The School of Education's mission 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.

**UNDERGRADUATE PROGRAM**

The **Department of Teacher Education**, directed by Gonzaga's humanistic, Catholic, and Jesuit mission, prepares educational leaders to serve others in need and demonstrate a commitment to social justice. The Teacher Education program offers a thorough preparation in academic subject matter and professional teaching at the undergraduate level. It provides teacher candidates with the opportunity to become reflective learners and practitioners of elementary or secondary education.

Students in the program combine an academic degree with initial teacher certification courses. Students may pursue elementary and/or secondary certification. Elementary certification candidates choose a desired major and also complete all required teacher certification courses. Students seeking elementary education certification will receive an elementary endorsement and can teach grades K-8 as generalists in a self-contained classroom. They may also add endorsement areas to their certification (e.g., Reading, ESOL, Special Education). Secondary certification candidates major in an endorsement area (e.g., English, Mathematics, Spanish, Biology, History) and take the necessary courses to obtain secondary certification as well.

Many courses in the program offer a community-based, service-learning activity, providing candidates an opportunity to experience servant leadership. As a community of reflective learners, Gonzaga's faculty, staff, and teacher candidates form supportive relationships that encourage service for others and responsibility to each other. These experiences, in addition to the coursework, give teacher candidates significant time in the field working with K-12 students in the Spokane area.

From the beginning of education coursework, strong partnerships with the local K-12 schools provide opportunities for applying the knowledge and skills gained in the classroom to field experiences. Students complete a minimum of 90 hours of classroom experience prior to their full semester of student teaching. Qualified university supervisors and cooperating teachers provide strong mentoring support at all field practicum levels.

All teacher preparation degree programs, elementary, secondary, and advanced certification programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Washington State Professional Educators Standards Board (PESB).

The **Department of Special Education** offers a flexible and marketable academic program that prepares students to work with individuals with mild to severe disabilities, such as learning disabilities, pervasive developmental disabilities, and behavior disorders. Students can complete a major (B.Ed.) or minor in Special Education. The Department also offers two Special Education endorsements: an endorsement to teach Special Education in grades PreK-12 and an Early Childhood Special Education endorsement for grades PreK-3. Students may concurrently work toward other endorsements, such as Elementary Education or a secondary content area endorsement, giving them certification for teaching either Special Education or in an elementary or secondary classroom setting. These types of combinations can be especially marketable backgrounds for students looking for teaching positions upon graduation.

The **Department of Sport and Physical Education** offers two Bachelor's degrees: a Bachelor of Education in Kinesiology & Physical Education and a Bachelor of Education in Sport Management. These degrees prepare students for teaching, coaching, fitness leadership, or sports business careers. They are designed to be a broad-based foundation for graduate
studies in fitness, sports psychology or sociology, sports business, sports administration, and sports/health promotion. Students interested in pursuing the teaching option must complete the certification requirements of the Teacher Education program. This qualifies students to teach physical education (health/fitness) in grades K-12.

The Department offers a Fitness Specialist Concentration as an option for students. This option is designed for individuals that are interested in working in a fitness environment as a personal trainer, strength and conditioning coach, or even as a group activity instructor. Students in this area work with all ages to improve health and fitness through sport and activity in various settings such as communities, after school programs, and fitness centers.

GRADUATE PROGRAMS
Gonzaga’s School of Education offers a wide range of master’s level programs in Teacher Education, Counselor Education, Educational Leadership and Administration, Sport and Athletic Administration, and Special Education. Other degree programs we offer are: Education Specialist in School Psychology, and a Doctorate in Educational Leadership. Teacher certification programs are offered for Elementary and Secondary education. We also offer additional certification programs for School Counseling and Principal Certification. For a full list of these programs, please visit gonzaga.edu/education.

OUTCOMES
Gonzaga University prides itself on outcomes for its students. First-year placement rates are outstanding: on average, 90 to 95 percent of Gonzaga University Teacher Education graduates are employed in an educational setting within their first year. On average, 85 to 100 percent of Sport Management/Administration students are employed in the field within six months of graduation, if not sooner. An average of 90 to 100 percent of the Counselor Education graduates are employed in various fields of counseling within their first year, and between 90 to 95 percent of the Special Education graduates are employed in their field within the first year. Additionally, many of our teacher education students have received state awards and endowed scholarships. Students from Gonzaga’s School of Education are trained to become highly qualified professionals in education and, as a result, experience excellent career outcomes upon graduation.

The state of Washington is a member of the Interstate New Teacher Assessment & Support Consortium (InTASC). Completing a teacher preparation program at Gonzaga University, therefore, qualifies a candidate for reciprocity to teach in states that participate in the interstate certification compact.

ENDORSEMENTS
• Biology, 5-12
• Chemistry, 5-12
• Early Childhood Special Education, PreK-3
• Elementary Education, K-8
• English Language Arts, 5-12
• English Speakers of Other Languages, K-12
• Health and Fitness, K-12
• History/Social Studies, 5-12
• Mathematics, 5-12
• Music, K-12
• Physics, 5-12
• Reading, K-12
• Special Education, PreK-12
• Theatre Arts, K-12
• World Languages-French, Spanish, K-12

STUDENT TEACHING PLACEMENTS
• Catholic Diocese of Spokane
• Central Valley School District
• Cheney School District
• Chewelah School District
• Coeur D’Alene School District
• Colville School District
• Cornerstone Christian Academy
• Deer Park School District
• East Valley School District
• Freeman School District
• Gonzaga Preparatory School
• Kennewick School District
• Kettle Falls School District
• Liberty School District
• Mary Walker School District
• Mead School District
• Medical Lake School District
• Newport School District
• Nine Mile School District
• Post Falls School District
• Reardan School District
• Riverside School District
• Salish School of Spokane
• Seattle Catholic Diocesan Schools
• Spokane School District
• Tacoma School District
• Valley School District
• Wellpinit School District
• West Valley School District

THE PLACE
The Rosauer Center, home to the School of Education, has classrooms equipped with teaching consoles and a variety of multimedia equipment to further enhance the teaching experience. Spaces exist within the Rosauer Center that are specialized for applying practical classroom and education skills for the School of Education’s various departments. For example, the Department of Counselor Education has three rooms for recording video of counseling sessions. The Department of Special Education has space dedicated as an early childhood center for pre-school children with special needs, which has been wired for sound so the room can be observed. The observation room and early childhood center are also fitted with a one-way mirror.

An Active Learning Center (ALC) is located on the first floor of the Rosauer Center and offers students a functional workspace. The open space is used for collaboration, engagement, and a non-traditional instructional design that provides moveable elements that can create dynamic environments.
THE PEOPLE
The School of Education faculty are talented professionals, many of whom have served in K-12 settings. In addition to their commitment to teaching and advising, faculty members maintain an active scholarly agenda of conferences and publications. For more information on the School of Education, please visit www.gonzaga.edu/soe.

FACULTY CONTACTS & SPECIALTIES

DEAN
Vincent C. Alfonso
Ph.D., Hofstra University
Assessment and treatment of preschool children, psycho-educational assessment, life satisfaction and subjective well-being, professional training, stressful life events, social support and health
alfonso@gonzaga.edu

ASSOCIATE DEAN
Diane Tunnell
Ed.D., Oklahoma State University
Health education, physical education, administration
tunnell@gonzaga.edu

CERTIFICATION DIRECTOR
Amanda Coulter
M.S., University of Wisconsin
coulter@gonzaga.edu

TEACHER EDUCATION
Anny Fritzen Case
Ph.D., Michigan State University
Teacher preparation, English language learning and literacy, curriculum theory, secondary education, technology-enhanced teaching and learning, ethics of education
casea@gonzaga.edu

Jonas Cox
Ph.D., University of Iowa
Learning theories and development of logical thought in children, logical thought processes that underlie mathematical and scientific concepts, grant-writing
coxj@gonzaga.edu

Cathy Dieter
M.Ed., Gonzaga University
Director of Field Experience
dieter@gonzaga.edu

Suzann Girtz
Ph.D., Gonzaga University
Complexity in secondary education, science education, technology in the classroom, assessment, program evaluation
girtz@gonzaga.edu

James Hunter
Ph.D., University of Birmingham, U.K.
Second language acquisition, sociolinguistics, instruction technology, syntax
hunter@gonzaga.edu

Mary Jeannot
Ed.D., University of Massachusetts
ethnography, literacy, multilingualism, sociolinguistics, ESL and TESOL teaching/training, and writing across the curriculum, TESOL abroad program development
jeannot@gonzaga.edu

Deborah Nieding
Ph.D., University of Missouri
Literacy instruction and assessment, differentiated instruction, intervention skills for academics and emotional success, curriculum design
nieding@gonzaga.edu

Kathy Nitta
Ph.D., Washington State University
K-12 math and science education
nitta@gonzaga.edu

Martha Savage
Ph.D., Gonzaga University
Second language acquisition, academic language and vocabulary development, response writing, action research and teacher training
savage@gonzaga.edu

John Traynor
Ph.D., Washington State University
Foundations of education, service learning, classroom management
traynor@gonzaga.edu

SPECIAL EDUCATION
Anjali Barretto
Ph.D., University of Iowa
Functional analysis and treatment of aberrant behavior and feeding disorders
barretto@gonzaga.edu

Nicole Lustig
Ph.D., University of Iowa
Assessment, RTI, functional analysis, and naturalistic teaching
lustig@gonzaga.edu

Jennifer Neyman
M.A., Gonzaga University
Early childhood and functional analysis
neyman@gonzaga.edu

Kimberly Weber
Ph.D., The Ohio State University
Classroom management, direct instruction strategies, at-risk students, verbal behavior and development
weberk@gonzaga.edu
EDUCATIONAL LEADERSHIP AND ADMINISTRATION

Cynthia Johnson
Ph.D., Texas A&M University-Corpus Christi
K-12 instructional practices, transformational school leadership/ principalship, technology and online/ blended learning in higher education, collaborative teaming in P-12 schools, school relationships, culture, team building
johnsonc2@gonzaga.edu

Dan Mahoney
Ph.D., Gonzaga University
Practical and professional ethics of teachers and administrators
mahoney@gonzaga.edu

Elaine Radmer
Ph.D., Washington State University
Educational testing and accountability and assessment literacy research
radmere@gonzaga.edu

Jerri Shepard
Ed.D., University of San Francisco
Child risk and resilience, mentoring, culture, diversity, art and play therapy
shepard@gonzaga.edu

Catherine Zeisner
Ph.D., Western University, Ontario, Canada
zeisner@gonzaga.edu

COUNSELOR EDUCATION

Elisabeth Bennett
Ph.D., University of Utah
Evidenced based treatment strategies, adult attachment, attachment behaviors in elephants as compared to human attachment, creative techniques in counseling
Licensed psychologist
bennette@gonzaga.edu

Paul Hastings
Ph.D., Washington State University
Marriage and family counseling and cognitive behavior therapy
hastings@gonzaga.edu

Robert McKinney
Ph.D., Kent State University
mckinneyr@gonzaga.edu

Melanie Person
Ph.D., Idaho State University
Research and statistics, counseling theories, chemical dependency
person@gonzaga.edu

Adriana Wissel
Ph.D., Idaho State University
School counselors as leaders, supporting diverse learning needs of students, community partnerships and engagement, school counselors identity and advocacy
wissel@gonzaga.edu

Mark Young
Ph.D., Idaho State University
Healthy couple relationships, live supervision
young@gonzaga.edu

SPORT AND PHYSICAL EDUCATION

Boe Burrus
Ph.D., Springfield College
burrus@gonzaga.edu

Nichole Calkins
Ed.D., Seattle Pacific University
Pedagogy
calkins@gonzaga.edu

Don Garrett
DHSc., AT Still University
Exercise physiology, exercise prescription
garrett@gonzaga.edu

Heidi Nordstrom
Ph.D., University of New Mexico
Sport administration
nordstrom@gonzaga.edu

Karen Rickel
Ph.D., University of Idaho
Health and wellness, sport motivation
rickelk@gonzaga.edu

Jimmy Smith
Ph.D., University of Alberta
Sport marketing, organizational theory and behavior
smithj1@gonzaga.edu

SCHOOL PSYCHOLOGY

Mark Derby
Ph.D., University of Iowa
Assessment, severe behavior problems, developmentally disabled, and functional analysis
derby@gonzaga.edu

Joseph Engler
Ph.D., University of South Dakota
engler@gonzaga.edu