Gonzaga online programs reach students worldwide

By John Kafentzis

Jeff Organ lives in Iraq. He’s a contractor with the U.S. State Department working with the Iraqi police force. When he has down time he is working on his master’s degree – at Gonzaga. Organ is among nearly 400 students worldwide who are pursuing master’s degrees through the School of Professional Studies, and doing it almost entirely online.

For Organ, who is from Tulsa, Okla., online education was his only option. “I searched all over the Internet and Gonzaga was the only university I could find that had a reputable name and a program that is almost completely online,” he said.

In an e-mail interview recently, Organ said, “It is really convenient to be able to jump on the Internet for your classroom.”

Organizational Leadership Associate Professor Michael Carey has been working since the program began several years ago to ensure that besides being convenient, virtual programs replicate the Gonzaga experience as much as possible. His goal: “At the end of the course, campus and online students leave with the same competencies.”

The online curriculum from the School of Professional Studies also requires that students spend a three-day residency at Gonzaga to become acquainted with faculty and staff, and to get a feel for the school.

Carey, the director of online programs for the School of Professional Studies, emphasizes online education at Gonzaga should not be confused with correspondence courses. For starters, online classes at Gonzaga are small, about 20 students, which is similar to the size of on-campus classes. “We want to make sure students never lose the human touch,” he said. The goal is for online students to complete their studies feeling as connected to GU as their on-campus counterparts, Carey added.

Gonzaga is part of JesuitNET, a consortium of Jesuit universities that provides production and design services for online classes that GU couldn’t afford on its own, Carey said.

“We don’t just take face-to-face classes and put them online,” he said. GU faculty and JesuitNET experts carefully craft online courses to enable students to achieve the same competencies they would in the on-campus version, Carey said. “It was important to create a model of online education that is Jesuit at its heart.”

Carey doesn’t advocate online delivery as a replacement to the traditional resident-based education at Gonzaga. However, he believes that in certain circumstances, online education might better serve the interests of a Jesuit university than some face-to-face courses.

He points to the 367 full-time graduate students from throughout the United States and six foreign countries who interact online in their coursework. “This is a tremendous experience we couldn’t replicate on campus.”

Gonzaga also offers online classes in nursing, business and other programs.

The School of Education’s Leadership Formation Program uses a virtual school district in a virtual state to train future school administrators, said Dennis Arthur Conners, the program’s director.

The School of Engineering has one class online, but plans to offer a major program, probably in the spring of 2007, said Engineering Dean Dennis Horn.

During the summer, GU offers about 50 courses online in areas ranging from religion and philosophy to criminal justice, said Mary McFarland, dean of the School of Professional Studies who is responsible for a majority of university-wide Summer Session classes. The classes provide continuity and flexibility for GU students who have to leave the area for the summer or who are trying to juggle school and a summer job, McFarland said.

Carey said he believes online classes level the playing field for nontraditional students, allowing them more access to education.

He views online education in the Ignatian model reaching out “to provide a transformative experience to those who want it. It’s almost an obligation. How can we pass it up?”

Anyone in the world who can read and write English can participate in online classes, Carey said. Limited to face-to-face classes, “we wouldn’t touch as many people.” Online classes aren’t perfect. Many students, including Organ, say they miss interaction in the classroom. “A large part of communication is nonverbal and you do not get that from the online experience. I guess you have to give up some things in order to benefit in other ways.”

On the plus side, students can take more time to compose their discussion points for online posts, a luxury that is not afforded in classroom discussions, Carey said.

In addition, online class work can be done any time of day, providing flexibility unmatched by face-to-face instruction, he said.

Carey said he is committed to use online classes as a tool to reach and teach people. He believes Gonzaga’s program is one of the best in the country and that it remains true to the Jesuit tradition.

“If St. Ignatius were alive today I firmly believe he would be involved in online education.”

Although Jeff Organ (right) is as far away from Gonzaga as could be – literally – while stationed in Iraq, he is a Gonzaga graduate student earning a master’s degree in one of the University’s burgeoning online programs. Organ is pictured with the district chief who supervises free Iraqi police stations.
Lecture series exploring Catholicism for a New Millennium popular

By Marc Lookhard

Catholicism for a New Millennium, Gonzaga's popular speaker series, performs the feat of drawing a hearty crowd of almost 700 enthusiastic souls, demonstrating the Catholic Church's power of appeal across generations.

The Hogan Entrepreneurial Program opened in September 2000 with 25 students in the first class. Today, nearly 100 students from many academic majors are enrolled in the four-year undergraduate concentration. Hogan students gain theoretical and hands-on knowledge through creating a business plan for an enterprise with an emphasis on ethical leadership.
Douglas Kies, associate professor of philosophy at Gonzaga, recently finished chairing an ad hoc faculty committee that was charged with studying Gonzaga’s core curriculum. At present, no specific proposals for changing the core have been made, but the committee continues to be discussed among the faculty.

By Doug Kies Associate Professor of Philosophy

A
t the origins of Jesuit education stands a document titled “Reform of the Schools.” That plan stated precisely which courses were to be taught in what sequence, what methods were to be used, and that particular assignments were to be used to teach such. The Reform of the Schools was a carefully constructed common program of study of the Jesuit order—a formation that would be modeled after the educational programs of Renaissance humanists, and directed by the teachers of the Society of Jesus. While the Reform of the Schools had adapted slightly through the centuries, it remained substantially intact until recently, when it was judged by Jesuit leaders to be too isolated, especially in the United States, in favor of an allegedly more liberal education. A vestige of it is preserved, however, within the various core curricula of today’s Jesuit colleges.

Gonzaga University’s reflection on its core curriculum has never been absent but such reflection has received new emphasis. A faculty committee has been studying Gonzaga’s core curriculum, reviewing past and present curricular plans, and a variety of speakers from inside and outside the University. Gonzaga’s core curriculum is meant to provide new thoughts and insights. Having participated in those many discussions, I now find myself reflecting on the following thoughts more as a list of the parts of a core curriculum and an overall list of solutions.

No one would disagree that everyone is clear about some basic categories and components of a core curriculum. These core components are common to one or more curricula but two, first, there is the issue of a short list of five basic components thought to be at the origins of today’s modern core curricula—knowledge, skills, and expression (English composition, critical thinking, and speech), and mathematics, science, and religious studies. These five core categories are commonly included in pre-collegiate curricula.

Some fortunate people, however, are more whole brained and easily operate at both modes. Elliott Bassiri, a sophomore in mechanical engineering from Boise, Idaho, not only designed and constructed his violin, but also plans to spend three weeks with the social group, study use of theatre arts with youth, and compare own work with work of others. Hoyland said there are striking differences between his work and that of the Flemish specialists in the Ukraine. “We both expect to learn from each other,” Hoyland said.

T he Gonzaga Socratic Club was named by David Callan (for right), associate professor of philosophy, joining Callan for the showing of the new “Narnia” film are Philosophy Professor Brian Clayton (center) and Associate Professor Richard McClelland. Callan is the Web site at http://www.gonzaga.edu/faculty/callon/socratic.
Grants: A powerful source for research that benefits all

By Marny Lombard

While Gonzaga’s namesake and benefactor Ignatius of Loyola, S.J., wanted more of it, and would have had more in his day, it turns out that Gonzaga University’s administration is asking the question, “What are grants accomplishing on campus?” The answer is to retool new equipment, to provide funding to support professors, and in particular, to support students. Gonzaga’s new vision statement, “Jesuit education,” reflects that students are the heart of the mission. Gonzaga University’s President Father Paul J. Leary has been a force behind creating the new vision statement, which is now in the process of being implemented. Gonzaga has recently received a $5,000,000 grant from the Washington Women’s Foundation to create a free summer theater camp for at-risk children in Spokane. The project would include four to six students per camp. “It takes a lot of work to write a grant in the first place, and it takes creativity and ingenuity to figure out how to involve students in the grant,” Bonino said. She is applying to the Arctic Aviation Foundation for an endowment to support faculty-student partnerships in the liberal arts. She has applied for this project without success, but Bonino believes in the cause, so she’s trying again.

Grant writing is a vital tool for professional development. Engineering Professor Max Caponecchi says grant money for research on software to model the electrical behavior of integrated micro-chips in the presence of thermal interaction. His research strengthens his teaching. On his long-term projects, he is building a supervisory wind turbine, funded with external money. In other words, more grants.

Some research universities require that faculty bring in $100,000 annually in research grants to keep their jobs. “Sabbatical must write a national grant, of various federal grant programs, including one external money. In other words, more grants. As a result, the “sabbatical” has been a powerful source for research that benefits all.”

A renewed emphasis

By Marny Lombard

Gonzaga University's Distinguished Alumni Awards dinner included a moment of scholarly self-reflection, with a discussion of a means of communicating with the Jesuit tradition, and an opportunity to explore the work of the Jesuits. The event was hosted by Gonzaga University President Father Paul J. Leary.

New ‘Vision Statement’ will guide GP planning

By Marny Lombard

A new vision statement for Gonzaga University is being developed, and is expected to guide the planning of future programs and initiatives. The vision statement is intended to reflect the university’s mission and values, and to guide the development of new programs and initiatives. The vision statement is expected to be finalized by the end of the year.

University honors its alumni distinction

By Marny Lombard

Gonzaga University recently honored its distinguished alumni, with a dinner and awards ceremony. The event was attended by faculty, staff, and students, and included a keynote address by Gonzaga University President Father Paul J. Leary.

Acknowledgments

Thank you for being the images of the vision of Gonzaga.

Judson University

Judson University is located in Elgin, Illinois, and is a comprehensive institution of higher education. The university offers a variety of undergraduate and graduate programs, with a focus on providing a Christ-centered education. Judson University's mission is to equip students for service and leadership in the world, and to foster personal and spiritual growth. The university is committed to providing a diverse and inclusive learning environment, and to preparing students for a variety of careers. Judson University is a member of the Illinois State Universities System. The university has a vibrant and diverse student body, and is located in a beautiful and dynamic city. The university offers a variety of programs, including business, education, nursing, and social work. The university is recognized for its strong academic programs, and is known for its commitment to student success. Judson University is a great place to learn, grow, and prepare for the future.
Lincoln von Hannawalt. They are the parents of Brianna Raquel, born in Augusta, Ga.

Janna are parents of Brianna Raquel, born in Augusta, Ga. The couple resides in Seattle.

Michael Devine, a member of the Washington State Trial Lawyers Association.

At 30, she was the owner of Quickprint in Spokane Valley where she sold computer paper and worked in the general practice of law.

Robert S. Douthitt ('76 J.D.) is a real estate and construction attorney at Preston Gates Ellis & Rouvelas Meeds. He worked as an airman in the Air National Guard. He served as a partner in the Richland, Wash., law firm of Lunden & Johnston.

Sidney Lunden ('50) of Richland, Wash., died Sept. 4 at age 81. He was a pilot in the Army Air Corps during World War II and later a wheat farmer. He was a member of the Spokane Rotary Club and served on the board of directors of the Spokane Salvation Army.

Seaton M. Daly, Sr. ('40, '47 J.D.) is a former bank director and banker at Wells Fargo Private Client Services. He retired in 2005.

Father Andrew J. Dufner, S.J. ('54) at age 93. He worked for the Internal Revenue Service.

Jennifer (Florence) Jones ('70, at left) holds the Spanish translation of her new novel, "The Seventh Unicorn." To her right is Julie Barer, the literary agent for her book, holding the Dutch translation. The novel has been published by Berkley Books, a division of Penguin Group USA (October 2005). Translation rights have been sold in Spanish, Dutch, German, French, Italian, Greek, Polish and Portuguese.

The story of an art instigator teaching in Florence at an American university — the university is not the same as Gonzaga but Kelly says that many of her experiences are from time spent in Gonzaga-in-Florence.

Kelly (Florence) Jones ('70, at left) holds the Spanish translation of her new novel, "The Seventh Unicorn." "To her right is Julie Barer, the literary agent for her book, holding the Dutch translation. The novel has been published by Berkley Books, a division of Penguin Group USA (October 2005). Translation rights have been sold in Spanish, Dutch, German, French, Italian, Greek, Polish and Portuguese.

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The combination of creativity and spirituality exist in Gonzaga in her philosophy.

Kelly lives in Boise with husband Jim, an Idaho Supreme Court justice. She has finished her next book, which tells the story of an art instigator teaching in Florence at an American university — the university is not the same as Gonzaga but Kelly says that many of her experiences are from time spent in Gonzaga-in-Florence.

The Seventh Unicorn," which has been translated into nine different languages. After indicating that Kelly had read and enjoyed the book, she remarked that she had received her first piece of mail from a man in Spain, she wondered if it would enjoy the book.

While in Southern Idaho for an alumni event, Emma núñez-Kingston, Gonzaga's dean of University Relations, asked if she would not be interested in meeting the author Kelly (Florence) Jones ('70) in her office and the two had a conversation about Kelly's new novel.

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We are a tall, thin, cunningly human-sized tree, a pilar of the world, a symbol of strength and resilience. Our roots dig deep into the earth, holding firm through the storms and floods. Our branches reach high into the sky, casting shade and providing respite for those beneath. We are a symbol of endurance and beauty, a testament to the power of nature and the beauty of the world. We are a tree, a symbol of life and growth, and we stand tall and proud, a beacon of hope and inspiration.
‘Teach. Reach. Feed. Lead.’

Campus Kitchen’s presence felt
By Peter Tormey

From the Cataldo Hall kitchen, Hannah Israel is working to eliminate hunger and homelessness one meal at a time. Israel directs the University’s latest major service initiative, the Gonzaga Campus Kitchen, whose mission is summarized by the words “Teach. Reach. Feed. Lead.” Service is one of five keystones of Gonzaga’s mission, so it makes sense that the Gonzaga Community has embraced Israel and the program since it began here in late August. Gonzaga is the sixth university nationwide involved in The Campus Kitchens Project, which began in 2001. Focused on providing meals for the needy and development of student leaders, the Gonzaga Campus Kitchen is a near perfect fit.

Israel has overseen great strides in the program during its first semester as it has supported 50 regular volunteers, including 21 service-learning students, a leadership team and two interns who supervise all daily kitchen operations. Gonzaga Campus Kitchen has tripled its weekly meal production to 360 from September’s 120-meal total, and now serves six agencies and 17 individuals. Plans call for an additional agency and six new individuals to serve this spring.

Hannah Israel has overseen great strides in the Gonzaga Campus Kitchen program since it began here in August. The program has tripled its meal production total to 360 per week and serves six agencies and 17 individuals.

The program’s TurkeyPalooza served hot Thanksgiving Day feasts to more than 150 people, served cold meals or dry goods to 150 more, and assembled and distributed Thanksgiving grocery bags to 100 more folks. Also, Campus Kitchen has partnered with Campus Kids and the Shaw Connection, well-known student mentorship programs for at-risk children in the GU neighborhood, to serve snacks and provide nutrition education.

When students and faculty left campus in December for the holidays, Israel and her GU staff and faculty volunteers continued on a reduced schedule. Israel, who also attracted student volunteers from local high schools, said GU students, faculty and staff have been extremely supportive and encouraging.

“We have gotten some great press, and volunteer support,” she said. “Students take on the Campus Kitchen as their ‘pet cause’ and really stick with it. And our dining service partners from Sodexho also have embraced the opportunity to donate food that would otherwise be wasted, and they are working hard to get us anything they can’t use.”

The Sodexho Foundation is the founding corporate sponsor of The Campus Kitchens Program, which uses food as a tool to strengthen bodies, empower minds, and build communities in the fight against hunger and homelessness.

“The new Campus Kitchen at Gonzaga University is a great addition to the national initiative,” said Robert Egger, president and CEO of the Project.