulation and demodulation; communication link analysis; block and convolutional channel coding; modulation and coding tradeoffs. Three hours of lecture per week. Prerequisite: EENG 421.
- EENG 424 Digital Signal Processing** 3 credits  
Discrete Fourier Transform and circular convolution; Fast Fourier Transform; use of windows in spectral estimation; filter approximations; design and realization of IIR and FIR digital filters; effects of finite word size; sampling rate conversion. Three hour lectures per week. Prerequisite: EENG 311.
- EENG 425 Communication-Control Lab** 1 credit  
Experimental investigation of concepts and subsystems used in communications and controls. Three hours lecture per week. Co-requisites: EENG 412 and EENG 421.

- EENG 427 Wireless Systems** 3 credits  
Fundamentals of RF stages of modern wireless systems including antennas, propagation, fading, noise, receiver design, modulation methods and bit error rates. Components of wireless systems, including filters, amplifiers, mixers, oscillators, and phase-locked loops. Initial coverage includes transmission lines, S-parameters, impedance matching, and random processes. Three lecture hours per week. Prerequisites: EENG 311 and EENG 322.
- EENG 441 Analysis of Power Systems** 3 credits  
Per unit system; transmission line parameters; power system models; generators, transformers, lines, loads; power flow problem and solution methods; symmetrical components; symmetrical and unsymmetrical fault analysis; use of computer software package to solve power-flow and short-circuit problems. Three hours lecture per week. Prerequisite: EENG 340.
- EENG 442 Electric Power Distribution System Engineering** 3 credits  
Distribution system planning; load characteristics; distribution transformer applications; design of sub-transmission lines, substations, primary and secondary distribution systems; voltage regulation; capacitor applications; protection. Three hours lecture per week. Prerequisite: EENG 340.
- EENG 443 Analysis of Electrical Machines** 3 credits  
D.C. machine dynamics; D.C. motor starters and controllers; synchronous machine steady-state and transient performance; polyphase induction machine dynamics; A.C. motor starters and controllers; transformer applications; fractional horsepower A.C. motors; power electronics. Three hours lecture per week. Prerequisite: EENG 340.
- EENG 444 Computational Methods for Power Systems** 3 credits  
Power system matrices;-bus and Z-bus matrices; computer programming considerations: sparsely, triangular factorization; computer solutions of power flow fault circulations; protective relays; protection of generators, transformers, and transmission lines; stability concepts; transient stability, computer simulations. Three hours lecture per week. Prerequisite: EENG 441.
- EENG 481 Special Topics in Electrical Engineering** 1-3 credits  
Courses of special interest may be offered from time to time. Prerequisites will depend on the nature of the material offered and will be announced.
- EENG 482 Directed Study** 1-3 credits  
Courses of special interest may be offered from time to time. Prerequisites will depend on the nature of the material offered and will be announced.
- EENG 491 Senior Design Project I** 2 credits  
Students work as a team to produce a project proposal. The proposal must describe the project requirements, conceptual design, management plan and project cost. Prerequisites: EENG 391, EENG 304 and EENG 311.
- EENG 492 Senior Design Project II Lab** 3 credits  
Implementation, management, and completion of the project proposed in EENG 491; use of resources within and outside of the team to accomplish the project objectives; project documentation; demonstration of compliance with requirements; presentation of results and submission of comprehensive written report. Prerequisite: EENG 491. Co-requisite: ENSC 400.

**Computer Engineering****Lower Division**

- CPEN 230 Introduction to Digital Logic** 3 credits  
Number systems and codes, Boolean Algebra, Logic gates and flip-flops. Verilog HDL. Combinational and sequential Logic Design using CPLDs. Three hours lecture per week.
- CPEN 230L Introduction to Digital Logic Lab** 1 credit  
Three hours lab per week. Concurrent with CPEN 230.
- CPEN 231 Microcomputer Architecture and Assembly Programming** 3 credits  
Study of components of simple computer systems: CPU's memory, registers, busses, computer control, microprogramming, assembly language programming. Three hour lecture per week. Prerequisites: CPEN 230 and CPSC 121.
- CPEN 231L Microcomputer Architecture and Assembly Programming Lab** 1 credit  
Three hours of lab per week. Concurrent with CPEN 231.

**Upper Division**

- CPEN 321 Introduction to System Software** 2 credits  
Design of software that meets specific real-time requirement using a 68HC11based microcomputer. Implementation of system and application software using C and assembly language. Software design considerations for optimizing memory utilization. Structure of an executive program and I/O drivers. Use of debuggers, ROM emulators and simulators to troubleshoot hardware and software. Two hour lectures per week. Prerequisites: CPEN 231 and CPSC 121.
- CPEN 321L Introduction to System Software Lab** 1 credits  
Three hours of lab per week. Concurrent with CPEN 231.
- CPEN 342 Embedded Computer Systems** 3 credits  
The micro controller as an engineering component. Hardware expansion with analog and digital devices. Board level design of real-time systems. Design of user-friendly interactive displays. Design project. Troubleshooting with logic analyzer and in-circuit emulation. Three hour lectures per week. Prerequisite: CPEN 231. Co-requisite: EENG 304.
- CPEN 342L Embedded Computer Systems Lab** 1 credit  
Three hours lab per week. Taken concurrently with CPEN 342.
- CPEN 423 Object-Oriented Modeling and Design** 3 credits  
Introduction to modeling as a design technique; object modeling; dynamic modeling; functional modeling; analysis; system design; object design; implementation; use of CASE tools for software development; introduction to Windows programming. Three hour lectures per week. Prerequisite: CPSC 223.
- CPEN 428 Real-Time Computer System Engineering** 3 credits  
Review of computer hardware used in real-time systems; utilization of real-time operating systems and real-time kernels to design and implement multitasking/multiprocessing embedded programs; programs will also include intertask communication and synchronization; vxWorks RTOS; introduction to real-time scheduling theory. Three hour lectures per week. Prerequisite: CPEN 321.

- CPEN 430 Digital System Design** 3 credits  
Modern methods of digital design realization. Technology independence. Designs utilizing gate arrays and custom integrated circuits. Use of high level design software. Extensive use of Verilog hardware design language for system description, simulation and implementation. Three hour lectures per week. Prerequisites: CPEN 230 and (CPSC 121 or ENSC 104).
- CPEN 430L Digital System Design Lab** 1 credit  
Three hours lab per week. Taken concurrently with CPEN 430.
- CPEN 431 Computer Architecture** 3 credits  
Modern CPU design, caches, pipelining RISC vs. CISC designs. Synchronous and Asynchronous bus design. Practical factors in circuit board layout. Three hours lecture per week. Prerequisites: CPEN 231 and CPEN 430.

- CPEN 447 Data Communications** 3 credits  
Study of hardware and software components of computer communications and networks; communication protocols; routing algorithms; machine addressing and network services. Three hour lectures per week. Prerequisites: CPEN 231 and CPSC 223.
- CPEN 481 Special Topics** 1-3 credits  
Courses of special interest may be offered from time to time. Prerequisites will depend on the nature of the material offered and will be announced.

## Mechanical Engineering

Chairperson: Massimo "Max" Capobianchi  
Professors: K. Ansari, A. Aziz, M. Capobianchi  
Associate Professors: J. Marciniak, P. Appel  
Assistant Professor: S. Zemke

Mechanical Engineering is that branch of engineering that encompasses the study of forces, motion, energy, materials, manufacturing, and design in order to apply them to the creation of mechanical devices and systems that serve society (e.g., engines, refrigerators, machines, tools, etc). Thus, the principles discovered by scientists and engineers are used to turn envisioned concepts into real physical objects that solve problems. This is accomplished through a process of problem description, creative idea generation, design, analysis, judgment, planning, and production that typically involves a host of professionals who may all have been educated as mechanical engineers. For example, mechanical engineers may be involved in product design, analysis, and testing, in developing manufacturing processes, in defining product requirements and trouble-shooting customer problems, in project management, and in research and education.

The profession serves many diverse fields and industries such as the aerospace, pharmaceutical, automotive, and power generation industries, to name just a few. In fact, any device or system that involves energy or movement probably involved one or more mechanical engineers in its creation. Some exciting, rapidly developing fields and emerging technologies of interest to mechanical engineers include: fuel cells (the use of chemical fuel and an oxidant to directly produce electricity), rapid prototyping (the use of computer-controlled machines to fabricate complete objects in one step directly from computer models), mechatronics (the integration of mechanical systems and electronic sensing and control), biomedical engineering (the application of engineering to problems in medicine and biology), nanoengineering (the creation of materials and devices at the nanometer level, i.e., at the atomic, molecular, or supramolecular levels), and MEMS (Microelectromechanical Systems-the integration of mechanical, chemical, and/or electronic systems at the chip level).

It is the twofold goal of the University, its School of Engineering and Applied Science, and the department of Mechanical Engineering to develop men and women who are both competent engineers and educated, responsible human beings. The development of these two characteristics in students is affected by course work from both the liberal arts and the profession. Thus, the two aspects of this

goal are interwoven, being a single, integrated fabric having many threads contributed by many curricula. This synthesis is expressed by the engineering program objectives that are listed in the School of Engineering and Applied Science Section of this catalogue, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalogue.

Diversity of opportunity and professional breadth are hallmarks of the mechanical engineering profession. This translates into a need for a thorough grounding in a variety of mathematical, scientific, and engineering fundamentals. Thus, the mechanical engineering program at Gonzaga University prepares the student in the areas of mathematics, chemistry, physics, mechanics, thermodynamics, fluid mechanics, heat transfer, materials, manufacturing, design, control theory, experimentation, and economics. These fundamentals are enhanced with exposure to important engineering tools such as: mathematical techniques; computer programming; computer applications tools including computer aided design (CAD), computer aided manufacturing (CAM), finite element analysis (FEA), and computational fluid dynamics (CFD); and the use of equipment, instruments, and software typically found in manufacturing and laboratory situations. Since teamwork is an essential aspect of the modern practice of mechanical engineering, the mechanical engineering program gives considerable attention to building personal communication skills through team design projects, reports, and presentations, as well as through communication skills courses in the University Core Curriculum. Furthermore, as a critical component of the program, all students engage in design courses beginning in their Sophomore year and continuing throughout the curriculum, culminating in a two-semester capstone design experience in the Senior year. That experience entails requiring student design teams, led jointly by Faculty and practicing Engineers, to solve real industrial design problems. Finally, the degree requirements also include the opportunity for breadth as well as concentration in particular engineering applications through a group of technical electives taken in the senior year (the list of allowable technical electives is given below). The department also has a five-year plan available for students wishing to proceed at a slower pace or for those planning to add a minor in business or in a liberal arts subject such as physics, music, or art. Information and suggested course packages are also available for students planning to work in the closely allied but more specialized fields of aerospace or biomedical engineering.

The following curriculum details the course requirements for each semester. In addition to these courses, all students must take the Washington State Fundamentals of Engineering Examination prior to graduation (see ENSC 400, "Fundamentals of Engineering Exam" course in the Spring semester of the Senior year). Finally, students who follow a curriculum sequence other than that listed below should meet with their Academic Advisors at their first opportunity in order to resolve any scheduling conflicts that may arise due to off-schedule course availability and/or course pre- and co-requisite structure. In all cases, students must comply with the pre- and co-requisite requirements in order to be granted admission into courses.

## B.S. in Mechanical Engineering: 136 credits

### First Year

#### Fall

ENSC 100 <sup>1</sup> Engineering Seminar	0 credit
MATH 157 Calculus and Analytical Geometry I	4 credits
CHEM 101 General Chemistry I (or CHEM 105)	3 credits
CHEM 101L General Chemistry I Lab (or 105L)	1 credit
CPSC 121 Computer Science I	3 credits
ENGL102-106 Introduction to Literature	3 credits
RELI 1XX Scripture elective	3 credits

#### Spring

ENSC 205 <sup>2</sup> Statics	3 credits
MATH 258 Calculus and Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103L/R Scientific Physics I Lab and Recitation	1 credit
ENGL101 English Composition	3 credits
SPCO 101 Introduction to Speech Communication	2 credits
PHIL 101 Introduction to Critical Thinking	2 credits

### Second Year

#### Fall

MENG 221 Materials Engineering	3 credits
MENG 291 Introduction to Mechanical Engineering Design	2 credits
MENG 291L Introduction to Mechanical Engineering Design Lab	1 credit
MATH 259 Calculus and Analytical Geometry III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L/R Scientific Physics II Lab and Recitation	1 credit
PHIL 201 Philosophy of Human Nature	3 credits

#### Spring

ENSC 244 Computer Methods for Engineering	3 credits
ENSC 306 Dynamics	3 credits
MATH 260 Ordinary Differential Equations	3 credits
MATH 321 Statistics for Experiment	3 credits
RELI 2XX Christian Doctrine Elective	3 credits
PHIL 301 Ethics	3 credits

### Third Year

#### Fall

MENG 321 <sup>2</sup> Thermodynamics I	3 credits
ENSC 300 <sup>3</sup> Engineering Economics	2 credits
ENSC 301 Mechanics of Materials I	3 credits
ENSC 311 Electrical Engineering Science	3 credits

ENSC 311L Electrical Engineering Science Lab	1 credit
ENSC 371 Advanced Engineering Math	3 credits
ENSC 352 Fluid Mechanics	3 credits

#### Spring

MENG 301 Manufacturing Process	2 credits
MENG 301L Manufacturing Process Lab	1 credit
MENG 322 Thermodynamics II	3 credits
MENG 330 Machine Design	3 credits
MENG 341 Heat Transfer	3 credits
MENG 391 Mechanical Engineering Design Fundamentals	1 credit
MENG 391L Mechanical Engineering Design Fundamentals Lab	1 credit
RELI 3XX Applied Theology Elective	3 credits

### Fourth Year

#### Fall

MENG 411 Measurements and Instrumentation I	3 credits
MENG 411L Measurement Measurements and Instrumentation I Lab	1 credit
MENG 434 Vibration Engineering	3 credits
MENG 461 System Dynamics and Control	3 credits
MENG 491 Mechanical Engineering Design I	2 credits
----- Technical Elective	3 credits
PHIL 4XX Philosophy elective	3 credits

#### Spring

MENG 412 Measurements and Instrumentation II	3 credits
MENG 412L Measurements and Instrumentation II Lab	1 credit
MENG 492 Mechanical Engineering Design II	3 credits
----- Technical Elective	3 credits
----- Technical Elective	3 credits
ENSC 400 <sup>4</sup> Foundations of Engineering Exam	0 credit

<sup>1</sup>ENSC 100 is not required of students transferring from another institution nor of students enrolled in the Honors program or the Hogan Entrepreneurial Leadership program.

<sup>2</sup>This course must be passed with at least a C- (1.7) grade in order for a student to proceed to a subsequent course for which this course is a prerequisite. This grade requirement may be waived as a requirement for registering in subsequent courses if approved by the student's Academic Advisor and the Department Chair. The waiver may require the completion of certain additional course work or may require that the student repeat the prerequisite course out of sequence.

<sup>3</sup>ENSC 300 is waived under the following circumstances:

**Students Enrolled in the Hogan Entrepreneurial program:** ENSC 300 is waived after completing ENTR 490B.

**Students Pursuing the General Business Minor:** ENSC 300 is waived after completing both ECON 200 and BFIN 320.

**Students Pursuing the B.S. in Engineering and M.B.A. program:** ENSC 300 is waived after completing both ECON 200 and BFIN 320.

The above courses are not intended to be options for the ENSC 300 course. Hence, students who are not in one of the above programs are required to take ENSC 300. Also, students who comply with one of the above criteria must complete all of the courses required to waive ENSC 300 prior to enrolling in any course for which ENSC 300 is a pre-requisite.

<sup>4</sup>The Washington State Fundamentals of Engineering Examination must be taken as part of the ENSC 400 course.

### Technical Electives

The courses used to satisfy the technical elective requirements must normally be selected from the following list. However, students may take other courses for technical elective credits, but only with the prior approval of both the student's academic advisor and the chair of the department of Mechanical Engineering. The actual technical elective courses offered from the list below varies from year to year, and the department may on occasion offer one or more pre-approved technical elective courses that are not listed below. Courses other than MENG courses may have pre-and/or co- requisites that are outside of the normal mechanical engineering curriculum. Students wishing to take these courses should plan well in advance in order to comply with all admission requirements prior to enrolling in the course.

MENG 435 Applications in Vibrations  
 MENG 442 Advanced Heat Transfer  
 MENG 445 Heating, Ventilating, and Air Conditioning  
 MENG 446 Mechanical Design and Cooling of Electronic Systems  
 MENG 450 Topics in Machine Design  
 MENG 462 Gas Dynamics  
 MENG 463 Simulation and Optimization  
 MENG 465 Introduction to Finite Elements  
 MENG 467 Designing with Polymers and Composites  
 MENG 480 Advanced Fluid Mechanics  
 MENG 484 Manufacturing Systems  
 CENG 301 Structural Analysis I  
 CENG 390 Structural Analysis II  
 ENSC 405 Engineering Project Management  
 EENG 412 Digital Control Systems  
 ENSC 413 Automation  
 OPER 445 Process Management and Improvements

<sup>5</sup>Students may take either ENSC 405 or OPER 445 for credit towards satisfying the technical elective requirements, but not both.

### Lower Division

MENG 221 Materials Engineering 3 credits  
 Introduction to the structure-property-processing relationship in metallic, ceramic, and polymeric materials, and to the atomic structure of materials and its influence on mechanical, electrical, and thermal properties. Introduction to materials selection to meet engineering design constraints. Students explore how alloying and manufacturing processing modifies structure, and consequently changes the properties of materials. Prerequisites: (CHEM 101 and CHEM 101L) or (CHEM 105 and CHEM 105L).

MENG 291 Introduction to Mechanical Engineering Design 2 credits  
 Introduction to mechanical engineering design, with emphasis on communication of design ideas. Graphics topics include hand sketches of concepts, CAD (computer aided design) 2-D dimensioned drawings and 3-D models, and use of perspective views in written documents. Writing topics include simple business letters, proposals, product reports, product specifications, and product descriptions. Oral presentations include structuring presentations and verbal delivery. Student design projects form a major portion of the class. Co-requisite: MENG 291L.

MENG 291L Introduction to Mechanical Engineering Design Lab 1 credit  
 Hands-on use of CAD systems, collaborative work with peers, and individual mentoring by the instructor. Lab projects and lecture are integrated with each other both in content and class time. Co-requisite: MENG 291.

### Upper Division

MENG 301 Manufacturing Processes 2 credits  
 Overview of the most common manufacturing processes and how they influence design decisions. Emphasizes design for manufacturability, process comparison, and process specification. Prerequisite: MENG 221. Co-requisite: MENG 301L.

MENG 301L Manufacturing Processes Lab 1 credit  
 Project-based laboratories that provide Students with hand-on experiences with common machine tools, including manual and CNC machining centers. Lab emphasizes design-to-finished product approach to manufacturing. Co-requisite: MENG 301.

MENG 321 Thermodynamics I 3 credits  
 The first and second laws of thermodynamics; thermo-physical properties of matter, ideal gases and their mixtures; concept of entropy as applied to thermal systems. Prerequisite: MATH 259.

MENG 322 Thermodynamics II 3 credits  
 Second Law analysis, power and refrigeration cycles, mixtures, combustion, and high speed flow. Applications of first and second law analysis to engineering systems. Prerequisite: MENG 321.

MENG 330 Machine Design 3 credits  
 Application of stress analysis and theories of failure to basic machine elements. Design of elements under static and fatigue loading. Design involving mechanical elements such as shafts, columns, flywheels, springs, and welds. Prerequisite: ENSC 301.

MENG 341 Heat Transfer 3 credits  
 One and multidimensional steady conduction, transient conduction, internal and external forced convection, natural convection, radiation heat transfer, boiling and condensation, heat exchangers. Prerequisites: MENG 321 and ENSC 352.

MENG 391 Mechanical Engineering Design Fundamentals 1 credit  
 Intermediate level design course introducing the fundamentals of the engineering design process in a team environment. Topics include typical design cycles found in industry, open-ended problem solving, and teamwork fundamentals. Team design projects are a major component of the class. Prerequisites: MENG 291, MENG 321, ENSC 301. Co-requisites: MENG 301/301L, MENG 391L and MENG 341.

MENG 391L Mechanical Engineering Design Fundamentals Lab 1 credit  
 Presentation of typical problems and skills found in industrial practice of engineers. All projects are completed on small engineering teams. Lab projects and lecture are integrated with each other both in content and class time. Co-requisite: MENG 391.

MENG 411 Measurements and Instrumentation I 3 credits  
 Basic concepts of measurements and analysis of measurement uncertainties and experimental data. Study of transducers and investigation of data acquisition, signal conditioning, and data processing hardware typically utilized in performing mechanical measurements. Prerequisites: ENSC 311, ENSC 244, ENSC 371, and MATH 321. Co-requisite: MENG 411L.

MENG 411L Measurements and Instrumentation I Lab 1 credit  
 Laboratory exercises supporting the topics covered in MENG 411. Co-requisite: MENG 411.



- MENG 412 Measurements and Instrumentation II 3 credits  
Study of the techniques used for measuring displacement, velocity, acceleration, force, pressure, flow, temperature, and strain. Investigation of the proper application and the associated limitations of the techniques and of the required instruments. The topics are studied within the context of obtaining experimental solutions to engineering problems in thermodynamics, heat transfer, fluid mechanics, mechanics, and strength of materials. Prerequisites: MENG 411 and MENG 341. Co-requisite: MENG 412L.
- MENG 412L Measurements and Instrumentation II Lab 1 credit  
Laboratory exercises supporting the topics covered in MENG 412. Co-requisite: MENG 412L.
- MENG 434 Vibration Engineering 3 credits  
Elements of vibrating systems. Free, forced harmonic and transient vibrations of single-degree-of-freedom systems with and without damping. Vibration isolation and control. Two-degree-of-freedom systems and the dynamic vibration absorber. Application of matrix techniques to multi-degree-of-freedom systems. Elements of vibrating systems. Free, forced harmonic and transient vibrations of single-degree-of-freedom systems with and without damping. Vibration isolation and control. Two-degree-of-freedom systems and the dynamic vibration absorber. Application of matrix techniques to multi-degree-of-freedom systems. Prerequisites: ENSC 306 and ENSC 371.
- MENG 435 Applications in Vibrations 3 credits  
Continuation of MENG 434. Practical application of vibration theory to topics such as the following: Control and suppression of vibration in machinery. Vibration isolation and damping treatments. Dynamic vibration absorbers. Balancing of rotating and reciprocating machinery. Critical speed evaluation of flexible rotors. Ground vehicle response to road profile excitation and evaluation of ride performance. Vibration in electronic equipment and prevention of vibration failures. Aircraft vibration and flutter. Response of structures to earthquakes. Prerequisite: MENG 434.
- MENG 442 Advanced Heat Transfer 3 credits  
Advanced topics in conduction, contact resistance, multidimensional transients, periodic heat transfer, non-uniform heat generation, freezing and melting processes, fin heat transfer, radiation in absorbing media, and design of shell-and-tube heat exchangers. Prerequisite: MENG 341.
- MENG 445 Heating, Ventilating and Air Conditioning 3 credits  
Introduction to the techniques used in the analysis and design of heating, ventilating, and air conditioning (HVAC) systems. Topics include the arrangement of typical air conditioning systems (i.e. all air systems, air and water systems, etc.), moist air processes, comfort and health criteria for indoor air quality, heating and cooling loads, piping system design, building air distribution, and operational principles and performance parameters of typical components (i.e., cooling towers, air washers, heating and cooling coils, etc.) Prerequisite: MENG 341.
- MENG 446 Mechanical Design and Cooling of Electrical Systems 3 credits  
Introduction to the fundamentals of mechanical design and analysis of electronic systems. Topics will include packaging architectures, component and subcomponent design (i.e. chip packaging technologies, printed circuit boards, interconnections and connectors, etc.), thermal management techniques, thermomechanical analysis and design, design for dynamic environments, and design techniques for humid and/or corrosive environments. Prerequisites: MENG 341, ENSC 306, and ENSC 311.
- MENG 450 Topics in Machine Design 3 credits  
Continuation of material presented in MENG 330. Design topics involving mechanical elements such as bolts, spur and helical gears, journal bearings and flexible mechanical elements. Prerequisite: MENG 330.
- MENG 461 System Dynamics and Control 3 credits  
Principles of feedback control. Mathematical modeling and analysis of dynamic physical elements and systems. Transient and steady-state response of first and second-order systems. Use of Laplace transforms. System response with zeros and additional poles. Transfer functions and block diagrams. Stability criteria and steady-state errors. Root locus and frequency response methods. Prerequisites: ENSC 306 and ENSC 371.
- MENG 462 Gas Dynamics 3 credits  
Conservation equations, sonic velocity, and Mach number. Variable area adiabatic flow, isentropic flow. Normal and oblique shocks. Fanno and Rayleigh flows. Prandtl-Meyer flow, combined effects, experimental techniques-Schlieren, shadowgraph, interferometer, and hot-wire anemometry. Prerequisites: ENSC 244 and ENSC 352.
- MENG 463 Simulation and Optimization 3 credits  
Steps in engineering design, workable systems, economic evaluation, mathematical modeling, curve fitting, system simulation, Lagrange multipliers, search techniques, dynamic programming, linear programming, geometric programming, optimization software, engineering case studies. Prerequisite: ENSC 244.
- MENG 465 Introduction to Finite Elements 2 credits  
Development of the stiffness matrix method applied to bar and beam elements. The plane problem is discussed and plane elements are presented. The isoperimetric formulation is introduced. Modeling and accuracy in linear analysis is considered. Utilizes a commercial finite element program in problem solving. Prerequisite: ENSC 301. Co-requisite: MENG 465L.
- MENG 465L Introduction to Finite Elements Lab 1 credit  
Computer laboratory exercises supporting the topics covered in MENG 465. Co-requisite: MENG 465.
- MENG 467 Design w/Polymers-Composites 3 credits  
Background of composites, stress-strain relations for composite materials, extension and bending of symmetric laminates, failure analysis of fiber-reinforced materials, design examples and design studies, nonsymmetric laminates, micromechanics of composites. Prerequisites: ENSC 301, ENSC 371, MENG221.
- MENG 480 Advanced Fluid Mechanics 3 credits  
Ideal fluid flow. Laminar and turbulent boundary layer flows, conservation equations, and solution methods. Turbo machinery. Unsteady flow problems. Basic computational fluid mechanics. Prerequisite: ENSC 352.
- MENG 484 Manufacturing Systems 2 credits  
A course designed to familiarize the student with manufacturing decisions required in the industrial sector. Developing manufacturing strategies, integrating process alternatives, equipment selection analysis, process costs, and total integration of manufacturing systems are assessed quantitatively and qualitatively to maximize outcomes. Project-based laboratories provide opportunities to integrate manufacturing processes with a perspective on automation and production systems. Prerequisite: MENG 301.

- MENG 484L Manufacturing Systems Lab 1 credit  
Laboratory exercises supporting the topics covered in MENG 484. Co-requisite: MENG 484.
- MENG 491 Mechanical Engineering Design I 2 credits  
Application of procedures and practices of engineering design to a comprehensive design project. Oral and written technical presentations. Completion of a design proposal under faculty supervision involving both technical and non-technical aspects of an engineering problem. Culminates in a project plan and preliminary design work. Prerequisites: MENG 330, MENG 391/391L, and ENSC 300.
- MENG 492 Mechanical Engineering Design II 3 credits  
Continuation of MENG 491. Completion of the design project proposed in MENG 491. Culminates in the completion of all required deliverables and a comprehensive written report and oral presentation. Prerequisite: MENG 491. Co-requisite: ENSC 400.

## Engineering Science

The following Engineering Science courses are service courses for all majors within the School of Engineering and Applied Science:

### Lower Division

- ENSC 100 Engineering Seminar 0 credit  
A course to introduce freshman engineering students to the engineering curriculum and the engineering profession. A broad introduction to the study and practice of engineering, professional development, academic success strategies, and orientation to the engineering education system. One class meeting per week. Fall.
- ENSC 101 Engineering Graphics 2 credits  
An introduction to geometrical methods used in civil engineering practice. The ability to comprehend three-dimensional objects is stressed. A major portion of the course involves the utilization of computer aided drafting (CAD) with an emphasis on civil engineering applications. Two three-hour problem lab sessions per week.
- ENSC 205 Statics 3 credits  
A vector treatment of systems of forces and moments in equilibrium. Topics include centroids, distributed loads, effects of friction; analysis of trusses and frames and calculations of moments of inertia. Co-requisite: PHYS 103.
- ENSC 244 Computer Methods For Engineers 3 credits  
Course developing facility in the solution of engineering problems by numerical methods using digital computers. A practical treatment of the computational tools for solving linear and non-linear algebraic equations, and ordinary differential equations. Techniques of numerical differentiation, integration, regression analysis, and interpolation. Use of mathematics computer software. Prerequisite: CPSC 121. Co-requisite: MATH 260.
- ENSC 290 Directed Study 1-3 credits  
Topic to be decided by faculty.
- Upper Division**
- ENSC 300 Engineering Economics 2 credits  
Techniques of evaluating engineering decisions in the economic realm. Selected topics include: annual cost, present worth, future worth, rate of return, and benefit cost ratio analysis in engineering project alternatives. Prerequisite: MATH 258.
- ENSC 301 Mechanics of Materials I 3 credits  
Behavior of materials, elementary theories of stress and strain, generalization of these theories to stress distribution, and deformation and instability in structural members. Prerequisite: ENSC 205.
- ENSC 306 Dynamics 3 credits  
A vector treatment of kinematics and kinetics. General motion of a particle, energy and momentum methods for particles and rigid bodies. Prerequisite: ENSC 205.
- ENSC 311 Electrical Engineering Science 3 credits  
An introduction to electric circuit theory for non-electrical engineering students: electrical network theorems applied to DC, transient, and AC steady-state circuits; polyphase circuits and power. Prerequisite: MATH 259. Co-requisite: ENSC 311L.
- ENSC 311L Electrical Engineering Science Lab 1 credit  
Laboratory exercises supporting topics covered in ENSC311. Co-requisite: ENSC 311.
- ENSC 352 Fluid Mechanics 3 credits  
Fluid properties, fluid statics, fluids in motion, momentum and energy equations, dimensional analysis, boundary layers, flow in conduits, drag and lift. Prerequisite: ENSC 205.
- ENSC 355 Thermal Science 3 credits  
First and second law of thermodynamics applied to closed and open systems; introduction to conduction, convection, and radiation heat transfer. For non-mechanical engineering majors only.
- ENSC 371 Advanced Engineering Math 3 credits  
Application of advanced mathematical techniques to problems of interest to engineers and scientists. Analytical methods involving topics such as algebraic equations, ordinary and partial differential equations, complex variables and special functions. Prerequisite: MATH 260.
- ENSC 390 Directed Study 1-3 credits  
Topic to be decided by faculty.
- ENSC 400 Fundamentals of Engineering Exam 0 credits  
Proctoring of the practice examination for Students in preparation for the Fundamental of Engineering Exam (1st exam toward professional licensing), and of the School of Engineering and Applied Science assessment surveys (dates and times are announced during the semester). Also requires Students to take the Washington State Fundamentals of Engineering (FE) Examination. Co-requisites: EENG 492, MENG 492, ENSC 492 or CENG 492.
- ENSC 401 Mechanics of Materials II 3 credits  
Unsymmetrical bending, curved flexural members, shearing stress in beams, shear flow in thin webbed sections, Saint Venant's theory of torsion, thick-walled cylinders and rotating disks, and use of finite elements in analysis. Prerequisite: ENSC 301.
- ENSC 405 Engineering Project Management 3 credits  
Current tools used to manage engineering and technical projects. Topics covering both theory and practice: definition of a project; management and organization; project planning, including chartering, project scope management, project time (schedule) management, project cost management, quality management, communications, project risk management, and procurement/contract management; project control; and project completion/termination. Prerequisite: MATH 321.

ENSC 413 Automation	2 credits	ENSC 490 Directed Study	0-3 credits
Use of programmable controllers to automate manufacturing processes and equipment. Ladder logic and state based control languages. Controller architecture and system software. Structured design using Grafset. Interactive graphic operator interface design. Safety considerations. Sensors and instrumentation. Single Loop Controllers Prerequisites: ENSC 244 and (EENG 411 or MENG 361).		Directed study of a specific topic in engineering. Admission is based on satisfying any specified prerequisite, co-requisite and/or restrictions particular to that topic in this course. Fall and Spring.	
ENSC 413L Automation Lab	1 credit	ENSC 491 Engineering Design Project	2 credits
Must be taken concurrently with ENSC 413. Three hour lab per week. Prerequisite: ENSC 104.		Elective senior design project of an interdisciplinary or specialized nature involving both technical and non-technical aspects of an engineering problem for students in any of the engineering majors. Course usually runs two semesters. Prerequisite: Fourth year standing. Fall.	
ENSC 481 Special Topics in Engineering	1-6 credits	ENSC 492 Engineering Design Project	3 credits
Special topics in engineering. Admission is based on satisfying any specified prerequisite, co-requisite and/or restrictions particular to that special topic course. Fall and Spring.		Ongoing completion of an elective senior design project of an interdisciplinary or specialized nature involving both technical and non-technical aspects of an engineering problem for students in any of the engineering majors. Course usually runs two semesters. Prerequisite: fourth year standing. Spring. Prerequisite: ENSC 491.	
ENSC 482 Special Topics	1-6 credits		
Special topics in engineering. Admission is based on satisfying any specified prerequisite, co-requisite and/or restrictions particular to that special topic course. Fall and Spring.			
ENSC 483-484 Independent Study	1-3 credits		
Admission is based on evidence of ability to pursue independent study in depth and approval of a submitted project in engineering science. Prerequisite: permission of department chair and dean. Fall and Spring.			

## General Engineering

Coordinator: Paul S. Nowak, Associate Dean

General Engineering, like all engineering programs, is for the individual who possesses the dreams and aspirations to create a better world; it is especially suited to those whose talents and interests are broader than conventional engineering design and analysis.

A graduate with a B.S. in General Engineering will have the ability to understand and converse in general engineering principles and processes. This program contains an engineering core that provides the student with a foundation in engineering principles and it leads to a B.S. in General Engineering with a business minor. It provides sufficient preparation for entry into the M.B.A. program which can be completed in one additional calendar year.

For information on this M.B.A. option, see "Integrated General Engineering and M.B.A." immediately following the General Engineering program description.

Students graduating from this program will be conversant in the basic scientific and engineering principles, both qualitatively and quantitatively. The successful graduate will be able to formulate concepts, develop system designs, and apply engineering problem solving skills to their solutions. They will be able to see the "big picture" and interact with other engineers to develop practical, technologically achievable solutions within the constraints of time, cost and resources. Graduates may pursue careers in management, sales, or marketing. They will also be able to mediate between design team members, particularly in their ability to interpret requirements, explain designs and describe features for the non-technical members of the team.

The curriculum provides the same foundation in physics, chemistry, and mathematics as found in the other engineering programs. During the following years, the student completes fundamental engineering courses and develops a focus area through the selection of 18 credits of technical electives. These electives are chosen by the students from consultation with their advisors. This selection draws from a

wide selection of interests within each engineering discipline, including: structures, geotechnical, the environment, water resources, power, computers, manufacturing, automation, mechanics, fluid flow, and energy, so students may custom-tailor a program that ideally fits their needs and career interests.

The General Engineering program is not intended to provide an opportunity for students majoring in other engineering programs to earn a second engineering degree. Therefore, this degree will not be awarded in conjunction with any other engineering degree.

The department of General Engineering, in conjunction with its various constituencies, has clearly defined program objectives. These engineering program objectives are listed in the School of Engineering and Applied Science section of this catalog, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalogue.

### B.S. in General Engineering 130 credits

General Focus

#### First Year

##### Fall

ENSC 100 Engineering Seminar	0 credit
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
CPSC 121 Computer Science I (and lab)	3 credits
MATH 157 Calculus and Analytical Geometry I	4 credits
ENGL 102-106 English Literature	3 credits
RELI 1XX Religion elective	3 credits

##### Spring

MATH 258 Calculus and Analytical Geometry II	4 credits
ENGL 101 English Composition	3 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103L Scientific Physics I Lab	1 credit
ENSC 205 Statics	3 credits
SPCO 101 Intro to Speech Communication	2 credits
PHIL 101 Intro to Critical Thinking	2 credits

**Second Year****Fall**

ECON 200 Economic Analysis	3 credits
MENG 221 Materials Engineering	3 credits
MATH 259 Calculus and Analytic Geometry III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L Scientific Physics II Lab	1 credit
PHIL 201 Philosophy of Human Nature	3 credits

**Spring**

ACCT 263 Accounting Analysis	3 credits
ENSC 301 Mechanics of Materials I	3 credits
MATH 260 Ordinary Differential Equations	3 credits
ENSC 306 Dynamics	3 credits
RELI 2XX Religion elective	3 credits

**Third Year****Fall**

ENSC 352 Fluid Mechanics	3 credits
MGMT 350 Management and Organization	3 credits
CENG 303 Environmental Engineering	3 credits
ENSC 311 Electrical Engineering Science I	3 credits
ENSC 311L Electrical Engineering Science I Lab	1 credit
PHIL 301 Ethics	3 credits

**Spring**

--- - Technical elective*	3 credits
BFIN 320 Principles of Finance	3 credits
MATH 321 Statistics (or equivalent)	3 credits
ENSC 355 Thermal Science	3 credits
RELI 3XX Religion elective	3 credits

**Fourth Year****Fall**

ENSC 491 Senior Design Project I	2 credits
--- - Technical elective*	3 credits
--- - Technical elective*	3 credits
--- - Technical elective*	3 credits
BUSN 283 Business Law	3 credits
OPER 340 Operations Management	3 credits

**Spring**

ENSC 492 Senior Design Project II	3 credits
--- - Technical elective*	3 credits
--- - Technical elective*	3 credits
PHIL 4XX Philosophy elective	3 credits
MKTG 310 Principles of Marketing	3 credits
ENSC 400 Fundamentals of Engineering Examination	0 credit

\* Technical electives must be approved by the program coordinator

## B.S. in Engineering and M.B.A.

Director: Kay Carnes, Director for Graduate Studies,  
School of Business Administration

To meet the need for business knowledge and skills as an enhancement to the technical engineering degree, students with an aptitude for engineering and the capacity to assume management responsibilities may complete a program which leads to the B.S. in one of the disciplines of engineering and Master of Business Administration (M.B.A.). The joint degree program takes five years of full-time study with a General Engineering degree but longer for other engineering programs.

Students choosing this program must complete their bachelor's degree in engineering and the required preparatory courses in business before being admitted to the Graduate School of Business. Provisional admission may be available to students who do not complete the preparatory business courses prior to receiving a B.S. in Engineering.

**Preparatory Business Courses: 24 Credits**

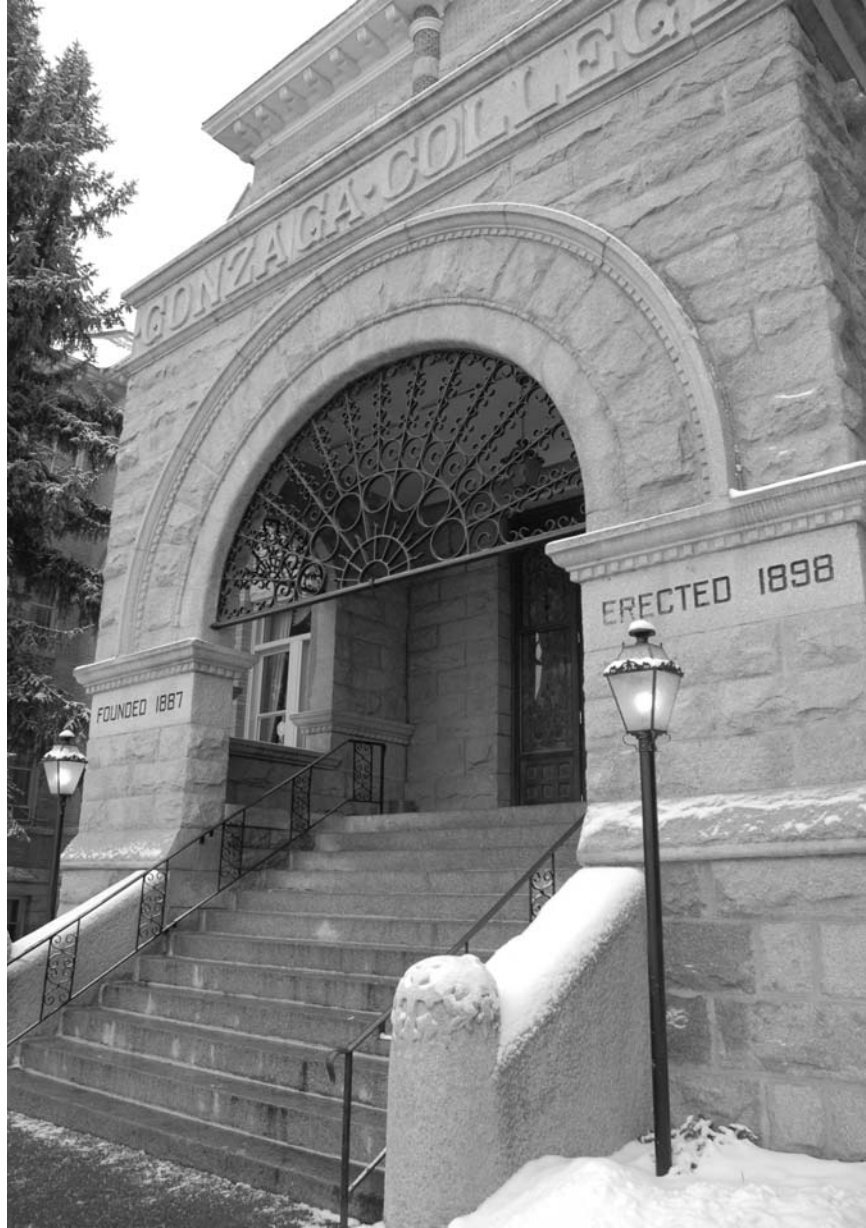
ACCT 263	Accounting Analysis
ECON 200	Economic Analysis
BUSN 230	Business Statistics
MKTG 310	Principles of Marketing
BFIN 320	Principles of Finance
OPER 340*	Operations Management
MGMT 350	Management and Organization
BUSN 283*	Business Law
BMIS 235*	Management Information Systems

\*Only need two of these three classes.

Engineering students who complete BFIN 320 and ECON 200 may have ENSC 300 waived.

The M.B.A. degree program requires 33 semester hours of 600-level coursework beyond the required preparatory business courses. Additional information about the M.B.A. program is contained in the Graduate Catalogue.

# SCHOOL OF PROFESSIONAL STUDIES



[www.gonzaga.edu](http://www.gonzaga.edu)



# School of Professional Studies

Dean: Mary McFarland

## Mission

The School of Professional Studies strives to create, educate, and support leaders; contribute to the health of people, communities, and organizations; and to be of service in meeting the learning needs of a complex society.

Our programs embody the University's Mission and the Ignatian spirit on which Gonzaga University is founded. Ethics, excellence, spirit, and community are guiding values for all aspects of the School. Faculty scholarship and research contribute positively to the professions, the global community, and the classroom.

Through a spirit of inquiry and lifelong learning, our students expand their capacity to transform thinking, and engage in ethical problem solving and decision making. New knowledge is acquired in a learning environment of respect and high standards. Our teaching strategies meet the needs of diverse student groups by utilizing dynamic program delivery formats, including technology and flexible scheduling. Traditional age undergraduate students, as well as adults returning to complete graduate and undergraduate degrees enrich our learning environment. Non-credit offerings complement the goals of life-long learners.

## Undergraduate Degree Programs in the School of Professional Studies

Exercise Science (B.S.)

Bachelor of General Studies (B.G.S.)

Nursing (B.S.N. and R.N. to M.S.N.)

## Exercise Science

Chairperson: Daniel J. McCann

Professors: C. Geithner, D. McCann

The Department of Exercise Science offers courses that provide students with an opportunity for specialized work in and original investigation of human physiological responses and adaptations to activity and exercise. The Bachelor of Science (B.S.) degree program provides preparation for graduate or professional study in a variety of areas including allied health professions; careers in health, fitness, and human performance; and research and teaching in exercise science. Laboratory experiences are emphasized to introduce students to the methods of investigation, evaluation, and remediation of human function. The program is unique within the University because it emphasizes the scientific basis and mechanisms of human function and adaptation in growth and aging, health and disease, and performance.

The B.S. in Exercise Science is designed for students planning to pursue graduate study in clinical allied health fields (e.g., physical therapy, occupational therapy, etc.) or subdisciplines of exercise science such as exercise physiology, biomechanics, motor behavior, or ergonomics. The degree provides an introduction to the physical and biological sciences, a concentrated study of the acute responses and chronic adaptations to exercise, laboratory research in exercise science, and course work which fulfills a number of graduate program prerequisites. The curriculum also includes applied work in exercise testing and prescription and is designed to furnish the basic knowledge and skills necessary for students to pursue certification options offered by the American College of Sports Medicine and the National Strength and Conditioning Association. Students must complete the University core requirements in addition to the program requirements of the B.S. in Exercise Science.

### Exercise Science Core: 36 credits

BIOL 101, 101L Diversity of Life and Lab	4 credits
BIOL 170, 170L Introductory Microbiology and Lab	4 credits
CHEM 101, 101L General Chemistry and Lab	4 credits
CHEM 230, 2301L Organic Chemistry and Lab	4 credits
PSYC 101 General Psychology	3 credits
PSYC/SOCI Electives	6 credits
EXSC 224 Nutrition	3 credits
EXSC 241, 241L Human Anatomy and Physiology I	4 credits
EXSC 242, 242L Human Anatomy and Physiology II	4 credits

### B.S. Major in Exercise Science: 51 credits

#### Lower Division: 17 credits

MATH 112 College Algebra*	3 credits
MATH 121 Introductory Statistics	3 credits
PHYS 101, 101L General Physics I	4 credits
PHYS 102, 102L General Physics II	4 credits
EXSC 202 Essentials of Strength Testing and Conditioning	3 credits

#### Upper Division: 34 credits

EXSC 301, 301L Exercise Testing and Prescription	4 credits
EXSC 305 Experimental Research: Methods and Design	3 credits
EXSC 474, 474L Kinesiology	4 credits
EXSC 475, 475L Biomechanics	4 credits
EXSC 476, 476L Physiology of Exercise	4 credits
EXSC 477, 477L Advanced Physiology of Exercise	4 credits
EXSC 478, 478L Human Growth and Maturation	4 credits
EXSC 499 Culminating Experience	1 credit
Electives (upper division EXSC courses)	6 credits

**Minor in Exercise Science: 22-23 credits\*\***

EXSC 241, 241L Human Anatomy and Physiology I	4 credits
EXSC 242, 242L Human Anatomy and Physiology II	4 credits
One of the following two courses	
EXSC 202 Essentials of Strength Testing and Conditioning	3 credits
EXSC 301, 301L Exercise Testing and Prescription	4 credits
EXSC 305 Experimental Research: Methods and Design	3 credits
EXSC 474, 474L Kinesiology	4 credits
EXSC 476, 476L Physiology of Exercise	4 credits

\*Satisfies a University core requirement

\*\*Please note that BIOL 101 and 101L, CHEM 101 and 101L, MATH 112, MATH 121, and PHYS 101 and 101L are pre-requisites for some of the courses required for the minor.

The minimum acceptable grade in a pre-requisite course for an EXSC course is a 'C' or 2.00.

**Courses recommended for Exercise Science majors pursuing career paths requiring graduate study:**

Because prerequisites for admission to different graduate programs vary, students are advised to obtain the specific prerequisites from programs and schools of interest as early in their academic career as possible.

**Lower Division**

EXSC 190 Directed Study	1-3 credits
Topic to be decided by faculty. Fall, spring, summer. By permission from department only.	
EXSC 202 Essentials of Strength Test and Conditioning	3 credits
Students will review the muscular system before examining basic concepts of technique, design, and organization of a safe and effective strength training program. Students will develop the knowledge necessary to complete the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist exam. Spring. Prerequisite: EXSC 241 (minimum grade "C").	
EXSC 224 Nutrition	3 credits
An introduction to the study of the roles of carbohydrates, fat, protein, vitamins, minerals, and water in the diet and the body; and the digestion, absorption, metabolism and storage of these substances. Energy balance and weight control, nutrition and physical activity, and nutrition and disease prevention are also addressed. Spring. Prerequisite: EXSC 241 (minimum grade "C").	
EXSC 241 Human Anatomy and Physiology I	3 credits
An introduction to the fundamentals of anatomical and physiological science, emphasizing the role of basic physical and chemical principles in establishing the complementarity of biological structure and function. Topics include cells, tissues, muscle tissue, the nervous system, and the endocrine system. Fall. Prerequisites: BIOL 101 (minimum grade "C") and CHEM 101 (minimum grade "C").	
EXSC 241L Human Anatomy and Physiology Lab	1 credit
This laboratory covers the gross anatomy of the skeletal and muscular systems as well as neuromuscular physiology. Taken concurrently with EXSC 241. Fall.	
EXSC 242 Human Anatomy and Physiology II	3 credits
A continuation of EXSC 241. Topics include: the cardiovascular system; the respiratory system; metabolism; body temperature regulation; the urinary system; fluids, electrolyte and acid base balance; and the reproductive system. Spring. Prerequisite: EXSC 241 (minimum grade "C").	

EXSC 242L Human Anatomy and Physiology Lab II	1 credit
This laboratory may include coverage of the cardiovascular system, the respiratory system, metabolism, body temperature regulation, the urinary system, fluid, electrolyte and acid base balance, and/or the reproductive system. Taken concurrently with EXSC 242. Spring.	
EXSC 290 Directed Study	1-3 credits
Topic to be decided by faculty. Fall, spring, summer. By permission from department only.	
EXSC 301 Exercise Testing and Prescription	3 credits
The relationships among physical activity, fitness, and disease provide the basis for developing a knowledge and understanding of the purposes, methods, and guidelines related to fitness assessment and exercise program design. Students will learn the principles of exercise prescription and how to individualize exercise programs for the purposes of reducing disease risk, improving health and/or fitness, and meeting a client's goals. Fall. Prerequisite: EXSC 242 (minimum grade "C").	
EXSC 301L Exercise Testing and Prescription Lab	1 credit
The student will learn how to perform and administer multiple field and laboratory tests to assess different components of health-related fitness. Along with EXSC 301, this course will provide students with the knowledge and skills necessary to pursue the American College of Sports Medicine's Health/Fitness Instructor certification exam. Taken concurrently with EXSC 301. Fall.	
EXSC 302 Exercise Prescription for Special Populations	3 credits
This course extends the content of EXSC 301 to non-traditional clients with special needs and/or physically limiting conditions such as children, the elderly, and those with known disease (e.g., cardiovascular disease, diabetes, obesity, arthritis, cancer, etc.). Therapeutic applications of exercise for various physical conditions will be emphasized. Spring, Even years Prerequisite: EXSC 301 (minimum grade "C").	
EXSC 304 Practice in Lab Teaching	1 credit
Students gain experience in the scheduling, directing, and quizzing of Exercise Science laboratory sections. May be repeated with departmental permission. Registration by permission of department only. Fall and Spring.	
EXSC 305 Experimental Research Methods and Design	3 credits
This course introduces students to the research process and peer-reviewed literature in exercise science. It also provides them with the knowledge and skills necessary to understand, interpret, and design experimental research studies. Fall. Prerequisites: MATH 121 minimum grade C, MATH 112 minimum grade C, and EXSC 242 (minimum grade C).	
EXSC 378 Physiology of Aging	3 credits
An introduction to normal structural and functional changes that occur in the body from cellular to organismal levels over time (with aging). Relevant terminology, methodologies used to study aging, and theories of aging will be covered. Aging-disuse-disease interactions and the effects of physical activity and exercise on the aging process will also be discussed. Spring, Odd years. Prerequisites: EXSC 242 (minimum grade "C") and EXSC 305 (minimum grade "C").	
EXSC 390 Directed Study	1-3 credits
Topic to be decided by faculty. Fall, spring, summer. By permission from department only.	



- EXSC 398 Advanced Topics Lab 1 credit  
Elective that can only be taken concurrently with EXSC 399 to gain practical experience directory related to a specific topic in exercise science (e.g., with rehabilitation therapies, special populations, special environments, etc.) when opportunities are available. Prerequisite: EXSC 242 (minimum grade "C").
- EXSC 399 Advanced Topics 2-3 credits  
An introduction to current research and literature reviews on specific topics in exercise science. This course prepares students to study, analyze, and discuss results of exercise science research. Prerequisite: EXSC 242 (minimum grade "C").
- EXSC 474 Kinesiology 3 credits  
The study of human movement with emphasis on gross anatomy, gait, movement patterns and basic analyses of sport/activity motions. Fall. Prerequisites: EXSC 242 (minimum grade "C"), PHYS 101 (minimum grade "C") and EXSC 305 (minimum grade "C") or concurrently.
- EXSC 474L Kinesiology Lab 1 credit  
Laboratory techniques and exercises focused on the analysis of human motion. Basic concepts in cinematography and two-dimensional motion analysis will be covered. Taken concurrently with EXSC 474. Fall.
- EXSC 475 Biomechanics 3 credits  
The study of forces that act on the human body and the effects produced by these forces. Various sport and activity movements will be analyzed with the intent of improving performance. Spring. Prerequisite: EXSC 474 (minimum grade "C").
- EXSC 475L Biomechanics Lab 1 credit  
Laboratory techniques and exercises dealing with performance and the forces that affect the outcome of performance. Students will utilize cinematographical and software applications for complete motion analyses. Taken concurrently with EXSC 475. Spring. Prerequisite: EXSC 474L (minimum grade "C").
- EXSC 476 Physiology of Exercise 3 credits  
A course dealing with the nature and function of neuromuscular activity, circulation, metabolism, and respiration as they relate to exercise and performance. Fall. Prerequisites: EXSC 242 (minimum grade "C") and PHYS 101 (minimum grade "C"), EXSC 305 (minimum grade "C") or concurrently.
- EXSC 476L Physiology of Exercise Lab 1 credit  
Laboratory techniques and exercises dealing with the evaluation of physiological capacities involved in exercise: neuromuscular interactions, metabolism, respiration, and circulation. Taken concurrently with EXSC 476. Fall.
- EXSC 477 Advanced Physiology of Exercise 3 credits  
An in-depth study of specific topics in physiology of exercise, including the cellular and systemic responses and adaptations of various organ systems to exercise and environmental stress. This course also introduces the student to the investigation of the mechanisms underlying exercise-induced changes in cell structure through modification of gene expression. Spring. Prerequisite: EXSC 476 (minimum grade "C").
- EXSC 477L Advanced Physiology of Exercise Lab 1 credit  
Advanced laboratory work in the techniques and experimental methods used in the study of acute and chronic responses and adaptations to exercise. Students will work in groups and independently in conducting, analyzing, and presenting experimental research. Taken concurrently with EXSC 477. Spring. Prerequisite: EXSC 476L (minimum grade "C").
- EXSC 478 Human Growth and Maturation 3 credits  
An introduction to human growth (i.e., an increase in size of the body or its parts, including changes in proportions, body composition, motor abilities, etc.) and maturation (timing and tempo of progress toward the mature biological state), and the physiological mechanisms underlying these processes. Impact of biological and physiological changes on physical activity and performance will be addressed. Spring. Prerequisites: EXSC 301 (minimum grade "C") and EXSC 305 (minimum grade "C").
- EXSC 478L Human Growth and Maturation Lab 1 credit  
An introduction to and experience with concepts, measurements, and techniques used in the assessment of human growth and maturation, including measurement variability, growth curves, and anthropometric assessment of proportions, physique, and body composition. Taken concurrently with EXSC 478. Spring. Prerequisite: EXSC 301L (minimum grade "C").
- EXSC 490 Directed Reading 1-3 credits  
Reading materials will be selected by the student after consultation with a faculty member in the department. Course content will vary with instructor. Course may be repeated to total no more than 6 credits. Fall, spring, summer. By permission from department only.
- EXSC 492 Research Techniques 1-3 credits  
An introduction to some of the experimental techniques used in research in exercise science. Course content will vary with instructor. Course may be repeated to total not more than 6 credits. Fall, spring, summer. By permission from department only.
- EXSC 498 Directed Research 1-3 credits  
This course provides the motivated student with the opportunity to conduct or assist with a research project under the direction of an Exercise Science faculty member. Course may be repeated to total not more than 6 credits. Fall, spring, summer. Prerequisite: EXSC 305 (minimum grade "C") By permission from department only.
- EXSC 499 Culminating Experience 1 credit  
Required of all EXSC majors in their senior or final year. Spring.

# Bachelor of General Studies (BGS)

Director: Melissa Lowdon, M.A.

Designed for adults and working professionals, the BGS degree is for the motivated student who is age 25 or older. Students in the BGS program are subject to all Gonzaga requirements and policies for a bachelor's degree, with the exceptions of a separate core pattern and the substitution of an area of concentration instead of a major.

## BGS Graduation Requirements

Bachelor of General Studies (BGS) degree requires a total of 128 semester credits with a GPA of at least 2.00. The last 30 semester credits prior to graduation must be Gonzaga University courses and taken within the BGS program.

A BGS student chooses an area of concentration rather than a major. BGS students complete a minimum of 21 semester credits in one of the pre-designed concentrations or in an individually designed concentration. Each BGS student develops a personal degree plan in consultation with the BGS advisor. A tuition scholarship is offered for qualified students enrolled in the Bachelor of General Studies degree program.

Policies and procedures for graduation with a BGS degree are the same as for any other Gonzaga undergraduate degree. BGS students are eligible for honors if they meet the standards prescribed by the University. Just as for a major or minor in other Gonzaga schools and colleges, BGS candidates must have a cumulative GPA of 2.00 as well as a GPA of 2.00 in the concentration.

## BGS Core Requirements

The BGS core consists of 40 semester credits, 35 of which must be distributed in the categories defined below. The remaining five credits may be in any of the categories below. All students must satisfy the BGS core either by Gonzaga coursework or substantively equivalent transfer courses. Only English composition, mathematics, philosophy, and religious studies core courses are required for BGS students who have earned an AA degree.

- 1) English Composition (3 credits): A course in written English and composition is required. Gonzaga courses meeting this requirement are ENGL 101 and ENGL 200.
- 2) Speech (2 credits): A speech course in public speaking is required. BGS students normally will satisfy this requirement by taking Gonzaga courses SPCO 201 or SPCO 101 with departmental permission. Courses that do not emphasize public speaking (e.g., 'Persuasion' or 'Interpersonal and Small Group Communication') do not meet the speech core requirement.
- 3) Mathematics (3 credits): A course in mathematics beyond intermediate algebra is required in the BGS core. At Gonzaga, any math course with a 100 level or higher meets the requirement. Computer science, business math or social science statistics courses do not meet the math core requirement. Math for elementary teachers only satisfies the core requirement if a student earns a Teacher Certificate in Elementary Education.
- 4) Natural Science (3 credits): The BGS core requires a course in one of the natural sciences (such as biology, chemistry, or physics). A lab section is not required of BGS students.

- 5) Social Sciences (6 credits): Two courses must be completed in the social sciences (economics, history, political science, psychology, or sociology).
- 6) Humanities (6 credits): Two courses must be completed in the humanities (art, English, foreign culture, language, history, music, philosophy, religion, or theatre arts).
- 7) Religious Studies (6 credits): Two courses are required in religious studies, preferably with one of the two in scripture. To meet the BGS requirement, courses transferred from other institutions must have a religion or theology department code (thus, 'Sociology of Religion' or 'Philosophy of Religion' would not meet the core requirement).
- 8) Philosophy (6 credits): BGS students must satisfy the philosophy core requirement by completing two philosophy courses, preferably Gonzaga courses PHI 201 and PHI 301 or by transfer. Critical thinking (or logic, rhetoric) does not satisfy the philosophy core.

## The BGS Concentration

The BGS concentration consists of a minimum of 21 semester credits. The concentration is individually designed or is selected from one of the pre-designed concentrations. Individually designed concentrations must be approved by the Director of the BGS program and the BGS academic advisor. Concentrations may be interdisciplinary and interdepartmental.

- 1) There is no minor in General Studies.
- 2) BGS students complete a concentration which appears on the graduation transcript. The concentration title need not be the name of an academic discipline or department.
- 3) A BGS concentration is individually designed or selected from one of the pre-designed concentrations and may include undergraduate courses from many of the academic disciplines. Instructor permission may be required of some courses. While concentrations may be interdisciplinary, the advisor, the director of the BGS program, and the Dean of the School of Professional Studies must determine in each case that the concentration has academic coherence and intellectual integrity.
- 4) Transfer credits may apply toward completion of a concentration. The total number of such transfer courses is determined on a case by case basis. 12 of the 21 credits counted toward a concentration must be taken at Gonzaga.
- 5) Of the minimum 21 credits counting toward a concentration, 9 of the credits must be taken as upper division courses. Exceptions must be submitted in writing to the Registrar's Office by the Director of the BGS program.
- 6) A second or third concentration may be earned. The same rules are required for other concentrations as for the first one. The same courses may not be used for more than one concentration.
- 7) A concentration in a BGS degree as a second baccalaureate degree must meet the above criteria plus these standards:
  - a) Courses taken as part of a first degree do not transfer to a second degree.
  - b) Courses which satisfy the BGS core but which were taken as part of a first baccalaureate degree at an accredited institution are not repeated.
  - c) Waiver forms must be completed and filed with the Registrar for core requirements in philosophy and religious studies which were satisfied as part of a first degree.

- d) A concentration as part of a BGS degree as a second baccalaureate may not duplicate a major or minor completed as part of the first degree.
- e) No more than nine semester credit units of the concentration may be waived in recognition of relevant elective course work taken as part of a first degree.
- f) There is no second degree in BGS with an education concentration.
- 8) A tuition scholarship is offered for BGS students enrolled in 12 credits or less. Student seeking an education concentration are eligible of a tuition scholarship if enrolled in 18 credits or less. The BGS tuition is in effect only while the student is a BGS student.
- 2) BGS candidates may simultaneously seek a teacher's credential, provided that:
  - a) The student has the approval of the School of Education.
  - b) A credential advisor is assigned by the Gonzaga Department of Teacher Education.
  - c) Courses taken toward a credential must be part of the student's BGS degree plan.
- 3) BGS candidates may enroll in engineering courses with the permission of the Dean of Engineering; however, there is no concentration possible in engineering fields accredited by ABET.

### Transfer of Credit

University policies on transfer of credit from other accredited higher education institutions generally apply to BGS candidates. However, in recognition of the Northwest Association of Schools and Colleges accreditation guideline XXIV that transfer "policies and procedures should provide maximum consideration for the individual who has changed institutions or objectives," the following criteria apply to transfer of credit for the BGS degree:

- 1) At the time of admission to Gonzaga, the academic advisor shall complete a transfer evaluation, notifying both the student and the Admissions Office of the specific credits accepted in transfer to Gonzaga.
- 2) The Dean of the School of Professional Studies or his/her designee may accept up to a maximum of 16 semester credits of coursework which is not otherwise transferable into Gonzaga:
  - a) Such credit shall be noted on the student's transcript as "transfer credit accepted toward the BGS degree".
  - b) Such credit is not transferable to another Gonzaga school or to another institution.
  - c) Such credit cannot meet a core requirement.
  - d) Such credit does not count toward the minimum 21 credits for a concentration.
  - e) Such credit may include transcribed courses from non-accredited institutions which are determined by the Dean of Professional Studies to be equivalent to college level work, or which the dean determines is appropriate to an individual student's degree and career objectives.
- 3) No "experiential learning credit" is granted for the BGS degree, nor does such credit on the transcript of another institution transfer into the BGS program.

### The BGS and Other Professional Schools

- 1) No more than one-fourth (32 credits) of a BGS student's total undergraduate credits may be in business administration courses, or in courses normally taught in an AACSB accredited business school. This includes any business credits transferred to Gonzaga from another institution. There is no BGS concentration possible in business programs accredited by AACSB. A BGS student may not take more than 6 credits from any single upper division business field beyond the business core curriculum. Economics and Business Statistics do not count as part of the 32 credits.

## BGS Accelerated Program

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The BGS Accelerated Program allows transfer students over the age of 25 to complete requirements for a Bachelor's degree. Admission requires a minimum of 56-64 transferable credits from an accredited institution. The BGS Accelerated program consists of eight week sessions with breaks between spring, summer and fall sessions. Students can complete their bachelor degree with courses offered through a combination of Saturday and Internet courses. Completion of this program will result in a concentration in Organizational Leadership (see page 183-184 for ORGL course descriptions). A significant tuition reduction scholarship is offered to each admitted student. Once the leadership concentration requirements have been fulfilled, students can attain a second approved concentration at the accelerated rate of tuition and under the traditional university academic calendar. Students must work with the BGS advisor to develop this additional concentration. All other requirements pertaining to the traditional BGS program must be fulfilled. Students must apply through the Admissions Office after meeting with the BGS advisor for the accelerated program.

# Nursing

Chairperson: Mary Sue Gorski  
 Professors: S. Norwood, M. McFarland  
 Associate Professor: G. Ray Springer  
 Assistant Professors: D. Abendroth, S. Berg, C. Fitzgerald, M. Gorski, D. Smith, N. Beckham  
 Instructors: C. Hollenback, J. Tiedt

## Introduction

Grounded in Jesuit and Nursing traditions, the pre-licensure BSN nursing program offered by the Department of Nursing at Gonzaga University focuses on the values of servant leadership, social justice, community and reflective practitioner. The nursing program embraces the framework of Complex Adaptive Systems (CAS) which includes nurses work, nursing roles, complexity of health care, organizations, individuals, families, communities and populations.

## BSN Program Outcomes

Upon completion of the program, the graduate will:

- Integrate knowledge of research, communication skills, and theory and technological tools to implement the professional nursing roles with and in a complex adaptive system.
- Create a therapeutic and collaborative environment that facilitates culturally sensitive healthcare for individuals, families, organizations, communities, and populations.
- Assume professional accountability and responsibility through reflective practice, critical thinking, and use of ethical and legal standards of practice.
- Promote change in current and future health care practices through the use of servant leadership principles and knowledge of complex adaptive systems.
- Promote the nursing profession and advance social justice for the underserved through the use of nursing and Jesuit values.

## Program Overview

During their first two years at Gonzaga University, students complete their GU core classes and nursing prerequisites. At the end of their sophomore year, students apply for admission to the upper division nursing program. Admission to the upper division BSN program is competitive and selective. Not all students who apply can be accommodated. Completed applications for admission to the upper division nursing program must be received by the Nursing Department by February 1st for fall admission. Students will be admitted to the upper division nursing program once a year. This is a competitive process and each candidate is evaluated on his/her overall portfolio, which includes recommendations, resume, personal essay, and cumulative GPA. Students who are admitted to the upper division nursing program begin coursework and clinical experiences in a variety of community and healthcare settings to prepare them to practice as a professional nurse. The program also prepares students to take the NCLEX exam after graduation, which is a requirement for licensure as a registered nurse.

The Gonzaga University Department of Nursing offers two plans of study to earn a BSN degree:

Bachelor of Science in Nursing (BSN) for individuals seeking initial preparation and licensure as a Registered Nurse (RN). Students complete the general university requirements of Gonzaga University and the courses prerequisite to nursing, then apply for admission to upper division nursing courses. They complete the majority of their nursing coursework during the last two years of study.

Bachelor of Science in Nursing (BSN) designed exclusively for individuals who have already earned a diploma or associate degree in nursing and are presently licensed as a RN. This program is called the RN-BSN program. The RN-BSN program is designed to meet the needs of working registered nurses in their hometown. The program is offered through a flexible combination of on-campus and distance learning components. Clinicals are arranged through Gonzaga in the student's home community. The program emphasizes individualized advising and can be completed through part-time or full-time study. A BSN degree is awarded from Gonzaga University, and all courses are offered through Gonzaga.

## Admission Requirements

Admission to the BSN program is competitive and selective. Not all who apply can be accommodated. Students will be admitted to the upper division, pre-licensure nursing program once a year. Completed applications for admission must be received by the Department of Nursing by February 1st for fall admission. Students should meet with a Department of Nursing advisor prior to or upon entering Gonzaga University to ensure proper selection and sequencing of prerequisite courses for the BSN program.

The decision to admit a student to the upper division nursing program will be based on the overall portfolio of the applicant that includes the following admission criteria:

- 1) Completed a minimum of 45 semester credits (meaning that eligible applicants will have completed at least three semesters of coursework).
- 3) Completed GU nursing prerequisites or be able to complete them by the end of the spring term.
- 4) A minimum cumulative GPA of 2.90 (4.00 scale) for all attempted coursework.
- 5) Earned a grade of "C" or better in all nursing prerequisite courses.
- 6) Pre-requisite nursing courses may have been repeated one time only.

## Evaluation Criteria

To be considered for admission to the BSN program, applicants must:

- 1) Submit a typewritten personal statement addressing the following:
  - a) Desire for achieving a BSN degree and interest in Gonzaga's nursing program.
  - b) Professional goals in nursing after graduation.
  - c) Strengths, leadership, work experiences, community service, and significant accomplishments relevant to your success in the BSN program.
- 2) Resume (follow format outlined in the application packet).
- 3) Submit two professional recommendations from people who can attest to the applicant's ability to succeed in nursing school. A form for this purpose is included in the BSN application packet. At least one recommendation must be from a college professor/instructor.

## Transfer Student Admission Criteria

Eligible transfer students will be admitted to Gonzaga University and are eligible to apply to the GU nursing major. They must complete GU nursing prerequisites/ or they must be completed by the end of the spring term in which application is submitted. (Admission to the university does not guarantee progression to the nursing major). To be eligible for admission to the GU nursing major, students:

- 1) Must meet all Gonzaga University admission requirements for transfer students.
- 2) Must have a minimum cumulative GPA of 2.90 on a 4.00 scale from all college coursework.
- 3) Must have a "C" or better in all nursing prerequisite coursework.
- 4) Must have met algebra proficiency requirement at the community college level either through proficiency testing or completion of an intermediate algebra course.

Transfer applicants from other colleges and universities to the nursing major should note that all credits submitted for transfer approval must have a grade of at least a 2.00 on a 4.00 scale, must represent college-level coursework, and must be academic in nature for acceptance by the University.

Students may not transfer more than 64 semester credits or 96 quarter credits from a two year college.

Students transferring to GU with 64 semester credits from a community college may not return to a two year college for any additional transfer credit.

All transfer students must complete at least 30 semester credits at Gonzaga University immediately preceding their graduation from the University.

### First year

#### Fall

ENGL 101 English Composition	3 credits
SPCO 101 Speech	2 credits
PHIL 101 Critical Thinking	2 credits
RELI 100 level	3 credits
CHEM 101/101L General Chemistry and Lab	4 credits
NURS 100 Nursing Perspectives (optional)	1 credit

#### Spring

BIOL 101/101L Diversity of Life	4 credits
RELI 200 level	3 credits
PSYC 101 General Psychology	3 credits
PHIL 201 Philosophy of Human Nature	3 credits
ENGL 102-106 English Literature	3 credits

### Second year

#### Fall

EXSC 241/241L Anatomy and Physiology I and Lab	4 credits
SOCI 101 Introduction to Sociology	3 credits
Social Justice requirement	3 credits
PHIL 301 Ethics	3 credits
RELI 300/400 level	3 credits

#### Spring

BIOL 170/170L Microbiology and Lab	4 credits
EXSC 242/242L Anatomy and Physiology II and Lab	4 credits
NURS 200 Professional Nursing	2 credits
NURS 210 Growth and Development	3 credits
EXSC 224 Nutrition	3 credits

### Third year

#### Fall

NURS 310 Complexity of Health Care System	3 credits
NURS 311 Professional and Therapeutic Communication	2 credits
NURS 313 Pathophysiology and Pharmacology	2 credits
NURS 314 Assessing and Promoting Wellness	4 credits
NURS 315 Practicum I: Provider of Care	5 credits

### Spring

NURS 320 Statistics for Health Professions	3 credits
NURS 350 Complexity with Healthcare Organizations	3 credits
NURS 351 Care of Individual and Family	4 credits
NURS 352 Practicum II: Individual and Family within Healthcare Organizations	5 credits
NURS 353 Pathophysiology and Pharmacology II	2 credits

### Fourth year

#### Fall

NURS 401 Design Managers and Coordinators in Health Care	3 credits
NURS 402 Care of Individuals and Families	4 credits
NURS 403 Practicum III: Care of Individual and Family	6 credits
NURS 404 Research and Information Management	3 credits

#### Spring

NURS 466 Community and Population as Clients	4 credits
NURS 467 Practicum IV: Provider of Care	3 credits
NURS 468 Practicum V: Member of the Nursing Profession	3 credits
PHIL 455 Health Care Ethics	3 credits

## Bachelor of Science in Nursing

(for Registered Nurses) 128 credits

This program is designed exclusively for registered nurses with a diploma or associate degree in nursing. The central objective of the program is to build upon existing knowledge and expertise to promote a new level of excellence in nursing. The curriculum stresses critical inquiry and analysis in an environment conducive to adult learning. Students apply theoretical concepts and research-based knowledge in a variety of practice settings. The BSN program is accredited by the Commission on Collegiate Nursing Education.

The BSN program is designed to meet the needs of working registered nurses. The program emphasizes individualized advising and can be completed through part-time or full-time study. The program is offered through both on-campus and distance learning formats.

The distance learning (DL) format was launched in 1987 to assist registered nurses living in rural areas and other sites without access to University programs to further their education. The distance learning format is designed to reduce obstacles inherent in traditional educational programs, yet insure quality education. The distance learning format combines a variety of formats including DVD, of actual current class sessions and clinical experiences in geographical locations within reasonable commuting distance to students' home communities, participation on campus at scheduled intervals each semester, and web-based learning activities. This format allows nurses to continue to reside in their own communities, be active family members, and maintain concurrent employment. A cornerstone of the on-campus program format is non-traditional scheduling of nursing classes to allow continued employment with minimal disruption.

Distinctive features of the BSN program for registered nurses include an emphasis on the Jesuit-inspired values of knowledge, sensitivity, excellence, integrity, and justice; pursuit of humanistic and ethical alternatives to address contemporary nursing and health care problems; critical reasoning; leadership, communication and management skills; integration of theory and clinical practice; on-campus and distance learning formats; and course load individualized according to personal circumstances and program capability.

## Admission Requirements

Admission decisions are based upon an applicant's total profile. Selection is based on:

- 1) Completed University application.
- 2) An earned diploma or associate degree in nursing from a state approved or nationally accredited nursing program.
- 3) Current unencumbered Registered Nurse license.
- 4) Minimum grade point average of 2.25 on a 4.00 scale.
- 5) Current professional vita.
- 6) Typewritten statement describing:
  - a) Interest in the program and purpose of achieving a BSN degree.
  - b) Professional goals.
  - c) Strengths.
  - d) Professional experiences.
- 7) Satisfactory letters of reference.

## Degree Requirements

The Bachelor of Science in Nursing degree requires a total of 128 semester credits. Many of these credits have already been earned in prior educational experiences and transfer to fulfill several of the degree requirements. Up to 64 semester credits earned in associate degree and diploma programs can be transferred. All credits submitted for transfer approval must have a grade of at least 2.00 on a 4.00 scale. All transfer students must complete at least 30 credits at Gonzaga University immediately preceding graduation from the University. Most registered nurses enter with third year status (60-95 transfer credits).

The BSN curriculum is comprised of four major components. Nursing requirements must be completed within seven years after acceptance into the program. An asterisk (\*) denotes requirements that are frequently fulfilled or partially fulfilled with transfer credit. The curriculum is dynamic and changes may occur on a regular basis.

### I. Core Requirements: 50 credits

ENGL 101 English Composition*	3 credits
SPCO 101 Introduction to Speech Communication*	2 credits
PHIL 201 Philosophy of Human Nature	3 credits
PHIL 301 Ethics	3 credits
PHIL 445 Health Care Ethics	3 credits
RELI 1XX	3 credits
RELI 2XX/3XX	3 credits
NURS 320 Statistics for the Health Care Profession	3 credits
ENGL 102-106 English Literature	3 credits
Biological/Life Sciences*	12 credits
Social/Behavioral Sciences*	12 credits

### II. Lower Division Nursing: 28 credits\*

### III. Upper Division Nursing Requirements: 35 credits

NURS 335 Professional Concepts I	3 credits
NURS 340 Professional Communication	2 credits
NURS 360 Holistic Health Assessment	3 credits
NURS 365 Client-Centered Health Care	3 credits
NURS 380 Research Concepts	3 credits
NURS 400 Systems Concepts in Health Care	3 credits
NURS 405 Client-Based Health Care Delivery	2 credits
NURS 411 Systems-Based Health Care Delivery	3 credits
NURS 435 Professional Issues	3 credits
NURS 441 Professional Internship	4 credits
NURS ___ Nursing Electives	6 credits

### IV. Electives\* up to 15 credits

\* Nursing or non-nursing courses

Total: 128 credits (including transfer credits)

## RN to MSN Program (for Registered Nurses)

The RN to MSN Program prepares professional nurses with the knowledge, skills, and values essential for advanced nursing practice and leadership in current and evolving future health care systems. The program is grounded in the theme "Leadership in Nursing." Theory and research in nursing and related fields are integrated to provide a broad base for advanced nursing practice. Graduates may function as nurse practitioners or clinical nurse specialists, managers/administrators, educators, consultants, and/or evaluators/researchers in a variety of specialties and settings. Particular emphasis is given to meeting the needs of underserved populations. Students taking graduate level courses should consult the Graduate Catalogue for additional policies and procedures.

The RN to MSN Program is designed to meet the needs of working registered nurses. The program can be completed on a full-time or part-time basis and is offered through flexible delivery formats. A cornerstone of the format is non-traditional block and cluster scheduling that allows students to continue employment with minimal disruption. Some courses also include DVD recordings of current campus classes sent to students to view at home. Students complete their clinical experiences at sites within commuting distance from their home community, and participate in on-campus classes at regularly scheduled intervals each semester.

Distinctive features of the RN to MSN Program include a dual emphasis on role preparation and advanced clinical preparation; emphasis on the Jesuit-inspired values of knowledge, sensitivity, excellence, integrity, and justice; the development of critical reasoning and ethical decision-making skills; flexibility; and the ability to earn a master's degree in less time and with fewer credits than would be needed if separate BSN and MSN degrees were earned.

## Admission Requirements

Admission decisions are based upon an applicant's total profile and space availability. Selection is based on:

- 1) Complete Gonzaga University application for admission.
- 2) One official transcript from every college and university or nursing school attended with documentation of:
  - a) An associate degree in nursing from an accredited college or diploma in nursing from a state approved program.
  - b) GPA of 2.75 or other evidence of potential to pursue graduate level study.
- 3) Photocopy of current unencumbered RN license.
- 4) Typewritten statement (maximum 500 words) which describe the applicant's:
  - a) Interest in the RN to MSN program and what he/she hopes to gain from achieving the RN to MSN degrees,
  - b) Professional goals.
  - c) Personal and professional strengths.
  - d) Professional experiences.
- 5) Current professional Vita.
- 6) Satisfactory letters of recommendation from two individuals who can evaluate the applicant's leadership, interpersonal skills, professional practice, critical thinking and judgment, and potential for advanced study (e.g., employer, professional colleague, professor).
- 7) Satisfactory score on the Miller Analogy Test.

Students are admitted into the program when accepted into the RN to MSN, however, progression into the graduate level courses requires a second review of credentials. Students who have earned a 3.00 GPA in their course work at Gonzaga and have a satisfactory faculty recommendation and MAT score are guaranteed progression.

## Degree Requirements

The MSN degree earned through the RN to MSN Program requires a total of 153 credits. Many of the undergraduate credits have already been earned in prior educational experiences and transfer to fulfill several of the degree requirements. Up to 64 semester credits earned in associate degree or diploma programs can be transferred. All credits submitted for transfer must have a grade of at least 2.00 on a 4.00 scale.

(See the Graduate Catalogue for specific program description)

## Lower Division

NURS 100 Nursing Perspectives 1 credit

Designed for students who are considering nursing as a career. Exploration of career opportunities in nursing, education options and planning considerations, and facets of nursing. Provides a forum for support and sharing for pre-nursing students at Gonzaga University. Spring.

NURS 190 Directed Study 1-5 credits

Topic to be decided by faculty.

NURS 200 Professional Nursing Practice in a Complex Adaptive System 3 credits

This course is designed to provide an introduction to professional nursing. It provides an overview of the nature and scope of nursing practice, considering its domain of practice, evolution, opportunities, and context for practice. The definition of nursing, the phenomena of concern to nurses, basis for practice, and models of nursing are explored. This course introduces students to complex adaptive systems (CAS) and their implications for nursing work. The primacy of the caring relationship, from both consumer and provider perspectives, is discussed. The regulation of nursing, with emphasis on professional regulation is discussed. Nursing and Jesuit values and nursing code of ethics as well as servant leadership are emphasized. The demands of care giving and strategies for self-care are examined. Increasing self-awareness and crystallizing personal beliefs and goals for professional practice are stressed.

NURS 210 Growth and Development 3 credits

Examines multiple dimensions of individual and family growth and development across the lifespan. It includes physical, psychological, cognitive, and moral development. Gender and cultural influences are considered.

## Upper Division

NURS 310 Complexity of the Health Care System 3 credits

This course focuses on health of individuals within families/communities within a dynamic, contemporary health care system. The impact of social, economic, political, and cultural dimensions are identified and related to healthcare quality.

NURS 311 Professional and Therapeutic Communication 2 credits

This course is designed to provide the learner a theoretical foundation for effective communication. Using the lens of complex adaptive systems and servant leadership, selected models of communication, health and illness, health communication, conflict resolution and negotiation are explored for their implications for nursing practice. Diversity issues affecting perception of health/illness and influencing verbal and nonverbal communication are examined. Media and internet influence on health care and the profession of nursing are included. Theory-based strategies to improve communication skills throughout the health care continuum are stressed.

NURS 313 Pathophysiology and Pharmacology I 2 credits

This course is designed to improve the learner's ability to understand cellular physiology and alterations in structure and function resulting from the action of stressors on the human body at the cellular level. Physiological, pathophysiological, psychobiological, and pharmacological concepts that provide a foundation for understanding the pathophysiology of disease and the rationale for treatment that serve as a basis for critical thinking and decision making in the planning and managing of care for individuals are examined.

NURS 314 Assessing and Promoting Wellness 4 credits

Development of skills in the health assessment of individuals and families within the context of community using complex adaptive systems as a guiding framework. Theoretical and research-based content in individual and family health and development throughout the life span from a multicultural perspective will be emphasized. Knowledge of functional health patterns and family concepts will be used as a basis to conceptualize problems and plan for care. The nursing role in health promotion and health education will be emphasized.

NURS 315 Practicum I: Provider of Care for Healthy

Individuals and Families in Communities 5 credits  
Using complex adaptive systems as a guiding framework, students will use knowledge of functional health patterns and family in performing health assessments of individuals and families within the context of community. Theoretical and research-based content in the planning for care of individuals and families throughout the life span are emphasized. Fundamental concepts related to health promotion and health education are discussed. This course celebrates the body, mind, and spirit of the student in nursing and recognizes that learning transforms. In the process of transformation, reflection provides the key to understanding. (15 hrs/week – 240 clinical hours, 2hrs/wk – 32 conference hours).

NURS 320 Statistics for the Health Professions 3 credits

This course provides an introduction to descriptive and inferential statistics. It includes the statistical procedures used most frequently to analyze quantitative group data for health science and nursing research. Emphasis is on the conceptual understanding and correct application of statistical tests and procedures and correct interpretation of results. Some mathematical calculation will be necessary but the ultimate goal will be for the learner to understand statistical reasoning and become an informed consumer of the correct use and interpretation of statistics.

NURS 335 Professional Concepts I 3 credits

Considers the domain of nursing practice and its evolution. Stresses systems theory and the content of health care delivery, as well as ramifications and implications for nursing practice, providers of nursing care, and the profession of nursing. Fall and Spring

NURS 340 Professional Communications 2 credits

Writing and speaking skills for a variety of professional audiences and situations. Considers information science and technology as vehicle for communication. Stresses interpersonal dynamics in client/nurse, intra professional, and interprofessional relationships. Emphasizes negotiation, collaboration, and conflict resolution. Prerequisites: NURS 335

NURS 350 Complexity within Healthcare Organizations 3 credits

This course addresses organizations as complex work environments that have implications for workplace safety and health care errors. The nursing role in the delivery and maintenance of safe, quality care is emphasized.

- NURS 351 Care of Individuals and Families within Healthcare Organization** 4 credits  
Focuses on the development of nursing competence in planning and managing care for individuals and families with alterations in health status. Stresses the integration of physiological, pathophysiological, psychological, and pharmacological concepts as foundations for professional nursing practice. Emphasis is placed on continued development of focused assessment skills needed to provide care of individuals and families with health care needs related to the reproductive, urinary tract/renal, musculoskeletal, and digestive systems.
- NURS 352 Practicum II: Care of Individuals and Families within Healthcare Organizations** 5 credits  
Focuses on the provision of care for individuals and families with health care needs related to the reproductive, urinary tract/renal, musculoskeletal, and digestive systems. Emphasis is placed on the development of self-discovery and the meaning of experience as a reflective practitioner. Students participate in learning activities in the Learning Resource Center, in a variety of clinical settings within healthcare organizations, and in post-clinical conferences.
- NURS 353 Pathophysiology and Pharmacology II** 2 credits  
This course is designed to extend the learner's ability to understand cellular physiology and alterations in structure and function resulting from the action of stressors on the human body at the cellular level. Physiological, pathophysiological, psychobiological, and pharmacological concepts that provide a foundation for understanding the pathophysiology of chronic, complex disease and the rationale for treatment and that serve as a basis for critical thinking and decision making in the planning and managing of care for individuals are examined.
- NURS 360 Holistic Health Assessment** 3 credits  
Integrated approach to assessment of health status of individuals and families taking into consideration lifespan similarities and differences. Emphasizes diagnostic reasoning and clinical decision-making. Stresses implications for care delivery. Spring. Prerequisites: NURS 335 and NURS 340
- NURS 365 Client Concepts in Health Care** 3 credits  
Focuses on planning and managing care for individuals. Stresses physiological, pathophysiological, psychobiological and pharmacologic concepts. Emphasizes cellular and bio-chemical processes. Spring Prerequisites: NURS 335
- NURS 380 Research Concepts** 3 credits  
Introduction to quantitative and qualitative research principles and methodologies, including evaluation of research studies and application to practice. Emphasizes critical analysis of nursing and health care research. Stresses research design, sampling, data collection strategies, and ethical considerations in research.
- NURS 400 Systems Concepts in Health Care** 3 credits  
Focuses on planning and managing care for families, groups, communities, and aggregates. Stresses epidemiological concepts, population-based care, evidence-based practice, policy development, program planning and evaluation, and integration of financial considerations with client management. Fall.
- NURS 401 Designing, Managing and Coordinating Health Care in Complex Adaptive Systems** 3 credits  
This course analyzes the role of the nurse in designing, managing and coordinating health care for individuals, groups, families and communities in a complex adaptive system.
- NURS 402 Care of Individuals and Families with Acute Exacerbations and Chronic Alterations in Health Status** 4 credits  
Focuses on the continued development of nursing competence in planning and managing care for individuals and families with complex alterations in health status. Stresses integration of physiological, pathophysiological, psychological, and pharmacological concepts as essential to professional nursing practice. Emphasis is placed on development of focused assessment skills needed to provide care of individuals and families with health care needs related to the cardiovascular, neurological, endocrine, pulmonary and renal mental health systems.
- NURS 403 Practicum III: Care of Individuals and Families with Acute Exacerbations and Chronic Alterations** 6 credits  
This course focuses on the providing care for individuals and families with chronic and complex health care needs related to the cardiovascular, neurological, endocrine, pulmonary, renal, and mental health systems. Examines internal resources (such as faith or spiritual health) as a source of nourishment when making decisions— especially those involving ethics, urgency, reaction, and immediacy. Students participate in learning activities in the Learning Resource Center in a variety of clinical settings within healthcare organizations, and in post-clinical conferences. (18hrs/week – 288 clinical hours, 2hrs/wk – 32 conference hours).
- NURS 404 Research and Information Management** 3 credits  
Provides an introduction to quantitative and qualitative research principles and methodologies, including evaluation of research studies and application to practice. Critical analysis of nursing and health care research is emphasized. Stresses research design, sampling, data collection strategies, and ethical considerations in research.
- NURS 405 Client-Based Health Care Delivery** 2 credits  
Clinical practice emphasizing planning, delivering, managing, and evaluating cost effective quality care of individuals in a variety of settings. Emphasizes intra- and interdisciplinary collaboration and supervision. Prerequisite: NURS 365, 380B. Fall, Spring, Summer - On sufficient demand.
- NURS 411 Systems-Based Health Care Delivery** 3 credits  
Clinical practice emphasizing planning, delivering, managing and evaluating cost effective quality care for families, groups, and communities, and aggregates in a variety of settings. Emphasizes interdisciplinary collaboration and evidence-based practice. Prerequisite: NURS 335, 340. Prerequisite or concurrent: NURS 380B, 400. Fall, Spring, Summer, on sufficient demand.
- NURS 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 435 Professional Concepts II** 3 credits  
Prerequisites: NURS 405 and NURS 411
- NURS 437 Exercise and Health** 2-3 credits  
Analyzes impact of physical activity and inactivity on health and disease. Examines physiologic changes occurring in cardiovascular conditioning, utilization of metabolic measures in assessment of exercise response, physiological limitations to exercise, and benefits and risks of various types of exercise for selected patient populations. Stresses strategies for devising exercise programs for selected patient groups.



- NURS 441 Professional Internship 4 credits  
Prerequisites: NURS 405 and NURS 411 and NURS 435
- NURS 450 Policy and Political Action 2-3 credits  
Prerequisite: 300-Level Nursing
- NURS 460 ( WOMS 460) Womens Health 2-3 credits  
This course will address a broad range of health issues that are either unique women or of special importance to women.
- NURS 463 Geriatric and Long Term Care Nursing 2-3 credits  
This course will have two distinct elements presented in discrete modules; The geriatric pharmacological principles, and the comprehensive geriatric assessment. Pharmacological principles specific to the elderly individual will be discussed including, alterations in drug clearance, adverse reactions, drug interactions, and polypharmacy. Each of the pharmacological principles will be discussed as they relate to the elderly in the community as well as those in long term care settings. The second component of the course is comprehensive geriatric assessment. Normal aging changes will be presented as a foundation for the discussion of common diseases, abnormalities, and symptomatology in the elderly population. There will be an emphasis on physical and functional assessment with appreciation for expected decline, quality of life and ethical principles.
- NURS 465 Professional Nursing Practice within a Complex Adaptive System 3 credits  
Considers nursing leadership roles within a CAS and examines transition to the professional role. Servant leadership principles are connected to nursing leadership.
- NURS 466 Community and Populations as Clients 4 credits  
This course focuses on planning and managing care for families, groups, communities, and populations. From a community perspective, epidemiological concepts, population-based care, program planning and evaluation are analyzed. Ethical and financial considerations of community health care are addressed.
- NURS 467 Practicum IV: Provider of Care for Communities and Populations 3 credits  
Clinical practice emphasizing planning, delivering, managing, and evaluating cost effective quality care for families, groups, communities, and aggregates in a variety of settings. Emphasizes interdisciplinary collaboration and evidence-based practice. (9hrs/week-144 clinical hours, 1hrs/wk-16 conference hours).
- NURS 468 Practicum V: Member of the Nursing Profession 3 credits  
This capstone course is designed to assist students to synthesize knowledge and skills gained in the Bachelor of Science in Nursing (BSN) program and to apply their knowledge and skills in a clinical setting of choice. It provides the opportunity to practice nursing leadership roles within a CAS and examines transition to the professional role. The analysis of reflective practice gleans patterns of insight to support a safe, client centered, and high quality practice. This course aligns the interface between reflection and effective, ethical, leadership. The course mirror is servant leadership. (9hrs/week – 144 clinical hours, 1hrs/wk – 16 conference hours).
- NURS 473 Legal Tort and Malpractice 2-3 credits
- NURS 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 485 Diabetes Management 2-3 credits  
This on-line course offers BSN and MSN students an opportunity to develop competence in on-going management of patients with diabetes mellitus in a variety of

healthcare settings. Students will explore strategies for incorporating disease state management models into clinical practice. Management of medication and blood glucose monitoring, goal setting, motivational strategies, teaching/educational techniques, reducing the incidence of long-term complication will be emphasized. Course content will include current pharmacological principles and selection of oral agents and insulin therapies.

- NURS 490 Clinical Internship 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 and skills and acquire new ones.
- NURS 492 Independent Study 1-5 credits  
Opportunity to pursue a nursing project or topic of choice with guidance of a faculty member.
- NURS 495 Senior Capstone 3 credits  
This course is designed to provide baccalaureate nursing students preparing to graduate the opportunity to integrate and synthesize their total nursing program into a comprehensive whole that will guide their practice as professional nurses. Opportunities are provided for each student to reflect upon his/her educational experiences-- both theory and clinical, focus professional goals, and collaborate with course faculty to identify activities to strengthen identified areas of need. The unique perspectives of Jesuit nursing are examined. Increasing self awareness, articulating personal and professional beliefs and values, developing a personal model for nursing and crystallizing future professional plans are stressed. Prerequisites: NURS 415, NURS 450 and NURS 476.
- NURS 496 Independent Practicum 1-4 credits  
Opportunity to explore a clinical field or an expanded nursing role with guidance of a faculty member and a clinical preceptor.
- NURS 498-499 Special Topics 1-3 credits  
Seminars designed to address special topics in nursing and health care, based on student and faculty interests. Prerequisite: Permission from department. Fall, spring, summer - On sufficient demand.

The course descriptions above give a brief overview of the curriculum and suggest how the content builds over four semesters. A more detailed view of the content intended for each course as well as the expected skills and clinical experiences by semester, ACN BSN Essentials and WAC requirements can be obtained directly from the Nursing Department.

# Organizational Leadership

Chairperson: Joseph F. Albert  
 Professor: M. McFarland  
 Associate Professor: M. Carey, L. Brown  
 Assistant Professors: J. Albert  
 Director: M. Lowdon

The Department of Organizational Leadership offers a unique BGS concentration through the BGS Accelerated program. The Organizational Leadership concentration lays the foundation for the development of leadership abilities applicable to diverse organizational settings. Learning opportunities encourage self-appraisal, exploration, and development of leadership potential.

## Upper Division

- ORGL 400 Leadership Theory** 3 credits  
 This course provides an overview of basic leadership theory, including trait, behavior, situation, power, and transforming and servant leadership. Special emphasis is given to integrative vision and shared leadership.
- ORGL 401 Leadership Practice** 3 credits  
 This course provides an overview of basic leadership skills, including successful organizational diagnosis, organizational architecture, and use of power, change processes, and approaches to motivation. Special emphasis is given to methods of empowerment and collaboration.
- ORGL 402 Organizational Behavior** 3 credits  
 This course provides an examination of the interface between organizations and human behavior, addressing issues such as learning, motivation, communication, personality, job satisfaction, and leadership and groups will be discussed.
- ORGL 403 Organizational Change** 3 credits  
 This course provides an overview of change theories applied to individuals, groups, and organizations.
- ORGL 404 Organizational Development** 3 credits  
 This course will explore the understanding of organizational behavior, using the concept of framing for the purposes of organizational improvement. Understanding change process and specifically focusing on resistance to change as it impacts organizational reform.
- ORGL 405 Supervision and Evaluation** 3 credits  
 This course is an examination of the dynamics of supervision and evaluation within a variety of leadership situations.
- ORGL 407 Leadership and Change** 3 credits  
 This course is an examination of the dynamics of individual, group, and organizational change.
- ORGL 410 Leadership and Art** 3 credits  
 This course provides an examination of leadership through the perspectives of the liberal arts, specifically fine arts. Special emphasis is given to the role of imagination in the fine arts as a metaphor for leadership imagination.
- ORGL 411 Leadership and Music** 3 credits  
 This course provides an examination of leadership through the perspectives of the liberal arts, specifically music. Special emphasis is given to the role of imagination in the creation of music as a metaphor for leadership imagination.
- ORGL 412 Leadership and History** 3 credits  
 This course provides an examination of leadership through the perspectives of the liberal arts, specifically history. Special emphasis is given to the role of imagination in the analysis of historical events as a metaphor for leadership imagination.
- ORGL 413 Leadership and Literature** 3 credits  
 This course provides an examination of leadership through the perspectives of the liberal arts, specifically literature. Special emphasis is given to the role of imagination on the writing process as a metaphor for leadership imagination.
- ORGL 414 Leadership and Science** 3 credits  
 This course provides an examination of leadership through the perspectives of the liberal arts, specifically science. Special emphasis is given to the role of imagination in scientific method as a metaphor for leadership imagination.
- ORGL 420 Leadership and Values** 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 421 Leadership and Imagination** 3 credits  
 This course provides an introduction to the nature and dynamics of the creative processes involved on leadership and organizational life.
- ORGL 422 Servant Leadership** 3 credits  
 This course provides an examination of a variety of contemporary health and health care issues from personal, social, cultural, political, and economic viewpoints, with a focus on personal and community-wide health concerns as they relate to broader health care policy issues.
- ORGL 423 Leadership and Health** 3 credits  
 This course provides an examination of a variety of contemporary health and health care issues from personal, social, cultural, political, and economic viewpoints, with a focus on personal and community.
- ORGL 424 Leadership and Spirituality** 3 credits  
 This course provides an examination of the relationship between the individual and communal search for truth and the vocation of the organizational leader.
- ORGL 430 Leadership and Diversity** 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 431 Conflict and Negotiation** 3 credits  
 This course provides an examination of the causes, types, benefits, and management of conflict in a variety of organizational situations with a focus on the difference between constructive and destructive conflict.
- ORGL 432 Political Action** 3 credits  
 This course provides an examination of the need and strategies for influencing systems and policies, both formally and informally, with a focus on lobbying, using the media, building coalitions, and handling opposition.
- ORGL 433 Technology and the Organization** 3 credits  
 This course provides an exploration of various technologies and an analysis of how they can affect individual productivity, communication, education, social interaction, and other facets of individual organizational life.
- ORGL 434 Community Building** 3 credits  
 This course provides an introduction to the need and strategies for building community in civic, organizational, and small group settings.
- ORGL 435 Supervisory Ethics and Law** 3 credits  
 This course is an examination of the ethical and legal issues facing leaders in a variety of situations.

- ORGL 436 Economics and Leadership 3 credits  
The course is designed for community and organizational leaders to achieve an enhanced understanding of economics. Basic economic principles and current economic trends are explained by application to community and organizational settings. The effects of globalization and national economic policies on families, organizations, and communities are examined.
- ORGL 437 Women and Leadership 3 credits  
This course is designed to facilitate a discussion around the dynamics of women in leadership roles in variety of settings, but primarily in the for-profit business sector. Students will gain a stronger understanding of feminine leadership styles and attributes and their effectiveness in the workplace. Power, political, economic, gender and family issues that impact a woman's ability to gain access to leadership positions will be discussed.
- ORGL 440 Organizational Administration 3 credits  
This course provides an overview of the theory and methods of program administration in a variety of organizational settings.
- ORGL 441 Organizational Supervision 3 credits  
This course provides an overview of the theory and methods of employee supervision in a variety of organizational settings.
- ORGL 442 Fiduciary Responsibility and Leadership 3 credits  
This course provides an overview of the theory and analytical techniques of financial decision-making in a variety of organizational settings, with a focus on the role of the leader in resource allocation.
- ORGL 443 Organizational Evaluation 3 credits
- ORGL 444 Organizational Teams 3 credits  
This course provides an overview of the key elements of high performing teams in a variety of organizational settings. Prerequisites:
- ORGL 445 Team Building and Leadership Intensive 1 credit  
This highly interactive intensive course is designed to increase students knowledge and understanding of leadership and team development through a combination of information sessions and active participation in cooperative challenging activities.
- ORGL 445B Advanced Team Building and Leadership 1 credit
- ORGL 445C Team Building and Leadership III 1 credit
- ORGL 446 Organizational Planning 3 credits  
This course provides an overview of concepts and strategies for strategic planning and change in organizations.
- ORGL 449 Career Planning 3 credits  
The basic purpose of this course is to educate students on principle elements of career development and provide an opportunity for students to learn how to maneuver and develop the necessary skills that will assist in all areas of life/career planning.
- ORGL 450 Leadership Practicum 3 credits  
This integrative course examines leadership practices in contemporary situations, using actual leadership experience as the focus of critical seminar discussions.
- ORGL 490 Readings in Leadership 1-5 credits  
Selected readings in leadership
- ORGL 491 Special Topics in Leadership 1-3 credits  
Selected topics in leadership studies.
- ORGL 497 Leadership Internship 1-3 credits  
This course provides a student with a supervised and evaluated experience in an organizational setting. Student must fill out "internship" forms to register.
- ORGL 498 Leadership Capstone Seminar 3 credits  
The capstone provides an integrative experience of the theory, methods, and questions of organizational leadership.

## Summer Session

Gonzaga University's summer session for the College of Arts and Sciences, School of Engineering and Applied Science, MATESL, and the School of Professional Studies 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.

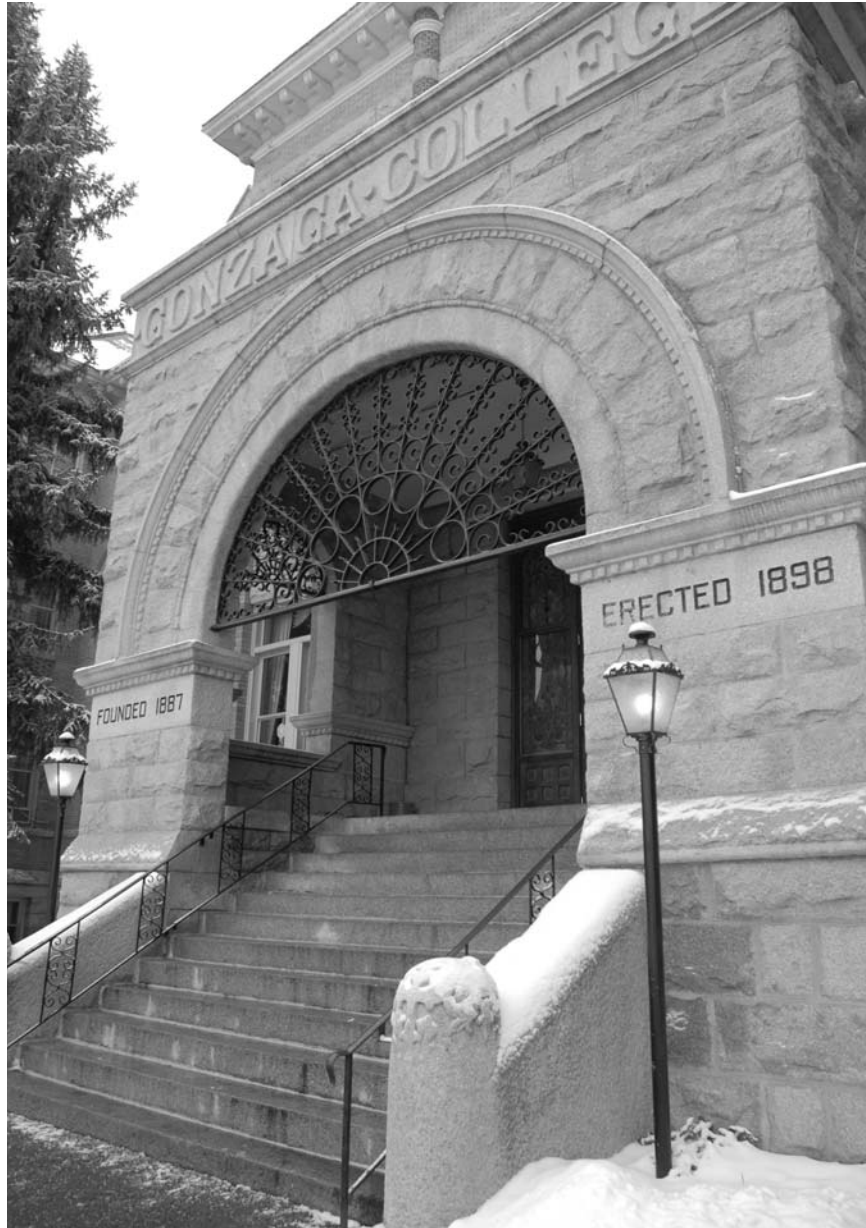
Admission to or attendance at a summer session neither presupposes nor implies acceptance into a degree program.

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. Gonzaga undergraduate students may take classes that meet core curriculum requirements and other courses required for their degree programs.

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.



# OTHER SCHOOLS AND PROGRAMS



[www.gonzaga.edu](http://www.gonzaga.edu)



# University Courses

The University offers courses that are not subject to any one discipline, college, or school, but recommended for all students. Students are encouraged to participate in these courses which elaborate on essential parts of University life.

## Lower Division

UNIV 099 Strategies for Success 1 credit

This course is for selected students who find themselves on Academic Probation or are not in good Academic Standing. This course is a creative and dynamic mechanism by which students can assist themselves back into good academic standing. UNIV 099 is a requirement for students in need of academic intervention, as determined by the Committee on Academic Standing. Students who are required to take the course will be registered automatically and notified of the course in an individualized letter. Fall and Spring.

UNIV 104 Gonzaga Pathways 1 credit

An introductory course for first-time freshmen seeking to understand why this Jesuit University is distinctive, where its roots are, what its resources and opportunities are, and how to use them effectively. Pathways provides the speedy connection of the academic, spiritual, and social life of Gonzaga through readings, discussions and activities relating to leadership, ethics, diversity and mission. Fall.

UNIV 109 University Writing for International Students 3 credits

Designed to prepare non-native English speaking undergraduate students for ENGL 101, the focus of the course

is on standard academic writing, with an emphasis on note-taking, library research, reference materials, periodicals, and other outside resources. Content material will address orientation to American university study, educational standards, and expectations. Four major (5-7 pages) papers are required: compare/contrast, classification, expository, and research/argumentation. Other writing assignments will be determined by the instructor.

UNIV 110 Step Basics 1 credit  
STEP (UNIV 110) requires admission to program; no Zagweb registration.

UNIV 110L Step Basics Lab 1 credit  
Taken concurrently with UNIV 110.

UNIV 115 The Strategy of College 1 credit  
An introductory course for first-time college students interested in honing academic strategies such as note and test-taking, study habits, reading and writing efficiency and a knowledge of university resources. Students spend time in readings and reflective writing, in combination with major/area of interest and career assessment instruments in an effort to maximize opportunities and academic success in college. Summer.

UNIV 116 Strategy of College Lab 1 credit

This course is a two-day outdoor teamwork leadership experience designed to be taken concurrently or separately form UNIV 115, and is exclusive to GUST students. This intensive program is designed to increase the student's knowledge and understanding of leadership and team development through a combination of problem solving sessions and active participation in an outdoor environment. Summer, on sufficient demand.

# Academic Cultural Excellence (ACE)

## Student Leadership Courses

ACE courses are designed to prepare students to assume leadership roles in providing diversity education and training. The course objectives are:

- 1) To convey an understanding of servant leadership and other culture based leadership styles.
- 2) To develop facilitation skills in diversity training.
- 3) To provide a working knowledge of social justice and diversity issues within the University and Spokane communities.
- 4) To examine and experience the process of creating knowledge, attitudes and skills necessary to promote social justice and create sustainable social change.

These courses are intended to promote intercultural competency and improve race relations within the Gonzaga University community and in the Greater Spokane region. There are four courses in the ACE program and they need to be taken in the following developmental sequence:

## Lower Division

UNIV 120 ACE: First Word of Knowing 0 credit

This course focuses on self-knowledge and the practical significance of knowing self as a multicultural being, as a leader, and as a community activist and the notion of a Medicine Wheel or the framework for analyzing the four dimensions of what it means to be a human being. Therefore, particular emphasis is placed on students discovering and developing the physical, emotional, mental and spiritual dimensions of their multicultural leadership style. Fall.

UNIV 121 ACE: Second Word of Knowing 0 credit

This course focuses on content knowledge associated with the sociological, psychological, pedagogical and spiritual issues in diversity education. Students examine the socio-political context of diversity and social justice issues. Particular emphasis is placed on studying the nature and causes of prejudice, oppression, identify politics, stereotyping, privilege and power. ACE students are introduced to effective practices in intercultural competency, equity education and intervention strategies. Spring. Prerequisite: UNIV 120.

UNIV 200 ACE: Third Word of Knowing 0 credit

This course focuses on the facilitation knowledge concerning how to effectively implement group process consultation techniques in diversity training environments. Particular emphasis is placed on how to lead a group discussion that is inclusive, encourages reflective discernment, and provides an opportunity for transformative thinking. Prerequisite: UNIV 121.

UNIV 201 ACE: Fourth Word of Knowing 0 credit

This course focuses on the practical knowledge critical to becoming a servant leader in diversity education. Students are given the opportunity to learn how to plan, organize, implement, and evaluate a cultural educational campus-based event. ACE students are also given a field internship experience in the Spokane community. The internship is designed to provide a hands-on experience with assisting in facilitating a diversity training program. These internships occur in partnership with local businesses, schools, governmental agencies, community-based social service agencies and faith communities. Spring. Prerequisite: UNIV 200.

# Hogan Entrepreneurial Leadership Program

Director: Thomas B. Tilford, J.D.

The Hogan Entrepreneurial Leadership Program is a four-year undergraduate concentration founded on the Jesuit educational philosophy of educating the whole person. Its purpose is to prepare students to create new ventures that make a positive difference in society. This student-centered program is designed for promising individuals who demonstrate academic excellence, leadership, creativity, and a commitment to serve others. The Hogan program embraces students from all academic majors, tailoring the entrepreneurial curriculum and co-curriculum to compliment the students' major fields of study, and providing them with the concepts, tools, and experiences to responsibly create successful new commercial and social enterprises.

Four features distinguish the program:

- 1) Honors program model that attracts outstanding students.
- 2) Rigorous concentration combined with any major.
- 3) Immersion in entrepreneurial contexts.
- 4) Foundation on Jesuit educational ideals of ethical leadership and commitment to the common good.

Admission to the Hogan Entrepreneurial Leadership Program is competitive based on the student's entrance exam scores, grade point average, and demonstrated leadership, creativity, and service to others.

## Requirements

Students in the Hogan Entrepreneurial Leadership Program complete the requirements for a bachelors degree in business, engineering, the arts and sciences, or education, along with a concentration in entrepreneurial leadership. Students must satisfy the University and college core curricula relevant to their major. Note: business administration majors do not need to fulfill the six credit integrative/experiential requirement for the major, because these types of courses are integral to the Entrepreneurial Leadership concentration.

The Hogan Program curriculum is designed flexibly so that students with any major can graduate in four years. Waivers and substitutions for department requirements may be granted to meet special academic needs. In addition, the University waives the fees for credits in excess of the usual eighteen-credit per semester limit, provided the student is in good academic standing, as defined by the Hogan Program's Performance Policy.

In addition to the course work below, entrepreneurial leadership students participate in a variety of co-curricular activities introducing them to entrepreneurial organizations, leaders, and practices. These activities include regular lectures by entrepreneurs, site visits, internships, mentor relationships, New Venture Lab, and business plan competition. Students are expected to participate in these co-curricular activities and events.

The following course requirements for the Entrepreneurial Leadership concentration amount to 20 credit hours for business administration majors and 26 credit hours for all other majors.

## First Year

ENTR 101 The World of Entrepreneurship	2 credits
One of the following three courses *	
ECON 200 Economic Analysis (for non-business majors)	
ECON 201 Microeconomics (for any major)	
ECON 270H Honors Economics (for any major)	

\* These count towards core social science requirements for arts and sciences majors. Can be taken in second year if necessary.

## Second Year

ENTR 201 Seminar in Entrepreneurship	1 credit
ACCT 260 Principles of Accounting I *	3 credits
ACCT 261 Principles of Accounting II *	3 credits

\* Engineering students take ACCT 263 Accounting Analysis (3 credits) in lieu of ACCT 260 and ACCT 261. All non-business majors have the option of taking ACCT 263 in lieu of ACCT 260 and ACCT 261 and are encouraged to do so.

## Third Year

ENTR 490 New Venture Creation	6 credits
ENTR 497 Internship	0-3 credits

## Fourth Year

ENTR 494 Incubation Project	5 credits
ENTR 481 Entrepreneurial Leadership	3 credits

Students are encouraged, but not required, to take an applied ethics course to fulfill their 400 level PHIL core requirement. Examples include PHIL 443, PHIL 444, PHIL 446, PHIL 452, PHIL 453, PHIL 455, PHIL 457, PHIL 458, PHIL 460, PHIL 462, PHIL 470.

## Lower Division

ENTR 101 The World of Entrepreneurship	2 credits
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An introduction and overview of the world of entrepreneurship including an introduction to economics, the role of society and government, legal and ethical issues, fundamentals of entrepreneurship, creating and managing new ventures in the commercial or non-profit sectors, and the various functional areas of business. Students prepare a business plan as part of the requirements. This course substitutes for BUSN 101 for business and accounting majors. Fall.

ENTR 201 Seminar in Entrepreneurship	1 credit
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A seminar in entrepreneurship that builds on concepts presented in ENTR 101 and examines the theoretical and empirical foundations of creating and managing new ventures. It also focuses on ethical issues in creating and growing new ventures. Students prepare a feasibility analysis for a commercial or social enterprise as part of the course requirements. Fall. Prerequisite: ENTR 101.

## Upper Division

ENTR 481 Entrepreneurial Leadership	3 credits
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A capstone course that examines the personal characteristics of the successful entrepreneur and the fundamentals of ethical leadership. The course emphasizes the critical need for entrepreneurs to understand themselves and how they can contribute to the common good. Spring. Senior standing.

ENTR 490A New Venture Creation	1 credit
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This segment of the course focuses on marketing research and planning for new ventures. Topics include: idea generation, estimation of demand, segmentation analysis, competitor analysis, using secondary and primary data in marketing research, and marketing strategies for new ventures. Fall. Prerequisite: ENTR 201.



**ENTR 490B New Venture Creation** 1 credit

This segment of the course focuses on financial analysis and management of new ventures. Topics include: capital budgeting, time value of money, net present and future value, cash flow, risk/return, valuation, and approaches to financing new ventures. Fall. Prerequisite: ENTR 490A.

**ENTR 490C New Venture Creation** 1 credit

This segment of the course focuses on computer modeling tools that can be applied to creating and managing new ventures. Topics include: spreadsheet modeling of the start-up costs and future operations planning, pro forma analysis, cash flow analysis, and project management. Spring Prerequisite: ENTR 490B

**ENTR 490D New Venture Creation** 3 credits

This course integrates material from ENTR 490A, 490B, and 490C, and includes the following topics: organizational life cycle, industry analysis, entrepreneurial strategy, creating and sustaining a competitive advantage, attracting and maintaining an effective leadership team, and managing growth. Summer Session I. Prerequisites: ENTR 490A, 490B, and 490C

**ENTR 494A Incubation Project** 2 credits

First semester of an applied incubator experience in which students apply entrepreneurial concepts and analytical tools to the creation of an actual new commercial or social venture. Students can develop their own project or work on projects for local incubators or entrepreneurs. The end result of this project is to produce a fundable business plan. Fall. Senior Standing.

**ENTR 494B Incubation Project** 3 credits

Second semester of an applied incubator experience in which students apply entrepreneurial concepts and analytical tools to the creation of an actual new commercial

or social venture. Students can develop their own project or work on projects for local incubators or entrepreneurs. The end result of this project is to produce a fundable business plan. Spring. Senior Standing.

**ENTR 495 New Venture Lab** 1-3 credits

This experiential course provides "hands-on" experience in developing ideas for new commercial and/or social enterprises. Students work on teams to develop their own or other entrepreneurs' ideas. Projects typically include feasibility analysis, market research, and business planning. Students receive one credit for each 60 hours worked in the New Venture Lab. Course requirements include keeping a journal, completing assigned project tasks, and submitting a final report detailing learning outcomes. This course counts towards the experiential requirement for business majors. Open to any major at the University (for Hogan Program students and those not in the Hogan Program). Fall, Spring, Summer. Prerequisites: BUSN 101, ENTR 101 or ENTR 491 is preferred. Junior standing and permission of instructor are required.

**ENTR 497 Internship** 0-3 credits

An approved internship is required for completion of the concentration in entrepreneurial leadership. The ideal internship allows the student to apply concepts and analytical tools from the curriculum in an entrepreneurial context. Approved internships consist of a minimum work requirement of 180 hours and completion of a written report summarizing the learning experience. Junior standing.

# The Honors Program

Director: Tim Clancy, S.J.

For fifty years Gonzaga University has offered a challenging and inspiring four-year honors curriculum for academically gifted, and highly motivated students who desire to discover and develop their calling.

## Academics

The program consists of two parts: annual honors colloquia and honors seminar sections for much of the general core curriculum. The honors colloquium classes introduce students to interdisciplinary study in areas of concrete interest and value.

The freshman colloquium introduces students to issues of class, race, gender and sexual orientation. The course includes a twenty hour service learning component in one of these four categories. In class students learn the social genealogy of each category, hear from a local activist how the category appears in the Spokane area and watch and discuss a movie that tackles some of the issues involved.

The sophomore colloquium is a multimedia, interdisciplinary course on American Christianity, particularly as it is practiced in the United States. This course runs in tandem with the sophomore honors religion seminar. Both classes are team taught by a priest, the director, and a professor from the religious studies department.

The junior colloquium involves a study of philosophical issues surrounding electronic culture.

In the senior colloquium the student writes an interdisciplinary honors thesis. Each student works with a mentor chosen by the student. The thesis is then publicly presented in April to fellow students in the program.

The second part of the academic program consists of a number of honors seminar sections of core classes. They break down as follows:

**Philosophy:** There are four honors philosophy seminars mirroring the general philosophy core: Phil 102H, Phil 201H, Phil 301H and finally a senior honors philosophy seminar (Phil 489H). The topic for the senior seminar varies from year to year.

**Literature:** There are three honors literature seminars: a two semester history of western literature, ENGL 103H, and ENGL 104H and ENGL 206H whose content varies from semester to semester, but focuses either on a period or a genre.

**Math and Science:** One honors science course is required in addition to a laboratory science and one semester calculus (Math 157).

**Social Science:** Two social sciences courses from psychology, political science, sociology or economics;

**History:** One of the two required history courses must be an honors seminar in American history.

**Religious Studies:** There are honors seminars offered for two of the three religious studies requirements: RELI 110H and 215H Christian Diversity.

**Fine Arts Honors** Students are required to take 6 credits in music, art or drama, 3 of which may be performance credits.

**Speech:** There is an honors Rhetoric seminar (SPCO 270H).

**Foreign Language:** Two year college proficiency in a modern language or one year in classical Greek or Latin.

Honors students are also strongly encouraged to spend a

semester abroad (typically in their junior year). The Honors program has a wide experience with a number of study abroad programs catering to every possible field of interest, including engineering, the physical sciences and business.

## Student Life

One of the most popular features of the Honors program is Hopkins House, where students can rest and relax, gather in study groups and take many of the honors classes. Hopkins has a warm living room, kitchen and the director's office on the first floor; an electronic seminar room and two study rooms with computers on the second floor and a third study area and an entertainment center in the attic. Hopkins has five computers with high speed internet connections available for student use, as well as copier, scanner and fax capabilities. Hopkins is also wireless so that students can connect their own laptops to the internet from anywhere in the house.

The Honors program also sponsors a number of social outings. This begins with a weekend away in early September to begin to know one another, followed by progressive dinners, a Christmas party, and a second weekend away in the spring. All this is funded through a lab fee for the honors colloquia. This lab fee and books are offset by a \$500 annual honors scholarship.

A hallmark of the program is its emphasis on leadership and service. Many continue their service learning in the freshman year to engage in a wide array of volunteer opportunities. Upon graduation, a sizable number of students end up deciding to enter the Jesuit Volunteer Corps and other service programs before heading off to graduate school. Honors students are awarded their diploma's with a special honors designation and are granted special recognition at commencement ceremonies.

## Admission

Approximately twenty members of the entering freshman class are accepted into the program. Acceptance is based on test scores, high-school rank, extra-curricular interests and involvements, independent intellectual achievement, skill in effective expression, letters of recommendation, personal interview, and the quality of the essay on the Honors application form. For more information one can contact the Honors program office at 509-323-6702.

## Lower Division

HONS 190 Freshman Honors Colloquium 3 credits  
For Honors students.

HONS 290 Sophomore Honors Colloquium 3 credits  
For Honors students. Prerequisite: HONS 190.

## Upper Division

HONS 390 Junior Honors Colloquium 3 credits  
For Honors students. Prerequisite: HONS 190.

HONS 490 Senior Honors Colloquium 3 credits  
For Honors students. Prerequisite: HONS 190.

HONS 497 Honors Leadership Internship 1-3 credits  
Internship requires completion of a form, and department permission and cannot be registered for via Zagweb.  
For Honors students. Prerequisite: HONS 190.

# Study Abroad

Director: Wanda L. Reynolds  
 Tel: 509.323.3549  
 Email: [studyabroad@gonzaga.edu](mailto:studyabroad@gonzaga.edu)  
 Website: [www.gonzaga.edu/studyabroad](http://www.gonzaga.edu/studyabroad)

Gonzaga University encourages students to enhance their undergraduate program with a summer, semester, or academic year of international study. Studying outside of the United States allows students to immerse themselves in other cultures and better appreciate the diversity of peoples throughout the world. In this unique learning environment, students often develop proficiency in other languages, become familiar with new customs and beliefs, and gain access to great historical monuments and works of art. While abroad, students also have a unique opportunity to reflect upon the United States and its traditions from a new perspective. Students return transformed.

Studying abroad is highly regarded by both educators and employers and is seen as a strong indication of intellectual curiosity and emotional maturity. Students who acquire foreign language proficiency are especially esteemed and sought after by graduate schools, businesses, and organizations of all kinds. Gonzaga University offers a variety of study abroad opportunities for qualified students. Sponsored programs include a full year of study at Gonzaga-in-Florence or Gonzaga-in-Paris and various semester programs in British West Indies, Costa Rica, London, The Netherlands, Oxford, Spain, Mexico, China, and Japan. Usually designed for participation during the junior year, these programs differ in admission requirements, location, course offerings, emphasis on language proficiency, and housing arrangements. In addition, there are a variety of sponsored summer programs available after freshman year. Program charges are listed under "Financial Information" in this catalogue.

Students are encouraged to start planning for studying abroad at the beginning of their freshman year. Course lists for each Gonzaga program are available in the Study Abroad Office. By working with the Study Abroad Office and their academic advisor early in their college career, students are able to select programs appropriate to their personal interests and major.

The Study Abroad Office regularly updates materials on approved programs, and maintains an extensive library of other study abroad opportunities. In addition, the Office provides orientation and support services to students going overseas.

All students planning to study abroad, whether through a sponsored or non-sponsored program, must apply through the Study Abroad Office or designated director and have the approval of the director of study abroad. For additional information or a copy of the individual program brochures, please visit the Study Abroad Office and check the website.

## SPONSORED PROGRAMS:

### Gonzaga-in-Florence Program

Florence Dean: J. Patrick Burke, Ph.D.  
 Website: <http://www.gonzaga.edu/gonzagainflorence>

The mission of Gonzaga-in-Florence is a direct extension of the mission of Gonzaga University as a humanistic, Catholic, and Jesuit community of higher education. Since 1963, Gonzaga-in-Florence primarily serves junior undergraduates in a year long core program and welcomes both Gonzaga and non-Gonzaga students. While the program is designed as a full year academic study abroad experience, fall and spring semester options are available, although space is limited.

The city of Florence, long recognized as the intellectual and artistic center of both the Middle Ages and the Renaissance, was also the student home of Saint Aloysius Gonzaga. Its libraries, museums, churches, and monuments provide today's students with unique opportunities for understanding the forces which shaped European civilization. The program is located in the heart of the old city near the University of Florence. Housing is provided for students in nearby Italian boarding hotels.

While proficiency in the Italian language is not a requirement for acceptance into the general Florence program, students are required to complete two semesters of Italian either before leaving for Florence or while in the year long program. Students are strongly encouraged to study Italian before going to Florence as this will allow a much smoother transition into Florentine life.

**Academic Program:** Designed as a junior year abroad, the courses offered in this program cover a wide range of subjects in business and the humanities including: art history, drawing, economics, English literature, fresco, medieval and Renaissance history, beginning through advanced Italian language, philosophy, political science, sculpture, sociology, and religious studies, as well as business courses such as management, marketing, finance and business law. Courses offered in Florence can be found in the departmental listings for Italian Studies and in individual departments where Florence courses are so noted. Students and their advisors should consult the Study Abroad Office in Spokane for specific courses offered each year in Florence. Gonzaga students should work closely with their academic advisors during their freshman and sophomore years to ensure that they will be able to fully utilize the Florence courses in order to complete their degree requirements within four years. The Florence faculty is composed of professors both from Gonzaga and from Italian universities in Florence and in Bologna. Classes are held Monday through Thursday. In order to supplement and enrich the academic and cultural experience, optional organized three-day weekend trips are offered throughout the program.

**Financial Information:** The basic cost includes:

- 1) A \$500 deposit, applied to program charges but otherwise non-refundable.
- 2) The Opening Tour in September through Germany, Austria, and northern Italy.
- 3) Tuition, room, board (breakfast every day and seven other meals per week), and general fees in Florence.
- 4) The Christmas Tour, including transportation, lodging, and most meals. Basic charges do not cover transportation to or from Europe, books, medical insurance, or personal expenses.

### **Gonzaga-in-Florence Summer Program**

The Gonzaga-in-Florence summer program is an excellent opportunity for anyone who has completed their freshman year to have a fascinating European experience. The program begins in mid-May with an Opening Tour (location varies), followed by six-weeks of course work ending in late June. Selected Florence faculty and Gonzaga professors are invited to teach art, history, philosophy, religion, and business. Other subjects depend on the expertise of visiting faculty. An Italian language course is provided, with all other classes in English. Classes are four days per week allowing ample travel time. Guided weekend trips are offered. The program fee includes the Opening Tour, tuition for two courses, housing in Italian hotels, and some meals.

### **The London Centre Program**

The London Centre offers either a fall or spring semester of study right in the heart of London. The program, which includes courses in history, political science, sociology, art, theatre and English literature, is enriched with weekly field trips and frequent nights attending the London theatre. In order to fully experience British culture, students are housed in private homes in and around London. The minimum grade point average for selection is 3.00. The London Centre program is coordinated by ILACA, a consortium arrangement of five Northwest institutions including Pacific Lutheran University, University of Portland, University of Puget Sound, Willamette University, and Gonzaga. Gonzaga is the chief academic sponsor. Students outside the consortium are also recruited for the program.

### **Granada Program**

A fall or spring semester in Granada, Spain is available through the ILACA consortium (see London) with preference given to Spanish majors. Classes are held at the University of Granada's Centro de Lenguas Modernas, and are taught entirely in Spanish. A Spanish placement test determines which courses students are allowed to select. The semester begins with orientation and a group excursion to Madrid. Students have full university privileges and access to libraries, study areas, sports, cultural and recreational services, and other activities. Home stays are selected from families who live on an economic level which provides a relatively comfortable standard of living and modern home facilities. All meals are provided. Students are required to have a 3.00 grade point average and two letters of recommendation, as well as the equivalent of 5 semesters of college level Spanish.

### **Gonzaga-In-Paris Program**

Gonzaga offers a one-semester or one-year program in Paris. Students interested in developing fluency in French take courses at the Sorbonne or the Catholic Institute and can receive 15 to 30 credits. Courses include language, French civilization, the arts, music, and much more, and are taught in French by professors from the Academy of Paris. Two full years of college-level language preparation are required to enter this program. This strong academic program leads to fluency, but it is also a program which promotes travel through France and Europe. Students interested in the program should start taking French in their freshman year. They will receive complete financial and academic information in their first semester at Gonzaga. Apply through the Modern Languages Department.

### **School for Field Studies Programs**

The School for Field Studies programs provide opportunities for students to gain "hands-on" field work experience in science throughout the world. Students may apply for either a summer session, fall or spring semesters at the following sites:

The British West Indies at The Center for Marine Resource Studies

Australia at The Center for Rainforest Studies in Queensland

Baja, Mexico at The Center for Coastal Studies

Costa Rica's Central Valley at The Center for Sustainable Development Studies

The cost of each program pays for instruction, room and board, and ground transportation during the course. It also covers group equipment, medical supplies, scientific instruments and material. It does not include transportation to and from the departure point. Admission requires prerequisite courses and permission. Apply through Study Abroad.

### **The Beijing Center**

This Jesuit program, known as The Beijing Institute of Language and Culture, is sponsored by Loyola University Chicago and offers a unique mix of study and travel in China. Humanities and business courses are taught by professors trained in the U.S. education-based adventure. Program trips take students to places of historic and cultural significance where few travelers ever visit. Except for the Chinese language, all courses are taught in English. One year of Chinese is required. Students choose either a semester or full-year option. Apply through Study Abroad.

### **Casa de la Solidaridad Program**

This Jesuit program, sponsored by Santa Clara University, offers an intense fall or spring semester of study in San Salvador, El Salvador. Students may attend during either their junior or senior years. Courses in literature, language, politics, religion, and selected other disciplines emphasize a community service component. Candidates are selected by a committee and must have extensive community service experience and two years of college level Spanish. Apply through Study Abroad.

### **Brazil Exchange Program**

Gonzaga University, through a shared three-year grant (2006-2008) from the U.S. Department of Education, is participating in a student exchange program focused on environmental research. The grant involves a consortium of three U.S. Jesuit universities and two Brazilian universities including Gonzaga, Regis University in Denver, the University of San Francisco, and the Brazilian institutions Universidade Federal Minas Gerais and Universidade Federal de Alagoas. The project will send three Gonzaga students each year to Brazil in July 2006, July 2007 and July 2008. The goal of the program is to increase intercultural exchange and improve postsecondary education by making grants to institutions in support of reform and innovation. The Gonzaga students, who will attend a Brazilian university and conduct research in Brazil from July to mid-December, need not have a particular major but must have taken a year of Portuguese, have a strong science background, and be prepared to do environmental research. For more information, contact Gonzaga biology Professor Hugh Lefcort. Apply through Study Abroad.

### Erasmus Exchange Program

This fall or spring semester exchange program between Erasmus University in Rotterdam, The Netherlands and Gonzaga University began in 2006. The courses, taught in English, focus primarily in political science, but other options are available. For more information, contact Gonzaga political science Professor Laura Brunell. Apply through Study Abroad.

### Sophia Exchange Program

Gonzaga University and Sophia University in Tokyo exchange three students for either a semester or full year. Except for language classes, all courses are taught in English and include many liberal arts and business options. Students pay tuition at their home campus; room and board is paid at the exchange university and students live in dormitories or with Japanese families. Gonzaga students must have one year of college-level Japanese to be accepted. Apply through Study Abroad.

### Cuernavaca Summer Program\*

The Summer Spanish Intensive Program in Cuernavaca, Mexico offers two three-week sessions for Gonzaga students beginning in late May and ending in early July. Classes, taught by Mexican instructors, include Mexican art, history, literature, anthropology, politics, and all levels of Spanish. Guided tours to various sites of historic interest are an integral part of the program. A resident director from Gonzaga's Spanish program accompanies the students and monitors their academic performance. The program cost includes tuition, room and board with Mexican families, and tours. Students must have a 3.00 cumulative grade point in all of their University course work. Apply through the Spanish department of modern languages.

### Literary London Summer Program\*

This five-week program operates May – June and is lead by selected faculty from Gonzaga or other universities. The combination of upper division English literature courses with excursions in greater London and beyond provides a unique opportunity for English majors.

### Zambia, Africa – Comparative Psychology Summer Program\*

This program at Chimfunshi, a 27,000 acre reserve for chimpanzees, offers a unique opportunity to study chimp psychological behavior and provide service to the local people living or working on the reserve. The Psychology Department and the Center for Community Action and Service Learning co-direct this program. Limited to 10 students selected by a committee. Apply through Study Abroad.

### Zambia, Africa – Intercultural Servant Leadership Summer Program\*

In the spirit of developing leadership for the common good, the Comprehensive Leadership Program in collaboration with the Center for Community Action and Service Learning, offers an international service-learning summer academic course in Zambia, Africa. Limited to 10 students selected by a committee. Apply through Study Abroad.

### Benin, Africa Summer Program\*

Students in this program take a common course WATER and travel to the Songhai Center of Benin. WATER focuses on the engineering, public health, and cultural dimensions of improving water sanitation in a developing country. Students study one of the central problems of international relief through both classroom learning and a two-week, faculty led, in-country service learning experience. Limited enrollment selected by a committee of engineering, nursing and English as a second language faculty. Apply through Study Abroad

### Teaching in Tuscany (TESOL Summer Institute in Florence)\*

Students enroll in a four credit course which explores past and current methods and materials used in teaching languages to non-native English speakers during a two-week language camp designed for EFL students. Apply through the English Language Center.

\*Operation of these programs is dependent upon minimum enrollment and they may not operate on a yearly basis.

## Service Learning

Service learning has over a decade of development at Gonzaga. One of the nation's most impressive movements in higher education, Service learning unites classroom theory and rigor with direct experience and thoughtful action in the larger civic community. Gonzaga's Mission Statement commits us "to prepare our students for an enlightened dedication to the Christian ideals of justice and peace..." "...in loving service of the human community." Service learning is one avenue of achieving these ideals.

At Gonzaga we now have service learning courses in almost every academic department and the Law School. Departments including biology, business, religious studies, education and others, are all committed to integrating community service as an instrument to achieve academic goals. A typical service learning course involves 15-20 hours of outside service that reinforces the course content. Students interested in taking service learning courses can find them on Zagweb through the service learning attribute search.

Research indicates that service learning participants achieve higher levels of academic excellence (grading and degree aspirations) than do non-participants. It reveals that service reinforces and strengthens learning and that learning reinforces and strengthens service. Students learn to fulfill unmet needs in the community as well as have cross-cultural experiences.

The service learning program is guided by the Service Learning Advisory Board, comprised of interested faculty and staff. The Office of Service Learning operates under the umbrella of the Center for Community Action and Service Learning and provides resources for students and faculty, placements in the community, and a network of campus and community connections.

# Military Science

Chairperson: Lieutenant Colonel Allen E. Patty,  
Professor of Military Science  
Assistant Professors: A. Westfield, LTC (Ret);  
M. Pontif, CPT; P. Fassieux; CPT

The Military Science program at Gonzaga University is an element of the United States Army Reserve Officers' Training Corps (ROTC). This highly decorated and nationally recognized program is a cooperative effort between the U.S. Army, Gonzaga University, and Whitworth University. It provides training and qualification for leadership positions in the Regular Army, the U.S. Army Reserve, or the Army National Guard. Qualified students earn a commission as an Army Second Lieutenant while achieving a college degree in the academic discipline(s) their choosing. Cadets incur no obligation during their first two years of ROTC and are not members of the U.S. Army (unless they are ROTC scholarship winners). Lower-division courses are open to all Gonzaga students, but the associated leadership labs and physical fitness courses may be restricted if students are in a participating rather than enrolled status.

The objectives of the program are to prepare academically and physically qualified scholar/athlete/leaders for the challenge of serving as commissioned officers in the world's best Army. To that end, the program strives to build leaders of character and competence to serve their country and community.

## Description of the Program

The program meets the country's requirement for officer-leaders in the Army (active duty, National Guard, and reserves). It is, therefore, multifaceted, with distinctive sub-elements to meet individual needs and requirements. For example, ROTC is traditionally a four-year program, but individuals with prior service, members of reserve or National Guard units, participants of JROTC in high school and summer Leaders' Training Course (LTC) participants may receive advanced-placement credit and may complete the program in two years. Normally, all students enroll in one military science class, leadership laboratory and the Military Physical Fitness course per semester. The program consists of two phases: the basic course (lower division), normally taken during the freshman and sophomore years or completed through advanced-placement credit, and the advanced course (upper division).

## Basic Course

First-year and second-year courses, MILS 101, 102, 201, and 202, designed for beginning students who want to qualify for entry into the advanced course and for those students who may want to try military science without obligations. In addition to their academic requirements, basic-course cadets may participate in a variety of extracurricular activities. Placement credit for the basic course may be granted to students who have completed initial entry training for the armed forces, three years of Junior ROTC in high school or the ROTC leaders' training course. MILS 101 and 102 concentrate on fundamental skills, concepts, values, and problem solving and provide an overview of how the military fits into society. MILS 201 and 202 more thoroughly address problem solving, critical thinking, communications and conflict-resolution skills.

## Advanced Course

The advanced course consists of MILS 301, 302, 401, and 402. It is open only to students who have completed the basic course or earned placement credit (see above).

Students must also enroll in leadership labs (301L, 302L, 401L, or 402L) and Military Physical Fitness (303, 304, 403, or 404). Students also attend the five-week ROTC Leader Development and Assessment Course (LDAC) during the summer between their junior and senior years. In addition to their academic requirements, advanced-course cadets provide student leadership for the Gonzaga Bulldog Battalion. Completion of the basic course, advanced course and LDAC, coupled with a bachelor's degree from the college, qualifies the cadet for a commission as a Second Lieutenant in the United States Army.

## Financial Assistance

Advanced-course students receive a subsistence allowance. Junior cadets receive \$450 a month for up to 10 months and senior cadets receive \$500 a month for up to 10 months. Freshman and sophomore cadets who are on scholarship and contracted will receive \$300 and \$350 a month, respectively, for up to 10 months each year.

**Scholarships:** Freshman-level and sophomore-level students may compete for Army ROTC campus-based scholarships. These scholarships are applied to tuition and fees plus an allowance for books. A student need not be enrolled in ROTC to be eligible to compete for two-year or three-year scholarships. No commitment is made until a scholarship is accepted, the student meets all administrative and physical criteria, and the oath for contracting is administered. High-school seniors interested in applying for a four-year scholarship normally submit applications by January 1st of their senior year..

## Fees, Uniforms, and ROTC Texts:

A lab fee is the only fee associated with participation in the ROTC program. Uniforms, text, and other equipment are furnished without charge. Students are responsible for and must return all government property issued to them.

## Extracurricular Activities

**Color Guard:** The Gonzaga University Color Guard participates in a variety of school and civic functions where precision drill or presentation of the U.S. flag is appropriate.

**Intramural Sports:** The ROTC program sponsors teams that participate in flag football, volleyball, basketball, softball and other sports of the Gonzaga University intramural leagues. The program sponsors special event teams at both Gonzaga and Whitworth and sponsors cadet intramural teams as coordinated by the Gonzaga cadets with the professor of military science.

**Special Qualification Training:** Advanced-course and select basic-course cadets may participate in confidence-building courses such as Air Assault School, Airborne School, Northern Warfare Training Center, and Cadet Troop Leadership Training at locations around the world.

## Lower Division

MILS 101 Leadership and Personal Development 3 credits  
Develop self-confidence and review basic life skills of fitness and communication through team study and activities in basic drill, physical fitness, rappelling, leadership reaction courses, team-building exercises, first aid, giving presentations and basic rifle marksmanship. Learn fundamental concepts of leadership, including organization and role of the Army, Army values, and expected ethical behavior in a profession, in both classroom and outdoor laboratory environments. Weekly requirements: three hours for class and a required leadership lab, MILS 101L, plus required participation in a minimum of three one-hour sessions for physical fitness (MILS 103). Participation in all off-campus exercises is required.

**MILS 101L, 102L, 201L, 202L Leadership**

Laboratory 3 credits  
Open only to (and required of) students in the associated Military Science course. Learn and practice basic skills. Gain insight into the ROTC's advanced course in order to make an informed decision about whether to apply. Build self-confidence and team-building leadership skills that can be applied throughout life. Prerequisite: permission of the professor of military science.

**MILS 102 Introduction to Tactical Leadership 3 credits**

Learn and apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper-division ROTC students. Develop communication skills (including active listening and feedback skills) and examine factors that influence leader and group effectiveness to improve individual performance and group interaction. Practice basic skills that underlie effective problem solving. Examine the officer experience. Weekly requirements: three hours for class and a leadership lab, MILS 102L, plus required participation in a minimum of three one-hour sessions for physical fitness (MILS 104). Participation in all off-campus exercises is required.

**MILS 103, 104, 203, 204 Military Physical Fitness 1 credit**

Intensive military physical-fitness program designed to raise the level of individual physical fitness to its highest potential, with emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Participate in and learn to lead a physical-fitness program. Prerequisite: permission of the professor of military science.

**MILS 190, 191 Directed Readings 3 credits**

Incorporates readings in a variety of subject areas such as military history, leadership development, basic military skills, and related topics. Prerequisite: permission of the professor of military science.

**MILS 201 Innovative Team Leadership 3 credits**

Learn and apply ethics-based leadership skills including communication, feedback, and conflict resolution that develop individual abilities and contribute to the building of effective teams of people. Develop skills in problem solving, critical thinking, oral presentations, writing concisely, planning of events, and coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program. Weekly requirements: three hours for class and a leadership lab, MILS 201L, plus participation in a minimum of three one-hour sessions for physical fitness (MILS 203) and in two mandatory weekend exercises.

**MILS 202 Foundations of Tactical Leadership 3 credits**

Challenge current beliefs, knowledge, and skills. Prepare for the ROTC advanced course with an introduction to individual and team aspects of military tactics in small-unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Weekly requirements: three hours of class and a leadership lab, MILS 202L, plus participation in a minimum of three one-hour sessions for physical fitness (MILS 204) per week and two mandatory weekend exercises.

**MILS 290, 291 Directed Readings 3 credits**

Incorporates readings in a variety of subject areas such as leadership assessment, comparative military systems, basic military skills, and related topics. Prerequisite: permission of the professor of military science.

**Upper Division****MILS 300 Ranger Challenge 1 credit**

ROTC's "varsity sport," designed to familiarize students with the tactical and technical aspects of the professional soldier through hands-on training. Enhance leadership traits and build teamwork skills in an exciting and competitive atmosphere. The competition includes a 10k rucksack run in combat gear or forced march, building a one-rope bridge, a grenade assault course, M-16 rifle marksmanship, orienteering or military land navigation, a physical-fitness test and weapons assembly. Prerequisite: permission of the professor of military science.

**MILS 301 Tactical Leadership 3 credits**

A series of practical opportunities to lead small groups and receive personal assessments during execution of the Leadership Development Program in situations of increasing complexity. Analyze military missions and plan military operations using squad and small-unit battle drills and tactics and opportunities to plan and conduct training for lower-division students, both to develop skills and to function as vehicles for practicing leadership. Analyze the role officers played in the transition of the Army from Vietnam to the 21st century. Weekly requirements: three hours for class and a required leadership lab (MILS 301L) plus required participation in a minimum of three one-hour sessions for physical fitness (MILS 303) per week and two mandatory weekend exercises. Prerequisite: permission of the professor of military science.

**MILS 301L, 302L, 401L, 402L Leadership**

Laboratory 1 credit  
Open to students in the associated Military Science course only. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training activities with basic-course students and the ROTC program. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. Prerequisite: permission of the professor of military science.

**MILS 302 Applied Leadership 3 credits**

Develop cadet leadership competencies. Prepare for success at National Advanced Leadership Camp: analyze tasks, prepare written or oral guidance for team members to accomplish tasks, delegate and supervise tasks, and plan for and adapt to the unexpected while under stress. Examine importance of ethical decision-making in setting a positive climate that enhances team performance and accommodates subordinate spiritual needs. Weekly requirements: three hours for class and a required leadership lab (MILS 302L), plus participation in a minimum of three one-hour sessions for physical fitness (MILS 304) per week and two mandatory weekend exercises. Prerequisite: MILS 301.

**MILS 303, 304, 403, 404 Military Physical Fitness 1 credit**

Open only to (and required of) students in MILS 301,302,401,402, of which this program is an integral part. Participate in, plan and lead physical-fitness programs. Develops the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Prerequisite: permission of the professor of military science.

**MILS 390,391 Directed Readings 1-3 credits**

Incorporates readings in a variety of subject areas such as leadership dynamics in small units, offensive and defensive tactics, and studies in leadership characteristics and traits. Prerequisite: permission of the professor of military science.

**MILS 395 Leader Development and Assessment**

Course 3 credits

A five-week leadership practicum conducted at an active Army installation. Open only to (and required of) students who have completed MILS 301, 302. The student receives pay. Travel, lodging and most meal costs are defrayed by the U.S. Army. The advanced-camp environment is highly structured and demanding, stressing leadership at small-unit level under varied, challenging conditions. Individual leadership and basic skills performance are evaluated during the camp. The leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type of commission and job opportunities given to the student upon graduation from ROTC and the college. Prerequisite: MILS 301, 302 and permission of the professor of military science.

**MILS 401 Developmental Leadership**

3 credits

Plan, conduct and evaluate activities of the ROTC cadet organization. Understand and execute staff organization, functions, and processes by articulating goals and putting plans into action to attain them. Assess organizational cohesion and develop strategies to improve organization, including leader responsibilities and methods of counseling. Develop confidence in skills to lead people and manage resources, examine principles of subordinate motivation and organizational change. Apply leader-

ship and problem-solving principles to a complex case study/situation. Weekly requirements: three hours for class and a required leadership lab (MILS 401L), plus participation in a minimum of three one-hour sessions for physical fitness (MILS 403) and two mandatory weekend exercises. Prerequisite: MILS 302 and permission of the professor of military science.

**MILS 402 Adaptive Leadership**

3 credits

Examine leader responsibilities that foster an ethical command climate. Refine counseling and motivating techniques. Examine aspects of tradition, law, and legal aspects of decision making and leadership. Prepare for a future as a successful Army lieutenant by performing platoon-leader actions, analyzing the Army organization for operations from the tactical to strategic level, and assessing administrative and logistics management functions. Discuss reporting and PCS functions. Weekly requirements: three hours for class and a required leadership lab (MILS 402L), plus participation in a minimum of three one-hour sessions for physical fitness (MILS 404) and two mandatory weekend exercises. Prerequisite: MILS 401 and permission of the professor of military science.

**MILS 490,491 Directed Readings**

1-3 credits

Incorporates readings in a variety of subject areas to prepare the cadet to become an officer. Prerequisite: permission of the professor of military science.

## Graduate Programs

Gonzaga University offers graduate degree programs in the following academic areas:

College of Arts and Sciences

Master of Arts in Philosophy

Master of Arts Religious Studies

School of Business Administration

Master of Business Administration

Master of Business Administration/Bachelor of  
Science in Engineering

Master of Business Administration/Juris Doctor

Master of Accountancy

Master of Accountancy/Juris Doctor

School of Education

Master of Arts Anesthesiology Education

Master of Arts in Leadership and Administration

Master of Arts in Sports and Athletic Administration

Master of Arts in Community Counseling

Master of Arts in School Counseling

Master of Arts in Counseling (site based)

Master of Initial Teaching

Master of Arts in Teaching

Master of Education in Literacy

Master of Education in Special Education

Master of Educational Administration

Principal/Superintendency Certification Program

School of Professional Studies

Master of Arts in Communication and Leadership

Master of Arts in Organizational Leadership

Master of Science of Nursing

Doctor of Philosophy in Leadership Studies

English Language Center

Master of Arts in Teaching English as a Second Language

Although graduate study involves a quantitative extension of knowledge, it is not a mere continuation of undergraduate or professional training. Intellectual achievement at the graduate level is different in kind, for the graduate student is expected to deepen and master knowledge by a personal and independent grasp of it in its sources and evidence, in its basic meanings and interrelationships.

In addition to offering the previously noted graduate degrees, the Academic Vice President may periodically approve a new or interdisciplinary graduate degree within an academic specialty. For detailed information on any graduate program, such as curriculum, tuition and admission procedures, students should consult the graduate catalogue and contact the academic area responsible for that specific graduate program.



# Comprehensive Leadership Program

Director: Josh P. Armstrong, Ph.D.  
 Program Coordinator: Katie Herzog

The Comprehensive Leadership Program (CLP) at Gonzaga University is a program designed to offer students curricular and co-curricular learning opportunities to develop knowledge and skills for leadership. The CLP fosters the development of men and women who lead for the common good. The program offers a unique scholarly environment that provides transformational and reflective student experiences focused on three dimensions: self-awareness, relationships with others, and community action for the common good. Students participate in this undergraduate leadership studies program in conjunction with the major they have chosen.

The courses and activities are organized around three distinct dimensions:

**Leadership in the Context of Self-Identity:** Construction of a personal definition of leadership on the basis of knowledge of self, exploration of lives of leaders and the acquisition of concepts in formal academic leadership theory.

**Leadership as Relationship:** Development of knowledge and skills in key leadership areas including empathy, cross-cultural communication, influence and conflict resolution.

**Community Action for the Common Good:** Building upon a foundation of leadership and service, this theme involves options such as mentoring opportunities, community and campus-based servant leadership activities and academic coursework.

The CLP consists of a set of six academic courses and a series of co-curricular leadership opportunities. First-year students are invited to apply to the CLP in the fall of their freshman year, with approximately forty students admitted into the program within a given academic year. The introductory course, LDRS 220, begins in the spring semester of the freshman year with students taking one course per term through their senior year. In addition to the coursework below, CLP students participate in a variety of co-curricular activities designed to complement the classroom leadership experience. These include: A Leadership Conversation with CLP, Annual Leadership Seminar (fall), Annual Two-Day Leadership Retreat (spring), CLP Spring Break Service Trip, Twohy Hall Leadership Living/Learning Community, Zambia Servant-Leadership Summer course, and Leadership Internship program. To fulfill the CLP requirements, a student must complete the following courses:

- LDRS 220 Introduction to Leadership
- LDRS 320 Foundations of Leadership and Teams
- LDRS 321 Dynamics of Leadership
- LDRS 330 Profiles in Leadership
- LDRS 489 Leadership Electives or Internship
- LDRS 440 Servant Leadership

## Lower Division

LDRS 220 Introduction to Leadership 1 credit

This course is designed to serve as an introduction to the dynamic and growing field of study in leadership. Through discussion, lecture, research, readings and activities students will review basic myths and principles of leadership, trait theory, great man theory, the role of self-understanding in effective leadership, the notion of relational leadership, ethics, power, and learn some

basic leadership skills in groups. Students will be responsible for crafting their own leadership model that reflects the material covered in the course. Spring, freshman year.

## Upper Division

LDRS 320 Foundations of Leadership and Teams 1 credit

This course focuses on leadership as relationships emphasizing the development of key leadership skills including (a) communication, (b) empathy and emotional intelligence, (c) conflict management, (d) team building and team leadership, and (e) vision and goal setting. The course will also emphasize continued student engagement with the following leadership models: (a) connective leadership and female approaches to leadership, (b) transformational and transactional leadership, (c) situational leadership, and (d) servant leadership. Fall, sophomore year.

LDRS 321 Dynamics of Leadership 1 credit

This course is designed to be a practical application of previous course work in leadership. The focus of this class is on developing key leadership skills such as managing conflict, team building, group decision making and communication. Students will study group dynamics involving gender and other diversity topics. The class will include exercises, simulations, case studies and discussion, designed to give students opportunities to practice and develop leadership skills. Spring, sophomore year.

LDRS 330 Profiles in Leadership 1 credit

Using the context of historical leaders, this course is designed to answer the question, "What is it that makes someone a leader?" Students will examine various leadership theories such as trait theory, charisma, methods of influence, and other appropriate areas of leadership study. Examining the lives of various historical leaders students will develop an analysis of the key themes and traits that capture the essence of the individual being studied. Fall, junior year.

LDRS 440 Servant Leadership 2 credits

This course is designed to expose students to Greenleaf's concepts regarding servant leadership. The course is an inquiry into the nature and dynamics of servant leadership, and includes a focus on the concepts of empowerment, collaboration and dialogue. Through study, self-awareness and mentoring, students will grow to be future servant leaders within the community. Students will model servant leadership by creating and/or participating in an on-campus or community project. Fall, senior year.

LDRS 489 Leadership Seminar 1-3 credits

Electives will be offered by faculty on a yearly basis based on student learning objectives and faculty expertise. Elective courses may include such courses as Outdoor Leadership, Service and Leadership, Leadership Internship, Student Leadership and Governance, and Leadership Instruction. Elective options will be available fall semester prior to spring registration and are open to all undergraduate students. Fall and spring.

LDRS 490 Independent Study 1-3 credits

LDRS 497 Leadership Internship 1-2 credits

This course is designed to give students a hands-on experience in leadership. The course affords students the opportunity to use the skills and knowledge learned through the CLP in a real-world internship context. The course materials covers theories behind experiential education, mentorship and internship education. The class time allows opportunity to process and reflect on the students' internship experience.

# The School of Law

Dean: Earl F. Martin

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, which entitles Gonzaga 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 Gonzaga University School of Law

Gonzaga 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 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 an effort made 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.

The school recognizes its responsibility not only to the students, but also to the public and to 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 the faculty and staff. Gonzaga takes pride in providing students with a quality legal education which includes practical, hands-on experience that 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 to successfully balance their legal education with their personal and professional lives. Of the 90 units necessary for graduation, 44 are required; the remaining units may be selected from electives and seminars. All degree credits must be completed within five years of matriculation.

## Curriculum

Gonzaga's legal education program is deliberately and delicately balanced. The rigorous, rounded curriculum focuses on legal analysis, problem-solving, values, and ethics. Equally important is the emphasis on practical experience enabling students to develop real-world lawyering skills. As a complement to this innovative approach to legal education, the School of Law offers concentrations in public interest law, environment/natural resource law, and business law (including tax law). Other elective courses include labor law, family law, criminal law, international law, and civil liberties.

## Dual Degree Programs

The School of Law and the Graduate School of Business offer dual-degree programs leading to the Juris Doctor/Master of Business Administration (JD/MBA), and the Juris Doctor/Master of Accountancy (JD/MACC). These programs train attorneys with a business background to provide skilled leadership in the sophisticated and challenging world of modern business transactions. Application must be made to the Graduate School of Business as well as to the School of Law.

There is also a JD/MSW dual-degree program which is designed to prepare law and social work professionals to practice either profession competently, and to enable them to use this unique amalgamation of skills in new and enriched ways. This four-year program (three years for students with "Advanced Standing" in Social Work) will lead successful students to a J.D. from Gonzaga University School of Law, and a Master's in Social Work from Eastern Washington University. Graduates of the JD/MSW dual-degree program will be skilled professionals who can make significant contributions in areas such as public benefits, mental health services, children's services, services for people with disabilities, education, elder law and services, and public health. The program meets all applicable American Bar Association and Council on Social Work Education accreditation guidelines. Admission to the JD/MSW program is highly selective, and is currently limited to a maximum of four students per year. Students must apply and be admitted to both Gonzaga University School of Law and the Eastern Washington University School of Social Work, and must meet each school's established admissions criteria. This includes qualifying scores on standardized tests, such as the Law School Admissions Test (LSAT). A candidate's application must be approved by both institutions before they are considered for this dual-degree program.

## Center for Law and Justice

Gonzaga School of Law also offers its students 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, and tax 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 which 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 and a school-wide wireless network 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 which preserves the best of tradi-

tional law teaching while encouraging the introduction of new methods. The law library is designed to accommodate more than 250,000 volumes, and reflects the changing patterns of legal research. The library is a warm and inviting environment filled with natural light. Gonzaga's fine traditions of advocacy training and moot court competitions are promoted in the impressive 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 continually fields highly competitive teams who participate in numerous national moot court competitions. The student-run Gonzaga Law Review in existence more than thirty years circulates throughout the country. The award-winning Student Bar Association is a strong, active organization that encourages student involvement. Students also have an opportunity to participate in the Linden Cup, Gonzaga's prestigious intra-school moot court competition, a client counseling competition, a negotiation competition, legal fraternities, the Gonzaga Public Interest Law Project, the Women's Law Caucus, the International Law Society, Heidelberg, 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. A faculty committee reviews all applications, and does not restrict their consideration to impersonal statistics. An applicant's unique qualities, such as work and life experiences, personal accomplishments, and the opinions of others as reflected in letters of recommendation, will also be considered.

The School of Law seeks to enroll a diverse student body to ensure that the school and the legal profession are enriched through the participation of people from different cultural and ethnic backgrounds. Those individuals who want the admission review committee to consider diversity factors in their application process should provide information about their experiences and background in their applications.

Students who are in good standing at another ABA law school may apply for admission to the School of Law with advanced standing .

### **Special Admission Program**

The Summer Academic Resource Program at Gonzaga grants admission to a limited number of applicants whose application file suggests there may be a potential for success beyond normal statistical prediction. Those accepted attend a ten-week summer program consisting of a graded course and a legal research and writing seminar. There is no special application procedure for this program and all applicants are considered candidates for the program.

Students admitted directly to the fall program also have the opportunity to attend classes during the summer and complete one first-year course. The Early Start Summer Program offers an excellent opportunity to transition into law school and to lessen the course load during the subsequent fall and spring semesters.

For admission information, write or call:

Admissions Office  
Gonzaga University School of Law  
PO Box 3528  
Spokane, WA 99220-3528  
1-800-793-1710  
admissions@lawschool.gonzaga.edu  
[www.law.gonzaga.edu](http://www.law.gonzaga.edu)

# English Language Center

Director: Raymond Fadeley

Associate Professor: M. Jeannot

Assistant Professors: R. Harris, J. Hunter, M. Runyan,  
M. Savage

Instructors: J. Akins, H. Doolittle, J. Sevedge

Since 1978, the University's English Language Center (ELC) has addressed the needs of students whose native language is not English. In that time, Gonzaga's ELC has served nearly 3,000 students from other countries, introducing them to higher education in the United States, and providing Gonzaga's American students with the opportunity to meet, live with and exchange ideas with the young people from over seventy nations who have made up the ELC student population.

Instructional policies and program guidelines of the Gonzaga University ELC are in accordance with the Commission on English Language Program Accreditation (CEA), the national professional organization in this field, which approved Gonzaga ELC accreditation in September, 2002.

The ELC, with a faculty of eight full-time instructors, offers year-round intensive classes in ten levels of instruction in English as a Second Language (ESL). These courses are designed to meet the needs of foreign students seeking undergraduate and graduate admission to Gonzaga, as well as to assist international professionals in improving their English language ability. In addition to the academic ESL Program, the ELC offers special short-term language programs for contracted groups of students and foreign visitors during the spring and summer sessions.

Applications and inquiries for the ELC may be directed to the International Student Programs Office (Please see the International Student Program section of this catalogue). While admission to the intensive language program does not in itself imply admission to the regular degree programs of the University, satisfactory completion of the program fulfills the English language proficiency requirement for admission to regular programs of study. Students wishing to learn English for their own personal or professional reasons are also welcome to apply for admission to the ELC.

In 1998, the ELC also initiated a Master's degree program in Teaching English as a Second Language (MA/TESL). Certain cross listed courses taught in the Teaching English as a Second Language program also fulfill the requirements necessary for a Washington State ESL endorsement. The student population of the ESL Program serves as a site for practica in MA/TESL and ESL endorsement, and ESL faculty members also teach in the graduate program. Please also see the Gonzaga University graduate catalogue for details of the program.

The English Language Center offers a bridge course, ELCT 109, for first-term Gonzaga University international students who are not native speakers of English. The purpose of this course is to prepare students for ENGL 101 and to better prepare non-native English speaking students for successful University study.

The following students are automatically exempted from taking the writing test:

- 1) Those having achieved a score of 600 or higher on the TOEFL examination;
- 2) Those holding a Bachelor's degree from an institution whose primary language of instruction is English and;
- 3) Those who have completed a standard English composition course (e.g., ENGL 101) with a grade of "B" or better in a post-secondary U.S. institution of higher learning.

Unless exempt (see above), all non-native speakers of English entering matriculate undergraduate programs at Gonzaga University are required to complete UNIV 109 with a grade of "B" or higher. This includes post-baccalaureate registrants and second Bachelors degree candidates.

Matriculating Gonzaga students may receive three course credits each for UNIV 109, the combination of ELCT 105 and ELCT 106, and/or the combination of ELCT 107 and ELCT 108 upon petition (maximum nine credits). These credits are only elective credits and while not satisfying any University core, major, minor or concentration requirement, may be used as three credits toward the total of the 128 semester credits required to graduate.

## ESL K-12 Endorsement

In conjunction with Gonzaga's School of Education, the MA/TESL Program also offers a 15 Credit ESL endorsement which consists of a combination of the asterisked courses shown above. In consultation with an advisor, the K-12 teacher candidate will design a hands-on course of study that examines the following:

- Contexts and orientations for TESOL and bilingual education
- An introduction to fundamental concepts of first and second language acquisition
- Ideas for teaching language through content and developing materials for the content-based classrooms
- Strategies for working with English language learners in classrooms
- Cross-cultural training for working with diverse populations
- Strategies for incorporating state standards into instruction and assessment for English language learners

## Teaching English as a Second Language

### Endorsement and Undergraduate Courses

MTSL 304 Immigrant and Refugee Perspectives	3 credits
MTSL 312 Language and Cultural Identity	3 credits
MTSL 454 (EDTE 454) World Languages	3 credits
MTSL 401 Theory and Practice of Language Teaching	4-5 credits
MTSL 404 Introduction to Sociolinguistics	3 credits
MTSL 408 Principles of Second Language Acquisition	3 credits
MTSL 414 Literacy and English Language Learner	3 credits
MTSL 480 ESL Language Camp	1 credits

Those courses that are asterisked are courses that fulfill the requirements necessary for a Washington State ESL endorsement.

**Lower Division**

ELCT 099 English Language Workshop 0-2 credits

ELCT 099A Entry Level Oral Communication 5 credits  
Students are faced with immediate social and survival needs. Therefore, they learn the vocabulary and skills needed to communicate in the classroom and in other everyday situations and activities. There is an emphasis on basic English functions and hands-on application.

ELCT 099B Entry Level Grammar Support 5 credits  
In this class, students are taught the basic grammatical structures necessary to speak and write about daily routines, past events, and future plans. Emphasis is on speaking and using English with a communicative competence, not accuracy. Practical application is also emphasized.

ELCT 099C Entry Level Reading 5 credits  
Reading classes stress survival reading objectives: applications, forms, notes, and letters.

ELCT 099D Entry Level Writing 5 credits  
This class develops students' ability to communicate in simple written English. Basic literacy skills are incorporated into the teaching: letter formation, sound-symbol relationships. Emphasis is on the integration of writing with other skills. Emphasis is on communicative intent, not accuracy.

ELCT 100A Entry Level Oral Communication 5 credits  
Students are faced with immediate social and survival needs. Therefore, they learn the vocabulary and skills needed to communicate in the classroom and in other everyday situations and activities. There is an emphasis on basic English functions and increasing basic fluency.

ELCT 100B Entry Level Grammar Support 5 credits  
In this class, students are taught the basic grammatical structures necessary to speak and write about daily routines, past events, and future plans. Emphasis is on speaking and using English with a communicative competence, not accuracy.

ELCT 100C Entry Level Reading 5 credits  
Reading classes stress survival reading objectives: applications, forms, notes, and letters.

ELCT 100D Entry Level Writing 5 credits  
This class develops students' ability to communicate in simple written English. Basic literacy skills are incorporated into the teaching: letter formation, sound-symbol relationships. Emphasis is on the integration of writing with other skills. Emphasis is on communicative intent, not accuracy. Students are introduced basic sentence structure.

ELCT 101A-D 5 credits  
Student must take initial placement test.

ELCT 101E Special Topics 1-10 credits

ELCT 102A-D 5 credits  
Student must take initial placement test or complete level 101.

ELCT 102E Special Topics 1-10 credits

ELCT 103A -D 5 credits  
Student must take initial placement test or complete level 102.

ELCT 103E Special Topics 1-10 credits

ELCT 104A-D 5 credits  
Student must take initial placement test or complete level 103.

ELCT 104E Special Topics 1-10 credits

ELCT 105A -D 5 credits  
Student must take initial placement test or complete Level 104.

ELCT 105E Special Topics 1-10 credits

ELCT 106A-D 5 credits  
Student must take initial placement test or complete level 105.

ELCT 106E Special Topics 1-10 credits

ELCT 107A-E 5 credits  
Student must take initial placement test or complete level 106.

ELCT 107F Special Topics 1-10 credits

ELCT 108A-E 5 credits  
Student must take initial placement test or complete level 107.

ELCT 108F Special Topics 1-10 credits

ELCT 109 University Writing for International Students 3 credits  
Designed to prepare non-native English speaking undergraduate students for ENGL 101, the focus of the course is on standard academic writing, with an emphasis on note-taking, library research, reference materials, periodicals, and other outside resources. Content material will address orientation to American university study, educational standards, and expectations. Four major (5-7 pages) papers are required: compare/contrast, classification, expository, and research/argumentation. Other writing assignments will be determined by the instructor.

ELCT 180 Special Topics 1-20 credits

ELCT 190 Directed Study 1-20 credits

UNIV 106 Advanced Language Preparation 3 credits

UNIV 108 University Preparation 3 credits

UNIV 109 University Writing for International Students 3 credits  
Designed to prepare non-native English speaking undergraduate students for ENGL 101, the focus of the course is on standard academic writing, with an emphasis on note-taking, library research, reference materials, periodicals, and other outside resources. Content material will address orientation to American university study, educational standards, and expectations. Four major (5-7 pages) papers are required: compare/contrast, classification, expository, and research/argumentation. Other writing assignments will be determined by the instructor.

**Upper Division**

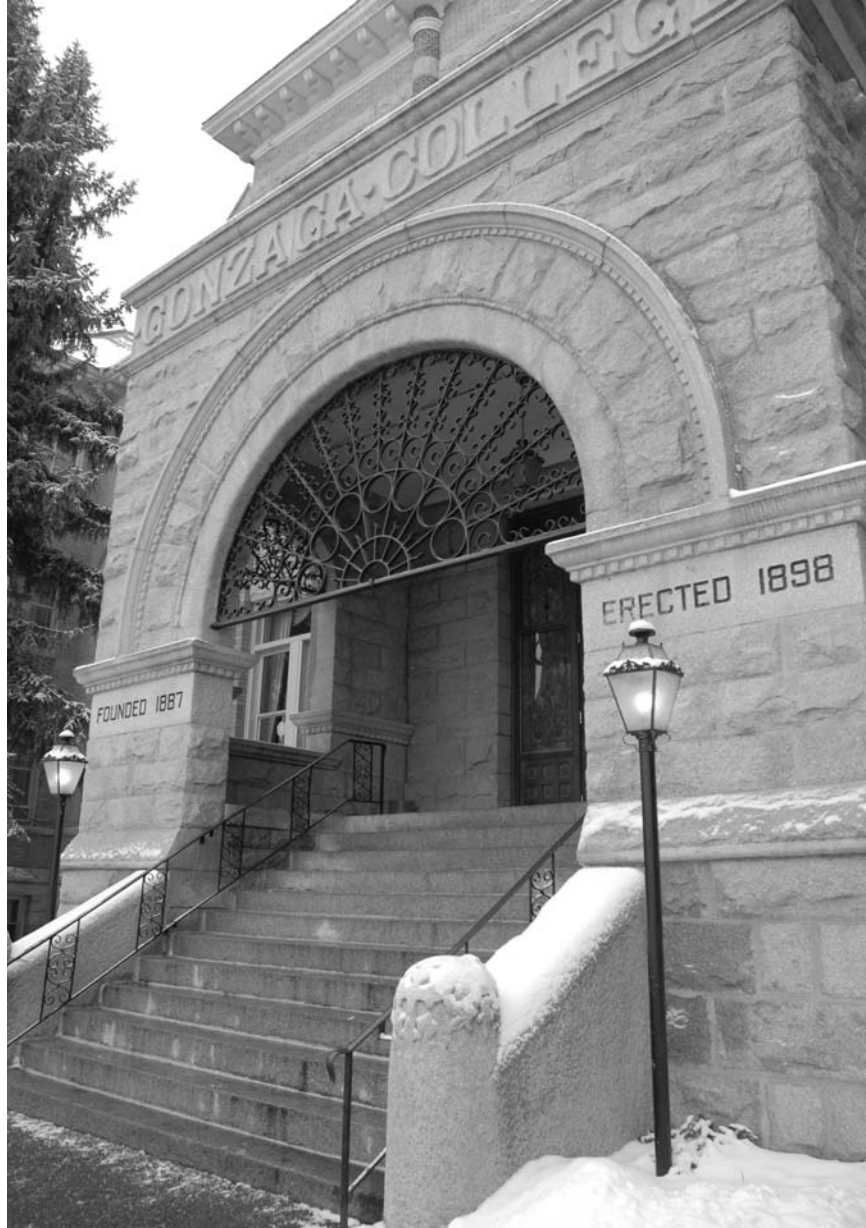
MTSL 304 (WOMS 420C) Immigrant and Refugee Perspectives 3 credits  
A hands-on introduction to the lives of immigrants and refugees in the local area, with emphasis on second language learning and teaching. Students also visit local refugee and immigrant organizations.

MTSL 312 Language and Cultural Identity 3 credits  
Explores the meanings and practices of various discourse communities, the relationship between language, culture and identity, and the significance of the linguistic and cultural identity in the 21st century, particularly as the themes relate to English language learners and non-standard varieties of English. (cross listed with Women's Studies)

MTSL 400 Methods and Materials for English as a Second Language Teachers 3 credits  
Includes familiarization with approaches, methods and materials used in ESL and EFL instruction. Assists students in developing criteria for evaluating and choosing appropriate materials and techniques. (MTSL Summer Institute 4 credits can substitute for this course)

- MTSL 401 Theory and Practice of Language Teaching 3 credits  
This intensive course investigates current theories in second language acquisition and ESL/EFL methodology. While observing, assisting and teaching in MA/TESL Language Camp, students focus on their particular teaching situations, areas of interest, or research field.
- MTSL 402 Pedagogical Grammar 3 credits  
Focuses on language analysis, dealing with issues of interlanguage development, contrastive analysis, and discourse analysis. Students learn how to approach grammar from a variety of pedagogical perspectives.
- MTSL 404 Introduction to Sociolinguistics 3 credits  
This course will examine how communication in ESL education shape 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 408 Principles of Second Language Acquisition 3 credits  
Examines major theoretical concepts in the field, such as input and interaction, language learner strategies and routines, negotiating meaning, L2 motivation and investment, and linguistic, cognitive and social developmental processes within sociocultural contexts.
- MTSL 414 Literacy and English Language Learners 3 credits  
This course examines literacy practices as complex activities related to English as second language learners. Students will create classroom materials for K to adult learners to support multiple literacies.
- MTSL 417 Phonology 1 credits  
Introduces the International Phonetic Alphabet and covers basic techniques for improving second-language learners' pronunciation, using recording analysis to plan strategies and design materials.
- MTSL 454 (EDTE 454T) World Languages 3 credits  
This course presents theories and methods appropriate to teaching a foreign language in the secondary school. (Fulfills Methods requirements for K-12 Endorsement)
- MTSL 480 Language Camp 1 credits  
An integral feature of the Institute is a one-credit Language camp. In conjunction with Spokane Public Schools, the Camp provides a unique opportunity for its participants to work with ESL students of various ages, nationalities, and proficiency levels. Included in this enhanced hands-on experience are opportunities for observation, teaching, and participation in social activities with ESL students.
- MTSL 490 Independent Study 1-6 credits

# DIRECTORIES



[www.gonzaga.edu](http://www.gonzaga.edu)





**Robert Spitzer, S.J., 1998**, President of the University and Professor of Philosophy - B.B.A., Gonzaga University; M.A., Saint Louis University; M.Div., Gregorian University; Th.M., The Weston School of Theology; Ph.D., Catholic University of America.

**Bernard J. Coughlin, S.J., 1996**, Chancellor of the University and Professor of Sociology - B.A., Ph.L., and S.T.L., Saint Louis University; M.S.W., University of Southern California, Ph.D., Brandeis University.

**Stephen Freedman, 2002**, Academic Vice President, Professor of Biology, and Professor of Leadership Studies - B.S., Loyola of Montreal; M.E.S., York University; Ph.D., University of California-Irvine.

**Harry H. Sladich, 1983**, University Vice President - B.B.A., Gonzaga University; M.B.A., Gonzaga University.

**Patrick J. Lee, S.J., 2005**, Vice President for Mission and Associate Professor of Religious Studies - B.A., Gonzaga University; M.Ed., Gonzaga University; M.Div., Weston Jesuit School of Theology; Ed.D., University of San Francisco.

**Charles J. Murphy, 1987**, Vice President for Finance - B.B.A., Gonzaga University. CPA State of Washington.

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**Sue Weitz, 1987**, Vice President for Student Life - B.A., M.Ed., College of Idaho; Ph.D., Gonzaga University.

**Margot J. Stanfield, 1991**, Vice President for University Relations - B.A., Eastern Washington University; M.A., Gonzaga University.

**Clarence H. Barnes, 1979**, Dean, School of Business Administration and Professor of Economics - B.B.A., Ohio University; M.B.A., Xavier University; Ph.D., University of Tennessee.

**Dennis R. Horn, 1997**, Dean, School of Engineering and Applied Science and Professor of Civil Engineering - B.S.E., Princeton University; Ph.D., The Johns Hopkins University.

**Mary McFarland, 1998**, Dean, School of Professional Studies and Professor of Nursing - B.S.N., University of Iowa; M.S., University of Portland; Ph.D., Gonzaga University.

**Marc Manganaro, 2007**, Dean, College of Arts and Sciences and Professor of English - B.A., University of Nebraska at Omaha; M.A., San Francisco State University; Ph.D., University of North Carolina at Chapel Hill.

**Earl F. Martin, 2005**, Professor and Dean of the School of Law - B.A., University of Kentucky College of Communications, 1984; J.D., University of Kentucky College of Law, 1987; LL.M., Yale Law School, 1996.

**Eileen Bell-Garrison, 1981**, Dean of Library Services and Assistant Professor, Foley Center Library - B.A., Wittenberg University; M.A., University of Cincinnati; M.L.S., University of Kentucky; Ph.D., Gonzaga University.

**Jon D. Sunderland, 1979 (2007)**, Dean, School of Education and 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.

**J Patrick Burke, 1989**, Dean, Gonzaga-in-Florence and Professor of Philosophy, Gonzaga-in-Florence - B.A., Gonzaga University, 1965; M.A., St. Louis University, 1967; Ph.D., Katholieke Universiteit Leuven, 1978.

**Raymond F. Reyes, 1988**, Associate Mission Vice President for Intercultural Relations and Assistant Professor of Education - B.A., Eastern Washington University; M.A., Baruch College of the City University of New York; Ph.D., Gonzaga University.

**Gary J. Weber, 1995 (2004)**, Associate Academic Vice President and Associate Professor of Accounting - B.S., Bowling Green State University, 1981; Ph.D., Arizona State University, 1997.

**Jolanta Kozyra, 1988**, Assistant Academic Vice President, University Registrar, Director of Institutional Research, and Adjunct Instructor of Counselor Education - B.A., Gonzaga University, 1991; M.A., Gonzaga University, 1994; Ph.D. candidate, Gonzaga University.

**Michael J. Casey, 2000**, Corporation Counsel - B.A., Gonzaga University; M.A., University of Northern Colorado; J.D., Gonzaga University.

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Instructor, Classical Civilizations

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Seattle Washington

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Gonzaga University,  
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Principal,  
SMR Development, LLC,  
Spokane, Washington

**Edward Taylor**

Vice Provost & Dean,  
Undergraduate Academic Affairs,  
University of Washington,  
Seattle, Washington

**Thomas B. Tilford**

Director, Hogan Entrepreneurial  
Leadership Program,  
Gonzaga University,  
Spokane, Washington

**J. Kevin Waters, S.J.**

Professor of Music,  
Gonzaga University,  
Spokane, Washington

**Patrick J. West**

Spokane, Washington

**Alvin (Fritz) Wolff, Jr.**

Chairman,  
The Wolff Company, LLC,  
Scottsdale, Arizona

**Gregory A. Hubert** - President  
President,  
RDC of America.,  
Huntspoint, Washington

**Robert J. Day** - Vice President  
Gig Harbor, Washington

**Peter Allison**  
President, CEO  
Biogenetic Ventures, Inc.,  
Coeur d'Alene, Idaho

**Richard F. Angotti**  
President & CEO,  
St. Joseph's Ambulance  
Service,  
San Rafael, California

**Eugene Annis**  
Attorney at Law,  
Lukins & Annis,  
Spokane, Washington

**Peter Arkison**  
Attorney at Law,  
Law Offices of Peter Arkison,  
Bellingham, Washington

**Anthony Bonanzino**  
President,  
Hollister-Stier Laboratories,  
Spokane, Washington

**Paul W. Brajich**  
Partner,  
KPMG LLP,  
Seattle, Washington

**Gabriella Brooke**  
Professor,  
Gonzaga University,  
Spokane, Washington

**Robert L. Burke**  
Lake Oswego, Oregon

**Nancy S. Burnett**  
Newport, Idaho

**Sharon Cade**  
Teacher,  
Oregon Episcopal School,  
Portland, Oregon

**Rebecca Cates**  
Vice President - Treasurer,  
Expeditors International of  
WA, Inc.,  
Seattle, Washington

**Gerard V. Centioli**  
President and CEO,  
ICON, LLC,  
Seattle, Washington

**Tim Clancy, S.J.**  
Professor  
Gonzaga University,  
Spokane, Washington

**Craig T. Clifford**  
Principal  
Clifford Enterprises  
Spokane, Washington

**Joseph Columbus**  
Anchorage, Alaska

**VaLena Curran**  
Attorney at Law,  
Delay, Curran, Thompson &  
Pontarolo, P.S.,  
Spokane, Washington

**Kevin Daniels**  
President,  
Nitze-Stagen & Co., Inc.,  
Seattle, Washington

**Angel M. Diez**  
VP & General Manager,  
Pope and Talbot,  
Portland, Oregon

**Richard Eymann**  
Eymann Allison Fennessy  
Hunter & Jones,  
Spokane, Washington

**Mary Fairhurst**  
State of Washington  
Supreme Court Justice,  
Olympia, Washington

**Al Faulkner**  
President, Gonzaga  
Preparatory High School,  
Spokane, WA

**Theresa Gee**  
Co-owner, Gee Automotive  
Liberty Lake, Washington

**Dale Goodwin**  
Director, Public Relations,  
Gonzaga University  
Spokane, Washington

**Colleen Gould**  
Student,  
Gonzaga University,  
Spokane, Washington

**Josef E. Gray**  
Bellevue, Washington

**Gregory Green**  
President,  
One Eighty Networks,  
Spokane, Washington

**Donald Hackney**  
Assitant Professor, School of  
Business  
Administration, Gonzaga  
University,  
Spokane, Washington

**Robert J. Hamacher**  
Managing Partner,  
BHW1, LLC,  
Spokane, Washington

**Michael Healy**  
Undergraduate Student,  
Gonzaga University,  
Spokane, Washington

**Jack Heath**  
President and CEO,  
Washington Trust Bank,  
Spokane, Washington

**Mary Herche**  
Seattle, Washington

**Lorelei Herres**  
Mercer Island, Washington

**Ryan Hew,**  
Student Regent – Law,  
Gonzaga University,  
Spokane, Washington

**Christine Hogan**  
Executive Vice President,  
Hogan Family Foundation,  
Newbury Park, California

**Stanton K. Hooper**  
Chairman,  
Stanton Developments, LTD,  
Edmonton, Alberta, Canada

**Marcus Jundt**  
Portfolio Manager,  
Jundt Associates  
Incorporated,  
Minnetonka, Minnesota

**Michael D. Lucarelli**  
Executive VP and COO,  
Next IT Corporation,  
Spokane, Washington

**Lita Luvera**  
Attorney at Law,  
Luvera, Barnett, Brindley,  
Beninger & Cunningham,  
Seattle, Washington

**John Madri**  
Spokane, Washington

**Simon Manning**

Head of Institutional Sales,  
Convertible Securities Group,  
Piper Jaffray & Co.,  
San Francisco, California

**Robert McCambridge**

President and CEO,  
Key Bank, Key Business  
Services,  
Bellevue, Washington

**Thomas K. McCarthy**

Russian Air Dealer,  
Park City, Utah

**Kevin McQuilken**

Managing Director,  
M&A Global Banking,  
Deutsche Bank Securities, Inc.  
New York, New York

**Colleen Meighan**

Spokane, Washington

**John P. Moynier**

Napa, California

**Molly Murphy, OEM, Zone**

Manager, Eaton Corporation  
Bellevue, Washington

**John J. Parente**

Attorney at Law, Parente &  
Christopher  
San Francisco, California

**Mary Jane Patterson**

Seattle, Washington

**Richard Powers**

Partner, Venable, LLP,  
Washington, DC

**Darren Plummer**

Student Regent – graduate  
Colbert, Washington

**William Quigg**

President,  
Grays Harbor Paper, L.P.,  
Hoquiam, Washington

**Edward Ralph**

Spokane, Washington

**Gary Randall**

Attorney at Law,  
Workland, Witherspoon, PLLC,  
Spokane, Washington

**Jeffrey Reed**

President/CEO Basic  
Resources, Inc.  
Modesto, California

**D. Michael Reilly**

Director, Chair - Employment,  
Lane Powell,  
Seattle, Washington

**Irene Ringwood**

Partner, Ball Janik, LLP  
Washington DC

**Norman L. Roberts**

Woodland Hills, California

**Karen L. Sayer**

Attorney at Law  
Sayre & Sayre, PS  
Spokane, Washington

**Reed Schifferman**

Attorney at Law  
Stritmatter Kessler  
Seattle, Washington

**James V. Schumacher**

GM Life Sciences, Mercury  
Computer Systems  
Fuerth Germany

**David R. Shea**

President,  
Eagle Pointe Const. & Mgmt. Inc.,  
Spokane, Washington

**Kathleen Sheppard**

Magnuson Family Interests  
Wallace, Idaho

**Kathy Sherrick**

Administrative Secretary,UR  
Gonzaga University,  
Spokane, Washington

**Richard J. Shinder**

Managing Director,Global  
Special Situations,  
Merrill Lynch & Co,  
New York, New York

**Bishop William Skylstad**

Catholic Diocese of  
Spokane,  
Spokane, Washington

**Patricia Smith**

Co-owner,  
William Smith Properties, Inc.,  
Bend, Oregon

**Albert A. Stadtmueller**

President,  
Albert A. Stadtmueller & Co., P.S.,  
Spokane, Washington

**Dick Taylor, II**

Realtor, John L. Scott  
Redmond, Washington

**James S. Thompson**

Tucson, Arizona

**Timothy Thompson**

President, Thompson Smith  
Consulting Group, Inc.  
Tacoma, Washington

**John Timm**

President,  
Timmco Insurance, Inc.,  
Portland, Oregon

**Michael Tobin**

Director of Commercial Real  
Estate, Pacific Union  
Commercial Brokerage  
San Francisco, California

**Michael F. Tucci**

President,  
Tucci and Sons, Inc.,  
Tacoma, Washington

**Kevin P. West**

Senior Vice President -  
Investments,  
Smith Barney,  
Spokane, Washington

**Fritz Wolff**

Co-President, The Wolff  
Company  
Scottsdale, Arizona

**James J. Workland**

Attorney at Law,  
Workland, Witherspoon,  
PLLC,  
Spokane, Washington

**John Worthing**

Partner,  
Worthing Capital,  
Menlo Park, California

**William Wrigglesworth**

President & CEO,  
Payne Financial Group, Inc.  
Spokane, Washington

**Irving Zakheim**

President, Zak Designs, Inc.  
Airway Heights, Washington

# University Faculty

As of January, 2007.

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; Ph.D., Gonzaga University, 2005.

JEANNETTE ABI-NADER, H.M., 1988 (2002), Professor Emerita 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.

JENNIFER W. AKINS, 2006, Instructor of English as a Second Language - B.A., Westmont College, 1982; M.A., Washington State University, 1986.

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.

GAIL H. ALLWINE, 1975 (2006), Professor Emeritus of Electrical Engineering - B.S., University of Washington, 1961; M.S., University of Washington, 1965; Ph.D., University of Washington, 1974.

KIRK R. ANDERS, 2003, Assistant Professor of Biology - B.A., Whitman College, 1987; Ph.D., University of Wisconsin-Madison, 1997.

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.

KHYRUDDIN AKBAR ANSARI, 1985, Professor of Mechanical Engineering - B.S.E.E., Osmania University, 1964; M.S.M.E., University of California at Berkeley, 1965; Ph.D., University of Texas at Arlington, 1972.

PHILIP W. APPEL, 2003, Associate Professor of Mechanical Engineering - B.S.M.S.E., Washington State University, 1988; M.S.M.E., University of Idaho, 1991; Ph.D., M.E., University of Idaho, 1994.

ROBERT JOHN ARAUJO, S.J., 1994 (1998), Professor of Law - A.B., J.D., Georgetown University, 1970, 1973; LL.M., J.S.D., Columbia University, 1990, 1992; M.Div., S.T.L., Weston School of Theology, 1993, 1994; B.C.L., Oxford University, 1994.

ABDUL AZIZ, 1982, Professor of Mechanical Engineering - B.S.M.E., B.S.E.E., University of Karachi, 1963; Ph.D., University of Leeds, 1966.

MATTHEW S. BAHR, 2004, Assistant Professor of Sociology - B.S., Brigham Young University, 1992; M.S., Brigham Young University, 1994; Ph.D., Purdue University, 2002.

JUAN L. BALA, JR., 1988, (1998) Professor of Electrical Engineering - B.S.E.E., University of the Philippines, 1967; M.S.E.E., University of the Philippines, 1969; Ph.D., The University of Akron, 1977.

SERENA BALDINI, 2004, Adjunct Instructor of Italian, Gonzaga in Florence - Dottore in Filosofia - Facoltà di Lettere e Filosofia, Università degli Studi di Firenze, 1996. Post Laurea Program - Language and Communication - Department of Linguistics - Università degli Studi di Firenze, 1996/1997, Masters in Teaching Italian, Università di Venice, 2006.

MEGAN J. BALLARD, 2004, Associate Professor of Law - B.A., Lewis and Clark College, 1984; M.A., University of Wisconsin-Madison, 1987; J.D., University of Wisconsin, 1994; L.L.M., University of Wisconsin Law, 1999.

STEPHEN E. BALZARINI, 1978 (1991), Associate Professor of History - B.S., Montana State University, 1970; Ph.D., Washington State University, 1979.

FR. PATRICK W. BARAZA, 2005, Instructor - B.Div., Pontificia Universitas Urbaniana, Rome, 1982; S.T.L., Jesuit School of Theology at Berkeley, 1995; Th.D., Graduate Theological Union at Berkeley, 2002.

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.

GERHARD J. BARONE, 2006, Assistant Professor of Accounting - B.A., Haverford College, 1991; B.B.A., University of Alaska-Anchorage, 1995; Ph.D., University of Wisconsin-Madison, 2002.

ANJALI BARRETTO, 2001 (2006), Associate Professor of Special Education - B.A., Goa University, 1991; M.A., Gonzaga University, 1997; Ph.D., University of Iowa, 2001.

HENRY BATTERMAN, 1984 (2002), Associate Professor of Modern Languages, Gonzaga-in-Florence - B.A., University of Colorado, 1978; M.A., University of Michigan, 1981.

CAROLE J. BAUMGARTNER, 2001, Instructor of English - B.A., University of Washington, 1984; M.A., Eastern Washington University, 1989.

JOHN H. BECK, 1988 (2003), Professor of Economics and Program Director of Economics in the College of Arts and Sciences - B.A., Michigan State University, 1971; M.A., Michigan State University, 1973; Ph.D., Michigan State University, 1976.

CHERYL A. BECKETT, 1991, Associate Professor of Legal Research and Writing and Director, Research and Writing Program - A.B., Rutgers University, 1974; J.D., Gonzaga University, 1981.

NANCY BECKHAM, 2004, Assistant Professor of Nursing - B.S.N., Mary College, 1980; M.S.N., Idaho State University, 1997; Ph.D., University of Utah, 2003.

JULIE BECKSTEAD, 2002 (2007), Associate Professor of Biology - B.S., Brigham Young University, 1991; M.S., Brigham Young University, 1994; Ph.D., University of Illinois at Urbana-Champaign, 2001.

JAMES BEEBE, 1996, Professor of Leadership Studies (Doctoral) - B.A., New York University, 1968; M.A., Stanford University, 1976; M.A., Stanford University, 1976; Ph.D., Stanford University, 1978.

EILEEN BELL-GARRISON, 1981, Assistant Professor, Foley Center Library, and Dean of Library Services, Foley Center Library - B.A., Wittenberg University, 1975; M.A., University of Cincinnati, 1977; M.L.S., University of Kentucky, 1979; Ph.D., Gonzaga University, 1991.

ELISABETH D. BENNETT, 1998 (2006), Associate 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.

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., Southern Illinois University, 2004.

- JAMES K. BERRY, 2001; Adjunct Instructor of Educational Leadership and Administration - B.S., Montana State University, 1968; M.A. Whitworth College, 1972.
- MARIA E. BERTAGNOLLI, 1993 (2000), Associate Professor of Biology - B.S., Gonzaga University, 1987; Ph.D., University of Utah, 1993.
- ANDREA M. BERTOTTI METOYER, 2006, Assistant Professor of Sociology - B.A., Gonzaga University, 1996; M.A., Loyola University Chicago, 1999; Ph.D., Loyola University Chicago, 2003.
- KIRK M. BESMER, 2003, Assistant Professor of Philosophy - B.A., University of Dallas, 1993; M.A., University of Notre Dame, 1995; Ph.D., University of Notre Dame, 2002.
- ROBERT C. BIALOZOR, 1975, Associate Professor of Educational Leadership and Administration - B.S., University of Wisconsin, 1964; M.S.Ed., Northern Illinois University, 1966; Ed.D., Northern Illinois University, 1970.
- JEFFREY D. BIERNAN, 1996 (2004), Professor of Physics - B.A., Hastings College, 1990; M.S., University of Washington, 1991; Ph.D., University of Washington, 1995.
- RAYMOND A. BIRGENHEIER, 1980 (1999), Professor Emeritus of Electrical Engineering - B.S., Montana State University, 1963; M.S., University of Southern California, 1965; Ph.D., University of California at Los Angeles, 1972.
- DIANE BIRGINAL, 2001, Instructor of Modern Languages - B.A., University of Nebraska at Omaha, 1988; M.A., Arizona State University, 1995.
- G. EDDY BIRRER, 1984, Professor of Accounting - A.B., Carroll College, 1966; M.B.A., Gonzaga University, 1969; Ph.D., University of North Dakota, 1981.
- DAVID L. BOOSE, 1998 (2004), Associate Professor of Biology - B.A., University of Pennsylvania, 1983; M.S., Cornell University, 1986; Ph.D., University of California at Davis, 1995.
- DEBORAH A. BOOTH, 1992 (1998), Associate Professor of Teacher Education - B.S., University of Pittsburgh, 1976; M.A., University of Missouri, 1980; Ph.D., University of Missouri, 1991.
- NOEL E. BORMANN, P.E., 1988 (2000), Professor of Civil Engineering - B.S., Colorado State University, 1979; M.S., Colorado State University, 1980; Ph.D., Colorado State University, 1988.
- THOMAS BOURKE, 2000, Adjunct Lecturer of International Relations, Gonzaga in Florence - B.A., University College Dublin, 1983; Ph.D., European University Institute, 1996.
- CARL SCOTT BOZMAN, 1990 (2004), Professor of Marketing, - B.Sc., University of Idaho, 1980; M.A., University of Victoria, 1983; Ph.D., Washington State University, 1990.
- M. LISA BRADLEY, 1999, Associate Dean for Student Affairs, Academic Resource Coordinator, and Assistant Professor of Legal Research and Writing - B.A., University of Montana, 1980; J.D., Gonzaga University, 1991.
- GRIGORE I. BRAILEANU, 1987 (1994), Professor of Electrical Engineering - B.S., Polytechnic Institute of Bucharest, 1962; Ph.D., Polytechnic Institute of Bucharest, 1981.
- GABRIELLA BROOKE, 1979 (2000), Professor of Modern Languages and Program Director of Italian Studies - Diploma di traduttrice, Università degli Studi, Trieste, 1968; B.A., Washington State University, 1971; M.A., Gonzaga University, 1982; M.A., University of Washington, 1988; M.F.A., Eastern Washington University, 1991.
- JANET Z. BROUGHER, 1978 (1985), Assistant Professor of Educational Leadership and Administration - B.A., Linfield College, 1964; M.A., Gonzaga University, 1978; Ph.D., Gonzaga University, 1984.
- 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, Instructor of Counselor Education - B.A., Gonzaga University, 1968; M.Ed., Gonzaga University, 1975.
- DALE A. BROWN, SFC, 2001, Senior Military Instructor.
- ROBERT L. BRYANT, 1987 (2001), Professor of Computer Science - B.S., University of Montana, 1985; M.S., Washington State University, 1987.
- LAURA BRUNELL, 2002 (2006), Associate Professor of Political Science - B.A., American University, 1989; M.A., University of Colorado, 1993; Ph.D., University of Colorado, 1999.
- 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 and Kinsey Robinson Professor of Business - 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 Emerita of Teacher Education - B.S., Winona State University, 1969; M.S., Winona State University, 1977; Ph.D., University of Minnesota, 1982.
- J. PATRICK BURKE, 1989, Dean of Gonzaga-in-Florence and Professor of Philosophy, Gonzaga-in-Florence - B.A., Gonzaga University, 1965; M.A., St. Louis University, 1967; Ph.D., Katholieke Universiteit Leuven, 1978.
- JOHN R. BURKE, 1982 (1995), Professor of Mathematics - B.A., Southern Illinois University, 1972; M.S., Southern Illinois University, 1975; Ph.D., Washington State University, 1982.
- DANIEL S. BUTTERWORTH, 1992 (1997), Associate Professor of English - B.A., Western Washington University, 1979; M.A., University of North Carolina at Chapel Hill, 1982; Ph.D., University of North Carolina at Chapel Hill, 1988.
- DAVID CALHOUN, 1989 (1996), Associate Professor of Philosophy - B.A., Louisiana State University, 1981; M.A., Northwestern University, 1985; Ph.D., Northwestern University, 1989.
- MASSIMO CAPOBIANCHI, 1996 (2005), Professor of Mechanical Engineering - B.E., State University of New York at Stony Brook, 1981; M.S., State University of New York at Stony Brook, 1991; Ph.D., State University of New York at Stony Brook, 1996.
- 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, C.P.A., 1978 (2000), Professor of Accounting, Coordinator, Accounting Programs, and Director, Graduate Programs - 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.
- MERCEDES CARRARA, 1974, Assistant Professor of Art History, Gonzaga in Florence - B.A., Manhattanville College, 1973; M.A., Rosary College, 1974.

- ROBERT C. CARRIKER, 1967 (1976), Professor of History - B.S., Saint Louis University, 1962; M.A., Saint Louis University, 1963; Ph.D., University of Oklahoma, 1967.
- WILLIAM J. CARSRUD, 1971 (1985), Professor of Mathematics - B.A., Knox College, 1962; M.S., University of Oregon, 1964; Ph.D., University of Oregon, 1971.
- RONALD (RON) CARSWELL, 1991 Adjunct Associate Professor of Educational Leadership and Administration - B.A., University of British Columbia, 1960; M.A.T., University of Florida, 1964; Ed.D., University of Florida, 1968.
- KEVIN CHAMBERS, 2000 (2007), Associate Professor of History - B.A., Brigham Young University, 1991; M.A., U.C. Santa Barbara, 1993; Ph.D., U.C. Santa Barbara, 1999.
- SYDNEY CHAMBERS, 1989, Assistant Professor, Foley Center Library - B.A., Pitzer College, 1982; M.A., University of Denver, 1984.
- NANCY 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 (2004), Associate 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 (2004), Associate 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.
- DAVID A. CLEARY, 1993 (1999), Professor of Chemistry - A.B., Cornell University, 1982; Ph.D., The University of Michigan, 1986.
- JOHN E. CLUTE, 1991, Professor of Law - B.A., Gonzaga University, 1960; J.D., Gonzaga University, 1963.
- SCOTT W. COBLE, S.J., 1987 (1990), Assistant Professor of Mathematics - A.B., Gonzaga University, 1971; B.S., Gonzaga University, 1971; M.Div., Jesuit School of Theology at Berkeley, 1979; M.S., University of Washington, 1982; Ph.D., University of Washington, 1990.
- 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 (2007), Associate Professor of Educational Leadership and Administration - B.A., University of Dayton, 1971; M.Ed., University of Houston, 1977; Ed.D., University of Houston, 1980.
- MICHAEL J. CONNOLLY, S.J., 1983 (1990), Associate Professor of Political Science - B.A., Boston College, 1960; M.A., Boston College, 1961; B.D., Boston College, 1968; M.A.L.D., Fletcher School of Law and Diplomacy, Tufts University, 1973; Ph.D., Monash University, 1986.
- 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.
- ELIZABETH W. COOLEY, 1993 (1998), Associate Professor of English - B.A., University of North Carolina at Chapel Hill, 1980; M.A., University of North Carolina at Chapel Hill, 1983; Ph.D., University of North Carolina at Chapel Hill, 1988.
- BRIAN C. COONEY, 2006, Assistant Professor of English - B.A., Colgate University, 1995; M.A., University of South Carolina-Columbia, 1998; Ph.D., University of South Carolina-Columbia, 2004.
- 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 (2006), Associate Professor of Teacher Education - B.S., Oregon State University, 1983; M.A.T., Lewis and Clark College, 1989; Ph.D., University of Iowa, 1997.
- GEORGE A. CRITCHLOW, 1988 (1995), Associate Professor of Law and Co-Director of the Clinical Law Program - B.A., University of Washington, 1972; J.D., Gonzaga University, 1977.
- JEFF CRONK, 2001, Assistant Professor of Chemistry - B.S., University of Washington, 1988; Ph.D., University of California-Berkeley, 1996.
- PATRICIA E. CROWLEY, 2006, Assistant Professor of Computer Science - B.A., Duke University, 1990; M.S., University of New Mexico, 1996; Ph.D., University of New Mexico, 2005.
- ERIC P. CUNNINGHAM, 2003 (2004), Assistant Professor of History - B.A., University of Colorado, Boulder, 1984; M.A., University of Oregon, 1999; Ph.D., University of Oregon, 2004.
- CANDACE CURRY-LITTLE, 1999; Adjunct Instructor of Counselor Education - B.E., University of Calgary, 1977; M.A., Gonzaga University, 1991.
- ERIC D. CUSICK, MAJ, 2002, Assistant Professor of Military Science-B.A., Central Washington University, 1985; M.S.A., Central Michigan University, 1995.
- JOHN D'ABOY, 1972 (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.
- JOHN F. DACQUISTO, 1989, Instructor of General Engineering and Director of the Center for Engineering Design - B.S.E.E., Marquette University, 1965; M.S.E., Washington State University, 1987.
- LYNN M. DAGGETT, 1991 (2005), Professor of Law - B.A., The Johns Hopkins University, 1980; Ph.D., Duke University, 1984; J.D., University of Connecticut, 1987.
- 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.
- SIDIQ M. DAR, 1964 (1999), Professor Emeritus of Civil Engineering - B.S., University of Illinois, 1957; M.S., Kansas State University, 1959; Ph.D., University of Oklahoma, 1964.
- VERN G. DAVIDSON, 1974 (2004), Professor Emeritus of Law - A.B., University of California at Los Angeles, 1959; J.D., University of California at Los Angeles, 1962.
- RaGENA DeARAGON, 1983 (1991), Associate Professor of History - B.A., University of Santa Clara, 1974; M.A., University of California at Santa Barbara, 1977; Ph.D., University of California at Santa Barbara, 1982.

- MARK DeFORREST, 2001, Assistant Professor of Legal Research and Writing - B.A., Western Washington University, 1992; J.D., Gonzaga University School of Law, 1997.
- PAUL De PALMA, 1990 (2005), Professor of Computer Science - A.B., Saint Louis University, 1969; M.A., University of California at Berkeley, 1975; M.S., Temple University, 1990.
- K. MARK DERBY, 1996, (2004), Professor of Special Education - B.A., Eastern Washington University, 1988; Ph.D., The University of Iowa, 1994.
- TERESA L. DERRICKSON, 2004, Assistant Professor of English - B.A., Grinnell College, 1993; M.A., University of Alaska, Anchorage, 1996; Ph.D., Indiana University of Pennsylvania, 2002.
- DAVID K. DeWOLF, 1988 (1995), Professor of Law - B.A., Stanford University, 1971; J.D., Yale University Law School, 1979.
- THEODORE DiMARIA, Jr., 1999, Assistant Professor of Philosophy - B.A., Northern Illinois University, 1986; M.A., Northern Illinois University, 1988; Ph.D., Marquette University, 1999.
- YVONNE DiPALMA, 1988, Adjunct Lecturer in Art, Gonzaga in Florence - A.B., Johns Hopkins University, 1975; M.A., Rosary College, 1980.
- JOAN DIXON, S.N.J.M., 1982 (2006), Professor Emerita of Educational Leadership and Administration - B.S., Marylhurst College, M.Ed., Portland State University, 1967; Ph.D., Gonzaga University, 1987.
- HELEN DONIGAN, 1979 (1989), Professor of Law - B.S., University of Nebraska, 1963; J.D., Gonzaga University, 1976.
- ROBERT C. DONNELLY, 2004, Assistant Professor of History - B.S., Western Oregon State College, 1992; M.A., Portland State University, 1997; Ph.D., Marquette University, 2004.
- HELEN DOOHAN, 1976 (2003), Professor Emerita 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.
- HEIDI DOOLITTLE, 2002, Instructor of English as a Second Language - B.A., Gonzaga University, 1996; M.A., Gonzaga University, 2002.
- ERIN DORSEY, 2001, Assistant Professor of Communication Arts and Program Director of Public Relations - B.S., Washington State University, 1982; M.S., Eastern Washington University, 1990.
- ELIZABETH A. DOWNEY, 1967 (1996), Professor of History - A.B., Marquette University, 1962; M.A., Marquette University, 1964; Ph.D., University of Denver, 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.
- HEATHER C. EASTERLING, 2005, Assistant Professor of English - B.A., Swarthmore College, 1992; M.A., University of Washington, 1998; Ph.D., University of Washington, 2004.
- 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 in 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.
- LAWANA (LU) EMBREY, 2005, Instructor of Educational Leadership and Administration - B.A., Central Washington University, 1966; M.A., Whitworth College, 1983.
- SHERI ENGELKEN, 2003, Assistant Professor of Law - B.A., University of Missouri, 1980; J.D., University of Chicago Law School, 1983.
- SUSAN A. ENGLISH, 2002 (2004), Assistant Professor of Communication Arts and Program Director of Journalism - B.A., Washington State University, 1975; M.Ed., Gonzaga University, 1985.
- WILLIAM F. ETTINGER, 1992 (2006), Professor of Biology - B.S., Lewis and Clark College, 1981; Ph.D., Washington State University, 1987.
- RAYMOND J. FADELEY, 1982, Director, International Student Programs - B.A., Eastern Washington University, 1971; M.A.T., Gonzaga University, 1985.
- DAVID FAGUE, 2004, Instructor of Music - B.A., Gonzaga University, 2000; M.A., University of North Texas, 2004.
- ANDREA FALLENSTEIN, 2001, Instructor of Sociology - B.S., University of Wisconsin, 1989; M.A., Washington State University, 1995.
- MARY FARRELL, 1995 (2007), Professor of Art - B.F.A., Art Academy of Cincinnati, 1989; M.F.A., University of Cincinnati, 1995.
- PHILLIP FASSIEUX, 2006, Assistant Professor of Military Science - B.A., Gonzaga University, 2003; Captain, United States Army.
- LELAND G. FELLOWS, 2004, Visiting Assistant Professor of Legal Research and Writing - B.S., University of Illinois, 1973; J.D., Gonzaga University, 1984.
- ALBERT H. FEIN, 1998 (2004), Associate Professor of Educational Leadership and Administration - B.A., University of Washington, 1968; M.Ed., University of Washington, 1974; Ph.D., Gonzaga University, 2001.
- SHANN R. FERCH, 1996 (2005), Professor of Leadership Studies (Doctoral) - B.A., Pepperdine University, 1990; M.A., Pepperdine University, 1993; Ph.D., University of Alberta, Edmonton, 1995.
- JOHN F. FIRKINS, 1961 (1999), Professor Emeritus of Mathematics - B.A., Saint Martin's College, 1957; M.Ed., Gonzaga University, 1970; M.S., University of Miami, 1959; LL.D., Gonzaga University, 1987.
- CYNTHIA FITZGERALD, 2000 (2004), Assistant Professor of Nursing - B.A., Central Washington University, 1977; B.S.N., Washington State University, 1978; M.S.N., Gonzaga University, 1997.
- J. MICHAEL FITZSIMMONS, 2005, Assistant Professor of Communication Arts - B.S., Seattle University, 1970; J.D., Gonzaga University School of Law, 1973.
- MAURA A. FLOOD, 2002, Associate Professor of Law - B.A., Smith College, 1977; J.D., Cornell Law School, 1983.
- 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.
- LEE FOUST, 2002, Adjunct Lecturer in English, Gonzaga in Florence -- B.A., San Francisco State University, 1992; M.A., New York University, 1996; Ph.D. Candidate, New York University.
- PATSY S. FOWLER, 2002 (2007), Associate Professor of English - B.S., University of Alabama, 1990; M.Ed., Middle Tennessee State University, 1996; Ph.D., Auburn University, 2002.



- GLEN FRAPPIER, 1998, Instructor of Communication Arts and Director of the Debate Program - B.S., Southern Illinois University at Carbondale, 1996; M.S., Southern Illinois University at Carbondale, 1998.
- STEPHEN FREEDMAN, 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.
- DANIEL FRIESNER, 2004, Assistant Professor of Economics-B.A., Gustavus Adolphus College, 1996; Ph.D., Washington State University, 2000.
- SARA GANZERLI, 1999 (2005), Associate Professor of Civil Engineering - Laurea (B.S./M.S.), University of Pavia, Pavia, Italy, 1995; Ph.D., University of Utah, 1999.
- LUIS GARCIA-TORVISCO, 2006, Assistant Professor of Modern Languages - B.A., Autónoma University, Madrid, 1995; Ph.D., Georgetown University, 2005.
- GREGORY J. GARNEAU, 2004, Assistant Director of Public Services, Chastek Law Library and Assistant Professor of Law - B.S.B.A., Boston University, 1984; M.L.I.Sc., University of Hawaii at Manoa, 2000; J.D., George Washington University, 1990.
- ANITA GARRIOTT, 1978, Adjunct Associate Professor of Music, Gonzaga in Florence - B.S., Juilliard School of Music, 1970; M.Mus., Rosary College, 1973.
- DAN GARRITY, 2002, Assistant Professor of Communication Arts and Program Director of Broadcast Studies & Educational Television - B.S., Northern Arizona University, 1990.
- BLAINE M. GARVIN, 1971 (1995), Professor of Political Science - B.A., Swarthmore College, 1965; M.A., University of California at Berkeley, 1966; Ph.D., University of California at Berkeley, 1973.
- 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.
- CHRISTINA A. GEITHNER, 1994 (2007), Professor of Exercise Science - B.S., West Chester State College, 1979; M.A., University of Maryland, 1985; Ph.D., The University of Texas at Austin, 1995.
- P. TERRY GIEBER, 1983 (1994), Professor of Art - B.S., Fort Hays State University, 1970; M.A., Fort Hays State University, 1971; M.A., University of Iowa, 1982; M.F.A., University of Iowa, 1983.
- ROBERT D. GILMORE, 1968 (1990), Leo Kreielsheimer Professor of Fine Arts - B.F.A., Boston University, 1964.
- SUZANN E. GIRTZ, 2005, Instructor of Educational Leadership and Administration - B.S., Eastern Washington University, 1996; M.A., Whitworth College, 1997.
- ANDREA GIUNTINI, 1994, Adjunct Professor of Economics, Gonzaga in Florence - Dottore in Storia Economica, Università degli Studi, Firenze, 1985; Ph.D., Istituto Universitario Navale di Napoli, Naples, 1988.
- ANDREW L. GOLDMAN, 2002, Assistant Professor of History - B.A., Wesleyan University, 1988; M.A., University of North Carolina, Chapel Hill, 1993; Ph.D., University of North Carolina, Chapel Hill, 2000.
- MARTHA GONZALES, 1992, (1998), Associate Professor of Modern Languages - B.A., Instituto Pedagógico Nacional de Mujeres Monterrico, 1971; M.A., The University of Kansas, 1988; Ph.D., University of Kansas, 1993.
- COLLEEN GOODWIN, 1995, Instructor of Math - B.S., Gonzaga University, 1988; M.S., Eastern Washington University, 1993.
- MARY SUE GORSKI, 1998, Assistant Professor of Nursing - B.S.N., University of San Francisco, 1978; M.N., University of Washington, 1983; Ph.D., Loyola University Chicago, 2004.
- BRIAN G. GOSLINE, 1999, Adjunct Assistant Professor of Business Law-B.B.A., Gonzaga University, 1985; J.D., Gonzaga University, 1989.
- ALLAN J. GREER JR., 1996 (2005), Professor of Physics - B.S., Moravian College, 1987; M.S., College of William and Mary, 1989; Ph.D., College of William and Mary, 1994.
- VIKAS K. GUMBHIR, 2005, Assistant Professor of Sociology - B.A., Regis University, 1995; M.S., University of Oregon, 2002; Ph.D., University of Oregon, 2005.
- DONALD D. HACKNEY, 2006, Assistant Professor of Business - B.B.A., Gonzaga University, 1969; J.D., Gonzaga University School of Law, 1974; M.B.A., Gonzaga University, 1980.
- GAIL A. HAMMER, 2000, Co-Director, Institute for Law School Teaching and Instructor, Law Clinic - B.A., University of Montana, 1978; J.D., University of Montana, 1988.
- RONALD L. HARRIS, 1980 (2001), Assistant Professor of English as a Second Language - 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; S.T.B., Gregorian, 1969; S.T.L., 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 Educational Leadership and Administration - 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.
- JOSEPH HAYDOCK, 1999 (2006), Associate Professor of Biology - B.S., University of New Mexico, 1981; M.S., University of New Mexico, 1984; Ph.D., Purdue University, 1993.
- WILLIAM A. HAYES, 2005, Assistant Professor of Sociology - B.A., St. Andrews Presbyterian College, 1985; M.Div., San Francisco Theological Seminary, 1989; M.A., University of Hawaii-Manoa, 1994; Ph.D., University of California at Berkeley, 2004.
- 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.
- MICHAEL T. HAZEL, 2004, Assistant Professor of Communication Arts and Program Director of Applied Communication Studies - B.A., Gonzaga University, 1990; M.A., Washington State University, 1994; Ph.D., Washington State University, 2004.
- SCOTT R. HEDIN, 1992, Assistant Professor of Operations Management - B.S./M.B.A., University of Idaho, 1982; Ph.D., University of South Carolina, 1993.
- KEVIN HEKMATPANAH, 1994 (2001), Associate Professor of Music - B.M., University of Southern California, 1986; M.M., Indiana University, 1987; D.M.A., Peabody Conservatory of Music, 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.
- KEVIN E. HENRICKSON, 2006, Assistant Professor of Economics - B.A., Pacific Lutheran University, 2001; M.S., University of Oregon, 2003; Ph.D., University of Oregon, 2006.
- HEATH R. HERRICK, 2001, Instructor of English -- A.A.S., Whatcom Community College, 1996; B.A., Western Washington University, 1999; M.F.A., Eastern Washington University, 2001.
- MICHAEL B. HERZOG, 1970 (1997), Professor of English - A.B., Gonzaga University, 1966; M.A., University of Washington, 1967; Ph.D., University of Washington, 1971.
- GERALD F. HESS, 1988 (1994), Professor of Law - B.S., University of Wisconsin at Madison, 1975; J.D., University of Wisconsin at Madison, 1982.
- 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.
- JOSEPH HNYLKA, 2002, Assistant Professor of Legal Research and Writing - B.A. Ohio State University, 1983; J.D., University of San Diego School of Law, 1988.
- 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 STEVEN HOFFMASTER, 1983 (1989), Professor of Physics - B.S., Upsala College, 1966; B.A., Edinboro State College, 1974; Ph.D., Stevens Institute of Technology, 1970.
- JOHN HOFLAND, 1999, Associate Professor of Communication Arts and Program Director of Theater Arts - B.A., Dordt College, 1969; M.Ed., University of Minnesota, 1978; M.F.A., Trinity University, 1983.
- GARY J. HORDEMANN, 1980 (2004), Professor Emeritus of Mechanical Engineering - B.S., Gonzaga University, 1960; M.S., Notre Dame University, 1962.
- DENNIS R. HORN, 1997, Professor of Civil Engineering and Dean, School of Engineering and Applied Science - B.S.E., Princeton University, 1964; Ph.D., The Johns Hopkins University, 1974.
- DANIEL E. HUGHES, 1976 (1978), Associate Professor of Computer Science - B.A., Merrimack College, 1963; M.A., Boston College, 1965; Ph.D., Washington University, 1969.
- JAMES D. HUNTER, 1994 (2004), Assistant Professor of English as a Second Language - B.A., University of Sheffield, 1990; R.S.A.C., Godmer House School of English, Oxford University, 1990; M.A., Eastern Washington University, 1997.
- DEBBY D. HUTCHINS, 2006, Assistant Professor of Philosophy - B.A., Sam Houston State University, 1985; Ph.D., Boston College, 2004.
- WILLIAM P. ILGEN, 1968 (1996), Professor Emeritus of Civil Engineering - B.S., University of Nebraska, 1954; M.S., University of Nebraska, 1965; Ph.D., University of Nebraska, 1968.
- JONATHAN B. ISACOFF, 2004, Assistant Professor of Political Science - B.A., Cornell University, 1992; M.P.A., Cornell University, 1995; M.A., University of Pennsylvania, 1998; Ph.D., University of Pennsylvania, 2002.
- MARY T. JEANNOT, 1992 (2004), Associate Professor of English as a Second Language - BA, Seattle University, 1982; M.Ed., University of Massachusetts, 1989; Ed.D., University of Massachusetts, 1997.
- THOMAS M. JEANNOT, 1986, (2003), Professor of Philosophy - A.B., Saint Louis University, 1978; Ph.D., Saint Louis University, 1992.
- MICHAEL JONES, 2003, Assistant Professor of Political Science - B.A., Loyola University, 1992; M.A., University of Massachusetts, 2000; Ph.D., University of Massachusetts, 2002.
- MICHAEL C. JOY, 2000, Adjunct Instructor of Business Computing - B.S., Kent State University, 1974; M.A., Northern Michigan University, 1988; M.A., Eastern Washington University, 1997.
- SEIKO KATSUSHIMA, 1999, Instructor of Modern Languages and Program Director of Japanese Studies - B.A., Mukogawa Women's University, 1983; M.A., Mukogawa Women's University, 1986; M.A., The University of Arizona, 1991.
- AMY KELLEY, 1979 (1993), Associate Dean for Academic Affairs and Professor of Law - B.A., College of St. Catherine, 1973; J.D., University of South Dakota, 1977.
- DENNIS J. KELSH, 1962 (1999), Professor Emeritus of Chemistry - B.A., B.S., St. John's University, 1958; Ph.D., Iowa State University, 1962.
- THERESA KAPPUS, 2003, Assistant Professor, Foley Center Library - B.A., University of Oregon, 1978; M.A., University of Denver, 1983.
- ANWAR S. KHATTAK, 1981 (1990), Professor of Civil Engineering - B.E., Peshawar University, 1968; M.S.E., West Virginia College of Graduate Studies, 1976; Ph.D., Michigan State University, 1978.
- ERIC A. KINCANON, 1987 (1997), Professor of Physics - B.S., University of Missouri at Columbia, 1982; M.S., University of Missouri at Columbia, 1985; Ph.D., University of Missouri at Columbia, 1987.
- DAVID KINGMA, 1994, Assistant Professor, Archivist, Foley Center Library - B.S., University of Washington, 1975; M.S., University of Georgia, 1978; M.A., Western Washington University, 1993.
- 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 (2006), Associate 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, Assistant Academic Vice President, University Registrar, and Director of Institutional Research - B.A., Gonzaga University, 1991; M.A., Gonzaga University 1994; Ph.D., candidate, Gonzaga University.
- KENNETH KRALL, S.J., 1985 (1998), Instructor of Classical Civilizations - B.A., Gonzaga University, 1964; M.A., Gonzaga University, 1967.
- BIRGITT KRAUSE, 1990, Assistant Professor of Modern Languages and Program Director of German - Translator, University of Cologne, 1972; M.A., University of Cologne, 1982.
- MOLLY D. KRETCHMAR-HENDRICKS, 1994 (2000), Associate Professor of Psychology - B.A., Loyola Marymount University, 1987; M.A., The University of Texas at Austin, 1992; Ph.D., The University of Texas at Austin, 1995.
- DOUGLAS L. KRIES, 1990 (2007), 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.

- FRANCOISE D. KUESTER, 1977 (1991), Associate Professor of Modern Languages, Program Director of French Studies, and Program Director of the Paris Program - Bac 1&2, University of Nancy (France), 1959; B.A., Eastern Washington University, 1977; M.F.A., Eastern Washington University, 1979.
- LADA KURPIS, 2004, Assistant Professor of Marketing - B.S., Urals State University of Economics, 1989; Master of Science, Marketing, Urals State University of Economics, 1995; Ph.D., University of Oregon, 2004.
- VLADIMIR A. LABAY, 2000 (2005), Associate Professor of Electrical Engineering -- BS., University of Manitoba, 1987; M.S., University of Manitoba, 1990; Ph.D., University of Victoria, 1995.
- RICK W. LALLY, 1999, Adjunct Instructor of Mechanical Engineering - B.S., Washington State University, 1988.
- 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.
- DEAN S. LARSON, 1988, Assistant Professor of Mathematics - B.A., Hamline University, 1982; Ph.D., University of Minnesota, 1988.
- BARBARA LASTRUCCI, 1996, Adjunct Instructor of Italian, Gonzaga in Florence - Dottore in Storia Moderna, Facolta' di Lettere e Filosofia, Universita degli Studi, Firenze, 1994.
- DANIEL W. LAW, 2002, C.P.A., Assistant Professor of Accounting -- B.S., Brigham Young University, 1991; M.A., Washington State University, 2001; Ph.D., Washington State University, 2003.
- HUGH LEFCORT, 1996 (2004), Professor of Biology - B.A., University of Washington, 1985; Ph.D., Oregon State University, 1993.
- SAM M. LEIGLAND, 1987 (1997), Professor of Psychology - B.A., Western Washington University, 1972; M.A., University of New Mexico, 1977; Ph.D., University of New Mexico, 1981.
- MICHAEL A. LEISERSON, 1977 (1991), Professor of Political Science - B.A., Princeton University, 1961; M.A., Yale University, 1963; Ph.D., Yale University, 1966.
- 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 (2006), Associate Professor of Marketing -B.B.A., Gonzaga University, 1995; Ph.D., University of Colorado, Boulder, 2000.
- ROBERT V. LYONS, S.J., 1979 (1993), Associate Professor of Communication Arts - A.B., Gonzaga University, 1974; M.Div., Jesuit School of Theology at Berkeley, 1977; M.A., San Francisco State University, 1982.
- ELLEN M. MACCARONE, 2005, Assistant Professor of Philosophy -- B.A., George Washington University, 1995; M.A., Colorado State University, 1998; Ph.D., University of Florida, 2004.
- MICHAEL W. MAHER, S.J., 2003, Associate Professor of History and Director of Catholic Studies - B.A., Saint Louis University, 1980; M. Div., Jesuit School of Theology, Berkeley, 1986; S.T.M., Jesuit School of Theology, Berkeley, 1987; Ph.D., University of Minnesota, 1997.
- DANIEL J. MAHONEY, 1992 (2007), Professor of Teacher Education - B.A., Evergreen State College, 1976; M.A., Gonzaga University, 1986; Ph.D., Gonzaga University, 1995.
- MARC MANGANARO, 2007, Professor of English and Dean of the College of Arts and Sciences, B.A., University of Nebraska at Omaha, 1977; M.A., San Francisco State University, 1979; Ph.D., University of North Carolina at Chapel Hill, 1985.
- JOHN J. MARCINIAK, 1983, Associate Professor of Mechanical Engineering - B.S., University of Notre Dame, 1966; Ph.D., University of Illinois, 1975.
- MARGUERITE MARIN, 1986 (1991), Associate Professor of Sociology - B.A., California State University at Long Beach, 1973; M.A., California State University at Long Beach, 1975; Ph.D., University of California at Santa Barbara, 1980.
- TOD T. MARSHALL, 1999 (2007), Associate Professor of English - B.A., Siena Heights College, 1990; M.F.A., Eastern Washington University, 1992; Ph.D., University of Kansas, 1996.
- EARL F. MARTIN, 2005, Professor and Dean of the School of Law -- B.A., University of Kentucky College of Law of Communications, 1984; J.D., University of Kentucky College of Law, 1987; LL.M., Yale Law School, 1996.
- JOHN MOREY MAURICE, 1975 (1980), Professor of Law - B.A., University of Colorado, 1961; J.D., New York University, 1964.
- MICHAEL J. McBRIDE, 1978 (1993), Associate Professor of Psychology - A.B., Saint Louis University, 1969; M.S., Saint Louis University, 1975; Ph.D., Saint Louis University, 1980.
- DANIEL J. McCANN, 1992 (2006), Professor of Exercise Science - B.S. Springfield College, 1978; M.A., University of California at Santa Barbara, 1980; Ph.D., University of California, Davis, 1989.
- 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.
- MICHAEL C. McCLINTOCK, 1972 (1978), Professor of Law - B.A., University of Tulsa, 1965; J.D., University of Tulsa, 1969; LL.M., Southern Methodist University, 1971; S.J.D., Southern Methodist University, 1975.
- 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.
- KEVIN B. McCRUDEN, 2003, Assistant Professor of Religious Studies - B.A. New York University, 1991; M.Div., Yale Divinity School, 1994; S.T.M., Yale Divinity School, 1995; Ph.D., Loyola University Chicago, 2002.
- THAYNE M. McCULLOH, 1990, Assistant Professor of Psychology and Vice President for Administration and Planning, and Dean of Student Financial Services - B.A., Gonzaga University, 1989; D.Phil., Oxford University, 1998.
- JAMES R. McCURDY, 1982 (1992), Professor of Law - B.B.A., University of Houston, 1970; J.D., University of Texas School of Law, 1974.
- 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.
- THOMAS McKENZIE, 2002, Associate Professor of Mathematics - B.A., Clark University, 1985; M.S., University of Oregon, 1988; Ph.D., University of Oregon, 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.
- COLLEEN A. McMAHON, 1986, (1994) Associate Professor of Communication Arts and Associate Dean, College of Arts and Sciences - A.B., Gonzaga University, 1982; M.A., Washington State University, 1984.

- DENNIS G. McMINN, 1974 (1985), Professor of Chemistry - B.S., University of Alberta, 1966; Ph.D., University of Minnesota, 1970.
- ALAN McNEIL, 1990, Associate Professor, Law Clinic - B.A., Ohio University, 1970; J.D., Gonzaga University, 1977.
- MATTHEW Q. McPHERSON, 2004, Assistant Professor of Economics-B.S., West Virginia University, 1994; M.S., West Virginia University, 1996; M.A., West Virginia University, 2001; Ph.D., West Virginia University, 2003.
- ANNA MARIE MEDINA, 2003, Assistant Professor of Psychology - B.A., Stanford University, 1989; M.A., California State University, 1996; Ph.D., University of Southern California, 2002.
- SARA R. MELENDY, 2005, Assistant Professor of Accounting - B.S., Cornell University, 1990; Ph.D., The State University of New York at Buffalo, 2005.
- AMY C. MERRILL WILLIS, 2004, Instructor of Religious Studies - A.B., Erskine College, 1990; M.Div., Union Theological Seminary in Virginia, 1994; (Ph.D.), Emory University, ABD.
- MARGARET R. MEYERS, 2006, Clinical Faculty of Education - B.G.S., Gonzaga University, 1980; R.N., Sacred Heart Hospital, 1973; M.A.E., Gonzaga University, 1981.
- JEFFREY W. MILLER, 2006, Assistant Professor of English - B.A., Indiana University-Purdue University, 1994; M.A., University of Cincinnati, 1996; Ph.D., University of Cincinnati, 2002.
- THOMAS A. MILLER, 1985 (1992), Associate Professor of Communication Arts - B.B.A., Gonzaga University, 1972; M.A., Syracuse University, 1980; M.Div., Weston School of Theology, 1983; Th.M., Weston School of Theology, 1984.
- 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.
- ALFRED C. MIRANNE, 1989 (1992), Associate Professor of Sociology and Criminal Justice - B.S., University of Southwestern Louisiana, 1973; M.S., Texas A&M University, 1976; Ph.D., Washington State University, 1981.
- 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.
- ALFRED L. MORISSETTE, S.J., 1966 (1969), Associate Dean of the College of Arts and Sciences - A.B., Gonzaga University, 1954; Ph.L., Mt. St. Michael's, 1955; B.S.T., St. Mary's University, 1962; M.A., Laval University, 1971.
- DANIEL J. MORRISSEY, 2001, Professor 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.
- MICHAEL E. MOYNAHAN, S.J., 1997 (2002), Associate Professor of Religious Studies and Rector, Jesuit House Community -B.A., Gonzaga University, 1968, M.Div., Jesuit School of Theology, 1973; S.T.L., Jesuit School of Theology, 1981; Th.D., Graduate Theological Union, 1982;
- ANN MARIE MURPHY, 2000, Associate Professor of Law - B.A.S., Western Illinois University, 1979; M.S., Western Illinois University, 1980; J.D., DePaul University, 1985.
- KEVIN J. F. MURPHY, 2002, Adjunct Lecturer in Art History, Gonzaga in Florence -- B.A., University of Essex, England, 1990; M.A., Courtauld Institute of Art, University of London, 1992; Ph.D., Courtauld Institute of Art, University of London, 1997.
- KAY L. NAKAMAYE, 1970 (1979), Dr. Scholl Distinguished Professor of Chemistry - B.S., University of Utah, 1963; Ph.D., University of California at Berkeley, 1967.
- STEFANIA E. PADRIN NEDDERMAN, 1995 (2000), Associate Professor of Modern Languages - B.A., University of Oregon, 1984; M.A., University of Oregon, 1986; Ph.D., University of Oregon, 1993.
- CURT NELSON, 2001, Adjunct Instructor for Electrical Engineering -- B.A., University of Washington, 1962; M.S., University of Idaho, 1968.
- JENNIFER T. NELSON, 1991 (2002), Professor of Teacher Education - B.A. (HONS), University of Natal, 1970; B.A., University of South Africa; M.Ed., Eastern Washington University, 1988; Ed.D., Washington State University, 1991.
- GARRY NESTRANSKY, 2003; Adjunct Instructor of Educational Leadership and Administration - B.A., University of Alberta 1971; M.A., Gonzaga University, 1987.
- 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.
- THEODORE NITZ, 2000, Assistant Professor of History and Program Director of International Studies - B.A., University of Washington, 1968; M.A., Washington State University, 1975; Ph. D., Washington State University, 1999.
- GAIL M. NORD, 1987 (2006), Associate Professor of Mathematics - B.A., University of Cincinnati, 1983; B.S., University of Cincinnati, 1983; M.A., Ohio State University, 1985.
- KAREN E. NORUM, 2003 (2007), Associate Professor of Leadership Studies - B.S., University of Wisconsin, 1981; M.A., Denver Seminary, 1985; Ph.D., University of Colorado at Denver, 1997.
- 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.
- PAUL S. NOWAK, 1993 (1997), Professor of Civil Engineering and Associate Dean of Engineering - B.S., State University of New York at Buffalo, 1980; M.S., University of Illinois, 1981; Ph.D., California Institute of Technology, 1989.
- KATHLEEN ALLEN O'CONNOR, 1986 (2001), Assistant Professor, Foley Center Library, and Assistant Dean for Library Systems - A.B., Gonzaga University, 1975; M.L.S., University of Washington, 1979.
- KEVIN O'CONNOR, 2004 (2007), Associate Professor of History - B.A., University at Albany (SUNY), 1989; M.A., University at Albany (SUNY), 1993; Ph.D., Ohio University 2000.
- LEWIS H. ORLAND, 1950 (1976), Associate Dean of the School of Law and Professor Emeritus - B.A., University of Idaho, 1937; J.D., Harvard University, 1940; LL.D., Gonzaga University, 1967.
- ALBERT A. (TONY) OSBORNE, 2002, Associate Professor of Communication Arts - B.A., University of Michigan, 1975; M.S., Columbia University, 1985; M.A., Ohio State University, 1990; Ph.D., Ohio State University, 1995.
- SHANNON OVERBAY, 2001, Assistant Professor of Mathematics - B.S., Gonzaga University, 1992; M.S., Colorado State University, 1994; Ph.D., Colorado State University, 1998.

- MICHELE R. PAJER, 1990, Instructor of English - B.A., George Washington University, 1980; M.A., University of Kentucky, 1987.
- SHALON D. PARKER, 2002 (2003), Assistant Professor of Art - B.A., University of California, Santa Cruz, 1993; M.A., University of California, Berkeley, 1996; Ph.D., University of California, Berkeley, 2003.
- ALESSANDRO PAZZAGLIA, 2002, Adjunct Lecturer in Business and Office Manager, Gonzaga in Florence -- Dottorato in Economia e Commercio, Università Commerciale L. Bocconi (Milan), 1996.
- VIVEK H. PATIL, 2005, Assistant Professor of Marketing - M.M.S., Birla Institute of Technology and Science, 1997; M.E., Birla Institute of Technology and Science, 2000; Ph.D., University of Kansas, Lawrence, 2006.
- J. SCOTT PATNODE, 1970 (1984), Professor of Art and Director/Curator of the Jundt Art Museum - A.B., Gonzaga University, 1968; M.F.A., Pratt Institute, 1970.
- ALLEN E. PATTY, LTC, 2004, Professor of Military Science, B.B.A., New Mexico State University, 1986; M.A., Chapman University, 1998.
- PETER G. PAUW, 1987 (1998), Professor of Biology - B.A., Grinnell College, 1970; Ph.D., University of Missouri at Columbia, 1980.
- MOLLY PEPPER, 2003, Assistant Professor of Management-B.A., Texas A&M University, 1987; M.B.A. University of Southern Mississippi, 1997; Ph.D., Arizona State University, 2004.
- LINDA PIERCE, 1989 (1998), Associate Professor, Foley Center Library - B.A., Washington State University, 1976; M.L.S., University of Washington, 1978.
- STEPHANIE E. PLOWMAN, 1992 (2003), Associate Professor, Foley Center Library - B.A. Whitman College, 1985; M.L.S., Indiana University, 1989; M.A., Indiana University, 1989.
- WAYNE P. POMERLEAU, 1977 (1998), Professor of Philosophy - A.B., Georgetown University, 1968; M.A., Northwestern University, 1972; Ph.D., Northwestern University, 1977.
- MARK PONTIF, 2006, Assistant Professor of Military Science - B.A., University of Massachusetts, 1997; Captain, United States Army.
- ALBERT (BERT) POWELL, 1999; Adjunct Instructor of Counselor Education - B.S., University of Florida, 1970; M.A., Whitworth College, 1974.
- MICHAEL W. PRINGLE, 1999, Assistant Professor of English - B.A., Gonzaga University, 1991; M.A., Washington State University, 1994; Ph.D., Washington State University, 2000.
- ROBERT D. PRUSCH, 1981 (1983), Professor of Biology - B.S.C., University of Portland, 1964; Ph.D., Syracuse University, 1969.
- MATTHEW T. RAFFETY, 2005, Assistant Professor of History - B.A., Williams College, 1994; M.A., Columbia University, 1997; M.Phil., Columbia University, 1998; Ph.D., Columbia University, 2003.
- GARY C. RANDALL, 1973 (1999), Professor Emeritus of Law - B.S., University of Idaho, 1961; J.D., University of Idaho, 1964.
- INGRID K. RANUM, 2005, Assistant Professor of English - B.A., Luther College, 1989; M.A., Washington State University, 1995; Ph.D., Washington State University, 2004.
- GAIL J. RAY SPRINGER, 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.
- 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.
- JANE A. RINEHART, 1974 (2001), Professor of Sociology - B.A., Marymount Manhattan College, 1967; M.A., New York University, 1973; Ph.D., New York University, 1981.
- LIN ROGERS, 2004, Assistant Professor of Nursing - B.S.N., St. Louis University, 1970; M.S.N., St. Louis University, 1972, Ph.D.(c), Gonzaga University.
- CHARLES PHILLIP ROSE, 1994, Adjunct Assistant Professor of Educational Leadership and Administration - 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 English as a Second Language - B.A., Eastern Washington University, 1992; M.A., Eastern Washington University, 1994.
- BRIAN RUSSO, 2006, Associate Professor of Communication Arts - B.A., The State University of New York-Stony Brook, 1975; M.A., New York University, 1982; M.F.A., Bowling Green State University, 1987; Ph.D., University of Cincinnati, 1993; M.F.A., University of Arizona, 2001.
- GIOVANNA RUSSO, 1985, Adjunct Associate Professor of Italian, Gonzaga in Florence - Dottore in Sociologica, Università degli Studi, Trento, 1973.
- FRANKLIN (TROY) RUX, 2001, Instructor of Math - B.A., Eastern Washington University, 1987; M.S., Eastern Washington University, 1999.
- 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), 1963; Ph.D., University of Louvain, 1971.
- ROBERTO SABBADINI, 2005, Adjunct Lecturer in History, Dottore in Lettere e Filosofia, Università degli Studi di Venezia "Ca' Foscari", 1988; Ph.D., European University Institute, 1995.
- MARY R. SAGAL, 2001, Instructor of English - B.S., University of Wisconsin, Madison, 1986; M.S., University of Wisconsin, Madison, 1994; M.F.A., Eastern Washington University, 2001.
- CHARLES (CHUCK) V. SALINA, 2005, Assistant Professor of Educational Leadership and Administration - B.A., University of Washington, 1975; M.A., Gonzaga University, 1985; Ph.D., Gonzaga University, 1991.
- MARY ANN SANGER, 1997, Adjunct Instructor of Business-B.A., Eastern Washington University, 1979; M.S., Eastern Washington University, 1993.
- MARY MARTHA SAVAGE, 2001 (2007), Assistant Professor of English as a Second Language-B.A., Cal State-Fresno, 1977; M.S.P., San Jose State University, 1983.
- EDWARD E. SCHAEFER, 1986 (1996), Professor of Music - B.M., Southern Methodist University, 1974; M.M., M.S.M., Southern Methodist University, 1977; D.M.A., The Catholic University of America, 1985.
- DUANE F. SCHAFER, 2003; Adjunct Assistant Professor of Educational Leadership and Administration - B.A., University of Akron, 1968; M.A., University of Akron, 1982; Ph.D., Gonzaga University, 2002.
- LINDA S. SCHEARING, 1993 (2004), 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.
- STEVEN D. SCHENNUM, 1992 (2000), Associate Professor of Electrical Engineering - B.S.E.E., Montana State University, 1983; M.S.E.E., Montana State University, 1985; Ph.D., Washington State University, 1992.
- FREDRIC W. SCHLATTER, S.J., 1952 (1974), Professor Emeritus of the Classics - A.B., Gonzaga University, 1949; M.A., Gonzaga University, 1950; S.T.L., Alma College, 1957; Ph.D., Princeton University, 1960.
- ERIK SCHMIDT, 2003, Assistant Professor of Philosophy - B.A. Wheaton College, 1993; Ph.D., Syracuse University, 2003.
- NANCY L. SCHMIDT, 2006, Assistant Professor of Communication Arts - B.S., San Diego State University, 1995; M.A., Washington State University, 1999; Ph.D., Washington State University, 2006.
- FRANZ K. SCHNEIDER, 1957 (1993), Professor Emeritus of English - B.A., Washington State University, 1952; M.A., University of Washington, 1954; Ph.D., University of Washington, 1959.
- BRUNO SEGATTA, 1982, Adjunct Lecturer in Art and Assistant to the Director for Student Affairs, Gonzaga-in-Florence - S.T.B., Pontificio Ateneo Salesiano, 1972; B.F.A., Boise State University, 1976; M.S., California State University at Northridge, 1981.
- BENJAMIN SEMPLE, 1998 (2000), Associate Professor of Modern Languages - B.A., Hamilton College, 1983; M.A., University of Pennsylvania, 1988; Ph.D., University of Pennsylvania, 1991.
- STEPHEN SEPINUCK, 1991 (1999), Professor of Law - A.B., Brown University, 1981; J.D., Boston University, 1984; L.L.M., New York University School of Law, 1987.
- JENNIFER L. SEVEDGE, 2006, Instructor of English as a Second Language - B.A., University of Alabama, 1995; M.A., University of Alabama, 2001.
- 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.
- KEVIN G. SHELLEY, 1994, Associate Professor of Legal Research and Writing - B.A., Auburn University, 1983; J.D. University of Alabama, 1988.
- JERRI SIMMS SHEPARD, 1990 (2003), Associate Professor of Teacher Education - B.A., Arizona State University, 1970; M.C., Arizona State University, 1976; Ed.D., University of San Francisco, 1989.
- JENNIFER N. SHEPHERD, 1998 (2006), Associate Professor of Chemistry - B.S., Oregon State University, 1993; M.S., University of California at Los Angeles, 1995; Ph.D., University of California at Los Angeles, 1998.
- MAUREEN M. SHERIDAN, 1977, Director of the Counseling Center - A.B., Gonzaga University, 1968; M.A., Gonzaga University, 1971; Ph.D., Purdue University, 1977.
- JOHN N. SHEVELAND, 2006, Assistant Professor of Religious Studies - B.A., University of Portland, 1996; M.A., Yale University Divinity School, 1999; Ph.D., Boston College, 2006.
- MARK J. SHRADER, 1988 (2002), Associate Professor of Finance - B.B.A., University of Texas at Austin; Ph.D., Texas Tech University, 1988.
- 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 University Vice-President - B.B.A., Gonzaga University, 1959; M.B.A., Gonzaga University, 1967.
- JOANNE A. SMIEJA, 1988 (1996), Professor of Chemistry - B.A., College of St. Thomas, 1982; Ph.D., University of Minnesota, 1986.
- CHRISTOPHER E. SMITH, 2006, Associate Professor of Computer Science - B.S., Lake Superior State College, 1984; M.S., University of Michigan, 1987; Ph.D., University of Minnesota, 1996.
- DEBORAH W. SMITH, 2001, Assistant Professor of Nursing - B.A., Washington State University, 1973; B.S.N., Washington State University, 1975; M.S.N., University of Washington, 1981.
- SADIBOU SOU, 2005, Instructor of Modern Languages - B.A., Université Gaston Berger, Saint-Louis, Senegal, 1998; M.A., University of Montana, 2000.
- JOHN STUART SPENCER, 2001, Assistant Professor, Foley Center Library - B.A., Wheaton College, 1977; M.A., Kent State University, 1983; M.L.S., Southern Connecticut State University, 1989.
- ROBERT SPITTAL, 1992 (1999), Associate Professor of Music - B.M.E., The Ohio State University, 1985; M.M., Baylor University, 1990; D.M.A., University of Cincinnati, 1995.
- 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 Weston School of Theology, 1984; Ph.D., Catholic University of America, 1989.
- J. RODERICK STACKELBERG, 1978 (2004), Professor Emeritus of History - B.A., Harvard University, 1956; M.A., University of Vermont, 1972; Ph.D., University of Massachusetts, 1974.
- NANCY L. STAUB, 1992 (2002), Professor of Biology - B.A., Earlham College, 1980; Ph.D., University of California at Berkeley, 1989.
- J. MICHAEL STEBBINS, 2000, Adjunct Instructor of Business Ethics - A.B., Gonzaga University, 1977; B.S.N., University of Washington, 1981; Ph.D., Boston College, 1991.
- W. CLINTON STERLING, 2004, Assistant Professor of Law/Faculty Services Librarian-B.A., The George Washington University, 1983; M.L.S., University of Pittsburgh, 1995; J.D., American University, 1991.
- 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.
- DANIEL STEWART, 2006, Assistant Professor of Management - B.A., Washington State University, 1992; M.A., Stanford University, 2000; Ph.D., Stanford University, 2002.
- JUNE L. STEWART, 1992 (1996), Associate Professor and Director of Chastek Law Library - B.A., University of Colorado, 1967; J.D./M.L.L., University of Denver, 1985.
- SHARON STRAUB, 1996, Adjunct Instructor of Teacher Education - B.A., Whitworth College, 1968; M.Ed., Whitworth College, 1970.
- BRADLEY STRIEBIG, 2002 (2006), Associate Professor of Civil Engineering - B.S., The Pennsylvania State University, 1991; M.S., Clemson University, 1993; Ph.D., The Pennsylvania State University, 1996.



- JON D. SUNDERLAND, 1979 (2007), Associate Professor of Sport and Physical Education and Dean of the School of Education - B.A., California Polytechnic State University, 1968; M.A., California Polytechnic State University, 1971; Ph.D., University of Oregon, 1981.
- BROOK O. SWANSON, 2006, Assistant Professor of Biology - B.S., Florida Institute of Technology, 1999; Ph.D., Northern Arizona University, 2004.
- PHYLLIS M. TAUFEN, S.N.J.M., 1979 (1999), Professor Emerita of English - B.A., Holy Names College, 1946; M.A., Gonzaga University, 1967.
- CARLOS J. TAVORA, 1988, Professor of Electrical Engineering - B.S., Instituto Tecnológico de Aeronautica, 1960; M.S., University of Houston, 1963; Ph.D., University of California at Berkeley, 1970.
- WALTER R. TEETS, C.P.A.-Inactive, 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 Management - B.A., University of Montana, 1970; M.A., Southern Illinois University at Carbondale, 1974; Ph.D., Southern Illinois University at Carbondale, 1976.
- PATRICIA L. TERRY, 1989 (1995), Associate Professor of English - B.A., Rhodes College, 1977; M.A., University of North Carolina at Chapel Hill, 1983; Ph.D., University of North Carolina at Chapel Hill, 1989.
- ASHISH THATTE, 2006, Assistant Professor of Operations Management - B.E., University of Pune, India, 1996; M.B.A., University of Pune, India, 1999; M.S., The University of Toledo, 2001; Ph.D., University of Toledo, 2006.
- JAMES D. THAYER, 2002, Assistant Professor of English - B.A., California State University, Sacramento, 1992; M.A., California State University, Sacramento, 1997; Ph.D., University of Oregon, 2002.
- KONNY THOMPSON, 1994, Assistant Professor, Foley Center Library - B.A., Drake University, 1982; M.L.S., University of Iowa, 1990.
- VIRGIL F. THOMPSON, 2003, Instructor of Religious Studies-- B.A. Luther College, 1969; M.Div. Luther Seminary, 1973; Th.M., Princeton Seminary, 1977.
- JANE A. TIEDT, 2004, Instructor of Nursing - B.S.N., University of Iowa, 1983; M.S.N., Gonzaga University, 1994.
- 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, 2004, Instructor of Teacher Education - B.A., University of Washington, 1993; MA, Seattle University, 1997.
- BIANCA P. TREDENNICK, 2004, Assistant Professor of English - B.A., University of Puget Sound, 1991; M.A., Portland State University, 1997; Ph.D., University of Oregon, 2002.
- LINDA B. TREDENNICK, 2003, Assistant Professor of English - B.A., University of Puget Sound, 1991; M.A., Portland State University, 1997; Ph.D., University of Oregon, 2002.
- MICHAEL TRELEAVEN, S.J., 1990 (2003), Associate Professor of Political Science - A.B., Gonzaga University, 1977; M.A., University of Toronto, 1979; M.Div., University of Toronto (Regis College), 1983; Th.M., University of Toronto (Regis College), 1986; Ph.D., University of Toronto, 1993.
- MARY PATRICIA TREUTHART, 1989 (1998), Co-Director, Thomas More and Florence Summer Law Programs and Professor of Law - B.A., Douglass College, 1975; J.D., Rutgers University, 1978; LL.M., Columbia University, 1989.
- 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.
- GARY D. UHLENKOTT, S.J., 1986 (1993), Associate Professor of Music - A.B., Gonzaga University, 1974; Diploma, Berklee College of Music, 1986; M.S., Syracuse University, 1975.
- EDWARD F. VACHA, 1981 (1992), Professor of Sociology and Program Director of Criminal Justice - 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.
- JAMES M. VACHÉ, 1975 (1978), Co-Director Thomas More Scholarship Program and Professor of Law - B.A., Washington State University, 1969; J.D., University of Washington, 1972.
- JOHN VANDER BEEK, 1985, Associate Professor of Mathematics - B.A., Dordt College, 1965; M.S., Oregon State University, 1970; Ph.D., Oregon State University, 1970.
- ANTHONY P. VIA, S.J., 1966 (2001), Professor of History, - A.B., Gonzaga University, 1950; M.A., Gonzaga University, 1956; S.T.L., Gregorian University, 1963; Ph.D., University of Wisconsin, 1966.
- JOHN VILLALPANDO, 2003, Assistant Professor of Mathematics - B.S., Eckerd College, 1996; M.S., Clemson University, 1999; Ph.D., Clemson University, 2002.
- BRIAN VOGL, 2006, Assistant Professor of Military Science - Master Sergeant, United States Army.
- 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.
- ANTHONY T. WADDEN, 1970 (2005), Professor Emeritus of English - B.A., University of Iowa, 1961; M.A., University of Iowa, 1963; Ph.D., University of Iowa, 1970.
- 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 (2006), Associate Professor of Teacher Education - B.A., Whitworth College, 1968; M.Ed., Whitworth College, 1971; Ph.D., Washington State University, 1992.
- STEPHEN D. WARREN, 2004, Assistant Professor of Chemistry - B.A., Walla Walla College, 1988; Ph.D., State University of New York at Buffalo, 1995.
- ROBERT D. WATERMAN, 1981 (1988), Associate Professor of Political Science - B.A., University of California at Berkeley, 1965; M.A., University of California at Berkeley, 1966; Ph.D., University of California at Berkeley, 1978.

- 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.
- JEFFREY M. WATSON, 2006, Assistant Professor of Chemistry - B.S., Oregon State University, 1995; Ph.D., Purdue University, 2002.
- GEORGIE ANN WEATHERBY, 1996 (2001), Associate Professor of Sociology and Criminal Justice - B.A., Western Washington University, 1979; M.A., Western Washington University, 1984; Ph.D., University of Washington, 1990.
- GARY J. WEBER, 1995 (2004), Associate Professor of Accounting and Associate Academic Vice President - 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.
- JOHN G. WEISBROD, 2006; Clinical Faculty, Educational Leadership and Administration - B.S.N., University of Wisconsin-Milwaukee, 1976; M.A.E., Gonzaga University, 1983.
- LAWRENCE A. WEISER, 1989, Co-Director of the Clinical Law Program and Associate Professor of the Law Clinic - B.A., Boston University, 1971; J.D., Gonzaga University, 1976.
- ALAN WESTFIELD, LTC(R), 2000, Assistant Professor of Military Science - B.S., United States Military Academy, 1979; M.S., Central Michigan University, 1991; Ph.D. Candidate, Gonzaga University.
- JASON A. WILLIAMS, 2001, Assistant Professor of Psychology - B.A., University of California-Riverside, 1989; Ph.D., University of California-Santa Cruz, 2001.
- RANDY L. WILLIAMS, 1979 (1987), Professor of Special Education - B.A., Pomona College, 1970; M.A., Western Michigan University, 1973; Ph.D., University of Kansas, 1976.
- VICKIE J. WILLIAMS, 2003, Assistant Professor of Law - B.S., Tufts University, 1985; J.D., New York University School of Law, 1990.
- MARK WILSON, 1974 (2004), Professor Emeritus of Law - B.A., University of South Dakota, 1960; J.D., University of Minnesota, 1967.
- SANDRA M. WILSON, 1982 (1986), Associate Professor of Leadership Studies (Doctoral) - B.S., Michigan State University, 1966; M.Ed., Michigan State University, 1973; Ph.D., Michigan State University, 1980.
- LAUREN E. WINTERS, 2002, Visiting Instructor of Legal Research and Writing - B.A., Willamette University, 1982; J.D., Gonzaga University School of Law, 1991.
- ANN A. WOLF, 2002 (2007), Associate Professor of Teacher Education - B.A., Rutgers University, 1977; M.S., Syracuse University, 1981; Ed.D., University of Northern Colorado, 1997.
- TADG H. WOODS, 2003, Assistant Professor of Mathematics - B.S., University of New Mexico, Albuquerque, 1983; M.A., University of New Mexico, Albuquerque, 1985; M.S., University of Oregon, 2000; Ph.D., University of Oregon, 2001.
- NANCY L. WORSHAM, 1992 (2007), Professor of Psychology - B.A., University of California at Santa Barbara, 1980; M.S., University of Utah, 1986; Ph.D., University of Vermont, 1992.
- JOHN H. WRIGHT, S.J., 2001, Scholar-in-Residence - B.A., Gonzaga University, 1945; M.A., Gonzaga University, 1946; Ph.L., Mount St. Michael's, 1946; S.T.L., Alma College, 1953; S.T.D., Pontifical Gregorian University, 1957.
- DANIELLE (DAN) XU, 2005, Assistant Professor of Finance - B.A., Jilin University, 1993; M.S., University of Arizona, 2000; Ph.D., University of Arizona, 2005.
- KATHERINE A. YERION, 1977 (1996), Professor of Computer Science - B.S., Northern Arizona University, 1971; M.S., Northern Arizona University, 1972; Ph.D., University of Montana, 1978.
- JOSEPH E. YI, 2006, Assistant Professor of Political Science - B.A., University of California-Berkeley, 1993; M.A., University of Chicago, 1996; Ph.D., University of Chicago, 2004.
- STEVEN C. ZEMKE, 2005, Assistant Professor of Mechanical Engineering - B.S., University of Washington, 1977; M.S., Northwestern University, 1980; Ph.D., University of Idaho, 2005.
- ATTILA J. ZINK, 2002, Instructor, Exercise Science - B.S., University of California at Los Angeles, 1991; M.A., California State University at Northridge, 1997; ABD, University of Miami.

Address all correspondence regarding this catalogue to:  
 University Registrar  
 Gonzaga University  
 AD Box 83  
 Spokane, Washington 99258-0001  
 Area Code 509-323-6592

The publication of a catalogue at a given date obviously does not (and cannot be allowed to) stop the evolution of academic programs. The present catalogue depicts the current status of the programs offered by Gonzaga University, but only as of the January 1<sup>st</sup> of the year of its publication. Changes in programs do and necessarily must occur; and the University maintains a master catalogue on file in the Registrar's Office which constitutes the official status of university policy and programs at all times. Any questions regarding changes since January 1, 2007, may be directed to the Registrar's Office or to the Academic Vice President's Office.

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**ACADEMIC CALENDAR FOR 2007-2008  
FALL SEMESTER 2007**

Law School Classes Begin	August 20
New Faculty Conference	August 21
Fall Faculty Conference	August 22 - August 23
Residence Halls Open	
New Students	August 24 and August 25
Returning Students	August 26
New Student Orientation	August 26 - September 3
President's Reception	Sunday, August 26
Academic Convocation	August 27
New Students Meet with Assigned Advisors	August 27
Fall Validation	August 27
Classes Begin	August 28
Last Day to Add/Drop	September 5
Mass of the Holy Spirit (11:00am & Noon classes canceled)	September 19
Labor Day Observed	September 21
Incompletes Revert to Provisional Grades	September 28
Mid-semester Exams	October 8 - October 12
Founder's Day Holiday	October 15
Fall Family Weekend	October 19 - October 21
Mid-semester Grades Due in Registrar's Office	October 17
Last Day to Withdraw	November 9
Thanksgiving Holiday	November 21 - November 23
Prep Week	December 3 - December 7
Semester Examinations	December 10 - December 13
Christmas Holiday Begins	December 14
Grades Due in Registrar's Office	December 19

**SPRING SEMESTER 2008**

Law School Classes Begin	January 8
Residence Halls Open	January 13
New Student Orientation	January 14
Spring Faculty Conference	January 14
Spring Validation	January 14
Classes which meet on Monday's ONLY begin	January 14
Classes Begin	January 15
Martin Luther King Holiday	January 21
Last Day to Add/Drop	January 23
Incompletes Revert to Provisional Grades	February 14
President's Day Holiday	February 18
Mid-semester Exams	March 3 - March 7
Spring Vacation	March 10 - March 14
Mid-semester Grades Due in Registrar's Office	March 11
Good Friday Holiday	March 21
Easter Holiday	March 24
Last Day to Withdraw	March 28
Academic Honors Convocation (classes canceled 3:15-4:45 pm)	April 22
Prep Week	April 28 - May 2
Semester Examinations	
100/200 classes	May 5 - May 9
300/400 classes	May 5 - May 7
Senior Week Activities	May 7 - May 9
Law School Commencement	May 10
Graduate School Commencement	May 10
Baccalaureate Mass	May 10
Graduate School Mass	May 10
Undergraduate Commencement	May 11
Grades Due in Registrar's Office	May 13
*Exams may start on Saturday, May 3	

**SUMMER**

Session I Begins	May 19
Session I Ends	June 27
Session II Begins	June 30
Session II Ends	August 8

**ACADEMIC CALENDAR FOR 2007-2008  
FALL SEMESTER 2008**

New Faculty Conference	August 26
Fall Faculty Conference	August 27 and August 28
Residence Halls Open	
New Students	August 29 and August 30
Returning Students	August 31
New Student Orientation	August 31 - September 15
President's Reception	August 31
Academic Convocation	September 1
New Students Meet with Assigned Advisors	September 1
Fall Validation	September 1
Classes Begin	September 2
Last Day to Add/Drop	September 10
Mass of the Holy Spirit (11:00am & Noon classes canceled)	September 17
Labor Day Observed	September 26
Incompletes Revert to Provisional Grades	October 3
Mid-semester Exams	October 20 - October 24
Founder's Day Holiday	October 27
Fall Family Weekend	October 31 - November 1
Mid-semester Grades Due in Registrar's Office	November 4
Last Day to Withdraw	November 14
Thanksgiving Holiday	November 26 - November 28
Prep Week	December 8 - December 12
Semester Examinations	December 15 - December 18
Christmas Holiday Begins	December 19
Grades Due in Registrar's Office	December 23

**SPRING SEMESTER 2009**

Residence Halls Open	January 11
New Student Orientation	January 12
Spring Faculty Conference	January 12
Spring Validation	January 12
Classes which meet on Monday's ONLY begin	January 12
Classes Begin	January 13
Martin Luther King Holiday	January 19
Last Day to Add/Drop	January 21
Incompletes Revert to Provisional Grades	February 13
President's Day Holiday	February 16
Mid-semester Exams	March 2 - March 6
Spring Vacation	March 9 - March 13
Mid-semester Grades Due in Registrar's Office	March 10
Last Day to Withdraw	March 27
Good Friday Holiday	April 10
Easter Holiday	April 13
Academic Honors Convocation (classes canceled 3:15-4:45 pm)	April 21
Prep Week	April 27 - May 1
Semester Examinations	
100/200 classes	May 4 - May 8
300/400 classes	May 4 - May 6
Senior Week Activities	May 6 - May 8
Law School Commencement	May 9
Graduate School Commencement	May 9
Baccalaureate Mass	May 9
Graduate School Mass	May 9
Undergraduate Commencement	May 10
Grades Due in Registrar's Office	May 12
*Exams may start on Saturday, May 2	

**SUMMER**

Session I Begins	May 18
Session I Ends	June 26
Session II Begins	June 29
Session II Ends	August 7

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