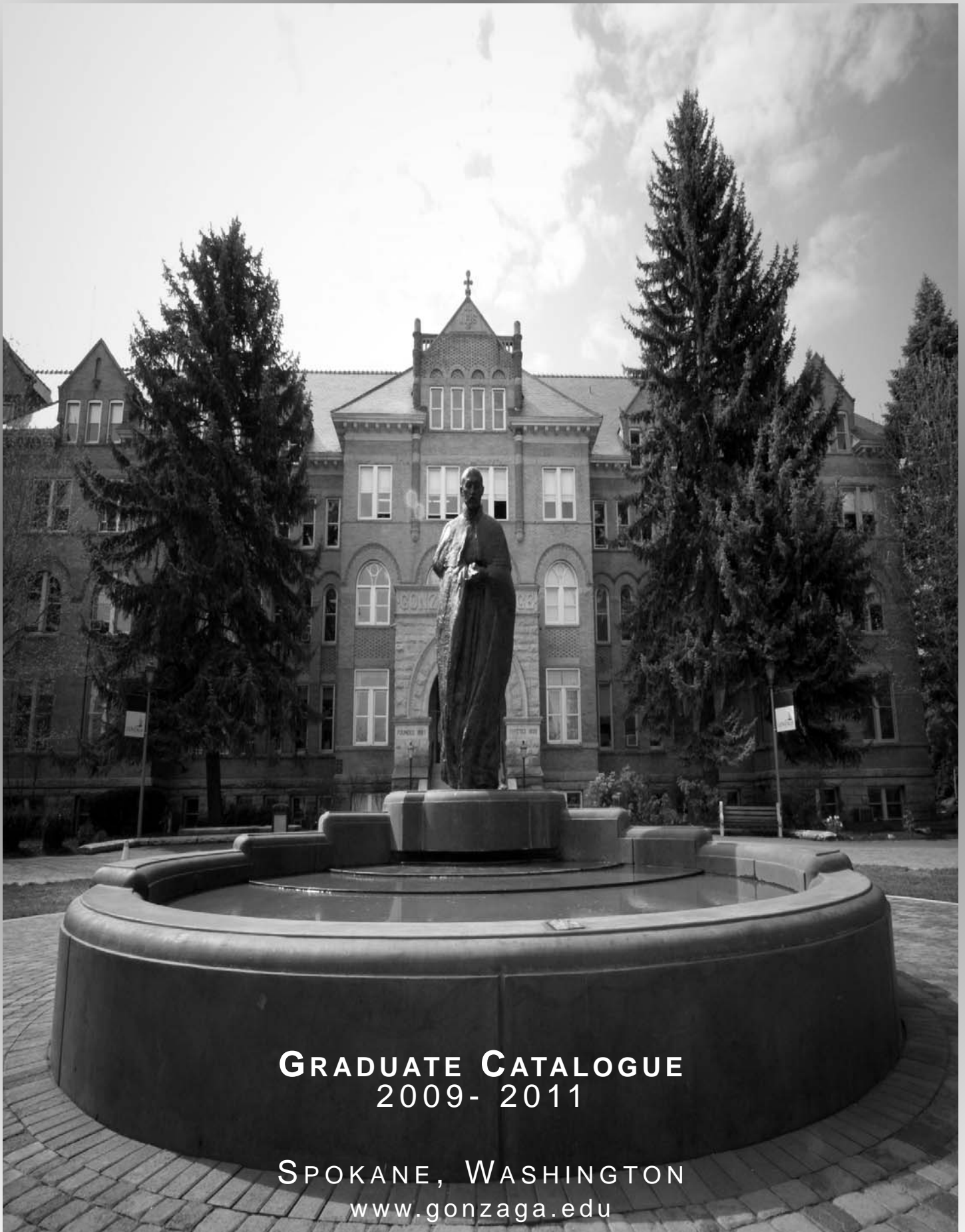


GONZAGA UNIVERSITY



GRADUATE CATALOGUE
2009- 2011

SPOKANE, WASHINGTON
www.gonzaga.edu

GONZAGA UNIVERSITY

Mission Statement

Gonzaga University belongs to a long and distinguished tradition of humanistic, Catholic, and Jesuit education. We, the trustees and regents, faculty, administration, and staff of Gonzaga, are committed to preserving and developing that tradition and communicating it to our students and alumni.

As humanistic, we recognize the essential role of human creativity, intelligence, and initiative in the construction of society and culture.

As Catholic, we affirm the heritage which has developed through two thousand years of Christian living, theological reflection, and authentic interpretation.

As Jesuit, we are inspired by the vision of Christ at work in the world, transforming it by His love, and calling men and women to work with Him in loving service of the human community.

All these elements of our tradition come together within the sphere of free intellectual inquiry characteristic of a university. At Gonzaga, this inquiry is primarily focused on Western culture within which our tradition has developed.

We also believe that a knowledge of traditions and cultures different from our own draws us closer to the human family of which we are a part and makes us more aware of both the possibilities and limitations of our own heritage. Therefore, in addition to our primary emphasis on Western culture, we seek to provide for our students some opportunity to become familiar with a variety of other human cultures.

In the light of our own tradition and the variety of human societies, we seek to understand the world we live in. It is a world of great technological progress, scientific complexity, and competing ideologies. It offers great possibilities for cooperation and interdependence, but at the same time presents us with the fact of widespread poverty, hunger, injustice, and the prospect of degeneration and destruction.

We seek to provide for our students some understanding of contemporary civilization; and we invite them to reflect with us on the problems and possibilities of a scientific age, the ideological differences that separate the peoples of the world, and the rights and responsibilities that come from commitment to a free society. In this way we hope to prepare our students for an enlightened dedication to the Christian ideals of justice and peace.

Our students cannot assimilate the tradition of which Gonzaga is a part nor the variety of human cultures, nor can they understand the problems of the world, without the development and discipline of their imagination, intelligence, and moral judgment. Consequently, we are committed at Gonzaga to developing these faculties. And since what is assimilated needs to be communicated if it is to make a difference, we also seek to develop in our students the skills of effective writing and speaking.

We believe that our students, while they are developing general knowledge and skills during their years at Gonzaga, should also attain more specialized competence in at least one discipline or profession.

We hope that the integration of liberal humanistic learning and skills with a specialized competence will enable our graduates to enter creatively, intelligently, and with deep moral conviction into a variety of endeavors, and provide leadership in the arts, the professions, business, and public service.

Through its academic and student life programs, the Gonzaga community encourages its students to develop certain personal qualities: self-knowledge, self-acceptance, a restless curiosity, a desire for truth, a mature concern for others, and a thirst for justice.

Many of our students will find the basis for these qualities in a dynamic Christian faith. Gonzaga tries to provide opportunities for these students to express their faith in a deepening life of prayer, participation in liturgical worship, and fidelity to the teachings of the Gospel. Other students will proceed from a non-Christian religious background or from secular philosophic and moral principles.

We hope that all our graduates will live creative, productive, and moral lives, seeking to fulfill their own aspirations and at the same time, actively supporting the aspirations of others by a generous sharing of their gifts.



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What's in a Name?

The University is named after the sixteenth-century Italian Jesuit saint, Aloysius Gonzaga. A descendant of a noble Renaissance family and a page at the court of Francesco de Medici, Aloysius Gonzaga entered the Society of Jesus (the Jesuit order) in 1585. Later, while a seminarian in plague-stricken Rome, he attended to the sick and dying; as a result of his heroic service, he died of exhaustion on June 21, 1591, only twenty-three years old. He was declared the patron saint of youth in 1726.

Quality That Earns National Recognition

U.S. News and World Report's most recent America's Best Colleges ranked Gonzaga among the top comprehensive regional universities in the West for the 21st time in the last 24 years. Barron's Best Buys in College Education and The Princeton Review have also consistently praised the academic strength and quality of education provided at Gonzaga University.

Spokane and the Inland Northwest

Spokane, Washington, forms the hub of the "Inland Northwest," a four-state region relying on this area's business, service, and transportation facilities. With a population exceeding 500,000 in the metropolitan area, the city of Spokane offers many opportunities for work and relaxation for Gonzaga students.

The campus is adjacent to the Spokane River, where the Washington Centennial Trail extends 39-miles between northwest Spokane and Coeur d'Alene, Idaho. Students enjoy biking, rollerblading, running, and walking along the Trail. The downtown area is just a few blocks walk from the campus. The city's skywalk system, the nation's second largest, provides easy access for shopping, dining, and entertainment. A 12,000-seat civic entertainment arena is also within walking distance of campus. The University basketball team plays some of its games there.

Spokane boasts many parks, including the 100-acre Riverfront Park in the heart of the city. In addition, there are 15 area public golf courses, ice and roller skating rinks, theaters, and art galleries. A symphony orchestra, civic theatre, and professional athletic teams add to the cultural and entertainment opportunities of the region.

Nearby recreation areas are easily accessible to students. Seventy-six lakes and five ski areas provide swimming, water skiing, and winter sports activities. Spokane has consistently been recognized for its quality of life.

Students: The Center of the University

Total enrollment each semester at Gonzaga is approximately 7,200, of which about 4,500 are undergraduates and 2,700 are in graduate programs, including the School of Law, Doctorate in Leadership Studies, and master's degree programs. Our student body represents nearly every state and about forty foreign countries. More than fifty percent of the student body comes from homes at least 500 hundred miles from Spokane. The result is a diverse, welcoming campus community, where cultures and friendships are shared warmly.

There are a total of 381 regular Jesuit, lay, and religious faculties, and all classes are taught by professors, not teaching assistants. The ratio of students to faculty is about 11 to 1.

Finance: An Important Part of Your Education

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

recognized by members of business and industry.

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

The Campus: Your Home Away From Home

Gonzaga's campus has grown from one building which housed both students and Jesuit faculty in its early years to 87 buildings spread over 110 landscaped acres. The University site is along the north bank of the Spokane River and includes its own small lake and an attractive, well-kept campus. Some highlights of the campus include the following:

Student Housing provides living options for more than 3,000 undergraduate students, including men's, women's or coeducational residence halls with capacities ranging from 15 to 420. Apartment-style living units are another option, and the university owns thirty houses and four apartment complexes in the neighborhood, which are rented to upper-division, law and graduate students. Residence halls are staffed by trained students who provide services ranging from personal advising to activities planning. Full-time first and second year students who are under age 21, unmarried, and not living at home, must live in on-campus residence halls. The university recently completed construction of Kennedy Apartments for upper division and graduate students and is currently building another upper-division residence hall.

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

Gonzaga University Athletic Facilities

The Charlotte Y. Martin Centre is home to the Rudolf Fitness Center as well as the gym where Gonzaga volleyball hosts all home matches. The gym, which is the birthplace of the Kennel, seats 2,000 fans. As a whole, the Martin Centre is 136,000 square feet and houses not only the fitness center and volleyball gym, but is also the location of athletic offices and the newly renovated Academic Lab and Diedrick & DeLong Athletic Training Facility. The athletic training facility is a wonder on its own, covering nearly 5,000 square feet and featuring two state-of-the-art rehabilitation whirlpools.

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

The McCarthy Athletic Center is home to the Gonzaga men's and women's basketball teams as well as the Harry A. Green Indoor Rowing Facility. The facility, which

features a 6,000-seat arena, is 144,000 square feet of screaming fans come basketball season and lives and breathes the legacy of past basketball greats, such as John Stockton.

Patterson Baseball Complex and Washington Trust Field became the home of Gonzaga baseball in the spring of 2007. The completion of the facility brought GU baseball back to the campus for the first time since 2003. The complex is named after benefactor and former Chairman of the Board of Trustees Mike Patterson, while Pete Stanton and Washington Trust Bank of Spokane were also major contributors.

Gonzaga Soccer Field is an ongoing project, however, Phase I of the new facility was finished in fall 2008. The new facility provides not only a playing field, but a practice field for both the men's and women's teams as well as a press box and ticket booth. Phase II, III and IV will include the installation of permanent seating, a locker room for the home and visiting teams and state-of-the-art stadium lighting.

Foley Center

This 20 million dollar state-of-the-art library was opened in the fall of 1992, providing sophisticated on-line computer access to libraries across the United States. In addition, students enjoy a 24-hour study lounge, abundant study carrels, an audio/visual resource room, and one of the finest rare book rooms in the country.

New buildings as well as historic ones grace the Gonzaga campus. The Jundt Art Center and Museum was completed in 1995. The state-of-the-art Law School building opened in 2000.

St. Aloysius Church and the Student Chapel

The spires of St. Al's Church are a landmark of the Spokane area. The chapel, located in College Hall, offer students a place for solitude and reflection as well as daily masses.

A Century of Educational Leadership

After forty years of pioneer missionary efforts to bring Christian civilization and culture to the Pacific Northwest, the Rev. Joseph M. Cataldo, S.J., an Italian Jesuit missionary, initiated plans to build a mission school in Spokane Falls Territory. Out of the vision and courage of early Jesuits, Gonzaga College became a reality and admitted its first students in 1887, two years before Washington became a state.

The College became Gonzaga University with the opening of the School of Law in 1912. In 1916 the School of Philosophy of Letters for Jesuit Scholastics became part of the University. In 1921 the University opened the School of Business Administration and in 1928 the School of Education. The School of Engineering was established in 1934 and in 1975 the School of Continuing Education was established, now named the School of Professional Studies. Gonzaga is an independent, Roman Catholic and Jesuit university committed to ensuring our students an educational experience which encourages individual intellectual, moral, and spiritual development.

Visit the Campus

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

Accreditation: The Mark of Excellence

Gonzaga University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education. The School of Business is accredited by the Association to Advance Collegiate Schools of Business, a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

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

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

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

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

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

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

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

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

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

The University Seal: The Mark of Distinction

The university adapted the present form of its seal in 1914 from an earlier version used in the 1890's. Beneath the eagle of the former seal is a shield; the order of precedence in this shield is dexter chief, sinister base, sinister chief, and dexter base.

In hatchment dexter chief are two gray wolves leaning on a black pot and chain; it represents the House of Loyola whose son, Ignatius, was the founder of the Jesuits; the pride of that House was that they kept the wolf away from the door of the poor.

In hatchment sinister base are the arms of the House of Gonzaga; a purple cross sustaining an escutcheon with the lions of Florence and three purple bars for the many ecclesiastical dignities given to the House of Gonzaga; the four falcons in the corners represent the hunting prowess of that family.

In hatchment sinister chief are the colors of Spain; seven red bars on a field of gold which were given to the House of Loyola-Onaz because seven brothers of that house distinguished themselves in service to the King of Spain. They form part of Ignatius of Loyola's coat of arms.

In hatchment dexter base is a sunburst over Spokane Falls, a pine tree, and an Indian tepee; the Spokane Indians were so called because they were children of the sun.

The eagle in the crest is the American bald eagle which protects the university; above the eagle are found "IHS" of the name of Jesus, the cross, and the nails of His crucifixion all in black, surrounded by a halo of gold.

The escutcheon in the center of all is a royal blue field on

which the white letter "G" stands for Gonzaga; the university's colors are Royal Blue and Immaculate White.

The scrolled A.M.D.G. stands for Ad Majorem Dei Gloriam, "For the Greater Glory of God," the motto of the Society of Jesus. Below this is the date of incorporation of Gonzaga College. The wreath of bay leaves on the right represents classic renown, and the wreath of oak on the left signifies civic pride.

Our Commitment to Non-Discrimination

Gonzaga University subscribes to the principles and laws of the federal government and Washington State pertaining to civil rights and equal opportunity. The university does not discriminate against any person on the basis of race, religion, gender, national origin, age, marital or veteran status, sexual orientation, a physical or mental impairment that limits a major life activity, or any other non-merit factor in employment, educational programs or activities which it operates. All university policies, practices, and procedures are consistent with Gonzaga's Catholic, Jesuit identity and Mission Statement.

As a church-related institution, in conformity with federal and state law Gonzaga reserves the right to take religious faith into consideration where it is deemed appropriate.

Gonzaga University's Equal Employment Opportunity and Affirmative Action Plan is designed to further develop and maintain equal employment opportunity for all personnel and to insure the utilization of women and ethnic minorities at all levels and in all segments of the university, particularly where they are underutilized in relation to their availability in the work force.



Gonzaga University

Strategic Planning Process

Vision Statement

Approved by the Board of Trustees on December 9, 2005

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

References

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

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

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

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

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

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

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

2 Fr. Theodore Hesburgh, former President, Notre Dame.

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

Services

University Ministry

Mission

The Office of University Ministry is responsible for the faith development of all students regardless of religious affiliation and tradition. University Ministry provides opportunities and resources for spiritual growth and fellowship through retreats, service projects, liturgies, music ministry, Christian Life Communities (CLC's), spiritual direction, residence hall programs and more. These activities offer students a more mature understanding of Gonzaga's Jesuit and Catholic identity and a deeper respect for other religious traditions.

Activities

Mass and Sacraments: As a Catholic University, we hold Masses on campus to unite us as a faith community. At least four public Liturgies are available each day in the Gonzaga community. People of all religious paths are welcome to join us in prayer and worship. In addition, we help students connect with other local area places of worship.

Not only are students invited to come to Mass, but they are also invited to take on leadership positions, such as that of Eucharistic Minister, Lector, Server, or Sacristan. University Ministry also offers students the Sacrament of Reconciliation three times each week. In addition, a student may seek out a priest at any time.

Retreats: University Ministry's retreat programs provide opportunities for students to practice reflection, self-disclosure, leadership, fellowship and self-examination according to our Ignatian heritage. More than a thousand students participate in University Ministry retreats each year.

University Ministry coordinates one Pilgrimage, six Freshmen Retreats, four SEARCH Retreats, four Cardoner Retreats, one Senior Retreat and three Montserrat Retreats per academic year. Each retreat is coordinated by a University Ministry staff member and most are led by student crews.

If you have questions about other University Ministry sponsored events and programs, please contact the office at (509) 313-4242 or umin@gonzaga.edu. University Ministry is located on the main floor of the Crosby Student Center and online at www.gonzaga.edu/um.

Counseling and Career Assessment Center

The Counseling and Career Assessment Center services are available for all currently enrolled students who have concerns—which may be career, personal, or academic in nature – and which may impede their academic progress. The counselor will decide with the student how many sessions will be needed—not to exceed the limits of our short-term mode. Confidentiality is strictly maintained.

Specialized Services: Occasionally, students have concerns that may require specialized services; our counselors can serve as consultants in the processing of referrals to appropriate community professionals. Some concerns for this specialized service include: alcohol rehabilitation, eating disorders, chronic psychological conditions or long-term therapy. *Fees incurred for services beyond the scope of the Counseling and Career Assessment Center are the responsibility of the individual student.*

Career Counseling: The college experience often has a profound impact on personal and professional goals. We provide career counseling to take a comprehensive look at how a student's particular interests, values and abilities may relate to various career and lifestyle choices.

The process would likely entail completing the Strong Interest Inventory and the Myers-Briggs Type Indicator, and using the System of Interactive Guidance and Information ('SIGI') – a computer career exploration program – as tools to examine the student's life in terms of developing a career plan. *Personal agency* (being self-aware and actively developing one's own potential) is the ideal we work with students to develop as we assist in clarifying interests, values and skills, and in identifying compatible academic majors and career fields.

Our Counselors are professionals, each possessing years of experience in their field and therefore qualified to address the individual needs of the student and to do so in a short-term, "focused" type counseling. The counselor assists the student to clarify their life goals – personal, academic and professional – and also to acquire and develop methods for coping with obstacles encountered throughout life. Succeeding sessions are devoted to finding ways of achieving the goals that have been established.

Location: The Counseling and Career Assessment Center is located in College Hall Room 303 and can be reached by calling 509-313-4054 or by e-mail: ccac@gonzaga.edu. Office hours are 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 4:30 p.m. Monday through Friday. Counselors are available for appointments Monday-Friday, 9:00 a.m.-12:00 p.m. and 1:10 p.m.-4:00 p.m.

Alcohol and Substance Abuse Services and Counseling

Gonzaga University offers services related to alcohol and substance abuse counseling for those students who may need such services. Services include: alcohol and drug education programs, alcohol and substance counseling, and substance free housing. Occasionally students have concerns that may require more specialized counseling services. In these instances, there are designated individuals in the student life division who can serve as a source of referral to appropriate community professionals. For more information on alcohol and substance abuse services please contact the Student Development Office at extension 4156 or from off-campus at 313-4156.

The Career Center

The Career Center assists students and alumni with career support, opportunities and connections translating the Gonzaga experience to meaningful life's work. A wide variety of events, programs and opportunities are held throughout the year to encourage students to be actively involved with career planning. Employer representatives visit campus to interview and recruit students. Campus-wide career fairs bring many employers and organizations in direct contact with students. The Internship Program provides resources for students to learn how to find and develop internship opportunities related to their career goals. Many formal and informal opportunities exist for students, including one-on-one appointments with professional staff and mentoring from student peer volunteers. ZagTrax is an online program which allows students, alumni and employers to connect with Gonzaga's electronic posting board for internship and employment opportunities, as well as to maintain an electronic career portfolio.

Career Preparation Workshops—offering sessions throughout the academic year on all phases of career development: resume, cover letter, interviewing, networking, internships, recruiting and job search.

Employment and On-Campus Recruitment Opportunities

—meet with representatives from national, regional and local corporations, non-profit organizations, government agencies, and school districts when they visit campus to interview and recruit students for internships and careers.

Internship Program—learn how to prepare yourself, as well as how to find and develop internship opportunities related to career goals.

Career Fairs—network with employers at the Engineering Invitational and the campus-wide career fairs in the fall, and the Partnership Career Event in the spring.

Employer and Job Search—receive a “hands on” demonstration of how to use online resources to find a job or internship, get career direction, and search for employers who hire people with a specific degree.

ZagTrax—visit www.zagtrax.net to connect with Gonzaga's online posting board for internship and employment opportunities, as well as maintain an electronic career portfolio (letters of recommendation, transcripts, resumes, and other pertinent documents) which can be made available to prospective employers or graduate schools upon request.

Electronic Files—allows students and alumni access to storage and electronic delivery of placement files for the School of Education.

Individual Student Appointments—schedule an appointment with a career professional to discuss specific career questions.

After Hours—drop in on Tuesdays from 4:30-5:30 p.m. to receive immediate assistance with resumes, cover letters, interviewing skills, or other career-related questions.

Career and Internship Resource Materials—come by to conduct a “hands-on” or online career-related search and make use of reference materials that provide current information on career trends.

Career Center Representatives (CCR)—receive mentoring from the student-run group who provide career support to their peers through walk-in appointments, classroom visits, career-related programs, and campus-wide outreach.

Resumania—stop by during the lunch hour once a month to enjoy a slice of pizza while receiving assistance on resumes, cover letters, or interviewing skills.

Etiquette Dinner—savor a four-course meal and learn the proper etiquette for dining with an employer (offered once per semester).

For a complete listing of workshops, events, on-campus recruiting opportunities, or to schedule an individual appointment, visit www.zagtrax.net.

GAMP

The Gonzaga University Alumni Mentor Program (GAMP) is a career development and networking resource for students and alumni. This award-winning program assists individuals in exploring alternative career fields and in developing a network of contacts by matching them with alumni mentors in their particular career field. The program has over two thousand mentors in a wide variety of career fields from different geographical locations willing to help students clarify academic and career decisions. Students acquire realistic and current information from these career practitioners and begin developing relationships that will prepare them to make a successful transition from school to the professional world. The program is intended for all majors and students are encouraged to use the services throughout their college experience.

In addition to the individual mentoring, GAMP organizes regional career development and networking events in Spokane, Portland, Seattle, New York, San Francisco, and San Jose. The “Trek” program offers students the oppor-

tunity to participate in corporate excursions, networking socials, and to meet representatives from some of the top employers in the region. The treks help students make valuable career connections with individual alumni and corporate recruiters in some of our nation's most important employment markets.

Center for Community Action and Service-Learning (CCASL)

The Center for Community Action and Service-Learning (CCASL) has accumulated almost two decades of experience putting Gonzaga University's mission into action through a wide spectrum of volunteer and service-learning programs. CCASL empowers students and faculty to take action through community involvement, education, and public service to strive for social justice. Together with the campus community, CCASL endeavors to fulfill the university's mission of creating “women and men with others.” The CCASL offices are found in two houses that serve as a resource center to students, faculty, alumni, and community partners with the goal of providing community service opportunities. Programs include:

The Office of Academic Service-Learning: GU has offered service-learning courses (a service component is integrated into a course's curriculum) for over 15 years. The program is supported by the Service-Learning Advisory Board and the Office of Service-Learning. Over 75 faculty teach service-learning courses in twelve different academic departments and the law school. Over 1,200 students are engaged in service-learning each academic year. Each fall semester the office coordinates a Service Fest where 80 to 100 non-profit agencies come to campus recruit student volunteers.

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

GU Service Corps: These student initiated projects include one-day events such as April's Angels and the Way of the Heart Retreat. These include projects for the homeless, elderly, environment, and at-risk youth. CCASL also has information and resources on over 100 community agencies, as well as resources for students interested in post-graduate volunteer opportunities. Please visit www.gonzaga.edu/CCASL for additional information.

Health Center

The campus Health Center provides medical treatment for illness and minor injuries, provides health education, and promotes physical and mental health. A referral service is also provided. The Health Center is open weekdays during the academic year except for holidays.

The physician, nurse practitioner, and registered nurses are available for confidential treatment and consultation with an emphasis on personal responsibility and wellness. All registered students are eligible for these services.

In compliance with university policy, all students born after 1956 must submit documentation of two immunizations for red measles (Rubeola) prior to registration. Non-compliance with this requirement may result in a hold on any future registration. Exceptions must be verified by the Health Center and will be granted only for specific medical or religious objections to vaccination.

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

Unity House Cultural Education Center

The Unity Multicultural Education Center's primary purpose is to build a more inclusive community at Gonzaga University based on trust, honor, and respect. It is our mission to empower students to become leaders on the university campus as well as in their communities. Under the Division of Student Life, the Multicultural Education Center shares in its commitment to help students achieve their maximum potential and to improve the quality of campus life. This partnership allows for center to expand its reach beyond academics and into all aspects of a student's life.

An important goal of the Unity House is to help create a welcoming campus climate via educational programming and presentations, activities and events. Diverse individuals add to the distinctive educational and social experience of campus and community life. The staff of the Multicultural Education Center works to assist Gonzaga University students in developing and expanding its commitment to recruit, nurture, and retain students, faculty, administrators and staff of diverse backgrounds. In order to facilitate the academic success and care of students from underrepresented populations, we work to provide the necessary tools they need to succeed academically, professionally, and personally.

Resources provided through Unity House include classroom presentations, residence hall presentations, event/program planning, recruitment initiatives, workshops and trainings, mentoring and much more. The Unity Multicultural Education Center provides on-going programs throughout the year, such as Summer BRIDGE, LEADS Program, Multicultural Honor Society, a bi-monthly speaker series, academic and career building workshops, and evening study tables during mid-terms and finals. Other social activities include cultural events off-campus, BBQ's, game nights, and cultural potlucks.

Veterans

Gonzaga University's academic programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.

For graduate students enrolled in academic programs offering courses in non-standard terms, the number of credits required to achieve a time status of "full time" shall be proportional to the number of weeks in that non-standard term divided by sixteen (e.g. 8 divided by 16, times 6 credits equals a full-time status of three (3) credits for a non-standard term of eight (8) weeks duration).

Eligible veterans needing to apply for their benefits, approved veterans needing certification of enrollment, or students with questions about possible veteran benefits should contact the university's veterans advisor in Room 229 of College Hall.

Disability Resources, Education, and Access Management

Disability Resources, Education, and Access Management (DREAM), provides access services to Gonzaga University's programs, services, activities and facilities for qualified students with disabilities in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and Washington State laws. DREAM serves students with permanent or temporary disability. DREAM may arrange or provide appropriate academic adjustments, reasonable accommodations, auxiliary aids, assistive technology, advocacy, and other types of assistance for students with disabilities. Students should contact DREAM to inquire about the procedure for securing academic adjustments or accommo-

datations. The university recommends the student contact DREAM at least four weeks prior to the semester for which they are requesting services. However, DREAM continuously evaluates student documentation and requests for accommodation throughout the school year.

If at any time during the process of application, admission, and enrollment, individuals feel that they have been discriminated against because of disability, they are encouraged to notify the DREAM director. Incidents which have occurred more than 120 days prior to making the complaint may or may not be given consideration. To obtain copies of GU's Informal Complaint Process for Reasonable Accommodation or the Formal Grievance Procedure, please contact the DREAM director.

Disability Resources, Education, and Access Management is located in Foley Library, 2nd floor, East Wing and is at extension 4134. Visit the department Website: www.gonzaga.edu/disabilityresources.

Campus Public Safety and Security Department

The Campus Public Safety and Security Department facilitates the safety and security of the students, staff, faculty, visitors, and property of Gonzaga University. As part of the Student Life Division, the Safety and Security Department supports the educational and developmental mission of the Office of the Vice President for Student Life. The department is staffed 24 hours a day, 365 days a year. Officers are professionally trained in public safety methods. On-going training, appropriate for the campus environment, is provided. Officers make regular checks of all university buildings, with emphasis on the residence halls. Officers also answer calls for service, provide escorts and jump starts, check alarms, and investigate suspicious situations. Criminal activity and requests for police service that are outside the authority of campus officers are directed to the Spokane Police Department. The university possesses a collaborative working relationship with local law enforcement and emergency service providers.

Crosby Student Center

The Crosby Student Center opened in the spring of 1993 as a student-oriented facility designed to enhance the quality of life among members of the Gonzaga community. The center offers meeting rooms, lounges, and areas for programs, study, and socialization. Also available are student mailboxes, the university mail service, a central information desk, café, Grab and Go snack bar, television lounge, espresso bar, vending machines, gifts/balloons, a small movie theatre, several food retail outlets, a student photo gallery, ATM, bank, courtesy phones, and Ticket Central where students can purchase discounted tickets to area-wide events both on and off campus. Offices housed in the center include University Ministry, the Career Center, Student Activities, Outdoor Recreation, in addition to the offices of the Gonzaga Student Body Association (GSBA), and the Crosbyanna Room with Bing Crosby memorabilia.

Student Publications

Gonzaga University is the publisher of these student produced publications: the Gonzaga Bulletin newspaper; Reflection Journal of Literary and Visual Arts, Charter Journal of Scholarship and Opinion and Spires yearbook. These publications are also available online at: <http://www.gonzaga.edu/Student-Life/Get-Involved/Student-Media/default.htm> or to www.gonzagabulletin.com for the newspaper. For distribution locations or other questions, please call 509-313-6875.

International Students

Gonzaga welcomes applications from international students. Non-native English speaking students must present evidence of English proficiency sufficient for graduate-level work. Gonzaga University requires the Test of English as a Foreign Language (TOEFL) and that the official scores be sent from ETS. In lieu of the TOEFL, Gonzaga will accept satisfactory completion of Level 108 of the University's English as a Second Language program with a grade point average of at least 3.00 and the recommendation of the ESL faculty. Applicants should submit transcripts in both their native language and an English translation. Photocopies are not accepted as official documents and may not be used for evaluation purposes.

In addition, Gonzaga University requests international applicants provide documentation of sufficient funds for academic and living costs while staying in the United States for at

least the academic year (two consecutive full-time semesters) via the Financial Declaration form. On this form, students state that they have access to a certain amount of available funds as well as the source(s) for these funds. Students must provide documentation regarding the source of funding such as written notification from a sponsor or a certified bank statement.

In order to process an I-20 form, the university requires a completed Financial Declaration form and supporting documents. The university program director collects the information and accompanying documents; when the student is accepted, the program director forwards the documentation to International Student Programs, which prepares and mails the I-20 to the student. The student must report to the International Student Programs Office immediately upon arrival to receive a travel signature and to have immigration information collected.

Programs of Study

College of Arts and Sciences

Master of Arts in Philosophy
Master of Arts Religious Studies

School of Business Administration

Master of Business Administration
Master of Business Administration in Healthcare Management
Master of Business Administration/Bachelor of Science in Engineering
Master of Business Administration/Juris Doctor
Master of Accountancy
Master of Accountancy/Juris Doctor

School of Education

Master of Anesthesiology Education
Master of Arts in Leadership and Administration
Master of Arts in Sports and Athletic Administration
Master of Arts in Community Counseling
Master of Arts in Marriage and Family Counseling
Master of Arts in School Counseling
Master of Counselling (site based)
Master of Initial Teaching
Master of Initial Teaching, Special Education
Master of Education in Literacy
Master of Education in Special Education

School of Engineering and Applied Science

Certificate in Transmission and Distribution Engineering

School of Professional Studies

Master of Arts in Communication and Leadership
Master of Arts in Organizational Leadership
Master of Science of Nursing
Family Nurse Practitioner (Post-Master's Certificate)
Doctor of Philosophy in Leadership Studies

English Language Center

Master of Arts in Teaching English as a Second Language

Academic Honesty Guidelines

Academic honesty is expected of all Gonzaga University students. Academic dishonesty includes, but is not limited to: cheating, fabrication, plagiarism, and facilitating academic dishonesty. 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 questions.
- 2) A failing grade for the course and/or
- 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 dean of the school/college 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 by the dean. A final appeal by the student may be made to the Academic Vice President.

A complete copy of the policy can be obtained from the Registrar's Office.

General Academic Information

Please refer to the specific programs for admission requirements, time requirements and advanced and transfer credit information. Information pertaining to the Law School is published in the School of Law Student Handbook and Catalogue available from the Law School registrar.

Admission to Candidacy

Upon completion of 12 credit hours of approved graduate work, a student may be admitted to candidacy. Candidacy will be denied and the student dropped from the program if the GPA is less than 3.00 or if the student's performance is unsatisfactory. Students who have not been fully admitted to a degree program may not earn beyond 12 credits without such admission. The program director will inform those students not admitted to candidacy. A student may not transfer to a new program if he/she has been admitted to candidacy. Exceptions can be made with the approval of the program director and the dean.

Degree Requirements

- Undergraduate and post-baccalaureate level courses may not be counted toward an graduate or doctoral degree.
- Courses used in the completion of a previous degree program may not be reused.
- Fractional credit is never rounded on a cumulative GPA and major GPA nor on the total minimum credits required for a Gonzaga degree.
- Course attendance is not allowed without official registration and financial confirmation.**
- Payment of all indebtedness to Gonzaga University, the return of all equipment to the appropriate entity, and the return of all books to Foley Library are required prior to a prospective graduate's departure from Gonzaga. Holds may be placed on transcripts and diplomas for any of these deficiencies.

Time Requirements for Degrees

All work accepted toward a degree is to be completed within a five-year period from the date of acceptance into the program or from the first semester of graduate-level enrollment, or advanced credit, whichever comes first. Students who wish to use course work older than five years will need to appeal to their dean.

Challenge of Courses

Graduate-level courses may not be challenged.

Individualized Study

Students may undertake individualized study if it is considered necessary to complete their program. Application for individualized study must be made on a form available from the registrar. It is the responsibility of the student to demonstrate the relevancy of the proposed study and the ability to complete it within an agreed upon time line. For most master's programs, the student is allowed a maximum of two individualized study courses (six credits) for degree completion.

Extension and Correspondence Courses

Courses taken in extension or by correspondence are not allowed as credit toward graduate degrees. In exceptional cases, the Academic Vice President may waive this regulation if recommended by the program director and dean.

Thesis Information

Graduate students who are preparing their theses for publication will work with their respective program directors.

Petition to Graduate

Degrees are granted at the end of each semester: mid-fall (October), fall (December), mid-spring (March) and spring (May), and twice during summer (June and August). Students are expected to apply to graduate through the Registrar's Office. Formal commencement ceremonies are held in May each year, and graduating students are invited to participate.

Grading

A student'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 student but also to the ability to communicate orally and in written form. It is the responsibility of instructors to explain in each course how final grades are calculated through the accumulation of points or percentages assigned in the evaluation of graded work. To indicate a student's quality of achievement in a given subject, final grades in the form of letters and plus/minus indicators are used by all instructors in the university's graduate programs. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F and V are assigned a "quality point value" for purposes of cumulative grade point average calculations, certification and convenience in reporting.

<u>Letter Grades</u>	<u>Quality Points</u>	<u>Description</u>
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	Below graduate level expectations
C+	2.3	
C	2.0	
C-	1.7	Treated as an "F"
D+	1.3	
D	1.0	
F	0.0	(computed in GPA) Grade awarded to students who complete the term and the course but fail to achieve course objectives.
V	0.0	Failing (computed in GPA) Grade awarded to students who have not officially dropped or withdrawn from a course and consequently have not met class attendance requirements or participation in the course through the end of a semester. The grade is given at the discretion of the professor. Students should not assume that professors will automatically initiate course drops/withdrawals for non-attendance.
S (Satisfactory/B or higher)	Passing	(not computed in GPA) grade of B or higher
P (Pass/B or higher)	Passing	(not computed in GPA) grade of B or higher
NS (B- or lower)	Failing	(computed in GPA) grade of B- or lower
W (Withdrawal)		(not computed in GPA)
RD (Report Delayed)		(not computed in GPA)

AU = Audit

No credit hours earned; does not apply toward a degree; the "AU" grade is not an option for instructors. Students must register for this grade mode no later than the close of Registration Period III which runs through the drop/add period.

I = Incomplete

Given when a student with a legitimate reason (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 with the reason for the "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). Requests for a date extension beyond the published date for removing incompletes must be approved through the appropriate Dean's 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 for courses such as Research, Comprehensive, Thesis, Dissertation and Proposal Seminar, DPLS 760-769, and for other courses recognized by a program director/dean as eligible due to the nature of the course and the need for more than a semester to complete the course work. Instructors must indicate the deadline for completion of the work. If no grade is submitted by the end of the following semester, an "IP" automatically becomes a "W" (unofficial withdrawal). Requests for time extension beyond the deadline must be submitted by the instructor to the Registrar's Office by completing the Extension form and obtaining signatures from the dean of the school the course falls under as well as the Academic Vice President. Once the course is complete and graded, the Change of Grade form needs to be processed and the grade will be entered on the student academic record by the Registrar's Office.

P = Pass:

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

S/NS = Satisfactory/Non Satisfactory

Certain courses are designated by academic departments for Satisfactory (S)/Non Satisfactory (NS) grading only. This is not a grading option that students choose. This is the grade mode determined by a department/school. The "NS" grade indicates a grade lower than a "C" and has the same effect as an "F" (failing) on the

GPA. An "S" grade is equivalent to a "C" or higher, does not affect the GPA, and the credits earned are counted toward the total needed to graduate. Courses using this grade mode will not be converted to a standard grade.

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

Grade awarded to students who have not officially dropped or withdrawn from a course and consequently have not met class attendance requirements or participation in the course through the end of a semester. The grade is given at the discretion of the professor. Students should not assume that professors will automatically initiate course drops/withdrawals for non-attendance.

W = Withdrawal

No penalties incurred. Not included in the attempted or earned GPA.

Grade Point Average

Graduate programs require a 3.00 cumulative grade point average in course work approved for the degree program. Students failing to meet the minimum grade point average will be considered on probation for one semester, may lose veteran benefits, and may be dropped from the program. Credits which carry a letter of C-, D, F, AU, W, V, IP, I, or RD do not count toward a graduate degree. The grade point average is determined by dividing cumulative quality points earned in authorized courses by the cumulative credits attempted in authorized courses. Letter grades (AU, W, I, IP, and RD) do not count as credit hours attempted and quality points are not awarded.

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 are converted to semester credits, are not rounded up and are awarded after signatures have been obtained.

Change of Grade

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

Full-Time Status

In general, students must be registered for a minimum of six credits per semester to be considered full-time.

Tuition and Fees

2009-2010

Included in tuition is a \$25 non-refundable fee that includes the Student Activity Fee. Tuition and fees will be adjusted for the period of June 1st, 2010 through May 31st, 2011.

Tuition, per credit:

Doctoral tuition	\$800
Master's Programs	\$745
Postgraduate tuition	\$745
Thesis/Dissertation tuition	\$745
One credit course registration for students continuing their Thesis or Dissertation after core course requirements have been completed. Applies to students beginning their Thesis or Dissertation after spring semester 2003.	

Audited courses carry the same tuition rate as the courses taken for credit.

Application Fee:

Master's Programs	\$50
Doctoral Program	\$50

Deposit to Confirm Acceptance:

Master of Anesthesiology Education	\$200
Other Master's Programs	\$100
Doctoral Program	\$200

This deposit is required of all new students after they have received notification of tentative acceptance and is credited to the tuition of the first semester. The deposit is not refundable if the student does not enroll.

Departmental Fees:

School of Education Fees: (per semester/per course)

Certification/Endorsement	\$15-\$70
Education Practicum:	
Counselor Education	\$260
Special Education	\$225
Teacher Education	\$225
Physical Education	\$30
Counseling Internship	\$260
Special Education Student Teaching	\$225
Orals Fee	\$30-150
Psychological Appraisal Fee	\$60
Principal Internship	\$200
Program Administrator Internship	\$200
Superintendent Internship	\$200
Special Education Assessment	\$150
Teacher Education Methods	\$5-25

School of Professional Studies:

Master's Thesis Fee (microfilming and binding, UMI)	\$180
Doctoral Dissertation Fee (microfilming and binding, UMI)	\$190
Copyright Option	\$60
Nursing Program Fee, per semester	\$22
Nursing Program Delivery Fee (Distance Format Courses Fee), per course	\$100
Nursing Clinical Fee, per credit	\$34
Communication Leadership	\$65
Organizational Leadership	\$34

Other Fees:

Fitness Center Fee:	
Optional, per semester	\$150
Optional, entire summer	\$30
Late Registration Fee	\$50
Late Add/Drop Fee	\$50
Graduation Application Fee	\$50
Late Graduation Application Fee	\$75
Mandatory Accident Insurance, per year	\$42
Master's Thesis Fee (microfilming and binding, UMI)	\$180
Summer Session Administrative Fee	\$40
Technology Fees:	
Full-time Student, per semester	\$80
Part-time Student, per semester	\$35
Summer (including off-campus), per session	\$35
Transcript Fee, each copy	\$5
Installment Plan Application	\$65-\$100

Room and Board

For information contact the Student Accounts Office.

Miscellaneous

The university reserves the right to change any costs without notice. It further reserves the right to withhold student information, including transcripts of record and diploma's, until said student's account has been paid in full. No student will be allowed to register for an ensuing semester if a balance is owed for a prior semester.

A finance charge of 12% per annum pro rata (365 days) on any amount more than thirty days past due, or a re-billing fee of 1% of the amount due or \$3.00, whichever is greater, will be added to a student's account. A no payment/no arrangement fee of 3% of the amount due will be charged to a student not meeting the established payment deadlines.

Financial Information

Student Costs and Payment Options

The University's cost of providing a Gonzaga education is not borne solely by the student population. The Jesuit community gift, endowment income, and gifts of many types from individuals, firms, and foundations constitute some of the other revenue sources essential for a balanced budget wherein total revenues equal total expenses. However, revenue from student charges constitutes the majority of Gonzaga's income. Student charges (less verified financial aid) are payable in full in U.S. dollars on a per semester basis, no later than three weeks prior to the beginning of the term. Knowing that payment in full presents a burden for many parents and students, Gonzaga offers two installment plans which cover the academic year and spread payments over a period of eight or ten months. Information is available through the Student Accounts office.

Eight and Ten Month Installment Plans

With each of these payment options, estimated tuition, room, and board expenses for the academic year are set up in equal monthly installments. The plans require an application and fee. There is, however, no interest charged. Verified financial aid is deducted from the total amount due.

The application deadline for the 10 Month Installment Plan is June 1st. Payments begin July 1st and run through the following April.

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

December graduates or students enrolling in the spring semester for the first time should contact Student Accounts for semester payment options.

Students who are admitted to the University after the application deadlines given above may apply within two weeks of their acceptance date.

Note: All charges are payable in U.S. Funds. Student Accounts accepts cash and checks for payment on account. Electronic payment is also available which includes e-Check at no charge to the student and credit card payment through American Express, MasterCard and Discover, with a 2.75% service fee. For additional information, go to: www.gonzaga.edu/studentaccounts and click on the 'Billing and Payment' link.

Refunds

Graduate level students completely withdrawing from the University must obtain a Complete Withdrawal form from the Registrar's Office. Tuition adjustments are calculated in Student Accounts. Final adjustments are based on the effective dates of withdrawals and exclude non-refundable fees. Room and Board is prorated throughout the semester. Laboratory fees are not refunded after the first full week of classes. Financial aid funds are refunded in accordance with federal, state, and University regulations. The withdrawal refund schedule and the refund schedule for dropped classes are available through the Student Accounts Office.

Financial Aid

For those students who need assistance in meeting the expenses of a Gonzaga graduate education, the University strives to provide as much financial aid as possible on an equitable basis.

Applying for Admission

A student must be fully admitted to a graduate program before financial aid can be offered; however, a student may apply for admission and financial aid concurrently in order to expedite the process. Please note that provisional admission is not sufficient to receive financial aid.

Financial Aid Application

The Free Application for Federal Student Aid (FAFSA) is the application for most financial aid programs. The FAFSA is available at colleges beginning in December of each year. Students are encouraged to file their FAFSA on the World Wide Web at www.fafsa.ed.gov. The completed forms are evaluated by the U.S. Department of Education and are forwarded to the university with the student's expected contribution. The Financial Aid Office then compares the expected contribution to the cost of attendance to determine the amount of need-based financial aid for which the student is eligible.

Application Deadlines

There is no established financial aid deadline for graduate students; however, it is recommended that a student submit the forms to the federal processor between January 1st and March 1st each year for the following fall semester. Early application ensures that the funds will be available for fall registration. A student must reapply each year.

The Financial Aid Package

Once financial need has been established and the student is unconditionally accepted for admission, the Financial Aid Office makes an award offer to the student. This offer generally includes loans and any scholarships or graduate assistantships of which the Financial Aid Office has been notified. It is important to return a signed copy of the award notice in order to initiate the loan application process.

Loans

Federal Stafford Subsidized Student Loans: The Stafford subsidized loan is a need-based loan funded by a bank or credit union. The interest rate is fixed at 6.8%. The maximum loan is \$8,500 per year, but may be a lesser amount depending on total financial need and other financial aid. Repayment of the Stafford Loan begins six months after the student ceases to be enrolled at least half-time. The FAFSA and a separate promissory note are required.

Federal Unsubsidized Stafford Student Loans: The Unsubsidized Stafford Loan has provisions similar to the

Subsidized Stafford Loan, except that the student is responsible for all interest payments. The interest may be capitalized by adding it to the principal at the borrower's request. The maximum loan is \$12,000 per year, but may be adjusted due to receiving a subsidized Stafford Loan, other financial aid, or by the student's total cost of attendance. The FAFSA and a separate promissory note are required.

Graduate PLUS Loan: A federal loan available to graduate students who show an absence of a negative credit history. The maximum amount of a Graduate PLUS is the total cost of attendance less any other aid received for the academic year. The Graduate PLUS loan accrues interest from the date of disbursement at a rate of 8.5%. Monthly payments may be deferred while the student borrower is enrolled as at least a half-time student. Students must first borrow from the Federal Stafford Loan program before applying for a Graduate PLUS loan.

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

Alternative Loans: There are several non-need-based private loan programs for graduate students. These loan programs offer a choice of variable interest rates and repayment plans tailored to meet the student's needs. Approval is subject to lender credit criteria. Please contact the loan counselor in the Financial Aid Office for details and applications. Approval of the private loans by the lender is based upon the creditworthiness of the student.

Off-Campus Employment

The Student Employment Office maintains listings of off-campus jobs and can assist students in finding employment while in school. These are regular job openings available in the community for appropriately qualified students.

Graduate Assistantship Awards

Graduate assistantships are offered in several departments and schools. Each department or school determines if the assistantship is paid as a scholarship (which reduces tuition charges), or as a work award (that is paid as wages). Students receiving their assistantship as wages may elect to have their salary directly transferred to their student account by arranging this transfer through the Payroll Office. Applications for assistantships should be directed to the school or department in which a student enrolls.

Residence Hall Assistantships are also available to qualified graduate students through the Office of the Vice President of Student Life. Assistantships pay board, room, and in certain cases, a monthly stipend. Please contact the Student Life Office.

Satisfactory Academic Progress

The Higher Education Amendments of 1992, and the Washington State Higher Education Coordinating Board, require that a student receiving federal and/or state assistance must demonstrate satisfactory academic progress (SAP). In general, SAP is defined as "proceeding toward successful completion of degree within a specified period." The policies and procedures governing SAP and its relationship to financial aid are available from the Financial Aid Office, College Hall Room 129. Students with additional questions regarding this policy are invited to inquire at the Financial Aid Office.

UNIVERSITY CONFIDENTIALITY OF RECORDS POLICY

Gonzaga University's policy concerning the confidentiality of student educational records reflects a reasonable balance between the obligation of the institution for the instruction and welfare of its students and its responsibility to society. The Family Educational Rights and Privacy Act of 1974 (FERPA), including the Buckley Amendment and regulations thereunder (collectively the "Act"), controls access to student education records. Gonzaga University will make a reasonable effort to extend to eligible students and their parents the rights granted by the federal act. The provisions of this policy are not intended to create contractual rights; enforcement provisions are as provided under the Act.

Copies of the complete Gonzaga University's Confidentiality of Records Policy on a student's right to inspect his or her education records and the university's responsibility to maintain the confidentiality of such records are available at the offices of the University Registrar, Law School Registrar, Corporation Counsel, School/College Dean, and the Academic Vice President.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to the education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

A student should submit to the Associate Registrar, a written request that identifies the record(s) the student wishes to inspect. The Associate Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office to which the request was submitted, the Associate Registrar shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the students wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information from the students education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.

A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent); a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility for the university.

Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Release of Student Directory Information Policy: Certain categories of student information are considered "open" or Directory Information. Directory Information may be published in a student directory or event program and released to the media and to the public for enrolled students. Directory Information includes the following: Student Name, Local Address and Telephone, Permanent Address and Telephone, E-mail Address, Place of Birth, Major Field of Study, Dates of Attendance, Full or Part-Time Enrollment Status, year in School (Class), Degree(s) Received, Scholastic Honors and Awards Received, Other Educational Institutions Attended, Visual Image (photo, video), Weight, Height of Athletic Team Members. A student may request that Directory Information not be released by so indicating at any time in the Registrar's office. In that case, this information will not be disclosed except with the consent of the student or as otherwise allowed by the Family Educational Rights and Privacy Act of 1974 (FERPA).

COLLEGE OF ARTS AND SCIENCES



www.gonzaga.edu



College of Arts and Sciences

Dean: Marc Manganaro

Associate Deans: Mia Bertagnolli, Alfred L. Morissette, S.J., Patricia Terry

The College of Arts and Sciences offers graduate programs on both a full-time and a part-time basis. The Master of Arts degree is available in Philosophy. The Department of Religious Studies offers the Master of Arts degree in Religious Studies.

Philosophy

Chairperson: Quanhua Liu

Director of the Philosophy Graduate Program: Ted DiMaria

Professors: M. Alfino, T. Jeannot, D. Kries,
W. Pomerleau, T. Rukavina (Emeritus), R. Spitzer, S.J.,
R.M. Volbrecht

Associate Professors: K. Besmer, D. Calhoun, J. Ciaffa,
T. Clancy, S.J., B. Clayton, T. DiMaria, B. Henning,
Q. Liu, R. McClelland, W. Ryan, S.J., B. Steverson,
M. Tkacz, J. Wagner

Assistant Professors: D. Hutchins, E. Maccarone,
E. Schmidt

Master of Arts in Philosophy

The Master's degree is offered on a full-time or part-time basis during the regular session. While many courses offered in the Gonzaga Master of Art's program are cross-listed with undergraduate courses, a Graduate Seminar restricted to graduate students only is offered each semester. A limited set of graduate-level philosophy courses is also available during summer.

Through course work and required reading the department stresses:

- 1) An understanding of the main problems of philosophy and their systematic order.
- 2) A knowledge of the history of philosophy and its major figures.
- 3) A grasp of at least one of the major movements of contemporary or applied philosophy.

Admissions

Each applicant must submit the following materials:

- 1) A completed application form (see appendix for an inquiry form) and a non-refundable fee.
- 2) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy).
- 3) Three letters of recommendation sent directly from the recommending individual.
- 4) The official score from the GRE general aptitude test or MAT (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree.
- 5) Submission of an official TOEFL score of at least 600 by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 6) Submission of a financial declaration form and supporting documentation by each international applicant.

Applicants are encouraged (but not required) to submit samples of philosophical writing.

Prerequisite

B.A. with major (or acceptable background) in philosophy from an accredited college or university.

Requirements

Completion of the Master of Arts degree in Philosophy from Gonzaga University requires:

- 1) 30 credit-hours of philosophy: 24 hours of graduate level course work, six hours for the thesis.
- 2) Registration in the Graduate Seminar each semester in which the student is taking course work.
- 3) Successful completion of a comprehensive examination (including written and oral components).
- 4) Successful completion of a logic exam, testing skills up to and including the predicate calculus.
- 5) The M.A. program has no foreign language requirement, but a thesis director may require a student to have competency in translating texts from a foreign language into English depending on the student's thesis topic.

Course Descriptions

- PHIL 500 Philosophical Latin 4 credits
An intensive study of philosophical texts in the Latin language.
- PHIL 501 History of Ancient Philosophy 3 credits
A survey of major figures and developments in ancient Greek and Hellenistic philosophy from Thales to Plotinus, using texts in translations. Fall.
- PHIL 503 Contemporary Ethical Theory 3 credits
This course will explore several developments in ethical theory in the later twentieth century.
- PHIL 505 History of Medieval Philosophy 3 credits
A survey of Christian philosophy in the Latin West focusing on such major figures as St. Augustine, St. Thomas Aquinas, and William of Ockham. Consideration will be given to bibliographic and research methods for the history of philosophy. Spring.
- PHIL 506 Philosophy of St Augustine 3 credits
A survey of St. Augustine's philosophy of God and the universe with special attention to Augustine's pivotal role in summing up Greek and Roman thought and laying the foundation for Medieval thought.
- PHIL 507 St. Thomas Aquinas 3 credits
Life, works, and selected problems and texts.
- PHIL 509 Social Justice 3 credits
This course will critically consider famous theories of justice, as well as their applications to some social and moral problems.
- PHIL 510 History of Modern Philosophy 3 credits
A survey from Descartes through Hegel. Fall.
- PHIL 511 Philosophy of Language 3 credits
This course is primarily concerned with problems about the origin, nature, function, and uses of language in its relation to ideas in language users' minds and the things in the world that the users inhabit. Readings will cover both the analytic and continental traditions and both Western and Eastern thinkers.

- PHIL 513 Philosophy of Mysticism 3 credits
What is mysticism? Is there a common element in all forms of mysticism? What is the connection between mysticism and mental health/disease? What is the relationship between mysticism and the paranormal?
- PHIL 515 Ethics and the Internet 3 credits
This course considers various ethical issues raised by the recent widespread adoption of internet technologies in the US and around the world. We'll consider issues such as online privacy and identity, law enforcement vs. civil liberties in cyberspace, the existence and implications of the "digital divide," the status of internet access as a privilege or a right, and obligations of professionals and private citizens when communicating online. No background in computer science is required for this course, but experience of comfort with the internet will prove helpful.
- PHIL 516 Marxism 3 credits
The major writings of Marx, Engels and Lenin. The relation between Marxist theory and revolutionary practice. Contemporary problems in Marxism.
- PHIL 517 C.S. Lewis 3 credits
This course examines Lewis the Christian intellectual as his participation in the Christian theistic tradition and his philosophical training exhibit themselves in his fictional, philosophical and theological works.
- PHIL 518 Walker Percy 3 credits
This course examines both fiction and non-fiction works by Walker Percy (1916-1990), with particular emphasis on his development of existential themes and C.S. Peirce's semiotics. We investigate Peter Augustine Lawler's description of Percy as a proponent of "post-modernism rightly understood."
- PHIL 519 Happiness 3 credits
In one form or another, the nature of happiness has always been a central concern of philosophical reflection. In recent years, a new body of psychological research has made interesting contributions to our understanding of happiness. Specifically, Mihaly Csikszentmihalyi work on "flow" and Martin Seligman's research on happiness will be considered. This course will sample some of this research and bring it into dialogue with traditional philosophical texts from Western and Eastern philosophy such as Epicureanism, Stoicism, Taoism, and modern movements such as Existentialism, Liberalism, and Marxism. We will also consider very recent philosophical work on the nature of happiness. Along with this study, we will ask Historiographic questions about how the philosophical problem of happiness is temporally and culturally conditioned.
- PHIL 520 Contemporary Philosophy 3 credits
A survey of major figures from the post-Hegelian period to the present. Spring.
- PHIL 521 American Philosophy 3 credits
A study of major figures in the American philosophical tradition.
- PHIL 522 Postmodern Thought 3 credits
Postmodernism has been the single most influential philosophical movement in the late 20th Century. As a response to philosophical modernism and as a broad cultural movement, affecting virtually every field of knowledge and cultural practice, postmodernism challenges us to rethink some of the most basic assumptions of the western philosophical tradition. This course begins with a review of the meaning of philosophical and cultural modernism. We then consider several of the major founding thinkers of the postmodern movement: Jacques Derrida, Michel Foucault, and Francois Lyotard. From its beginnings in the revolutionary atmosphere of the French student rebellion, we move to post-modern thinkers in the analytic and post-analytic tradition, including the later Ludwig Wittgenstein and Richard Rorty. The course concludes with a survey of postmodern culture, sampling specific developments in fields such as architecture, music, and contemporary art.
- PHIL 523 Process Philosophies 3 credits
Philosophers such as Bergson and Whitehead who regard creative process as the essence of the real.
- PHIL 524 Existentialism 3 credits
The movement from Kierkegaard to the present.
- PHIL 525 Phenomenology 3 credits
Some proponents of phenomenological philosophy stemming from Husserl.
- PHIL 526 Existential Psychology 3 credits
A study of important existentialist philosophers and their influence upon psychology and psychologists.
- PHIL 527 Analytic Philosophy 3 credits
A survey of 20th century Anglo-American philosophy.
- PHIL 528 Philosophical Hermeneutics 3 credits
Allied with phenomenology, philosophical hermeneutics struggles not only with interpreting patterns of meaning in classical philosophical texts, but also with interpreting patterns of meaning in human existence based on the model of the text.
- PHIL 529 African Philosophy 3 credits
This course provides an introduction to African Philosophy. The course is divided into three parts. Part I will focus on recent debates about the nature and scope of African Philosophy. Issues to be examined here include: 1) philosophy and colonialism; 2) the significance of traditional African beliefs for contemporary philosophical practice; 3) individual thinkers and communal wisdom; and (4) writing, versus speech, as vehicles for philosophical expression. In Parts I and II we turn more explicitly to philosophical issues concerning (5) science, technology, and modernization in Africa; and (6) African moral and political theory.
- PHIL 530 Metaphysics 3 credits
A systematic ordering and development of the perennial questions concerning being and existence; unity, diversity, truth, value, causality, and transcendence; and the existence and nature of God.
- PHIL 532 Philosophy of Education 3 credits
Representative thought regarding educational agents, aims, and curricula.
- PHIL 533 Philosophy of Psychology 3 credits
Systematic philosophical investigation of primary psychological phenomena such as emotions, intentions, explanations of actions, motivational systems, the nature of self-deception, weakness of will, and the nature of the self. Consideration will be given to general theories of psycho-pathology and to various major psychological schools of thought.
- PHIL 534 Chinese Philosophy 3 credits
A survey of the history of Chinese Philosophy focusing on the Confucian tradition and taking other traditions such as Taoism and Buddhism into account.
- PHIL 537 Philosophy of Time 3 credits
This course looks at answering the question 'What is time?' This is done by looking at ancient and modern arguments surrounding the structure, experience and models of time.
- PHIL 538 Philosophy of Love and Friendship 3 credits
Survey and analysis of influential accounts of love and friendship, including treatments of erotic/romantic love, friendship, and charity, within a framework provided by C.S. Lewis classic study *The Four Loves*. Special attention will be given to the relation between views of love and the nature of happiness, proper treatment of others, human desire and psychology, character, self-love, and religious devotion.

- PHIL 539 Christian Metaphysics** 3 credits
This course is divided into three parts: 1) the Metaphysics of Nature which studies the principles of created being and the necessity of divine being as its source, 2) the Metaphysics of Being which studies being in its most generic characteristics, and 3) the Metaphysics of God which studies the nature of divine being as far as it can be understood by human beings. Among the topics to be considered are: act and potency, causality and chance, the cosmological argument substance and accident, necessity and contingency, ontological participation, transcendentals, the analogy of being, divine simplicity, and the incarnation.
- PHIL 540 Theory of Knowledge** 3 credits
Problems, positions and synthesis of the modes of human knowledge.
- PHIL 541 Symbolic Logic** 3 credits
The study of modern symbolic logic (propositional and predicate). Metalogical issues (the syntax and semantics of formal systems) are discussed.
- PHIL 542 Philosophy of Modality** 3 credits
This course is an introduction to formal modal logic, covering a formal system for defining and using modal concepts, such as those of possible and necessary truth. Issues of ontology, possible worlds and the relation of modal concepts to truth, knowledge, time and obligation will be covered, as well as others.
- PHIL 543 Philosophy of Science** 3 credits
Examination of recent developments in the philosophy of science and its treatment of the nature and methods of the physical, biological, and social sciences.
- PHIL 544 Science, Technology, and Social Values** 3 credits
Examines the relationship between science and technology, particularly modern technology, and the effect of science and technology on culture and values.
- PHIL 545 Evolution and Creation** 3 credits
Readings by scientists, theologians and philosophers on issues raised by the theory of evolution. Among the questions to be discussed are: How exactly are evolution and creation related? Are they rival explanations of the same thing? What evidence is there for evolution? How does evolution work? What implications does it have for our understanding of human nature and the place of human beings in nature?
- PHIL 546 Philosophical Reflections on Christianity and Science** 3 credits
Philosophical inquiry into the historical relationship between Christian religious doctrine and the knowledge imparted by the sciences, with focus on particular episodes such as the Galileo affair and the Darwinian revolution.
- PHIL 547 Wisdom** 3 credits
This course in comparative philosophy studies the relationship between wisdom and contemplative practice in three major philosophical/religious traditions: Greek/Hellenic, Judeo/Christian, and Yogic/Samkhya. Students will acquire both a general understanding of the concept of wisdom in each tradition and a specific understanding of how each of these traditions connects wisdom to practice.
- PHIL 548 Philosophy of Mind** 3 credits
Treatment of the nature and functional capacities of the mind and the philosophical problems raised by analysis of mind, including mind and body, materialistic reductionism, other minds, freedom, and personality.
- PHIL 549 African American Philosophy** 3 credits
This course will examine the core issues in African American philosophy. These issues will include: (1) the nature and purpose of African American philosophy; (2) questions concerning racial, cultural, and ethnic identity; (3) the varied forms, causes, and consequences of racism; (4) 'separatist' vs. 'assimilationist' strategies for addressing racial injustice; and (5) debates concerning reparations and affirmative action.
- PHIL 551 Political Philosophy** 3 credits
An examination of the nature and norms of political life with attention to major historical themes in the light of contemporary relevance.
- PHIL 552 Social Ethics** 3 credits
A consideration of the moral implications of communal life, including such topics as individual rights and distributive justice. Issues such as pornography, capital punishment, and affirmative action are treated.
- PHIL 553 International Ethics** 3 credits
The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration.
- PHIL 554 Metaethics** 3 credits
This course is an advanced study of contemporary disputes in metaethics. It will cover issues like the meaning and ontology of moral value and language, the realism-antirealism debate, concerns in moral psychology, and the impact of evolutionary theory on ethics.
- PHIL 555 Health Care Ethics** 3 credits
Ethical concepts and issues in the medical field: personhood, relationship between health care professional and patient, experimentation, rights to health care, and allocation of health care resources.
- PHIL 556 Feminist Ethics** 3 credits
Explores women's experiences of oppression and some of the ways in which this has marginalized their concerns and their perceptions of the moral dimensions. Feminist contributions to rethinking the concept of moral agency, the traditionally sharp distinction between the public and private domains, the relevance of personal relationships to ethics, and the process of moral development and moral decision making are considered. Spring, odd years.
- PHIL 557 Business Ethics** 3 credits
The philosophical basis of business and its relation to social development, responsibilities of the business community to society and the individual, and the relationship between economic theories and philosophical approaches.
- PHIL 558 Environmental Ethics** 3 credits
The detailed philosophical study of humanity's understanding of its relationship to the natural environment, concentrating on historically prominent conceptions of that relationship, the philosophical foundation of the contemporary "environmental movement," and attempts to construct a philosophical defensible environmental ethics. Annually.
- PHIL 559 Ethics of Eating** 3 credits
An examination of ethical issues surrounding the consumption, production and transportation of food. Issues such as organic food, GMOs, vegetarianism, local and slow food movements, and hunger may be covered. Ethical issues surrounding both local and international food issues are treated.
- PHIL 565 Philosophy of Religion** 3 credits
A study of the nature of religious experience and practice, and how religious language and belief relate to science, morality and aesthetics. Included is also a study of what is meant by "God," divine attributes and proofs for and against God's existence.
- PHIL 566 Philosophy of God** 3 credits
Philosophical views about God and our knowledge of God.

- PHIL 567 Faith and Reason 3 credits
This course will address a cluster of fundamental problems of faith and reason—the nature of knowledge, especially in connection with religious claims, evidence for the existence of God, the relevance of recent advances in cosmology to the Christian world view, the problem of evil and suffering, and the challenge of atheism. Spring.
- PHIL 570 Philosophy of Law 3 credits
The sources, structure, and function of human law and its relation to moral law.
- PHIL 571 Philosophy of Literature 3 credits
What is literature and what is it for? This course considers a variety of answers to these questions by both philosophers and writers. The course is sometimes organized historically covering major developments in Western thought about literature including Platonic, Renaissance, Romantic, and Contemporary. During other semesters the course is organized systematically with a heavy emphasis on theories of interpretation, each of which entails a view of the nature of literary language.
- PHIL 572 Philosophy of Art 3 credits
An analysis of beauty, creativity, and taste according to the theories of Plato, Aristotle, Aquinas, and selected contemporary philosophers. Several representative works from all areas of the fine arts are examined in the light of the aesthetic principles of classical philosophy.
- PHIL 573 Philosophy of History 3 credits
A study of the philosophical presuppositions of historical method and of the meaning of goal of historical process.
- PHIL 575 Philosophy of the Visual Arts 3 credits
Examines contemporary applied theories of art in a variety of visual art media, including painting, sculpture, film, and photography.
- PHIL 576 Racism, Slavery and Evil 3 credits
A study of events in the history of slavery, reconstruction, the Jim Crow era, the civil rights struggle in terms of different philosophers' accounts of the nature of human evil. In addition to the focus on evil, we will discuss philosophically the complexities and adequacy of some of the responses to the evils we study.
- PHIL 577 Graduate Seminar 3 credits
A seminar will be scheduled for graduate students in philosophy each fall and spring semester. Topics will vary. Class size is limited to allow for greater student participation and writing.
- PHIL 578 Philosophy of Technology 3 credits
This course in applied philosophy involves reflection and self-understanding of our technology-saturated world. Examinations of well-known philosophers' writings on technology will be covered. Course goals include a deeper, more reflective understanding of the nature of technology, its role in our lives, its ethical implications, its political ramifications and its relation to society.
- PHIL 585 Philosophy in Film 3 credits
Many current films raise first-order philosophical questions or issues, though few films are particularly good at solving those same problems or resolving the conflict underlying the issues. This course seeks to explore many contemporary films (none older than "Blade Runner") and the philosophical issues they raise, both by their explicit content and by their implicit content. Metaphysical issues about the mind and body relationship, the nature and extent of free will, and the nature of personal identity will be included. Some epistemological issues having to do with how well we can expect to have access to reality, and what might be among the impediments to the access, will also be included. The course generally avoids treating ethical or moral issues, but also takes an interest in the use of the emotions in films, the treatment of violence and human sexuality in films, the nature of comedy in films. Some attention will also be given to film techniques, especially from the point of view of the audience.
- PHIL 586 - 588 Seminar 1 - 3 credits
Topics will vary.
- PHIL 611 Continuing Research 1 credit
- PHIL 690 Directed Study 1 - 7 credits
Credits and material to be arranged. Must have form completed before registering.
- PHIL 696 Foreign Language Requirement 0 credits
- PHIL 697 Comprehensive Examination 0 credits
Students must register during regular registration for comprehensive exams.
- PHIL 698 Research 1 - 9 credits
- PHIL 699 Thesis 6 credits

Religious Studies

Chairperson: L. Schearing

Professors: M. Cook, S.J., J. Dallen (Emeritus),
J. Downey, P. Hartin, R. Large, P. McCormick,
J. Milos, C.S.J., L. Schearing

Associate Professors: S. Kuder, S.J., C. Siejk

Assistant Professors: R. Egan, S.J., M. Garvin, S.N.J.M.,
R. Hauck, K. McCrudden, A. Merrill Willis, M. Rindge,
J. Sheveland

Emeritus: A. Nigro, S.J., C. Skok, B. Tyrrell, S.J.,
J. Dallen, L. Doohan, H. Doohan

The Department of Religious Studies at Gonzaga University offers the Master of Arts in Religious Studies to meet the needs of persons seeking greater understanding and practical knowledge of biblical studies, systematic theology and spirituality. These programs, 36 credits in length, are designed as terminal degrees or as preparation for doctoral studies. Courses usually required for degrees can be

waived by the director of graduate programs when these areas have been previously studied in depth. Academic advisors ensure that the programs have the flexibility to meet the personal and professional needs and interests of each student.

In collaboration with the University of Portland, the Department of Religious Studies also offers a Masters of Arts in Pastoral Ministry at the Northwest Center of Catholic Graduate Theology in Portland, Oregon. The MAPM program provides pastoral ministers with sound theological foundations, basic ministerial skills and resources for ministry and personal spirituality. Students have the opportunity to complete their master's degree by attending weekend classes. The 40-credit hour program can be completed in three years by taking two courses each fall and spring semester and one class in the summer session. Students can also complete the program by taking one course each session over a longer period of time.

For further information regarding this degree, contact theo@up.edu or call (503) 943-7274.

Admissions

Each applicant must submit the following materials:

- 1) A completed application form (see appendix for an inquiry form) and non-refundable fee of \$50.
- 2) A written Statement of Purpose addressing the following two topics on one page:
 - a) Describe your interest in graduate studies and relate this to your area of interest in your chosen area of concentration.
 - b) Assess your current strengths and describe what you would hope to gain from a master's degree program.
- 3) A three to five (3-5) page piece of academic research that you have written. It need not be a complete paper; rather it should be a piece of what you consider a good example of your writing/research ability.
- 4) Two recommendations sent directly from the recommending individuals using the Confidential Recommendation forms.
- 5) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and with an English copy).
- 6) The official score from either the Miller Analogies Test or the GRE general aptitude test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree.
- 7) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 8) Submission of a Financial Declaration form and supporting documentation by each international applicant.

Prerequisites

Applicants must have a bachelor's degree from an accredited college or university with a major in religious studies or with introductory courses in Old Testament, New Testament and systematic theology. If an applicant for entrance into a program has a B.A. degree without a major in religious studies, or has not completed the introductory course work, they can take three on-line courses offered by the Department of Religious Studies. When prerequisites are successfully completed, students will be fully accepted. The Director of Graduate Programs can give advanced standing or waive required courses when applicants have previously studied the areas in depth.

Financial Aid

The department has a limited amount of financial aid in the form of assistantships and scholarships. They are based on financial need and academic performance.

Master of Arts in Religious Studies

Concentration areas:

- Biblical Studies
- Spirituality
- Theological Foundations

This program provides graduate theological background for teaching, consulting, research, and development of theological resources for ministry, adult education programs, and other services to the Church and the wider civic community. Students have combined their theological work with diverse career commitments, including church ministry, journalism, medicine, community service, chaplaincy, business and law, to mention a few.

Requirements: 36 credits

Core Courses: 24 credits

RELI 510 Old Testament	3 credits
RELI 519 New Testament	3 credits
RELI 522 Christology	3 credits
RELI 521 Theological Anthropology	3 credits
RELI 530 Christian Moral Theology	3 credits
RELI 535 Theologies of Social Justice	3 credits
One of the following two courses:	3 credits
RELI 545 Early Church History	
RELI 545 A Church History from the Reformation	
RELI 698 Research	3 credits

Concentration requirement: 12 credits

Classes include such courses as the following offered on a rotating basis:

Systematic Theology	
RELI 540 Ecclesiology	3 credits
RELI 569 Liturgy and Sacraments	3 credits
RELI 539 Contemporary Ethical Issues	3 credits
RELI 547 American Religious History	3 credits
RELI 520 Trends in Contemporary Theology	3 credits
RELI 525 Political Theology	3 credits
RELI 526 Comparative Theologies	3 credits
Biblical Studies	
RELI 511 Pentateuch	3 credits
RELI 512 Prophets	3 credits
RELI 518 Apocalyptic Literature	3 credits
RELI 513 Wisdom Literature	3 credits
RELI 515 Synoptics	3 credits
RELI 516 Johannine Literature	3 credits
RELI 517 Paul	3 credits
Spirituality	
RELI 572 Christian Spiritual Traditions	3 credits
RELI 573 Contemporary Christian Spirituality	3 credits
RELI 582 Spirituality and the Life Cycle	3 credits
RELI 580 Spirituality and Ministry	3 credits
RELI 581 Ignatian Spirituality	3 credits
RELI 562 Liturgical and Sacramental Spirituality	3 credits

Graduate Integration Seminar

Theological reflection and the ability to articulate what one has learned are essential elements of theological education. They also provide connections between theory and practice. Through a series of discussions, seminars, reflections and prayer, students integrate academic, spiritual, and ministerial development. These evening sessions, in which all graduate students participate, normally are held about three times a semester.

The Ministry Institute

The Ministry Institute at Mater Dei was founded in 1981 to respond to the Church's needs for ministers. It assists women and men in discerning or enhancing roles in ministry and in developing spirituality and ministerial identity while doing graduate studies at Gonzaga University. It also provides ministerial development programs for the wider church communities in conjunction with the Department of Religious Studies. The Institute provides an opportunity to integrate personal, academic, and pastoral development in an environment conducive to growth as a faith community. Formation linking theory and practice is an essential element of theological and pastoral education. The department encourages participants in its program to reside at the Institute which is located two blocks from the campus.

- RELI 500 Research Methods - Religious Studies 0 credits
An orientation to techniques and resources for research and writing in religious studies.
- RELI 509 Foundations Theology-Special Topics 3 credits
- RELI 510 Old Testament 3 credits
Examines the theological issues, major themes and development of the Hebrew scriptures.
- RELI 511 Pentateuch 3 credits
An historical-critical and theological study of the documents which constituted Israel's understanding of covenant with God.
- RELI 512 Prophets of Israel 3 credits
A survey of prophecy in ancient Israel that focuses on the nature of prophecy, the role and message of the prophets, and the parameters of contemporary prophetic ministry.
- RELI 513 Wisdom Literature 3 credits
A study of literacy, theological, and historical dimensions of the book of Proverbs, Job, Ecclesiastes, Sirach, and the wisdom of Solomon and their place in the development in Hebrew thought.
- RELI 514 Hebrew Scriptures Special Topic 3 credits
- RELI 515 Synoptic Gospels 3 credits
Matthew, Mark, and Luke in their interrelationship and their independent development.
- RELI 516 Johannine Literature 3 credits
The Gospel of John and the Johannine letters.
- RELI 517 Letters of Paul 3 credits
Paul's life and theology as reflected in his letters.
- RELI 518 Apocalyptic Literature 3 credits
How to interpret the Book of Revelation and the Epistles of James, Hebrews, Jude, and 1 and 2 Peter.
- RELI 519 New Testament-Special Topics 3 credits
- RELI 520 Trends in Contemporary Theology 3 credits
A selective engagement of current themes and authors who are setting the course for theology in the 21st century.
- RELI 521 Theological Anthropology 3 credits
An investigation into Christian understandings of the human person before God. Topics include creation, image of God, covenant, freedom, sin and grace, incarnation, community, reconciliation, and consummation. Perspectives will include liberationist, feminist and inter-religious anthropologies.
- RELI 522 Christology 3 credits
The key movements in Christology today in the light of scriptural and conciliar teachings.
- RELI 525 Political Theology 3 credits
The critical relationship of religious and political values as foundational; memory, narrative, and solidarity as theological categories. Special emphasis on the work of Johann Baptist Metz with some attention to J. Moltmann and D. Soelle.
- RELI 529 Systemic Theology Special Topics 3 credits
- RELI 530 Christian Moral Theology 3 credits
How does theological ethics inform a Christian understanding of our practical moral life? This course will examine the fundamental concepts of Christian theological ethics and study their application to specific ethical issues and problems.
- RELI 535 Theologies of Social Justice 3 credits
The theologies of justice viewed from multiple perspectives as they understand church and society locally, nationally and internationally.
- RELI 539 Ethics-Special Topics 3 credits
- RELI 540 Ecclesiology 3 credits
Study of the church's ecumenical self-understanding of its nature and function in the contemporary world as reflected in official documents and theological writings.
- RELI 545 Early Church History 3 credits
The historical origins of the Church and its development to the Reformation.
- RELI 546A Church History from the Reformation 3 credits
The figures, ideas, and events that produced the religious challenge to medieval Christendom in the sixteenth century and the subsequent development of Christian belief and practice.
- RELI 547 American Religious History 3 credits
The role of religion in the development of American culture from the colonial period to the present.
- RELI 548 Church History-Special Topics 3 credits
- RELI 549 Church-Special Topics 3 credits
- RELI 562 Liturgical-Sacramental Spirituality 3 credits
The interrelation of liturgical celebration, personal spirituality, and Christian living.
- RELI 569 Liturgy-Sacraments-Special Topics 3 credits
- RELI 572 Christian Spiritual Traditions 3 credits
A study of themes, issues, and selected classic texts in the history of Christian spirituality.
- RELI 573 Contemporary Christian Spirituality 3 credits
A contemporary exploration of human relationships—self, community, world, and God through the lens of Christian spirituality.
- RELI 577 Contemporary Issues in Spirituality 3 credits
A dialogue on particular issues in contemporary Christian spirituality based on student research.
- RELI 579 Spirituality - Special Topics 3 credits
- RELI 580 Spirituality and Ministry 3 credits
An exploration of spirituality as formative and foundational to contemporary ministry.
- RELI 581 Ignatian Spirituality 3 credits
The personal spirituality and legacy of St. Ignatius Loyola.
- RELI 582 Spirituality and Adult Life Cycle 3 credits
The dynamics of Christian growth in connection with contemporary life-cycle research.
- RELI 611 Continuing Research 1 credit
- RELI 690 Directed Readings 1 - 3 credits
- RELI 698 Research 3 credits
A research paper is required as the culminating project of the degree program. A director and second reader will assist the student in focusing, developing and completing the paper.

SCHOOL OF BUSINESS ADMINISTRATION



www.gonzaga.edu



School of Business Administration

Dean: Clarence H. Barnes

John L. Aram Chair of Business Ethics: B. Steverson

Erwin Graue Professor of Economics: J. Beck

Kinsey M. Robinson Professor of Business Administration: P. Buller

Professors: K. Anderson, C. Barnes, R. Bennett, E. Birrer, S. Bozman, K. Carnes, C. Chen, T. Chuang, D. Elloy, J. Helgeson, K. Hickman, J. Monks (Emeritus), M. Shrader, W. Terpening

Associate Professors: M. Beqiri, N. Chase, D. Law, P. Loroz, M. McPherson, M. Pepper, D. Stewart, W. Teets, G. Weber.

Assistant Professors: G. Barone, D. Hackney, S. Hedin, K. Henrickson, L. Kurpis, E. Johnson, S. Melendy, V. Patil, C. Stevens, A. Thatte, D. Xu

The School of Business was established in 1921 and is accredited by AACSB International - The Association to Advance Collegiate Schools of Business. As stated in its Mission, the School "strives to develop professionally competent graduates who exemplify the humanistic, ethical, and moral values of a Jesuit institution. A personal learning environment, quality students, and a faculty dedicated to teaching and advising, scholarship, and service will mark our excellence. As part of a dynamic business environment, we will strengthen relationships with the regional, national, international and scholarly communities." To support the mission of the School of Business, the Graduate School of Business strives to develop in graduates:

- 1) An ability to creatively resolve challenges faced by managers in a dynamic business environment.
- 2) The skills necessary to develop and implement strategies that effectively manage change.
- 3) An appreciation of the ethical implications of management decisions on all stakeholders.
- 4) The communication skills expected of upper-level managers and business owners.
- 5) The technical skills and professional knowledge required by upper level managers.
- 6) An understanding of the benefits of diversity within the business environment.
- 7) An appreciation of the impact globalization will have on the world economy.

Graduate classes are offered during the early morning, and evening to allow students to complete degree requirements on either a part-time or full-time basis.

Degrees Offered

Master of Business Administration (MBA)

Master of Accountancy (MACC)

Master of Business Administration/Master of Accountancy (MBA/MACC)

Master of Business Administration/Juris Doctorate (MBA/JD)

Master of Accountancy/Juris Doctorate (MACC/JD)

Master of Business Administration in American Indian Entrepreneurship (MBA/AIE)

Master of Business Administration in Healthcare Management (MBA/HCM)

Admission Requirements

An admissions decision is based on our evaluation of the following factors: cumulative grade point average (GPA), Graduate Management Admission Test (GMAT) score, three short essays, two confidential recommendation letters, and resume with relevant work experience. Each applicant must submit the following materials to the Graduate School of Business:

- 1) A completed application form and a non-refundable application fee (see www.gonzaga.edu/MBA or www.gonzaga.edu/MACC).
- 2) Two confidential recommendation letters sent directly from the recommending individuals to the Graduate School of Business.
- 3) Two official sets of transcripts from each college or university attended (international students must submit foreign transcripts in the original language and an English copy). *A course-by-course report from ECE (Educational Credentials Evaluators) or WES (World Education Services) is to be sent directly to the Graduate School of Business.*
- 4) Official Graduate Management Admissions Test (GMAT) score.
- 5) A professional resume detailing relevant work experience and professional objectives.
- 6) Three essay questions.

International Applications must also submit:

- 7) An official TOEFL score of at least 88 (IBT), 230 (CPT), 570 (PBT) or an IELTS score of 6.5 or above by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 8) A financial declaration and supporting documentation.
- 9) In addition, the Graduate School of Business may require a personal interview with incoming international applicants. A deficiency in written or spoken English may be remedied by the successful completion of English and speech courses.

Graduate business programs are open to qualified holders of a baccalaureate degree from an accredited college regardless of undergraduate major field of study. The goal of our admission policy is to select degree candidates who demonstrate high potential for academic and professional success. Students of promise normally exhibit a GMAT score in excess of 500 and at least a 3.00 cumulative grade point average.

A prospective student may enroll for one semester as a non-matriculated student for a maximum of one to two graduate business courses. The graduate program director can elect to confer non-matriculated status to a student of demonstrated potential that has applied for admission but who may not have been able to complete the application process prior to the start of classes.

Tuition refunds are dependent upon the calendar in question. For the specific courses offered outside of the advertised semester-long schedule are subject to a refund of tuition that may be different from the standard university schedule.

Pre-Requisite Requirements

Prior to enrolling in graduate coursework required for the degree program, some students may need to take pre-requisite courses in specific subjects. Pre-requisite course credits are not counted toward the graduate degree program. Applicants must consult with an advisor before registering the first semester.

Completion of the appropriate pre-requisite(s) in the past seven years with a minimum grade of a 'C' is required for enrollment in the 600 level MBA course. Pre-requisite course work can be fulfilled by either successfully completing (C or better) the appropriate three credit pre-requisite course, successfully taking a *CLEP exam (score of 50/75% minimum), or in some circumstances it may be waived with significant (2 + years) work experience in the specific area (must be approved by faculty member in discipline).

* The Finance, Statistics, and/or Financial Accounting pre-requisite's may not be fulfilled by taking CLEP exams.

Pre-requisite courses required of all MBA and MACC students are:

- Microeconomics
- Macroeconomics
- **Principles of Finance
- Principles of Management
- Principles of Marketing
- **Statistics
- Operations Management
- Managerial Accounting
- **Financial Accounting
- Business Law
- Management Information Systems

** students must have taken the respective pre-requisite(s) in the past 4 years and received a 'B' grade or better. If a grade of less than a 'B' was earned, the pre-requisite can be fulfilled by successfully completing a 1 credit "review" course. This 500 level course is graded on a pass/fail scale and does not count toward the MBA degree credits and/or GPA.

Students who completed the Finance, Statistics, and/or Financial Accounting pre-requisite in the past 5-8 years and received a 'C' grade or better will be required to successfully complete a 1 credit "review" course.

If a student has never taken the Finance, Statistics, and/or Financial Accounting pre-requisite, or it has been more than 8 years, or a grade of less than a 'C' was earned the student will be required to successfully complete the appropriate three credit pre-requisite course with a 'B' grade or better.

The accounting department will allow students to waive the Financial Accounting pre-requisite if intermediate accounting I and II were completed in the past 8 years with a minimum grade of a 'B'.

Students with significant work experience in a specific area, may be eligible to have the pre-requisite course waived if it is deemed appropriate by a faculty member in the specific discipline.

Students who have fulfilled their pre-requisite coursework prior to attending Gonzaga University or who have approval to waive a pre-requisite may opt to take a 1 credit review course.

Master of Business Administration (MBA)

The MBA of Choice

Gonzaga's MBA of Choice offers a comprehensive graduate education for professional management in a dynamic and complex economic environment. The program allows students the opportunity to choose among a large selection of electives to design a curriculum which will best satisfy their individual educational and career goals. The program prepares graduates for leadership roles in business and other organizations. The curriculum provides students opportunities to apply concepts, techniques, and practice in the functional disciplines of business. Students are intellectually challenged and taught to develop an appreciation of human behavior in organizations and the responsibilities facing entrepreneurs and managerial decision-makers.

Degree Requirements

To complete the MBA degree program, thirty-three credit hours of 600-level graduate business administration courses are required beyond the pre-requisite courses. Students are expected to maintain a minimum grade point average of 3.00. Degree requirements consist of 22 credit hours of core courses and 11 hours of graduate-level electives.

Core Courses: 22 credits

MBUS 600 Orientation	0 credit
MBUS 610 Economic Environment of the Firm	2 credits
MBUS 612 Management Skills Development	2 credits
MBUS 613 Quantitative and Statistical Analysis	2 credits
MBUS 614 Business Ethics	2 credits
MBUS 616 Strategic Management	2 credits
MBUS 624 Finance Theory and Practice	2 credits
MBUS 625 Operations Theory and Practice	2 credits
MBUS 626 Information Systems Theory and Practice	2 credits
MBUS 627 Marketing Theory and Practice	2 credits
MBUS 628 Managerial Accounting	2 credits
MBUS 629 Corporate Financial Reporting	2 credits
Elective Courses (Concentration)	11 credits

Total Credits Required – 33 credits

MBA Concentrations

In addition to the MBA of Choice, the Graduate School of Business offers the MBA with concentrations in Accounting, Entrepreneurship, Ethics, Finance, Marketing, Sports Management, and Supply Chain Management. MBA concentrations permit a student to tailor coursework to match career and educational goals and interests. The core courses are the same for these concentrations as they are for the MBA of Choice. Instead of 11 hours of electives, however, each of these programs substitutes additional course requirements. These courses are offered on a two year cycle

Accounting Concentration* (11 credits)

11 credits from the following

MACC 663 Accounting Theory	3 credits
MACC 660 Advanced Accounting	3 credits
MACC 666 Advanced Federal Taxation	3 credits
MACC 661 Professional Practices Seminar	3 credits
MACC 604 Corporate Taxation	3 credits
MACC 605 Partnership Taxation	3 credits
MACC 606 Tax Planning for Wealth Transactions	3 credits
MACC 607 Real Estate Taxation	3 credits
MACC 634 Behavioral Issues in Managerial Account	2 credits
MACC 635 Business Behaving Badly	1 credit
MACC 670 Fraud Prevention and Detection	1 credit
MBUS 697 Internship	1-3 credits

Additional pre-requisite requirements:
 Intermediate Accounting I and II 6 credits
 Cost Accounting 3 credits
 Federal Taxation 3 credits
 Auditing 3 credits

Entrepreneurship Concentration
9 entrepreneurship credits + 2 electives

Two of the following three:
 MBUS 642 Business Planning 3 credits
 MBUS 654 Creating New Ventures 3 credits
 MBUS 696 New Venture Lab 1-3 credits

Three to six credits from the following:
 MBUS 630 Intellectual Property 2 credits
 MBUS 643 Entrepreneurial Strategy 1 credit
 MBUS 650 Competitive Advantage in a Global Economy 1 credit
 MBUS 657 Negotiations 2 credits
 MBUS 639 Current Issues in Leadership 1 credit
 MBUS 688 Creativity and Intuition 1 credit
 MBUS 681 New Product Development 1 credit
 MBUS 687 Sales Management 2 credits
 MBUS 697 Internship 1-3 credits

Ethics Concentration
9 ethics credits + 2 electives

MBUS 636 International Ethics 2 credits
 MBUS 671 Ethics in Action: Workplace Behavior 1 credit
 MBUS 677 Principle-Based Ethics 1 credit
 MBUS 678 Ethics in Accounting 1 credit
 MBUS 679 Ethics in Marketing 1 credit
 MBUS 680 Ethics in Human Resources 1 credit
 MBUS 699 Leadership Ethics 1 credit
 MBUS 697 Internship 1-3 credits

Finance Concentration
9 finance credits + 2 electives

MBUS 660 Investments 2 credits
 MBUS 662 Advanced Corporate Finance 2 credits

Five credits from the following courses:
 MBUS 609 Financial Statement Analysis 1 credit
 MBUS 661 Raising Capital 1 credit
 MBUS 663 International Finance 2 credits
 MBUS 664 Derivatives 1 credit
 MBUS 665 Mergers and Acquisitions 2 credits
 MBUS 666 Intro to Personal Investing 1 credit
 MBUS 667 Business Valuation 1 credit
 MBUS 668 Financial Institutions 2 credits
 MBUS 669 Current Issues in Finance 1 credit
 MBUS 670 Fraud Prevention and Detection 1 credit
 MBUS 697 Internship 1-3 credits

Marketing Concentration
9 marketing credits + 2 electives

MBUS 682 Buyer Behavior 2 credits
 MBUS 684 Research Methods 2 credits

Five credits from the following courses:
 MBUS 641 Supply Chain Design and Logistics 2 credits
 MBUS 644 Service Management 1 credit
 MBUS 657 Negotiations 2 credits
 MBUS 679 Ethics in Marketing 1 credit
 MBUS 681 New Product Development 1 credit
 MBUS 683 Persuasion 1 credit
 MBUS 685 International Marketing 2 credits
 MBUS 686 Business Forecasting 1 credit
 MBUS 687 Sales Management 2 credits
 MBUS 688 Creativity and Intuition 1 credit
 MBUS 689 Current Issues in Marketing 1 credit
 MBUS 697 Internship 1-3 credits

Sports Management Concentration
9 sports mgmt credits + 2 electives

Nine credits from the following:
 EDPE 525 Sport in the Social Context 3 credits
 EDPE 514 Trends and Issues in Sport 3 credits
 EDPE 500 Sport Promotions 3 credits

MBUS 699 Sports Economics 3 credits
 MBUS 697 Internship 3 credits
 EDPE 571 Sports & Athletic Finance 3 credits

Supply Chain Management Concentration
9 supply chain credits + 2 electives

MBUS 640 Global Operations and Supply Chain 2 credits
 MBUS 645 Business Process Management and Improvement 2 credits
 MBUS 641 Supply Chain Design and Logistics 2 credits

Three credits from the following:
 MBUS 644 Service Management 1 credit
 MBUS 646 Project Management 1 credit
 MBUS 647 Quality Management 1 credit
 MBUS 648 Lean Thinking 1 credit
 MBUS 649 Current Issues in Supply Chain Management 1 credit
 MBUS 650 Competitive Advantages in a Global Economy 1 credit
 MBUS 697 Internship 1-3 credits

Master of Business Administration in Healthcare Management (MBA/HCM)

The MBA/HCM program is designed to serve an unmet need for managers trained in the skills needed to manage the businesses that produce and deliver various healthcare services. This program prepares students for careers in the rapidly changing and increasingly demanding healthcare environment.

Admissions Requirements

The MBA/HCM programs admissions requirements are the same as the MBA admissions requirements.

Pre-requisite Requirements

The MBA/HCM programs pre-requisite requirements are the same as the MBA pre-requisite requirements with the one addition of Introduction to Healthcare Systems pre-requisite that students must take if they have not received a recent degree in a healthcare field or have not had extensive experience working in the healthcare industry. Business Law is not a required pre-requisite for the MBA/HCM.

Degree Requirements

To complete the MBA/HCM degree program, thirty-three credit hours of 600-level graduate business administration courses are required beyond the pre-requisite courses. Students are expected to maintain a minimum grade point average of 3.00. Degree requirements consist of 24 credit hours of core courses and 9 credit hours of graduate-level electives.

Core Courses: 24 credits

MBUS 600 Orientation Workshop 0 credit
 MBUS 610H Healthcare Economics 2 credits
 MBUS 612H Management of Medical Groups 2 credits
 MBUS 613 Quantitative and Statistical Analysis 2 credits
 MBUS 614H Healthcare Ethics 2 credits
 MBUS 615H Healthcare Law 2 credits
 MBUS 616 Strategic Management 2 credits
 MBUS 624H Management of Healthcare Finance 2 credits
 MBUS 625 Operations Theory and Practice 2 credits
 MBUS 626H Healthcare Information Systems 2 credits
 MBUS 627 Marketing Theory and Practice 2 credits
 MBUS 628 Managerial Accounting 2 credits
 MBUS 629 Corporate Financial Reporting 2 credits
 Elective Courses 9 credits

Total Credits Required – 33 credits

Master of Business Administration in American Indian Entrepreneurship (MBA/AIE)

The MBA/AIE program prepares leaders to effectively manage and support sustainable business on American Indian reservations. The MBA in AIE program expands student's analytical skills, critical thinking, and tribal leadership skills in order to successfully address the unique demands facing tribal organizations and communities in a global economy. The MBA in AIE program was created for faculty and staff at Tribal Colleges. There are strict criteria for eligibility that ensures students are working for Tribal Colleges and giving back to their Native American Communities. The MBA in AIE is a 2 year cohort program that requires students come to campus for 6 weeks in the summer and one weekend during the fall and spring semesters. The remaining course work is completed via distance learning.

Admissions Requirements

The MBA/AIE programs admissions requirements are... An admissions decision is based on our evaluation of the following factors: cumulative grade point average (GPA), Graduate Management Admission Test (GMAT) score, three short essays, two confidential recommendation letters, and resume with relevant work experience. Each applicant must submit the following materials to the Graduate School of Business:

- 1) A completed application form.
- 2) Two confidential recommendation letters sent directly from the recommending individuals to the Graduate School of Business.
- 3) Two official sets of transcripts from each college or university attended.
- 4) Official Graduate Management Admissions Test (GMAT) score.
- 5) A professional resume detailing relevant work experience and professional objectives.
- 6) Three Essay Questions.

Pre-requisite Requirements

The MBA/AIE programs pre-requisite requirements are built in to the curriculum and required by all students.

Degree Requirements

To complete the MBA/AIE degree program, thirty-five credit hours of 600-level graduate business administration courses are required beyond the pre-requisite courses. Students are expected to maintain a minimum grade point average of 3.00.

Curriculum: 35 credits

Summer 1 - Delivered On-Campus

MBUS 500 Economic Analysis	3 credits
MBUS 560 Accounting Analysis	3 credits
MBUS 683T Legal Environment: Indian Country	2 credits
MBUS 617 Tribal Leadership	1 credit

Fall 1 – Delivered On-Line

MBUS 520 Financial Analysis	3 credits
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Spring 1 – Delivered On-line

MBUS 510 Marketing Analysis	3 credits
MBUS 647T Entrepreneurship	1 credit

Summer 2 – Delivered On-Campus

MBUS 628 Accounting Theory and Practice	2 credits
MBUS 624 Finance Theory & Practice	2 credits
MBUS 615T Small Business Marketing	3 credits
MBUS 616T Tribal Strategic Management	1 credit
MBUS 699T Tribal Seminar	1 credit

Fall 2 – Delivered On-Line

MBUS 626 Information Systems Theory and Practice	3 credits
MBUS 614 Business Ethics	2 credits

Spring 2 – Delivered On-Line

MBUS 625 Operations Theory & Practice	3 credits
MBUS 612 Mgmt. Skills Development	2 credits

Total Credits Required: 35 credits

Course Description

MBUS 500 Economic Analysis 3 credits

Key micro and macroeconomic models which are critical to the development of modern economics are explored. Analysis includes theories of supply and demand, theory of the firm, pricing, employment, monetary and fiscal policy, and international trade and finance. Fall.

MBUS 501 Review of Statistical Concepts 1 credit

The purpose of this course is to review basic statistical concepts, such as descriptive statistics, probability distributions (binomial and normal), sampling distribution, inferences (point estimates and confidence intervals), hypotheses testing (one-sample tests, two-sample tests), Analysis of Variance (ANOVA), as well as simple linear regression analysis. Furthermore, the course will provide students with hands-on experience in using statistical software (MegaStat) to assist in making effective decisions.

MBUS 502 Review of Financial Accounting Concepts 1 credit

The review will begin with business transaction analysis, including both non-accounting and technical accounting treatments, leading to a discussion of the accounting cycle and the resulting major financial statements (income statement and balance sheet). The class will then drill down and examine in more detail accounting for (1) accounts receivable and bad debt expense; (2) inventory and cost of goods sold; (3) property, plant, and equipment, and depreciation expense; (4) current liabilities and accrued expenses; (5) bonds payable and interest expense; and (6) transactions with owners. The class will conclude with a discussion of the statement of cash flows.

MBUS 503 Review of Finance Concepts 1 credit

Basic review of core principles of corporate finance. Topics will include the analysis of risk and return, the time value of money and discounted cash flow analysis, the firm's investment and financing decisions, and the management of working capital.

MBUS 505H Introduction to Healthcare Systems 0

Introduces students to the U.S. healthcare system, both the public and private sector. The course examines the structure of the health system, healthcare financing mechanisms, and the effects of both market competition and government regulation.

MBUS 510 Marketing Analysis 3 credits

This course explores the "process of exchange". Class lectures, readings and assignments acquaint students with important marketing concepts that any organization can use to effectively satisfy consumer needs while also achieving internal objectives.

MBUS 520 Financial Management 3 credits

The purpose of this course is to provide students with a basic theoretical foundation and tools to employ in financial decision-making. Of primary importance is provision for the necessary mathematical and analytical methods needed to continue into advanced finance courses. These techniques are commonly encountered by professionals in all areas of business management. Also, the thought process and techniques introduced in this class can be readily applied to everyday personal decision-

making situations.

Prerequisite(s): ACCT 260 or ACCT 263 or MBUS 560

MBUS 530 Managerial Statistics 3 credits

The focus of this course will be on the analysis of business data and the application of statistical thinking in managerial decision making. The premise of the course is that effective decision making often requires an understanding of scientific and statistical principles as well as 'good judgment'. Topics covered include descriptive statistics, sampling distributions, confidence intervals and hypothesis testing, analysis of variance and simple regression.

MBUS 535 Fundamentals of Information Systems 3 credits

This course introduces fundamental concepts of information systems and essential skills and techniques of using information technology (IT). The emphasis is on the roles of information systems in today's organizations, including how IT changes individual work, affects organizational structure and processes, and shapes competition in the business environment. Topics include the system concept, hardware, software, communication tools, database management systems, components of information systems, e-commerce (EC), technologies for developing EC, and systems development approaches. Students learn to use software tools (e.g., MS/Office suite and other advanced tools) to help improve problem solving skills using information technologies.

MBUS 540 Operations Management 3 credits

This course provides a broad overview of issues in operations and supply chain management, emphasizing a strategic orientation toward design and improvement issues. Topics include structuring, improving and integrating information technology, processes, suppliers, and logistics providers.

MBUS 560 Accounting Analysis 3 credits

This course is intended as an introduction to financial and managerial accounting concepts. Students successfully completing the class will have: a) a general knowledge of accounting concepts and techniques; b) a familiarity with the accounting procedures used to account for most business transactions; c) the ability to prepare basic financial reports; d) an understanding of the uses and limitations of accounting information; e) an understanding of some of the ethical issues in accounting; and f) the ability to provide at least an elemental interpretation of the information contained in a set of financial statements. Spring.

MBUS 590 Directed Study 1 - 3 credits

Guidelines are available in the Graduate School of Business office. Requirements must be met before registration. Summer.

MBUS 600 (MACC 600) Orientation 0 credits

This zero credit Orientation is held one evening per semester just prior to the start of classes. It must be taken during the student's first semester in either the Master of Accountancy or Master of Business Administration programs. Topics include an orientation to the Graduate School of Business programs, university facilities available to students, team-building, communications, and case analysis. Fall, Spring, and Summer.

All MBUS 600 level courses require a minimum pre-requisite of MBUS 600 or MACC 600.

MBUS 604 (MACC 604) Corporate Taxation 3 credits

This course explores the fundamentals of federal taxation as it relates to corporate formation, operations, distributions, and liquidations. Particular attention is given to the operation of S Corporations. The course concludes with a discussion of mergers and spinoffs, particularly in the context of small business corporations.

Prerequisite(s): ACCT 365

MBUS 605 Ethics and the Structure of Work 1 credit

Though employees have made great strides over the years in gaining some control over the conditions under which they work, it remains the case that employers retain most of the power and control in setting the formal and informal conditions of work which employees must accept (e.g. policies that base continued employment on meeting certain health requirements, ultimatums that employees cease certain extracurricular activities, requirements for ongoing drug-testing, the creation of expectations that unpaid overtime is required, etc.) in this course, we will examine some ethical perspectives that are instructive in evaluation of the acceptability of such practices and apply those perspectives to a few issues and cases.

MBUS 606 (MACC 606) Tax Planning for Wealth Transactions 3 credits

This is a survey course involving the federal tax effects of gifts during life and transfers at death. Some work is done in actual planning principles and how federal transfer taxes can be reduced by proper planning. A discussion of estate planning will combine all aspects of the transmission of wealth, both be testate and intestate methods. Consideration will be given to the tax and non-tax problems inherent in property transmission. Fall.

Prerequisite(s): ACCT 365

MBUS 607 Tax Planning For Business Transactions 3 credits This course deals with detailed examination of corporate and partnership acquisitions and dispositions. Both taxable and nontaxable events will be explored concentrating upon the small business aspects of such transactions.

Prerequisite(s): ACCT 365

MBUS 608 Introduction Real Estate Investment 1 credit

This course is designed to provide an introduction to real estate finance and investment. Topics covered include an overview of the language, products, historical background, and core concepts in real asset investment and management. also covered are analytical tools and decision-making techniques in property asset valuation and financing options for various development projects.

Prerequisite(s): BFIN 320 or MBUS 520 or MBUS 503

MBUS 609 (MACC 609) Financial Statement Analysis 1 credit

This is a short course introducing managers to the benefits of analyzing financial statements. The main objective is to improve students' familiarity with and competence in understanding an organization's current and past performance from applying various qualitative and quantitative analysis techniques.

Prerequisite(s): BFIN 320 or MBUS 520 or MBUS 503

MBUS 610 Economic Environment of the Firm 2 credits

This course will deal with the nature and objectives of the firm, including its interface with markets, society, government and the global economy. Topics selected from: competitive markets, market imperfections, the economic model of human behavior, compensation and incentives, social responsibility, government regulation, fiscal and monetary policy, foreign exchange, and trade policy. Fall and Spring.

Prerequisite(s): ECON 200

MBUS 610H Health Care Economics 2 credits

Consideration of microeconomic theory to the specialized area of health care. Topics of discussion include what does and does not make health care distinctive as an economic good, the market for health care in theory and practice, and economic proposals to overcome existing market failure.

Prerequisite(s): ECON 200 or ECON 201 and ECON 202 or MBUS 500

- MBUS 612 Management Skills Development** 2 credits
This course focuses on understanding behavioral concepts necessary for the effective management of people in organizations. Current literature, case studies and simulations will be used to demonstrate application of concepts. Topics covered include perception, motivation, leadership, managing teams and conflict, supportive communication, leveraging diversity and performance management. Fall and Spring.
Prerequisite(s): MGMT 350
- MBUS 612H Management of Medical Groups** 2 credits
Presentation of the basic concepts and theory underlying effective management practices, particularly those specifically necessary for managing in the healthcare arena. The course will focus on skill such as problem solving, creative thinking, supportive communication, managing conflict, and project management.
Prerequisite(s): MGMT 350
- MBUS 613 Quantitative and Stats Analysis** 2 credits
This course is designed to expose students to the use of spreadsheet-based models and the scientific research process to support problem solving and decision making in a business environment. Emphasis is on the acquisition, analysis, and interpretation of data to solve business problems. Topics include an overview of statistical thinking and basic statistical analysis, analysis of variance techniques, and regression analysis. Case problems may be used to provide practical experience in data analysis and interpretation. Fall and Spring.
Prerequisite(s): BUSN 230 or MBUS 530 or MBUS 501
- MBUS 614 Business Ethics** 2 credits
In general, business ethics is the study of ethical concerns that arise in connection with business as it is currently practiced, typically in a capitalist setting. This particular course, given the audience, will focus on a handful of basic points of interest that relate to the business lives of managers, especially entrepreneurial managers.
- MBUS 614H Healthcare Ethics** 2 credits
Consideration of the ethical issues facing health care managers. Students will have the opportunity to apply ethical principles to the practical management problems frequently found in health care settings.
- MBUS 615H Healthcare Law Ethics** 2 credits
The course will ensure a student learns about how we currently deliver health care in the United States, and the legal challenges facing health care providers, consumers, and regulators. The course will cover national health care policy, control of and access to health care, costs of delivering health care, private health insurance and managed care, public health care programs (Medicare and Medicaid), the structure of the health care enterprise, forms of health care business enterprises, and conflicts of interest in health care delivery.
- MBUS 615T Small Business Marketing** 3 credits
This course presents practical marketing techniques with a strong theoretical basis. Students will acquire an understanding of how marketing techniques may be adapted effectively for efficient use in small business environments. Issues in buyer behavior and marketing research will be discussed.
Prerequisite(s): MBUS 510 and must be MBA/AIE student.
- MBUS 616 Strategic Management** 2 credits
This is a capstone course designed to apply and integrate concepts and analytical tools that students have studied in their MBA or MAcc coursework. This course adopts a general management perspective to analyze complex business situations, identify critical issues, and develop effective solutions. Consideration is given to ethical dimensions of strategic decision making. The emphasis throughout is on developing strategic thinking skills and understanding the fundamentals for achieving competitive advantage in a dynamic global environment.
Prerequisite(s): Completion of the functional core courses; preferably, this course should be taken in the student's final semester. Fall and Spring.
Prerequisite(s): MGMT 350
- MBUS 616T Tribal Strategic Management** 1 credit
This course adopts a general management perspective to analyze complex business situations, identify critical issues, and develop effective solutions. Consideration is given to ethical dimensions of strategic decision making. The emphasis throughout is on developing strategic thinking skills and understanding the fundamentals for achieving competitive advantage in a dynamic global environment. Summer.
Prerequisite(s): Completion of the functional core courses; preferably, this course should be taken in the student's final semester and must be MBA/AIE student.
- MBUS 617 Tribal Leadership** 1 credit
This course offers an interdisciplinary and cross-cultural examination of leadership in tribal communities. It will examine the cultural and business implications of the leadership challenge in tribal economic and political systems by addressing the fundamental questions: What are distinguishing theories and practices of effective tribal leadership that define its cultural acumen in postmodern times? Using critical pedagogical strategies, students will study the history causes, structures and consequences of this notion called "tribal leadership."
Prerequisite(s): Must be MBA/AIE student
- MBUS 623H Branding Healthcare** 1 credit
Consideration of methods of differentiation of healthcare organizations in an age of increasing competition. Topics such as building a distinctive brand, establish a unique image, building upon reputation, and measuring brand equity will be discussed.
- MBUS 624 (MACC 624) Finance Theory and Practice** 2 credits
This course is designed to develop students' understanding of financial theory and how it can be applied to financial decisions a business must make. Included are such topics as cost of capital, capital budgeting, capital structure and working capital management. Fall and Spring.
Prerequisite(s): ACCT 260 and ACCT 261 or ACCT 263 or MBUS 560 and BFIN 320 or MBUS 520 or MBUS 503
- MBUS 624H Management of Healthcare Finance** 2 credits
Application of financial theory and advanced techniques to the managerial decisions of healthcare organizations. Included are topics such as working capital management, cost of capital, risk evaluation, investment decisions, and mergers and acquisitions.
Prerequisite(s): BFIN 320 or MBUS 520 or ACCT 260 and ACCT 261 or ACCT 263 or MBUS 560
- MBUS 625 Operations Theory and Practice** 2 credits
The main purpose of this course is to help graduate business students understand the impact of operations in determining the best strategies for the business as a whole. The course covers the main principles and concepts pertaining to such issues as the development of a manufacturing strategy, order winners and order qualifiers, lean manufacturing/thinking and six sigma, process choice and product profiling, supply chain management, manufacturing planning and control systems (MPC), etc.
Prerequisite(s): OPER 340 or MBUS 540
- MBUS 626 Information Systems Theory and Practice** 2 credits
This course is designed to provide the current and future managers with understanding and appreciation of the issues that are related to the organization's information technology assets. The course is not to educate techni-

cal specialists, rather, it is to give students a managerial perspective on the use of, design of, and evaluations of information systems that exist in organizations today. The objective of this course is to prepare students to manage information services in both today's and tomorrow's environment with its managerial, social, political, ethical and global issues.

Prerequisite(s): BMIS 235 or MBUS 535
MBUS 626H Healthcare Information Systems 2 credits

A survey of issues dealing with recent healthcare IS initiatives such as telemedicine, Web-based medical information, and expert systems. Information architecture for health care information processing and data administration will be emphasized.

Prerequisite(s): BMIS 235 or MBUS 535
MBUS 627 Marketing Theory and Practice 2 credits

The emphasis in this course is on marketing decision-making based upon an evaluation of the market, the product, promotion effort, price, and channels of distribution. The course provides essential knowledge of marketing needed by the modern executive. Fall and Spring.

Prerequisite(s): MKTG 310 or MBUS 510
MBUS 628 Managerial Accounting 2 credits

The principal objective of this course is to explain how accounting data can be interpreted and used by managers in planning, organizing, and controlling organizational activities. The basic processes of cost behavior, product costing, and the use of accounting numbers for performance evaluation will be covered. The intent is not to dwell on accounting procedures; however, a basic understanding of financial accounting and organizational procedures will be necessary to fully understand the concepts covered in this course.

Prerequisite(s): ACCT 261 or MBUS 560
MBUS 629 Corporate Financial Reporting 2 credits

Corporate financial accounting theory and reporting practice will be studied, using lectures, discussions, and projects, both individual and group. The emphasis will be on the preparation and use of corporate financial reports for decision-making. Ethical dimensions of corporate financial reporting will be considered, as well as more traditional technical topics, drawn from areas including investments, leases, pensions, revenue recognition, fair value measurement, stock option accounting, and financial derivatives. Fall and Spring.

Prerequisite(s): ACCT 260 or ACCT 263 or MBUS 560 or MBUS 502
MBUS 630 Intellectual Property 2 credits

This course covers four substantive areas of intellectual property (IP): trade secrets, patents, trademarks, and copyrights. Each IP area is presented and followed by case presentations that illustrate real world examples of the lecture topics. The goal for this course is to substantively and thoroughly expose students to the four areas in a manner that will enable them to bring value to their organization by being able to: (1) identify what constitutes a trade secret, patent, trademark, and copyright and how each differs in its bundle of protections, (2) spot IP issues that might arise in their area of expertise or practice in the business world, and perhaps most importantly, (3) properly act on issues to both (a) mitigate the effects of possibly infringing on another's IP rights, and (b) maximize the chances that their own organization's IP rights are not lost.

Prerequisite(s): BFIN 320 and (MBUS 600 or MACC 600)
MBUS 632 Personal Financial Planning 3 credits

A study of financial planning from the perspective of both the individual and the financial planning consultant is the focus of this course. Emphasis is placed on education and retirement planning, including applications of

Federal tax law. Topics include: the financial planning process; present value analysis; investment strategies and asset allocation; risk management; estate planning; wills, and medical directives.

Prerequisite(s): ACCT 260 and ACCT 261 or ACCT 263 or MBUS 560 or MBUS 502

MBUS 633 Decision Support Systems 1 credit

This course begins with an overall introduction to the field of decision support systems (DSS) and proceeds to explain how decision support technology supports managerial decision-making. Although characteristics of different types of DSS and enabling technologies are discussed, the focus of the course is placed on data-driven and model-based systems. Multiple-criteria decision-making techniques (e.g., Analytical Hierarchy Process) and tools (e.g., MS/EXCEL) are part of the course. While theoretical aspects of DSS are addressed, the emphasis is on hands-on experiences and on cultivating students' capability of using available technologies to develop personal DSS.

Prerequisite(s): BMIS 235 or MBUS 535
MBUS 634 (MACC 634) Behavior Issues Managerial Accounting 2 credits

This course looks beyond the numbers in managerial accounting and addresses relevant behavioral and psychological issues. Emphases include activity based management, incentives, budgetary slack, and job burnout.

Prerequisite(s): ACCT 261 or ACCT 263 or MBUS 560
MBUS 635 (MACC 635) Business Behaving Badly 1 credit

This course examines the psychological and behavioral problems faced by managers. Students will study job burnout, budgetary slack, and the potential unintended consequences of using accounting numbers in incentive systems.

Prerequisite(s): ACCT 261 or ACCT 263 or MBUS 560
MBUS 636 International Ethics 1 credit

This course extends a discussion of ethics with an emphasis on the relationship between business strategy and ethics in an international context. Cultural values, global media, intellectual property, and corruption are examples of topics that may be covered.

MBUS 637 Efficient Measurement in Business 1 credit

Cutting costs and increasing productive efficiency have become vital to the success of businesses operating in today's economy. Economists and operations researchers have recently developed a number of user friendly computer packages that make the measurement of potential efficiency gains and cost savings more viable. The purpose of this course is to introduce students to one (or more) of these programs and demonstrate how to successfully operate the program and interpret its results.

Prerequisite(s): OPER 340 or MBUS 540
MBUS 639 Current Issues in Leadership 1 credit

This seminar-style course explores fundamental issues in business leadership, including: historical perspectives, the integration of the social sciences into theories of leadership, and the examination of dilemmas related to leaders and decision-making.

Prerequisite(s): MGMT 350
MBUS 640 Global Operations and Supply Chain Management 2 credits

This course examines the current state of the art in theory and practice in the management of the operations function in the organization. The course covers the main principles and concepts pertaining to such issues as the development of a manufacturing strategy, order winners and order qualifiers, process choice, product profiling, supply chain management, and service operations.

Prerequisite(s): OPER 340 or MBUS 540

- MBUS 641 Supply Chain Design and Logistics** 2 credits
In today's global fast-paced customer-oriented business environment supply chain choices are having an increasingly critical influence on strategic business outcomes. this course examines frameworks for structuring the key issues and trade-offs in supply chain system design, forces that influence supply chain structure, and methods for the design of logistics networks. Consideration is also given to new opportunities and issues introduced by the internet and advanced information technologies.
Prerequisite(s): OPER 340 or MBUS 540
- MBUS 642 Business Planning** 3 credits
This course integrates business principles with business practice. Topics will include: assessing industry attractiveness, environment analysis, market segmentation, demand forecasting, product development, operations, financial analysis, contingency planning, and implementation strategies. The preparation of a commercial quality business plan is a course requirement.
Prerequisite(s): ((ACCT 260 and ACCT 261) or ACCT 263 or MBUS 560)), and BUSN 230 and MGMT 350 and MKTG 310 and BFIN 320 or (MBUS 501 and MBUS 502 or MBUS 503)
- MBUS 643 Entrepreneurial Strategy** 1 credit
The purpose of this course is to introduce students to the general theories, principles, concepts, and practices of entrepreneurship. Concentrating in the starting, financing, and managing of a new enterprise, this course examines the myriad conditions surrounding new venture initiation and growth. This class is not a study of small business management technique.
Prerequisite(s): MGMT 350
- MBUS 644 Service Management** 1 credit
The main purpose of this course is to introduce business students to service operations, service strategy, and the role of information technology on services. The course focuses on understanding the distinctive characteristics of service operations and their managerial implications. Discussion includes such issues as the role and nature of services; competitive environment of services and competitive service strategies; service quality, service failure, and service recovery; service encounter triad (the interaction of the customer, service organization, and contact personnel) and services capes; the management of capacity and demand (yield management); the economics and psychology of waiting in lines, and the impact of IT on service operations.
Prerequisite(s): OPER 340 or MBUS 540
- MBUS 645 Business Process Management and Improvement** 2 credits
One view of a business enterprise is as a set of processes that create value for internal or external customers. This course examines the design and management of key business processes by focusing on the process flow, key performance measures, and the management of levers that lead to process improvement. The student will be introduced to process management tools as part of the course.
Prerequisite(s): OPER 340 or MBUS 540
- MBUS 646 Project Management** 1 credit
Managers are charged with planning and controlling a variety of projects. This course provides students with the requisite skills necessary to management a wide-range of projects including: project planning, task scheduling, resource management, and project reporting. The course introduces provides students the knowledge of how to use MS Project 2003 to plan and control multiple projects utilizing finite resources.
Prerequisite(s): OPER 340 or MBUS 540
- MBUS 647 Quality Management** 1 credit
This course provides an introduction to management practices aimed at quality improvement and relevant international quality standards. Topics include product and process design for quality and reliability, vendor selection and quality defect prevention throughout the supply chain, control and improvement of process capability for all supply chain process, ISO 9000 and ISO 14000 standards, and customer relationship management.
Prerequisite(s): OPER 340 or MBUS 540 and must be MBA/AIE students
- MBUS 647H Quality Management and Enhancement** 1 credit
This course addresses the measurement and improvement of quality in healthcare organizations in light of current pressures to reduce costs while increasing quality. Included are commonly used principles and practices of quality management.
Prerequisite(s): OPER 340 or MBUS 540
- MBUS 647T Entrepreneurship** 1 credit
The primary objective of this course is to give the student an understanding of the entrepreneurial process. This includes: An understanding of the entrepreneur, an analysis of the role of the entrepreneurship in the economy, business plan development, financing concerns, strategic issues. This objective will be accomplished with a special emphasis on the process as it applies to the American Indian community.
Prerequisite(s): must be MBA/AIE students
- MBUS 648 Lean Thinking** 1 credit
This course extends the benefits of lean thinking outward from the factory floor to encompass the entire global supply-chain. The principles of lean thinking are applied to each stage of supply-chain management including the make-vs-buy decision, sourcing, product and process design, facility location and management, and relationship management. Practical methods for enhancing a firm's core competencies by identifying and eliminating waste are presented along with recommendations for building an integrated supply-chain through the use of Internet-based strategies and software solutions.
Prerequisite(s): BFIN 320 and and OPER 340 or MBUS 540
- MBUS 649 Current Issues in Supply Chain Management** 1 credit
These seminars offer coverage of current topics of importance to the supply chain management profession. This course may be repeated for credit with a change in subject matter.
Prerequisite(s): OPER 340 or MBUS 540
- MBUS 650 Competitive Advantage in Global Economics** 1 credit
This course introduces concepts and analytical frameworks for understanding the fundamentals of competitive advantage in a global context. The course is designed to provide an opportunity for students to apply concepts and frameworks to actual company situations. The course covers industry analysis, value chain analysis, and the fundamentals of crafting generic business strategies of low cost, differentiation, and focus. The course also explains how to forge effective strategic interrelationships with business partners, suppliers and customers.
Prerequisite(s): MGMT 350
- MBUS 651 Strategic Change** 1 credit
This course examines the strategic importance of an organization's capacity to deal effectively with change from the 'outside in' and the 'inside out.' 'Outside in'

change refers to an organization's capacity to respond and adapt to an increasingly turbulent external environment. Managing change from the 'inside out' refers to planned organizational transformations required to renew, reconfigure, or reposition the organization for sustained competitive advantage. Both perspectives of strategic change are interrelated and involve analyses of environment, leadership, strategy, structure, process, and human resource dimensions of organizations.

Prerequisite(s): MGMT 350

MBUS 651H Change Management 1 credit

This course examines the strategic importance of a healthcare organization's ability to deal effectively within a framework of complex organizational change. Perspectives of the environment, leadership, culture, process, and human resources will be considered.

Prerequisite(s): MGMT 350

MBUS 653 Current Issues in Management 1 credit

An in depth examination and discussion of topics that are important to managers in the twenty first century. Topics include, but not limited to, the following: empowerment, cross cultural management, employment relationships in changing organizations, diverse cognitive styles in teams and organization transformation.

Prerequisite(s): MGMT 350

MBUS 654 Creating New Ventures 3 credits

This course covers the fundamentals of creating and growing new commercial or social enterprises. Course content provides a broad overview of entrepreneurship including the economic impact of entrepreneurship, creating and managing new ventures, opportunity recognition, market research, financial planning, the role of society and government, legal and ethical issues, and the various functional areas of business. Students are required to complete a business plan for a commercial or non-profit organization as part of the course requirements.

Prerequisite(s): MGMT 350

MBUS 654H Community Health Promotions 1 credit

This course focuses on the use of marketing principles and techniques to develop population-based health promotion and disease prevention programs. The emphasis is on learning how to incorporate a marketing orientation to address the diverse range of issues and problems that are encountered in the modern day practice of public health.

MBUS 655 Performance Appraisal 1 credit

This course is designed to introduce the students to the concepts and fundamentals of performance appraisal. Emphasis is placed on understanding the theoretical background and the practical mechanics of performance appraisal in today's organizations. Measurement, job analysis, and performance appraisal and the law are some of the topics covered in this course.

MBUS 656 Dynamics of Industries 1 credit

Graduate-level seminar on the evolution of organizations and industries. Introduction to sociological and economic perspective on change process within organizations and industries. Special emphasis will be given to the use of demographic and ecological measures as tools for industry and competitive analyses.

MBUS 657 Negotiations 2 credits

This course focuses on the science and the art of negotiation. It will combine lecture, case, and experiential techniques in introducing the student to such topics as preparation for negotiation, the role of emotion in negotiation, and negotiating in teams.

MBUS 659 Special Topics 1 - 2 credits

These seminars offer coverage of current topics of

importance to the human resources profession. This course may be repeated for credit with a change in subject matter.

MBUS 660 Investments 2 credits

This course covers the fundamentals of security valuation and analysis, market efficiency, the scientific evidence surrounding investment strategies, and the relationship between risk and return. Trading mechanics, types of trades, and alternative investment vehicles will be discussed.

Prerequisite(s): ACCT 260 and ACCT 261 or ACCT 263 or MBUS 560 and BFIN 320 or MBUS 520 or MBUS 503

MBUS 661 Financial Planning and Analysis 1 credit

This class includes both the evaluation of financial performance via financial statement and ratio analysis as well as planning for growth and external financial requirements. The derivation of pro-forma statements, cash budgets, and credit analysis and policy, will be covered as will means for evaluating financial alternatives available for meeting a corporation's funding requirements.

Prerequisite(s): BUSN 230 and BFIN 320 or MBUS 520

MBUS 662 Advanced Corporate Finance 2 credits

The course covers both the theoretical background and practical implications of the central issues in corporate financial management, including capital structure decisions, dividend payout decisions, and asset valuation. Real options are considered as an enhancement to traditional capital budgeting methods. Also, issues related to security design are covered.

Prerequisite(s): BFIN 320 or MBUS 520 or MBUS 503

MBUS 663 International Finance 2 credits

This course is designed to give the student an understanding of the basic terminology, structure, and importance of international finance. This includes study of foreign exchange (FX) markets and instruments, FX risk, political risk, hedging of these risks, and multinational capital budgeting.

Prerequisite(s): BFIN 320 or MBUS 520 or MBUS 503

MBUS 664 Derivatives 1 credit

The class focuses on futures, forwards, and options on common stock and foreign currencies. Institutional aspects of derivatives markets, as well as factors influencing the value of these contracts are studied. In option valuation, the Black-Scholes-Merton option pricing model and the Binomial tree model of option valuation are covered in detail. Various portfolio strategies using combinations of call and put options to exploit investors' expectations of future asset prices are also covered.

Prerequisite(s): BFIN 320 or MBUS 520 or MBUS 503

MBUS 665 Mergers and Acquisitions 2 credits

This class includes coverage of merger types, their characteristics, and motivations for mergers. The market for corporate control will be introduced, as will the agency problem and how it relates to merger activity. Principles of valuation will be applied to takeovers and some examination of merger law, corporate governance reform, and the scholarly research of M and A's will also be included in the course.

Prerequisite(s): BFIN 320 or MBUS 520 or MBUS 503

MBUS 666 Introduction to Personal Investing 1 credit

An introduction to investment theory and the implications for the construction of an individual investment portfolio. Includes a discussion of alternative asset choices, asset allocation, risk and return, and tax implications.

Prerequisite(s): BFIN 320 or MBUS 520 or MBUS 503

MBUS 667 Business Valuation 1 credit

This course covers three basic approaches to business valuation including dividend discount models, free cash flow and comparable firms techniques.

Prerequisite(s): BFIN 320 or MBUS 520 or MBUS 503

- MBUS 668 Financial Institutions** 2 credits
This course will examine the role that financial intermediaries play in the allocation of financial resources through the economy. Topics covered include the various types of institutions, their regulation, fund flows, and the structure of financial markets.
Prerequisite(s): BFIN 320 or MBUS 520 or MBUS 603
- MBUS 669 Current Issues in Finance** 1 credit
These seminars offer coverage of current topics of importance to the finance profession. This course may be repeated for credit with a change in subject matter.
Prerequisite(s): BFIN 320 or MBUS 520 or MBUS 503
- MBUS 670 (MACC 670) Fraud Prevention and Detection** 1 credit
This course is designed to sensitize students to the various types of fraud that take place within organizations. Participants will gain the ability to recognize common frauds, understand the characteristics of the perpetrators, and evaluate methods by which such frauds might be deterred.
Prerequisite(s): ACCT 260 and ACCT 261 or 263 or MBUS 560 or MBUS 502
- MBUS 671 Ethics in Action: Workplace Behavior** 1 credit
Ethics in Action: Workplace Behavior provides students with knowledge of deviant behaviors in the workplace and skills to effectively manage the behaviors. The course covers incivility, bullying, cyberbullying, sexual harassment, and organizational citizenship behaviors.
- MBUS 672 System Analysis and Design** 3 credits
This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems, characteristics, managing information systems projects, prototyping, CASE tools, and systems development life cycle phases. Spring.
Prerequisite(s): MBUS 626 and (MBUS 600 or MACC 600) or BMIS 235 or MBUS 535
- MBUS 673 Business Database Systems** 3 credits
This course helps students understand, through practice, the concepts of database management. Text reading provides a broader view in aspects of data modeling and system modeling, project life cycle, data structure, data normalization, and data administration. Research projects demand students have in-depth knowledge of databases that are in use. Computer projects are used to give students hands-on experience developing a workable system using Oracle or MS/Access in a PC environment. Fall.
Prerequisite(s): MBUS 626 and BMIS 235 or MBUS 535
- MBUS 674 Web Based Applications and Architecture** 3 credits
The course is intended to introduce the architecture and development of web-based applications. The course presents an overall introduction to major components of web-based applications, including communication protocols, web servers, database server, programming (script) language, and development tools for web-based applications. The course provides a general coverage of alternative platforms and their associated technologies for developing web-based applications. In-depth surveys on alternative platforms and standards will be assigned for further study. Popular web languages and standards are introduced as a vehicle to familiarize students with practical skills and development techniques. Spring.
Prerequisite(s): MBUS 626 and BMIS 235 or MBUS 535
- MBUS 675 Fund of Business Ethics** 2 credits
This ten-module course offers a comprehensive, practical approach to business ethics.
- MBUS 676 Spreadsheet Modeling** 1 credit
This course involves building, solving and interpreting analytical models of managerial problems from operations, finance, marketing, and statistics using Microsoft Excel, specialized add-ins and the Visual Basic for Applications programming language. This is a "hands on" course where you will learn advanced Excel skills and how to create spreadsheet models of business processes and solve them to generate quality solutions.
- MBUS 677 Principle-Based Ethics** 1 credit
- MBUS 678 Ethics in Accounting** 1 credit
This one unit course investigates ethical behavior in the context of the accounting profession. Consideration is given to the tension between client needs and the accountant's professional duty to consider the greater needs of the public for accurate, transparent information. Various regulations and organizational codes of conduct are reviewed as well as models for making ethical decisions.
Prerequisite(s): ACCT 260 and ACCT 261 or MBUS 560
- MBUS 679 Ethics in Marketing** 1 credit
This course addresses ethical principals and professional codes of conduct within the marketing environment. Students will increase their awareness of and sensitivity to ethical issues surrounding product, price, promotion, and distribution decisions. Students will also learn a process that will allow them to analyze the context of marketing decisions to reach ethical conclusions.
Prerequisite(s): MKTG 310 or MBUS 510
- MBUS 680 Ethics in Human Resources** 1 credit
This one unit course investigates ethical behavior in the context of the human resources profession. Consideration is given to the tension between fulfilling the needs of employees and the preservation of the firm's best interests. The course will examine ethical decision making in all aspects of the employee's life cycle — from recruitment through selection, performance appraisal, career management, discipline to the end of the employment relationship through retirement, firing, layoff or voluntary separation.
- MBUS 681 New Product Development** 1 credit
Methods are introduced that improve the new product development process. Integrated practices which are important to the success of new products are discussed within the contexts of idea assessment, product design, product testing, product introduction, and organizing the new product development process.
Prerequisite(s): MKTG 310 or MBUS 510
- MBUS 682 Buyer Behavior** 2 credits
Managers wishing to serve customers' needs can build effectively upon a solid grounding in the field of consumer behavior. The focus of this course is on achieving a deeper understanding of the psychological, social, cultural and economic dimensions of consumer judgment and decision-making. Students will use this theoretical foundation as a body of knowledge with which to evaluate marketing strategies.
Prerequisite(s): MKTG 310 or MBUS 510
- MBUS 683 Persuasion** 1 credit
This course is designed to introduce students to classic and contemporary theories of persuasion. Knowledge of the persuasion process, social influence, and other persuasion techniques should enable students to make more informed decisions as a sender and receiver of persuasive messages.
Prerequisite(s): MKTG 310 or MBUS 510
- MBUS 683T Legal Environment: Indian Country** 2 credits
This course provides an introduction to the basic principles of the legal environment within which business oper-

- ates. The course will cover the historical and cultural development of law, as well as practical applications to current business issues. Although the readings will be highlighted in class, students will bear the major responsibility for text assignments. Classroom discussions should focus more on specific legal issues involving doing business on Indian reservations.
- MBUS 684 Research Methods** 2 credits
This course presents an overview of the marketing research process. Analytical procedures and technology will be introduced that expose students to the most widely used methods employed by marketing professionals. Students will acquire an appreciation of the marketing research process and become knowledgeable users of information provided by this form of inquiry. Specific topics include: alternative methods of obtaining information, problem identification, research design, measurement scales, questionnaire construction, validity and reliability issues, sampling error, sampling procedures, statistics, computer data analysis, ethical dilemmas, and report preparation.
Prerequisite(s): BUSN 230 and MKTG 310 or MBUS 510 or MBUS 501
- MBUS 685 International Marketing** 2 credits
The course focuses on management of marketing activities to and in foreign countries. The course emphasizes assessment and decision-making related to the task of effectively adapting marketing strategy to the dynamic environment of international business. Contemporary developments in the theory and practice of international marketing are discussed. The course aims at developing managerial skills of cultural sensitivity and ability to perform marketing functions in diverse cultural environments.
Prerequisite(s): MKTG 310 or MBUS 510
- MBUS 685H Customer Service** 1 credit
This class addresses the psychological, social, cultural, and economic issues of those entering the healthcare system as customers. Methods of identifying and managing customer needs will be emphasized.
- MBUS 686 Business Forecasting** 1 credit
The purpose of this course is to expose graduate business students to methods that can be used when exploring data patterns and selecting the appropriate forecasting technique. Such methods as moving averages, exponential smoothing (simple, Holt's and Winter's), regression-based trend, as well as time-series decomposition are introduced. Finally, the course discusses the idea of combining forecast results as well as key issues to be considered to obtain a better forecast.
Prerequisite(s): MBUS 613
- MBUS 687 Sales Management** 2 credits
This class surveys management of the selling process as an integrated element of a marketing strategy. Issues associated with planning, implementing, and controlling sales force operations are discussed. The recruitment, selection, training, compensation, and evaluation of sales staff performance are presented in the context of competitive market forces and market potential.
Prerequisite(s): MKTG 310 or MBUS 510
- MBUS 688 Creativity and Intuition** 1 credit
This course examines the qualitative aspects of decision-making. It looks at the 'soft' side of decision-making. Topics include: (1) the general decision process, (2) whole brain decision-making, (3) creativity, (4) the use of intuition and affect in decision-making, (5) the 'rightness' of decisions, and so forth. Current articles on decision-making and thinking are read and techniques to enhance creativity presented. A contrast is presented between the affective 'right-brain' aspects and the cognitive 'left-brain' aspects of decision-making.
Prerequisite(s): MKTG 310 or MBUS 510
- MBUS 689 Current Issues in Marketing** 1 - 3 credits
These seminars offer coverage of current topics of importance to the marketing profession. This course may be repeated for credit with a change in subject matter.
Prerequisite(s): MKTG 310 or MBUS 510
- MBUS 690 Directed Study** 1 - 4 credits
Guidelines are available in the Graduate School of Business office. Requirements must be met before registration. Summer.
- MBUS 690H Special Topics in Healthcare** 1 credit
These seminars cover topics of importance to healthcare professionals. This course may be repeated for credit with a change in subject matter.
- MBUS 694 (MACC 694) Team Building Intensive** 2 credits
This intensive, 2-credit course combines the highly interactive, challenge activities and in-class and outside assignments. Summer.
- MBUS 695 (MACC 695) Management Consulting** 3 credits
Practicum in providing management assistance to businesses and non-profit organizations in marketing, management, finance, accounting, information systems, operations and related case problems. The course will also examine the management of the consulting process and the role of the consultant as an agent of organizational change.
Prerequisite(s): MGMT 350
- MBUS 696 (MACC 696) New Venture Lab** 1 - 3 credits
The New Venture Lab (NVL) Internship provides graduate students with a venue to apply the skills they have developed during their educational endeavors by allowing them to collaborate with local entrepreneurs on a variety of consulting projects. Students can choose to do the internship for 1 to 3 credits; each credit requires 60 hours of work. The NVL is an unpaid internship. As with any internship, students must complete an application and interview process in order to be considered for the NVL internship program.
- MBUS 697 Internship** 0 - 3 credits
Relevant work experience is required that is commensurate with a student's professional interests. Guidelines and criteria are available from the School of Business Administration Internship Director.
- MBUS 698 Research Project** 1 - 3 credits
Research guidelines are available in the School of Business Administration office. Research Project requires completion of a form, and department permission and cannot be registered for via Zagweb.
- MBUS 699 Special Topics** 1 - 3 credits
These seminars cover topics of importance to business professionals. This course may be repeated for credit with a change in subject matter.
Prerequisite(s): Must be MBA/AIE student
- MBUS 699T Tribal Seminar Topics** 1 credit
This course will bring Native American Entrepreneurs and Business Leaders together in the summer to meet with and talk about the issues in tribal business and learn about their successes and obstacles.
Prerequisite(s): must be MBA/AIE student

Master of Accountancy (MAcc)

The Gonzaga Master of Accountancy program provides a strong framework of courses enabling development and enhancement of the intellectual, technical, and interpersonal skills which are critical in today's business environment. The MAcc program offers two areas of specialization, Audit and Taxation, allowing students to tailor coursework to match career goals and interests.

Current Gonzaga undergraduate accounting majors may apply for the MAcc program during the second semester of their junior year. If accepted into the program, they may take up to nine credits of graduate-level courses during their senior year with the permission of their graduate advisor. Before applying for admission, students should have completed 75 credit hours (including ACCT 360) with a cumulative GPA of 2.30 and at least 2.30 in each upper-division accounting course. Students must be admitted to the MAcc program before enrolling in any graduate-level class.

Foundation Courses

The foundation (pre-requisite) courses for the MAcc degree include both business and accounting courses. In addition to the business foundation courses required for the MBA degree, specific accounting foundation courses include the following:

Intermediate Accounting I and II
Cost Accounting
Federal Taxation
Auditing

Degree Requirements

A total of thirty credits of graduate coursework is required for the Master of Accountancy degree. Students must maintain a 3.00 or better grade point average. There are 7 credits common to both areas of specialization within the MAcc degree.

MAcc 600 Orientation Workshop	0 credit
MAcc 661 Professional Practice Seminar	3 credits
MAcc 664 Professional Ethics	2 credits
MAcc 672 Law and Regulation	2 credits

Areas of Specialization

(23 credits)

Taxation

MAcc 603 Accounting for Income Taxes	3 credits
MAcc 604 Corporate Taxation	3 credits
MAcc 605 Partnership Taxation	3 credits
MAcc 606 Tax Planning for Wealth Transactions	3 credits
MAcc 607 Real Estate Taxation	3 credits
MAcc 667 Tax Research and Practice	2 credits
Tax Electives*	3 credits
Other Electives*	3 credits

Audit

MAcc 624 Finance Theory and Practice	2 credits
MAcc 663 Accounting Theory	3 credits
MAcc 665 Assurance Services	3 credits
MBUS 612 Management Skills Development	2 credits
MBUS 626 Information Systems Theory and Practice	2 credits
MAcc Electives*	3 credits
Other Electives*	8 credits

*Electives must be approved by the graduate advisor

Course Description

MAcc 600 (MBUS 600) Orientation 0
This zero credit Orientation is held one evening per semester just prior to the start of classes. It must be taken during the student's first semester in either the Master of

Accountancy or Master of Business Administration programs. Topics include an orientation to the Graduate School of Business programs, university facilities available to students, team-building, communications, and case analysis. Fall, Spring and Summer.

All MBUS 600 level courses require a minimum pre-requisite of MAcc 600 or MBUS 600.

MAcc 603 Accounting for Income Taxes 3 credits

Tax professionals are frequently called upon to review the income tax accrual contained in audit workpapers. This course focuses on the basic and some of the more common complexities encountered in accounting for income taxes under FASB Statement No.109, Accounting for Income Taxes, and FIN 48, Accounting for Uncertainty in Income Taxes. In addition, specialized topics such as tax periods and methods are discussed.

Prerequisite(s): ACCT 361 and ACCT 365

MAcc 604 (MBUS 604) Corporate Taxation 3 credits

This course explores the fundamentals of federal taxation as it relates to corporate formation, operations, distributions, and liquidations. Particular attention is given to the operation of S Corporations. The course concludes with a discussion of mergers and spinoffs, particularly in the context of small business corporations.

Prerequisite(s): ACCT 365

MAcc 605 Partnership Taxation 3 credits

This course deals with the federal income tax fundamentals of partnership and limited liability company taxation. The course covers formation of, operation of, and distribution from partnership and LLC's, and provides contrast to the problems associated with corporate operations.

Prerequisite(s): ACCT 365

MAcc 606 (MBUS 606) Tax Planning for Wealth

Transactions 3 credits

This is a survey course involving the federal tax effects of gifts during life and transfers at death. Some work is done in actual planning principles and how federal transfer taxes can be reduced by proper planning. A discussion of estate planning will combine all aspects of the transmission of wealth, both be testate and intestate methods. Consideration will be given to the tax and non-tax problems inherent in property transmission. Fall.

Prerequisite(s): ACCT 365

MAcc 607 Real Estate Taxation 3 credits

This course deals with detailed examination of corporate and partnership acquisitions and dispositions. Both taxable and nontaxable events will be explored concentrating upon the small business aspects of such transactions.

Prerequisite(s): ACCT 365

MAcc 608 State and Local Tax Concepts 1 credit

This course focuses on the basics of state income taxes, property taxes, and other state and local taxes, with an emphasis on the state of Washington tax structure. In addition, the effect of state and local taxes on multi-state operations is discussed.

Prerequisite(s): ACCT 365

MAcc 609 (MBUS 609) Financial Statement

Analysis 1 credit

This is a short course introducing managers to the benefits of analyzing financial statements. The main objective is to improve students' familiarity with and competence in understanding an organization's current and past performance from applying various qualitative and quantitative analysis techniques.

Prerequisite(s): BFIN 320 or MBUS 520

- MACC 610 International Tax Concepts** 1 credit
This course covers the basics of the taxation of foreign income of U.S. citizens and corporations, and of U.S. source income of foreign persons and corporations. In addition, there is discussion of planning for organization of foreign operations under the tax laws.
Prerequisite(s): ACCT 365
- MACC 611 Tax Policy** 1 credit
This course will examine the legal, economic, and political considerations relevant to the formulation of U.S. tax policy. Specific topics will be selected from among the following: the concept of income and the tax base; issues relating to the allocation of the tax burden, including equity and distributive justice; tax expenditures; the taxation of capital, including capital gains, corporate taxation and the taxation of income from intangible property; consumption taxation; the tax legislative process; fundamental tax reform; tax compliance and enforcement, including tax shelters; and current tax policy initiatives.
Prerequisite(s): ACCT 365
- MACC 624 (MBUS 624) Finance Theory and Practice** 2 credits
Theoretical development and practical applications of corporate finance management techniques. Designed specifically for MAcc students, this course covers major decision areas in corporate finance including cost of capital, capital budgeting, capital structure, and general financial analysis. Fall and Spring.
Prerequisite(s): ACCT 260 and ACCT 261 or ACCT 263 or MBUS 560 and BFIN 320 or MBUS 520
- MACC 634 (MBUS 634) Behavior Issues in Managerial Accounting** 1 - 2 credits
This course looks beyond the numbers in managerial accounting and addresses relevant behavioral and psychological issues. Emphases include activity based management, incentives, budgetary slack, and job burnout.
Prerequisite(s): ACCT 261 or ACCT 263 or MBUS 560
- MACC 635 (MBUS 635) Business Behaving Badly** 1 credit
This course examines the psychological and behavioral problems faced by managers. Students will study job burnout, budgetary slack, and the potential unintended consequences of using accounting numbers in incentive systems.
Prerequisite(s): ACCT 261 or ACCT 263 or MBUS 560
- MACC 660 Advanced Accounting** 3 credits
This course covers advanced problems in financial accounting, governmental accounting, reporting theory and accounting practice. Other topics will include intercorporate investments, consolidated financial statements, foreign currency operations and transactions, and partnership accounting. Fall.
Prerequisite(s): ACCT 261 or ACCT 263 or MBUS 560
- MACC 661 Professional Practices Seminar** 3 credits
This course addresses the theory and practice related to corporate financing practices, both in the U.S. and globally. The coverage includes the financial market system, the underwriting process, the choice between different financing instruments, and financial engineering. Typical features of stock, bond, and hybrid offerings are also covered.
- MACC 662 Advanced Managerial Accounting** 3 credits
A study of managerial accounting topics using the case methods. Students are required to apply analytic reasoning in designing and evaluating management accounting systems.
Prerequisite(s): ACCT 363 and MACC 600
- MACC 663 Accounting Theory** 3 credits
This course examines the hypothetical, conceptual, and pragmatic principles which form the general frame of reference for financial accounting and reporting. Fall.
- MACC 664 Professional Ethics** 2 credits
This course examines the literature of general and business ethics as well as codes developed specifically for practicing accountants. Attention is given to challenges faced by accounting professionals in both public and corporate practice. Case studies are used extensively to challenge and sensitize students to the issues they are likely to encounter in practice; various methods of understanding and solving ethical dilemmas are considered. Fall and Summer.
- MACC 665 Assurance Services** 3 credits
This course examines various theoretical and practical applications of the changing auditing discipline. Authoritative attestation and auditing literature is studied as well as recent PCAOB pronouncements. Case studies are used to consider risk assessment, independence issues, internal control evaluation, and audit processes. Spring.
- MACC 666 Advanced Federal Taxation** 3 credits
This course covers corporate, partnership, estate and gift, and international taxation. Current issues in taxation relating to both business and individual taxation will be discussed, along with an examination of tax procedure and tax practice. Fall.
Prerequisite(s): ACCT 365
- MACC 667 Tax Research and Practice** 2 credits
This course encompasses a study of tax research methodology, tax policy, and tax practice. Topical areas include various tax research techniques, tax administration and professional responsibilities, as well as international taxation.
Prerequisite(s): ACCT 365 and MACC 600
- MACC 668 Not-For-Profit Accounting** 3 credits
This course investigates accounting principles and procedures as applied to governmental and not-for-profit organizations such as universities, health care agencies, and health and welfare organizations. On sufficient demand.
- MACC 669 Accounting Integration** 3 credits
This course includes an intensive study of accounting theory and practice for corporations and not-for-profit organizations, including integration of financial and managerial analysis and control. Spring.
Prerequisite(s): ACCT 360 and ACCT 361 and ACCT 363 and ACCT 365
- MACC 670 (MBUS 670) Fraud Prevention and Detection** 1 credit
This course is designed to sensitize students to the various types of fraud that take place within organizations. Participants will gain the ability to recognize common frauds, understand the characteristics of the perpetrators, and evaluate methods by which such frauds might be deterred.
Prerequisite(s): ACCT 260 and ACCT 261 or ACCT 263 or MBUS 560
- MACC 672 Law and Regulation** 2 credits
This course will include coverage of current legal and regulatory issues applicable to practicing accountants. Common law and statutory liability, UCC and contracts, partnership taxation, and antitrust regulation are some of the topics which will be discussed. Spring.
Prerequisite(s): ACCT 360 and ACCT 361 and ACCT 363 and ACCT 365

MACC 679 International Accounting 2 - 3 credits
This course will compare and contrast accounting and financial reporting under International Financial Reporting Standards and U.S. GAAP, using official pronouncements, cases, and problems.

Prerequisite(s): ACCT 360 and ACCT 361

MACC 690 Directed Study 1 - 3 credits
Guidelines are available in the Graduate School of Business office. Requirements must be met before registration. Summer.

MACC 694 (MBUS 694) Team Building Intensive 2 credits
This intensive, 2-credit course combines the highly interactive, challenge activities and in-class and outside assignments. Summer.

MACC 695 (MBUS 695) Management Consulting 3 credits
Practicum in providing management assistance to businesses and non-profit organizations in marketing, management, finance, accounting, information systems, operations and related case problems. The course will also examine the management of the consulting process and the role of the consultant as an agent of organizational change.

Prerequisite(s): MGMT 350

MACC 696 (MBUS 696) New Venture Lab 1 - 3 credits
The New Venture Lab (NVL) Internship provides graduate students with a venue to apply the skills they have developed during their educational endeavors by allowing them to collaborate with local entrepreneurs on a variety of consulting projects. Students can choose to do the internship for 1 to 3 credits; each credit requires 60 hours of work. The NVL is an unpaid internship. As with any internship, students must complete an application and interview process in order to be considered for the NVL internship program.

MACC 697 Internship 0 - 3 credits
Relevant work experience is required that is commensurate with a student's professional interests. Guidelines and criteria are available from the School of Business Administration Internship Director.

MACC 699 Special Topics 1 - 3 credits
These seminars offer coverage of current topics of importance to the accounting profession. This course may be repeated for credit with a change in subject matter.

Master of Business Administration/ Master of Accountancy

Students that want to pursue both their MBA and MAcc degrees may do so through the dual MBA/MAcc program. Students must apply to both programs. Nine credit hours previously earned in either the MBA or MACC program may be transferred into the other program. The result is that the total credit hours required for both the MBA and MACC degrees will be reduced by nine. Consequently, the total graduate level credit hours required for both degrees would be reduced from 63 (33 plus 30) to 54.

Master of Business Administration/ Juris Doctor Master of Accountancy/Juris Doctor

The Graduate School of Business, in conjunction with the School of Law, offers programs leading to the combined Master of Accountancy/Juris Doctorate and the Master of Business Administration/Juris Doctorate degrees. These dual programs are designed to meet a two-fold need. On the one hand, there is need for lawyers who are trained in business and in accounting. A legal education may sufficiently equip a person for general law practice or even for certain legal specializations, but the role of the lawyer in relation to business and other institutional needs demands preparation beyond the scope of a legal education. On the other hand, a successful accountant or business executive, skilled in financial and practical decision-making processes, will benefit from a thorough knowledge of the law.

The applicant for either of these dual programs must meet the admission requirements of both the School of Law and the Graduate School of Business. These requirements and the application procedures are contained in the catalogues of each school.

Degree Requirements

Normally the student will complete one year of law school before beginning MBA or MACC classes. The total combined credits must be 111 for the MACC/JD and 114 for the MBA/JD. In both cases, this represents a reduction of nine credits from the 120 or 123 which would be required if the student were to take both degrees separately. No more than six of these nine may be omitted from either program. With the exception of the reduction in the total number of credits described, all requirements of both schools must be satis-

fied. In order to obtain the JD *and* be certified to sit for the bar exam, students must either complete all requirements for the MBA/JD or MACC/JD, or have completed all 90 JD credits as allowed under the Law School's academic rules for dual degree students. This must be done by June (summer session 1) for the July bar exam or December (fall semester) for the February bar exam.

Master of Business Administration and B.S. in Engineering

To meet the need for business knowledge and skills as an enhancement to the technical engineering degree, students with an aptitude for engineering and the capacity to assume management responsibilities may complete a program which leads to the B.S. in one of the disciplines of engineering and Master of Business Administration (MBA). The dual degree program takes five years of full-time study with a Engineering Management degree but longer for other engineering programs. Students choosing this program must complete their bachelors degree in engineering and the required preparatory courses in business before being admitted to the Graduate School of Business.

Undergraduate students are encouraged to take the foundation courses during their sophomore, junior and senior years and apply for the MBA program during their senior year. Undergraduate students will not be accepted into the MBA program until they have completed their undergraduate degree and can therefore not take any 600 level courses until their undergraduate degree is granted. Foundation courses required for the MBA program are:

ACCT	263	Accounting Analysis
ECON	200	Economic Analysis
BUSN	230	Business Statistics
MKTG	310	Principles of Marketing
BFIN	320	Principles of Finance
OPER	340	Operations Management
MGMT	350	Management and Organization
BUSN	283	Business Law
BMIS	235	Management Information Systems

Engineering students who complete BFIN 320 and ECON 200 may have ENSC 300 waived. Additional information about the B.S. in Engineering can be found in the undergraduate catalogue.

SCHOOL OF EDUCATION



www.gonzaga.edu



School of Education

Dean: Jon D. Sunderland

Professors: J. Abi-Nader (Emerita), J. Burcalow (Emeritus), M. Derby, A. Fein, D. Mahoney, T. F. McLaughlin, J. Nelson, K. Weber, R. Williams

Associate Professors: A. Barretto, E. Bennett, R. Bialozor, D. Booth, J. Cox, J. D'Aboy (Emeritus), J. Dixon (Emerita), P. Hastings, J. Shepard, J. Sunderland, D. Tunnell, F. Walsh

Assistant Professors: J. Brougher, M. Brown, B. Foster, S. Koffman, R. Park, J. Reed, K. Rickel, C. Salina, J. Traynor, M. Young

Instructors: L. Embrey, S. Girtz

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.

The School of Education Mission has been summarized in the theme: ***“Socially responsible professionals who serve with care, competence, and commitment.”***

Accreditation

All degree and certification programs in the School of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE). The School holds membership in the American Association of Colleges of Teacher Education (AACTE), the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE), the American Educational Research Association (AERA), and is recognized by the Washington State Office of the Superintendent of Public Instruction (OSPI) as having approved programs for the preparation of teachers, counselors, and administrators. Title II information may be found at the School of Education website: www.gonzaga.edu/soe. Additionally, the programs in counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Specific programs also hold approvals from the Alberta Ministry of Education and Technology and the Campus Alberta Quality Council (CAQC), and the British Columbia Ministry of Advanced Education and the Degree Quality Assessment Board (DQAB).

While this catalogue provides students with the most current information regarding School of Education graduate programs, students are advised that programmatic changes are a common occurrence in the field of education and are usually the result of directives from the State Office for the Superintendent of Public Instruction and the National Council for the Accreditation of Teacher Education. The School of Education takes seriously its responsibility to communicate all changes to students. Students must be sure to see their advisors regularly to be in compliance with current regulations.

The School is organized into five departments. Following are the graduate degrees offered:

The Department of Counselor Education

- Master of Arts in Community Counseling
- Master of Arts in Marriage and Family Counseling
- Master of Arts in School Counseling
- Master of Counselling (site-based, Canada)

The Department of Educational Leadership and Administration

- Master of Arts in Leadership and Administration (site-based, Canada)
- Master of Arts in Leadership and Administration (site-based, Washington)
- Master of Anesthesiology Education

The Department of Special Education

- Master of Education in Special Education
- Master of Initial Teaching, Special Education

The Department of Sport and Physical Education

- Master of Arts in Sport and Athletic Administration

The Department of Teacher Education

- Master of Initial Teaching
- Master of Education in Literacy

Graduate Admission

The School of Education Graduate Admissions Office processes the applications for all SOE graduate and certification programs. Refer to the program section in the catalogue for specific admission requirements. Program application deadlines are listed on the School of Education Web site www.gonzaga.edu/soe.

Time Requirements for Degrees

All work accepted toward a degree is to be completed within a five-year period from the date of acceptance into the program or from the first semester of graduate-level enrollment, or advanced credit, whichever occurs first.

Advanced Credit

Credit for graduate-level courses completed at Gonzaga prior to admission to a graduate program may be accepted for advancement into the program upon recommendation of the academic advisor. Such recommendation is forwarded to the Dean of the School of Education for final approval. Advance credits are limited to twelve.

Transfer Credit

The School of Education may accept up to one-fifth of the total number of credits required for a degree from another accredited college or university, six credits for most master's programs. Courses must be clearly graduate level as defined by the granting institution. The subject matter of courses transferred must be relevant to the degree in question, which is determined by the academic advisor. The date of each course considered needs to be within five years of the beginning semester at Gonzaga. No course for which a grade less than "B" has been awarded may be accepted. Classes graded on a Pass/Fail scale will not be considered unless Pass is equivalent to "B". Transfer credits are used in the calculation of the graduate grade point average. The School of Education Dean gives final approval for transfer credits. Forms are available from the academic advisor.

Department of Counselor Education

Chairperson: Lisa Bennett

Degrees:

Master of Arts in Community Counseling
Master of Arts in Marriage and Family Counseling
Master of Arts in School Counseling
Master of Counselling—Site Based (Canada Only)

Mission Statement for the Department of Counselor Education

The Counselor Education Department is grounded in a rich tradition and history. Aware of the potential for personal, professional and global transformation, we create and sustain relationships that facilitate excellence in the development of professionalism, service, and growth. Therefore, with intention, we embrace the strengths of all individuals; we invest in services that promote the greater good; we depend on and contribute to the research and practical foundations of the profession; we develop counselors who enter in human services and educational environments.

Department Theme Statement

We are practitioners who are intentional in the development of relationships that honor the strengths of all individuals and the promotion of transformational growth.

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions office prior to one of the two admission period deadlines for campus classes—January 15th for early admission decision, March 1st, final deadline; or for Site Based Program in Canada, March 15th:

- 1) A completed application form (see the School of Education Website: www.gonzaga.edu/soe/grad) and non-refundable fee.
- 2) A written statement of purpose addressing the following two topics (one typed page, single spaced):
 - a. a description of interests in graduate studies in counseling and relation to the desire to become a counselor; and
 - b. an assessment of current strengths as a potential counselor and description of benefits in gaining a counseling master's degree.

- 3) A minimum of two letters of recommendation to be sent directly from the recommending persons (your employer, professor, supervisor, or colleague) to the School of Education Graduate Admissions office using the Confidential Recommendation forms (see the School of Education website: www.gonzaga.edu).
- 4) School Counseling: Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy), final transcripts must bear a posted bachelor's degree from an accredited university. Community and Site-Based: One official transcript from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy), final transcripts must bear a posted bachelor's degree from an accredited university.
- 5) Official scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree.
- 6) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 7) Submission of a financial declaration form and supporting documentation by each international applicant.
- 8) Final acceptance will be based on selected candidates' interviews.

With departmental permission a student may be permitted to take graduate courses up to 12 semester credits in a non-matriculated manner before full admission to the program. No more than six graduate credits from another accredited university (less than five years old) are applicable toward the degree before admission. Ask your advisor for transfer credit information.

9) Site-Based: Although a bachelor's degree in psychology is not a pre-requisite for admission to the site-based Master of Counselling program, it is highly recommended. For applicants without said degree, a reading list will be provided and student's must pass a knowledge-base competency exam prior to advancement to candidacy.

Master of Arts in Community Counseling

Community Counseling Mission

The Community Counseling Program models ethical, moral, and professional leadership as counselor educators to promote development of a solid knowledge base, a sound skills set, and an experienced understanding of the process of personal transformation. Community counseling students are prepared to live as creative, productive, morally grounded, socially just, service-oriented leaders in the profession.

This program offers preparation for professional counselors within community agencies, hospitals, college settings, private practice, and clinics. All counselor candidates attain a core of competencies with individualization taking place through supervised internship settings. Emphasis is placed on translating theory and research from coursework into services for clients. A major focus of the program is the development and operationalization of the student's personal theory of counseling.

Program Description

The Master of Arts in Community Counseling is designed to train professional counselors for a variety of employment settings, including family counseling, social service and mental health agencies, college counseling centers, and private practice. Qualified candidates are screened, using standard graduate school admissions and comprehensive interviews. Candidates are introduced to theoretical and practical academic teachings, which are woven together throughout the program to ensure a rich educational experience. Upon completion of the program, they are reintroduced to the communities as qualified counselors who will enhance their community through service and leadership.

A major focus of the program is developing and operationalizing the student's personal theory of counseling. Emphasis is placed on translating theory and research from course work to services for clients. Counselor training utilizes personal as well as multi-media instruction, carefully balanced to include didactic and experiential teaching. Diverse internships are available in community agency settings with 100 hours of practicum (40 hours of direct service) and 600 hours (240 hours of direct service) of internship required. Approximately 200 hours of supervision are provided by onsite and University supervisors. Core competencies are individualized to each internship setting.

Another major focus of the program is personal growth and development. It is the belief of the faculty that students must possess insight and awareness and must be clear about the boundaries between personal issues and those of the client. To that end, students are presented with a number of opportunities for self-discovery and process and are referred outside the program for counseling when necessary. Solid mental health is the foundation to providing professional counseling services.

A primary goal of Gonzaga's counseling program is to identify and select students who present the highest potential for success as counselors. Indicators of counselor success are demonstrations of skills, emotional intelligence, conflict resolution, consistent interpersonal behaviors, recognition of strengths and weaknesses, a clear grasp of goals, and increasing knowledge of one's impact on others.

The following skills are essential for successful counseling:

Counselor-Client Communication

Counselors must be able to demonstrate paraphrasing, reflection of feelings, clarification, silence, attending, minimal verbal response, and identification of affect. The counselor must recognize the congruence of the client's communication as demonstrated by verbal, non-verbal, and extraverbal cues.

Recognition of Impact

Counselors must be aware of how their actions may affect the client. This not only includes communication, but also confidentiality and professional standards. The counselor must take professional responsibility for providing the best possible counseling environment to assist a client's progress.

Personal Growth

Counselors should take responsibility for their own personal growth and must be able to deal with personal issues in healthy ways.

Conflict Resolution

Counselors should be able to use productive methods for resolving conflicts with and between others.

Approach

Client issues may be accessed cognitively, affectively, spiritually, and/or behaviorally. Counselors should be aware of traditional and innovative counseling methods.

Cultural Differences

Counselors should be sensitive to the needs of multi-cultural populations in providing counseling intervention.

Consultation and Referral

Counselors must be able to identify their areas of expertise and know when and how to consult and refer clients to specialized resources.

Program Outline: 53 credits

Core Required Courses

FIRST YEAR:

Fall Semester

EDCE 560 Critical Issues in Counseling	3 credits
EDCE 639 Counseling Theories	3 credits
EDCE 695 Counseling Pre-Practicum	3 credits
EDCE 698 Research and Statistics	4 credits
EDCE 586 Introduction to Community Counseling	2 credits

Spring Semester

EDCE 588 Human Growth and Development	3 credits
EDCE 616 Psychopathology and Psychopharmacology	4 credits
EDCE 650 Group Process	2 credits
EDCE 696 Counseling Practicum	3 credits
EDCE 589 Marriage and Family Counseling	3 credits
Or	
EDCE 587 Child-Adolescent Counseling	3 credits

Summer Semester

EDCE 565 Assessment in Community Counseling	3 credits
EDCE 605 Occupational Choice and Career Development in Counseling	2 credits

SECOND YEAR:

Fall Semester

EDCE 697A Counseling Internship	5 credits
EDCE 664 Group Facilitation	2 credits

Spring Semester

EDCE 697B Counseling Internship	5 credits
EDCE 550 Multicultural Counseling	3 credits

Summer Semester

EDCE 689 Professional Seminar	3 credits
EDCE 699 Comprehensive Oral Examination	0 credits

Elective Courses

EDCE 690 Directed Readings	variable credit
EDCE 691 Directed Study	variable credit
EDCE 692 Independent Study	variable credit
EDCE 694 Special Project	variable credit

Master of Arts in Marriage and Family Counseling

Marriage and Family Mission

The Marriage and Family Counseling Program promotes excellence in the practice of couples and family counseling through specialized training in the development of professionalism, service, and growth. Marriage and family counseling students possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families and are prepared to serve as advocates, educators, and leaders in strengthening individuals, families, and communities.

This program offers preparation for professional counselors within community agencies, hospitals, college settings, private practice, and clinics. All counselor candidates attain a core of competencies with individualization taking place through supervised internship settings. Emphasis is placed on translating theory and research from coursework into services for clients. A major focus of the program is the development and operationalization of the student's personal theory of counseling.

Program Description

The Master of Arts in Marriage and Family Counseling (effective Fall 2010) is designed to train professional counselors to specialize in providing marital, couple, and family counseling for a variety of settings, including family counseling, social service and mental health agencies, college counseling centers, and private practice. Qualified candidates are screened, using standard graduate school admissions and comprehensive interviews. Candidates are introduced to theoretical and practical academic teachings, which are woven together throughout the program to ensure a rich educational experience. Upon completion of the program, they are reintroduced to the communities as qualified counselors who will enhance their community through service and leadership.

A major focus of the program is developing and operationalizing the student's personal theory of counseling. Emphasis is placed on translating theory and research from course work to services for clients. Counselor training utilizes personal as well as multi-media instruction, carefully balanced to include didactic and experiential teaching. Diverse internships are available in community agency settings with 100 hours of practicum (40 hours of direct service) and 600 hours (240 hours of direct service) of internship are required. Approximately 200 hours of supervision are provided by onsite and University supervisors. Core competencies are individualized to each internship setting.

Another major focus of the program is personal growth and development. It is the belief of the faculty that students must possess insight and awareness and must be clear about the boundaries between personal issues and those of the client. To that end, students are presented with a number of opportunities for self-discovery and process and are referred outside the program for counseling when necessary. Solid mental health is the foundation to providing of professional counseling services.

A primary goal of Gonzaga's counseling program is to identify and select students who present the highest potential for success as counselors. Indicators of counselor success are demonstrations of skills, emotional intelligence, conflict resolution, consistent interpersonal behaviors, recognition of strengths and weaknesses, a clear grasp of goals, and increasing knowledge of one's impact on others.

The following skills are essential for successful counseling:
Counselor-Client Communication

Counselors must be able to demonstrate paraphrasing, reflection of feelings, clarification, silence, attending, minimal verbal response, and identification of affect. The counselor must recognize the congruence of the client's communication as demonstrated by verbal, non-verbal, and extraverbal cues.

Recognition of Impact

Counselors must be aware of how their actions may affect the client. This not only includes communication, but also confidentiality and professional standards. The counselor must take professional responsibility for providing the best possible counseling environment to assist a client's progress.

Personal Growth

Counselors should take responsibility for their own personal growth and must be able to deal with personal issues in healthy ways.

Conflict Resolution

Counselors should be able to use productive methods for resolving conflicts with and between others.

Approach

Client issues may be accessed cognitively, affectively, spiritually, and/or behaviorally. Counselors should be aware of traditional and innovative counseling methods.

Cultural Differences

Counselors should be sensitive to the needs of multicultural populations in providing counseling intervention.

Consultation and Referral

Counselors must be able to identify their areas of expertise and know when and how to consult and refer clients to specialized resources.

Program Outline: 60 credits

Core Required Courses

FIRST YEAR

Fall Semester

EDCE 560	Critical Issues in Counseling	3 credits
EDCE 639	Counseling Theories	3 credits
EDCE 695	Counseling Pre-Practicum	3 credits
EDCE 698	Research and Statistics	4 credits
EDCE 586	Introduction to Community Counseling	2 credits

Spring Semester

EDCE 588	Human Growth and Development	3 credits
EDCE 616	Psychopathology and Psychopharmacology	4 credits
EDCE 650	Group Process	2 credits
EDCE 696	Counseling Practicum	3 credits
EDCE 589	Marriage and Family Counseling	3 credits

Summer Semester

EDCE 565	Assessment in Community Counseling	3 credits
EDCE 605	Occupational Choice and Career Development in Counseling	2 credits
EDCE 603	Human Sexuality	2 credits

SECOND YEAR:

Fall Semester

EDCE 697A	Counseling Internship	5 credits
EDCE 664	Group Facilitation	2 credits
EDCE 592	Advanced Family Systems	3 credits

Spring Semester

EDCE 697B	Counseling Internship	5 credits
EDCE 550	Multicultural Counseling	3 credits
EDCE 638	Theories of Couples Counseling	2 credits

Summer Semester

EDCE 689	Professional Seminar	3 credits
EDCE 699	Comprehensive Oral Examination	0 credits

Master of Arts in School Counseling

School Counseling Mission

The mission of the School Counseling Program is to facilitate development of excellence in professional competence and personal growth. School Counseling graduates are prepared for distinguished service particularly in the areas of leadership, advocacy, social justice and with a respect for diversity in support of the educational achievement and life success skills of all students.

This program offers preparation for professional counselors who will serve in the K-12 school setting. School counselor candidates are competent in core knowledge and skills based on Washington State and CACREP standards. They participate in a supervised practicum (100 hours) and internship (600 hours) in the schools. The uniqueness of the program is embodied in its cohort model, the development and application of the student's personal theory of counseling, a transformational personal and professional growth process, and the teaching of comprehensive, state of the art school counseling best practices.

Program Description

The Master of Arts in School Counseling is designed to train professional counselors to work with students, staff, parents, and the community to support student achievement in the areas of personal, social, academic, and career development in K-12 schools. The successful school counseling graduate receives Washington State Residency Certification as an Educational Staff Associate (ESA).

Qualified candidates are screened, using standard graduate school admissions and comprehensive interviews. Candidates are introduced to theoretical and practical academic teachings, which are woven together throughout the program to ensure a rich educational experience. Upon completion of the program, they are reintroduced to the communities as qualified counselors who will enhance the educational community through service and leadership.

A major focus of the program is developing and operationalizing the student's personal theory of counseling. Emphasis is placed on translating theory and research from course work to services for school students. Counselor training utilizes personal as well as multi-media instruction, carefully balanced to include didactic and experiential teaching. Internships are available in school settings with 100 hours of practicum (40 hours of direct service) and 600 hours (240 hours of direct service) of internship required. Approximately 200 hours of supervision are provided by onsite and University supervisors. Core competencies are individualized to each internship setting.

Another major focus of the program is personal growth and development. It is the belief of the faculty that graduate students must possess insight and awareness and must be clear about the boundaries between personal issues and those of the school student. To that end, students are presented with a number of opportunities for self-discovery and process. Solid mental health is the foundation for providing professional counseling services in schools.

A primary goal of Gonzaga's counseling program is to identify and select graduate students who present the highest potential for success as counselors. Indicators of counselor success are demonstration of skills in emotional intelligence, conflict resolution, consistent interpersonal behaviors, recognition of strengths and weaknesses, a clear grasp of goals, and increasing knowledge of one's impact on others.

The following skills are essential for successful counseling:
Counselor-Student Communication

Counselors must be able to demonstrate paraphrasing, reflection of feelings, clarification, silence, attending, minimal verbal response, and identification of affect. The counselor must recognize the congruence of the student's communication as demonstrated by verbal, nonverbal, and extraverbal cues.

Recognition of Impact

Counselors must be aware of how their actions may affect the student. This not only includes communication, but also confidentiality and professional standards. The counselor must take professional responsibility for providing the best possible counseling environment to assist a student's progress and support academic achievement.

Personal Growth

Counselors should take responsibility for their own personal growth and must be able to deal with personal issues in healthy ways.

Conflict Resolution

Counselors should be able to use productive methods for resolving conflicts with and between others.

Approach

School student issues may be accessed cognitively, affectively, and/or behaviorally. Counselors should be aware of traditional and innovative counseling methods.

Cultural Differences

Counselors should be sensitive to the needs of multi-cultural populations in providing counseling intervention.

Consultation and Referral

Counselors must be able to identify their areas of expertise and know when and how to consult and refer students for specialized resources.

Program Outline: 53 credits

Core Required Courses

FIRST YEAR:

Fall Semester

EDCE 559 Critical Issues in School Counseling	3 credits
EDCE 639 Counseling Theories	3 credits
EDCE 695 Counseling Pre-Practicum	3 credits
EDCE 698 Research and Statistics	4 credits
EDCE 585 Introduction to School Counseling	2 credits

Spring Semester

EDCE 588 Human Growth and Development	3 credits
EDCE 616 Psychopathology and Psychopharmacology	4 credits
EDCE 650 Group Process	2 credits
EDCE 696 Counseling Practicum	3 credits
EDCE 587 Child and Adolescent Counseling	3 credits
EDCE 595 Special Issues in School Counseling	1 credit

Summer Semester

EDCE 564 Assessment in School Counseling	2 credits
EDCE 605 Occupational Choice and Career Development in Counseling	2 credits

SECOND YEAR:

Fall Semester

EDCE 697A Counseling Internship	5 credits
EDCE 664 Group Facilitation	2 credits

Spring Semester

EDCE 697B Counseling Internship	5 credits
EDCE 550 Multicultural Counseling	3 credits

Summer Semester

EDCE 689 Professional Seminar	3 credits
EDCE 693 Comprehensive Orals for School Counselors	0 credits
EDCE 699 Comprehensive Oral Examination	0 credits

Elective Courses

EDCE 690 Directed Readings	variable credit
EDCE 691 Directed Study	variable credit
EDCE 692 Independent Study	variable credit
EDCE 694 Special Project	variable credit

Master of Counselling (Site Based)

Master of Counselling, Site-Based Program Mission Statement

The Master of Counselling program provides counsellor education for students reflecting ethical and cultural aspects of Canadian life with focus on province-related needs and trends. The program promotes the development of a solid knowledge base and strong clinical skills, while fostering personal growth and transformation. Students are prepared to be ethical, competent, service-oriented counselor practitioners.

This program offers preparation for professional counselors within community agencies, schools, and clinics in Canada. Candidates attain a core of competencies, with individualization taking place through supervised internship settings. Emphasis is placed on translating theory and research from course work to services for clients. A major focus of the program is the development and operationalization of the student's personal theory of counseling. This degree is a two-year program for students and is provided in a cohort model.

Program Outline: 42 credits

Core Required Courses

EDCE 525 Intro to Canadian Counselling	1 credit
EDCE551 Diversity in Counselling	2 credits
EDCE558 Canadian Counselling Issues and Ethics	3 credits
EDCE 566 Assessment in Counselling	3 credits
EDCE 584 Counselling Across the Life Span	3 credits
EDCE 590 Marriage and Family Counselling	3 credits
EDCE 616 Psychopathology and Psychopharmacology	3 credits
EDCE 640 Counselling Theories	3 credits
EDCE 658 Group Process and Facilitation	3 credits
EDCE 684A Pre-Practicum in Counselling	2 credits
EDCE 685B Pre-Practicum in Counselling	4 credits
EDCE 686 Practicum in Counselling	5 credits
EDCE 689 Professional Seminar	3 credits
EDCE 698 Research and Statistics	4 credits
EDCE 699 Comprehensive Oral Examination	0 credits
Comprehensive Written Examination	

Elective Courses

EDCE 690 Directed Readings	variable credits
EDCE 691 Directed Study	variable credits
EDCE 692 Independent Study	variable credits
EDCE 694 Special Project	variable credits

Course Description

EDCE 525 Introduction to Canadian Counselling 1 credit

This course provides information and insight to the roles and functions of various counseling specialties within the provinces of British Columbia or Alberta. This course serves as prerequisite for EDCE 639 Counselling Theories and EDCE 558 Canadian Counselling Issues and Ethics. Summer.

EDCE 550 Multicultural Counseling 3 credits

Students gain insight into the significance of culture and how it relates to behavior and mental health. Students also become adept in several counseling styles that are successful with diverse ethnicities. There are presentations by representatives of various ethnic groups.

EDCE 551 Diversity in Counselling 2 credits

Students gain insight into the significance of culture and how it relates to behavior and mental health. Students also become adept in several counseling styles that are successful with diverse populations.

EDCE 558 Canadian Counselling Issues and Ethics

3 credits

Content will focus on Canadian and specifically provincial (British Columbia or Alberta) issues and ethics of the Canadian Counselling Association (CCA) with accompanying texts and other materials that are regional and province specific. Gonzaga graduates in the counseling profession are expected to be at the forefront as leaders in the profession by role modeling the highest ethical standards possible. Through discussion, assigned reading, and written work, students develop and present their personal understanding of and response to critical issues in the counseling field. Specifically, students will study ethical and legal consideration, roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. Other issues to be discussed include professional roles, functions, and relationships with other human service providers; public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; the ethical standards of CCA and related entities; and applications of ethical and legal considerations in professional counseling. Fall.

EDCE 559 Critical Issues in School Counseling 3 credits

This course will introduce students to ethical codes adopted by the counseling profession and help them apply these standards in a school setting. An emphasis is placed on helping each student to examine and become aware of their beliefs and values and the potential impact these might have on the way they provide counseling.

EDCE 560 Critical Issues in Counseling 3 credits

Graduates of the Master of Arts program in Counseling at Gonzaga University are expected to be at the forefront in demonstrating the highest ethical standards possible in the counseling profession. In a time when the helping profession is increasingly being held accountable for the behavior of its members, the development and implementation of personal and professional standards that exemplify the best in role models and leadership is imperative. Through discussion, assigned reading, and written work, students develop and present their understanding of and response to critical issues in the counseling field.

EDCE 563 Assessment in Martial, Couple and Family Counseling 2 credits

Test and non-test methods of appraisal, including technical and methodological principles, administration, scoring, and interpretation of tests used in counseling. This course is not intended to qualify students to perform assessments using psychological testing or to otherwise perform assessment services to the public without further education, training, and supervision. Rather, this course is intended to familiarize students so that they might identify and understand those instruments typically used in counseling as required by CACREP Standards. In addition, students will be introduced to family assessment models and specific instruments as well as evaluation of program and agencies providing couple and family counseling.

EDCE 564 Assessment in School Counseling 2 credits

This course is intended to familiarize students with test

and non-test methods of appraisal, including administration, scoring, and interpretation of tests. Individual and group tests and clinical procedures widely used to appraise intelligence, aptitudes, interests, achievement, development, personality, and learning approaches are surveyed. It is stressed that this course is not intended to qualify students to perform psychological assessments or to otherwise perform assessment services to the public. Its purpose is to familiarize students with appraisal methods and instruments typically used in counseling and to assist students in the process of performing assessments appropriate to the counseling profession.

EDCE 565 Assessment in Communication

Counseling

3 credits

This course is intended to familiarize students with test and non-test methods of appraisal, including administration, scoring, and interpretation of tests. Individual and group tests and clinical procedures widely used to appraise intelligence, aptitudes, interests, achievement, development, personality, and learning approaches are surveyed. It is stressed that this course is not intended to qualify students to perform psychological assessments or to otherwise perform assessment services to the public. Its purpose is to familiarize students with appraisal methods and instruments typically used in counseling and to assist students in the process of performing assessments appropriate to the counseling profession.

EDCE 566 Assessment in Counselling

3 credits

This course is intended to familiarize students with test and non-test methods of appraisal typically used in counseling and psychology. Students will learn historical perspectives concerning the nature and meaning of assessment, basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced, environmental, performance, individual and group assessments via inventory methods, behavioral observation, computer-managed and assisted methods, clinical interview, and others. Statistical concepts underlying assessment such as scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations will be taught in addition to concepts of reliability and validity. Students will explore factors related to assessment of individuals, groups, and specific populations such as age, gender, sexual orientation, ethnicity, language, disability, culture, and spirituality. Summer.

EDCE 583 Introduction to Marital, Couple and Family

Counseling

3 credits

An introduction to couples and family theories and therapy. General principles of family development and systems theory are explored. The student is asked to think in relationship or systems terms regarding family behavior. Through participation in experiential assignments, students will acquire an understanding of family development and couple and family theories.

EDCE 584 Counselling across Lifespan

3 credits

This course is designed to provide students with an in-depth exploration of the mental health issues specific to population across the lifespan. This course will thoroughly represent human growth and development with specific and current interventions appropriate to different developmental levels and stages. Special emphasis is placed on "normal" development versus "pathological" development. Students study human behavior including an understanding of developmental crises, disability,

exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. There is special sensitivity to the issues of child abuse, multicultural awareness, and at-risk populations. Students are introduced to a variety of counseling procedures and interventions appropriate to both agency and school settings. Spring.

EDCE 585 Introduction to School Counseling 2 credits

This course introduces school counseling and provides an overview of the profession. The role of the counselor is examined in the content of the K-12 school environment and school reform. A basic framework for comprehensive school counseling programs is introduced. Student achievement and personal/social and career development are discussed in relation to current societal and educational issues. Education reform, creating comprehensive counseling programs, relevant school law, crisis intervention, proactive programming, exceptional populations, and school safety are among the topics that will be addressed.

EDCE 586 Introduction to Community Counseling 2 credits

This course provides an orientation to community counseling. This includes an orientation to community counseling and familiarization with role and function, standard of care, professional ethical guidelines, and an understanding of the historical, philosophical, and social roots of counseling and consultation practices of the counseling profession.

EDCE 587 Child and Adolescent Counseling 3 credits

This course is designed to provide students with an in-depth exploration of the mental health issues specific to this population. Special emphasis is placed on "normal" development versus "pathological" development, and there is special sensitivity to the issues of child abuse, multicultural awareness, and at-risk populations. Students are introduced to a variety of counseling procedures and interventions appropriate to both agency and school settings.

EDCE 588 Human Growth and Development 3 credits

Through this course, students review theories of individual and family development and transitions across the life-span; theories of learning and personality development, and human behavior, including an understanding of developmental crises, disability, addictive behavior, and environmental factors as they affect both normal and abnormal behavior.

EDCE 589 Marriage and Family Counseling 3 credits

Students examine the major contemporary theories and approaches in marriage and family counseling. Major theories and concepts of family dynamics, family life cycle, and lifestyles in general are examined.

EDCE 590 Marriage and Family Counselling 3 credits

Students examine the major contemporary theories and approaches in marriage and family counseling. Concepts of family dynamics, family life cycle, and lifestyles in general are presented. Students will explore systems theories and related interventions as well as processes for selecting appropriate modalities for family assessment and counseling. Role and function, ethical and legal consideration, the structure and operations of professional organizations and credentialing bodies, and the implications of professional issues unique to marital, couple, and family counseling are discussed as are pertinent roles of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues. Fall.

- EDCE 592 Advanced Family Systems 3 credits
Students will engage in an advanced theoretical study with an emphasis on researched applications of family counseling.
- EDCE 594 Special Topics in Marriage and Family Systems 3 credits
The effects of violence, chemical dependency, and related family concerns on family dynamics and their impacts on couple and family counseling. Students will understand family development and the family life cycle and the impact of specific problems/challenges on family functioning.
- EDCE 595 Special Issues in School Counseling 1 credit
This course is intended to extend the knowledge and skills introduced in EDCE 585 as students begin the application of this knowledge and skill base in their practicum settings. The course will include strategies of leadership designed to enhance the learning environment. Barriers that impede student academic, career, personal/social success, and overall development will be explored through a discussion format. Spring.
Prerequisite(s): EDCE 585
- EDCE 603 Human Sexuality 3 credits
A basic understanding of human sexuality. Normal psycho-sexual development, sexual functioning and its physiological aspects and sexual dysfunction along with its treatment will be covered.
- EDCE 604 Prevention and Parent Education 3 credits
Current prevention programs for relationship enhancement and parent education. Students will examine research effectiveness, counselor/leader roles and program formats.
- EDCE 605 Occupational Choice and Career Development in Counseling 2 credits
This course is designed to acquaint students with the theory practice, and pragmatic aspects of vocational and life planning counseling. Students develop their own theoretical assumptions regarding vocational development and choice, integrate their theory into counseling practice, become familiar with information systems and centers, and prepare a comprehensive life planning program appropriate for use in future employment settings.
- EDCE 611 Continuing Research 1 credit
- EDCE 616 Psychopathology and Psychopharmacology 3 - 4 credits
This course is designed to provide a cognitive foundation in theoretical and treatment perspectives on psychopathological disorders of adults, including an understanding of the application of these perspectives in clinical settings for diagnostic and treatment purposes. Attention is given to identifying the specific symptoms associated with common psychological disorders, the multi-axial evaluation system of the DSM IV, differential diagnostic considerations, and psychopharmacological issues and interventions. The issues of severity of psychosocial stressors as well as the importance of actual adaptive functioning levels associated with each disorder are covered.
- EDCE 638 Theories in Couples Counseling 3 credits
The study of the development of the couple-counseling field and the issues and theories related to its practice.
- EDCE 639 Counseling Theories 3 credits
Attempting to counsel without a solid philosophical base in counterproductive. In addition to developing their own theories, students in this course have the opportunity to examine what other leaders in the counseling field have written and how a theory of counseling affects quality of service.
- EDCE 640 Counselling Theories 3 credits
Students in this course will have the opportunity to examine historic and current cognitive, affective, spiritual, and behavioral theoretical orientations to counseling psychology and the application of theory to counseling service, case conceptualization, and counseling interventions. From this historical and current exploration, students will begin to develop a personal model of counseling, a general framework for understanding and practicing counseling. Additionally, students will examine the historical development of consultation, explore the stages of consultation and the major models of consultation, and apply the theoretical material to case presentations. Students will also begin to develop a personal model of consultation. Fall.
- EDCE 650 Group Process 2 credits
This course is an introduction to the theory and practice of group counseling and psychotherapy. The development of an understanding of group dynamics and group process are stressed. In order to provide the required experiential component to this course, it is offered in conjunction with EDCE 664 Group Facilitation.
- EDCE 658 Group Process and Facilitation 3 credits
This course is an introduction to the theory and practice of group counseling. Students will gain experience in developing and refining group leadership techniques with emphasis on group process and dynamics. This course will focus on both historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factors, leadership orientations and styles, process, counseling theories, group counseling methods, and skills. Students will refine their theory and skills, and they will integrate the theoretical and experiential understandings of group theory and practice.
- EDCE 664 Group Facilitation 2 credits
This course provides experience in developing and refining group leadership techniques with emphasis on group simulations and demonstrations.
Prerequisite(s): (EDCE 560 or EDCE 559) and EDCE 639 and EDCE 650 and EDCE 696
- EDCE 684A Counselling Pre-Practicum 2 credits
Prior to beginning the full fall semester pre-practicum, students are introduced to the basic counseling skills of attending. Students are prepared to begin the placement experience, primarily by shadowing and observing clinical practice and receiving supervision at their site. Students may begin to accrue supervised hours. With program director approval and site-supervisor permission, some experience may be applied to the direct contact hours criteria (or 250 total). This course serves as prerequisite for 685B Counselling Pre-Practicum. Summer.
- EDCE 685B Counselling Pre-Practicum 4 credits
Through this course, students develop skills, techniques, and process critical to counseling. The historical development of counseling theories will be discussed with an exploration of affective, behavioral, and cognitive theories; essential interviewing and counseling skills that assist the student in creating appropriate professionally boundaried therapeutic relationships, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will learn and begin to personalize a general framework for understanding and practicing counseling and consultation. EDCE 685 Pre-Practicum requires 80 hours of field

- placement work during the fall semester immediately preceding the spring semester EDCE 686 Practicum. Those 80 hours shall be a combination of experiences including such activities as: orientation, shadowing, co-counseling (if permitted). In general, the pre-practicum placement is a time to get acclimated to your agency placement, learning the protocols, paperwork requirements, and other needs. This course serves as a pre-requisite to Counseling Practicum (EDCE 686). Fall.
- EDCE 686 Counseling Practicum 5 credits
This course is designed to serve as the transition between the pre-practicum phase of the counselor's professional development and preparation for entry level practice by providing for the continued development of counseling skills on site and under direct supervision. Students continue to gain working knowledge of record keeping, resources, and office protocol. They will regularly observe and receive feedback from the field supervisor and begin to carry a full caseload of clients representing the ethnic and demographic diversity of the community. Students must complete supervised practicum experiences that total a minimum of 120 clock hours. The practicum includes all of the following: a minimum of 60 hours of direct service with clients, including experience in individual counseling and group work, weekly interaction with an average of one hour per week of individual and/or triadic supervision with an onsite supervisor. Forty (40) hours of class time in spring semester consists of group supervision and other further instructive experiences. Also, an evaluation of the student's performance throughout the practicum, including a formal evaluation at the conclusion of the practicum will be required.
Prerequisite(s): EDCE 685
- EDCE 689 Professional Seminar 3 credits
This course prepares students for the final oral examination. Students work with their primary professors and with their small groups to revise and refine their personal theories of counseling. They are given the opportunity to "defend" this personal theory in a format similar to that of the actual final oral.
- EDCE 690 Directed Reading 1 - 4 credits
Directed reading requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDCE 691 Directed Study 1 - 4 credits
Directed reading requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDCE 692 Independent Study 1 - 4 credits
Independent study requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDCE 693 Comprehensive Orals for School Counselors 0 credits
- EDCE 694 Special Project 1 - 3 credits
Special project requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDCE 695 Counseling Pre-Practicum 3 credits
Students develop their own counseling style and begin integrating their theories of counseling into a personal process of counseling. Through this course, students develop skills, strategies, and techniques critical to counseling.
- EDCE 696 Counseling Practicum 3 credits
This course is designed to serve as the transition between the pre-practicum phase of the counselor's professional development and the internship experience. Students gain working knowledge of record keeping, resources, and office protocol. They will regularly observe and receive feedback from the field supervisor and begin to carry a full case load of clients by the middle of the semester.
Prerequisite(s): EDCE 695
- EDCE 697 Counseling Internship 1 - 5 credits
A minimum of 600 hours (240 hours minimum of direct service). Internship requires completion of a form, and department permission and cannot be registered for via Zagweb.
Prerequisite(s): EDCE 696
- EDCE 697A Internship 5 credits
This course provides a minimum of 300 hours on-site counseling experiences (120 hours of which must be in direct service) under direct supervision for advanced students. Students integrate their personal theory of counseling into practice and function as a full staff member in the school or agency counseling setting, demonstrate professional ethics and standards of care, and demonstrate professional counseling skills, strategies, and techniques.
- EDCE 697B Internship 5 credits
A second semester continuation of 697A. A further 300 hours of field experience, with 120 hours of direct service is required.
- EDCE 698 Research and Statistics 4 credits
This course is designed to acquaint students with the language and tools of research and statistics. Often students who do graduate work in counseling psychology do not come to this course with a strong background in research and a result, have a real fear of the subject area. A specific goal of this course is to make research and statistics a subject that students become comfortable with and also an area that they come to enjoy.
- EDCE 699 Comprehensive Oral Examination 0 credits
Permission of chairperson.

The Department of Educational Leadership and Administration

Chairperson: Janet Z. Brougher

The Department of Educational Leadership and Administration bases its degree programs on the premise that the education profession must be composed of knowledgeable, skilled, and committed leaders who operate from a strong value base. At the master's level, leadership is defined as possessing the knowledge, abilities, and commitment to facilitate improvement of educational settings.

This department offers two master's degree programs:
 Master of Arts in Leadership and Administration
 Master of Anesthesiology Education

Master of Arts in Leadership and Administration

The Master of Arts in Leadership and Administration program is designed as an integrated program for educators who aspire to be effective teacher leaders, or administrative leaders. We believe that educational teams become stronger when greater understanding exists about the roles of each of its members. Because the program integrates content and professional standards appropriate to both teachers and administrators, students also may elect to complete their professional teacher certification (see Teacher Professional Certification), or administrator certification in conjunction with the master's program. Theory and practice is explored from the perspective of both teachers and administrators, and coursework is differentiated depending on the students' career goals.

The program is designed for working educators with a focus on linking theory and research to the practical issues in teaching and leadership using their local districts as the context for their study. Students are admitted into a cohort of educators from their local areas and experience the benefits of a collaborative learning community close to their own schools and districts. Faculty travel to the students' location, rather than the students coming to the university. Courses are held in the evenings or on weekends depending on the needs of the cohort. As students work on assignments for each of the program courses they have the opportunity to explore issues important to them in their own classrooms, schools, and districts. Each cohort is assigned a faculty advisor who works with them through the entire program. Currently, the program is approved to be delivered in the state of Washington, and the provinces of British Columbia, and Alberta.

Admissions

Selection of students will be based on the information gathered from the materials identified below. Each applicant will submit the following materials to the School of Education Graduate Admissions Office:

- 1) A completed application form (see the School of Education website: www.gonzaga.edu/soe/grad)
- 2) A non-refundable fee.
- 3) A written statement of purpose. Gonzaga University belongs to a long and distinguished tradition of human-

istic Catholic, and Jesuit education. The School of Education upholds the University tradition and exemplifies it through its dedication to preparing socially responsive professionals who serve with care, competence, and commitment. Additionally, the department's mission is to prepare reflective educational leaders who promote student, professional, and organizational learning to address challenges and opportunities inherent in a changing world. With these perspectives in mind, please submit a typed statement of purpose that presents:

- a) A description of why you are interested in graduate studies;
 - b) An assessment of the strengths you have that will help you as an educational leader;
 - c) A description of what you hope to gain from this master's program.
 (In the Statement of Purpose, the Admissions Committee will look for evidence of the applicant's personal commitment to:
 - 1 – students,
 - 2 – service to others,
 - 3 – concern for social justice, and
 - 4 – interest and/or experience in leadership).
- 4) Two letters of recommendation, one from the most recent supervisor, and the other from a professional colleague, sent directly from the recommending persons to the School of Education Graduate Admission Office with the Confidential Recommendation forms attached (see the School of Education Website).
 - 5) One official transcript from each college or university attended. International applicants must submit foreign transcripts in the original language and an English copy. Final transcripts must bear a posted bachelor's degree from an accredited university.
 - 6) A résumé that shows career history and highlights leadership experiences.
 - 7) An official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.

Prerequisite

A bachelor's degree from an accredited college or university is required and three (3) years of teaching experience is preferred.

Program Outline: 34 credits

The Master of Arts in Leadership and Administration is a 34 credits degree program.

EDLA 525 Educational Leadership and Inquiry	3 credits
EDLA 633 Organizations and Educational Leadership	3 credits
EDLA 564 Art and Science of Teaching	3 credits
EDLA 648 Educational Leadership and School Improvement	3 credits
EDLA 698 Research and Data Analysis	3 credits
EDLA 565 Assessment and Learning	3 credits
EDLA 653 Curriculum Development	3 credits
EDLA 641 Educational Leadership and Community	3 credits
EDLA 626 Culture, Diversity, and Human Rights	3 credits
EDLA 689 Professional Seminar	3 credits
EDLA 699 Comprehensive Oral Exam	0 credits

Professional Teacher Certification Option includes all MALA coursework plus the pre-assessment seminar (see catalogue section on Professional Teacher Certification).

Master of Leadership and Administration Program with Principal or Program Administrator Certification: 36 credits

(for specific program information, please contact the program director, Dr. Chuck Salina, salina@gonzaga.edu).

The Master of Arts in Leadership and Administration with principal or program administrative certification is designed to prepare candidates with the knowledge, characteristics and motivation essential for today's administrative leaders. The purpose of the certification programs is to form educational administrators dedicated to enhancing the learning experience for all persons within their educational setting. The certification programs are field based and provide an opportunity for teacher leaders and future administrators to work collaboratively in exploring educational issues of importance as it relates to their school, or district, and their career goals.

Principal or Program Administrator Certification for candidates who have a graduate degree in educational leadership or educational administration: (for specific program information, please contact the Program Director, Dr. Chuck Salina, salina@gonzaga.edu).

Course Description

EDLA 501 Professional Development 1 - 5 credits

This course is designed for experienced teachers. The course involves both in-class and field-based learning.

EDLA 520 Computers in School Curriculum 3 credits

The nature of contemporary school curriculum and the need for the professional educator to gain a basic understanding of computers and computer technology are discussed. The course also explores a variety of computer applications and evaluates their uses in the classroom.

EDLA 525 Educational Leadership and Inquiry 3 credits

This course creates opportunity for personal reflection upon one's role as a leader in classroom and broader culture. Because schools are centers of inquiry, candidates will develop the capacities to lead a process of evidence informed decision-making. Candidates will examine leadership theory, practice, and the communication skills associated with professional inquiry.

EDLA 540 Ethical Dimensions in Education 3 credits

This course presents a review of ethical concepts, and an examination of ethical decision-making that affects the daily life of students, teachers, administrators, staff, and parents involved in the K-12 education. This course explores important elements of ethics and the culture of institutions in K-12 education.

EDLA 546 Advanced Learning Strategies 3 credits

This course is designed to identify for teachers, principals and curriculum developers a range of teaching models and instructional approaches for creating learning environments. The course provides a systematic exploration of interactions among educational objectives, pedagogical strategies, curricular designs, social and psychological theory. The course emphasizes the wide range of options teachers may adopt and adapt to their unique teaching situation. The course assists students in developing a basic repertoire of teaching models through analysis of the underlying theoretical structures, principles and procedures of four different groups of approaches to teaching. Students will have the opportunity to participate in the "coaching" process designed to assist with the acquisition of new teaching behaviors.

EDLA 548 Educational Leadership and School Improvement 3 credits

This course will examine the beliefs, knowledge, and skills that promote collaboration with all stakeholders toward creating a school improvement plan that promotes students success. The course will address practi-

cal elements of dynamic school leadership applied to researched based practices regarding change, team building, staff development models, and supervisory processes that foster the improvement of schools.

EDLA 553 Teaching Thinking Skills 3 credits

This course presents a practical introduction to strategies that develop thinking skills: theory as well as practical applications to use in the classroom. Emphasis is on how to integrate thinking skills development into the existing classroom curriculum.

EDLA 554 Cooperative Learning 3 credits

This course provides a treatment of collaborative learning strategies. Course topics include recognizing elements of cooperative learning, diagnosing and grouping for a cooperative classroom environment, utilizing eight applied teaching techniques, and promoting responsible evaluation techniques for collaborative learning.

EDLA 564 Art and Science of Teaching 3 credits

This course focuses on a comprehensive framework for enhancing student learning. The course perspective will build on the educational applications of brain research and on strategies for creating and sustaining safe, effective, learning environments. Candidates will apply what they are learning to their own classrooms and schools.

EDLA 565 Assessment and Learning 3 credits

The course is designed to help candidates extend their expertise in educational measurement, assessment, and evaluation of student learning at the classroom, building, district, state, provincial, and national levels. Candidates will study the philosophical, cultural, ethical, and political issues surrounding the measurement, assessment, and evaluation of student learning, then design and apply valid and reliable ways of integrating student learning goals with a variety of assessment methods in order to improve their students' learning.

EDLA 597 Instructional Practicum 3 credits

This is a field-based experience for practicing teachers. The focus is on the development and documentation of growth standards from research on teaching. Teachers use peer coaching, effective schools research, climate expectations, and goal setting strategies. Some application of specific models, social styles, and positive growth strategies may be involved.

EDLA 611 Continuing Thesis Education 1 credit

EDLA 623 Risk and Protective Factors 3 credits

This course addresses the interdependency of family, school and community as they impact the school-aged child. Risk factors are addressed, as well as protective factors that can support family, school, and community in fostering resiliency in children.

EDLA 625 Classroom Intervention Skills 3 credits

This course offers teachers the opportunity to learn communication and counseling skills that can be used within the instructional settings. Supportive classroom management techniques that result in logical consequences and assist the child in accepting responsibility for behavior are addressed. This course focuses on a multitude of methods and modalities in order to address various learning styles reduce non-academic stressors.

EDLA 626 Culture, Diversity, and Human Rights 3 credits

Candidates will examine issues concerning accepting, respecting, appreciating, and accommodating all members of society who are entitled to enjoy the benefits of education regardless of their race, color, national origin, gender, native language, age, social or economic status, family structure and life style, sexual orientation, religious perspective, or ability level. Candidates will address cultural competence from a global perspective and explore various life/world views. Candidates will explore diversity from a global perspective.

- EDLA 633 Organizations and Educational Leadership 3 credits
This course is designed to enhance candidates' understanding of organizations and to build their capacity as leaders with and without authority to help the organization achieve its goals.
- EDLA 635 Principalship 3 credits
This is a competency-oriented course which investigates the role of the principal in professional leadership, community service, shared decision making, personnel development, and the meeting of student needs.
- EDLA 638 Human Resource Management 3 credits
This course presents a broad view of the human relations function as one of the critical and interrelated subsystems involved in the administration of a school or a school system. The major topics for consideration and investigation include knowledge of the processes and attitudes that facilitate the integration of a professional into the school organization, promotion of the instructional leadership of the individual and the enhancement of his/her work satisfaction and the awareness of the legal and ethical environment of personnel administration. The course challenges the student to respond to the changing needs in personnel administration by adopting new ways of working that can enhance the human resource capabilities of schools.
- EDLA 641 Educational Leadership and Community 3 credits
This course will explore the multiple, complex ways that our schools and society shape each other, with special attention devoted to school leadership issues. Theory, research, and models of effective practice will inform the educational leader's role as a bridge between school and community. This bridging role includes being actively involved in building reciprocal relations within and between the school and community, facilitating understanding and communication among and between various interest groups as they impinge on the school, and developing mutually beneficial linkages and partnerships for the benefit of the school, particularly as they enhance the mission of promoting powerful and equitable learning for students, professionals, and the organization.
- EDLA 646 Staff Development 3 credits
This course provides the professional teacher with an understanding of the concepts of adult learning and development and an awareness of some of the components, processes, and techniques of staff development programs. The focus is on the underlying theme of staff development programs that the professional teacher perceives learning and the acquisition of new competencies as a life-long process.
- EDLA 648 Educational Leadership and School Improvement 3 credits
This course focuses on the skills of promoting effective cooperation between community and school. It also includes discussion of communication strategies, team building, and meeting patron need.
Prerequisite(s): Postgraduate standing or permission (Canada only)
- EDLA 651 Supervision of Instruction 3 credits
This course is designed to support the position that the primary purpose of supervision is to provide the means for teachers and supervisors to increase their understanding of the teaching-learning process through collaborative inquiry that can increase classroom effectiveness and student learning. The primary assumption on which this course rests is given a democratic setting; all teachers have the potential for growth and are capable of making appropriate instructional decisions based on relevant classroom data. Teachers are perceived as active constructors of their own knowledge about learning and teaching and supervision is viewed as a collaborative means in creating this knowledge. The emphasis is on multiple methods of collecting objective data during instruction that can be used to make inferences and interpretations regarding the effectiveness of the teaching process.
- EDLA 653 Curriculum Development 3 credits
This course includes the basic approaches to planning and modifying school curricula and places these in historical, ideological, and political contexts. Topics include the diagnosis of needs, selection and organization of learning experiences, evaluating curricular systems and the elements of change process that promote equity and access to learning.
- EDLA 662 Leadership and Finance 3 credits
This course presents a thorough overview of the economics and financing of education. This course also presents, and prepares participants for using, standard budgeting procedures for managing schools and school systems.
- EDLA 663 Leadership and Law 3 credits
The course is designed for graduate students in education without prior formal training in school law, but who have experience working in schools. Through multiple activities students are expected to be able to identify legal issues which may arise in their jobs in school, be familiar with the legal rules which govern these issues, and be able to make an educated guess about how a court might apply these legal standards to their situation.
- EDLA 689 Professional Seminar 3 credits
This seminar is intended to be a culminating experience in the master degree program. During the semester, the candidate works with his/her academic advisor to complete the research and/or position paper. The final paper is presented to a small group of peers in a seminar setting. The time for the seminar is scheduled for five days dependent on the number of students needing to present. Each student has approximately 50 minutes for their presentation. The presentation should be viewed as a discussion time for peer interaction about the topic of the paper, rather than a formal lecture or "teaching" session.
- EDLA 690 Directed Readings 1 - 3 credits
This is an individualized study based on readings approved by professor. Student develops a selected bibliography.
- EDLA 692 Independent Study 1 - 3 credits
This is an individualized study designed by the student in consultation with the professor. It requires self-directed learning in a selected area of interest; the professor serves as resource.
- EDLA 694 Special Project 1 - 3 credits
This is an individualized and project-based study, which results in a practical application of educational theory. The project or written report of project is submitted to the professor for evaluation.
- EDLA 695 Professional Experience 1 - 3 credits
This is a planned series of field experiences in settings related to education, junior colleges, court services, social agencies, etc.
- EDLA 698 Research and Data Analysis 3 credits
The research course continues from the educational leadership and inquiry course and focuses on helping candidates understand and apply methodological, ethical, and writing, and formatting issues related to the research process. The course is designed to prepare the candidates to plan and report on self-selected research projects.
- EDLA 698A Research Project 3 credits
This is a research project for a master's degree.
- EDLA 698C Research Seminar 1 credit
An analysis of basic elements of research proposal design.
- EDLA 699 Comprehensive Oral Exam 0 credits

Master of Anesthesiology Education

University Program Director: Dan Mahoney
 Sacred Heart Medical Center Program Director:
 Margaret Meyers
 Sacred Heart Medical Center Clinical Director:
 John Weisbrod

This program is designed for registered nurses who wish to assume an educational leadership role within the profession of nurse anesthesia. In addition to preparing students to be competent, skilled nurse anesthesia practitioners, it is the mission of the program to nurture and develop innovative, creative leaders for the advancement of the profession.

Each applicant must submit the following materials to the School of Education Graduate Admissions Office:

- 1) A completed application form (see the School of Education website: www.gonzaga.edu/soe/grad) and non-refundable fee.
- 2) A professional résumé.
- 3) A written statement describing what the applicant has done to prepare for beginning a career in nurse anesthesia and why our particular degree emphasis in leadership and education is desirable.
- 4) Two letters of recommendation (one from an immediate supervisor, and one from a nurse or M.D. with whom the applicant is working) sent directly from the recommending persons to the School of Education Graduate Admission office using the confidential recommendation forms (see the School of Education Website).
- 5) One official transcript from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy). Final transcripts must bear a posted bachelor's degree from an accredited university.
- 6) The official score from the Graduate Records Exam (GRE) general aptitude test (must be less than five years old), even if the applicant has an advanced degree.
- 7) A photocopy of the applicant's current registered nurse license.
- 8) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 9) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisites

Applicants must be a registered nurse with a baccalaureate degree in nursing or an equivalent degree as determined by the program director at Gonzaga University.

- 1) Applicants must have a cumulative grade point average of 3.20 on a 4.00 scale.
- 2) A minimum of two years experience as a registered nurse is required prior to interviewing for the MAE program.
- 3) Applicants must have one year of adult critical care experience at the time of interview, with two years preferred.
- 4) Applicant must provide evidence of current CCRN.
- 5) Applicant's transcripts must show evidence of coursework in biology, microbiology, chemistry, biochemistry, physiology, and anatomy or zoology.
- 6) Applicant must have at least 30 credits in life sciences.
- 7) Preference will be given to applicants with a grade point average of at least 3.20 in the science courses.

- 8) Applicants with degrees other than a bachelor of science degree would be eligible to apply if above science requirements are met.

General ICU, adult specialty ICU, and cardiac ICU are examples of acceptable critical care experience. Critical care experience must have been in the five years prior to the interview.

Program Outline: 64 credits

EDAE 501 Basic Principles of Anesthesia 1	6 credits
EDAE 502 Basic Principles of Anesthesia 2	2 credits
EDAE 520 Anatomy and Physiology	4 credits
EDAE 521 Anatomy and Physiology	2 credits
EDAE 551 Chemistry and Pharmacology	6 credits
EDAE 552 Chemistry and Pharmacology	2 credits
EDAE 553 Chemistry and Pharmacology	4 credits
EDAE 560 Theories of Adult Learning	3 credits
EDAE 561 Instructional Strategies for Adults	3 credits
EDAE 570 Integrated Data Base Systems Design	3 credits
EDAE 595 Professional Seminar/Teaching Project	1 credit
EDAE 603 Regional and Pediatric Anesthesia	2 credits
EDAE 604 Obstetrics and Neonatal Anesthesia	2 credits
EDAE 605 Cardiovascular/Thoracic/ Neuro Anesthesia	2 credits
EDAE 606 Integration of Advanced Principles of Anesthesiology	2 credits
EDAE 621 General Practicum	1 credit
EDAE 622 Specialty Practicum	1 credit
EDAE 623 Integrated Practicum	2 credits
EDAE 670 Medical Ethics	3 credits
EDAE 671 Law and Medicine	2 credits
EDAE 672 Professional Leadership	3 credits
EDAE 689 Research and Data Analysis	4 credits
EDAE 690 Research Seminar	1 credit
EDAE 691 Research Seminar	1 credit
EDAE 695 Professional Seminar/Continuing Education	1 credit
EDAE 698 Professional Seminar/Integration	1 credit
EDAE 699 Comprehensive Oral Examination	0 credit

Course Description

EDAE 501 Basic Principles of Anesthesia 6 credits
 This course assists the student in learning the methods, techniques, and agents in general anesthesia. Specific types of anesthetic machines are demonstrated. The course includes pre and post-anesthetic assessment of the patient, drugs that augment anesthesia, common complications related to anesthesia, and the importance of initiating and maintaining the patient's anesthesia record. Throughout the course, the student has a variety of experiences administering anesthesia under the supervision of a qualified anesthetist.

EDAE 502 Basic Principles of Anesthesia II 2 credits
 A continuation of EDAE 501. Throughout the course, the student has a variety of experiences administering anesthesia under the supervision of a qualified anesthetist.

Prerequisite(s): EDAE 501

EDAE 520 Anatomy and Physiology 4 credits
 This course provides an intensive study of the structure, functions, and functional processes of the human body. Topics include the respiratory system, central nervous system, endocrine glands, smooth muscle, skeletal muscle, review of intermediate metabolism, liver, and gall bladder. It also includes a review of year's work via "clinical cases" to integrate all systems.

- EDAE 521 Anatomy and Physiology 2 credits
A continuation of EDAE 520.
Prerequisite(s): EDAE 520
- EDAE 551 Chemistry and Pharmacology 6 credits
This course covers the fundamentals of blood, respiratory, and pharmaceutical chemistries and the principles of general anesthesia and autonomic pharmacology including all pharmaceutical agents used for these purposes and their application in diseased state.
- EDAE 552 Chemistry and Pharmacology 2 credits
A continuation of EDAE 551.
Prerequisite(s): EDAE 551
- EDAE 553 Chemistry and Pharmacology 4 credits
A continuation of EDAE 551 and 552.
Prerequisite(s): EDAE 551 and EDAE 552
- EDAE 560 Theories of Adult Learning 3 credits
Students explore current research and theories of adult development and learning. This course is designed for those who work with adults in most educational settings. Serves as a basis for EDAE 561.
- EDAE 561 Instruction Strategies for Adults 3 credits
This course focuses on instruction, curriculum, course planning, instructional strategies, and evaluation models for adult learners.
Prerequisite(s): EDAE 560
- EDAE 570 Integrated Software System Design 3 credits
Students examine the relationship between integrated, presentation, and online applications. Course projects focus on practical approaches to educational environments.
- EDAE 595 Professional Seminar/Teaching 1 credit
This course provides an opportunity to synthesize the knowledge and skills in anesthesia and education within the context of professional leadership.
- EDAE 603 Regional and Pediatric Anesthesia 2 credits
Study of regional anesthesia theory and clinical practicum begins this semester as well as pediatric anesthesia theory and practicum.
- EDAE 604 Obstetrics and Neonatal Anesthesia 2 credits
This course focuses on anesthesia for the obstetric patient for routine and complicated patients, and includes epidural anesthesia theory and practicum. A study of clinical anesthesia for neonatal patients for routine and high-risk patients begins in this course.
- EDAE 605 Cardiovascular/Thoracic/Neurologic Anesthesia 2 credits
This course covers the didactic and clinical practicum of cardio-vascular and neuro-surgical anesthesia.
- EDAE 606 Integration of Advanced Principles of Anesthesiology 2 credits
This course provides a review and synthesis of general and specialty anesthesia content including pharmacology, pathophysiology, and drug and technique selection for all types of patients and procedures.
- EDAE 621 General Practicum 1 credit
In this practicum, students learn the actual administration of anesthesia under the supervision of certified registered nurse anesthetists and physician anesthesiologists. Pre-operative and post-operative assessment of the patient is made by the student. The student is responsible for selecting the appropriate anesthetic, administering needed pharmaceutical agents, and maintaining homeostasis during general surgical procedures. Monitoring, positioning, and recovery are stressed. Each student will be assigned anesthesia in obstetrics, pediatrics, and VAMC, in addition to general practice.
- EDAE 622 Specialty Practicum 1 credit
This is a continuation of EDAC 621. Students rotate through obstetrics, pediatrics, vascular surgery, neuro surgery, and evening trauma rotations, in addition to general practice.
Prerequisite(s): EDAE 621
- EDAE 623 Integrated Practicum 2 credits
This is a continuation of EDAE 621 and 622. Students rotate to the specialties of neurosurgical and cardiovascular services.
Prerequisite(s): EDAE 622
- EDAE 670 Medical Ethics 3 credits
This course examines the duties and obligations of persons in the medical field. Issues studied include cooperation, abortion, mutilation, sterilization, transplants, and genetic engineering.
- EDAE 671 Law and Medicine 2 credits
The critical issues pertaining to liability and legal responsibilities as related to the practice of medicine are studied and current cases are reviewed.
- EDAE 672 Professional Leadership 3 credits
A critical analysis of components inherent in professional leadership is provided in this course through an exploration of literature and situational analysis. A modified seminar approach is employed.
- EDAE 689 Research and Data Analysis 4 credits
This course is designed to help students understand the research process through the development of a research proposal including selecting a topic, reviewing the relevant literature, choosing an appropriate data collection methodology, and determining the appropriate method to analyze the data. Proposals are submitted to an Institutional Review Board.
- EDAE 690 Research Seminar 1 credit
A seminar designed for students who are in the data collection and analysis stages of their research project.
- EDAE 691 Research Seminar 1 credit
A seminar designed for students who are writing and presenting their final research report.
- EDAE 695 Professional Seminar/ Continuing Education 1 credit
This course focuses on issues in continuing education for nurse anesthetists.
Prerequisite(s): EDAE 595
- EDAE 698 Professional Seminar/ Integration 1 credit
This course focuses on the integrating of education and anesthesia. Must also register for EDAE 699.
Prerequisite(s): EDAE 595 and EDAE 695
- EDAE 699 Comprehensive Oral Examination 0 credits
The oral exam consists of three areas of focus: the research project; the integration of anesthesia, teaching, and leadership; clinical practice.

Department of Special Education

Chairperson: Kimberly Weber

Master of Education in Special Education

Program Director: K. Mark Derby

The Department of Special Education offers preparation for special educators within schools and other agencies. Candidates gain core competencies and then specialize in areas of interest. Individual field experiences are available to meet specialized needs. Three tracks of study are offered: Track One in Functional Analysis, Track Two in Early Childhood Special Education, and Track Three in General Special Education (usually completed for candidates who have an endorsement in another area and are seeking to add an endorsement in special education). The Department of Special Education offers teaching endorsements in Special Education (pre-school-12) and Early Childhood Special Education (birth-3). After successfully completing nine credits of the program with a 3.00 GPA or higher in each course, candidates submit an application for candidacy. This application requires an advisor recommendation and faculty review.

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions Office:

- 1) A completed application form (see the School of Education website: www.gonzaga.edu/soe/grad and non-refundable fee.
- 2) A written statement of purpose addressing the applicant's interest in graduate studies that relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program.
- 3) Two letters of recommendation sent directly from the recommending persons to the School of Education Graduate Admissions Office using the Confidential Recommendation form (see the School of Education Website). www.gonzaga.edu/soe/grad.
- 4) A Résumé.
- 5) An official transcript from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy), final transcripts must bear a posted bachelor's degree from an accredited university.
- 6) The official score from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogies Test (must be less than five years old). This requirement may be waived if the applicant has an advanced degree, or graduated from the undergraduate special education program at Gonzaga University, or graduated from another program at Gonzaga University earning a GPA of 3.00 or higher.
- 7) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who graduated from a foreign college or university and whose native language is not English.
- 8) Submission of a financial declaration form and supporting documentation by each international applicant.
- 9) An interview with the special education faculty.

Prerequisite

A bachelor's degree from an accredited college or university is required.

Program Outline: 32 credits

Core: 18-20 credits

EDSE 520 Applied Behavior Analysis	3 credits
EDSE 545 Special Education Policies and Procedures	3 credits
EDSE 575 Advanced Classroom Management	3 credits
EDSE 604 Assessment in Special Education	3 credits
EDSE 689 Professional Seminar	3 credits
EDSE 698 Research in Special Education	3 or 5 credits
(Three (3) credits for Track One and five (5) credits for Tracks Two and Three)	
EDSE 699 Oral Comprehensive Examination	0 credit

One of the three following tracks:

Track One: 14 credits (Functional Analysis)

EDSE 670 Advanced Seminar in Functional Analysis	3 credits
EDSE 671 Behavioral Treatment in Clinical Settings	3 credits
EDSE 671L Behavioral Treatment in Clinical Settings Lab	1 credit
EDSE 672 Behavior Interventions in Natural Settings	3 credits
EDSE 672L Behavior Interventions in Natural Settings Lab	1 credit
EDSE 673 Supervision and Consultation	3 credits

Track Two: 12 credits (Early Childhood Special Education)

EDSE 560 Early Childhood Special Education	3 credits
EDSE 561 Physical Development	3 credits
EDSE 562 Language and Communication	3 credits
EDSE 565 Development of Children with Exceptionalities	3 credits

Track Three: 12 credits (General Special Education)

EDSE 501 Psychology of Children with Exceptionalities	3 credits
EDSE 522 Precision Teaching	3 credits
EDSE 551 Direct Instruction: Reading	3 credits
EDSE 552 Direct Instruction: Mathematics	3 credits

Students wishing to add an endorsement in Special Education must take:

EDSE 520 Applied Behavior Analysis	3 credits
EDSE 545 Special Education Policies and Procedures	3 credits
EDSE 575 Advanced Classroom Management	3 credits
EDSE 604 Assessment in Special Education	3 credits
All track three courses	12 credits
EDSE 101L Special Education Professional Skills Lab	0 credit
EDSE 306 Special Education In-School Experience - Elementary	1 credit
EDSE 406 Special Education In-School Experience - Secondary	1 credit
One of the following early childhood special education courses:	3 credits
EDSE 560 Early Childhood Special Education	
EDSE 561 Physical Development	
EDSE 562 Language and Communication	
EDSE 565 Development of Children with Exceptionalities	
One of the following two courses:	6 credits
EDSE 696 Student Teaching in Special Education	
EDSE 697 Extended Student Teaching in Special Education (if student is not certified previously)	

Certification requirements for the State of Washington frequently change. It is the applicant's responsibility to contact the certification officer in the School of Education for the most current information regarding state certification.

Additional requirements will include:

- 1) Completion of the Character and Fitness form.
- 2) WSP/FBI clearances.
- 3) Passing the Washington State West B (basic competency test) if the student is not already certified in the State of Washington.
- 4) Acceptance into teacher certification.
- 5) Completion of all other State of Washington certification requirements, such as passing the WEST E in each endorsement area the candidate is completing.

Electives

If a student previously took the equivalent of a core course or a course from the chosen track, then an elective course from the following special education courses may be substituted with the approval of the academic advisor, chairperson, and the dean.

Master of Initial Teaching (MIT) in Special Education

Program Director: Anjali Barretto

The Department of Special Education offers preparation for candidates with a bachelor's degree to seek certification in Special Education along with a masters degree. Candidates who enter the Master of Initial Teaching in Special Education focus on learning competencies for understanding students with disabilities, policies, and procedures regarding special education laws and compliance issues. Coursework and practicum experiences are linked in such a manner that candidates apply knowledge immediately in applied settings. The Department of Special Education offers initial teaching endorsements in Special Education (pre-school-12) and Early Childhood Special Education (birth-3).

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions Office:

- 1) A completed application form (see the School of Education Website: www.gonzaga.edu/soe/grad and non-refundable fee.
- 2) A written statement of purpose addressing the applicant's interest in graduate studies that relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program.
- 3) Two letters of recommendation sent directly from the recommending persons to the School of Education Graduate Admissions Office using the Confidential Recommendation form (see the School of Education Website) www.gonzaga.edu/soe/grad.
- 4) A Résumé.
- 5) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy), final transcripts must bear a posted bachelor's degree from an accredited university.
- 6) The official score from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogies Test (must be less than five years old). This requirement may be waived if the applicant has an advanced degree or graduated from the undergraduate special education program at Gonzaga University or graduated from another program at Gonzaga University earning a GPA of 3.00 or higher.
- 7) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who graduated from a foreign college or university and whose native language is not English.
- 8) Submission of a financial declaration form and supporting documentation by each international applicant.

- 9) An interview with the special education faculty.

Prerequisites

1. A bachelor's degree from an accredited college or university is required.
2. Passing score on all three areas of the WEST B exam (content tested: reading, math, and writing).
3. Provisional acceptance may be given in some cases for one semester in order for candidates to complete necessary admission requirements. When candidates are accepted with provisional status financial aid is withheld until full acceptance into the program.

Program Outline: 46 credits

1st Summer

EDSE 501 Psychology of Children with Exceptionalities	3 credits
EDTE 511 Instructional Foundation	3 credits
EDPE 517 Abuse Prevention	1 credit

1st Fall

EDSE 520 Applied Behavior Analysis	4 credits
EDSE 545 Special Education. Policies and Procedures	3 credits

1st Spring

EDSE 506 Special Education Applied Classroom Experience	1 credit
EDSE 551 Direct Instruction Reading	3 credits
EDSE 552 Direct Instruction Mathematics	3 credits

2nd Summer

EDSE 698 Research in Special Education	4 credits
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2nd Fall

EDSE 560 Early Childhood Special Education	3 credits
EDSE 575 Advanced Classroom Management	4 credits

2nd Spring

EDSE 522 Precision Teaching	3 credits
EDSE 604 Assessment in Special Education	3 credits
EDSE 697 Extended Advanced Special Education Teaching Practicum	6 credits

3rd Summer

EDSE 689 Professional Seminar	2 credits
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Certification

In order to be eligible to receive an endorsement, the graduate candidate must be accepted into Teacher Certification. The candidate must also take and pass the necessary content course requirements, pass the WEST E in the specified content area of special education to obtain a Washington State teaching certificate and an endorsement to teach special education (P-12).

Course Description

EDSE 500 Graduate Teaching Certification Orientation	0 credits
This course is required for candidates pursuing an endorsement to teach special education in the State of Washington. Basic requirements for Washington State Certification including Washington State Patrol and FBI clearances, West B competency testing, Praxis II/West E competency testing, professional standards and expectations of special education teacher candidates, including residency and professional certification are covered.	
EDSE 501 Psychology of Children with Exceptionalities	3 credits
The purpose of this course is to provide candidates with an overview of special education. Etiology, characteristics, and treatment of major disabling conditions will be covered. Philosophical, political, and pedagogical implications of past, current, and future services are analyzed.	

- EDSE 505 Special Education Applied Classroom**
 Experience: Elementary 0 credits
 Graduate candidates obtain experience in applied special education classroom settings at the elementary/preschool level. Appropriate clearance is required prior to entering the school setting. minimum of 30 hours of supervised work in school setting is required to meet course standards.
- EDSE 506 Special Education Applied Classroom**
 Experience 1 credit
 Graduate candidates obtain experience in applied special education classroom settings either at the elementary/preschool level or at the middle/high school level. Opportunities to provide experiences in inclusive settings with special needs students will be sought. Appropriate clearance is required prior to entering the school setting. A minimum of 30 hours of supervised work in school setting is required to meet course standards.
- EDSE 507 Special Education Applied Classroom**
 Experience: Secondary 0 credits
 Graduate candidates obtain experience in applied special education classroom settings at the middle/high school level. Appropriate clearance is required prior to entering the school setting. minimum of 30 hours of supervised work in school setting is required to meet course standards.
- EDSE 520 Applied Behavior Analysis** 3 credits
 An advanced introduction to the basic principles of learning and effective and practical procedures based upon those principles. Students read seminal articles in the field of behavior analysis and conduct and write up their own applied research study, implementing some of the procedures to remediate socially significant problems of children.
 Corequisite: EDSE 101L
- EDSE 522 Precision Teaching** 3 credits
 This course covers basic procedures of Precision Teaching (e.g., movement cycles, pinpointing behaviors, setting aims, charting, planning curricula development for Precision Teaching, and methods of remediating learning disabilities).
 Prerequisite(s): EDSE 520
- EDSE 523 Theory of Instruction** 3 credits
 This course covers a detailed analysis of direct instruction principles and their application to curriculum development. Requires an in-depth knowledge of and experience with direct instruction curriculum materials.
- EDSE 527 Teaching Persons with Developmental Disabilities** 3 credits
 This course provides students with an understanding of the state-of-the science practices in serving individuals who are mentally handicapped. Focus is on development of intervention within community, school, vocational, domestic, and social settings for both school-age students and adults.
- EDSE 535 Autism** 3 credits
 This course overviews the major characteristics of persons with autism, with focus on effective treatment, functional goals and curricula, objective assessment, teacher/parent training, classroom integration, and generalization and maintenance of treatment gains. Particular emphasis is placed on developing effective applied skills through course work, practicum, and an applied research study and write-up.
 Prerequisite(s): EDSE 520 or EDSE 320
- EDSE 545 Special Education Policies and Procedures** 3 credits
 This course covers issues involved in providing I.E.P. provisions including goals, strategies, and legal and ethical implications.
- EDSE 551 Direct Instruction Reading** 3 credits
 This course focuses on the teaching of reading directly to students with special needs. Emphasis is placed on procedures with a strong database of support.
- EDSE 552 Direct Instruction Mathematics** 3 credits
 This course focuses on the teaching of mathematics directly to students with special needs. Emphasis is placed on procedures with a strong database of support.
- EDSE 560 Early Childhood Special Education** 3 credits
 This course overviews of the principles and practical procedures involved in infant and preschool services integrating children with disabilities. Applied experience is provided in an integrated preschool setting.
 Prerequisite(s): EDSE 520
- EDSE 561 Physical Development** 3 credits
 This course examines the principles of normal physical and neuromotor development with an emphasis on methods for identifying and treating delayed and dysfunctional development. Treatment approaches address designing interventions and adapting the environment. Applied experience is provided in an integrated preschool setting.
 Prerequisite(s): EDSE 520
- EDSE 562 Language and Communication** 3 credits
 This course examines the principles of normal language development as well as guidance for facilitating functional language development in infants, toddlers, and preschoolers. The focus is on intervention programs designed for enhancing generalization of functional language usage. Applied experience is provided in an integrated preschool setting.
 Prerequisite(s): EDSE 520
- EDSE 565 Development of Children with Exceptionalities** 3 credits
 This course emphasizes normal child development and etiology of exceptionalities from infancy through age six. History and philosophy of early childhood special education, as well as relevant legislation, are studied. Applied experience is provided in an integrated preschool setting.
 Prerequisite(s): EDSE 520 or EDSE 320
- EDSE 575 Advanced Classroom Management** 3 - 4 credits
 This course examines strategies of applied behavior analysis for controlling various inappropriate behaviors that interfere with the learning process. The emphasis is on practical procedures that can be implemented by a single teacher in a special education or regular classroom setting.
 Prerequisite(s): EDSE 520
- EDSE 576 Consultation in The Classroom** 3 credits
 This course covers advanced information and skills required to consult effectively with educators and parents regarding the development and implementation of educational programs within the least restrictive environment.
- EDSE 577 Examination of Youth with Behavioral Disorders or ADHD** 3 credits
 This course overviews practical strategies to deal with children's behavioral and emotional disturbances in the classroom. Etiology of behavior disorders and emotional problems in children and youth are discussed.
- EDSE 580 Technology For Teaching The Learning Disabled** 3 credits
 This course examines various techniques and approaches to remediate learning disabilities in school settings. Emphasis is placed on successful treatment and diagnostic procedures.
- EDSE 604 Assessment in Special Education** 3 credits
 This course covers various methods of assessing student progress and social behaviors as well as actual classroom observations and assessment. Data gathered in assessment are used to develop an individualized program for special students.

- EDSE 611 Continuing Research Education 1 credit
- EDSE 670 Functional Analysis Seminar 3 credits
This course reviews functional analysis methodologies as developed by Iwata et. al (1982) for systematically identifying environmental variables that serve to maintain aberrant behavior. This course includes a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analysis. Particular emphasis is placed on reinforcement-based interventions and dimensions of reinforcement.
Prerequisite(s): EDSE 520
- EDSE 671 Behavioral Treatment in Clinical Settings 3 credits
This course is experimental in nature and requires students to apply the functional analysis methodologies studied in EDSE 670 in a "hands on" manner. Under direct supervision of faculty, students will conduct weekly assessments to determine the environmental variables maintaining children's inappropriate behavior (EDSE 671L). Students will also collect and graph data, write reports that summarize their findings, and meet regularly with faculty and classmates to discuss their findings and their relationship to the literature. Students will be required to use and discuss single case design in the evaluation of treatment components.
Prerequisite(s): EDSE 670
- EDSE 671L Behavioral Treatment in Clinical Settings Lab 1 credit
This course is experiential in nature and should be taken in the semester immediately following EDSE 670. Students in this course will conduct assessments and implement behavioral interventions in the clinical settings. Under the supervision of faculty, students will conduct in-home treatment evaluations of children seen in the clinic and will train parents and teachers in the implementation of such interventions.
Prerequisite(s): EDSE 670
- EDSE 672 Behavior Interventions Natural Settings 3 credits
This course is experiential in nature and should be taken in the semester immediately following EDSE 671. Students in this course will implement behavioral interventions designed in the clinical settings. Students will also collect and graph data, write reports that summarize their findings, and meet regularly with faculty and classmates to discuss their findings and their relationship to the literature. Students will be required to use and discuss single case design in the evaluation of treatment components.
Prerequisite(s): EDSE 671
- EDSE 672L Behavior Interventions in Natural Settings Lab 1 credit
This course is experiential in nature and should be taken in the semester immediately following EDSE 671. Students in this course will conduct behavioral assessments and implement behavioral interventions designed in the natural environment. Under the supervision of faculty, students will conduct long-term follow-up evaluations of children originally evaluated in the clinic and will train parents and teachers in the implementation of such interventions.
Prerequisite(s): EDSE 671
- EDSE 673 Supervision and Consultation 3 credits
This course is experimental in nature. Students in this course provide supervision of functional analysis procedures to others wishing to learn about functional analysis procedures. Students consult with classroom teachers and others as they provide instruction on assessment methodologies and procedures, data collection, graphing, report writing, and intervention recommendations.
- Students meet regularly with faculty to discuss teaching, supervision, and consultation techniques and issues.
Prerequisite(s): EDSE 672
- EDSE 675 Advanced Applied Behavior Analysis 3 credits
The most recently developed and refined principles and data-based effective procedures developed within the field of applied behavior analysis are discussed. This course promotes graduate students' analytic and practical skills in teaching and management procedures in a variety of settings. The course focuses on state-of-art advancements through recently published applied research studies and reviews.
- EDSE 680 Best Practices 3 credits
This course provides students with the rationales and strategies for implementing intervention technologies for research-based educational best practices. Best practices include precision teaching, cooperative learning, direct instruction, self-management, class wide peer tutoring, and opportunities-to-respond.
- EDSE 689 Professional Seminar 1 - 3 credits
A culminating course where the student develops and conducts and writes an applied research study or completes and writes a comprehensive review of the literature. The formal write-up must be in APA style and format and ready for submission to a journal outlet.
- EDSE 690 Directed Readings 1 - 3 credits
This course is an individualized study based on readings approved by the professor. Each student develops a selected bibliography.
- EDSE 691 Directed Study 1 - 3 credits
This course is an individualized study that is designed by the professor. Students follow a prescribed course outline.
- EDSE 692 Independent Study 1 - 3 credits
This course is an individualized study that is designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource
- EDSE 694 Special Project 1 - 6 credits
This course is an individualized study that is project based. The study results in a practical application of educational theory. The project or written report of project is submitted to the professor for evaluation.
- EDSE 696 Special Education Teaching Practicum 6 credits
This is an intensive Field Experience which is at least eight (8) weeks in duration. The graduate student will systematically take over the responsibilities of the special education teacher for at least three weeks under the direction of the university supervisor and the cooperating special education teacher.
Prerequisite(s): EDSE 522 and EDSE 551 and EDSE 552 and EDSE 575
- EDSE 697 Extended Advanced Special Education Teaching Practicum 6 credits
This is an intensive field experience which is at least 12 weeks in duration. The graduate student will systematically take over all the responsibilities of the special education teacher for at least five weeks under the direction of the university supervisor and the cooperating special education teacher.
Prerequisite(s): EDSE 522, 551, 552 and 575
- EDSE 698 Research in Special Education 3 - 5 credits
This course presents the various procedures for carrying out classroom research by the teacher in order to evaluate the effectiveness of various classroom intervention strategies. The course teaches students ways to collect data, examine data for functional relationships, graph, and write up a research report in APA style.
- EDSE 699 Comprehensive Oral Examination 0 credits
This course requires the student to present orally and in a professional manner a summary of the major research project.

Department of Sport and Physical Education

Chairperson: Diane Tunnell

Master of Arts in Sport and Athletic Administration

The program is designed as an interdisciplinary curriculum, grounded in the liberal arts, drawing on studies in educational and organizational theory and prepares candidates for administrative/management careers in the sport, and health industry environments. The emphasis of this program is on preparing candidates to administer programs in accordance with best professional practices. An integral part of the program is the field-based experiences (practicum) in which the candidate acquires skills and experience under the supervision of an advisor and a field administrator.

The curriculum is designed as a 34 semester credit program taken over two years (six semesters including summers). Students entering in the fall semester can usually complete the program requirements provided they take six (6) to nine (9) credits per semester.

Students who have graduated from the program have entered careers in some of the following sites: professional sport league offices, player union offices, Olympic sport organizations, college/university athletic departments, high school athletic directors, health club managers, sport facility and event management, sport marketing departments at both the major and collegiate level, Coaches vs. Cancer organization, media relations, etc.

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions Office:

- 1) A completed application form (see the School of Education Website: www.gonzaga.edu/soe/grad and non-refundable fee.
- 2) A written statement of purpose addressing the applicant's interest in graduate studies which relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program.
- 3) Two letters of recommendation sent directly from the recommending persons to the School of Education Graduate Admissions Office using the confidential recommendation forms (see the School of Education Website).
- 4) A Resume'.
- 5) One official transcript from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy), final transcripts must bear a posted bachelor's degree from an accredited university.
- 6) The official score from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogies Test (MAT) (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree.
- 7) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who graduated from a foreign college or university and whose native language is not English.
- 8) Submission of a financial declaration form and supporting documentation by each international applicant.

Prerequisite

A Bachelor's degree from an accredited college or university is required.

Program Outline: 34 credits

EDPE 500 Sport and Athletic Promotions	3 credits
EDPE 514 Trends and Issues in Physical Education, Athletics and Sports Administration	3 credits
EDPE 525 Sport and Athletics in the Social Context	3 credits
EDPE 565 Measurement, Evaluation, and Research in Physical Education, Athletics and Sports	4 credits
EDPE 571 Sport and Athletic Finance	3 credits
EDPE 613 Administration of Physical Education, Athletics and Sports	3 credits
EDPE 689 Master's Research Project	3 credits
EDPE 696 I-III Practicum in Physical Education, Athletics and Sports Administration	9 credits
EDPE 699 Capstone Experience	0 credit
ORGL/EDPE Elective (recommended EDPE 621)	3 credits

Course Description

EDPE 500 Sport and Athletic Promotions	3 credits
Study of policies and practices in managing relations with external and internal publics associated with the sport and athletic industry. Media relations, publicity for both print and broadcast press, marketing strategies, advertising and campaign development, sponsorships and marketing ethics are some of the main topics to be covered. Special emphasis on computer-aided software packages for financial management and business marketing will be given.	
EDPE 514 Trends and Issues in Physical Education, Athletics and Sports Administration	3 credits
The study of current trends and issues within the sports industries with special emphasis on the legal and ethical aspects is the focus of this course. Topics such as contract law, tort liability, negligence, discrimination, dispute resolution, and ethical practices within the work place are covered.	
EDPE 515 Elementary Physical Education	1 credit
Introduction to a variety of teaching styles and strategies, curriculum planning and evaluation methods appropriate for teaching elementary physical education (K-8). Permission only. On demand.	
EDPE 516 Elementary Health Methods	1 credit
Introduction to a variety of teaching styles and strategies, curriculum planning and implementation and evaluation methods appropriate for teaching elementary health education. Permission only. On demand.	
EDPE 517 Abuse Prevention	1 credit
Awareness of the incidence of abuse and how to deal with abuse problems within the school (K-12). Fall, Spring and Summer. Prerequisite(s): Graduate standing or permission	
EDPE 518 Methods in Health and Fitness	3 credits
Introduction to a variety of teaching styles and strategies, curriculum planning and evaluation methods appropriate for teaching elementary (K-8) health and fitness. Prerequisite(s): Permission only	
EDPE 525 Sport and Athletics in the Social Context	3 credits
An analysis of significant sport and athletic events in American history with emphasis given to the social factors influencing the outcomes of those events (e.g. gender equity-investigate the social and economic impact of this event on the sport environment.)	
EDPE 565 Measurement, Evaluation, and Research in Physical Education, Athletics and Sports	4 credits
This course focuses on the research methods, tech-	

niques and applications of the social research and evaluation process in the context of sport business. Introductory survey of social research and methodologies, review of literature, data collection, and data analysis, with an emphasis on applications in the disciplines of sport business, will be a major part of this class.

- EDPE 571 Sport and Athletic Finance 3 credits
Analysis of budget techniques and strategies for financial planning and decision making in sport and athletic programs. Emphasis will be given to revenue productions and fundraising relevant to both private and school supported sport programs.
- EDPE 590 Directed Readings 1 - 3 credits
Directed readings requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDPE 591 Directed Study 1 - 4 credits
Directed study requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDPE 592 Independent Study 1 - 4 credits
Independent study requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDPE 594 Special Projects 1 - 3 credits
Special projects requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDPE 611 Continuing Research 1 credit
Required of all graduate students to maintain continuous enrollment in the program while completing their final project.
- EDPE 613 Administration of Physical Education, Athletics and Sports 3 credits
Investigation of the theories, practices and functions of personnel involved in the administration of physical education, athletic and sport programs.
- EDPE 621 Facilities in Physical Education, Athletics and Sports 3 credits
Functional planning, construction, maintaining, and expanding indoor and outdoor facilities relative to equi-

table programs in the elementary and secondary schools, as well as those facilities for sport and recreation in the private sector.

- EDPE 689 Master's Research Project 3 credits
This course involves the identification and in-depth exploration of a topic or issue in physical education, athletics, or sports administration in preparation for the final oral presentation. The project must be completed and submitted in a written form or manuscript suitable for publication.
Prerequisite(s): EDPE 565
- EDPE 696A Practicum: Physical Education, Athletic and Sport Administration 3 credits
An intensive field supervised experience in the administration of sport, physical education, and athletic programs. The experience is developed by the individual under the direction of an on-site coordinator and graduate advisor.
- EDPE 696B Practicum: Physical Education, Athletics and Sports Administration II 3 credits
A continuation of EDPE 696A. An intensive field supervised experience in the administration of sport, physical education and athletic programs. The experience is developed by the individual under the direction of an on-site coordinator and graduate advisor.
- EDPE 696C Practicum: Physical Education, Athletics and Sports Administration III 3 credits
A continuation of 696B. An intensive field supervised experience in the administration of sport, physical education and athletic programs. The experience is developed by the individual under the direction of an on-site coordinator and graduate advisor.
- EDPE 699 Capstone Experience 0 credits
This is a student's final exit experience demonstrating competency in content knowledge through oral, and written communication and presentation skills. The student will present his/her completed work from EDPE 689 to invited faculty, staff, students, and friends.

The Department of Teacher Education

Chairperson: Jonas Cox

Master of Initial Teaching (MIT)

Program Director: John Traynor, Jr.

Directed by our Jesuit mission, the master's degree and initial teacher certification program prepare educational leaders to serve others in need and demonstrate a commitment to social justice. The coursework and field experiences are structured on the premise that a classroom teacher is a decision-maker whose primary responsibilities encompass the following:

1. Preparing for instruction
2. Implementing effective instructional strategies
3. Assessing classroom decisions
4. Creating a positive learning environment

The program utilizes a cohort group structure in which entering students proceed through a prescribed sequence of classes together. The program contains a 12-month track and a 24-month track.

Washington State Certification and Endorsement Requirements

The MIT program is comprised of two routes: elementary education and secondary education.

Applicants seeking elementary education certification will receive an elementary endorsement and teach grades K-8 as generalists in a self-contained classroom. Secondary education certification candidates teach grades 5-12 and choose a specific content area (endorsement) to teach. The content areas must be selected from one of the following approved endorsements offered at Gonzaga: biology, chemistry, physics, English/language arts, social studies, health and fitness, mathematics, music, and designated world languages. Additional endorsements also offered include: English as a Second Language and Reading, and Early Childhood Special Education.

Washington State can change certification requirements, so it is the applicant's responsibility to stay current by checking with their School of Education advisors and the Certification Office.

The teacher certification program meets standards specified by the Washington State Office of the Superintendent of Public Instruction (OSPI), The National Council for Accreditation of Teacher Education (NCATE), and the Northwest Association of State Directors of Teacher Education and Certification (NASDTEC).

Admission Requirements

All MIT candidates must satisfy the following admission requirements before full MIT acceptance can be granted:

- 1) A completed application form (see the School of Education Website: www.gonzaga.edu/soe/grad and non-refundable application fee.
- 2) Two official transcripts from all colleges or universities attended. A bachelors degree bearing transcript is required. Transcript analysis for endorsements is required. International applicants must submit foreign transcripts in the original language and an English copy).
- 3) A written statement of purpose addressing the applicant's interest in graduate studies and what the applicant hopes to gain from a Master's in Initial Teaching with reference to the following components:
 - a) Commitment to becoming a K-12 educator.
 - b) Past and present academic experiences.
 - c) Ability to work with children or youth.
- 4) Two letters of recommendation from individuals who have current knowledge of the applicant's capabilities. Individuals recommending the applicant should be selected with care and be able to attest to the qualities listed on the Confidential Recommendation forms (see the School of Education Website).
- 5) A personal interview with the MIT admissions committee.
- 6) In order to assure that candidates entering Gonzaga's MIT program will meet the legislated licensing requirements in the State of Washington for testing, all candidates must pass two competency tests to be fully admitted to the program:
 - a) WEST-B (Washington Educator Skills Test-Basic)
 - b) WEST-E (Washington Educator Skills Test – Endorsement). See www.west.nesinc.com Website.
- 7) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 8) Submission of a financial declaration and supporting documentation by each international applicant.

**Elementary Education Certification: 43 credits
12-Month Program****1st Summer**

EDSE 501 Psychology of Children with Exceptionalities	3 credits
EDTE 511 Instructional Foundations	3 credits
EDTE 512E Elementary Differentiated Instruction and Assessment	3 credit
EDPE 517 Abuse Prevention	1 credit
EDTE 631 Introduction to Research Methods	1 credit

1st Fall

EDTE 505 Field Experience (1)	1 credit
EDTE 506 Field Experience (2)	1 credit
EDTE 507 Field Experience (3)	1 credit
EDTE 509 Mathematics and Science Methods	3 credits
EDPE 518 Physical Education and Health Methods	3 credits
EDTE 540 Foundations of Reading and Language Arts	3 credits
EDTE 632 Educational Research and Assessment	2 credits

1st Spring

EDTE 537 Integrated Instruction: Language Arts, Art, Music and Drama	3 credits
EDTE 550 Social Studies Methods	3 credits
EDTE 555E Classroom Environment: Management/Procedures/Routines	3 credits
EDTE 696A Elementary Student Teaching	6 credits

2nd Summer

EDTE 633 Research and Evaluations	1 credit
EDTE 689 Professional Seminar A/B	2 credits

Elementary - 24-month Program**1st Summer**

EDTE 511 Instructional Foundations	3 credits
EDTE 512E Elementary Differentiated Instruction and Assessment	3 credit

1st Fall

EDTE 505 Field Experience (1)	1 credit
EDPE 518 Physical Education and Health Methods	3 credits
EDTE 540 Foundations of Reading and Language Arts	3 credits

1st Spring

EDTE 506 Field Experience (2)	1 credit
EDTE 537 Integrated Instruction: Language Arts, Art, Music and Drama	3 credits
EDTE 550 Social Studies Methods	3 credits

2nd Summer

EDSE 501 Psychology of Children with Exceptionalities	3 credits
EDPE 517 Abuse Prevention	1 credit
EDTE 631 Introduction to Research Methods	1 credit

2nd Fall

EDSE 507 Field Experience (3)	1 credit
EDPE 509 Mathematics and Science Methods	3 credits
EDTE 632 Educational Research and Assessment	2 credits

2nd Spring

EDTE 555 Classroom Environment: Management/Procedures/Routines	3 credits
EDTE 696A Elementary Student Teaching	6 credits

3rd Summer

EDTE 633 Research and Evaluations	1 credit
EDTE 689 Professional Seminar	2 credits

**Secondary Education Certification: 37credits
12-Month Program****1st Summer**

EDSE 501 Psychology of Children with Exceptionalities	3 credits
EDTE 511 Instructional Foundations	3 credits
EDPE 517 Abuse Prevention	1 credit
EDTE 520 Teaching in the Middle School	3 credits
EDTE 631 Introduction to Research	1 credits

1st Fall

EDTE 505 Field Experience (1)	1 credit
EDTE 506 Field Experience (2)	1 credit
EDTE 507 Field Experience (3)	1 credit
EDTE 512S Secondary Differentiated Instruction and Assessment	3 credits
EDTE 554 Discipline Specific Methods	3 credits
EDTE 632 Educational Research and Assessment	2 credits

1st Spring

EDPE 518 Reading and Writing Across the Curriculum	3 credits
EDTE 555S Classroom Environment: Management/Procedures/Methods	3 credits
EDTE 696B Secondary Student Teaching	6 credits

2nd Summer

EDTE 633 Research and Evaluations	1 credit
EDTE 689 Professional Seminar	2 credits

Secondary 24-month Program**1st Summer**

EDTE 511 Instructional Foundations	3 credits
EDTE 520 Teaching in the Middle School	3 credits

1st Fall

EDTE 505 Field Experience (1)	1 credit
EDTE 512S Secondary Differentiated Instruction and Assessment	3 credits

1st Spring

EDTE 506 Field Experience (2)	1 credit
EDTE 555S Classroom Environment: Management/Procedures/Methods	3 credits

2nd Summer

EDSE 501 Psychology of Children with Exceptionalities	3 credits
EDPE 517 Abuse Prevention	1 credit
EDTE 631 Introduction to Research Methods	1 credit

2nd Fall

EDTE 507 Field Experience (3)	1 credit
EDTE 554 Discipline Specific Methods	3 credits
EDTE 632 Educational Research and Assessment	2 credits

2ND Spring

EDPE 518 Physical Education and Health Methods	3 credits
EDTE 696B Secondary Student Teaching	6 credits

3rd Summer

EDTE 633 Research and Evaluations	1 credit
EDTE 689 Professional Seminar	2 credits

Master of Education in Literacy (MEd)

Program Director: Deborah Booth

The Master of Education in Literacy is designed to expand the knowledge and skill base of the classroom teacher and other education professionals. This program meets the requirements for adding a K-12 reading endorsement in the State of Washington and the national standards for a reading specialist described by the International Reading Association. The emphasis of this 34 credit program is an effective instructional strategies and models, reading diagnosis and remediation, and working with at-risk readers and writers at all grade levels.

This two year program utilizes a cohort group structure in which entering students proceed in a prescribed sequence of classes together. Course offerings are scheduled during evening hours to accommodate the working professional.

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions Office:

- 1) A completed application form (see the School of Education Website: www.gonzaga.edu/soe/grad) and non-refundable fee.
- 2) A written statement of purpose addressing the applicant's interest in graduate studies which relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from the master's degree program.
- 3) Two letters of recommendation sent directly from the recommending persons to the program director using the confidential Recommendation form (see the School of Education Website).
- 4) A personal interview with the director of the program.
- 5) The official score from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogy Test (MAT) (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree.
- 6) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.

- 7) Submission of a financial declaration and supporting documentation by each international applicant.
- 8) An official transcript bearing a bachelor's degree from an accredited college or university.

Program Outline: 34 credits

EDTE 518 Reading and Writing Across the Curriculum	3 credits
EDTE 561 Reading Diagnosis	3 credits
EDTE 562 Children and Adolescent Literature	3 credits
EDTE 563 Reading in the Content Area	3 credits
EDTE 565 History of Reading and Critical Literature	3 credits
EDTE 566 Literacy and the English Language Learner	3 credits
EDTE 567 Teaching the Writing Process in Schools	3 credits
EDTE 568 Psychology of Reading	3 credits
EDTE 622 Clinical Practicum	4 credits
EDTE 630 Educational Research Methods	3 credits
EDTE 689 Professional Seminar	2 credits
EDTE 699 Comprehensive Oral Examination	0 credit

Course Description

All teacher candidates are required to have a current Character and Fitness form and FBI/Washington State Patrol fingerprint clearance on file to take part in any teacher education field experience.

EDTE 505 Field Experience I 1 credit

Graduate students engage in a minimum of 30 hours of classroom observation and application associated with the EDTE 511 Foundations course. This experience exposes students to contemporary educational methods and assists in identifying appropriate pedagogical practices. Teacher candidates are required to submit a placement request prior to taking this course which can be found on the Gonzaga School of Education Website, www.gonzaga.edu/soe/grad, under Field Experience.

EDTE 506 Field Experience II 1 credit

Graduate students engage in a minimum of 30 hours of classroom observation and application associated with the methods courses. This experience exposes students to contemporary educational methods and assists in identifying appropriate pedagogical practices. Teacher candidates are required to submit a placement request prior to taking this course which can be found on the Gonzaga School of Education Website under Field Experience. Attendance at a student teaching application meeting is required at the beginning of this course.

Prerequisite(s): EDTE 505

EDTE 507 Field Experience III 1 credit

Graduate students engage in a third field experience of observation and application associated with the courses taken concurrently and assists in identifying appropriate pedagogical and managerial practices. This experience exposes students to contemporary educational methods and assist in identifying issues and methods for research. Teacher candidates are required to submit a placement request prior to taking this course which can be found on the Gonzaga School of Education Website under Field Experience.

Prerequisite(s): EDTE 506

EDTE 509 Mathematics and Science Methods 3 credits

This course is designed to engage student teacher candidates in the process of building integrated science and mathematics units of study for students in grades K-8. It takes into consideration knowledge of child development, learning theories, and methods in instruction as well as relevant concepts and skills pertaining to mathematics and science.

EDTE 511 Instructional Foundations 3 credits

This course examines the philosophical foundations of

- learning, intelligence, and instruction in the context of culturally diverse populations. The course also addresses issues and needs pertaining to contemporary American society from both ethical and legal perspectives.
- EDTE 512E Elementary Differentiated Instruction and Assessment** 3 credits
This course is designed to engage student teacher candidates in developing competencies and strategies for successful teaching within multiple content areas and with a range of student learning abilities: race, color, national origin, gender, native language, age, social or economic status, family structure and lifestyle, religious preference, or disability. The course will cover the essential elements of K-12 instruction: planning, implementation, accommodations, differentiation and assessment of instruction, considering the Washington State's Essential Academic Learning Requirement (EALR) and the integration of technology as applied in K-12 classrooms.
- EDTE 512S Secondary Differentiated Instruction and Assessment** 3 credits
This course is designed to engage student teacher candidates in developing competencies and strategies for successful teaching within multiple content areas and with a range of student learning abilities: race, color, national origin, gender, native language, age, social or economic status, family structure and lifestyle, religious preference, or disability. The course will cover the essential elements of K-12 instruction: planning, implementation, accommodations, differentiation and assessment of instruction, considering the Washington State's Essential Academic Learning Requirement (EALR) and the integration of technology as applied in K-12 classrooms.
- EDTE 518 Reading and Writing Across the Curriculum** 3 credits
This course presents the theory and practice for developing interdisciplinary literacy including the structure and development of language and its effective expression in specific disciplines are presented in this course.
- EDTE 520 Teaching in the Middle School** 3 credits
The purpose of this course is to provide the opportunity for secondary education candidates to learn about the unique developmental characteristics of middle level students. Additionally, the course is designed to expose candidates to the unique structures and formats of middle schools.
- EDTE 531 Instructional Methods: Reading/Writing/Communication II** 3 credits
The purpose of this course is twofold: one, to prepare teachers to create appropriate methods for teaching literacy which provide opportunities for children to become involved with literacy in a purposeful and meaningful manner and, second, to become aware of available literary resources, including technology for thematic teaching.
- EDTE 537 Integrated Instruction: Language Arts, Art, Music, and Drama** 3 credits
Students will become proficient- in creating appropriate opportunities for children to engage in a meaningful way with authentic literature through a variety of methods. Students will develop an integrated curriculum for classroom implementation at a designated grade level which appeals to different learning styles and is compatible with state mandates. This integrated curriculum will be in a thematic format which will connect the content areas through the fine arts and the Language arts.
- EDTE 540 Foundations of Reading and Language Arts** 3 credits
Through the examination of theories and practices supporting reading and language arts instruction in K-8 schools, students develop referenced rationale for the development of instructional practices in reading development, writing, grammar, and spelling. Practical approaches to assessment are addressed.
- EDTE 550 Social Studies Methods** 3 credits
Theories and techniques for developmentally appropriate units of study in the K-8 social sciences researched and evaluated. Teaching strategies addressing the broad range of social science concepts such as unit planning, map making, interviewing, historical research, and global education are developed. A process approach for developing critical thinking skills and problem solving is emphasized.
- EDTE 554 Discipline Specific Methods** 3 credits
Individual sections of this course are developed for each discipline, such as science, mathematics, english, history, and foreign language, typically included as an endorsement area in secondary instruction. Subject area specialists focus on theoretical and practical approaches for each discipline. Students analyze cognitive development and strategic instruction from a theoretical perspective and also from field experiences specific to that content area. Students will design appropriate content instruction based on the practices in their areas of concentration.
- EDTE 554E Secondary Methods-English** 3 credits
EDTE 554F Secondary Methods-Social Study 3 credits
EDTE 554M Secondary Methods-Mathematics 3 credits
EDTE 554S Secondary Methods-Science 3 credits
EDTE 554T Secondary Methods-World Lang 3 credits
- EDTE 555E Classroom Environmental: Elementary Management, Procedure, Routines** 3 credits
The contributions of foundational theories and application models are critically analyzed with a view toward the development of a personal, comprehensive system of classroom leadership in the elementary school setting, including preventive classroom management, instructional approaches, corrective measures and communication with other professionals and parents. The teacher as leader is the primary metaphor and requires students to investigate the role of power and communication in teaching.
- EDTE 555L Field Experience for Additional Endorsement** 1 credit
This is a lab course to be taken concurrently with EDTE 454E-T which will accommodate teacher candidates who add-on an additional endorsement. Teacher candidates are required complete a Field Experience request form prior to taking this course which can be found on the Gonzaga School of Education website under Field Experience
- EDTE 555S Classroom Environment: Secondary Management, Procedures and Routines** 3 credits
The contributions of foundational theories and application models are critically analyzed with a view toward the development of a personal, comprehensive system of classroom leadership in the secondary school setting, including preventive classroom management, instructional approaches, corrective measures and communication with other professionals and parents. The teacher as leader is the primary metaphor and requires students to investigate the role of power and communication in teaching.
- EDTE 561 Reading Diagnosis** 3 credits
A wide range of reading assessment tools are examined and applied to identify and diagnose reading strengths and deficiencies of K-12 students. Appropriate instructional strategies for remediation and extension are developed. This class incorporates field experience components.

- EDTE 562 Child and Adolescence Literature 3 credits
Survey of classical and contemporary literary works for children and youth, preschool-early adolescent. Assessment and teaching strategies for the utilization of literature across K-12 curriculum.
- EDTE 563 Reading in The Content Area 3 credits
The application of reading and writing strategies particularly suitable to content areas in the elementary grades K-8 is presented in this course. Strategies include use of readability assessments, schema theory, motivation techniques for reading, and study skills.
- EDTE 564 Practicum Reading 1 - 4 credits
This course creates and applies literacy instruction/assessment strategies in a K-12 classroom setting. School location arranged. Practicum requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDTE 565 History of Reading and Critical Literature 3 credits
This course is designed with an emphasis on the relationship of critical reading to critical thinking. An emphasis will be placed on the development of critical thinking skills with application in the interpretation, analysis, criticism and advocacy of ideas encountered in academic readings. Included in the course will be a background in the major theoretical approaches and changes in reading research.
- EDTE 566 (MTSL 514) Literacy and the English Language Learner 3 credits
This course provides literacy knowledge related to working with English as a Second Language learners. Teacher candidates and tutors will create classroom materials for K-adult learners to support their learning of literacy knowledge. Students will develop knowledge will translated into practical application through the creation of lesson plans, stories and tutoring.
- EDTE 567 Teaching the Writing Process in Schools 3 credits
The purpose of this course is for students to understand children's writing development and to design and implement instructional strategies for teaching composition in an integrated language arts curriculum.
- EDTE 568 Psychology of Reading 3 credits
This course develops knowledge about the principles of learning and readiness, perception, psychological and physiological aspects of reading.
- EDTE 591 Directed Study 1 - 3 credits
Directed study requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDTE 592 Independent Study 1 - 4 credits
Independent study requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDTE 611 Continuing Thesis Education 1 credit
- EDTE 622 Clinical Practicum 4 credits
This course involves one-to-one instructional sessions in literacy development. Appropriate diagnostic literacy assessment procedures are administered. The results are interpreted and used to plan and implement effective tutoring sessions. A total of 50 contact hours with children is required.
- EDTE 630 Educational Research Methods 3 credits
This course is designed to provide graduate students with basic knowledge and skills in quantitative and qualitative educational research. Students are required to review and abstract research articles and develop a research proposal. The focus is on teacher as researcher and on reflection as an integral part of teaching and research. Competencies in the gathering and analysis of classroom observations, interviews, and documentary data as well as the skills of scholarly writing are developed.
- EDTE 631 Education Research Introduction 1 credit
This introduction to practitioner based research will lay the groundwork and expectation for a masters level publication to be completed by the end of the MIT program. Content to be introduced include: characteristics of practitioner research, applicable research terminology, qualitative and quantitative methodologies, topic selection, teacher-as-researcher skills and the literature review structure.
- EDTE 632 Education Research and Assessment 2 credits
This course will reinforce research concepts and tasks introduced in 630A, with an emphasis on completing the literature review and finalizing the research topic. New content to include developing a research timeline, assessing student work samples, writing an analysis of instructional context/knowledge of students, practicing the skills of data interpretation and demonstrating an understanding of validity and reliability.
- EDTE 633 Education Research and Data Evaluation 1 credit
This seminar based individualized course will review major research components presented earlier: literature review, research topic, research timeline, data collection, data analysis and interpreting the data for informed decision making. Course contact time will be delivered in two cohort classes and additional candidate scheduled meetings to individualize the candidate research process. Data analysis and interpretation of the data methodologies will be emphasized.
- EDTE 689 Professional Seminar 2 credits
This seminar focuses on the final preparation and presentation of capstone curriculum project. It provides the opportunity for critical review by peers and professors. The professional seminar is the formal presentation of the completed curriculum project. Graduate students present their Curriculum Project before a committee of graduate faculty, peers, and members of the university community. Successful completion of the curriculum project is required for granting of the MIT degree.
- EDTE 696A Student Teaching-Elementary 6 credits
This is an intensive field-supervised teaching experience in which the student teacher assumes full responsibility of elementary classroom teaching under the direction of university supervisor and a master teacher. Graduate students demonstrate competency in instructional planning, implementation of teaching strategies, content delivery, student evaluation, parent communication, and day-to-day management. Successful completion of student teaching is required for granting of the MIT degree.
- EDTE 696B Student Teaching-Secondary 6 credits
Application must be completed in conjunction with the application to EDTE 507. This is an intensive field-supervised teaching experience in which the student teacher assumes full responsibility of secondary classroom teaching under the direction of university supervisor and a master teacher. Graduate students demonstrate competency in instructional planning, implementation of teaching strategies, content delivery, student evaluation, parent communication, and day-to-day management. Successful completion of student teaching is required for granting of the MIT degree.
- EDTE 699 Comprehensive Oral Exam 0 credits
Orals are the formal presentation of the completed major research project in its final written form. Graduate students present their research before a committee of graduate faculty, peers, and members of the university community. Students describe how their research extends the knowledge base of education in their field. Successful completion of the orals is required for granting of the MIT degree.

The Professional Certification Program

The Professional Teacher's Certificate program at Gonzaga University is grounded in the unique identity and mission of both the university and the School of Education, and built on the values at the heart of those missions: service leadership, academic excellence, social justice, and reflective and collegial practice. Upon this foundation, we have designed a program to serve teachers by equipping and encouraging them to meet the Professional Teaching Standards (WAC 181-78A-540) in the areas of effective practice, professional development and contributions.

The program is configured to connect with and support the professional responsibilities of a beginning educator while inquiring into the nature of those responsibilities. The program uses a cohort structure for improved personal contact, increased professional relationships, and certification continuity. After the initial course, students pursue a core of individualized activities which develop their capacity to improve student learning. Candidates prepare, with the support of the university, a professional portfolio demonstrating their growth. A culminating seminar evaluates the professional portfolio, celebrates the accomplishment of the program goals, finalizes the certification process, and sets the direction for continued growth and development. (program requirements dependent on state mandates.)

Program Outline

The first course in the program, the Pre-Assessment Seminar (EDPL 930) develops the model of professional practice we support as a School of Education. During the Pre-Assessment Seminar, candidates will explore the nature and dynamics of reflective practice, convene and equip a Professional Growth Team (including a university advisor) to support his/her professional development, become familiar with the state requirements for professional certification, and create a viable and meaningful Professional Growth Plan (PGP).

At completion of the Pre-Assessment Seminar, candidates will have a PGP which describes the activities constituting their program core. Three tracks describe the typical patterns these core activities will follow.

Track 1 (Certification Only) Candidates enroll in a year long workshop series which supports them in developing the effectiveness of their teaching practice and their contributions to the professional community.

Track 2 (Master's Program) Candidates who are already enrolled in a master's program or who determine through their PGP to seek a master's degree take coursework for their degree which is aligned with the focus of their PGP.

Track 3 ("Advanced-track") Candidates from out of state or with significant professional experience upon which to draw (five years recommended) will complete the professional certification requirements independent of university support, but still under the supervision of their Professional Growth Team.

The capstone of the program is the Culminating Seminar (EDPL 936) which will recognize satisfaction of the PGP and the state requirements.

Connection to Master's Programs

The Professional Certification program is a stand-alone certification program, and is not affiliated with any of the master's degree programs at Gonzaga. Master's candidates may enroll in the Professional Certification program, and master's coursework may constitute the core of an approved PGP. Similarly, professional certification candidates may seek admission to a master's program as part of their PGP. It must be understood that enrollment in the Professional Certification program does not constitute any waiver of or confer any institutional advantage in master's program admission requirements. Professional certification candidates who opt to pursue a master's degree must complete the application process appropriate for that program. Please contact the Admissions Office or the specific program director for more information.

Admissions Process

A candidate must submit:

- 1) A Professional Certification Application form
- 2) A copy of his or her valid Washington State Teaching Certificate (Initial, Continuing, Residency or Conditional).
- 3) Washington State form 4421, Provisional Status/Employer Support Verification.
- 4) An autobiographical statement of purpose which addresses the candidate's professional experience, decision to pursue the Professional Teaching Certificate and professional aspirations.

When numbers permit, cohorts may be formed around common areas of practice (geography, level, or content).

Certification Requirements

In order for certification applications to be processed at the end of the program, each candidate will need to have on file with our certification office the following:

- 1) Verification of program completion.
- 2) Washington State Teacher Certification Application.
- 3) State application fee, payable to ESD 101.

Course Description

EDPL 501 Professional Development	1 - 5 credits
This course provides for continuing certification standards of competencies that are deemed essential for experienced teachers. The course involves both in-class and field-based learning.	
EDPL 525 Appropriate Use of Technology	3 credits
EDPL 540 Ethics in Education	3 credits
EDPL 627 Teacher as Counselor	3 credits
EDPL 692 Independent Study	1 - 5 credits
Independent instruction covering topics decided by the faculty and the student.	
EDPL 930 Pre-Assessment Seminar	3 credits
The Pre-Assessment Seminar lays the foundation for the research and portfolio required by the Professional Certificate issued by the State of Washington. In addition to articulating the values and expectations of the program, the outcomes of the Pre-Assessment Seminar include increasing the candidate's understanding of and capacity for reflection and collegial practice. During this time, the candidate will convene a Professional Growth Team and develop a viable and meaningful Professional Growth Plan.	
EDPL 932 Instructional Practicum	2 credits
Candidates in EDPL 932 will research effective classroom practice while fulfilling the professional development goals of their own Professional Growth Plan. They will also gather evidence for the portfolio required by the State of Washington for the professional certificate. Emphasis will be placed on effective instructional design	

and delivery, classroom management, and assessment strategies.

EDPL 934 Professional Leadership Practicum 2 credits

This course challenges the professional certificate candidate to leadership. In addition to fulfilling the professional development goals of his/her own Professional Growth Plan and developing a portfolio including state-mandated performance indicators, the candidate will recognize and apply his/her influence in classrooms, schools, and the community to support positive impact on student learning.

EDPL 936 Culminating Seminar

1 credit

The Culminating Seminar is the capstone experience of the professional certification program. Fulfillment of the Professional Growth Plan and the satisfaction of all profession certificate state requirements will be certified. The candidate will also make a presentation on the culmination of the Professional Certification Portfolio.

THE SCHOOL OF ENGINEERING AND APPLIED SCIENCE



www.gonzaga.edu



Transmission and Distribution Program

Director: Peter McKenny

Asstant Director: Jilliene McKinstry

On-line Transmission and Distribution Graduate Courses

Gonzaga University's School of Engineering and Applied Science offers an on-line Graduate Level Certificate Program in Transmission and Distribution (T&D) Engineering. All courses are taught on-line, with a flexible schedule, over an eight week period by industry leaders and Gonzaga University faculty. Students can register and take courses from anywhere in the world and have immediate access to high quality instruction from industry experts.

These courses are a perfect fit for engineers looking for utility related professional development opportunities at the graduate level. The courses also offer recent engineering graduates the technical insight they will need to be successful in the utility field. Course topics include transmission line design, project management and construction, power system analysis, protective relaying, and power system design (including regional and national power infrastructure and regulations).

Students can register for a particular course topic and complete weekly assignments when and where it is convenient for them to do so. Each course may be taken individually, or students may take any sequence of five (3-credit) courses that fit their professional needs to obtain the Graduate Level Certificate in T&D Engineering. A cumulative GPA of 3.00 from the T&D Program and good standing with the university will be required for the award of the certificate.

Each course has been split into modules with a different industry expert assigned to develop and teach each module. Students therefore receive instruction from different industry experts and have access to course material which is directly focused on current transmission and distribution design practice and procedures. In addition, the online format allows students to attend "class" each week whenever it is convenient to their work schedules without having to consider travel times.

For more information about this program and current courses offerings, please visit our website at:

<http://www.eng.gonzaga.edu/tandd/>

Course Description

TADP 540 Transmission Line Design Introduction 3 credits
Structures, conductors, insulation, survey techniques, terrain modeling, computer-aided design, NESC code requirements. Each major step in an overhead line design process will be analyzed and discussed using data from a recently constructed line. Advantages and disadvantages of some modern design tools will be established.

TADP 541 Electric Distribution System Design 3 credits
Network planning, protection/fusing, conductor sizing, transformer specification and connections, arrestors, reactive compensation, underground cabling, substation overview. Students will learn the characteristics of distri-

bution devices and how to select devices which contribute to the desired system performance. The course will cover the requirements of acceptable power quality and how to identify different types of loads and their requirements for service.

TADP 542 Substation Design 3 credits
System overview, design principles, types of substations, components, utilization, reliability, metering, voltage, protection, project plan, site, scheduling, major equipment, control houses, communication, SCADA, foundations, structural design, grounding.

TADP 543 Electrical Grid Operations 3 credits
NERC/WECC reliability standards, control area operation, outage coordination planning, switch theory and devices, reactive load balancing, generation load balancing, economic dispatch, transmission marketing (OASIS), seasonal ratings. Students will acquire the expertise needed for the inner-workings of a large, interconnected utility system. In addition, students will develop a skill set that includes knowledge of how electricity is generated, transmitted, and consumed, as well as the ability to analyze complex transmission operational situations and make qualified judgments and recommendations to mitigate transmission related problems.

TADP 544 Project Development and Construction Method 3 credits
System planning and project development, project proposals to management, project initiation, scheduling, cost management, resource management, permitting authority, land rights acquisition, overview of contracts, contractor selection, and Gantt tracking. Students will study conductor types and uses, and learn strategies for developing and describing competing transmission projects. Given a specific transmission line project, students will be able to develop a detailed project description in the form of a project plan.

TADP 545 System Protection 3 credits
General concepts, symmetrical faults, asymmetrical faults, voltage and current transformers for protection, classification and functionality of relays, overcurrent protection, distribution feeder protection, transmission line protection with communications, independent distance relaying, introduction to differential protection, disturbance analysis.

TADP 548 Transmittion Line Design - Electrical Aspects 3 credits
Operating voltages, voltage adders, clearances, ROW calculations, insulator material and types, insulator contamination considerations, electric and magnetic fields, corona, radio interference, electromagnetic and electrostatic induction, grounding, switch structures, conductor motion, and aeolian vibration.

TADP 553 System Automation 3 credits
Economic benefits, reliability, safety, equipment costs, communication, transmission automation, distribution automation, under frequency load shedding, radial overhead, radial loop underground, demand side management, remote connect/disconnect, SmartGrid, consumer automation, network design aspects.

TADP 640 Transmission Line Design - Advanced 3 credits
Guyed structures, lattice towers, steel poles, soil properties and foundations under compression, foundations under lateral load, foundations under uplift, advanced sag and tension, special problems in sag and tension, moving/adding structures and conductors, thermal ampacity ratings, LiDAR Technology.

TADP 641 Power System Analysis 3 credits

Basic concepts of power systems, component parts and how they are inter-related. Develop an understanding of topology and companies that constitute North American power grid. Modeling power systems, short circuit calculations, load flow algorithms and methods. Students will learn how to apply these techniques with theory and illustrations in topics related to voltage regulation, VAR control, and relay setting and coordination. Since power quality is now receiving significant attention in the evaluation of electrical service, reference to harmonic analysis and filter design will complete the course.

SCHOOL OF PROFESSIONAL STUDIES



www.gonzaga.edu



School of Professional Studies

Dean: Mary McFarland

Mission

The School of Professional Studies strives to create, educate, and support leaders; contribute to the health of people, communities, and organizations; and to be of service in meeting the learning needs of a complex society.

Our programs embody the University's Mission and the Ignatian spirit on which Gonzaga University is founded. Ethics, excellence, spirit, and community are guiding values for all aspects of the school. Faculty scholarship and research contribute positively to the professions, the global community, and the classroom.

Through a spirit of inquiry and lifelong learning, our students expand their capacity to transform thinking, and engage in ethical problem solving and decision making. New knowledge is acquired in a learning environment of respect and high standards. Our teaching strategies meet the needs of diverse student groups by utilizing dynamic program delivery formats, including technology and flexible scheduling. Traditional age undergraduate students, as well as adults returning to complete graduate and undergraduate degrees enrich our learning environment. Non-credit offerings compliment the goals of life-long learners.

Degree Programs in the School of Professional Studies

Doctoral Program in Leadership Studies (Ph.D.)

M.A. Communication and Leadership Studies

M.A. Organizational Leadership

M.S. Nursing (R.N. to M.S.N., M.S.N., Post - Master's Certificate Programs)

Master of Arts in Communication and Leadership Studies

Chairperson: Heather M. Crandall

Professors: J. Caputo

Associate Professors: M. Carey, P. DePalma

Assistant Professor: J. Albert, M. Hazel, H. Crandall

Adjuncts: C. Desautel, M. Hazel, D. Osborne

The Master of Arts in Communication and Leadership Studies is designed to provide graduate-level expertise for solving communication problems in modern organizations and social systems from a communication and leadership perspective. By their very nature, organizations depend upon complex communication functions for effective operation - formal and informal, and increasingly technologically-based, communication networks. What is likely to distinguish the 21st century from the 20th is the unprecedented degree to which communication and information technology enable creation of active networks linking individuals, functions and organizations that exchange messages and data on a regular basis. The program is grounded in both scientific and humanistic theory and methodology, global communication and ethics and is relevant for those seeking leadership in corporate communications, public relations, media management, media criticism, human resources, marketing, strategic planners, training and consulting, media literacy, community college teaching or Ph.D. work in communication.

The degree builds upon the historic tradition of rhetoric as the cornerstone of a Jesuit education and lays the groundwork for high leverage skills in communication and leadership that work in today's complex world. This program combines classic theories with applied learning that is relevant in its depiction of the latest workplace developments.

The Communication and Leadership Studies master's degree is designed to meet the needs and schedules of working adults as well as continuing students from undergraduate programs. Flexible scheduling, evening, and

Internet courses are offered. The program consists of 36 credits.

Distinctive features of the M.A. in Communication and Leadership Studies are: a unique blend of communication and leadership theory, the Center for Media Literacy Excellence, a range of visiting scholars and professionals who visit to discuss cutting-edge work in communication and leadership, intensive periods where workshops are held to develop practical communication skills in speaking, writing and multi-media design, internship and service-learning possibilities for students who need practical experience, and possible foreign study for students to gain global media and communication experience.

Admissions

Each applicant must submit a complete packet containing the following materials to the Department of Communication and Leadership Studies:

- 1) A completed application form (see appendix for inquiry form) and a non-refundable fee.
- 2) A written statement from the applicant which:
 - a) Describes the applicant's own interest in the Communication and Leadership Studies degree.
 - b) Assesses the applicant's strengths and describes what the applicant hopes to gain from a graduate degree; and for students who are not recent college graduates.
 - c) Provides a resume of professional experience.
- 3) Two letters of recommendation from major professors which evaluate the applicant's ability and capacity to complete a graduate degree.
- 4) Two official transcripts from each college and university attended (international applicants must submit foreign transcripts in the original language and an English copy).
- 5) The official score from the GRE General Aptitude Test or the Miller Analogies Test (must be less than five years old), a requirement which can be waived if the applicant has an advanced degree.
- 6) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 7) Submission of a financial declaration and supporting documentation by each international applicant.

Pre-requisite

A bachelor's degree from an accredited college or university is required.

Program Outline: 36 credits**Required: 24 credits**

COML Organizational Leadership	3 credits
COML Communication and Organizational Ethics	3 credits
COML Organizational Communication and Leadership	3 credits
COML International and Intercultural Communication	3 credits
COML 508 Theorizing Communication	3 credits
COML 509 Social Dynamics of Communication Technology	
COML 517 (Residency) Communication Practicum: Speech, Writing, Multi-Media	3 credits
Research and Thesis Component:	6 credits
COML Communication and Organizational Research	
COML 680* Communication and Leadership Seminar/Thesis	
Electives: 6 credits	
COML 511 Seminar in Communication Consulting and Training	3 credits
COML 512 Seminar in Strategic and Corporate Communication	3 credits
COML 513 Seminar in Advanced Topics in Communication	3 credits
COML 514 Seminar in Advanced Criticism	3 credits
COML 515 Seminar in Interpersonal and Small Group Communication	3 credits
COML 516 Seminar in Media Literacy	3 credits
COML 520 Communication Leadership Internship	1-6 credits
One ORGL class of choice	3 credits

*Newly admitted students should take COML 508 as their first course.

Course Description

COML 500 (ORGL 500) Organizational Leadership	3 credits
Drawing on material from various social science disciplines, this integrated course focuses on research and models of leadership relevant to defining and achieving collective goals in a variety of organizational settings.	
COML 501 Communication and Organizational Research	3 credits
Study of the inquiry process, emphasizing research design and methodologies appropriate to investigation of organizational dynamics and human behavior; both qualitative and quantitative methods are explored.	
COML 503 Communication and Organizational Ethics	3 credits
Inquiry into the philosophic foundations of interpersonal relations and values in organizational contexts with emphasis on applications of ethical systems to the responsibilities of people in organizations toward society and individuals.	
COML 504 Organizational Communication and Leadership	3 credits
Study of research findings, theories, and models of communication in organizations and examination of the impact of organizational culture and structure on the communication process, including factors maximizing effective communication and overcoming communication barriers.	
COML 506 International and Intercultural Communication	3 credits
This course provides students with an opportunity for reflection on experience, examination of theory and prac-	

tical application of organizational leadership in the context of diversity. Diversity will be studied within the framework of race, culture, gender, orientation and disability awareness. The goal of the class is to assist students in developing their own understanding and skills in becoming more effective leaders in organizations that acknowledge, value, and incorporate differences.

COML 508 Theorizing Communication	3 credits
This course investigates the major social scientific theories of communication, with emphasis on understanding theorizing as a process of constructing visions of reality. Additionally, advanced study of the relationship between communication, media language, and human perception will be explored.	
COML 509 (ORGL 509) Social Dynamics of Communication and Technology	3 credits
Does communication technology cause social change or do social factors cause change in communication technologies? Examination of relationships between mass media and community and computers and the self.	
COML 511 Seminar in Communication Consulting and Training	3 credits
This seminar is about communication training and consulting. Based on communication theory and research, our goal will be to understand and explore the factors that help communication effectiveness in organizational settings and develop your rhetorical skills to become effective trainers and consultants. There will be practice in developing resources, marketing, proposal writing, workshop development, and evaluation.	
COML 512 Seminar in Strategic and Corporate Communication	3 credits
Using communication theory and public relations practices, this seminar will focus on strategic and corporate communication in profit and not-for-profit corporate settings.	
COML 513 Seminar in Advanced Topics in Communication	3 credits
COML 514 Seminar in Advanced Criticism	3 credits
COML 515 Seminar in Interpersonal and Small Group	3 credits
Students consider the dynamics of interpersonal and small group contexts and theories to improve the quality of these experiences. The course also covers the connection of communication practices with ethical social change.	
COML 516 Seminar in Media Literacy	3 credits
Media literacy is developing an understanding of the mass media both form and function: the techniques they use, the ideologies they carry, the business motivations that drive them and the artistic expressions reached. This seminar examines the implications of several forms of communication on how we live and what we believe. Impact of mass media on modern societies, conflicting social interest, and the needs of different groups in society. Formation of public opinion, diffusion of innovation, and the nature of propaganda.	
COML 517 Communication Practicum: Speech, Writing and Multi-Media	3 credits
This practicum is designed to merge theory and praxis and provide practical application of communication knowledge and action with a focus on public speaking, group processes writing, and multi-media products.	
COML 520 Communication Leadership Internship	1 - 6 credits
The graduate internship is designed for students who enter the degree program without prior practical work in the communications industries, or are looking for updat-	

ing their in situ knowledge of communication practices and the opportunity to work in a communication industry either locally, nationally or internationally. Additional possibilities exist in educational or organizational contexts, beyond the student's normal work experience.

COML 680 Communication and Leadership Seminar/Thesis

3 credits

COML 660/661 Directed Readings

3 credits

Arranged with faculty.

COML 690 Directed Study

1 - 3 credits

Arranged with faculty.

Master of Science in Nursing

Chairperson: M. Gorski

Professors: S. Norwood, M. McFarland

Assistant Professors: D. Abendroth, M. Gorski, D. Smith, J. Tiedt, L. Murphy, N. Beckham, L. Brown, B. Lutz, B. Hotchkiss, R. Prindle, J. Ramirez,

Instructors: C. Hollenback, S. Healy, L. Tochterman

The Master of Science in Nursing (MSN) and RN to MSN degree programs integrate theory and research in nursing and related fields to provide a broad base for advanced practice in nursing. The programs stress critical inquiry and analysis in the academic environment and application of theory and research in diverse practice settings. Both role development and clinical preparation are emphasized. The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

The aim of the MSN program is to prepare professional nurses with the knowledge, skills, and values essential for advanced nursing practice and leadership in the current and future health care systems and to meet the health care needs of consumers, especially the underserved, in a wide variety of settings. The program provides educational experiences to develop essential knowledge, skills, and values; opportunities for learners to realize their potentials as persons and professionals; preparation in the Jesuit tradition for leadership and service to others; and the foundation for future graduate study in nursing.

The nursing faculty believe accessible and flexible nursing education programs are necessary to a) improve individual, family, community, and societal health and b) increase quality and accessibility of health and nursing care services. Special attention is given to structuring the program and program delivery methods to address the needs of underserved populations: registered nurses with unmet educational needs and consumers/communities with unmet health care needs. In an effort to meet the needs of working registered nurses, the program is delivered through flexible delivery formats. The flexible learning format provides an opportunity for registered nurses living in rural areas and other sites without access to university programs to further their education in nursing. It combines courses fully developed in consultation with experts in on-line course development and technology with infusion of Jesuit values based educational strategies. Clinical experiences occur in geographic locations within reasonable commuting distance to students' home communities and there is participation on campus at scheduled intervals for essential face to face activities. The flexible delivery formats allow students to proceed at their own pace, full-time or part-time.

The Master of Science in Nursing degree programs offer these distinctive features: pursuit of humanistic and ethical alternatives to solve contemporary nursing and health care problems; critical reasoning vital to professional judgment

and ethical decision making; study of health care ethics from both individual and organizational perspectives; emphasis on Jesuit-inspired values of knowledge, sensitivity, integrity, excellence, and justice; active involvement of students in designing individual program and learning experiences; course load and degree timeline adjusted to personal circumstances; and maximization of career mobility. The curriculum is dynamic and changes may occur on a yearly basis.

RN to MSN Program (for Registered Nurses)

Distinctive features of the RN to MSN program include a dual emphasis on role preparation and advanced clinical preparation; emphasis on the Jesuit-inspired values of knowledge, sensitivity, excellence, integrity, and justice; the development of critical reasoning and ethical decision-making skills; flexibility; and the ability to earn a master's degree in less time and with fewer credits than would be needed in separate BSN and MSN degrees were earned. It is important to note that the MSN is the degree awarded and there is no option for a BSN degree.

Admission Requirements RN to MSN Program

Admission decisions are based upon an applicant's total profile and space availability. Selection is based on:

- 1) Complete Gonzaga University application for admission.
- 2) One official transcript from every college and university or nursing school attended.
- 3) An associate degree in nursing from an accredited college or diploma in nursing from a state approved program.
- 4) GPA of 3.00.
- 5) Photocopy of current unencumbered RN license.
- 6) Typewritten statement (maximum 500 words) which describe the applicant's:
 - a) Interest in the RN to MSN program and MSN option as well as what he/she hopes to gain from achieving the RN to MSN degree.
 - b) Professional goals.
 - c) Personal and professional strengths.
 - d) Professional experiences.
- 7) Current professional vita.
- 8) Satisfactory letters of recommendation from two individuals who can evaluate the applicant's leadership, interpersonal skills, professional practice, critical thinking and judgment, and potential for advanced study (e.g., employer, professional colleague, professor).
- 9) Satisfactory score on the Miller Analogy Test within the last five years.
- 10) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and/or whose native language is not English.
- 11) Submission of a financial declaration and supporting documentation by each international applicant.

Pre-requisites

An academic writing assessment will be required prior to starting the program. If the assessment determines a need for improvement in academic writing competencies, the student will be required to complete a self paced on line writing course. In some instances, depending on the applicant's background and goals, some undergraduate or foundational graduate coursework may be required prior to enrolling in selected graduate courses. Such requirements may be fulfilled while completing other graduate courses.

Degree Requirements

The RN to MSN degree requires a total 30 bridge credits completed with a minimum of 3.0 GPA before progressing into the MSN course work.

Bridge Requirements: credits

Philosophy	3 credits
Religious Studies	3 credits
NURS 312 Professional Concepts in Nursing	3 credits
NURS 316 Holistic Health Assessment/Health Promotion	3credits
NURS 354 Creating Healthy Workplace Environments	3 credits
NURS 321 Statistics	3 credits
NURS 406 Nursing Research	3 credits
NURS 355 Pathophysiology and Pharmacology	3 credits
NURS 464 Community and Population Based Healthcare	3 credits
NURS 465 Community Practicum	3 credits

II. Graduate (MSN) Nursing:

Students are admitted into the RN to MSN program, however, progression into the graduate level courses requires a second review. Students who have earned a 3.00 GPA in their coursework at Gonzaga and have a satisfactory faculty recommendation and MAT score are guaranteed progression.

Admissions MSN Program

Application forms may be obtained from the Department of Nursing or the department's Web page. In special circumstances students applying for admission will be permitted to take graduate courses for one semester while graduate admission materials are completed and considered. Admission decisions are based upon the applicant's total profile and space availability. Application are reviewed as they are received.

Each applicant must submit a complete packet containing the following materials to the Admissions Committee of the Department of Nursing:

- 1) Complete Gonzaga University application for admission.
- 2) One official transcript from every college and university or nursing school attended.
- 3) A bachelor's degree from an accredited college or university is required.
- 4) GPA of 3.00.
- 5) Photocopy of current unencumbered RN license.
- 6) Typewritten statement (maximum 500 words) which describe the applicant's:
 - a) Interest in the MSN program option as well as what he/she hopes to gain from achieving the MSN degree.
 - b) Professional goals.
 - c) Personal and professional strengths.
 - d) Professional experiences.
- 7) Current professional vita.
- 8) Satisfactory letters of recommendation from two individuals who can evaluate the applicant's leadership, interpersonal skills, professional practice, critical thinking

and judgment, and potential for advanced study (e.g., employer, professional colleague, professor).

- 9) Satisfactory score on the Miller Analogy Test within the last five years.
- 10) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and/or whose native language is not English.
- 11) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisites

A academic writing assessment will be required prior to starting the program. If the assessment determines a need for improvement in academic writing competencies, the student will be required to complete a self paced on-line writing course. In some instances, depending on the applicant's background and goals, some undergraduate or foundational graduate coursework may be required prior to enrolling in selected graduate courses. Such requirements may be fulfilled while completing other graduate courses.

Program Outline:

All students complete the same nursing leadership core. The nursing practice core consists of the following options:

- 1) Family Nurse Practitioner,
- 2) Psychiatric Nurse Practitioner/Clinical Nurse Specialist,
- 3) Health Systems Leader, and
- 4) Nursing Education.

The MSN degree programs use a distributive education design to prepare individuals as nurse practitioner, managers/administrators, or educators to assume positions in a variety of specialties and settings. The degree consists of 36-47 semester credits organized into two key components. The nursing leadership core provides the theoretical foundation for role development and concepts common to all areas of practice. The program option core provides the theoretical foundation for a specialty and application of both the specialty and role concepts. Graduates are qualified to take the national certification examinations for their areas of specialty if tests are available. National certification is a credential required by many states for advanced practice licensure.

Leadership Core: 15 credits

Required by all MSN options

NURS 551 Contemporary Delivery of Health Care	3 credits
NURS 552 Theoretical Foundations for Advanced Nursing	3 credits
NURS 553 Evidenced-Based Practice	3 credits
NURS 554 Professional Relationships in Advanced Nursing Roles	3 credits
NURS 555 Nursing Ethics	3 credits

Health Systems Leadership Option: 36 credits

This option prepares nurses to assume administrative positions in inpatient, outpatient, community-based, and academic settings. Students gain knowledge and competency in financial and human capital management, as well as strategies for responding to the ethical and legal issues encountered in administrative roles.

Health Systems Leadership Core: 15 credits

NURS 641A Nursing Leadership Development	3 credits
NURS 642A Information and Quality Management	3 credits
NURS 643A Communication and Relationship Management	3 credits

NURS 644A Health Care Management	3 credits
NURS 645A Legal, Regulatory, and Ethical Healthcare Environments	3 credits
Health Systems Leadership Practicum: 6 credits (360 hours)	
NURS 631A Health Systems Leadership Practicum I	1-3 credits
NURS 632A Health Systems Leadership Practicum II	1-3 credits
NURS 633A Health Systems Leadership Practicum III	1-3 credits

Nurse Educator Option: 36 credits

This option prepares nurses to work as educators in academic, hospital, and community-based settings. Students develop an area of clinical specialization as well as skills in curriculum development, teaching-learning strategies, and evaluation. Particular emphasis is placed on tailoring content and practicum experiences to individual needs. Practicum experiences take place in a variety of educational settings.

Nurse Educator Core: 15 credits

NURS 523 Advanced Pathophysiology	3 credits
NURS 641E Curriculum Development	3 credits
NURS 642E Teaching-Learning Strategies	3 credits
NURS 643E Assessment of Student Learning and Evaluation	3 credits
NURS 644E Transition to the Nurse Educator Role	3credits

Nurse Educator Practicum: 6 credits (360 hours)

NURS 631E Nurse Educator Practicum I	1-3 credits
NURS 632E Nurse Educator Practicum II	1-3 credits
NURS 633E Nurse Educator Practicum III	1-3 credits

Family Nurse Practitioner Option: 44 credits

Family nurse practitioners provide a holistic approach to primary care for individuals and families of all ages and are able to manage a wide variety of both acute and chronic health problems. They particularly emphasize health promotion and patient involvement in management of health care problems. Family nurse practitioners work in independent as well as collaborative practice settings.

Family Nurse Practitioner Core: 19 credits

NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment: Advanced Nurse Practicum	4 credits
NURS 635P Primary Health Care I	3 credits
NURS 636P Primary Health Care II	3 credits
NURS 637P Primary Health Care III	3 credits

Family Nurse Practitioner Practicum: 10 credits (600 hours)

NURS 605P Practicum in Primary Health Care I	2 credits
NURS 606P Practicum in Primary Health Care II	2-4 credits
NURS 607P Practicum in Primary Health Care III	2-4 credits

Psychiatric Mental Health Nursing Option: 47 credits

Psychiatric mental health nurse practitioners/clinical nurse specialists promote optimal mental health and well-being and prevention of mental illness and treat those with a range of issues. Their clinical practice focuses on persons with diagnosed psychiatric disorders and individuals, families, or populations at risk for mental disorders. They are prepared to provide the full range of services that comprise primary mental health care in diverse settings with a variety of clients/patients, provide clinical and professional leadership, and facilitate system improvements.

Psychiatric Mental Health Nursing Core: 22 credits

NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment: Advanced Nurse Practicum	4 credits
NURS 621M Dynamic Care Formulation	3 credits
NURS 642M Advanced Psychiatric Mental Health Nursing Concepts I	3 credits
NURS 643M Advanced Psychiatric Mental Health Nursing Concepts II	3 credits
NURS 644M Advanced Psychiatric Mental Health Nursing Concepts III	3 credits

Psychiatric Mental Health Nursing Practicum: 10 credits (600 hours)

NURS 601M Advanced Psychiatric Mental Health Practice I	1 credit
NURS 631M Advanced Psychiatric Mental Health Practice II	2-3 credits
NURS 632M Advanced Psychiatric Mental Health Practice III	2-3 credits
NURS 633M Advanced Psychiatric Mental Health Practice IV	2-3 credits

Post-Master's Certificate in Nursing Programs

The Post-Master's Certificate in Nursing (PMCN) programs are designed for the registered nurse who already possesses a master's degree with a major in nursing but desire additional preparation in a different specialty. The PMCN programs are structured to meet the needs and schedules of working registered nurses through the same distributive learning formats used in the master's degree program.

The PMCN programs consist of minimum of 11 semester credits completed at Gonzaga and provide both theoretical and clinical application components. Each student will have an individualized study plan and will be required to meet all program objectives. The total credits required will vary depending on each student's background and preparation. Graduates are qualified to take the national certification examinations in their specialty if tests are available. National certification is a credential needed in many states to obtain advanced practice licensure.

Distinctive features of the Post-Master's Certificate in Nursing programs are graduate level academic credits; integration of MSN and PMCN learners in all courses; emphasis on Jesuit-inspired values of knowledge, sensitivity, integrity, excellence, and justice; pursuit of humanistic and ethical alternatives to solve contemporary nursing and health care problems; critical reasoning vital to professional judgment and ethical decision making; study of health care ethics from the perspectives of both an individual and an organization; on-campus and distance learning formats; course load and timeline adjusted to personal circumstances; and maximization of career mobility. The curricula are dynamic and changes may occur on a yearly basis.

Admission

Application packets may be obtained from the Department of Nursing or the department's Web page. In special circumstances, individuals applying for admission may be permitted to take courses for one semester while the admission process is completed. The designated fee must accompany the application form. Admission decisions are based upon the applicant's total profile and space available. Applications are reviewed as they are received.

Each applicant must submit the following materials to the Department of Nursing:

- 1) A completed application form (see appendix for inquiry form) and non-refundable fee.

- 2) Typewritten statement (maximum 500 words) which describes the applicant's:
 - a) Interest in the Post-Master's Certificate in Nursing program and what he/she hopes to gain from the certificate.
 - b) Professional goals.
 - c) Personal and professional strengths.
 - d) Professional experiences.
- 3) Two letters of recommendation from individuals who can evaluate the applicant's leadership, interpersonal skills, critical thinking and judgment, and professional practice (e.g., employer, professional colleague, professor).
- 4) Current professional vita (format provided in application packet).
- 5) Copy of current unencumbered RN license.
- 6) One official transcript from each college or university attended for graduate study, including documentation of an earned master's degree with a major in nursing.

Prerequisites

A master's degree with a major in nursing from an accredited college or university is required.

Health Systems Leadership Option: 36 credits

Prerequisite: master's degree in nursing

Required courses or equivalency: 15 credits

NURS 555 Nursing Ethics	3 credits
NURS 641A Nursing Leadership Development	3 credits
NURS 642A Information and Quality Management	3 credits
NURS 643A Communication and Relationship Management	3 credits
NURS 644A Health Care Management	3 credits
NURS 645A Legal, Regulatory, and Ethical Healthcare Environments	3 credits

Health Systems Leadership Practicum: 6 credits (360 hours)

NURS 631A Health System Leadership Practicum I	1-3 credits
NURS 632A Health System Leadership Practicum II	1-3 credits
NURS 633A Health System Leadership Practicum III	1-3 credits

Nurse Educator Option: 36 credits

Prerequisite: master's degree in nursing

Required courses or equivalency: 15 credits

NURS 555 Nursing Ethics	3 credits
NURS 523 Advanced Pathophysiology	3 credits
NURS 641E Curriculum Development	3 credits
NURS 642E Teaching Learning Strategies	3 credits
NURS 643E Assessment of Student Learning and Evaluation	3 credits
NURS 644E Transition to the Nurse Educator Role	3 credits

Nurse Educator Practicum: 6 credits (360 hours)

NURS 631E Nurse Educator Practicum I	1-3 credits
NURS 632E Nurse Educator Practicum II	1-3 credits
NURS 633E Nurse Educator Practicum III	1-3 credits

Family Nurse Practitioner Option: 44 credits

Prerequisite: master's degree in nursing

Required courses or equivalency: 19 credits

NURS 555 Nursing Ethics	3 credits
NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment: Advanced Nurse Practicum	4 credits
NURS 635P Primary Health Care I	3 credits
NURS 636P Primary Health Care II	3 credits
NURS 637P Primary Health Care III	3 credits

Family Nurse Practitioner Practicum: 10 credits (600 hours)

NURS 605P Practicum in Primary Health Care I	2 credits
NURS 606P Practicum in Primary Health Care II	2-4 credits
NURS 607P Practicum in Primary Health Care III	2-4 credits

Psychiatric Mental Health Nursing Option: 47 credits

Settings with a variety of clients/patients, provide clinical and professional leadership, and facilitate system improvements.

Prerequisite: master's degree in nursing

Required courses or equivalency: 22 credits

NURS 555 Nursing Ethics	3 credits
NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment: Advanced Nurse Practicum	4 credits
NURS 621M Dynamic Care Formulation	3 credits
NURS 642M Advanced Psychiatric Mental Health Nursing Concepts I	3 credits
NURS 643M Advanced Psychiatric Mental Health Nursing Concepts II	3 credits
NURS 644M Advanced Psychiatric Mental Health Nursing Concepts III	3 credits

Psychiatric Mental Health Nursing Practicum: 10 credits (600 hours)

NURS 601M Advanced Psychiatric Mental Health Practice I	1 credit
NURS 631M Advanced Psychiatric Mental Health Practice II	2-3 credits
NURS 632M Advanced Psychiatric Mental Health Practice III	2-3 credits
NURS 633M Advanced Psychiatric Mental Health Practice IV	2-3 credits

Course Description

NURS 511 Contemporary Health Care Delivery System 2 credits

Overview of the contemporary health care delivery system and current issues related to advance nursing practice. Examination of the organization of health care delivery, health care policy, health care financing, and the regulation of advanced nursing practice (certification, licensure). Consideration of implications of the contemporary health care delivery system for diverse advanced nursing role.

NURS 512 Role Concept for Advanced Nursing Practicum 3 credits

Examination of the five interrelated roles (clinician, manager, educator, consultant, and researcher/evaluator) that are incorporated into advanced nursing practice. Analysis of education, management and consultation theories, as well as principles of evaluation. Consideration of the role of oppression in shaping nursing practice, as well as opportunities for influencing advanced nursing practice through power and politics. Application of concepts to personal advanced nursing roles.

NURS 513 Theoretical Foundations of Advanced Nursing Practice 3 credits

Consideration of the nature and scope of nursing practice, including nursing's phenomenon of interest, levels of nursing practice, and the nomenclature of contemporary nursing practice: systems theory, leadership theory, nursing theory, and the principles of business, marketing, and resource management. Emphasis on using theory to guide practice, as well as personal assessment and career planning

- NURS 514 Population-Based Health Care** 2 credits
Examination of principles and theories of health promotion and disease prevention, population-based health care delivery, and community-based practice. Consideration of human diversity and social issues and the needs of special/ vulnerable populations. Emphasis on evidence-based practice and the need for community assessment, program planning and quality management. Application of concept to personal advanced nursing role.
- NURS 515 Research Strategies** 3 credits
Study of the research process emphasizing designs, methodologies, principles of measurement, and strategies for data analysis appropriate in the investigation of nursing problems.
- NURS 516 Proposal Seminar** 1 credit
Is designed to assist students as they develop their proposals for the thesis. The Department of Nursing and Gonzaga University's research processes and expectations are presented. Students develop problem and purpose statements to guide their research. Throughout the semester, students critique the work of other students and assist one another in developing their study plans. Students explore strategies for the completion of a comprehensive review of the literature and suggest research methodology to accomplish their research goals. A final grade is submitted and credit is earned when the student successfully defends their thesis proposal in a subsequent semester.
Prerequisite(s): NURS 515
- NURS 523 Advanced Pathophysiology** 3 credits
In-depth analysis of selected pathophysiological problems with emphasis on current research. Stresses application of knowledge to nursing problems.
- NURS 524 Advanced Pharmacology** 3 credits
Examination of pharmacokinetics and pharmacotherapeutic principles. Analysis of the use of pharmacologic agents in the prevention of illness, restoration and maintenance of health. Consideration of federal and state regulations in regards to prescription writing and medication dispensing, patient safety and education issues, polypharmacy, cost/economics of pharmacotherapy, current resources, and ethical/professional issues.
Prerequisite(s): NURS 523
- NURS 530 Dying With Dignity** 2 - 3 credits
Emphasizes psychological, spiritual, and socio-cultural aspects of death and dying in various situations encountered by nurses. Considers variations across the age span and perspectives in caring for individuals, families, and groups stresses identification of own values, attitudes, and feelings regarding death and dying to prepare self to assist others.
- NURS 537 Exercise and Health** 2 - 3 credits
Analyzes impact of physical activity and inactivity on health and disease. Examines physiologic changes occurring in cardiovascular conditioning, utilization of metabolic measures in assessment of exercise response, physiological limitations to exercise, and benefits and risks of various types of exercise for selected patient populations. Stresses strategies for devising exercise programs for selected patient groups.
- NURS 540 Alternative Health Modalities** 2 - 3 credits
Explores alternative modalities including ancient transcultural practices common in Chinese medicine as well as new modalities and a blending of the two. Includes limited practical experience in selected modalities. Emphasizes alternative health practices that have been integrated into western health care as well as those not widely sanctioned or utilized.
- NURS 548 Cultural Competency in Nursing** 2 - 3 credits
Examines ethnicity, culture, cultural sensitivity, health and illness, and issues surrounding delivery and acceptance of health care. Stresses culturally appropriate nursing interventions that can be incorporated into care delivery.
- NURS 551 Contemporary Delivery of Health Care** 3 credits
This course presents an overview of the contemporary health care delivery system, with an emphasis on population-focused health care and health promotion and disease prevention. Current issues and policies that address health care disparities; health care organization, financing, and quality; workforce concerns and regulation of practice; and health care information management are examined. Strategies for analyzing and influencing public, professional, and institutional policies relating to health care and its delivery are considered.
- NURS 552 Theoretical Foundations for Advanced Nursing** 3 credits
This course provides a theoretical orientation to the nature and scope of nursing practice, including nursing's phenomena of concern. Emphasis is given to the components of contemporary nursing knowledge, including metaparadigms (the worldview of a discipline) of nursing, philosophies, conceptual models, and theories. Other theories significant to nursing practice, such as leadership, organizational, change, systems, complex adaptive systems are discussed. Frameworks for ethical decision-making are examined. Application of course concepts to envisioned advanced nursing role is emphasized.
- NURS 553 Evidence-Based Practice** 3 credits
This course provides a theoretical and practical foundation for using various types of evidence to guide practice. Identifying and critically appraising types of data generated through research in both qualitative and quantitative traditions will be addressed, with a focus on evaluating the adequacy of research questions, methodologies, and presentation findings. Strategies for the critical appraisal of validity, relevance and applicability of the research evidence will be presented.
- NURS 554 Professional Relationship in Advanced Nursing Roles** 3 credits
This course addresses planning, consultation, management and evaluation as related to professional relationships and interventions in all advanced nursing roles. The course specifically considers concepts and competencies that are foundational to establishing and maintaining professional relationships and programs. Complex adaptive systems is presented as the environment within which professional interactions and interventions occur. Principles of advocacy, social justice, servant leadership, and appreciative inquiry are presented as a framework for planning, managing, and evaluating therapeutic interventions and planning, managing, and evaluating programs. Interpersonal and group communication and cultural assessment and competence are emphasized as essential competencies.
- NURS 555 Nursing Ethics** 3 credits
This course focuses on ethical issues inherent in both nursing and health care delivery and how these are affected by the complexity of nursing roles and the health care system. A framework for addressing ethical dilemmas will be considered. Contemporary ethical dilemmas will be used as the basis for course discussions.
- NURS 560 Women's Health** 2 - 3 credits
Explores contemporary women's health issues including reproductive and non-reproductive health care concerns and experiences through the life span. Emphasizes development of personal framework for delivery of health care to women of all ages. Issues in gender bias in health care are examined.

- NURS 563 Geriatric and Long Term Care Nursing** 2 - 3 credits
This course has two distinct elements presented in discrete modules; 1) geriatric pharmacological principles, and 2) comprehensive geriatric assessment. Pharmacological principles specific to the elderly individual will be discussed including, alterations in drug clearance, adverse reactions, drug interactions, and polypharmacy. Each of the pharmacological principles will be discussed as they relate to the elderly in the community as well as those in long term care settings. The second component of the course is comprehensive geriatric assessment. Normal aging changes will be presented as a foundation for the discussion of common diseases, abnormalities, and symptomatology in the elderly population. There will be an emphasis on physical and functional assessment with appreciation for expected decline, quality of life and ethical principles.
- NURS 572 Leadership and Finance in Small Health Care Business** 2 - 3 credits
- NURS 573 Legal Tort and Malpractice** 2 - 3 credits
- NURS 574 Practice Management** 2 - 3 credits
Examines issues and strategies related to practice in an advanced nursing practice role. Emphasizes types of practice arrangements, contracting, quality management, inter-and intra-professional relationships including peer review and mentoring, economics, and legal considerations.
- NURS 575 (ORGL 519) Leadership in Non-Profit Organizations** 2 - 3 credits
Designed for students preparing to assume the role and duties of a leader, supervisor, or governing board member of a non-profit organization. This course will review theory and investigate specific methods of behaviors of non-profit organization leaders.
- NURS 578 Ethics and Law in Administration** 2 credits
Examination of scope of practice and role of nurse executives in current and future health care system. Analysis of ethical and legal frameworks for administration including examination of selected laws, strategies for managing legal risks, and ethical implications of law and issues in health care and academia. Emphasis given to incorporating spirit and soul in organizations and leadership. Prerequisite(s): PHIL 555
- NURS 579 Information Systems in Administration** 2 credits
Analysis of issues surrounding technology and information management in health care environment. Examination of technologies to improve clinical care and business management, health care classification and coding systems with emphasis on nursing. Consideration given to design and implementation of health care information and decision systems with emphasis on needs in nursing/clinical care. Utilization of data for decisions is stressed.
- NURS 580 Writing For Publication** 2 - 3 credits
Examines the process of writing and marketing articles for professional publication. Considers each step from conception through publication. Includes preparation of a manuscript for submission.
- NURS 582 Grant Writing-Project Management** 2 - 3 credits
Examines beneficial strategies for focusing proposal efforts including organizing time invested in grant seeking. Stresses developing proposal ideas, determining priorities, documenting needs, organizing materials into a proposal, identifying potential funding sources, and managing funded project.
- NURS 590 Clinical Internship** 3 credits
Internship requires completion of a form, and department permission and cannot be registered for via Zagweb.
- NURS 600 Health Assessment: Advanced Nursing Practicum** 4 credits
Emphasizes integrated history/physical examination as basis for patient/client management. Stresses physiology/ pathophysiology, advanced physical assessment techniques, considerations for other diagnostic tests, implications of laboratory and other findings, diagnostic reasoning. Includes laboratory application and summary competency examination and 60 practicum hours. (Foundational course for PO options). Prerequisite(s): NURS 523
- NURS 601A Nursing Administration Practicum. I** 2 credits
Clinical application of concepts of NURS 621A and prerequisite courses in area and setting of interest to meet advanced practice goals. (120 contact hours). Corequisite: NURS 621A Prerequisite(s): NURS 578
- NURS 601C Advanced Nursing Practice I** 2 credits
Clinical application of concepts for care management for individuals/families with complex health problems in chosen clinical specialty. Emphasizes advanced practice nursing role and perspectives. (120 hours) Prerequisite(s): NURS 513, 512, 514, 621C, 523, 524, 600 and NURS 512
- NURS 601E Nursing Education Practicum I** 2 credits
Beginning application of clinical specialty and educational concepts in setting of choice. Forty-five contact hours of practicum experience included in course. Requires concurrent enrollment in Nursing 621E, 622E, 623E, 624E or by permission. Prerequisite(s): NURS 621E or 622E or 623E or 624E
- NURS 601I Advanced Nursing Practice I** 4 credits
Provides theoretical and experiential basis for practice of nursing in clinical specialty of choice. Application of concepts in clinical practice (45 or 60 contact hours). Prerequisite(s): NURS 511, 512, 513, 514, 523, 524 and 555
- NURS 601M Advanced Psychiatric Mental Health Practicum I** 1 credit
Practicum relating to interviewing skills, assessment, developing a case formulation, assigning accurate diagnoses and begin to develop a treatment plan. Prerequisite(s): NURS 600, 621M and 621M
- NURS 601P Advanced Nursing Practice I** 2 credits
Analysis of selected assessment and management strategies for common and acute health problems encountered in primary care settings. Emphasizes physiological processes of selected common and acute health problems across life span. Stresses laboratory and advanced physical assessment techniques as well as pharmacological and non-pharmacological intervention strategies. Application of concepts in primary care clinical practice (120 contact hours). Fall, Spring. Prerequisite(s): NURS 600, 523 and 524
- NURS 602A Nursing Administration Practicum II** 2 credits
Clinical application of concepts of NURS 622A with integration, refinement, and extension of advanced specialty development in chosen area of practice. (120 contact hours). Prerequisite(s): NURS 601A
- NURS 602C Advanced Nursing Practicum II** 2 credits
Clinical application of concepts emphasizing strategies care improvement. Stresses expansion into clinical support role expectations. (120 contact hours). Prerequisite(s): NURS 515, 601C, 621C, 622C and 555
- NURS 602E Nursing Education Practicum II** 2 credits
Continuation of NURS 601E with incorporation of functional role development. Application of concepts in educational setting of choice. (90 practicum hours). Prerequisite(s): NURS 601E and (NURS 621E or NURS 622E or NURS 624E)
- NURS 602I Advanced Nursing Practice II** 4 credits
Continuation of NURS 601I with incorporation of func-

- tional role development. Application of concepts in clinical practice. (90 or 120 practicum hours).
Prerequisite(s): NURS 514, 555, 601I, 511 and 515
- NURS 602M Psychology Mental Health Practicum II** 2 - 3 credits
Clinical application of concepts emphasizing development of skills in individual, group, and family psychotherapies.
Prerequisite(s): NURS 515, 555, 601M, 621M and 622M
- NURS 602P Advanced Nursing Practice II** 2 credits
Analysis of health promotion assessment and management strategies for individuals and families throughout the life span. Analysis of theories salient to health promotion and health protection incorporating a developmental perspective. Assessment and intervention strategies for pharmacological and non-pharmacological management of well child, well adult, well older person, and pregnant and post-partial woman in the context of family. Application of concepts in primary care clinical practice (120 practicum hours).
Prerequisite(s): NURS 600 and 524
- NURS 603A Nursing Administration Practicum** 3 credits
Clinical application of concepts of NURS 623A with continued integration, refinement, and extension of advanced specialty development in chosen area of practice. (120 contact hours).
Prerequisite(s): NURS 621A and 601A.
Corequisite: NURS 623A.
- NURS 603C Advanced Nursing Practice III** 2 - 3 credits
Clinical application of concepts emphasizing organizational responsibilities. Stresses expansion into system negotiation role expectations. (120-180 contact hours).
Prerequisite(s): NURS 511, 602C, 623C and 622C
- NURS 603E Nursing Education Practicum III** 3 credits
Continuation of NURS 602E with refinement and extension of functional role development. Application of concepts in educational setting of choice. (135 practicum hours).
Prerequisite(s): NURS 602E and (NURS 621E or NURS 622E or NURS 624E)
- NURS 603I Advanced Nursing Practice III** 4 - 5 credits
Continuation of NURS 602I with refinement and extension of functional role development. Application of concepts in clinical practice (135 or 120-180 contact hours).
Prerequisite(s): NURS 602I, 511 and 515
- NURS 603M Psychology Mental Health Practicum III** 2 - 3 credits
Clinical application of concepts emphasizing psychopharmacologic management and development of skills in psychotherapies.
Prerequisite(s): NURS 514, 524, 622M, 623M and 602M
- NURS 603P Advanced Nursing Practice III** 2 - 3 credits
Analysis of selected assessment and management strategies including pharmacological and non-pharmacological interventions for conditions affecting human structure, mobility, and perception. Application of concepts in primary care clinical practice (120-180 contact hours).
Prerequisite(s): NURS 601P, 621P, 602P and 622P
- NURS 604A Nursing Administration Practicum IV** 3 credits
Clinical application of concepts of NURS 624A with continued integration, refinement, and extension of advanced specialty development in chosen area of practice. During semester, a period of intense practice arranged to facilitate synthesis of role development in specialty. (180 contact hours).
Prerequisite(s): NURS 622A, 623A, 602A, 603A.
Corequisite: NURS 624A.
Prerequisite(s): NURS 603A, 622A, 623A and 624A
- NURS 604C Advanced Nursing Practice IV** 2 - 3 credits
Clinical application of concepts emphasizing synthesis of prior learning for refinement and extension of practice. Stresses integration of role components and practice management. (120 - 180 contact hours)
Prerequisite(s): NURS 603C, 624C and 623C
- NURS 604E Nursing Education Practicum IV** 4 credits
Synthesis and application of clinical specialty and functional role knowledge and skills in select area of practice. Application of concepts in nursing education practice. (180 contact hours required).
Prerequisite(s): NURS 603E
- NURS 604I Advanced Nursing Practice IV** 4 - 6 credits
Synthesis and application of clinical specialty and functional role knowledge and skills in select area of practice. Application of concepts in clinical practice (180 or 120-240 contact hours).
Prerequisite(s): NURS 603I
- NURS 604M Psychology Mental Health Practicum IV** 2 - 3 credits
Clinical application of concepts emphasizing synthesis of prior learning for refinement and extension of practice with selected population of interest and integration of role components, relationships, and practice management skills. (120-180 contact hours).
Prerequisite(s): NURS 623M, 603M and 624M
- NURS 604P Advanced Nursing Practice IV** 2 - 4 credits
Analysis of selected assessment and management strategies including pharmacological and non-pharmacological interventions for clients with chronic and complex disease. Examination of primary care practice management in various settings. Application of concepts in primary care clinical practice (120-240 contact hours).
Prerequisite(s): NURS 601P, 602P, 621P, 622P and 624P
- NURS 605P Practicum in Primary Health Care I** 2 credits
This primary care practicum course requires the completion of 120 practicum hours with supervision by an approved Nurse Practitioner, physician, or physician's assistant-certified. Emphasis is placed on the application of concepts as well as on collaboration with a preceptor to analyze patient data, select appropriate diagnostic tests, develop a comprehensive treatment plan, and prepare legally sound documentation for individuals who present for care with common and acute healthcare problems.
Prerequisite(s): NURS 600, 524 and 621P
- NURS 606P Practicum in Primary Health Care II** 2 - 4 credits
This primary care practicum course requires the completion of a pre-determined number of practicum hours (120, 180, 240) with supervision by an approved nurse practitioner, physician, or physician's assistant-certified.
- NURS 607P Practicum in Primary Health Care III** 2 - 4 credits
This primary care practicum course requires the completion of a pre-determined number of practicum hours (120, 180, or 240 corresponding to two, three or four credits respectively) with supervision by an approved nurse practitioner, physician or physician's assistant-certified.
Prerequisite(s): NURS 524
- NURS 611 Continuing Research** 1 credit
- NURS 614C Advanced Nursing Practice** 2 credits
This course is a continuation of NURS 604C and should be taken only if NURS 603C and 604C were taken for two (2) credits each.
Prerequisite(s): NURS 604C and 624C
- NURS 614I Advanced Nursing Practice** 2 - 3 credits
This course is a continuation of NURS 604I and should only be completed if NURS 603I, 604I taken for two (2) credits each.
Prerequisite(s): NURS 604I

- NURS 614M Psychiatric Mental-Health Practicum** 2 - 3 credits
Continuation of NURS 604M. Completed only if NURS 602M, NURS 603M and/or NURS 604M taken for two to three (2-3) credits. (120-180 contact hours).
Prerequisite(s): NURS 604M
- NURS 614P Advanced Nursing Practice** 2 - 3 credits
Continuation of practicum hours. (120-180 supervised practicum hours).
Prerequisite(s): NURS 602P
- NURS 615A Nursing Administration Practicum** 1 - 4 credits
Application of nursing administration concepts in practice.
- NURS 615C Advanced Nursing Practice** 1 - 4 credits
Application of theoretical concepts and clinical role concepts in psychiatric mental health clinical practice. (60-240 contact hours).
- NURS 615E Nursing Education Practicum** 1 - 4 credits
Application of theoretical educational concepts to practice. (60-240 contact hours).
- NURS 615M Advanced Nursing Practice** 1 - 4 credits
Application of theoretical clinical concepts and clinical specialist role concepts in chosen clinical specialty. (60-240 contact hours).
- NURS 615P Advanced Nursing Practicum** 1 - 3 credits
Application of primary care concepts in clinical practice in primary care. The clinical site must be developed by student with either the FNP option clinical coordinator or FNP option coordinator to ensure appropriateness of site for course requirements.
- NURS 621A Organizational Structure and Processes** 3 credits
Examination of organization structure and theories with implications for leadership strategies, organizational dynamics and politics in health care and academic organizations, and strategies for systems analysis using multiple frames of reference. Exploration of hierarchy, chaos theory, role complexity, transdisciplinary roles and relationships, future thinking and creativity and their implications. Analysis of strategic management process including organizational and policy development, relationship building and communication systems and strategies for complex systems. Need for theory and evidence based administration stressed.
Prerequisite(s): NURS 511-515, 571, 578, 579 and 555
Corequisite: NURS 601A
- NURS 621C Clinical Foundations** 3 credits
Examination of advanced concepts in complex care management in chosen clinical specialty. Emphasizes phenomena of concern for specialty and holistic assessment and management. Analysis of specialty and CNS role expectations, standards, and competencies.
Prerequisite(s): NURS 601C, 512, 513, 514, 523, 524 and 600
- NURS 621E Curriculum Development** 2 credits
Emphasis the necessity of congruence between course content, institutional and program mission, philosophy, and goals; professional standards; and needs and expectations of a program's communities of interest. Considers current educational paradigms and their implications for curricula and individual courses. Students will use their clinical specialty area as content for their course assignments.
- NURS 621M Dynamic Care Formulation** 3 credits
Introduction to the role of the psychiatric nurse practitioner role including; the scope of practice, legal and ethical issues, interpersonal communication and relationship, assessment across the life span, mental status exams, human development, brain and behavior, diagnosis according to DSM IV TR and case formulation.
Prerequisite(s): NURS 600
- NURS 621P Primary Care Concepts I** 2 credits
First in the series of didactic courses for MSN students in the FNP option. Emphasis is on selected acute and common health problems encountered in primary health care. Stresses assessment, diagnostic, reasoning, and pharmacologic and non-pharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family health, and practice management.
Prerequisite(s): NURS 600 and 524
- NURS 622A Administrative Dimensions of Effective Clinic Care** 2 credits
Analysis of transdisciplinary standards of care and practice models of care delivery and their implications for staffing and other support, acuity systems, outcomes and accountability. Need for theory and evidenced based care strategies and ability to interpret clinical needs and issues in financial terms emphasized.
NOTE: Students interested in educational administration may substitute NURS 621E or NURS 624E.
- NURS 622C Dynamic Care Formulation** 2 credits
Examination of concepts and strategies used by CNSs to advance nursing practice and improve patient/client outcomes. Emphasizes clinical support strategies and activities to advance nursing practices and improve outcomes.
Prerequisite(s): NURS 515, 600, 602C, 621C and 555
- NURS 622E Teaching-Learning Strategies** 2 credits
Considers strategies for clinical teaching, classroom teaching, and teaching in community settings. Address altering content and strategies for different audiences (students, patients, professional colleagues). Includes content on technological options available to nurse educators. Students will use their clinical specialty area as context for course assignments.
- NURS 622M Psychotherapy Interventions** 2 credits
Analysis of research of therapeutic relationships and interpersonal processes with exploration of therapeutic use of self. Examinations of models and principles of individual therapies, group therapies, and family therapies. Exploration of indications for and selection of appropriate models for presenting issues.
- NURS 622P Primary Care Concepts II** 2 credits
Second in the series of didactic courses for MSN students in the FNP option. Continued emphasis on selected acute and common problems encountered in primary health care. Stresses assessment, diagnostic reasoning and pharmacologic and non-pharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family, concepts, and practice management.
Prerequisite(s): NURS 600 and 524
- NURS 623A Human Capital Management** 2 credits
Examination of work design and implications for staffing, scheduling, standards of performance, differentiated practice, and performance management. Exploration of empowerment strategies, culture building, boundaries, needs of knowledge workers, managing across department/disciplines and transdisciplinary issues in various types of organizations. Analysis of dynamics of collective bargaining and contract management.
Prerequisite(s): NURS 621A
Corequisite: NURS 603A
- NURS 623C System Perspectives** 2 credits
Examination of concepts and strategies used by CNSs to address patient/client needs across the full continuum of care. Emphasizes system considerations and negotia-

- tion. Stresses use of clinical knowledge/expertise to effect system changes to improve programs of care.
Prerequisite(s): NURS 511, 602C, 603C and 622C
- NURS 623E Evaluation Strategies** 2 credits
Addresses evaluation strategies for patients, students, peers, and programs. Includes content on test development and evaluation considers strategies for evaluation of clinical skills as well as didactic learning. Students will use their clinical specialty area as context for their course assignments.
- NURS 623M Psychobiological Interventions** 2 credits
Analysis of models and principles of psychobiological interventions, including, psychopharmacologic management and selected alternative therapies. Exploration of indications for and selection of appropriate models for presenting issues.
Prerequisite(s): NURS 524, 622M, 602M, 603M and 514
- NURS 623P Primary Care Concepts III** 2 credits
Third in the series of didactic courses for students in the FNP option. Emphasis is on chronic and complete health problems encountered in primary care. Stresses assessment, diagnostic reasoning, pharmacologic and non-pharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family health, and practice management.
Prerequisite(s): NURS 601P, 602P, 621P and 622P
- NURS 624A Financial Management** 2 credits
Cost/quality accountability and creative management of resources emphasized. Examination of budget preparation and management strategies including forecasting and planning; costing of services and staffing models; cost estimation; cost-benefits; cost-effectiveness, break even, and variance analyses and interpretation as basis for decisions. Analysis of internal and external forces affecting organizational finance and cost management mechanisms.
- NURS 624C Issue and Trends for Clinical Nurse Specialist** 2 credits
Consideration of driving and restraining forces for advanced nursing practice and the clinical nurse specialist role. Emphasizes issues and trends in health care, nursing, and regulation as they relate to CNS practice. Stresses integration of clinical and role concepts for personal practice model.
Prerequisite(s): NURS 603C, 604C and 623C
- NURS 624E Current Issues in Nursing Education** 2 credits
Specific content determined by trends and interests of students. Representative topics include accreditation issues and policies, academic policies, legal issues in nursing education, dealing with problematic students, situations, learning disabilities and students with special needs, cultural considerations in nursing education, and educational technology. Students will particularly focus issues related to their clinical specialty area.
- NURS 624M Psychology Mental Health Nursing: Dynamic Health Care** 2 credits
Analysis of current driving and restraining forces for advanced practice in psychiatric-mental health nursing including similarities and differences across geographical regions. Examination of interdisciplinary and intradisciplinary relationship settings for practice, practice management consideration and legal and ethical concerns. Exploration of health care issues and interface with P-MH nursing practice including health policy, regulation, reimbursement, prescriptive authority, professional/organizational dynamics. Integration of clinical and role concepts for personal practice model.
Prerequisite(s): NURS 623M, 603M and 604M
- NURS 624P Primary Care Concepts IV** 2 credits
Final didactic course in FNP option. Emphasizes chronic and complex problems encountered in primary care. Stresses assessment, diagnostic reasoning, and pharmacologic and non-pharmacologic management of these problems throughout the lifespan. Incorporates content on health promotion, family health, and practice management.
Prerequisite(s): NURS 601P, 602P, 621P and 622P
- NURS 631A Health System Leadership Practicum I** 1 - 3 credits
This practicum integrates knowledge from the didactic courses in the health organization setting.
- NURS 631E Nursing Educator Practicum I** 1 - 3 credits
The Nurse Educator practicum courses provide students with individualized opportunity to meet, at the advanced beginning/intermediate level, the core competencies for nurse educators that have been identified by the National League for Nursing (2005). This first practicum course focuses on beginning application of clinical specialty and educational role concepts in education practice setting of one's choice. (60 - 180 practicum hours).
- NURS 631M Advanced Psychiatric Mental Health Nurse Practicum II** 2 - 3 credits
Focus on individual therapy to develop therapy skills and continue to refine interviewing and assessment skills.
Prerequisite(s): NURS 600
- NURS 632A Health System Leadership Practicum II** 1 - 3 credits
This practicum integrates knowledge from the didactic courses in the health organization setting.
- NURS 632E Nursing Educator Practicum II** 1 - 3 credits
The Nurse Education practicum course provide students with individualized opportunity to meet, at the advanced begging/intermediate level, the core competencies for nurse educators that have identified by the National League for Nursing (2005). This course is a continuation of the individualized nurse educator practicum experience, emphasizing further functional role development in a clinical specialty area and specific educational setting of choice. (60 - 180 practicum hours).
Prerequisite(s): NURS 631E
- NURS 632M Advanced Psychiatric Mental Health Nurse Practicum III** 2 - 3
Continue to focus on individual therapy with addition of couple, family and other group settings.
Prerequisite(s): NURS 621M
- NURS 633A Health System Leadership Practicum III** 1 - 3 credits
This practicum integrates knowledge from the didactic courses in the health organization setting.
- NURS 633E Nursing Educator Practicum III** 1 - 3 credits
The Nurse Education practicum course provide students with individualized opportunity to meet, at the advanced begging/intermediate level, the core competencies for nurse educators that have identified by the National League for Nursing (2005). This course is a continuation of the individualized nurse educator practicum experience, emphasizing further functional role development in a clinical specialty area and specific educational setting of choice. (60 - 180 practicum hours).
Prerequisite(s): NURS 632E
- NURS 633M Advanced Psychiatric Mental Health Nurse Practicum IV** 2 - 3 credits
Facilitate independent practicum experiences conducting individual, group, couple and family therapy independently to assist the transition into practice.
Prerequisite(s): NURS 621M

- NURS 635P Primary Health Care I** 3 credits
Introduction course for MSN student enrolled in the Family Nurse Practitioner (FNP) Option. Focus of the course is on the development of knowledge about the FNP role. Emphasis is on the role of FNP in the care of individuals throughout the lifespan who present with select common and acute health problems in the primary care setting. The importance of performing comprehensive advanced-level health assessments, use of diagnostic reasoning, and the selection of appropriate diagnostic tests and pharmacologic and non-pharmacologic therapies is stressed. Incorporated content related to health promotion, family health, and practice management.
Prerequisite(s): NURS 524 and 600
- NURS 636P Primary Health Care II** 3 credits
Continues learning initiated in previous courses for MSN students enrolled in the FNP option. Emphasis continues on the role of the FNP in the care of individuals with select common and acute health problems in the primary care setting.
- NURS 637P Primary Health Care III** 3 credits
Role of the Family Nurse Practitioner in the care of individuals with chronic and complex health problems who present for care in primary care settings.
Prerequisite(s): NURS 605P, NURS 606P, NURS 635P and 636P
- NURS 641A Nursing Leadership Development** 3 credits
This course advances the student's understanding of concepts introduced in the common core with a focus on the role of the nursing leader within the complexity of healthcare organizations. Emphasis is placed on the development of a professional plan and portfolio that reflect the intentional selection of a personal model of nurse leadership. Consideration is given to the use of change management theories in promoting organizational as well as personal and professional changes.
- NURS 641E Curriculum Development** 3 credits
This course focuses on ensuring curriculum responsiveness to and congruence with institutional and program mission, philosophy, and goals; professional standards; and needs and expectations of an educational program's communities of interest. Current trends in education and their implications for both curricula and individual courses also are considered. The "backward design" process is presented as a framework for curriculum development and course design; organizing for curricula are considered. Curriculum evaluation strategies are examined. Strategies for successful curriculum development and revision initiatives are explored. Students will use their clinical specialty area and intended practice setting as the context for course assignments.
- NURS 642A Information and Quality Management** 3 credits
This course focuses on the information management skills essential for effective nursing leadership in complex healthcare settings. Topics to be addressed include accreditation, clinical information systems, benchmarking, quality monitoring.
- NURS 642E Teaching Learning Strategies** 3 credits
This course explores theories of teaching and learning, as well as strategies for clinical teaching, classroom teaching, and teaching in community settings. The course also addresses adapting content and teaching strategies for different groups of learners (e.g. students, health care consumer/patients, professional colleagues) and learners with different characteristics. The course considers use of multiple forms of technology (e.g., online learning, simulation) in the educational process. Management strategies for challenges in the educational environment also are explored. Students will use their clinical specialty area and preferred learner groups as context for course assignments.
- NURS 642M Advanced Psychiatric Mental Health Nurse Concepts I** 3 credits
Acute and episodic psychiatric and mental health disorders, individual, couple and family therapy. An emphasis will be placed on developing interventions such as individual psychotherapy, medications and crisis intervention.
Prerequisite(s): NURS 621M
- NURS 643A Communication and Relation Management** 3 credits
This course addresses the role of the nurse as a healthcare systems leader in developing and sustaining relationships with employees and other healthcare providers within complex healthcare environments. Course content will address communication strategies, relationship management, conflict management, and negotiation skills, and evaluation. Concepts related to legal, regulatory, and ethical aspects of employee hiring, performance evaluation, and termination will be reviewed. Consideration will be given to succession management.
- NURS 643E Assessment of Student Learning and Evaluation** 3 credits
This course examines the basic principles of assessment of student learning, course and program evaluation, and accreditation. Practical guidelines for evaluation of learning in academic clinical, and community settings are examined. The course includes content on test construction and evaluation of personal teaching effectiveness. A particular focus of the course is outcomes assessment. Program evaluation and accreditation also are addressed. Social, legal, and ethical issues in evaluation and grading are explored.
- NURS 643M Advanced Psychiatric Mental Health Nurse Concepts II** 3 credits
Chronic mental and emotional disorders including issues surrounding treating people with substance related disorders. An emphasis will be placed on group psychotherapy as an intervention. Further discussions and learning about other psychobiological interventions including the continuation of medication management.
Prerequisite(s): NURS 621M
- NURS 644A Health Care Management** 3 credits
This course focuses on the financial management skills essential for effective nursing leadership in complex healthcare settings. Topics to be addressed include financing, administrative, financial and cost accounting systems, budget development and oversight.
- NURS 644E Transition to the Nurse Educator Role** 3 credits
This course explores current issues and challenges facing nurse educators. Topics addressed include accreditation issues and policies, academic policies, legal issues in nursing education, dealing with problematic student situations, learning disabilities and students with special needs, cultural considerations in nursing education, and educational technology. Also considered is the complexity of the nurse educator role and academia, as well as strategies for success as a nurse educator. Students use course assignments to explore issues related to their individual clinical specialty area and intended practice setting.
- NURS 644M Advanced Psychiatric Mental Health Nurse Concepts III** 3 credits
The role of the advanced practice nurse in a complex health care environment will be examined. A focus on analysis of issues affecting advanced practice psychiatric mental health nursing, including health care policy interface with psychiatric mental health nursing practice. Settings for practice, legal and ethical considerations,

interdisciplinary and intradisciplinary relationships, professional and organizational dynamics and barriers to practice are examined.

Prerequisite(s): NURS 621M

NURS 645A Legal, Regulatory, and Ethical Healthcare Environments 3 credits

This course addresses the role of the nurse as a health systems leader in legal, regulatory, and ethical considerations in health care environments. Complex adaptive systems is used as the framework for examining legal and regulatory constraints that affect care delivery, patient and employee rights and responsibilities, and quality management, including patient safety and risk management. Tension between legal and ethical guidelines will be explored.

NURS 676 Data Collection 1 credit

Individual guidance in conduct of study and preparation of report. Credit is granted at completion and acceptance of final report of thesis.

Prerequisite(s): NURS 515

NURS 677 Data Analysis and Thesis Completion 1 credit

Individual guidance in conduct of study and preparation of report. Credit is granted at completion and acceptance of final report of thesis.

Prerequisite(s): NURS 676

NURS 678 Advanced Research Strategies 2 credits

This course builds on the content and competencies developed in NURS 515 to assist students to develop substantive skills in the analysis and evaluation of a body of research data. The course emphasizes an enhanced understanding of multivariate statistical techniques, as well as on the ability to analyze complex research designs and measurement techniques to determine the applicability of research findings to advanced practice. The course will also present models of research utilization

and strategies for adapting research findings to a selected practice setting. This course may be taken by students in the Family Nurse Practitioner option to fill the MSN program's research alternative requirement; it may be taken as an elective by MSN students in other practice core options.

Prerequisite(s): NURS 515, 602P and 622P

NURS 679 Research Project 1 credit

Individual guidance in conduct of study and preparation of a manuscript for publication. Credit is granted at completion and acceptance of final manuscript.

Prerequisite(s): NURS 505, 675 and 678

NURS 685 Diabetes Management 2 - 3 credits

This on-line course offers BSN and MSN students an opportunity to develop competence in on-going management of patients with diabetes mellitus in a variety of healthcare settings. Students will explore strategies for incorporating disease state management models into clinical practice. Management of medication and blood glucose monitoring, goal setting, motivational strategies, teaching/educational techniques, reducing the incidence of long-term complication will be emphasized. Course content will include current pharmacological principles and selection of oral agents and insulin therapies.

NURS 690 - 691 Special Topics 1 - 3 credits

Courses designed to address special topics in nursing, based on student and faculty interests.

NURS 692 Independent Study 1 - 4 credits

Independent study requires completion of a form, and department permission and cannot be registered for via Zagweb. (Cannot be used to fulfill elective requirement).

NURS 696 Independent Practicum 1 - 6 credits

Practicum requires completion of a form, and department permission and cannot be registered for via Zagweb (Cannot be used to fulfill elective requirement).

Master of Arts in Organizational Leadership

Chairperson: Michael Carey

Professor: M. McFarland, J. Caputo, T. Jeannot

Associate Professor: L. Brown, M. Carey, D. Conners

Assistant Professor: J. Albert, A. Andenoro, J. Armstrong,

H. Crandall, M. Hazel, A. Popa, D. Schaeffer

Lecturer: J. Horsman

The M.A. degree in Organizational Leadership is an interdisciplinary program that integrates knowledge and research from the social sciences, communication arts, and the humanities. The central objective of the program is to provide an advanced degree which synthesizes knowledge from diverse fields into a focused yet flexible plan of study that is useful to leaders in all forms of social organization. The program is designed for the student whose professional goal is a generalist leadership position in a corporate, government, non-profit, or community organization.

The Organizational Leadership master's degree is intended to meet the needs and schedules of working adults. Required courses in the degree program are offered exclusively on an evening or weekend basis. The program consists of 36 semester credits. A required sequence of 24 credits is supplemented by electives totaling 12 credits, which are chosen by each student from a list of selected

graduate courses. Students are permitted to take up to six credits of individualized readings, research projects or an internship as part of the elective component. The curriculum is dynamic and changes may occur on a yearly basis.

Graduates of the M.A. in Organizational Leadership program are able to: understand the relationship of liberal arts study to leadership; develop effective strategies to be social change agents; develop and enact a leadership approach that acknowledges values and incorporates differences; create and utilize an integrated vision as a leader; understand and analyze organizations from multiple frameworks and, become an agent for productive change; be a knowledgeable consumer and effective practitioner of organizational research; and understand how to form and apply ethical systems within organizational settings.

Admissions

Each applicant must submit a complete packet containing the following materials to the Department of Organizational Leadership:

- 1) A completed application form (see appendix for inquiry form) and a non-refundable fee.
- 2) A written statement from the applicant which:
 - a) Describes the applicant's own interest in the Organizational Leadership degree.
 - b) Assesses the applicant's strengths as a leader and describes what the applicant hopes to gain from a graduate degree.
- 3) Provides a resume of professional experience.
- 4) Two letters of recommendation from an employer, professional colleague, or major professor which evaluate the applicant's leadership ability and capacity to complete a graduate degree.

- 5) Two official transcripts from each college and university attended (international applicants must submit foreign transcripts in the original language and an English copy).
- 6) The official score from the GRE general aptitude test or the Miller Analogies Test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree.
- 7) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 8) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisite

A bachelor's degree from an accredited college or university is required.

Program Outline: 36 credits

Required Courses: 24 credits

ORGL 500 Organizational Leadership	3 credits
ORGL 501 Methods of Organizational Research	3 credits
ORGL 502 Leadership and Imagination	3 credits
ORGL 503 Organizational Ethics	3 credits
ORGL 504 Organizational Communication	3 credits
ORGL 505 Organizational Theory	3 credits
ORGL 506 Leadership and Diversity	3 credits
ORGL 680 Leadership Seminar	3 credits
Electives	12 credits

Graduate electives complete the Organizational Leadership degree program. Students may choose graduate-level courses from a list of electives provided in this catalogue offered by the Department of Organizational Leadership or by other graduate divisions of Gonzaga University. Up to six credits may be selected within the elective component from the independent professional study options (ORGL 660-ORGL 671).

Course Description

- ORGL 500 Organizational Leadership 3 credits
Drawing on material from various social science disciplines, this integrated course focuses on research and models of leadership relevant to defining and achieving collective goals in a variety of organizational settings.
- ORGL 501 Methods of Organizational Research 3 credits
Study of the inquiry process, emphasizing research design and methodologies appropriate to investigation of organizational dynamics and human behavior; both qualitative and quantitative methods are explored.
- ORGL 502 Leadership and Imagination 3 credits
An examination of creativity through analysis of leadership themes in literature, drama, biography, and the arts; emphasizes the role of imagination in forming cultural images and perceptions of leaders and their functions.
- ORGL 503 Organizational Ethics 3 credits
Inquiry into the philosophic foundations of interpersonal relations and values in organizational contexts with emphasis on applications of ethical systems to the responsibilities of people in organizations toward society and individuals.
- ORGL 504 Organizational Communication 3 credits
Study of research findings, theories, and models of communication in organizations and examination of the impact of organizational culture and structure on the communication process, including factors maximizing

effective communication and overcoming communication barriers.

- ORGL 505 Organizational Theory 3 credits
In this introduction to the study of organizations, students will be exposed to a synthesis and integration of major traditions in organizational theory. Emphasis will be placed on a grounding in theoretical concepts and their practical applications so students can learn to understand the chaotic and constantly changing world of organizations.
- ORGL 506 Leadership and Diversity 3 credits
This course provides students with an opportunity for reflection on experience, examination of theory and practical application of organizational leadership in the context of diversity. Diversity will be studied within the framework of race, culture, gender, orientation and disability awareness. The goal of the class is to assist students in developing their own understanding and skills in becoming more effective leaders in organizations that acknowledge, value, and incorporate differences.
- ORGL 509 (COML 509) Social Dynamics of Communication Technology 3 credits
Does communication technology cause social change or do social factors cause change in communication technologies? Examination of relationships between mass media and community and computers and the self.
- ORGL 510 Renaissance Leadership for 21st Century 3 credits
This course provides an examination of Renaissance leadership as it applies to contemporary organizations. Course study is designed for an interdisciplinary group of students to explore the power of Renaissance thinking as it applies to renewal, rediscovery, invention and creativity. This course will help emerging leaders develop new perspectives and strategies to bring health, creativity and energy to their organizations. Learners will draw upon the creative processes of artists, painters, architects, musicians, and writers and apply the same dynamics of creative thinking to the practical work of leaders in today's organizations. Special emphasis will be given to the artists of the Italian Renaissance, especially as developed in the city of Florence.
- ORGL 513 Advanced Topics in Communication 3 credits
The specific theme of this course varies each time it is offered because communication is constantly evolving. Some would say we are in the fourth communication revolution in the history of human experience. This seminar will explore cutting edge new technologies, theory and issues.
- ORGL 516 Organizational Development 3 credits
This course serves as an introduction to the study of organizational development. The focus of the course is to provide students with a basic understanding of the field, history, approaches and techniques involved in utilizing this approach to system-wide organizational change and improvement. Issues related to ethics, diagnosis, change and uses of training will be explored.
- ORGL 517 Organizational Change-Transformation 3 credits
Students will be exposed to the concepts of organizational change, health, and transformation. After developing a profile of a healthy organization, students will use this as a guide, practicing methods of organizational diagnosis and intervention.
- ORGL 518 Transforming Leadership 3 credits
A comparison of transactional and transforming leadership by examining past leaders and events. Emphasis is given to determine how contemporary leaders can go

- beyond the social exchange theory to convert followers into leaders and leaders into moral agents.
- ORGL 519 (NURS 575) Leadership in Non-Profit Organizations 3 credits
 Designed for students preparing to assume the role and duties of a leader, supervisor, or governing board member of a non-profit organization. This course will review theory and investigate specific methods of behaviors of non-profit organization leaders.
- ORGL 520 Negotiation and Conflict Resolution 3 credits
 Theory, structure, and practice of collaborative negotiation and mediated negotiations. Application of the skills used to prevent and resolve conflict is emphasized. This approach to conflict resolution is generic and therefore appropriate for all professions whether formally or informally involved in resolving conflict.
- ORGL 521 Technology and Communication in Organizations 3 credits
- ORGL 522 Leadership Community Empowerment, Collaboration and Dialogue 3 credits
 An appreciation for and an understanding of the leadership processes of empowerment, collaboration, and dialogue in the context of creating and transforming community. Emphasis is given to understanding individual and group development, structures of collaboration and dialogue, and leadership which is oriented toward process rather than product.
- ORGL 523 Psychology of Leadership 3 credits
 Review of psychological theories and how they influence the leader-follower relationship. Emphasis will be placed on the psychological and emotional capacities inherent in each individual, how each capacity appears developed and impaired, and the importance of the development of those capacities for effective leadership.
- ORGL 530 Servant Leadership 3 credits
 An examination of the foundation, principles and practice of servant leadership.
- ORGL 531 Leadership and Spirituality 3 credits
- ORGL 532 Leadership, Justice and Forgiveness 3 credits
 In this course students will begin the process of understanding leadership, justice, and forgiveness in the context of purposeful systems change. Servant-leadership and restorative vs. retributive justice are important aspects of the learning community. The course engages students toward self-responsibility in the context of reconciliation, and the depth of heart, mind, and spirit that leads to healing and growth in community with others. Students will work to apply the interior leadership necessary for discernment and action within oppressive systems.
- ORGL 550A Team Building and Leadership 3 credits
- ORGL 550B Advanced Team Building and Leadership 3 credits
 Prerequisite(s): ORGL 550A
- ORGL 550C Team Building and Leadership III 3 credits
 Prerequisite(s): ORGL 550B
- ORGL 551 Team Building and Leadership Intensive 3 credits
 This three-day intensive program is designed to increase student's knowledge and understanding of leadership and team development through a combination of information sessions and active participation in cooperative challenge activities.
- ORGL 590 Independent Study 1 - 3 credits
- ORGL 623 Qualitative Research Theory and Design 3 credits
 The assumptions, theories, and practice of qualitative research are introduced. Students design, conduct, and report a pilot study that demonstrates basic research skills.
- ORGL 659 Leadership and Economics 3 credits
 The application of economic principles to the solution of current problems with emphasis on capitalism and North American economies are the foci of this course.
- ORGL 660 Readings in Social Systems 1 - 3 credits
 Individualized study based on readings in a specific topic designed in consultation with the instructor; student discusses the selected readings on a tutorial basis with the instructor and prepares an annotated bibliography or bibliographical essay.
- ORGL 661 Readings in Human Behavior 1 - 3 credits
 Individualized study investigating scholarly research findings in an aspect of the behavioral sciences defined by the student and instructor; student prepares a written report of findings on the research problem selected.
- ORGL 670 Projects in Organizational Leadership 1 - 3 credits
 A formal research project investigating a problem in applied organizational or social research conducted under the tutelage of the instructor.
- ORGL 671 Projects in Group Behavior 1 - 3 credits
 A formal project of original research in a topic of group behavior that proceeds from a research design approved and monitored by the instructor.
- ORGL 680 Leadership Seminar 3 credits
 The Leadership Seminar serves as the capstone experience of the master's program in Organizational Leadership. Students create a research portfolio, project, or thesis as evidence of a synthesis of the program goals and outcomes.
- ORGL 681 Special Topics 1 - 3 credits
- ORGL 689 Special Topics 1 - 3 credits
- ORGL 690 Directed Study 1 - 3 credits

Doctor of Philosophy in Leadership Studies

Chairperson: Chris Francovich

Professors: J. Abi-Nader (Emerita), J. Beebe,

M. McFarland, S. Ferch, R. Spitzer, S.J.

Associate Professors: L. Mazzei, S. Wilson (Emerita),

Assistant Professor: C. Francovich, C. Fu

The Doctor of Philosophy in Leadership Studies is based on the Jesuit tradition of educating the whole person. The program is designed for working professionals across an entire range of professions, education, health care, social services, theology, engineering, government, law enforcement, and business. The program is interdisciplinary and designed to develop scholarship and professional competencies while encouraging self-reflection and strengthening a commitment of service to others.

The program can be completed in as few as 2 1/2 years by students who can attend full time and year-round, or in four to seven years by students who can attend part-time or during summers. Courses are conducted at convenient times; evenings, weekends, and summers.

The doctoral program centers on three dimensions of leadership:

- 1) The leader as person.
- 2) The leader in organizational systems.
- 3) The leader in global systems.

Each dimension emphasizes the nature of change and the development of human capacities for life that are healthy and sustainable. Principles of research designed to honor humanity are threaded throughout the program and provide Doctoral students a structured way of thinking and coming to understand leadership from personal, organizational, and global systems perspectives.

Because the use of computers is integrated into many courses, students need to have access to e-mail and have a general familiarity with navigating the Web. For the most current information, as well as the conceptual framework, detailing the theoretical foundation of the program please consult the doctoral program Website (<http://www.gonzaga.edu/doctoral>).

Mission of the Doctoral Program

The Doctoral Program in Leadership at Gonzaga University is premised on the belief that leadership is based on a deep understanding of the self and of the core values that drive one's actions, thus effective leadership requires the development of a compelling personal vision that engages others by offering meaning, dignity, and purpose. The ultimate aim of leadership is the building of more humane relationships, organizations, and societies. Effective leaders need to develop the critical imagination required to embrace individual, organizational, and global change from a stance of hope and courage.

In the Jesuit tradition, the doctoral program provides a learning community in which students can develop the personal qualities of self-knowledge, self-acceptance, a restless curiosity, a desire for truth, a mature concern for others, respect for human individuality, and a thirst for justice. The program promotes academic excellence and facilitates the strengthening of conceptual, scholarly, and professional competencies for use in leadership roles that serve others.

Goals of the Doctoral Program

As part of the doctoral program learning community, graduates of the program will be able to:

- Understand principles of contemplation and discernment in order to facilitate personal development and to become more authentic leaders.
- Understand the role of ethics in leadership, and develop ethical reasoning and reflection skills that will enhance positive, healthy relationships and that will move self and others toward the goodness of life.
- Inspire, create, and lead based on respect for and accountability to others, their organizations, and humanity as a whole.
- Understand organizations as social constructions that are living, dynamic systems. This leads to purposeful thought, words, and action regarding the change process at the individual, organizational, and global levels.
- Through the practice of positive organizational leadership, develop the ability to seek social justice and goodness, engender and amplify it, in personal, organizational, and global systems.
- Understand and prize diversity and promote international and global approaches to issues, with special attention to the implications of diversity for individuals.
- Demonstrate research competencies that are founded on practices of rigorous scholarship and that inform a practice of seeking truth in social science.

Admissions

Prior to filing an application to the program, it is advisable to secure an appointment for an interview with the program chairperson. (This interview can be conducted by phone for individuals who reside outside the geographic area). During this interview, potential applicants will be counseled on factors they need to carefully consider before considering an application to the program, issues to be considered regarding program fit, the relationship between their career goals and the Gonzaga doctoral program, and their possibilities for meeting the application requirements.

Requirements for Admission:

- 1) A master's degree (or its equivalent) with a minimum 3.50 GPA.
- 2) A minimum of two years professional experience.
- 3) A score of 50th percentile (or higher) on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
- 4) Letters of recommendation from sources knowledgeable about the applicant's skills. Admission is based on a review of a total profile with careful attention to the fit between the needs of the applicant and the mission of the program. Additional factors taken into consideration include motivation, character, commitment to social justice, and writing ability.

Applicants can download the application materials from the doctoral Website (<http://www.gonzaga.edu/doctoral>) or obtain an application packet from the doctoral program coordinator. Each applicant must submit a completed application packet with the following materials to the doctoral program:

- 1) A completed application form (see doctoral Website or doctoral program coordinator) and non-refundable fee.
- 2) A written statement of purpose that includes the reasons why the applicant is seeking a Doctorate in Leadership Studies as well as a description of critical issues of concern to the applicant. The statement must be typed and is limited to 500 words.
- 3) A minimum of three recommendations using the Confidential Recommendation form (see Website or doctoral program coordinator). References must be

selected from among supervisors, instructors, and colleagues who have worked with the applicant during the past five years. Two recommendations should come from the area of work experience and at least one from the applicant's academic experience.

- 4) A resume that includes: formal education, professional experience, academic achievements and honors, scholarly activity, and relevant non-professional experience.
- 5) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy).
- 6) Official score from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within five years of the date of application.
- 7) Submission of an official TOEFL score of at least 550 by each international applicant who graduated from a foreign college or university and whose native language is not English.
- 8) A financial declaration and supporting documentation by each international applicant.

Applications are reviewed by the doctoral faculty throughout the year. Applicants are notified of decisions within 45 days of the submission of a completed application file.

Provisional Admission

If a careful review of an applicant's portfolio suggests a strong possibility of success in the program despite weaknesses in one or more areas, the doctoral faculty may grant provisional admission to the program. Students admitted provisionally are not eligible for financial assistance. A letter offering provisional admission will state the conditions that must be satisfied before the admission status will be changed to regular admission (at which time the student may apply for financial assistance). Students who are admitted provisionally will not be allowed to enroll in courses beyond one semester unless their admission status has been changed to regular admission. The decision to convert a provisional admission to regular admission is made by the doctoral program faculty.

General Academic Information Time Requirements for the Degree

Consistent with doctoral program policy, students are to complete the doctoral degree within seven years of the first day of the semester in which a student first enrolls in a doctoral program class. To assure this timeline is met students are advised to gain candidacy status as early as possible. In the event of extraordinary circumstances, a student may petition for additional time to complete the degree. The doctoral faculty will consider this petition; and make its recommendation to the dean of the School of Professional Studies who will make the final decision.

Advancement to Candidacy

Advancement to candidacy is a critical part of the program and is designed to provide an opportunity to reaffirm the appropriateness of the program relative to the needs and abilities of the students. Upon successful completion of the core courses (Leadership Theory, Organizational Theory, Policy and Global Systems, and Principles of Research) each student should see his or her pre-candidacy advisor to review the policies and procedures regarding candidacy. In order to protect the interests of students who may not be advanced to candidacy, students must apply for candidacy before completing 22 credits and must complete the process by 28 credits or they will be blocked from taking classes. More specific information about advancement to candidacy is available on the doctoral homepage.

The method of achieving candidacy is the written response to a specified question or topic that is determined jointly by the student and his or her pre-candidacy advisor. The candidacy topic is to align with the core curriculum framework. One or more of the program dimensions, personal, organizational, or global systems, provides the conceptual framework for the paper. The paper must be of the quality acceptable for publication in a peer-reviewed journal. The paper is to be submitted to the journal for review, although advancement to candidacy is not contingent upon the paper being accepted. The journal to be used as a reference point is selected by the student and approved by the pre-candidacy advisor.

Once the topic has been designated, the student has up to four months to submit two copies of the paper to the pre-candidacy advisor. The pre-candidacy advisor and one other doctoral faculty member will review the paper. The decision to award candidacy is based on: (a) the student's demonstration of competence in conceptualizing significant and complex theoretical subject matter, and (b) the student's abilities to write with coherence, relevance, appropriate mechanics, scholarly tone, and veracity. If the candidacy paper is found to be unacceptable, the student will be asked to rewrite the paper and resubmit it, according to departmental guidelines. Failure to pass a third attempt at writing this paper will result in the student's separation from the program. The student will receive a written notice of advancement or non-advancement to candidacy.

Transfer Credit

Although it is presumed that all work for the doctorate will be completed at Gonzaga University, the doctoral program may accept up to 12 credit hours from another college or university for coursework in which a grade of "B" or higher was awarded. Transfer credits are not rounded up. The acceptance of transfer credits requires the recommendation of the doctoral program chairperson. No course for which a grade less than "B" has been awarded may be accepted in transfer, and transfer credits are not entered onto a student's transcript until the student is advanced to doctoral candidacy.

The limitations on transfer credit for the doctoral program are as follows:

- 1) Work to be transferred must clearly be doctoral-level coursework as defined by the granting institution.
- 2) Coursework must have been completed while the individual was accepted in a doctoral program accredited by a regional accrediting agency.
- 3) Coursework must have been completed within five years prior to the date of acceptance into the doctoral program at Gonzaga University.
- 4) Courses may not be transferred for the four core courses (DPLS 700, 701, 703, & 720), or Proposal Seminar (DPLS 730).
- 5) Transfer of other required courses will require faculty approval.
- 6) Transfer credits will be applied to the elective 18 credits (which include individualized study credits).
- 7) Coursework to be transferred must fit the mission of the doctoral program.

After an initial conference with a student or potential student who wishes to transfer credit, the program chairperson will send a letter (with a copy placed in the student's file) informing him or her as to what credits will be accepted and what stipulations, if any, have been made.

Pass/Fail Option

Doctoral students may opt either for a letter grade or for a pass/fail option in each course. Students wishing to explore this option should consult their advisor. The student is responsible for filing a pass/fail petition with the registrar prior to the published deadline. A pass/fail request is considered a private matter between the student and the registrar. If this request is filed, the registrar will substitute a "P" or an "F" in place of the assigned grade. A "P" will be recorded for an assigned grade of C or higher, while an "F" will be recorded for an assigned grade of C- or lower. The decision to put a course on a pass/fail basis is irrevocable, and once made cannot be changed for any reason.

Individualized Study

Students may undertake individualized study to acquire more advanced knowledge in an area or to pursue topics not currently covered in regularly scheduled classes. Application for individualized study must be made on a form available from the program secretary. It is the responsibility of the student to demonstrate the relevancy of the proposed study and to negotiate the course content and timelines with a qualified instructor. A maximum of 12 credits of individualized study is permitted.

Internship/Mentorship

Students enrolled in the doctoral program may complete an internship/field experience or mentorship as an elective by registering for one to three hours of DPLS 766. For internship or mentorship credit, students must submit a proposal at the beginning of the course and attach it to the "Application for Individualized Study" form marked for DPLS 766. A report or project must be submitted at the end of the internship/mentorship to complete the course. For internship credit, the proposal may be to gain experience in another work setting or to complete a work project that will require the application of DPLS coursework. For mentorship credit, the proposal should describe the purpose of the mentorship, identify the mentor, and explain how the mentorship will enhance leadership abilities in the personal, organizational, or global dimensions. In both cases, the proposal should show that the student will be challenged in some way and explain how it will be related to their DPLS coursework. Proposals must be submitted to the instructor who will be the "professor of record". At the end of the internship/mentorship, the student will submit a report and/or products developed as a result of the experience to the "professor of record." The grading mode for this course is Satisfactory/Non-satisfactory. A maximum of three credits of internship/mentorship is permitted.

Advanced Credits

Credit for doctoral-level courses completed at Gonzaga University prior to admission of a student to regular status may be accepted by the doctoral program upon recommendation of the program chairperson as credits toward a degree. Such credits are termed "advanced credits" and are normally limited in number to 12 credits.

Residence

Residence is defined as work taken in a recognized Gonzaga graduate program. In the doctoral program, the matriculation policy is defined as three out of four consecutive semesters of study on campus upon admission to the doctoral program. For students who are admitted to the doctoral program with the intent to attend summers only, the continuity of matriculation requirement may be satisfied by attending three out of four consecutive summer sessions upon being admitted to the program.

Students enrolled in the doctoral program in the School of Professional Studies will have satisfied all continuity of matriculation requirements for the doctoral degree when they have completed three out of four consecutive semesters of graduate study earning a minimum of six (6) credit hours per semester.

It is the student's responsibility to adhere to the tenets of the continuity of matriculation policy, with the student's temporary and permanent advisor(s) monitoring the compliance process from the date of admission to the completion of the doctoral program. Any deviation from this policy must be entered as a formal request for a "Leave of Absence." The formal request for a leave of absence must be submitted by the student and approved by the temporary or permanent advisor and the program chairperson in the semester prior to the semester in which the leave will take effect.

Doctoral Advisors and Committee Members

A pre-candidacy advisor is assigned to each student at the time of admission to the program. Advisor's responsibilities are to assist the student in making program decisions and to facilitate the student through the candidacy process. Once students have been advanced to candidacy, they select a chairperson and two or more additional committee members for their dissertation committee. Students should realize that it is not unusual for a chairperson or other committee members to change as a result of changes in the faculty or in response to the needs of the student. Before the defense of the proposal, students reach final agreement with their dissertation chairperson and with two or more additional dissertation committee members. Students who are not making timely progress on their proposal or dissertation and have had no contact with their dissertation chairperson for a semester or more should expect to confirm whether the individual is still available to work with them.

It is expected that the chairperson of the committee and at least one of the remaining committee members will be selected from among the core faculty of the doctoral program. A student may petition to 1) have a core faculty member of the program as the chairperson of the committee and all other committee members from outside the program or 2) have the chairperson of the committee from outside the program and at least two of the remaining members from the program. Given the importance of the committee chairperson in facilitating the student's completion of the dissertation, chairpersons selected from outside the core faculty must be prepared to work closely with committee members from the program and invest sufficient time to fully understand the unique requirements of the Gonzaga Doctoral Program. Any exceptions to the expected committee configuration should be carefully discussed with the advisor before individuals from outside the program are approached about participation on the committee. Written approval of the entire core doctoral faculty is required for any exceptions.

Admission to Proposal Seminar

The purpose of DPLS 730: Proposal Seminar is to craft the structure of the student's dissertation. Before students can enroll in DPLS 730 they must have achieved candidacy and have completed or be enrolled in DPLS 722 and DPLS 723. In addition, enrollment in DPLS 730 requires a written petition to the doctoral faculty, submitted through a student's dissertation chairperson at least 60 days before enrolling in the class. (Specifications for the petition are available on the doctoral program Website, from the doctoral faculty, or from the program secretary). Students who anticipate taking DPLS 730 should discuss timing with their dissertation committee chairperson. Ideally, students should be able to defend the dissertation proposal soon after taking this course.

Doctoral dissertation

A scholarly research study must be completed by each student under the guidance of a dissertation committee. The dissertation process in the Gonzaga Doctoral Program includes a formal defense of the dissertation proposal (defined as the first three chapters of the dissertation). The dissertation committee will also review and approve the final copy of the dissertation, which then must be filed with the appropriate administrative office for final approval and acceptance by the university. Specific arrangements should be made with the doctoral program for microfilming and binding of the dissertation.

Detailed dissertation procedures can be obtained from the program coordinator or dissertation chairperson.

Outline: 60 credits

Required Courses

DPLS 700 Leadership Theory	3 credits
DPLS 701 Organizational Theory	3 credits
DPLS 703 Global Issues and Policy Analysis	3 credits
DPLS 720 Principles of Research	3 credits
DPLS 722 Quantitative Data Analysis	3 credits
DPLS 723 Qualitative Research	3 credits
DPLS 730 Proposal Seminar	3 credits
DPLS 735 Proposal Defense	1 credit
DPLS 736 Dissertation	1-5 credits
DPLS 738 Completion of Candidacy	0 credits
DPLS 739 Doctoral Orientation	0 credits
DPLS 745 Leadership and Personal Ethics	2 credits

An additional two (2) credits of ethics is required from the following courses:

DPLS 746 Leadership and Applied Ethics	2 credits
DPLS 747 Leadership and Classical Ethics	2 credits
DPLS 748 Leadership and Feminist Ethics	2 credits
DPLS 749 Leadership and Ecology Ethics	2 credits

Electives:

DPLS 705 Leadership and Social Justice	3 credits
DPLS 706 Leadership and Diversity	3 credits
DPLS 707 Leadership and Technology	3 credits
DPLS 708 Leadership, Forgiveness and Restorative Justice	3 credits
DPLS 709 Leadership and Spirituality	3 credits
DPLS 710 Planning for Change	3 credits
DPLS 711 Human Resources and Organizational Community	3 credits
DPLS 712 Leadership and Financial Stewardship	3 credits
DPLS 713 Leadership and Law	3 credits
DPLS 714 Writing for Publication	1 credit
DPLS 715 Writing for Funding	1 credit
DPLS 718 Ways of Knowing: Teaching, Learning, and Leadership	3 credits
DPLS 719 Systemic Organizational Change	3 credits
DPLS 721 Leadership and Arts Based Understanding	3 credits
DPLS 724 Advanced Quantitative Data Analysis	2 credits
DPLS 726 Advanced Qualitative Research	2 credits
DPLS 728 Scholarship and Dissertation Framework	3 credits
DPLS 740 Complexity and Organizational Leadership	3 credits
DPLS 741 The Art and Practice of Dialogue	3 credits
DPLS 742 Leadership and Appreciative Inquiry	3 credits
DPLS 743 Leadership and Consulting	3 credits

DPLS 744 Leadership, Language and Culture	3 credits
DPLS 751 Leadership and History	3 credits
DPLS 752 Leadership and Philosophy	3 credits
DPLS 753 Leadership and Religious Studies	3 credits
DPLS 754 Leadership and Sociology	3 credits
DPLS 755 Leadership and Communications	3 credits
DPLS 756 Leadership and Psychology	3 credits
DPLS 757 Leadership and the Nature of Politics	3 credits
DPLS 758 Leadership and Literature	3 credits
DPLS 759 Leadership and Economics	3 credits

Certificate in Advanced Leadership Studies

A general plan of study based on the objectives of the student is developed with the chair of the doctoral program before the student is admitted into the certificate program. Students are required to take Leadership Theory (DPLS 700) and Organizational Theory (DPLS 701), as well as additional courses relevant to their needs. General expectations include that a student will participate for two years, take classes during the fall, spring, and summer terms, and enroll in a minimum of 18 credits. Students can start any term. There is also a "summer's only" option that allows students to enroll in 18 credits over a four calendar year period. Students in the certificate program will be considered non-degree seeking and will not be eligible for student loans or graduate assistantships. For participation in this program:

- 1) Applicants must have completed a master's degree (or its equivalent) with a minimum 3.50 GPA.
- 2) Submit an application form to the doctoral program in Leadership Studies.
- 3) Provide the official transcript for the highest degree they have completed.
- 4) Submit one letter of recommendation.
- 5) Submit a personal statement of not more than 500 words detailing the student's interest in obtaining the certificate.

Additional Considerations

Students that start the certificate program are eligible to change their educational objective and move into the doctoral program upon completing the doctoral admission process. Once the certificate is granted it cannot be revoked, therefore students interested in pursuing the Ph.D. are encouraged to make that decision prior to completing more than 12 credits in the certificate program. Students that complete the certificate program and then choose to move forward into the doctoral program are allowed to transfer a maximum of 12 credits into the doctoral program, and will take 48 additional doctoral credits to meet the 60-credit degree requirement.

Courses taken more than five years previous will not be accepted into the doctoral program. Students enroll in regular doctoral classes, complete the same assignments, pay regular Doctoral tuition, and receive a Gonzaga University transcript. Students must maintain good academic standing for the entire 18 credits of the certificate program. After completing 18 credits and based on the recommendation of the faculty of the doctoral program, Gonzaga University will grant students a certificate in Advanced Leadership Studies. Participation in the certificate program is limited to six (6) students a year. This limitation is necessary because certificate students take regular classes and doctoral classes are limited to 15 or fewer students.

Course Description

- DPLS 700 Leadership Theory** 3 credits
The major goal of this course is to gain understanding in the concept of leadership historically, philosophically, psychologically, and morally, and to test these understandings against one's own values and experiences. Emphasis will be placed on the nature and role of leadership in understanding and interpreting the self, subjectivity and interpersonal interactions.
- DPLS 701 Organizational Theory** 3 credits
Emphasis on modernist and postmodernist organizational theory, examining organizations as the nexus of psychological, sociological, and biological phenomena. Organizations are explored through the frames of power, environmental and symbolic structures, human agency, and ethics. Students will also read in classical organizational theory as well.
- DPLS 703 Global Issues and Policy Analysis** 3 credits
This course is designed to provide students with a solid understanding of the concepts linking leadership to global and social systems with special attention to the role of policy analysis as a critical connection between leadership and systems.
- DPLS 705 Leadership and Social Justice** 3 credits
Examines issues of leadership and social justice beginning with an understanding of social justice, its theories, principles, tenets, and shortcomings. The course discusses social justice issues as they relate to hate, equality, distribution, and deserts.
- DPLS 706 Leadership and Diversity** 3 credits
Leaders are in a privileged position to effect a transformation of perspectives on race, ethnicity, and lifestyle. This course gives participants the opportunity to explore this potential, and, through life experiences and current literature, to assess their personal leadership styles and attitudes toward diversity.
- DPLS 707 Leadership and Technology** 3 credits
Technology is one aspect of the accelerating change that leaders must deal with. Leadership responsibilities in organizations will increasingly influence and be influenced by technology. This course is designed to provide a foundation for understanding technology in today's societies and the role of leadership in enhancing organizations through technology.
- DPLS 708 Leadership, Forgiveness and Restorative Justice** 3 credits
In this course students will begin the process of understanding leadership, justice, and forgiveness in the context of purposeful systems change. Servant-leadership and restorative vs. retributive justice are important aspects of the learning community. The course engages students toward self-responsibility in the context of reconciliation, and the depth of heart, mind, and spirit that leads to healing and growth in community with others. Students will work to apply the interior leadership necessary for discernment and action within oppressive systems.
- DPLS 709 Leadership and Spirituality** 3 credits
This course is based on the premise that spiritual development is essential to human development, and emphasizes the importance of leaders awakening their own spirit in management and in life. Students are required to analyze theoretical and philosophical perspectives on spirituality in general and on spirituality as it applies to workplace. Students are invited to examine the condition of their own inner lives and how their lives can become more whole.
- DPLS 710 Planning for Change** 3 credits
Planned change provides a holistic vision of the future

and outlines procedures for moving toward the future. This course focuses on the nature of change and the capacity of organizations to engage in system-wide change.

- DPLS 711 Human Resources and Organizational Community** 3 credits
This course covers basic understandings of managing human resources, but focuses primarily on more critical and social meanings associated with the development of human resources. An etymological approach to human resource development is pursued and provides the foundation for deep examination of leadership and the nature of community.
- DPLS 712 Leadership and Financial Stewardship** 3 credits
The focus of this course is on being a good steward of the organization's resources, with an emphasis on financial resources. Fiscal leadership strategies are examined as well as the effective management of other organizational resources.
- DPLS 713 Leadership and Law** 3 credits
An analysis of selected legal principles affecting leaders in educational institutions. The principles illustrated are derived from decisions and opinions of the U.S. Supreme Court. Stress is also placed on an analysis of the leadership function exercised by the Court in such areas as freedom of speech and press, freedom of religion, personal civil rights, and the rights of criminal defendants.
- DPLS 714 Writing for Publication** 1 credit
Students learn how to identify outlets for various kinds of writing, prepare publishable work in different categories of writing, discuss ethical issues related to authorship, and work effectively in an editorial relationship.
- DPLS 715 Writing for Funding** 1 credit
Students learn how to identify private and governmental sources of grant funding and prepare fundable proposals.
- DPLS 717 Instrument Design** 3 credits
- DPLS 718 Ways of Knowing: Teaching, Learning and Leadership** 3 credits
This course is designed to explore learning styles, adult learners, and strategies for working with adults. The leaders role in facilitating the learning, growth, and development of adults in organizational settings is examined. Beliefs about the nature of teaching, learning, and leadership are articulated in the form of a personal philosophy.
- DPLS 719 Systemic Organizational Change** 3 credits
This course explores theories of organizational change with an emphasis on transformational change (change that occurs at a fundamental level of the system). Theories and strategies for identifying and positively effecting the core of the organization will draw from a core of readings in complexity science, anthropology, sociology, social psychology and organizational science.
- DPLS 720 Principles of Research** 3 credits
Focusing on the pursuit of truth, this course gives a comprehensive perspective on research design, including both quantitative and qualitative methods. Emphasis is on self-understanding in the context of research and the pursuit of truth, and the appropriate use of various research methodologies. Students conceptualize their own research design as well as become more knowledgeable consumers of extant literature.
- DPLS 721 Leadership and Arts Based Understanding** 1 credit
Students are invited to consider how different forms generate different kinds of understandings. They are intro-

- duced to qualitative research methods known as arts-based, arts-informed, or alternative methods. The topic of leadership is explored through stories and narrative, dance and theater, music and poetry, film, and visual arts data.
- DPLS 722 Quantitative Data Analysis** 3 credits
Quantitative data analyses require the use of statistics (descriptive and inferential) to summarize data collected, to make comparisons of data sets, and to generalize results obtained for a sample back to the populations from which the sample was drawn. Knowledge about data analyses can help a researcher interpret data for the purpose of providing meaningful insights about the problem being investigated.
Prerequisite(s): DPLS 720
- DPLS 723 Qualitative Research** 3 credits
This course is designed to provide opportunities for developing specific qualitative research skills while gaining familiarity with theories, issues, and problems in qualitative research. The course examines the relationships between the theories and purposes of qualitative inquiry. There is considerable focus on practicing selected research skills and the analysis and write-up of the results from these activities.
Prerequisite(s): DPLS 720
- DPLS 724 Advanced Quantitative Data Analysis** 1 credit
Advanced data analysis such as multiple regression, factor analysis, repeated measures, and discriminate analysis will be the focus of this course. The SPSS computer program will be used to facilitate data analysis and interpretation.
Prerequisite(s): DPLS 720 and DPLS 722
- DPLS 726 Advanced Qualitative Research** 3 credits
Building upon the knowledge and experience acquired in DPLS 723, this course provides students with structured opportunities to analyze, interpret, and report qualitative research, using their own or sample data banks.
Prerequisite(s): DPLS 720 and DPLS 723
- DPLS 728 Scholarship and Dissertation Framework** 3 credits
The goal of this course is to assist students to create a structure for the reading and analysis necessary for composition of chapter two of the dissertation. The course also focuses on outlining a first and third chapter of the dissertation.
- DPLS 729 Computer Analysis of Qualitative Data** 1 credit
This course will be devoted to learning the basics of N8 (Nvivo) through structured opportunities to analyze, interpret, and report qualitative research using a standardized set of data.
Prerequisite(s): DPLS 720 and DPLS 723
- DPLS 730 Proposal Seminar** 3 credits
Development of the dissertation research proposal is the focus of this course.
Prerequisite(s): DPLS 722 or DPLS 723
- DPLS 735 Proposal Defense** 1 credit
Students are to enroll in this course the semester in which they plan to defend their dissertation proposal.
- DPLS 736 Dissertation** 1 - 5 credits
Students must register for a total of five (5) credits for this course.
- DPLS 737 Dissertation Extension** 1 credit
Credit registration for student continuing after core course requirements have been completed.
- DPLS 738 Completion of Candidacy** 0 credits
Students must register for this zero credit course in the semester in which they complete their candidacy process.
- DPLS 739 Doctoral Orientation** 0 credits
Students must complete this zero credit online course in the first semester of their enrollment in the DPLS. The course has required and optional components that will help insure a successful orientation to the program.
- DPLS 740 Complexity and Organizational Leadership** 3 credits
This course begins with a survey of complexity theories and models as applied and understood in relation to society, organizations, and the self. Deepening inquiry into the roots of complexity thinking and its relationship to language, sociality, and rational thought supports ongoing reinterpretation of modernist frameworks. Traditional frameworks drawn from leadership studies, language (symbolic interactionism) and the creation and maintenance of identities are recast through the lens of emergence and complex adaptive systems.
- DPLS 741 The Art and Practice of Dialogue** 3 credits
This course is concerned with the praxis of dialogue. From the theoretical perspective dialogue is presented through philosophical, psychological, biological, and sociological readings. The course moves from broad perspectives on communication, meaning, and community to focused inquiry into subjective and intersubjective aspects of communication and meaning. This shift is supported by the regular practice of intentional dialogue at each class meeting.
- DPLS 742 Leadership and Appreciative Inquiry** 3 credits
This course invites students to engage in strategies of appreciate and strengths based organizational learning and discovery. The focus is on the theory and practice of appreciative inquiry as an approach to organizational wellness. In stark contrast to more traditional and deficit based organizational improvement models, appreciative and strengths based methodologies focus on the unconditional positive question as a catalyst for constructing healthy organizations within the context of functional biological, psychological, social, and spiritual dimensions. Ethical leadership and leading from anywhere in the organization are concepts that will be explored and historical organizational development practices will be subject to a critical analysis in the context of collective wellness. Theoretical connections will be explored including critical and social theories. The emerging field of positive organizational scholarship is studied as well.
- DPLS 743 Leadership and Consulting** 3 credits
This course examines the philosophy of consulting to include the "main body of the leadership mind": ethics, courage, reality, and vision as intelligence tools. It also examines the consulting domain as it relates to internal and external barriers of organizational entitles, such as structural concerns, gaps in leaders' skills and knowledge, effectiveness of collective intelligence.
- DPLS 744 Leadership Language and Culture** 3 credits
This course is designed for students who are interested in sociocultural and critical perspectives on identity and language and their intersection in diverse cultural communities. Our goal will be to explore the theoretical and methodological issues and substantive findings surrounding current research on identity and language.
- DPLS 745 Leadership and Personal Ethics** 2 credits
This course looks at leadership from the perspectives of personal character of the leader and his or her ability to make decisions and take actions that can be considered to be good and right. Application to leadership issues are made throughout the course.

- DPLS 746 Leadership and Applied Ethics 2 credits
This course centers on a variety of moral dilemmas that prevail in societies and organizations. Students gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of ethical principles. This course presupposes a good grasp of ethical theory either through DPLS 750: Leadership and Ethics or through extensive background readings.
- DPLS 747 Leadership and Classical Ethics 2 credits
Several classical ethical models are examined throughout the course. Critical analysis of how these models might apply to leadership today is made.
- DPLS 748 Leadership and Feminist Ethics 2 credits
Ethics and ethical decision making is viewed from a feminist perspective. Application to leadership is made throughout the course. A question of interest is how the feminist perspective might yield different outcomes than do more traditional decision-making models.
- DPLS 749 Leadership and Eco Ethics 2 credits
This course provides in-depth thoughts on principles of ethics and ethical decision making regarding ecology at global, national, and local levels.
- DPLS 751 Leadership and History 3 credits
This course focuses on the theme of leadership within unique historical contexts. The course considers the significant issues and dilemmas confronted by religious leaders, civic leaders, political leadership, reform leadership, female leadership, and business leadership. The historical contexts span from the 17th century Massachusetts Bay Colony to the 20th century using a biographical and case study approach to examine leadership dilemmas.
- DPLS 752 Leadership and Philosophy 3 credits
This reviews the major schools of philosophical thought as they relate to leadership development and style.
- DPLS 753 Leadership and Religious Studies 3 credits
Approaches to the nature of religion and its resulting impact on leadership are discussed. Emphasis is placed on leadership styles in religion.
- DPLS 754 Leadership and Sociology 3 credits
The focus is on a range of sociological theories available for use in the understanding of leadership in social relations or organizations.
- DPLS 755 Leadership and Communications 3 credits
This course focuses on the relation of the theories and techniques of group processes and persuasion to styles of leadership.
- DPLS 756 Leadership and Psychology 3 credits
Systems and developmental approaches to psychology are integrated with personal and interpersonal understandings of leadership in this course. Dialogue regarding the nature is engaged in order to strengthen critical knowledge of psychology, social justice, and the leader as servant.
- DPLS 757 Leadership and the Nature of Politics 3 credits
This course centers on the importance of political theory to leadership style both in the world of politics and organizations.
- DPLS 758 Leadership and Literature 3 credits
This course invites students to fall in love with various forms of literature which speak of leading and leadership. The course draws students into a deeper understanding of leadership through critical reviews and intellectual discoveries of such literature.
- DPLS 759 Leadership and Economics 3 credits
The application of economic principles to the solution of current problems with emphasis on capitalism and North American economies are the focuses of this course. Additionally, on the consequences of human actions, specifically, the actions of leaders at both macro and micro levels.
- DPLS 760-763 Readings 1 - 3 credits
Curriculum, reading lists, and credit are determined based on an individual proposal.
- DPLS 764-765 Projects 1 - 3 credits
Curriculum, reading lists, and credit are determined based on an individual proposal.
- DPLS 766 Internship/Mentorship 1 - 3 credits
Credits determined based on individual proposal
- DPLS 767-769 Non-Dissertation Research 1 - 3 credits
Research and design are based on an individual proposal.
- DPLS 772-779 Special Topics 1 - 3 credits
Special topics seminars are designed based on individual student and faculty interests.
- DPLS 795 Continuing Research 1 credit

THE ENGLISH LANGUAGE CENTER



www.gonzaga.edu



English Language Center

Director, International Student Programs and English Language Center: Raymond Fadeley

The Master of Arts in Teaching English as a Second Language (MA/TESL) program offers studies and a practicum for students who are interested in the learning and teaching of English to speakers of other languages. The MA/TESL degree is designed to prepare professional and knowledgeable ESL teachers as well as language specialists who help students develop competencies for participating in a pluralistic world. In addition to persons interested in pursuing TESL education preparation, current and future teachers of foreign languages are also invited to enroll in coursework dealing with language acquisition and language teaching methodology, which have broad applicability in a variety of settings.

The MA/TESL knowledge base examines these areas:

Knowledge about language, language use and culture and their interrelationship; understanding of how the target language is taught.

Knowledge of both the theoretical and practical bases for language teaching and learning in schools and communities.

Knowledge of the process of language acquisition as it concerns first and subsequent language learning and an understanding of the principles of language pedagogy.

In the Gonzaga University MA/TESL program, theory and practice are integrated rather than sequenced. Courses and projects aim to provide authentic, holistic, and integrated opportunities to plan, teach, reflect, research and lead in the schools, community and within the university.

MA/TESL courses and experiences are rich and complex enough to support students from diverse backgrounds, with diverse goals, at varying stages of development. In addition, students from the diverse cultures and perspectives represented in the program are important resources, helping us to better understand issues of second language acquisition and learning and teaching in a pluralistic world.

Students and faculty work together to explore new ideas on learning and teaching. Students work with ESL faculty members on classroom projects. Students are introduced to, and encouraged to participate in professional organizations, other ESL programs and schools.

In consultation with a faculty advisor and peers, students select experiences and courses that will meet their own goals, the stated goals of the MA TESL program, and the University requirements for a master's degree.

The program encourages the students and faculty to engage in research and critical reflection on the form and substance of language learning and teaching in order to understand the factors of communication and community building.

Master of Arts in Teaching English as a Second Language

Director of Graduate Program: Mary T. Jeannot

Associate Professor: M. Jeannot

Assistant Professors: R. Harris, M. Runyan, J. Hunter, M. Savage

Instructors: J. Akins, H. Doolittle, J. Sevedge

Prerequisites

Applicants are required to have a bachelor's degree from an accredited U.S. college or university. Students from other countries must have the equivalent of an American bachelor's degree. The undergraduate GPA should be at least a 3.00 on a 4.00 scale. Applicants should also have two years of successful university-level instruction in a modern language, or other evidence of second language competence deemed satisfactory by the program director. This requirement is waived for students whose first language is not English. Students may be admitted without this language background, but they will be required to gain it while enrolled in the program.

Admissions

Each applicant must submit the following materials:

- 1) A completed application form (see appendix) and a non-refundable fee.

- 2) A written statement of purpose (750-1000) words addressing the applicant's interest in graduate studies, outlining the applicant's current strengths and what the applicant hopes to gain from MA/TESL study.
- 3) Two letters of recommendation sent directly from the recommending persons using the official confidential recommendation form (see appendix).
- 4) Two official transcripts from each college or university attended (International applicants must submit foreign transcripts in the original language and in English). International students must also provide official TOEFL score of at least 550 if English is not the student's native language or a recommendation from Gonzaga University's English Language Center.
- 5) Completed Financial Declaration form (see appendix) with original supporting bank statements.
- 6) Upon completion of all above requirements, students will be asked to come to campus for an interview. When this is not possible, applicants are asked to submit a video responding to the interview questions, which will be provided to the applicant via email. Interviews and the procedures for the interviews will be arranged by invitation by the program director.

Program Outline: 35-36 credits

Required Courses: 32-33 credits

One of the following two options:

MTSL 500 Methods and Materials for ESL Teachers*	3 credits
MTSL 501 and 580 Summer Institute*	4 credits
MTSL 502 Pedagogical Grammar*	3 credits
MTSL 504 Introduction to Sociolinguistics*	3 credits

MTSL 508 Principles of Second Language Acquisition*	3 credits
MTSL 510 Testing, Evaluation and Assessment in English as a Second Language	3 credits
MTSL 514 (EDTE 566) Literacy and the English Language Learners*	3 credits
MTSL 517 Phonology	1 credit
MTSL 570 History of the English Language	3 credits
MTSL 600 Research Perspectives in Second Language Education	3 credits
One of the following two courses:	
MTSL 602 Thesis	3 credits
MTSL 604 Master's Research Project	3 credits
MTSL 610 Practicum in Teaching English as a Second Language	3 credits
MTSL 680 Professional Seminar	1 credit
Elective	3 credits

ESL K-12 Endorsement *

In conjunction with Gonzaga's School of Education, the MA/TESL Program also offers a 15 credit ESL endorsement which consists of a combination of the asterisked courses shown above. In consultation with an advisor, the K-12 teacher candidate will design a hands-on course of study that examines the following:

- 1) Contexts and orientations for TESOL and bilingual education.
- 2) An introduction to fundamental concepts of first and second language acquisition.
- 3) Ideas for teaching language through content and developing materials for the content-based classrooms.
- 4) Strategies for working with English language learners in classrooms.
- 5) Cross-cultural training for working with diverse populations.
- 6) Strategies for incorporating state standards into instruction and assessment for English language learners.

TESL Summer Institute

In conjunction with the public schools, Gonzaga MA/TESL also offers a three-week intensive Summer Institute each year. The institute consists of coursework (MTSL 501) and a language camp for ESL students (MTSL 580). Students receive a certificate of attendance at the completion of this institute.

Course Description

MTSL 501 Theory and Practice of Language Teaching	3 credits
The course is a special intensive summer course that explores current methods, materials and principles used in teaching languages. Students learn how to apply these methods to the specific needs of language learners during a language camp practicum.	
MTSL 502 Pedagogical Grammar	3 credits
This course will focus on language analysis for ESL teachers issues and insights of interlanguage development, contrastive analysis, discourse, analysis, and pedagogical grammar will be interwoven throughout this course. Students will apply this knowledge to some of the tasks of teaching a second or foreign language including providing feedback, selecting and designing presentation materials, and focusing activities.	
Prerequisites: MTSL 550	
MTSL 503 Immigrant and Refugee Perspectives	3 credits
Designed for students interested in sociocultural perspectives on identity and language and their intersection in diverse cultural communities.	

MTSL 504 Introduction to Sociolinguistics	3 credits
This course will examine how communication in ESL education shape relationships with non members and members of a community. In particular, it will examine how the control of communication in bilingual and ESL education affects cognitive, social-cultural, affective, and linguistic development in bilingual and ESL classrooms. Theories studied in this course will help build an understanding of how to observe and analyze the effects of communication patterns on learning opportunities for ESL students.	
MTSL 508 Principles of Second Language Acquisition	3 credits
This course will investigate some of the major theoretical concepts that have developed in the field of second language learning and teaching with emphases on the concepts of interaction, learner strategies, routines, negotiating meaning, motivation and developmental processes within sociocultural contexts.	
MTSL 510 Testing, Evaluation and Assessment in English as a Second Language	3 credits
This course will familiarize students with the principles of test design and construction for all language skills at various levels including both standardized and teacher made tests for a variety of purposes. The course will include reading and testing theories and opportunities to create and administer testing instruments and practice in interpreting the results.	
MTSL 512 Language and Cultural Identity	3 credits
Students will explore the relationship between language and cultural identity.	
MTSL 514 (EDTE 566) Literacy and the English Language Learner	3 credits
This course provides literacy knowledge related to working with English as a Second Language learners. Teacher candidates and tutors will create classroom materials for K to adult learners to support their learning of literacy knowledge. Students will develop knowledge will translated into practical application through the creation of lesson plans, stories and tutoring.	
MTSL 516 Technology in Second Language Education	3 credits
This course explores current trends in technological approaches to second-language teaching and learning. It familiarizes students with tools available on the Internet and World Wide Web. Hands on components will enable students to practice searching and retrieving information for classroom use. Student projects include student produced Web pages and materials.	
MTSL 517 Phonology	1 credit
Introduces the International Phonetic Alphabet and covers basic techniques for improving second-language learners' pronunciation, using recording analysis to plan strategies and design materials.	
MTSL 550 Language Awareness	1 credit
This course will cover the basics of syntax along with the common metalanguage that enables teachers to talk about grammar, as well as broader issues of language structure in general.	
MTSL 570 History of the English Language	3 credits
This course will provide background in basic concepts of linguistics, principles of language change and historical linguistic study and the development of the English language.	
MTSL 580 TESL Language Camp Practicum	1 credit
An integral feature of the Summer Institute (MTSL 501) is the TESL Language Camp which provides a unique opportunity for its participants to work with ESL students	

of various ages, nationalities, and proficiency levels. Included in this enhanced hands-on experience are opportunities for observation, teaching, and participation in social activities with ESL students.

MTSL 600 Research Perspective in Secondary Language Education 3 credits

Introduces research methods and resources in the discipline with a focus on qualitative classroom-based approaches. A required prerequisite for MTSL 602 and MTSL 604.

MTSL 602 Thesis 3 credits

This course involves the identification and in-depth exploration of a topic or issue in TESL. The thesis will include a comprehensive literature review, statement of purpose, description of methodology, presentation of findings, and discussion of implications and relevance of the research.

MTSL 604 Master's Research Project 3 credits

This course involves the identification and in-depth exploration of a topic or issue in TESL for the final oral presentation. The project is one that contributes to TESL, multicultural, multilingual development. The project must be completed and submitted in written form or as a manuscript suitable for publication.

MTSL 610 Practicum in TESL 3 credits

The culminating experience of MA/TESL study, the practicum is a 10 to 14 week exercise in applied TESL. Having completed all prerequisites, students are assigned to a Gonzaga University ESL faculty member for the duration of the practicum. Following a period of observation, the intern moves to increased levels of responsibility for planning and teaching.

MTSL 611 Continuing Research 1 credit

MTSL 680 Professional Seminar 1 credit

This course (ProSem) is a complementary course to either MTSL 610 (Practicum) or MTSL 602 or 604 (Thesis or Project). Students meet to discuss practical and theoretical issues related to their teaching or research site. Students also develop a professional portfolio consisting of a philosophy of teaching, a videotape of lesson, an ESOL curriculum unit with assessments and evaluations.

MTSL 690 - 691 Independent Study 0 - 6 credits

THE SCHOOL OF LAW



www.law.gonzaga.edu



The School of Law

Dean: Earl F. Martin

Gonzaga University School of Law was established in 1912 by the trustees of Gonzaga University with the active support of many prominent members of the bench and bar in Washington State. The School of Law has produced many exceptional lawyers. It is fully accredited by the American Bar Association, which entitles Gonzaga School of Law graduates to take the bar exam in any state. The School of Law is also a member of the Association of American Law Schools.

Objectives of Gonzaga University School of Law

Gonzaga School of Law belongs to a long and distinguished tradition of humanistic, Jesuit education. The school is committed to preserving that tradition and communicating it to the students. Accordingly, the School of Law seeks to challenge its students to incorporate knowledge of the past with the innovations of the present in order to better serve society. The education and development of the whole person is emphasized and an effort made to instill in the students a strong commitment to social justice and to encourage them to assume personal responsibility for and take individual initiative in the betterment of society.

The school recognizes its responsibility not only to the students, but also to the public and to the legal profession. As a result, the School of Law endeavors to graduate attorneys who, as capable problem-solvers, will be able to translate their thoughts into effective, productive action on behalf of their clients. Toward this end, an emphasis is placed on providing students with personal, individual attention.

One of the school's greatest strengths is the dedication and commitment of the faculty and staff. Gonzaga takes pride in providing students with a quality legal education which includes practical, hands-on experience that will ease their transition from the academic world to the world of legal practice.

Full and Part-Time Programs

The School of Law offers a full-time, three-year, 90 semester credit degree along with a part-time, four-year or five-year, 90 semester credit degree. Flexible scheduling allows working students to successfully balance their legal education with their personal and professional lives. Of the 90 units necessary for graduation, 49 are required: the remaining units may be selected from electives and seminars. All degree credits must be completed within five years of matriculation.

Curriculum

Gonzaga's legal education program is deliberately and delicately balanced. The rigorous, rounded curriculum focuses on legal analysis, problem-solving, values, and ethics. Equally important is the emphasis on practical experience enabling students to develop real-world lawyering skills. As a component of this innovative approach to legal education, the School of Law offers electives in many different areas of the law, to include: public interest law, environment/natural resource law, business law and international law.

Dual Degree Programs

The School of Law and the Graduate School of Business offer dual-degree programs leading to the Juris Doctor/Master of Business Administration (JD/MBA), and the Juris Doctor/Master of Accountancy (JD/MAcc). These

programs train attorneys with a business background to provide skilled leadership in the sophisticated and challenging world of modern business transactions. Application must be made to the Graduate School of Business as well as to the School of Law.

There is also a JD/MSW dual-degree program which is designed to prepare law and social work professionals to practice either profession competently, and to enable them to use this unique amalgamation of skills in new and enriched ways. This four-year program (three years for students with "Advanced Standing" in Social Work) will lead successful students to a J.D. from Gonzaga University School of Law, and a Master's in Social Work from Eastern Washington University. Graduates of the JD/MSW dual-degree program will be skilled professionals who can make significant contributions in areas such as public benefits, mental health services, children's services, services for people with disabilities, education, elder law and services, and public health. The program meets all applicable American Bar Association and Council on Social Work Education accreditation guidelines. Admission to the JD/MSW program is highly selective, and is currently limited to a maximum of four students per year. Students must apply and be admitted to both Gonzaga University School of Law and the Eastern Washington University School of Social Work, and must meet each school's established admissions criteria. This includes qualifying scores on standardized tests, such as the Law School Admissions Test (LSAT). A candidate's application must be approved by both institutions before they are considered for this dual-degree program.

Center for Law and Justice

Gonzaga School of Law offers its students the opportunity to practice law while in school. Rule 9 of the Washington State Bar Association allows students who have completed two years of course work (60 semester credits) to practice law under the supervision of a licensed attorney. Clinical experiences are available through an on-campus clinic and through externship offerings in legal settings such as criminal prosecution and defense, child dependency, juvenile court, and legal services work. On-campus clinical offerings include a general practice clinic and specific subject area clinics in family law, criminal defense, commercial law, elder law, Indian law, and tax law.

Physical Facilities and Library

Rising from the banks of the beautiful Spokane River, the Gonzaga Law Center, which opened in May 2000, provides a stunning setting for research and learning. The law center offers a variety of classroom and library environments which support today's interactive teaching methods. Features throughout the building encourage students to greet each other and linger to talk and debate ideas in beautiful outdoor spaces, roof plazas and balconies, and comfortable lounges. Miles of state-of-the-art voice, data and video cable and a school-wide wireless network provide the "highway" for audio-visual, computer, and telecommunications technology throughout the building. The mix of classrooms, rooms for simulations of various sizes, and clinical teaching spaces provide flexibility which preserves the best of traditional law teaching while encouraging the introduction of new methods. The law library is designed to accommodate more than 303,000 volumes, and reflects the changing patterns of legal research. The library is a warm and inviting environment filled with natural light. Gonzaga's fine traditions of advocacy training and moot court competitions are promoted in the impressive Barbieri Courtroom.

Co-Curricular Activities

Owing to the Jesuit mission to educate the whole person, students find it easy to become involved in a broad range of co-curricular activities at the School of Law. Gonzaga continually fields highly competitive teams who participate in numerous national moot court competitions. The student-run Gonzaga Law Review in existence for forty years circulates throughout the country. The award-winning Student Bar Association is a strong, active organization that encourages student involvement. Students also have an opportunity to participate in the Linden Cup, Gonzaga's prestigious intra-school moot court competition, a client counseling competition, a negotiation competition, legal fraternities, the Gonzaga Public Interest Law Project, the Women's Law Caucus, the Hispanic Law Caucus, the Asian Pacific Islander Law Caucus, the International Law Society, the Environmental Law Caucus, the Gonzaga Intellectual Property Law Association and various other organizations and lecture committees. All law students are invited to join together in the Multi-Cultural Law Caucus to create a community that celebrates the diversity at Gonzaga and within the Spokane community.

Admissions

The School of Law endeavors to attract students with ambitious minds, professional motivation, and commitment to the highest ethics and values of the legal profession. A faculty committee reviews all applications, and does not restrict their consideration to impersonal statistics. An applicant's unique qualities, such as work and life experiences, personal accomplishments, and the opinions of others as reflected in letters of recommendation, will also be considered.

The School of Law seeks to enroll a diverse student body to ensure that the school and the legal profession are enriched through the participation of people from different cultural and ethnic backgrounds. Those individuals who want the admission review committee to consider diversity factors in their application process should provide information about their experiences and background in their applications.

Students who are in good standing at another ABA law school may apply for admission to the School of Law with advanced standing.

For admission information, write or call:

Admissions Office
Gonzaga University School of Law
PO Box 3528
Spokane, WA 99220-3528
1-800-793-1710
admissions@lawschool.gonzaga.edu
www.law.gonzaga.edu

Summer Session

Summer session is the perfect time to catch up on requirements and take core courses and electives that won't fit your schedule during the traditional academic year. It's also a prime time to focus on just one or two courses at a time, or to take courses ahead of time to assure study abroad doesn't set you behind. Undergraduates can take advantage of a discounted tuition rate during the summer, and both housing and employment opportunities are available for students of all levels.

Gonzaga University offers summer courses through the College of Arts and Sciences, the School of Business, the School of Education, the School of Engineering and Applied Science, the School of Law, the MATESL program, and the School of Professional Studies.

Courses are offered in three sessions. The dates for Summer 2009 are:

- Summer I, May 18 to June 26
- Summer II, June 29 to August 7
- Full Summer, from May 18 to August 7

All courses are designed to meet diverse student interests and needs. Offerings range from undergraduate to graduate to doctoral, with classroom and online options as well as field studies and faculty-led study abroad programs.

Students from other colleges and universities are welcome to take summer session courses at Gonzaga that may fulfill requirements but not be available at their home campuses. Such credits can typically be transferred to their home institution – just ask your advisor. And note that acceptance to and/or enrollment in a Gonzaga summer session course does not imply admission to one of our degree programs. See the Admissions section of this catalogue for more information on applying for a degree program.

Graduate students will typically find several classes applicable to their program of study and in some instances will find complete academic programs offered during summer session. Courses, institutes, and workshops are also available for anyone interested in continuing their education.

Details on courses, dates, costs, and registration are available on the summer sessions Website, www.gonzaga.edu/summer, by emailing summer@gonzaga.edu or by calling 509-313-5873.

GRADUATE FACULTY



www.gonzaga.edu

University Graduate Faculty

As of January, 2009.

A single date following the name indicates the beginning of service in the University. When two dates are given, the second, in parentheses, is the date of promotion to the present academic rank.

- DALE ABENDROTH, 1989, Assistant Professor of Nursing - A.A., Los Angeles Valley College, 1972; B.S.N., California State University at Los Angeles, 1976; M.N., University of California at Los Angeles, 1985; Ph.D., Gonzaga University, 2005.
- JEANNETTE ABI-NADER, H.M., 1988 (2002), Professor Emerita of Education and Associate Professor of Leadership Studies - B.A., Seton Hill College, 1961; M.A., University of Notre Dame, 1969; Ph.D., Georgia State University, 1987.
- JENNIFER W. AKINS, 2006, Lecturer-AT of English as a Second Language - B.A., Westmont College, 1982; M.A., Washington State University, 1986.
- JOSEPH F. ALBERT, 1994, Assistant Professor of Organizational Leadership - B.S., St. Joseph's University, 1974; M.A., Gonzaga University, 1984; Ph.D., Gonzaga University, 1993.
- MARK ALFINO, 1989 (2001), Professor of Philosophy - B.A., George Washington University, 1981; M.A., University of Texas at Austin, 1984; Ph.D., University of Texas at Austin, 1989.
- TONY C. ANDENORO, 2008, Assistant Professor of Organizational Leadership - B.A., University of Toledo, 1997; M.S., Texas A&M University, 2001; Ph.D., Texas A&M University, 2005.
- KENNETH S. ANDERSON, 1986 (2000), Professor of Management - B.B.A., Gonzaga University, 1981; M.B.A., Gonzaga University, 1982; Ph.D., University of Nebraska, 1988.
- JOSHUA P. ARMSTRONG, 2006, Lecturer-AT of the Comprehensive Leadership Program - B.A., Whitworth College, 1995; M.Ed., The University of Vermont, 1997; Ph.D., Michigan State University, 2004.
- CLARENCE H. BARNES, 1973 (1996), Professor of Economics and Dean of the School of Business Administration - B.B.A., Ohio University, 1963; M.B.A., Xavier University, 1967; Ph.D., University of Tennessee, 1973.
- GERHARD J. BARONE, 2006, Assistant Professor of Accounting - B.A., Haverford College, 1991; B.B.A., University of Alaska-Anchorage, 1995; Ph.D., University of Wisconsin-Madison, 2002.
- ANJALI BARRETTO, 2001 (2006), Associate Professor of Special Education - B.A., Goa University, 1991; M.A., Gonzaga University, 1997; Ph.D., University of Iowa, 2001.
- JOHN H. BECK, 1988 (2003), Professor of Economics - B.A., Michigan State University, 1971; M.A., Michigan State University, 1973; Ph.D., Michigan State University, 1976.
- NANCY BECKHAM, 2004, Assistant Professor of Nursing - B.S.N., Mary College, 1980; M.S.N., Idaho State University, 1997; Ph.D., University of Utah, 2003.
- JAMES BEEBE, 1996, Professor of Leadership Studies - B.A., New York University, 1968; M.A., Stanford University, 1976; M.A., Stanford University, 1976; Ph.D., Stanford University, 1978.
- ELISABETH D. BENNETT, 1998 (2006), Associate Professor of Counselor Education - B.S., Brigham Young University, 1983; M.S., University of Utah, 1989; Ph.D., University of Utah, 1994.
- RANDALL W. BENNETT, 1988 (1999), Professor of Economics - B.A., Washington State University, 1974; M.A., Washington State University, 1977; Ph.D., Michigan State University, 1984.
- MIRJETA S. BEQIRI, 2002 (2009), Associate Professor of Operations Management - B.B.A., University of Tirana, 1988; M.B.A., Southern Illinois University at Carbondale, 1996; Ph.D., Southern Illinois University, 2004.
- KIRK M. BESMER, 2003 (2009), Associate Professor of Philosophy - B.A., University of Dallas, 1993; M.A., University of Notre Dame, 1995; Ph.D., University of Notre Dame, 2002.
- ROBERT C. BIALOZOR, 1975 (2009), Associate Professor Emeritus of Educational Leadership and Administration - B.S., University of Wisconsin, 1964; M.S.Ed., Northern Illinois University, 1966; Ed.D., Northern Illinois University, 1970.
- G. EDDY BIRRER, 1984, Professor of Accounting - A.B., Carroll College, 1966; M.B.A., Gonzaga University, 1969; Ph.D., University of North Dakota, 1981.
- DEBORAH A. BOOTH, 1992 (1998), Associate Professor of Education - B.S., University of Pittsburgh, 1976; M.A., University of Missouri, 1980; Ph.D., University of Missouri, 1991.
- CARL SCOTT BOZMAN, 1990 (2004), Professor of Marketing - B.Sc., University of Idaho, 1980; M.A., University of Victoria, 1983; Ph.D., Washington State University, 1990.
- JANET Z. BROUGHER, 1978 (1985), Assistant Professor of Educational Leadership and Administration - B.A., Linfield College, 1964; M.A., Gonzaga University, 1978; Ph.D., Gonzaga University, 1984.
- LISA BROWN, 2001, Associate Professor of Organizational Leadership - B.A., University of Illinois, 1978; M.A., University of Colorado, 1981; Ph.D., University of Colorado, 1986.
- LORI A. BROWN, 2008, Lecturer of Nursing - A.D.N., Pensacola Junior College, 1997; B.S.N., University of South Alabama, 2001; M.S.N., University of South Alabama, 2002.
- MARY A. BROWN, 1999, Assistant Professor of Counselor Education - B.A., Gonzaga University, 1968; M.Ed., Gonzaga University, 1975.

- PAUL F. BULLER, 1989 (1993), Professor of Management and Kinsey Robinson Professor of Business - B.S., University of Utah, 1974; M.S.W., University of Utah, 1976; M.B.A., University of Washington, 1981; Ph.D., University of Washington, 1982.
- JANET BURCALOW, 1986 (2001), Professor Emerita of Teacher Education - B.S., Winona State University, 1969; M.S., Winona State University, 1977; Ph.D., University of Minnesota, 1982.
- DAVID CALHOUN, 1989 (1996), Associate Professor of Philosophy - B.A., Louisiana State University, 1981; M.A., Northwestern University, 1985; Ph.D., Northwestern University, 1989.
- JOHN S. CAPUTO, 1990, Professor of Communication Arts - B.A., California State University at Long Beach, 1969; M.A., California State University at Long Beach, 1971; M.A., Claremont Graduate School and University Center, 1976; Ph.D., Claremont Graduate School and University Center, 1977.
- MICHAEL LIEBERMAN CAREY, 1987 (1992), Associate Professor of Organizational Leadership - B.A., Loyola Marymount University, 1974; M.A., Gonzaga University, 1984; Ph.D., Gonzaga University, 1987.
- KAY C. CARNES, C.P.A., 1978 (2000), Professor of Accounting, Coordinator, Accounting Programs, and Director, Graduate Programs - B.A., University of Washington, 1960; B.B.A., Idaho State University, 1977; M.B.A., Idaho State University, 1978; Ph.D., Saint Louis University, 1990.
- RONALD (RON) CARSWELL, 1991 Adjunct Associate Professor of Educational Leadership and Administration - B.A., University of British Columbia, 1960; M.A.T., University of Florida, 1964; Ed.D., University of Florida, 1968.
- NANCY M. CHASE, 1999 (2009), Associate Professor of Management Information Systems - B.M., Indiana University, 1974; M.M., Indiana University, 1976, Ph.D., Gonzaga University, 2002.
- CHOU-HONG JASON CHEN, 1985 (2001), Professor of Management Information Systems - B.S., National Taiwan Normal University, 1975; M.S., Eastern Washington University, 1981; Ph.D., University of Texas at Austin, 1985.
- TA-TAO CHUANG, 2001 (2004), Associate Professor of Management Information Systems - B.S., National Chung-Hsing University, 1982; M.B.A., National Chiao Tung University, 1988; Ph.D., Texas Tech University, 1998.
- JULIUS CIAFFA, 2006 (2009), Associate Professor of Philosophy, B.A., California State University at Chico, 1982; M.A., Tulane University, 1986; Ph.D., Tulane University.
- TIMOTHY R. CLANCY, S.J., 1998 (2004), Associate Professor of Philosophy - B.A., Gonzaga University, 1980; M.A., Loyola University of Chicago, 1982; M.Div., Jesuit School of Theology at Berkeley, 1989; S.T.L., Jesuit School of Theology at Berkeley, 1991; Ph.D., Loyola University of Chicago, 1999.
- BRIAN B. CLAYTON, 1986 (1993), Associate Professor of Philosophy - B.A., Trinity College, 1978; M.A., University of Notre Dame, 1980; Ph.D., University of Notre Dame, 1987.
- GORDON ALLEN COCHRANE, 1999; Adjunct Assistant Professor of Counselor Education - B.A., Simon Fraser University, 1984; M.A., Gonzaga University, 1994; Ph.D., University of Calgary, 1998.
- DENNIS A. CONNERS, 1992 (2007), Associate Professor of Educational Leadership and Administration - B.A., University of Dayton, 1971; M.Ed., University of Houston, 1977; Ed.D., University of Houston, 1980.
- MICHAEL L. COOK, S.J., 1989 (1995), Professor of Religious Studies and Flannery Chair - A.B., Gonzaga University, 1959; M.A., Gonzaga University, 1960; S.T.L., Alma College, 1967; S.T.M., Santa Clara University, 1967; Th.D., Graduate Theological Union, 1974.
- BERNARD J. COUGHLIN, S.J., 1974, Professor of Sociology and Chancellor of the University - A.B., Saint Louis University, 1946; Ph.L., Saint Louis University, 1949; S.T.L., Saint Louis University, 1956; M.S.W., University of Southern California, 1959; Ph.D., Brandeis University, 1963.
- JONAS A. COX, 2001 (2006), Associate Professor of Teacher Education - B.S., Oregon State University, 1983; M.A.T., Lewis and Clark College, 1989; Ph.D., University of Iowa, 1997.
- HEATHER M. RANDALL, 2007, Assistant Professor and Director of Communication and Leadership - B.A., Washington State University, 1991; M.A., Washington State University, 1998; Ph.D., Washington State University, 2006.
- CANDACE CURRY-LITTLE, 1999; Adjunct Assistant Professor of Counselor Education - B.E., University of Calgary, 1977; M.A., Gonzaga University 1991.
- JOHN D'ABOY, 1979, Professor Emeritus of Education - B.D., American Baptist Seminary of the West, 1962; M.A., Fresno State College, 1969; Ph.D., Arizona State University, 1972.
- JAMES DALLEN, 1982 (1994), Professor Emeritus of Religious Studies - A.B., Saint Mary's College, 1965; S.T.B., Catholic University of America, 1968; M.A., Catholic University of America, 1969; S.T.D., Catholic University of America, 1976.
- K. MARK DERBY, 1996 (2004), Professor of Special Education - B.A., Eastern Washington University, 1988; Ph.D., The University of Iowa, 1994.
- THEODORE DIMARIA, Jr., 1999 (2009), Associate Professor of Philosophy - B.A., Northern Illinois University, 1986; M.A., Northern Illinois University, 1988; Ph.D., Marquette University, 1999.
- JOAN DIXON, S.N.J.M., 1982 (2006), Professor Emerita of Educational Leadership and Administration - B.S., Marylhurst College, M.Ed., Portland State University, 1967; Ph.D., Gonzaga University, 1987.

- HELEN DOOHAN, 1976 (2003), Professor Emerita of Religious Studies - B.S.N., Adelphi University, 1971; M.A., Gonzaga University, 1976; Ph.D., Gonzaga University, 1983.
- LEONARD DOOHAN, 1975 (2002), Professor Emeritus of Religious Studies - B.A., International Theological Institute, 1968; S.T.L., Teresianum, 1970; S.T.D., Teresianum, 1971.
- JOHN K. DOWNEY, 1982 (2000), Professor of Religious Studies - A.B., Marquette University, 1971; M.A., Marquette University, 1975; Ph.D., Marquette University, 1981.
- ROBERT J. EGAN, S.J., 1984 (1994), Assistant Professor of Religious Studies- B.S., Loyola University of Chicago, 1964; M.A., Loyola University of Chicago, 1967; M.Div., The Jesuit School of Theology of Chicago, 1976; Ph.D., The Graduate Theological Union, 1993.
- DAVID F. ELLOY, 1985 (1997), Professor of Management - B.A., University of Calcutta, 1967; B.S., Saint Joseph's University, 1971; M.B.A., University of Oregon, 1976; Ph.D., University of South Carolina, 1984.
- LU EMBREY, 2005, Lecturer-IR of Educational Leadership and Administration - B.A., Central Washington University, 1966; M.Ed., Whitworth College, 1983.
- RAYMOND J. FADELEY, 1982, Director, International Student Programs - B.A., Eastern Washington University, 1971; M.A.T., Gonzaga University, 1985.
- ALBERT H. FEIN, 1998 (2009), Professor of Educational Leadership and Administration - B.A., University of Washington, 1968; M.ED., University of Washington, 1974; Ph.D., Gonzaga University, 2001.
- SHANN R. FERCH, 1996, (2005) Professor of Leadership Studies - B.A., Pepperdine University, 1990; M.A., Pepperdine University, 1993; Ph.D., University of Alberta, Edmonton, 1995.
- SUSAN J. FISCHER, 2007, Lecturer-IR of Teacher Education – B.A., Oregon College of Education, 1975; M.Ed., Whitworth College, 1985.
- BOYD FOSTER, 2001 (2008), Associate Professor of Sport and Physical Education - B.S., Judson College, 1983; M.S., University of South Alabama, 1984; M.S., United States Sports Academy, 1985; Ph.D., Arizona State University, 1999.
- CHRIS E. FRANCOVICH, 2006, Assistant Professor of Doctoral Studies – B.B.A., Gonzaga University, 1980; Ed.D., Boise State University, 1997.
- CHRISTOPHER FRYE, 2003, Adjunct Assistant Professor of Sport and Physical Education – B.A., Western Washington University, 1994; M.A., Gonzaga University, 2000; Ph.D., University of Northern Colorado, 2003.
- MARY K. GARVIN, S.N.J.M., 1991, Assistant Professor of Religious Studies - B.A., Marylhurst College, 1962; M.A., University of Washington, 1971; M.A., Gonzaga University, 1981; D.Min., Andover Newton Theological School, 1990.
- SUZANN GIRTZ, 2005, Lecturer-IR of Educational Leadership and Administration – B.S., Eastern Washington University, 1996; M.A., Whitworth College, 1997.
- MARY SUE GORSKI, 1998, Assistant Professor of Nursing - B.S.N., University of San Francisco, 1978; M.N., University of Washington, 1983; Ph.D., Loyola University Chicago, 2004.
- DONALD D. HACKNEY, 2006, Assistant Professor of Business – B.B.A., Gonzaga University, 1969; J.D., Gonzaga University School of Law, 1974; M.B.A., Gonzaga University, 1980.
- RONALD H. HARRIS, 1980 (2001), Assistant Professor of MA/TESL - B.A., University of California at Los Angeles, 1965; M.A., University of California at Los Angeles, 1967; Ph.D., University of California at Los Angeles, 1969.
- PATRICK J. HARTIN, 1995 (1999), Professor of Religious Studies - B.A., UNISA, 1966; STB, Gregorian, 1969; STL, Gregorian, 1971; D.Th, UNISA, 1981; D.Th, UNISA, 1988.
- PAUL B. HASTINGS, 1979 (1985), Associate Professor of Counselor Education - B.A., Western Washington University, 1973; M.Ed., Western Washington University, 1974; Ph.D., Washington State University, 1978.
- ROBERT J. HAUCK, 2002, Assistant Professor of Religious Studies - B.A., Seattle Pacific University, 1978; M.A., Trinity Evangelical Divinity School, 1980; Ph.D., Duke University, 1985.
- HARRY C. HAZEL, 1971 (1991), Professor Emeritus of Communication Arts - A.B., Gonzaga University, 1960; Ph.L., Mount Saint Michael's, 1961; M.A., University of Washington, 1966; Ph.D., Washington State University, 1972.
- HEALY, SHARON, 2008, Lecturer-IR of Nursing – B.S.N., Montana State University, 1981; M.S.N., Gonzaga University, 1996.
- SCOTT R. HEDIN, 1992, Assistant Professor of Operations Management - B.S./M.B.A., University of Idaho, 1982; Ph.D., University of South Carolina, 1993.
- ANNE E. HEDGER, 2007, Assistant Professor of Nursing – B.A., University of Cincinnati, 1986; B.S.N., Arizona State University, 1996; M.S.N., University of Washington, 1999.
- JAMES G. HELGESON, 1983 (1998), Professor of Marketing - B.A., Eastern Washington University, 1969; M.B.A., Eastern Washington University, 1980; Ph.D., University of Oregon, 1984.
- BRIAN G. HENNING, 2008, Associate Professor of Philosophy – B.A., Seattle University, 1998; M.A., Fordham University, 2001; Ph.D., Fordham University, 2003.
- KEVIN E. HENRICKSON, 2006, Assistant Professor of Economics – B.A., Pacific Lutheran University, 2001; M.S., University of Oregon, 2003; Ph.D., University of Oregon, 2006.

- KENT A. HICKMAN, 1989 (2000), Professor of Finance - B.A., California State University, 1973; M.S., University of Northern Colorado, 1986; Ph.D., Washington State University, 1990.
- CHERYL L. HOLLENBACK, 2006, Lecturer-IR of Nursing - B.S.N., Brigham Young University, 1977; M.S.N., University of Washington, 1991.
- JOHN H. HORSMAN, 2008, Lecturer-AT of Organizational Leadership - B.A., Gonzaga University, 1980; M.A., Gonzaga University, 1988; Ph.D., Gonzaga University, 2001.
- BRUCE L. HOTCHKISS, 2007, Lecturer-IR of Nursing - B.S., Albany College of Pharmacy, 1983; Pharm.D., University of Illinois at Chicago, 1993.
- JAMES HUNTER, 1997 (2004), Assistant Professor of MA/TESL - B.A., University of Sheffield, 1990; R.S.A.C., Godmer House School of English, Oxford University, 1990; M.A., Eastern Washington University, 1997.
- DEBBY D. HUTCHINS, 2006, Assistant Professor of Philosophy - B.A., Sam Houston State University, 1985; Ph.D., Boston College, 2004.
- MARY T. JEANNOT, 1992 (2004), Associate Professor of MA/TESL - B.A., Seattle University, 1982; M.Ed., University of Massachusetts at Amherst, 1989; Ed.D., University of Massachusetts at Amherst, 1997.
- THOMAS M. JEANNOT, 1986, (2003), Professor of Philosophy - A.B., Saint Louis University, 1978; Ph.D., Saint Louis University, 1992.
- ERICA H. JOHNSON, 2008, Assistant Professor of Economics - B.A., University of Montana, 1999; M.S. University of Oregon, 2005; Ph.D., University of Oregon, 2009.
- MICHAEL C. JOY, 2007, Lecturer-IR of Management Information Systems - B.S.Ed., Kent State University, 1974; M.S., Embry-Riddle Aeronautical University, 1987.
- STEVEN D. KOFFMAN, 2001, Assistant Professor of Counselor Education - B.A., Eastern Washington University, 1991; M.S., Eastern Washington University, 1993; Ph.D., Ball State University, 1998.
- JOLANTA A. KOZYRA, 2001; Assistant Academic Vice President, University Registrar, Director of Institutional Research and Adjunct Instructor of Counselor Education - B.A., Gonzaga University, 1991; M.A., Gonzaga University, 1994; Ph.D., candidate, Gonzaga University.
- DOUGLAS L. KRIES, 1990 (2007), Professor of Philosophy - B.A., Seattle University, 1982; Ph.D., Boston College, 1988.
- STEPHEN R. KUDER, S.J., 1977 (1983), Associate Professor of Religious Studies, - A.B., Gonzaga University, 1966; M.A., Boston College, 1970; Ph.D., Graduate Theological Union, 1975.
- LADA KURPIS, 2004, Assistant Professor of Marketing-B.S., Urals State University of Economics, 1989; Master of Science, Marketing, Urals State University of Economics, 1995; Ph.D., University of Oregon, 2004.
- WILLIAM R. LARGE, 1988 (1993) (2008), Professor of Religious Studies - B.A., University of Virginia, 1972; M.Div., Princeton Theological Seminary, 1975; Ph.D., Graduate Theological Union, 1985.
- DANIEL W. LAW, 2002 (2008), C.P.A, Associate Professor of Accounting - B.S., Brigham Young University, 1991; M.A., Washington State University, 2001; Ph.D., Washington State University, 2003.
- CONNIE M. LIPSKER, 2008, Lecturer-IR of Marketing - B.A., Gonzaga University, 1975.
- QUANHUA LIU, 1995 (1999), Associate Professor of Philosophy - B.A., Beijing University, 1982; M.A., Beijing University, 1984; Ph.D., Duke University, 1994.
- PEGGY SUE LOROZ, 2000 (2006), Associate Professor of Marketing - B.B.A., Gonzaga University, 1995; Ph.D., University of Colorado-Boulder, 2000.
- ELLEN M. MACCARONE, 2005, Assistant Professor of Philosophy - B.A., George Washington University, 1995; M.A., Colorado State University, 1998; Ph.D., University of Florida, 2004.
- DANIEL J. MAHONEY, 1992 (2007), Professor of Educational Leadership and Administration - B.A., Evergreen State College, 1976; M.A., Gonzaga University, 1986; Ph.D., Gonzaga University, 1995.
- RICHARD T. McCLELLAND, 1999 (2002), Associate Professor of Philosophy - B.A., Reed College, 1970; B.A., Oxford University, 1975; M.A., Oxford University, 1980; Ph.D., Cambridge University, 1985.
- PATRICK T. McCORMICK, 1994 (2003), Professor of Religious Studies - B.A., Niagara University, 1975; M.Div., Mary Immaculate Seminary, 1978; Th.M., Mary Immaculate Seminary, 1979; S.T.L., Gregorian University, 1981; S.T.D., Gregorian University, 1984.
- KEVIN B. McCRUDEN, 2003, Assistant Professor of Religious Studies - B.A. New York University, 1991; M.Div., Yale Divinity School, 1994; S.T.M., Yale Divinity School, 1995; Ph.D., Loyola University Chicago, 2002.
- MARY McFARLAND, 1998, Professor and Dean of the School of Professional Studies - B.S.N., University of Iowa, 1978; M.S., University of Portland, 1984; Ph.D., Gonzaga University, 1993.
- THOMAS F. McLAUGHLIN, 1976 (1982), Professor of Special Education - B.A., Eastern Washington State College, 1966; M.S., Eastern Washington State College, 1972; Ph.D., University of Kansas, 1975.
- MATTHEW Q. McPHERSON, 2004 (2009), Associate Professor of Finance-B.S., West Virginia University, 1994; M.S., West Virginia University, 1996; M.A., West Virginia University, 2001; Ph.D., West Virginia University, 2003.
- SARA R. MELENDY, 2005, Assistant Professor of Accounting - B.S., Cornell University, 1990; Ph.D., The State University of New York at Buffalo, 2005.

- AMY C. MERRILL WILLIS, 2004, Assistant Professor of Religious Studies - A.B., Erskine College, 1990; M.Div., Union Theological Seminary in Virginia, 1994; (Ph.D.), Emory University, 2008.
- MARGARET R. MEYERS, 2006, Clinical Faculty of Education – Anesthesiology - B.G.S., Gonzaga University, 1980; R.N., Sacred Heart Hospital, 1971; R.N.A., Sacred Heart Hospital, 1973; M.A.E., Gonzaga University, 1981.
- LESLIE D. MILLER, 2008, Lecturer-IR of Accounting –B.A., Whitworth College, 1995; M.A., Gonzaga University, 1997.
- JOY M. MILOS, C.S.J., 1987 (1996) (2008), Professor of Religious Studies - B.A., College of St. Rose, 1971; M.A., St. Bonaventure University, 1976; M.A., Catholic University of America, 1983; Ph.D., Catholic University of America, 1988.
- JOSEPH G. MONKS, 1977 (1998), Professor Emeritus of Operations Management - B.S., Gonzaga University, 1955; M.B.A., University of Washington, 1965; Ph.D., University of Washington, 1967.
- LIN G. MURPHY, 2004, Assistant Professor of Nursing - B.S.N., St. Louis University, 1970; M.S.N., St. Louis University, 1972, Ph.D. (c), Gonzaga University.
- JENNIFER T. NELSON, 1991 (2002), Professor of Teacher Education - B.A. (HONS), University of Natal, 1970; B.A., University of South Africa; M.Ed., Eastern Washington University, 1988; Ed.D., Washington State University, 1991.
- ARMAND M. NIGRO, S.J., 1965 (1999), Professor Emeritus of Religious Studies - A.B., Gonzaga University, 1950; M.A., Gonzaga University, 1951; S.T.L., Alma College, 1957; Ph.D., Gregorian University, 1963.
- SUSAN L. NORWOOD, 1991 (1999), Professor of Nursing - B.S.N., Pacific Lutheran University, 1976; M.N., University of Washington, 1979; Ed.D., Gonzaga University, 1991.
- SUNG-BAE (ROGER) PARK, 2007, Assistant Professor of Sport and Physical Education – B.S., Sogang University, 2000; M.S., University of Florida, 2002; Ph.D., University of Northern Colorado, 2005.
- VIVEK H. PATIL, 2005, Assistant Professor of Marketing – M.M.S., Birla Institute of Technology and Science, 1997; M.E., Birla Institute of Technology and Science, 2000; Ph.D., University of Kansas, Lawrence, 2006.
- MOLLY PEPPER, 2003 (2009), Associate Professor of Management-B.A., Texas A&M University, 1987; M.B.A. University of Southern Mississippi, 1997; Ph.D., Arizona State University, 2004.
- WAYNE P. POMERLEAU, 1977 (1998), Professor of Philosophy and Powers Chair- A.B., Georgetown University, 1968; M.A., Northwestern University, 1972; Ph.D., Northwestern University, 1977.
- ADRIAN B. POPA, 2005, Assistant Professor of Organizational Leadership – B.A., University of California Irvine, 1996; M.S.W., California State University of Long Beach, 1998; M.P.A., University of Utah, 2005.
- ALBERT (BERT) POWELL, 1999, Adjunct Instructor of Counselor Education - B.S., University of Florida, 1970; M.A., Whitworth College, 1974.
- REGINA M. PRINDLE, 2007, Assistant Professor of Nursing – B.S.N., Boston College, 1982; M.S.N., University of Colorado Health Science Center, 1994; Ph.D., University of Idaho, 2005.
- JEFFERY RAMIREZ, 2009, Assistant Professor of Nursing – B.S., Eastern Washington University, 1990; M.P.A., Eastern Washington University, 1995; M.S.N., Gonzaga University, 2000; Ph.D. University of Arizona, 2007.
- JEFFREY REED, 2006, Assistant Professor of Sport and Physical Education – B.A., Ed., Eastern Washington State College, 1976; M.Ed., Eastern Washington University, 1980; Ph.D., Gonzaga University, 1986.
- RAYMOND F. REYES, 1988, Associate Vice President for Diversity - B.A., Eastern Washington University, 1977; M.A., Baruch College of the City University of New York, 1984; Ph.D., Gonzaga University, 2002.
- KAREN RICKEL, 2006, Assistant Professor of Sport and Physical Education - B.S., Eastern Washington University, 1998; M.S., University of Idaho, 2001; Ph.D., University of Idaho, 2005.
- MATTHEW S. RINDGE, 2008, Assistant Professor of Religious Studies – B.A., University of California at Santa Barbara, 1995; M.A., University of Notre Dame, 1998; M.Div., Fuller Theological Seminary, 2003; Ph.D., Emory University, 2008.
- CHARLES PHILLIP ROSE, 1994, Adjunct Assistant Professor of Educational Leadership and Administration - B.Ed. University of Alberta at Calgary, 1965; M.A., University of Calgary, 1989; Ph.D., University of Alberta, 1997.
- THOMAS F. RUKAVINA, 1958 (1999), Professor Emeritus of Philosophy - Ph.L., Gregorian University, 1944; M.A., Indiana University, 1957; Ph.D., Indiana University, 1959.
- MARILYN JACKSON RUNYAN, 1996 (2002), Assistant Professor of Instructor of MA/TESL - B.A., Eastern Washington University, 1992; M.A., Eastern Washington University, 1994.
- WILLIAM F. RYAN, S.J., 1971 (1993), Associate Professor of Philosophy - A.B., Gonzaga University, 1955; M.A., Gonzaga University, 1961; M.A., St. Mary's University (Halifax), 1963; S.T.L., Regis College (Toronto), 1963; Ph.D., University of Louvain, 1971.
- CHARLES V. SALINA, 2005, Assistant Professor of Educational Leadership and Administration – B.A., University of Washington, 1975; M.E., Gonzaga University, 1985; Ph.D., Gonzaga University, 1991.
- MARY MARTHA SAVAGE, 2001 (2007), Assistant Professor of English as a Second Language- B.A., Cal State-Fresno, 1977; M.S.P., San Jose State University, 1983.
- DUANE F. SCHAFER, 2003, Adjunct Assistant Professor of Educational Leadership and Administration - B.A., University of Akron, 1968; M.A., University of Akron, 1982; Ph.D., Gonzaga University, 2002.

- LINDA S. SCHEARING, 1993 (2004), Professor of Religious Studies - B.A., Southeastern College, 1968; M.A.T., Rollins College, 1970; M.Div., Candler School of Theology, 1981; Ph.D., Emory University, 1992.
- ERIK SCHMIDT, 2003, Assistant Professor of Philosophy - B.A. Wheaton College, 1993; Ph.D., Syracuse University, 2003.
- JENNIFER L. SEVEDGE, 2006, Lecturer-AT of English as a Second Language - B.A., University of Alabama, 1995; M.A., University of Alabama, 2001.
- JOHN N. SHEVELAND, 2006, Assistant Professor of Religious Studies - B.A., University of Portland, 1996; M.A., Yale University Divinity School, 1999; Ph.D., Boston College, 2006.
- JERRI SIMMS SHEPARD, 1990 (2003), Associate Professor of Educational Leadership and Administration - B.A., Arizona State University, 1970; M.C., Arizona State University, 1976; Ed.D., University of San Francisco, 1989.
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- MARK J. SHRADER, 1988 (2008), Professor of Finance - B.B.A., University of Texas at Austin; Ph.D., Texas Tech University, 1988.
- CATHERINE L. SIEJK, 1991 (1997), Associate Professor of Religious Studies - B.A., Duquesne University, 1972; M.A., Duquesne University, 1974; Ph.D., Boston College, 1992.
- CHARLES D. SKOK, 1980 (1992), Professor Emeritus of Religious Studies - B.A., St. Edward's Seminary, 1948; M.Div., St. Edward's Seminary, 1952; B.Ed., Gonzaga University, 1956; S.T.L., University of Saint Thomas Aquinas (Rome), 1961; S.T.D., University of Saint Thomas Aquinas, 1962.
- DEBORAH W. SMITH, 2001, Lecturer-AT of Nursing - B.A., Washington State University, 1973; B.S.N., Washington State University, 1975; M.S.N., University of Washington, 1981.
- CHRISTOPHER E. STEVENS, 2008, Assistant Professor of Entrepreneurship - B.S., Northern Kentucky University, 1994; M.B.A., Case Western Reserve University, 2001; Ph.D., Case Western Reserve University, 2008.
- BRIAN K. STEVERSON, 1992 (1996), John L. Aram Professor of Business Ethics- B.S., Francis Marion College, 1984; M.A., Tulane University, 1987; Ph.D., Tulane University, 1991.
- DANIEL STEWART, 2006 (2009), Associate Professor of Management - B.A., Washington State University, 1992; M.A., Stanford University, 2000; Ph.D., Stanford University, 2002.
- SHARON STRAUB, 1996, Adjunct Instructor of Teacher Education, Director of Professional Certification - B.A., Whitworth College, 1968; M.Ed., Whitworth College, 1970.
- JON D. SUNDERLAND, 1979 (2007), Associate Professor of Sport and Physical Education and Dean of the School of Education - B.A., California Polytechnic State University, 1968; M.A., California Polytechnic State University, 1971; Ph.D., University of Oregon, 1981.
- WALTER R. TEETS, C.P.A.-Inactive, 1994 (1999), Associate Professor of Accounting - B.Mus.Ed., University of Colorado, 1973; M.Music, University of Wisconsin, 1976; M.S., University of Wisconsin, 1981; M.S., University of Wisconsin, 1985; Ph.D., University of Chicago, 1989.
- WILLBANN D. TERPENING, 1985 (2003), Professor of Operations Management - B.A., University of Montana, 1970; M.A., Southern Illinois University at Carbondale, 1974; Ph.D., Southern Illinois University at Carbondale, 1976.
- ASHISH THATTE, 2006, Assistant Professor of Operations Management - B.E., University of Pune, India, 1996; M.B.A., University of Pune, India, 1999; M.S., The University of Toledo, 2001; Ph.D., University of Toledo, 2006.
- VIRGIL F. THOMPSON, 2003, Lecturer-IR of Religious Studies— B.A., Luther College, 1969; M.Div. Luther Seminary, 1973; Th.M., Princeton Seminary, 1977.
- JANE TIEDT, 2004, Lecturer-IR of Nursing - B.S.N., University of Iowa, 1983; M.S.N., Gonzaga University, 1994.
- MICHAEL W. TKACZ, 1991 (1997), Associate Professor of Philosophy - B.A., Valparaiso University, 1975; M.M.S., University of Notre Dame, 1982; M.A., The Catholic University of America, 1989; Ph.D., The Catholic University of America, 1993.
- LORI TOCHTERMAN, 2008, Lecturer-IR of Nursing - B.S.N., Medical University of South Carolina, 1986; M.S.N., University of Mississippi Medical Center, 2005.
- JOHN TRAYNOR, 2004, Assistant Professor of Teacher Education - B.A., University of Washington, 1993; MA, Seattle University, 1997; Ph.D., Washington State University, 2007.
- ANDREW J. TRUHLER, 2007, Lecturer-IR of Management Information Systems - B.B.A., University of Washington, 2002; M.B.A., Gonzaga University, 2007.
- DIANE C. TUNNELL, 1987 (1991), Associate Professor of Sport and Physical Education - B.S., Northeastern Oklahoma State University, 1975; M.S., Northeastern Oklahoma State University, 1976; Ed.D., Oklahoma State University, 1987.
- BERNARD J. TYRRELL, S.J., 1971 (1982), Professor Emeritus of Philosophy and of Religious Studies - A.B., Gonzaga University, 1957; M.A., Gonzaga University, 1958; M.A., University of Santa Clara, 1966; Ph.D., Fordham University, 1972.

- EDWARD F. VACHA, 1981 (1992), Professor of Sociology and Program Director of Criminal Justice - B.A., University of California at Santa Cruz, 1968; M.A., University of California at Santa Barbara, 1970; Ph.D., University of California at Santa Barbara, 1975.
- ROSE MARY VOLBRECHT, 1981 (2002), Professor of Philosophy - B.A., Houghton College, 1974; M.A., Trinity Evangelical Divinity School, 1977; Ph.D., Notre Dame University, 1983.
- JOHN V. WAGNER, 1981 (1989), Associate Professor of Philosophy - B.A., Catholic University of America, 1970; M.A., Catholic University of America, 1971; Ph.D., Catholic University of America, 1979.
- FOSTER WALSH, 2001 (2006), Associate Professor of Teacher Education - B.A., Whitworth College, 1968; M.Ed., Whitworth College, 1971; Ph.D., Washington State University, 1992.
- J. KEVIN WATERS, S.J., 1983 (1996), Professor of Music and Dean Emeritus of the College of Arts and Sciences - A.B., Gonzaga University, 1957; M.A., Gonzaga University, 1958; B.A., University of Washington, 1964; S.T.B., University of Santa Clara, 1964; M.A., University of Santa Clara, 1965; D.M.A., University of Washington, 1970.
- GARY J. WEBER, 1995 (2004), Associate Professor of Accounting - B.S., Bowling Green State University, 1981; Ph.D., Arizona State University, 1997.
- KIMBERLY P. WEBER, 1998 (2008) Professor of Special Education - A.A., Sacramento City College, 1985; B.A., California State University, 1987; M.A., University of the Pacific, 1988; Ph.D., The Ohio State University, 1995.
- JOHN G. WEISBROD, 2006; Clinical Faculty, Education Anesthesiology - B.S.N., University of Wisconsin-Milwaukee, 1976; M.A.E., Gonzaga University, 1983.
- ANASTASIA C. WENDLINDER, 2007, Assistant Professor of Religious Studies - B.A., University of Colorado at Boulder, 1987; M.A., Graduate Theological Union, 1993; Ph.D., University of Notre Dame, 2004.
- RANDY L. WILLIAMS, 1979 (1987), Professor of Special Education - B.A., Pomona College, 1970; M.A., Western Michigan University, 1973; Ph.D., University of Kansas, 1976.
- SANDRA M. WILSON, 1982 (1986), Associate Professor Emerita of Doctoral Leadership Studies- B.S., Michigan State University, 1966; M.Ed., Michigan State University, 1973; Ph.D., Michigan State University, 1980.
- MICHAEL J. WOODS, S.J., 2007, Assistant Professor of Religious Studies - B.S., Indiana University of Pennsylvania, 1988; B.A., Pontifical Gregorian University, 1998; S.T.L., Catholic University of America, 2004.
- DANIELLE (DAN) XU, 2005, Assistant Professor of Finance - B.A., Jilin University, 1993; M.S., University of Arizona, 2000; Ph.D., University of Arizona, 2005.
- MARK A. YOUNG, 2008, Assistant Professor of Counselor Education - B.A., Idaho State University, 2000; M.S., Idaho State University, 2002; Ph.D., Idaho State University, 2005.

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 Gonzaga University
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 Area Code 509-313-6592

The publication of a catalogue at a given date obviously does not (and cannot be allowed to) stop the evolution of academic programs. The present catalogue depicts the current status of the programs offered by Gonzaga University, but only as of the January 1st of the year of its publication. Changes in programs do and necessarily must occur; and the university maintains a master catalogue on file in the Registrar's Office which constitutes the official status of university policy and programs at all times. Any questions regarding changes since January 1, 2009, may be directed to the Registrar's Office or to the Academic Vice President's Office.

Equal Opportunity Policy: Gonzaga is an equal opportunity, Affirmative Action University. The University does not discriminate against any person on the basis of race, religion, sex, national origin, age, marital or veteran status, sexual orientation, physical or mental impairment that limits a major life activity, or any other non-merit factor in employment, educational programs or activities which it operates. All University policies, practices, and procedures are consistent with Gonzaga's Catholic, Jesuit identity and Mission Statement.

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**ACADEMIC CALENDAR FOR 2009-2010
FALL SEMESTER 2009**

Law School Classes Begin	August 24
New Faculty Conference	August 25
Fall Faculty Conference	August 27 - August 28
Residence Halls Open	
New Students	August 28 and August 29
Returning Students	August 30
New Student Orientation	August 28 - August 31
President's Reception	Sunday, August 30
Academic Convocation	August 31
New Students Meet with Assigned Advisors	August 31
Fall Validation	August 31
Classes Begin	September 1
Labor Day	September 7
Last Day to Add	September 9
Last Day to Drop	September 11
Mass of the Holy Spirit (11:00am & Noon classes canceled)	September 16
Incompletes Revert to Provisional Grades	October 2
Student Learning Outcomes Day (Morning classes cancelled)	October 7
Founder's Day Holiday	October 19
Mid-semester Grades Due to Registrar's Office	October 21
Fall Family Weekend	October 23 - October 25
Last Day to Withdraw	November 13
Thanksgiving Holiday	November 25 - November 27
Prep Week	December 7 - December 11
Semester Examinations	December 14 - December 17
Christmas Holiday Begins	December 18
Grades Due in Registrar's Office	December 22

SPRING SEMESTER 2010

Residence Halls Open	January 10
New Student Orientation	January 11
Spring Faculty Conference	January 11
Spring Validation	January 11
Classes which meet on Monday's ONLY begin	January 11
Law School Classes Begin	January 12
Undergraduate and Graduate Classes Begin	January 12
Martin Luther King Holiday	January 18
Last Day to Add	January 20
Last Day to Drop	January 22
Incompletes Revert to Provisional Grades	February 12
President's Day Holiday	February 15
Spring Vacation	March 8- March 12
Mid-semester Grades Due in Registrar's Office	March 9
Last Day to Withdraw	March 26
Good Friday Holiday	April 2
Easter Holiday	April 5
Academic Honors Convocation (classes canceled 3:15-4:45 pm)	April 20
Prep Week	April 26 - April 30
Semester Examinations	
100/200 classes	May 3 - May 7
300/400 classes	May 3 - May 5
Senior Week Activities	May 5 - May 7
Graduate School Commencement	May 8
Baccalaureate and Graduate School Mass	May 8
Undergraduate Commencement	May 9
Grades Due in Registrar's Office	May 11
Law School Commencement	May 15

*Exams may start on Saturday, May 1

SUMMER

Session I Begins	May 17
Session I Ends	June 25
Session II Begins	June 28
Session II Ends	August 6
Full Summer Session Begins	May 17
Full Summer Session Ends	August 6

**ACADEMIC CALENDAR FOR 2010-2011
FALL SEMESTER 2010**

Law School Classes	August 23
New Faculty Conference	August 24
Fall Faculty Conference	August 26 and August 27
Residence Halls Open	
New Students	August 27 and August 28
Returning Students	August 29
New Student Orientation	August 27 - August 30
President's Reception	August 29
Academic Convocation	August 30
New Students Meet with Assigned Advisors	August 30
Fall Validation	August 30
Classes Begin	August 31
Labor Day	September 6
Last Day to Add	September 8
Last Day to Drop	September 10
Mass of the Holy Spirit (11:00am & Noon classes canceled)	September 15
Incompletes Revert to Provisional Grades	October 1
Student Learning Outcomes Day (Morning classed will be canceled)	October 7
Founder's Day Holiday	October 18
Mid-semester Grades Due in Registrar's Office	October 20
Fall Family Weekend	October 22 - October 24
Last Day to Withdraw	November 12
Thanksgiving Holiday	November 24 - November 26
Prep Week	December 6 - December 10
Semester Examinations	December 13 - December 16
Christmas Holiday Begins	December 17
Grades Due in Registrar's Office	December 21

SPRING SEMESTER 2011

Residence Halls Open	January 9
New Student Orientation	January 10
Spring Faculty Conference	January 10
Spring Validation	January 10
Classes which meet on Monday's ONLY begin	January 10
Law School Classes Begin	January 11
Undergraduate and Graduate Classes Begin	January 11
Martin Luther King Holiday	January 17
Last Day to Add	January 19
Last Day to Drop	January 21
Incompletes Revert to Provisional Grades	February 11
President's Day Holiday	February 21
Spring Vacation	March 7 - March 11
Mid-semester Grades Due in Registrar's Office	March 8
Last Day to Withdraw	March 25
Academic Honors Convocation (classes canceled 3:15-4:45 pm)	April 19
Good Friday Holiday	April 22
Easter Holiday	April 25
Prep Week	April 25 - April 29
Semester Examinations	
100/200 classes	May 2 - May 6
300/400 classes	May 2 - May 4
Senior Week Activities	May 4 - May 6
Graduate School Commencement	May 7
Baccalaureate Mass and Graduate School Mass	May 7
Undergraduate Commencement	May 8
Grades Due in Registrar's Office	May 10
Law School Commencement	May 14

*Exams may start on Saturday, April 30

SUMMER

Session I Begins	May 16
Session I Ends	June 24
Session II Begins	June 27
Session II Ends	August 5
Full Summer Session Begins	May 16
Full Summer Session Ends	August 5

Gonzaga University

Graduate Program
Spokane, WA 99258 – 0102

(509) 313-6572

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Student Name _____ SS# / SIN# _____
Last First M. Initial

Former Last Name(s), if any _____

Mailing Address _____ Phone _____

Permanent Address _____ Phone _____
street city state zip

E-Mail Address _____ Fax # _____

Employer _____ Title _____

Employer Address _____ Phone _____
street city state zip

Male Female Country of Citizenship _____

Date of Birth ____/____/____ Visa Type or Alien Registration # _____
(mo/day/year)

Anticipated start Term: Fall _____ Spring _____ Summer _____
year year year

Have you ever attended Gonzaga University? Yes No If yes, when? _____

INDICATE DEGREE PROGRAM: _____

College of Arts and Sciences

– Master of Arts in

- Philosophy
- Religious Studies
 - Biblical Studies
 - Spirituality
 - Theological Foundations

School of Business

– Master of

- Accountancy
- Business Administration
- Business Administration/B.S. Engineering
- Business Administration/JD
- Accountancy/JD

English Language Center

– Master of Arts in

- Teaching English as a Second Language

School of Education

– Master of Arts in

- Community Counseling
- Leadership and Administration
- Marriage and Family Counseling
- School Counseling
- Sport and Athletic Administration

– Master of Education in

- Special Education
 - Literacy
- Master of
- Anesthesiology Education
 - Counselling (Canada only)
 - Initial Teaching
 - Initial Teaching, Special Education

– Certification

- Professional Certification

School of Professional Studies

– Doctor of Philosophy in

- Leadership Studies
- Certification in Advanced Leadership

– Master of Arts in

- Organizational Leadership
- Communication and Leadership Studies

– Master of Science in

- Nursing

– Post-Master's Certificate

- Family Nurse Practitioner
- Nurse Educator
- Health Systems Leadership
- Psychiatric Mental Health

The security of all members of the campus community is of vital concern to Gonzaga University. Information regarding crime prevention advice, the law enforcement authority of Campus Security, policies concerning the reporting of any crimes which may occur on the campus, and the crime statistics for the most recent year may be requested from the Gonzaga University Campus Security Department, 502 E Boone Ave, MSC 2468, Spokane, WA 99258, (509) 313-4150.

ADMISSIONS
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