Shaped by the Jesuit, Catholic, humanistic tradition, the School of Education ASPIRES to prepare transformational LEADERS who are committed to EXCELLENCE, and serve others IN A DIVERSE and GLOBAL SOCIETY.
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THE DEAN’S Perspective

I suppose the phrase “We live in interesting times” applies to every year or so it seems. Each day we read or hear about another tragedy in the United States or other part of the world. It is easy to become discouraged, deflated, and even depressed when we hear of deadly hurricanes, mass shootings, devastating wildfires, and repeals of laws designed to protect those who are less fortunate. Nevertheless, we in the School of Education (SOE) believe strongly in serving anyone who requests our assistance whether that is providing tutoring, counseling, leadership training, professional development, mentoring, sport ministry, or many other services.

Recently, I addressed the SOE Assembly and spoke about two books I read over the summer. The first book entitled Surplus Powerlessness by Dr. Michael Lerner discusses how we should take stock in who and what we are in an effort to create our own destinies rather than allowing those in power to dictate them for us. This is far easier said than done and how that is accomplished is important. And although we are fortunate in many respects, there are those who need our assistance to ensure that they survive and thrive. In this SOE Year in Review, we highlight the myriad ways that our faculty, staff, students, and alumni are serving all people regardless of race, ethnicity, creed, sexual orientation, ability, or disability. After all, we are a servant-leadership school committed to serving because it is in serving that we lead.

The second book, The Four Agreements by Don Miguel Ruiz, beautifully explains how all of us are victims of indoctrination, dogma, and the dominant culture of our society and that there are four ways to guard against this “victimization.” They are, what he calls, the four agreements: Be impeccable with your word; Don’t take anything personally; Don’t make assumptions; and Always do your best. These agreements seem simple upon first read, but trying to live by them as a contract with ourselves is extremely challenging. All of us in the SOE are trying to keep these four agreements in mind as we do our work to serve others and each other. Please consider them for yourself and see if they lead you to a happier, more fulfilled life.

I hope that you enjoy reading and learning about what we did in the SOE last year and what we are burgeoning on this year. We are very proud of our work, especially when we see that we are making a difference in the lives of children, youth, and families. I invite you to visit us whenever you like and share your thoughts, ideas, and feelings with us as we love to hear from you. Until next time, I leave you with a quote from Socrates: True wisdom comes to each of us when we realize how little we understand about life, ourselves, and the world around us.

Vincent C. Alfonso
Professor and Dean, School of Education
Dr. Smith built the SOE sport ministry program from the ground up. It became the practical form of his research from which he could continue to nurture positive changes in the community.

After budget deliberations for primary and secondary education, funding for physical education is often among the first to be cut. Typically, without the allotted time and instruction, students do not partake in the exercise necessary to keep them healthy and active.

Dr. Jimmy Smith, assistant professor in Sport and Physical Education, has been cultivating a project to serve students in Spokane Catholic schools who are not given the opportunity to participate in physical education. In May 2017, Sport Management candidates volunteered and led the morning session of a pilot program for sport ministry at Trinity Catholic School. The program’s objective was to provide students with physical education activities to strengthen the mind, body, and spirit.

The idea for the sport ministry program came to Dr. Smith during his search for work that would tie his sports background with his spirituality. He played baseball and studied sports management in college with the goal of becoming a college athletic director, but he felt a pull toward a career that would make a larger positive social impact. Dr. Smith received a grant to conduct research on sport ministry programs, but he only found information on the evangelical and religious aspects of the programs, not on how to organize one.

In Dr. Smith’s initial interview for employment at Gonzaga, Dean Alfonso saw that Dr. Smith’s vision for the sport ministry program fit perfectly with his long-term plan for the SOE. Dr. Smith built the SOE sport ministry program from the ground up. It became the practical form of his research from which he could continue to nurture positive changes in the community. Since then, Dr. Smith has kept busy with continuing research and preparations to implement a program at Trinity Catholic School.

Trinity was chosen to host the startup program for several reasons, primarily because its students do not have regular physical education classes. The SOE sport ministry program focuses on the mind, body, and spirit. These ideals are part of Gonzaga’s and Trinity’s missions and are consistent with the three pillars of sport ministry: producing students who understand the importance of service, providing service to them, and building their character in a positive way.

The student participants were between 9 and 12 years old. This age range was specifically chosen because children are most likely to absorb and retain the information at that time in their life.

Dr. Smith’s aim is to consistently offer physical education classes with the hope that the program will produce data to demonstrate that regular participation in physical education results in better academic performance.

It is anticipated that Gonzaga candidates will be able to take a class in the fall that will continue the work at Trinity. Dr. Smith hopes to show Gonzaga candidates that they have the ability to make social contributions that will impact the future of their communities. By seeing the benefits of the sport ministry program firsthand, candidates may be encouraged to join a sport ministry program or even be prepared to start their own one day.

Community support has been vital in getting the program started. With the help of John Ehrbar, adjunct professor and vice president of facilities for Spokane YMCA, Dr. Smith secured a guaranteed summer membership at the YMCA near Trinity for every student who participated in the May program. With the support of the YMCA and future community partners, the sport ministry program has the potential to become rooted in the Spokane community. Dr. Smith hopes to expand the program in upcoming years by adding additional schools and starting a sport ministry summer camp at Gonzaga. In 2017-18, the Mind, Body, and Spirit program will collaborate with the SOE Center for Catholic Education whose mission is to serve our K-12 Catholic schools.
The program provided candidates the opportunity to work in a real context and opened their eyes to the difficulty of addressing topics such as suicide and self-harm. While recognizing the importance of open communication surrounding these issues in schools, it is enlightening to understand that such topics weigh heavily on school counselors. Though giving support can be emotionally taxing, the candidates were satisfied knowing that this intervention could positively impact students and provide them with necessary support and information.

**Parent University**

Parent engagement is vital to a child’s growth, and parents must feel competent and able to assist their children when needed. Parent University was held at Logan Elementary School to provide parents with support and information through workshops on topics such as “How to Help Your Child with Homework” and “Ensuring Your Child has Nutritious Meals.”

Dr. Adrianna Wissel, assistant professor in Counselor Education, and school counseling candidates played an important role in the workshops; they provided childcare during the sessions to maximize and encourage the attendance of parents. They created an environment where they could supervise more than 80 children. During this time, they worked with the children on activities to help them better understand and express their own emotions.

In working with the Logan Elementary School children, candidates learned how important it is for school counselors to work creatively, be flexible, lean on others, and feel empathy for the populations with which they engage.

**Stress Less Program**

Prompted by a suicide tragedy, the Stress Less program at Lewis and Clark High School provided workshops for parents and students on handling self-harm impulses, how to incorporate self-care habits into daily life, and how to overcome peer pressure on social media. The priority was to provide support to students and parents in the wake of the suicide, serving them where it was most needed. “Topics like these are not always discussed in schools when they need to be, so we took on the challenge of talking about these issues in a constructive way,” Dr. Wissel said.

“I hoped my students would see how school counselors can be leaders and effectively partner with parents, staff, and community stakeholders to hold an event like this.”

– DR. ADRIANNA WISSEL assistant professor in Counselor Education
RETHINKING - Native American Education

Through inclusion and dialogue, globalization of the school and Spokane advances Jesuit ideals of serving those who are underrepresented and need a voice. Native American studies and education are close to Gonzaga’s heart, and the SOE continues to work to advance understanding of the experiences and cultural perspectives of Natives Americans in the community.

In October, SOE hosted the third symposium of the annual series, “Rethinking Native American Education.” This year’s seminar, “If Only ‘They’ Would Change: Addressing the Hidden Context,” explored the deeper relationship between race and education.

The first session—led by Dr. Ali Michael on Gonzaga’s campus for faculty, students, and the community—focused on racism and its role in Native American education. Dr. Michael used a number of ways to stir conversations, and by relaying basic facts and engaging the audience, she cultivated a respectful educational environment to mirror one that can be implemented in any place of education. Specifically, she emphasized the importance of being an ally to Native American communities through respect and space for positive racial identity.

While racism is a challenging topic, Dr. Michael acknowledged that it is necessary to talk in order to change the treatment of race in education, as there must be an understanding of all cultures.

She said that to create a productive learning space for Native American education, questions of forced assimilation must be recognized. Open educational communities will make it easier for Native American students to reconnect to their racial and cultural heritage and prevent the loss of themselves in their endeavors to learn.

Dr. Michael helped the audience understand whiteness, white culture, and the lenses they create. Following her presentation, Dr. Edward Valandra introduced a Native American perspective to demonstrate that whiteness is a way of seeing rather than the way of seeing.

Dr. Michael also presented a second seminar coordinated by Wendy Thompson, program manager for American Indian Education and an alumna of Rogers High School, and the principals of Rogers and North Central High Schools. The seminar was designed for educators at the Spokane schools that have the largest Native American student population. According to statewide statistics, the chances are slim that a Native American student will have a Native American teacher in the classroom. The seminar aimed at helping teachers understand that when they are working with students, they must go beyond their own perspective and connect with students by recognizing the complexity of Native American education.

Thompson’s tireless efforts to share her experience as a Native American in education in the Spokane community guided her role as the director for the symposia and seminar held at Rogers High School.

“Given Gonzaga University’s location, history, and mission, it is the perfect place to begin conversations, and to reach out further and serve the community by beginning the conversations in public high schools while educating their teachers to be better equipped for all students.”

- WENDY THOMPSON
Program Manager for American Indian Education
Seeking diverse cultural inclusion and perspective is at the heart of Gonzaga’s interactions with global partners. In 2010, Gonzaga signed a Memorandum of Understanding (renewed in 2015) with Mukogawa Women’s University (MWU) in Japan to engage in faculty research and faculty exchanges. The SOE has been working with MWU in Nishinomiya, Japan, and the Mukogawa Institute in Spokane since 2007 to identify opportunities for research collaboration between the schools.

Recently, MWU invited Dr. John Traynor, associate professor in Teacher Education, to attend the Japan-U.S. Teacher Education Consortium (USTEC) in Japan, where he had the opportunity to present his research. While there, he was hosted by MWU, toured the university, and visited a Japanese middle school. The visit sparked the idea to observe middle-level students in Japan and middle-level students in Spokane to analyze similarities and differences.

Dr. Traynor and Dr. Jonas Cox, associate professor in Teacher Education, conducted research on dropout prevention in Spokane schools, which resulted in an opportunity for Dr. Traynor and MWU to begin looking for ways their research could intersect. While dropping out is not an option for students in Japan, they experience issues of low school attachment and bullying, which produces low self-esteem and detachment in Japanese students. Currently, the universities are attempting to identify a research instrument that would allow them to study and compare the experiences of middle school students in both countries.

MWU is also interested in the work the SOE is doing to prepare teachers to work with students who have been affected by trauma (e.g., students from low-income and diverse backgrounds). Assisting students with similar situations has become an increasing challenge in Japan. This presents a potential area of exchange in which, by sharing its knowledge and perspectives, Gonzaga may be able to help MWU.

The relationship between Gonzaga and MWU faculty fosters a collaboration that produces new cultural perspectives, insights, and projects that serve each university, helping them to learn and grow domestically from their global interactions.
As a counselor, one’s job is typically to care for others. Often, in pursuing this objective, many counselors lose sight of caring for themselves. To serve others best, one must take care for his or her own health and well-being. Dr. Elizabeth Bennett and Dr. Adriana Wissel from the SOE’s Department of Counselor Education organized a “Night of Renewal,” an event created for counseling candidates and their supervisors within the community to learn and practice the ethics of self-care.

The event, held in February, was created in response to the stressors within the counseling profession and the need for everyone to rejuvenate after a particularly long winter. While counselors are dedicated to serving others by profession, the department recognized that it needed to serve its own students, faculty, and other professionals in the field to help them maintain balance between their personal and professional lives.

The Night of Renewal was a time for participants to take their pulse, renew their commitment to the ethics of self-care, to helping others actively self-reflect, assess, and to actively take care to renew and rejuvenate. Participants began practicing self-care with healthy food options, relaxation massages, yoga instruction, and sleep analysis education. Together, candidates and their peers, supervisors, and future colleagues engaged in an evening of education and relaxation. Candidates learned firsthand that to serve others in their future careers, they must also care for themselves.

The opportunity for candidates to learn and experience renewal with their peers and future colleagues gave them the understanding that to care for and serve others one must also care for his/her self. Throughout their careers, counselors must monitor their own well-being and the well-being of their colleagues to maintain the optimal mental state to assist their clients. In its code of ethics, the American Counseling Association professes that if a counselor reaches a level of personal impairment that may get in the way of serving others, then they must suspend their services until they improve their well-being. The Night of Renewal event aimed to prevent this level of impairment by focusing on ways to improve mental, physical, and emotional health. One critical exercise was learning to recognize and prevent burnout. Event participants were encouraged to receive counseling for themselves, invest in spiritual practices, secure proper sleep, maintain balanced relationships, among other self-care strategies for counselors to prevent the compromise of client care.

By the end of the Night of Renewal evening, it was clear that counseling is not a solo profession. Counselors need to rely on one another to achieve success and wellness for their clients and themselves.
The SOE Center for Catholic Education seeks to support the Diocese of Spokane Catholic schools and beyond with the resources and services that their teachers, administrators, and students need that may not otherwise be available to them. SOE faculty and students can provide direct and indirect intervention services that may include screenings for learning and behavior difficulties, individual and small group counseling, crisis intervention, parenting skills workshops, academic and mental health.

Recently, the SOE’s faculty and candidates helped Trinity and St. John Vianney Catholic schools with learning and behavior difficulties as well as crisis intervention. Using strategies developed by Dr. Deborah Nieding, associate professor in Teacher Education, and Dr. Jerri Shepard, associate professor in Leadership and Administration, school counseling candidates visited the schools to give guidance lessons in K-8 classrooms. Under the supervision of Dr. Adriana Wissel, assistant professor in Counselor Education, the candidates rotated between the different classrooms, covering topics like emotional regulation, teamwork, and respect through games and activities that best engaged each age group.

The immersive experience gave the candidates real-time learning on how to manage a stressful day and understand struggle through chaos. They learned how to overcome obstacles, while still giving their best to the children they were helping. By observing the candidates’ interaction with the students, teachers from the schools received insight into ways in which they could work with students experiencing bullying, trauma, and other issues.

As a result of the work by these three faculty members, strong relationships were established between Gonzaga and each school, their teachers, and their students. Our goal is to provide support on all levels, however and whenever we can. The SOE views this work as a lifelong commitment to Catholic education and a critical need for Catholic schools in the Spokane Diocese and throughout the US. Dr. Chuck Salina, associate professor in Leadership and Administration, is serving as the director of the SOE Center for Catholic Education.
What are you doing now?
I just finished my 5th year teaching Deaf students with special needs in the Special Needs Department at the Texas School for the Deaf. I have taught elementary school, middle school, and will be lead teaching high school-aged kids next year. We really are unlike any other program in the country in the way we serve our kids with the needs they have.

Why did you choose a program in the School of Education at Gonzaga?
In my freshman year, I took a Children with Exceptionalities class with Dr. [Anjali] Barretto. The class covered interesting material, but what stuck with me the most was the atmosphere in the Special Education department. It had a different, slightly funky, but ultimately inviting feel to it. When I found myself in a moment of crisis at the end of my sophomore year and needed to move on from my English major (sorry English Department! You guys were great!), I knew I would be entering the right program with Special Education. Everything that happened beyond that only reinforced how great of a decision it was.

How did the Special Education faculty support your educational success?
Randy Williams taught me that you could have fun while being a highly productive, effective teacher. Tim McLaughlin taught me to always back up my files multiple...
times, but to also never lose sight of the relationships you build with your students. Kimberly Weber opened my mind, taught me to relax, and gave me life lessons when I needed them. Anjali Barretto taught me to get on my knees and get at the students’ eye level (and not just because I was tall and she was, um, not as tall).

I now realize that everything I learned from my Special Education professors had very little to do with instruction itself—that would be the easy part—but with how to survive in special education and what not to lose sight of. I needed to learn how important the intangibles were, and they each gave me masterful examples of that in their own way.

**What is the most rewarding aspect of working in your field?**
The most rewarding aspect is when you look at your students and realize you have created a special place for them where they not only feel comfortable, but welcome. Where they can be who they are, can communicate the way they want, and can be silly without fearing judgment.

So often the kids we work with in special education are constantly looked down upon by people of all ages and stages in life; they can only thrive from a place of comfort, and that’s okay. That’s normal anytime you do something new and complex. But don’t ever stop asking for help or talking to people who know more than you do. And then, after that, it becomes that great Maya Angelou quote: “Do the best you can until you know better. Then when you know better, do better.”
The SOE partnered with Los Niños Services to present the second-annual Young Child Expo and Conference (YCEC) held in Spokane. More than 300 professionals and parents attended the multi-day event to explore and discuss the best methods for helping young children learn, grow and reach their full potential.

By opening the door for the sharing of knowledge and differing perspectives, the YCEC created a platform for professionals and parents to discuss, teach, and learn about the best methods of caring for young children. The event featured nationally recognized speakers, including Bob McGrath, an original cast member and music teacher from the children’s show Sesame Street. McGrath discussed his dedication to bringing the best of education to young children, emphasizing the crucial role of music and the arts. During his presentation, McGrath led a jam session with several audience members playing instruments, and he showed videos focusing on Sesame Street and its educational goal.

Through music and the arts, McGrath explained, all areas of a child’s development are ignited; there is a link between early childhood music interaction and learning capacity. Further, McGrath highlighted that the process of learning is always greater than the product; there is an opportunity and an obligation for educators to utilize the arts in early childhood education. Through music and the arts, children can learn to be creative, flexible, and perhaps most important, imaginative. As educators, McGrath believes that teaching with music offers the unique opportunity to make a lifelong difference in a child’s life.

Dr. Kent Hoffman, ReID, co-founder and co-director of Circle of Security International, was also a keynote speaker. As a clinician, attachment researcher, and faculty member at Gonzaga, Dr. Hoffman spent his career creating intervention approaches for at-risk and homeless families, particularly in the areas of parental stress and teaching. His presentation, “Finding Coherence in the Human Condition,” touched on the key to understanding the nature of secure attachment. At the heart of it, he said, is the capacity to see the world and make sense of it with coherency. Hoffman emphasized that since security in relationships is vital to emotional health, there is a need to have a simple, clear, and memorable method of understanding those relationships and how they work. The foundation of creating secure attachments and the central ideas towards a coherent view of the world are not only valuable for children, but also for any relationship whether personal or professional.

SOE faculty members Dr. Kim Weber, Dr. Jonas Cox, and Dr. John Traynor, also shared their expertise at the event. Dr. Weber, professor in Special Education, presented a full-day workshop with Dr. Myron Thurber of Neuropathy Northwest titled, “Helping Young Children Prepare for Reading and Writing Through Developmental Sequential Drawings.” The workshop sought to provide background, research, practice, and links with neuroscience to help understand the links to physical growth and what the body needs to develop strong neuropathways that will provide a foundation for future learning. It also looked at drawing, writing, and physical movement through the use of developmental sequential relational and repetitive drawings.

Dr. Cox and Dr. Traynor presented, “Racist Tendencies in School Discipline Systems and How to Best Rectify the Problem.” They distributed data on racist tendencies from national and local sources, while exploring the best methods of overcoming the biases. By looking at behavioral instances, the participants became aware of their own biases and were given tools to better support students in grades K-3 as they move up in the educational system.
GLOBAL ENVIRONMENT for Learning and Teaching

Gonzaga University’s Master of Arts in teaching English as a second language (MA/TESL) program offers a learning experience that is hard to find anywhere else.

“We built the program on two principles: first, to integrate theory and practice in creative, meaningful and sustainable ways, and second: to cultivate actively ethnographic attitudes. Everyone in the program, from professor to student, spends time living with cultures and learning, studying and practicing local languages—whether it be the language of a cafeteria, of a meeting, or of a nation,” said Dr. Mary Jeannot, who founded the MA/TESL program in 1998 alongside her English as a second language (ESL) colleagues. “Our goal is that everyone develops a rigorous and detailed observation with a profound sense of humility.”

Nearly 20 years after the program was founded, it continues to thrive and provides a wide range of knowledge to students as future teachers. The key factor that attracts students to the MA/TESL program is its success in linking students from ESL programs with candidates in the master’s program. Their interactions serve each group as candidates gain hands-on experience, and language learners are immersed in the English language with guidance from faculty members like Dr. James Hunter, associate professor in Teacher Education, and Dr. Martha Savage, associate professor in Teacher Education, who have years of experience at Gonzaga teaching the English language.

Dr. Hunter has taught ESL in the MA/TESL program since it was established at Gonzaga. In addition to working with his own ESL students, MA/TESL students observe his ESL classes, helping him to view critically the quality of the ESL program. Dr. Hunter’s enthusiasm draws on the fact that “no two students are alike, and no two days are alike in [his] world!” He focuses on each learner’s background, needs, preferences, and goals. Through his experience teaching abroad, his teaching mantra became, “students don’t care what you know until they know that you care.” To Dr. Hunter, this captures Cura Personalis within the Jesuit ideals as well as differentiated instruction.

Dr. Savage’s experience has been transformative to her own professional career, which centers around immigrant, refugee, and K–12 English language learners. Care for her students and the understanding that is created through that care is extremely important to Dr. Savage in diminishing challenges for her students. Through the program, she has been pushed to teach deeply rather than broadly by seeing the whole person. Her students challenge her to think in new ways and listen more carefully, and she believes the position she and others like her hold offers “an understanding of ‘other.’”

In 2016, the Department of Teacher Education became home to the MA/TESL degree program. Faculty members, like Dr. Jeannot, Dr. Hunter and Dr. Savage are essential to the continued success and growth of the MA/TESL program. “The MA/TESL faculty enhance the work of Teacher Education with the MA/TESL degree, language, literacies and culture in education,” said Dr. Deborah Nieding, chair of the department. “The faculty bring necessary expertise for the degree and the English language learner endorsement.”

The MA/TESL program is comprised of 50% international and 50% domestic U.S. students. This dynamic environment has given students the unique opportunity to learn together and from each other. The diverse pool of international students come from 20 different countries and six continents.
This year, the Department of Educational Leadership and Administration, celebrated its 40th anniversary of delivering master’s degree programs in the provinces of Alberta (AB) and British Columbia (BC), Canada. For four decades, the department has offered on-site degree programs and provided Gonzaga University the opportunity to meet needs in regions traditionally underserved, and fulfill the mission driven objective, to prepare leaders, who in the Jesuit tradition, could become men and women for others.

The master’s degree program was shaped by former SOE Dean, Dr. Jeanne Wardian. The concept began when Catholic educators in Canada shared with the dean that there was a great need for higher education opportunities for teachers in their schools. Dr. Wardian, with the support of the University, worked collaboratively with the Catholic school system to develop a degree program and build a cadre of faculty (including herself) willing to travel.

The program attracts practicing professionals in K–12 schools who complete the program as a cohort and meet on weekends for intensive coursework. From their local areas, the cohort of educators, experience the benefits of a collaborative learning community close to their own schools and districts. The program focuses on the leadership development of educational professionals in preparation for a role of school administrator or the development of teacher-leaders for various levels of influence in educational organizations. The success of the program can be attributed to many factors, but most important are the dedicated faculty who travel thousands of miles and the gratitude from thousands of students.

The faculty and students have an incredible connection that is evident as over 95% of the graduates attend the Graduate Commencement Ceremony, and for most, it is their first time on Gonzaga’s campus.

Dr. Chuck Salina, former chair and associate professor, and Dr. Chuck Rose, the regional partnership coordinator, have been instrumental in the continued success and sustainability of the Master of Education (School Administration) (AB), and the Master of Education in Leadership and Administration (BC) programs. Their collaboration with individuals and institutions in Canada provide very powerful professional development for the students. As faculty gain a deeper awareness of trends and initiatives in Canada, they are better able to align what they teach to the needs of the candidates. They believe the increase in their capacity to reflect and respond to the local context helps candidates better meet the needs of the students, families, and communities they serve.

In March, an Anniversary dinner was held at Gonzaga for faculty, advisory boards, and special guests from Canada and the University to celebrate this significant achievement, and at the end of July, a roadshow of celebrations was held in Kelowna, Victoria, and Calgary. Each event welcomed and celebrated alumni who graduated as early as 1994. We are very grateful to the faculty who embraced the Gonzaga mission and developed the master’s degree program in 1977, and, furthermore, to all the faculty and students who, for the past 40 years, have played a significant role in preserving its long-standing foundation.

"The Gonzaga master’s program has given me confidence in my ability to share my passion for lifelong learning"..."I am much more aware of my circle of influence and where I can have both intention and impact in learning and teaching for all students."

– DR. DAN MAHONEY shares student testimonials
CELEBRATION of Catholic Schools

In March, the SOE and the Catholic Diocese of Spokane hosted an annual celebration of Catholic education that also served as a time to express gratitude for the long-standing collaboration and partnership between the Diocese, Gonzaga University, and the SOE.

This year, Katie Rieckers, director of Catholic schools for the Spokane Diocese, revamped the event to focus on Catholic Education and its students. Students, teachers and administrators from sixteen schools joined the Gonzaga administration, faculty, and community leaders for a day of prayerful collaboration and merriment.

Gonzaga President Thayne McCullough and SOE Dean Vincent Alfonso greeted the crowd of over 200 people, welcoming them in mutual support of Catholic education. After Bishop Thomas Daly said a prayer over the group, Duane Schafer, superintendent of Catholic Schools, invited the crowd to engage with students at the Interactive Education Fair.

Attendees spoke one-on-one with students, witnessing the impressive learning community and innovative projects incorporated into Catholic education. As students demonstrated their art pieces, service projects, and technology skills, violins hummed at the fingertips of students showcasing their school’s first-ever music program.

Superintendent Schafer was honored for his many years of service and dedication to Catholic education, Gonzaga University, and the SOE. The event also featured a family-style luncheon that connected guests to students.

The March event was a day of celebration and gratitude. The Celebration of Catholic Schools reinforces the cherished relationships and passionate efforts which continue to cultivate social responsibility, innovation, faithfulness, and knowledge in our Catholic community’s children.
GRADUATE RECEPTION
On May 13, 2017, master’s degree graduates, family, friends, and faculty gathered at the Rosauer Center for Education for the SOE Graduate Reception following Gonzaga’s Graduate Program Commencement Ceremony. Over 500 graduates, faculty and guests attended the annual reception.

Gonzaga offers nine graduate programs. In addition to the degrees offered on-campus, three of the degree programs are offered in Canada. The strong connection between our graduates in Canada and the university is evident as nearly 95% of the graduates from those programs traveled to Gonzaga with their families to receive their master’s degree, and for many it was their first visit to campus. Congratulations!

JEANNE FOSTER WARDIAN LEADERSHIP AWARDS
THE 2016-17 AWARD WINNERS AND THE FACULTY PRESENTERS WERE:

**TAYLOR COOKE**  
Master in Teaching in elementary education, presented by Dr. Jonas Cox

**CHRISTIAN SPENCER**  
Master in Teaching in secondary education, presented by Dr. Anny Case

**ERIN BROOKE EARNEST**  
Master of Education in special education, presented by Dr. Mark Derby

**JESSICA JOHNSON**  
Bachelor of Education in special education, presented by Dr. Cyndi Caniglia

**PATRICK O’ROURKE**  
Bachelor of Education in sport management, presented by Dr. Heidi Nordstrom

**SAM BROWN**  
Bachelor of Education in kinesiology and physical education, presented by Kristen Kavon

**EMILY BALL**  
Master of Arts in marriage and family counseling, presented by Dr. Mark Young

**KATHY LE**  
Master of Arts in clinical mental health counseling, presented by Dr. Elisabeth Bennett

**EMILY CLARY**  
Master of Arts in school counseling, presented by Dr. Addy Wissel

**ANGELA BUSENIUS**  
Master of Education in leadership and administration, presented by Drs. Jerri Shepard and Dan Mahoney

**RHONDA JOHNSON**  
Master of Education in leadership and administration, presented by Dr. Elaine Radmer

Every spring, the Jeanne Foster Wardian Leadership Awards are presented to students who demonstrate excellent scholastic achievement, disciplined competence, commitment to education through service, and integrity of character. During the award ceremony, faculty present the award to each student and they are recognized for the many leadership qualities they possess.
HONOR SOCIETY INDUCTION CEREMONIES
Kappa Delta Pi, the International Honor Society for Education and Chi Sigma Iota, the Counseling Academic & Professional Honor Society inducted 54 initiates in 2016-17.

KAPPA DELTA PI – INTERNATIONAL HONOR SOCIETY FOR EDUCATION
Natalie Amaro, Mary Armstrong, Isabelle Caigoy, Tess Camera, Molly Cockrell, Isabel Gregorio, Erica Horn, Savannah Hornung, Camille Howe, Bailey Kelso, Melissa Mickey, Laura O’Malley, Jamie Osborne, Anna Pfluger, Christina Polito, Madison Rose, Katherine Ruff, Catherine Scellick, Cassie Selle, Riley Soukup, Allison Streicher, and Ava Welch.

CHI SIGMA IOTA – COUNSELING ACADEMIC & PROFESSIONAL HONOR SOCIETY INTERNATIONAL

ATTENDING TO THE FUTURE: SOE STRATEGIC PLAN
The foundation of the SOE Strategic Plan is the five pillars: collaboration, scholarship and professional development, service, teaching, and resource stewardship.

In 2016-2017, the goals and objective for each of these pillars were reviewed monthly by faculty and staff action groups at the Assembly meetings. The purpose was to prioritize the goals and discuss and revise the objectives to assure they were realistic and achievable. The action groups submitted their recommendations to an internal Strategic Planning Resource Steering Committee who will be responsible for recommending the priorities and allocation of resources to meet the objectives. A long and tedious project, but much was accomplished, and those in the SOE are not viewing our Strategic Plan as a bunch of words, but a living document that assures our commitment to the mission, initiatives for excellence, and sustainability and growth for the future.

WELCOME TO THE SOE!
DEAN'S OFFICE:
Jenna White, Scheduling and Events Coordinator
Gina Cooper, Administrative Assistant
Leon Strawn, Budget & Administrative Assistant

COUNSELOR EDUCATION:
Cynthia Messier, Lecturer and Clinical Placement Coordinator

RECOGNITIONS
Honors Convocation Excellence Award was presented to LAUREN S. SANDERS, elementary education, and MORGAN L. GREEN, secondary education
ANNY CASE, PH.D. assistant professor in Teacher Education was awarded tenure and promoted to associate professor. Dr. Case received an Exemplary Faculty Award at the Honors Convocation in May 2017.
ADDY WISSEL, PH.D. assistant professor in Counselor Education received the Jeanne Foster Wardian Faculty Award for 2017.
CARI JOHNSON program coordinator for Counselor Education received the Jeanne Foster Wardian Staff Award for 2017.
EDUCATION AND CULTURAL HERITAGE

Marcy Ray, a graduate of the Master of Initial Teaching (MIT) program, and a first year teacher at Shaw Middle School, led Marshallese students in a summer-school program at Shaw Middle School in a boat building project designed to connect aspects of their cultural heritage to their education. This project was part of the English Plus after-school program, which was developed by Dr. Anny Case, associate professor of Teacher Education at Gonzaga. Gale Snyder, program coordinator for Teacher Education, dedicated many hours as a volunteer to the project, along with MIT candidates who participated in the building project with the Shaw Middle School students. The boat was launched at Fish Lake in September 2017.

JESUIT EDUCATION DEANS’ CONFERENCE

Dr. Vincent Alfonso, SOE Dean, welcomed the Deans of Education for the Association of Jesuit Colleges and Universities (AJCU) to Gonzaga University for their fall conference. The AJCU is a national organization that represents Jesuit higher education among its various constituencies, provides a forum for the exchange of information and encourages and facilitates collaborative initiatives among its education institutions. Dr. Alfonso is the first Dean from Gonzaga to serve as President of the Education Deans and this was the first time the event has been held at Gonzaga. AJCU Education Deans consists of deans, other administrators, and professors for schools of education at Jesuit colleges and universities across the nation.

3rd ANNUAL ASSESSMENT CONFERENCE

Gonzaga University SOE hosted the 3rd Annual Assessment Conference “Advanced Practices of Assessing Social and Emotional Functioning in Children and Adolescents” in March 2016. The conference drew community leaders, colleagues and students from universities in Washington State, school districts, and faculty to discuss and make recommendations concerning childhood issues around: emotions and behavior assessment, trauma and stress, and self-harm and suicidal behavior. The Alan S. Kaufman was presented to Randy Kamphaus, Ph.D., from the University of Oregon. “in recognition of extraordinary contributions to the practice of psychological and educational assessment.” The award was presented by Dr. Patricia O’Connell Killen, Academic Vice President and Dean Alfonso.

2016 JACK BARDON DISTINGUISHED SERVICE AWARD

The American Psychological Association’s (APA) Division of School Psychology honored Gonzaga University SOE Dean with the 2016 Jack Bardon Distinguished Service Award. This annual award is presented at the APA Convention to a seasoned school psychologist who, throughout their careers, have demonstrated exceptional programs of service that merit special recognition. The Dean was recognized for his major leadership in the development, delivery or administration of innovative psychological services, and policy creation and implementation in school psychology; and for sustained professional contributions, including holding offices and committee memberships in state and national organizations.

In 2015, Alfonso began a three-year term on the APA’s Board of Educational Affairs. The APA is the nation’s largest scientific and professional organization representing psychology, and is the world’s largest association of psychologists with some 130,000 member researchers, educators, clinicians, consultants and students.
Over the last four years, we have shared with you the 23-year history of the Rosauer Center for Education and our gratitude to the Rosauer family. It has been intentional that we have proposed and initiated changes in the building that would be of direct benefit to our faculty and students by redesigning space in the building. Renovations in 2016 provided an additional classroom, enlarged the student capacity in the classrooms, and updated classroom furniture to provide a changeable environment for teaching and more comfortable seating for students. We also recognized that the traditional computer lab of 20 years ago had become a thing of the past due to personal computers, smartphones, and advancement in instructional methods, and we needed to offer a different type of space to meet student and faculty needs.

The redesign of the computer lab has transformed to an Active Learning Center (ALC) to provide students with a functional workspace more suited to their needs, open space for collaboration, engagement, and a non-traditional instructional design that provides moveable elements that can create multiple dynamic environments. The new design is in line with the original architecture of the Rosauer Center and the entrance has been transformed with beautiful wood and color. The project also allowed an opportunity to change the beloved "Gonzaga white" to a wider color spectrum.

This has all been possible with the support of the Gonzaga administration, collaborations with the campus architects and the SOE administration, SOE Advisory Board, generosity of donors, commitment by the University facilities operations, and the support of the SOE faculty and staff.
SOE IN 2017-2018

SEPTEMBER 2017

- SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) MINECRAFT NIGHT

OCTOBER 2017

- ZAG FAM WEEKEND – CAMP ROSAUER
- OCTOBERFEST

NOVEMBER 2017

- DAY OF SERVICE (PARTNERSHIP WITH THE CENTER FOR COMMUNITY ENGAGEMENT)
  Faculty, staff, and alumni will volunteer for a new level of collaboration between the groups for joint service project to the community and mutual concern for the underserved.

APRIL 2018

- PROFESSIONAL DEVELOPMENT WEEK
  In conjunction with the annual Assessment Conference, a series of professional development workshops for individuals or groups in the early childhood education or assessment fields.

DEGREE AND CERTIFICATION PROGRAMS

- B.Ed. Kinesiology and Physical Education
- B.Ed. Special Education
- B.Ed. Sport Management
- M.A. Clinical Mental Health Counseling
- M.Ed. Educational Leadership (online)
- M.A. School Counseling
- M.A. Sport and Athletic Administration
- M.A. Teaching English as a Second Language
- Master of Counselling (Canada)
- M.Ed. (School Administration) (Alberta)
- M.Ed. Leadership and Administration (British Columbia)
- M.Ed. Special Education
- M.I.T. (Elementary and Secondary Certification)
- Elementary and Secondary Certification
- Principal / Program Administrator Certification
- School Counseling Professional Certification
- Doctorate in Educational Leadership, Ed.D. (summer 2018)
- Ed.S. Education Specialist in School Psychology (fall 2018)