Department of Leadership and Administration

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

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

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

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

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

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

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

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

School of Education Mission Statement

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

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

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

School of Education Conceptual Framework
Program Standards and Outcomes
Program graduates will foster each student's learning by:

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

Revised 5/21/13
Alberta Principal Quality Practice Guidelines

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

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

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

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

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

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

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

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

Domain 2: Instructional Leadership
  Standard 2: Leadership for Learning
  Principals and vice-principals foster quality teaching and learning opportunities
  to support student learning and achievement.

  Standard 3: Supervision for Learning
  Principals and vice-principals create a system and structures for effective
  supervision focused on instructional and assessment practices that maximize
  student learning and achievement.

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

Domain 3: Organizational Capacity
  Standard 5: Learning Culture and Climate
  Principals and vice-principals develop and sustain a culture and climate to
  support student and adult learning.

  Standard 6: Community Building
  Principals and vice-principals build positive and effective interdependencies
  between the school, families and the larger community.

  Standard 7: Systems Thinking and Planning
  Principals and vice-principals incorporate systems thinking to strategically plan
  and manage for student learning and achievement.

Domain 4: Relationships
  Standard 8: Intrapersonal Capacity
  Principals and vice-principals demonstrate self-knowledge and personal qualities
  that support positive relationships and build cultures of integrity.

  Standard 9: Interpersonal Capacity
  Principals and vice-principals build and support positive and effective
  working relationships within the school and community.
ISLLC Model Performance Standards for School Leaders  
(Interstate Consortium on School Leadership)

<table>
<thead>
<tr>
<th>Standard 1: Vision and Goals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- An education leader promotes the success of every student by facilitating the development, articulation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Standard 2: Teaching and Learning:</th>
<th></th>
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<tbody>
<tr>
<td>- An education leader promotes the success of every student by advocating, nurturing, and sustaining school culture and instructional program conducive to student learning and staff professional development.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Standard 3: Management</th>
<th></th>
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<tbody>
<tr>
<td>- An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</td>
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<table>
<thead>
<tr>
<th>Standard 4: Collaborating with Key Stakeholders</th>
<th></th>
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<tbody>
<tr>
<td>- An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing resources.</td>
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<table>
<thead>
<tr>
<th>Standard 5: Ethics and Integrity</th>
<th></th>
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<tbody>
<tr>
<td>- An education leader promotes the success of every student acting with integrity, fairness, and in an ethical manner.</td>
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<thead>
<tr>
<th>Standard 6: The Education System</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>- An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</td>
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</table>
Washington State Professional Educator Standards Board

Standard One

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

Standard Two

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

Standard Three

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

Standard Four

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

Standard Five

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

Standard Six

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

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

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

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Description</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A -</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B +</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>B -</td>
<td>Below graduate level</td>
<td>2.7</td>
</tr>
<tr>
<td>C +</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C -</td>
<td>Treated as an &quot;F&quot;</td>
<td>0.0</td>
</tr>
</tbody>
</table>
I- Incomplete: Given when a student with a legitimate reason, as determined by the instructor, does not complete all the work of the course within the semester that he/she is registered for the course. The faculty member notifies the Registrar's Office of the reason for the "I" (Incomplete) grade, lists the missing material, and assigns a provisional grade that will be assigned thirty (30) calendar days into the following semester (summer sessions are not included). A provisional grade should be what the student would earn if no additional work is submitted. Requests for a date extension beyond the published date for removing incompletes must be approved through the appropriate Deans' Office and sent to the Registrar's Office for processing. Forms for this action can be obtained from the Registrar's Office. If the instructor does not submit an extension or a new grade before the published date or time extension lapses, the provisional grade will be recorded on the student's transcript. If a provisional grade has not been provided, the "I" grade becomes an "F" grade and is recorded on the transcript as an "I/F." Whenever an "I" grade has been assigned, the "I" grade becomes part of the permanent record. i.e. "I/B," etc.

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

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

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

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

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

Academic Honesty
Academic honesty is expected of all Gonzaga University students. Academic dishonesty includes, but is not limited to cheating, plagiarism, and theft. Any student found guilty of academic dishonesty is subject to disciplinary action. Disciplinary action against a student found guilty of academic dishonesty may include, but is not limited to:
1) A failing grade for the test or assignment in question.
2) A failing grade for the course.
3) A recommendation for dismissal from the University.

A student may appeal the disciplinary action taken. The appeal shall be made in writing to the Chair of the department, or Dean if there is no Chair, of the appropriate school within 14 days of receipt of written notification of the disciplinary action taken. Following an appeal, a final report shall be submitted to the Academic Vice President for review and possible further disciplinary action taken by the University. The Academic Vice President may direct an intermediate appeal to the Chair’s Dean. Final appeal by the student may be made to the Academic Vice President.

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

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

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

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

Gonzaga’s policy on absences stipulates that the maximum allowable absence is two class hours (100 minutes) for each class credit. For three credit classes the maximum absence is, therefore, six class hours (300 minutes). Classes scheduled to meet for more than 50 minutes have more than one class hour for each meeting; for example, a class which meets for 75 minutes has one and one-half class hours for each scheduled meeting. Instructors may report absences to the Registrar's Office which will in turn notify the students. The grade given for excessive absences is a "V", which has the same effect as "F" (Fail) and is counted in the GPA. This outcome can be appealed to the Dean of the College/School in which the course is offered. Faculty are encouraged to work with individual students to ensure academic success.
Transfer of Credits
Graduate students may transfer credits into their program with the approval of their Program Director, the Dean of the students program, and the Registrar's Office. A maximum of 1/5 of program credits (usually six credits for graduates, 12 credits for doctoral) may be transferred.

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

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

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

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

<table>
<thead>
<tr>
<th>SOE ADMINISTRATIVE DIRECTORY</th>
<th>LOCATION</th>
<th>EMAIL</th>
<th>(509) AREA CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE OF THE DEAN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Vincent Alfonso, Dean</td>
<td>RC 203B</td>
<td><a href="mailto:alfonso@gonzaga.edu">alfonso@gonzaga.edu</a></td>
<td>313-3594</td>
</tr>
<tr>
<td>Dr. Diane Tunnell, Associate Dean</td>
<td>RC 203E</td>
<td><a href="mailto:tunnell@gonzaga.edu">tunnell@gonzaga.edu</a></td>
<td>313-3479</td>
</tr>
<tr>
<td>Cynthia Smutny, Director of Budget</td>
<td>RC 203F</td>
<td><a href="mailto:smutny@gonzaga.edu">smutny@gonzaga.edu</a></td>
<td>313-3489</td>
</tr>
<tr>
<td>Carol Bradshaw, Assistant to the Dean</td>
<td>RC 203C</td>
<td><a href="mailto:bradshawc@gonzaga.edu">bradshawc@gonzaga.edu</a></td>
<td>313-3444</td>
</tr>
<tr>
<td>Shannon Palomba, Assessment Coordinator</td>
<td>RC 203D</td>
<td><a href="mailto:palomba@gonzaga.edu">palomba@gonzaga.edu</a></td>
<td>313-5912</td>
</tr>
<tr>
<td>Lane Lewis—Office Assistant</td>
<td>RC 203</td>
<td><a href="mailto:lewisl@gonzaga.edu">lewisl@gonzaga.edu</a></td>
<td>313-3594</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>DEPARTMENT OF EDUCATIONAL LEADERSHIP AND ADMINISTRATION</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Dr. Chuck Salina, Faculty, Department Chair, Program Director of ME(SA)-AB &amp; MALA-WA</td>
<td>RC 140</td>
<td><a href="mailto:salina@gonzaga.edu">salina@gonzaga.edu</a></td>
</tr>
<tr>
<td>Allison Lynn, Program Assistant III</td>
<td>RC 142</td>
<td><a href="mailto:lynn@gonzaga.edu">lynn@gonzaga.edu</a></td>
</tr>
<tr>
<td>Reme Bruesch, Secretary</td>
<td>RC 132</td>
<td><a href="mailto:bruesch@gonzaga.edu">bruesch@gonzaga.edu</a></td>
</tr>
<tr>
<td>Dr. Al Fein, Faculty</td>
<td>RC 150</td>
<td><a href="mailto:fein@gonzaga.edu">fein@gonzaga.edu</a></td>
</tr>
<tr>
<td>Dr. Cindy Johnson, Faculty &amp; Program Director of Principal Certification</td>
<td>RC 118</td>
<td><a href="mailto:johnsonc2@gonzaga.edu">johnsonc2@gonzaga.edu</a></td>
</tr>
<tr>
<td>Dr. Dan Mahoney, Faculty</td>
<td>RC 128</td>
<td><a href="mailto:mahoney@gonzaga.edu">mahoney@gonzaga.edu</a></td>
</tr>
<tr>
<td>Dr. Elaine Radmer, Faculty</td>
<td>RC 136</td>
<td><a href="mailto:radmere@gonzaga.edu">radmere@gonzaga.edu</a></td>
</tr>
<tr>
<td>Dr. Jerri Shepard, Faculty &amp; Program Director of MELA-BC</td>
<td>RC 120</td>
<td><a href="mailto:shepard@gonzaga.edu">shepard@gonzaga.edu</a></td>
</tr>
</tbody>
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### Quick Campus Directory:

<table>
<thead>
<tr>
<th>CAMPUS OFFICES DIRECTORY</th>
<th>LOCATION</th>
<th>FAX</th>
<th>(509) AREA CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Vice President</td>
<td>College Hall 218</td>
<td>313-5860</td>
<td>313-6504</td>
</tr>
<tr>
<td>Human Resources &amp; Benefits Office</td>
<td>102 E Boone</td>
<td>313-5815</td>
<td>313-5996</td>
</tr>
<tr>
<td>Controller</td>
<td>102 E Boone</td>
<td>313-5549</td>
<td>313-5520</td>
</tr>
<tr>
<td>Disability Resources</td>
<td>Foley Library 2nd floor</td>
<td>313-5523</td>
<td>313-4134</td>
</tr>
<tr>
<td>Faculty Services/Zag Prints—<a href="mailto:campusprinting@gonzaga.edu">campusprinting@gonzaga.edu</a></td>
<td>College Hall 011</td>
<td>313-5718</td>
<td>313-6881</td>
</tr>
<tr>
<td>Foley Library – (site based) Theresa <a href="mailto:Kappus-kappus@gonzaga.edu">Kappus-kappus@gonzaga.edu</a></td>
<td>Foley Center</td>
<td>313-5806</td>
<td>313-5926</td>
</tr>
<tr>
<td>Tech Support—<a href="mailto:techsupport@gonzaga.edu">techsupport@gonzaga.edu</a></td>
<td>---</td>
<td>---</td>
<td>313-5550</td>
</tr>
<tr>
<td>Payroll</td>
<td>102 E Boone</td>
<td>313-6983</td>
<td>313-6831</td>
</tr>
<tr>
<td>Registrar’s Office— (site based) Carol <a href="mailto:Huston-huston@gonzaga.edu">Huston-huston@gonzaga.edu</a></td>
<td>College Hall 229</td>
<td>31-5828</td>
<td>31-6594</td>
</tr>
<tr>
<td>Student Accounts – (site based) Mary Beth Charleboix- <a href="mailto:charleboix@gonzaga.edu">charleboix@gonzaga.edu</a></td>
<td>College Hall 024</td>
<td>313-6399</td>
<td>313-6817</td>
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<tr>
<td>Travel Arrangements – Travel Leaders (Marklyn or Laurie)</td>
<td>---</td>
<td>327-9647</td>
<td>327-9585 or 800-848-3488</td>
</tr>
</tbody>
</table>

Toll Free Number
800-533-2554 option 2

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

FAIR PROCESS MANUAL

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

Your signature below indicates acknowledgement that you have this information.

CANDIDATE HANDBOOK

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

Your signature below indicates acknowledgement that you have this information.

__________________________________   __________________
Candidate Signature      Date

_________________________________
Candidate Printed Name

SAMPLE

Revised August 2014
Accessing Student Email
zagmail.gonzaga.edu
Setup and access to your zagmail.gonzaga.edu email account.

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

The DELA Faculty and Staff

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

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

Aboriginal Canada Portal – Education
http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao28010.html

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

Alberta Education http://education.alberta.ca/home.aspx

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

British Columbia School Counselors Association http://psas.bctf.ca/BCSCA

Departments and Ministries Responsible for Education in Canada
http://www.cmec.ca/educmin.en.stm

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

Library and Archives Canada- Educational Resources
http://www.collectionscanada.gc.ca/learning/index -e.html
This is a only a partial list of the Canadian journals available online through Foley Library. This list contains titles in education, sociology, psychology and related fields. Gonzaga University also provides online access to many other Canadian publications in business, history, health sciences and law.

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

Library Services for Online and Distance Students:

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

Research Guide for MALA: http://researchguides.gonzaga.edu/MALA
Library Tutorials: http://researchguides.gonzaga.edu/tutorials
Website map for Foley Center Library: www.foley.gonzaga.edu

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

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

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

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

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

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

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

**Web addresses & More**

<table>
<thead>
<tr>
<th>Website</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Any question</td>
<td>Reference Desk</td>
<td><a href="mailto:refdesk@gonzaga.edu">refdesk@gonzaga.edu</a></td>
</tr>
<tr>
<td>Research help</td>
<td>Theresa Kappus</td>
<td><a href="mailto:kappus@gonzaga.edu">kappus@gonzaga.edu</a></td>
</tr>
<tr>
<td>RefWorks</td>
<td>Kelly Jenks</td>
<td><a href="mailto:jenks@gonzaga.edu">jenks@gonzaga.edu</a></td>
</tr>
<tr>
<td>Books, fines, etc.</td>
<td>Valerie Kitt</td>
<td><a href="mailto:kitt@gonzaga.edu">kitt@gonzaga.edu</a></td>
</tr>
</tbody>
</table>
Good Databases for Education Topics
ERIC • Professional Development Collection • Project MUSE • SocINDEX

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

Database Searching Tips

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

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

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

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

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

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

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

FINDING WHAT YOU WANT

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

MAKE YOUR SELECTIONS

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

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

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

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

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

**AT HOME**

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

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

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

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### MORE SHOPPING/ DATABASE ANALOGIES

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

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T.Kappus-6/11
History of Master's Degree Programs in Canada
Introduction
This report chronicles the history of the Department of Educational Leadership and Administration (DELA), which for nearly 40 years has delivered graduate leadership programs, primarily for educators. While maintaining programs on campus, most of its work has been carried into communities and delivered on site. The main focus of this work is on the Master of Arts in Administration and Curriculum (MAAC), since renamed several times; currently we offer three degrees in leadership: ME(SA) in Alberta, MELA in British Columbia, and MALA in Washington. Principal certification has at times been available within the program. This DELA has done its work inspired by and faithful to the missions of Jesuit education and Gonzaga University. One result has been to serve more than 5,000 graduate students who have received master’s degrees in approximately seventy communities and on campus. The thought of delivering graduate programs away from the main campus had occurred to very few people in 1975. When presented to most academics the prospect of off-campus graduate work was considered highly questionable. However, visionary leadership from the School of Education (SOE) Dean and the university President assisted in the program’s beginning.

In developing the program, both its design and delivery were innovative, exciting and edgy. The Departmental faculty created a model that contributed substantially to higher education. At first the program met with considerable resistance. However over time, the model was not only accepted but also copied and modified by many colleges. Concepts such as learning communities, broader stakeholder involvement, student choice, and collaborative learning were present in the program long before they were in common use or reflected in the literature. The success of the program has rested on the people involved. It has been built on the remarkable accomplishments of its graduates, staff,
faculty, and administrators. One of the primary intents of this work is to celebrate and
detail the efforts of these colleagues with whom I have had the privilege of serving.

What Made The Program Extraordinary
DELA programs, although having undergone many iterations, has maintained
considerable consistency from its inception in 1975. What has continually drawn
graduate students, primarily educators, to it? In the earlier years, it was often the only or
most attractive alternative available. However, increasingly, many other universities have
offered variations of a master’s degree in the same locations. A myriad of factors have
contributed to the program prospering over a period of nearly forty years.

Three Essential Elements
I recently had a Canadian colleague express an explanation often heard from students and
faculty. Students continue to feel that investing over $20,000 in a Gonzaga MAAC degree
is well worth it. And many share that feeling with colleagues. Why graduate students
have enrolled was expressed repeatedly in feedback that I received from presently
enrolled candidates, graduates, and faculty. Many responses related to three compelling
components of the MAAC program.

1. **Principles of Jesuit Education.** While not directly referring to them in the
context of Ignatian language, they are at the center of Gonzaga’s mission. Those
principles include developing teachers and students who are committed to helping
others; serving all individuals justly, including those typically marginalized;
pursuing excellence in academic discernment; and developing a personal
relationship that respects the dignity of each individual. These principles inspired
educators and made them feel a part of something larger than themselves.

2. **People Make the Difference.** Constant reference has been made to people as a
compelling reason to enroll in the program. Students appreciated the cohort model
and being able to engage colleagues on issues that mattered. Faculty brought
knowledge and experience of worth. They cared about each student and helped in
individual professional formation. Staff members were viewed as welcoming and
helpful, responding promptly with useful information. The experience led many to
conclude that it was the greatest learning experience that they had ever had.
Effective administrative support was also essential to program success.

3. **A Unique Leadership Focus.** Leadership was a thread that coursed its way
through the fabric of the MAAC program. Educators began to see themselves as
leaders, some for the first time or in new ways. Administrators moved from a
view of leadership as management to one as leading with concern for both task
and relationship. Teachers saw their role as instructional leaders in the classroom.
Their students learned leadership skills in a variety of contexts to become self-
leaders in the sense of gradually accepting autonomy in matters of their own
learning. Coaches actively applied principles of leadership and teamwork.
Community members were invited to participate and assure appropriate
leadership. All learned the empowering capacity of leadership as and through
service.

These three major themes of the MAAC program blended into a meaningful and often
transformative graduate experience; one graduates carried into and through life. They
could make a difference for the better and they knew it. This awareness was what made
the program extraordinary.

Other Program Advantages
Jesuit education carries a uniqueness of being both about the general and the specific. It is
about big ideas and pervasive truths that are global and enduring. However, Jesuit
education also calls us to serve in the common world. It deals intentionally with the gritty
details of real lives in real communities. So it is that as students particularize the reasons
why they chose the MAAC and valued it so much, they moved from the big picture to the
nitty-gritty. Here are some of the reasons that program graduates shared:

- The MAAC program came to them. Especially in more remote regions, many
  more educators now had a local option.
- They did not have to travel great distances or take leaves of absence to
  undertake their degree work.
- Times were convenient and feasible for them, usually on Friday nights and
  Saturday mornings. Often even in urban settings, local universities scheduled
  many classes on weekday afternoons.
- The cohort model allowed them to work on authentic real issues of importance
  to their students and community.
- There was less disruption to their student service and personal lives if they
  didn’t need to travel away for extended times.
- Their school districts or other educational employers appreciated the
  commitment of these educators to upgrade their professional skill set and
  develop a presence consistent with Gonzaga’s mission.
- Districts also appreciated graduates available to deepen their pool of
  administrative candidates.
- As the MAAC program was largely delivered on site, locally-based materials,
  labs and resources were available. This led to the development of strategies
  and products that could be more readily used by the local schools.
- While the program’s costs were considerable, there were also financial
  incentives for the graduates. They could move up and over on the salary scale,
  and in some areas receive a “master’s boost” in pay. The increased salary built
  up over the years and was compensated through retirement.
- Graduates found considerable avenues for mobility, including interesting and
  challenging opportunities that were often rewarding and typically paid more.
- Enduring friendships and rewarding professional networks were established
  which often lasted far beyond the two years of the program.
- Educators had the satisfaction of knowing they had developed themselves as a
  resource. Many reported personal growth in many areas far beyond their
  expectations.
- They liked association with Gonzaga and being recognized as a graduate of a
distinguished university.
- Graduates appreciated the respect they received in interactions with the
  University.
- Candidates continually marveled at the individual attention that they received.
• Some educators had been appointed to positions such as vice principal with an understanding that they were to complete a master’s degree in leadership or administration within a specific timeframe, usually several years.
• The program was consistently praised by graduates and their supervisors as being eminently practical. Too many professional graduate programs had, in the view of their students, lacked a connection to the real world of practice.
• One major assignment in many courses would usually require students to diagnose, analyze, and prepare an action plan related to their present setting. Candidates were encouraged to develop final exit projects relevant to their schools.
• Graduates appreciated the active learning. They flourished in a learning environment that was dynamic and engaging.
• Candidate input was respected and it was generated on an ongoing basis. They had voice and involvement in decisions that affected them. From class location to curricular content, they helped build the program to respond to their needs.
• Many who taught in Catholic schools wanted to experience Jesuit education at the graduate level.
• Some simply wanted to shake off the professional dust after years of teaching or explore new directions within the profession or beyond.
• Certain educators wanted to improve themselves in a particular professional area of knowledge or skill.
• Others had heard of the reputation of certain Gonzaga professors as experts in a specialty area or as memorable teachers.
• The challenge of completing a quality graduate degree with a final scholarly project was attractive to some.
• Most educators had heard of Gonzaga’s reputation for caring service and practical coursework.
• and…they all wanted to feel eligible to wear a Bulldog ball cap.

Whatever drew graduate students to the MAAC program, most agreed that what they got from the program was far beyond what they could ever have anticipated.

Leadership
From its initial inception, the MAAC program has had a central focus on leadership skills. This was firstly an expression of the Jesuit and Gonzaga mission that centered on leadership development as a core activity of the program. It gave an additional powerful dimension to what was traditionally known as an “administration program,” one that was directed towards preparing people to become principals, and perhaps administrators in other roles within school districts or in other educational settings. The emerging focus on leadership was a fresh dimension and one that initially attracted educators to the program and continues as a significant strength of the program to this day. It preceded and helped to inform the widespread application of leadership throughout education, including the classroom. Graduates reported that the leadership training was useful in a variety of different areas of their lives, including professional and personal. It also was quickly adapted to sports through coaching at the school and volunteer levels.
Historic Perspective
When the program first started, the principalship was often interpreted in the sense of a “strong administrator” – one who was seen as in charge, making clear forceful decisions, being decisive under pressure and “running a good school”. In those days, many within the administrative culture referred to those above them as boss. Given this typology, administration was often gender stereotyped (men) and associated with certain school subject areas. While getting the right things done was an important element in the skill set of the principal, the focus was primarily on only one of the two essential areas of effectiveness – task and not relationship. The emphasis was on getting jobs done efficiently and effectively, and often alone. The image of the “lone eagle” that could handle things without “troubling” others was not uncommon. Decisions were made by the principal with little or no consultation. Such a one-person-centered, task-oriented concept of leadership needed to be expanded. Assignments, materials acquisition, scheduling, and conflict resolution often were made from the school office. While effective two-way communication and getting along was helpful, it was seldom seen as a priority. As a consequence, most principals had the ability to accomplish tasks and learn the rules, but those who were less effective often got into trouble at a relational level.

Concept of a Leader
The concept of leadership, especially in the Jesuit context of being a “person for others” affirmed recognition that establishing meaningful relationships with others was an essential part of being an effective principal. Empathic concern, listening effectively, taking and giving feedback were among the areas that also required knowledge and skill development. For example, many educators who became principals had developed strategies for getting along well with their students. However, connecting with adults who were on their faculty and staff or with parents and community members required an additional knowledge and the acquisition of a considerable number of new skills. Principals who had just managed tasks well found it difficult to become highly effective building administrators. They often overlooked the reality that human capital was an indispensable resource in their schools. Further, human skins were often thin and always valuable.

The great value of the MAAC was in its intentional development of the relational area of leadership, while also recognizing the need for skill in task development. It recognized and affirmed that much of the progress of a school depended upon people, and their active involvement in school improvements.

Literature in the field was also recognizing the importance of both task and relationship. It was clear that one without the other resulted in a less productive educational environment. Focusing on only one would not sustain a growing dynamic school. Task only eventually could leave stakeholders feeling unimportant. Relationship only eventually left people feeling they had not accomplished enough. The literature often reflected these two disparate positions along the same continuum. It was very important for leaders to recognize elements of the different styles, and advantages and limitations of each. A leader could be either a “task master” who was essentially concerned about getting things done or a “country club” leader who was essentially concerned with relationships. While other styles existed along the continuum, it was frequently assumed that one’s style was likely fixed somewhere along the line between the extremes. Consistency of style was sometimes interpreted as using only one style.
The next important advance in leadership understanding was the recognition that principals could use different styles depending upon need and the people involved. The MAAC program introduced candidates to the advantages of “situational leadership”. An effective leader could learn different styles that might be needed in different situations. This understanding moved from the expectation that a leader would be frozen in one style to a realization that applying the correct style at the right time could enhance leadership. Style matches depended upon a considerable number of factors, beginning with an understanding of what the needs of others were and their developmental level. The need was to determine what combination of direction and support would be most useful. When could the leader relinquish some control and let individuals or groups make some decisions and then eventually move to entrusting most decisions to others on a particular task?

As the role of the principal evolved, so did relevant literature and the body of knowledge related to leadership. A strength of the MAAC program was that it responded to and at times informed the growing change in administrative practice. Through the 1980s to the present, DELA faculty were in considerable demand to present these emerging concepts at schools, districts, and state organizations. This active consulting was a considerable service to districts and the profession and allowed faculty to stay at the leading edge of professional development. It also led to centers in new locations as educators attended professional development sessions and brought the word back home. While leadership was addressed in several specific courses, it was also woven through the fabric of the program. Leading effectively became an ever-present theme in most courses – principalship, community relations, personnel, program evaluation and the final exit project.

**Curriculum and Instruction Focus**

Leadership was also seen as a foundational concept in the curriculum and instruction concentration as well. Program electives as well as core courses included a focus on leadership. Teachers could and did see themselves as leaders in the classroom. They taught students leadership concepts and modeled examples of group and self-leadership. Embedded in the evolved notion of leadership was also the concept of followership, and what Parks (2005) termed the “artistry of good coaching.” Classroom teachers as well as principals saw that at times their role was to let others lead.

In the classroom, this allowed teachers to explore ways in which they could nurture learners towards their own autonomy. Kids could be entrusted to give input, and eventually make an increasing number of their own decisions, thereby increasing their stake in their own learning. It empowered them to realize that their ideas and efforts mattered. This strong leadership emphasis in the classroom predated what was to become known as the “gradual release of responsibility to students,” or the GRR Model.

Another aspect of this focus on leadership was that it involved a subtle understanding of humility as an important role in helping others to grow, consistent with Jesuit belief. The
concept called for teachers to let go of the need to always be “in charge” of everything in the classroom. The old notion of “don’t smile before Christmas” melted away. “My classroom” became “our classroom” in the sense of decision-making and positive climate. Classroom control and discipline could also take on a different meaning, as input and responsibility were shared. Of course, there were important and necessary times for teachers to be directive, and a number of classroom responsibilities (e.g. safety and standards) could not be brokered away.

Also involved in the maturing of an administrator was the concept of the servant leader. Teachers expanded this concept to include service learning and the value of volunteer efforts, organized and spontaneous, which assisted others. Candidates found impactful ways to help the traditionally underserved and disadvantaged. This resulted in opportunities for all involved to develop self-understanding and relevancy.

Leadership among all levels of the school community also became a part of the MAAC objectives. All staff contractually assigned to a school as well as parents and patrons developed an understanding that they had a right and some responsibility to be involved in decisions that affected them. Program graduates from the 1980s and 1990s reported that they incorporated strategies to include all employees in various levels of administration. All staff involved understood that they too had a leadership role.

**School Community Leaders**

From the 1980s to the present, parents of enrolled students and patrons in the community increasingly became involved in the decision processes of the schools. They wanted equitable voice in issues that affected their kids and mattered most to them. Decker and Decker (2003) explained this in the context of partnerships and democratic process. The MAAC program encouraged graduate students to engage the community in active involvement. Many graduates taught and modeled leadership to adults as well as their own students.

Concepts essential to what became known as “learning communities,” were developed and practiced through the MAAC, as well as in other settings. This idea was more fully developed by DuFour and Eaker (1998) as they explored best practices for enhancing student achievement. When states and provinces began to mandate community involvement over 20 years ago, many faculty members were already working with individual schools and community action groups in this regard. As “site councils’ were established to provide input into improving conditions for student learning, DELA faculty went to dozens of schools to help parents and other stakeholders become involved in the process. They also consulted with schools in the establishment of site councils. MAAC graduates became well equipped to serve effectively in this process. Community leadership became an important part in the life of a school, and was seen in such movements as establishing community schools, qualifying in Washington schools for Title 1 targeted assistance and school wide projects, participating in decisions regarding school closures, and establishing magnet or international schools in Canada.

**Leadership Roles of Graduates**

DELA continues to incorporate emerging theories of leadership into the MAAC, adjusting and modifying as appropriate. This helps to keep the program at the leading
edge of contemporary practice, as well as to recognize some traditional “tried and true” approaches. The leadership models continue to undergo field trials that validate their relevancy and appropriateness. The MAAC leadership emphasis was applied by graduates in a great variety of roles as they returned to their educational settings. Leadership remains an underlying principle of program design and delivery in the MAAC program.

- Adjunct faculty felt very much integral to the team. Many were successful team builders in their primary occupational roles. They modeled team skills that informed the Department as well as using those skills to work effectively together. Many adjuncts also taught in the Department for extended periods of time. On the few occasions when the Department expanded quickly and in recent years with the retirement of many of the original faculty, continuity has been more difficult to maintain.

- Staff knew they were essential members of the team. All were respected and honored for their work. Their voices were heard, and they were able to increasingly forge collaborative time to communicate regularly.

**Interactive Learning**

From its first classes, the Gonzaga master’s program invited graduate students to the opportunity for active learning. Candidates were engaged and busy with relevant activities designed to provoke discernment, deep thinking and action planning. Initially, students were surprised at the ways in which they were invited and then required to be proactively involved in the work of the classroom. Over time, students came in anticipation of worthwhile interaction. Many have reported how quickly time passed as they engaged each other in challenging and often enjoyable activities. While adult learners pursue such activities variably, depending on individual social styles and previous demands of the day, perceptive professors knew how to structure and vary activities in order to maximize participation while respecting individual differences.

The increased amount of interactive learning in the Department’s master’s programs was grounded in a respect for the knowledge and experiences that a student brought to the program. It also validated the diversity in adult learners and offered them ownership in the work of the class. They were not expected to just come, listen and regurgitate. In fact, participation in academic conversation and activity was demanded as a group norm that continued to grow during the two-year program. Active involvement carried its own considerable level of responsibility. In a dynamic program, it demanded a student’s attention and engagement.

A unique feature of this active involvement is how students come to reveal their true selves to each other – often a bit unknowingly at first, then with intentionality and reflective purpose. As trusting others with one’s future grows – students share their value base, unintended biases, strengths (some unwelcomed) and level of commitment to the Jesuit ideal of being a person for others. It is here where the experience becomes transformative.
Candidates increasingly viewed all educators as leaders – leaders in the classroom or leaders in the principal’s office, and many subtle blending in between. What’s more it opened a door to understanding the role of P-12 student learners in the leadership process. They could be leaders (and followers) among students and others, as well as self-leaders of their own growth. This involved change in their understanding of what it meant to be a leader, as well as in the development of leadership skills. They could gradually have responsibility for self-leadership released to them, as they moved toward taking responsibility for their own learning and evolved towards being life-long learners.

Recent Program Revisions
During 2007-2013, the revision of the program continued under the leadership of DELA chairperson Al Fein, with further alignment of the program according to ISLLC standards and regulations in Alberta, British Columbia and Washington. The program was organized with reference to standards and program outcomes, and reflected the department’s participation in the School Assessment plan as well as ongoing refinement of key assessments. The 2012-2013 catalogue also reflected the new degree nomenclature of Master of Education (School Administration)-Alberta as well as the existing Master of Arts in Leadership and Administration. These changes, which occurred over a period of many years, were the result of input from a variety of stakeholders:

- School administrators, teachers, parents of enrolled students and supervisors provided input regarding the needs of schools and districts; sometimes through formal advisory groups.
- Scholars and practitioners were developing new understandings and applications as the profession grew and altered.
- Both full and part time faculty members brought perspective and priority from their scholarship and service in the field.
- Accreditation bodies, primarily the Washington Office of the Superintendent of Public Instruction and the National Council of Accreditation for Teacher Education (graduate programs) established standards that required confirming evidence from the member colleges and universities.
- Recent graduates informed the program of which experiences and understandings helped them most and what else was needed.
- Enrolled students provided ongoing feedback to faculty and administrators, and integral input into pilot courses and experiences

CANADA – MAAC PROGRAM
The mid-1970s saw the evolution of an important professional relationship between the new DELA and western Canada, including the provinces of British Columbia and Alberta. Historically, Gonzaga had developed a number of important connections with Canada that provided a foundation that was helpful as the new MAA program was developed off-campus. As a Catholic university located near the border, Gonzaga attracted a number of Canadians to the undergraduate program as well as additional students who enrolled in some post graduate work. Sports, including ice hockey, had provided some additional networking. A variety of religious orders also sent some of their members from Canada to Gonzaga for study. Gonzaga University had established a working relationship with Notre Dame, a small college in Nelson, B.C. during the 1950s. That college subsequently underwent several changes as a private and public institution
under varied ownership. The School of Education also developed connections in the western Canadian provinces starting with undergraduates who came to campus in Spokane to prepare for teaching.

Total numbers of graduates with a Master’s of Education were modest during those years, averaging about fifteen per year from 1967 through 1975, except for the Calgary pilot year of 1973 when the numbers doubled to about 32. The contacts established were helpful in starting the MAA program in Kelowna and Calgary several years later. Subsequent to my arrival in 1975, those contacts led to joint planning meetings that resulted in our beginning to deliver the MAAC program primarily on site in their communities. In Calgary several school administrators, who started coursework at Gonzaga during the summers, completed the new degree with the first MAA cohort.

This opportunity was welcomed in both Kelowna and Calgary. The challenge for them, like many other Canadian communities, was that educators did not have ready access to higher education, especially at the graduate level. Even in larger urban settings, universities often did not offer programs that were readily available to working professionals. Most educators could not afford to attend graduate programs on campus and far away from home. They were not in circumstances where they could leave their families and homes for three consecutive summers or take a leave of absence to complete a degree many miles away. Maintaining two residences for a series of summers or one full year was beyond what they could budget for.

Population was increasing at that time in the Central Okanagan, where Kelowna is located. Teachers could be promoted to the role as principal without any graduate level courses or field-based experience. Many wished to take graduate work, but few opportunities existed. Virtually no off-campus graduate programs were available. Thus, new administrators needed to try to attain a master’s degree by enrolling in two or three summer sessions at one of the coastal universities. This often was a challenge for principals or teachers, especially those with younger families. They also could apply for a sabbatical (few were available) or take unpaid leave. In those cases, principals would either go to B.C. universities or other provincial or U.S. colleges. Their absence required careful planning on the part of the individual, the school and the district. Study leaves were difficult to obtain. Another rapidly growing student population in Kelowna included educators who were appointed as vice principals or assistant principals. They were joined by teachers who wanted to become qualified for administrative positions. Administrators in central office from curriculum coordinators to personnel directors also enrolled in the program. Typically, a few administrators who were involved in agencies other than P-12 schools (e.g. residential centers for special needs students) also enrolled in the program.

In 1976, Canadian graduate programs in education at Canadian universities were held entirely on campus. Most courses were held during the day with intense coursework in the summer. Some programs were primarily designed to prepare students for subsequent enrollment in a doctoral program. As such, focus was predominantly on the research process, with up to one half of the courses addressing research, statistics and a culminating thesis. Many educators reported that these programs seemed too “theoretical” with few, if any, applications to their job site. While they recognized the
value of good theory as foundational to good practice, teachers did want a knowledge base and ideas that they could use in their school.

The Gonzaga MAAC program presented a welcome alternative for those wanting to develop their administrative skills and others who wanted to improve their classroom teaching. Because the MAAC conceptually considered the role of the principal to be an instructional leader, and viewed leadership as integral to teaching as well as administration, the core courses were largely applicable to both concentrations – administration and curriculum. The administration concentration was developed first and used most often in the early years. However, teachers who wanted to prepare for possible assignment as principal also found the degree very useful in their classroom teaching.

The MAAC served important needs for Canadian educators. In British Columbia, educators in many communities in the interior of the province had no proximate access to a graduate program. Thus the first Gonzaga center in B.C. was established in Kelowna. In Alberta, the Catholic School Division of Calgary wanted a graduate program that was accessible to their working professionals. They also wanted a graduate program opportunity available to their administrators and teachers that were offered by a Catholic University. Gonzaga University was approached to meet this need. The Department recognized these needs as an important opportunity to meet several aspects of its mission and the MAAC Program in Canada was launched. From this modest initial beginning, over 50 Canadian centers and communities have been served to this time.

The program was designed to be completed in two years, or six semesters and was primarily delivered in Canada at locations in British Columbia and Alberta, with students coming to campus for summer sessions during the first approximately 20 years. It required students to typically enroll for two courses in the fall and spring semester of each year, and one or two courses each summer. Typically, students presented their scholarly exit project and completed an orals exam at the end of the program. Pre-reading was frequently required. Although content, instruction and electronic delivery have changed dramatically, this model has remained basically the same to the present.

Accreditation has always been an important part of the Department’s accountability. In the first years, accrediting and approval reviews were more individualized by institution and program. Within the last fifteen years, those reviews have become more standardized and detailed. The process is important in validating the academic efficacy of programs and creating a framework for considering whether students (candidates) have met certain standards. Data are also used to inform improving conditions for student learning. Accrediting reviews for the two current off-campus programs, Master of Education in Leadership and Administration and Master of Education (School Administration) degrees are conducted by the National Council of Teacher Education (NCATE) and the two provincial Canadian Ministries of Education. The Master of Arts in Leadership and Administration is subject to NCATE, the Northwest, Commission on Colleges and Universities and Washington State reviews.

Our model involved the majority of teaching and all advising being done by full time faculty. We were fortunate to retain additional caring, competent and committed professors. More adjuncts were also added, often with several being proximate to the
community being served (although seldom administrators from the same district as they were contracted to).

Because we were delivering graduate programs off-campus, however, we were subject to some criticism and ridicule on the part of other universities. At the same time, while there was some public criticism, there was also support for what we were doing and eventually other universities became involved in presenting outreach programs as well. To this day the program continues to serve approximately fifteen locations yearly throughout western Canada.