

Gonzaga University

Mission Statement

*G*onzaga 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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INTRODUCTION

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Introduction

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 15th time in the last 18 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. Furthermore, Gonzaga was one of 135 colleges and universities nationwide selected for the "John Templeton Foundation's Honor Roll for Character-Building Colleges."

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 new 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 5,000, of which about 3,500 are undergraduates and 1,500 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 302 full-time Jesuit, lay, and religious faculty, and all classes are taught by professors, not teaching assistants. The ratio of students to faculty is about 13 to 1. More than 60% of the undergraduates ranked in the top fifth of their graduating class, and approximately 25% hold student leadership positions in government, residence halls, clubs and organizations.

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 90% 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 95 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 1800 undergraduate students, including men's, women's or coeducational residence halls with capacities ranging from 15 to 360. Apartment-style living units are another option, and the University owns several houses and apartment complexes in the neighborhood, which are rented to upper-division students. Residence halls are staffed by trained students who provide services ranging from personal counseling 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 two new apartment-style residences for upper division and graduate students as well as two new pod-style residence halls for first and second year students.

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.

Martin Centre, the University's modern sports and recreational facility, includes an intercollegiate basketball and volleyball competition arena, dance studio, weight and exercise rooms; and a fieldhouse offering 3 full-sized courts for intramural basketball and volleyball, racquetball and handball courts, an elevated running track, and an indoor swimming pool. The Centre also includes a new state-of-the-art exercise/fitness facility.

Foley Center library, opened in the fall of 1992, provides sophisticated on-line computer access to libraries across the United States. In addition, students enjoy the 24-hour study lounge, abundant individual study spaces, a computer lab with worldwide information access, 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 Rosauer Center for Education, the Herak Center for Engineering, the Jepson Center (School of Business Administration), and the Foley Center library all add new beauty and excellent facilities to provide an outstanding learning environment. In addition, the Jundt Art Center and Museum was opened in 1995, and includes an academic wing and a museum for exhibiting acclaimed art works. The new Law School building opened in 2000. A new science facility will open in 2003.

St. Aloysius Church and the student chapel offer students a place for solitude and reflection as well as daily masses. The spires of St. Al's Church are a landmark of the Spokane area; the student chapel is located in the Administration Building.

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 1940 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 Admissions Office will be pleased to schedule a visit for you.

Accreditation: The Mark of Excellence

Gonzaga University is accredited by the following higher educational accrediting associations:

- American Assembly of Collegiate Schools of Business
- International Association for Management Education (AACSB)
- American Bar Association (ABA)
- Association of Theological Studies (ATS)
- Commission on Accreditation of Teachers of Speakers of Other Languages (TESOL)
- Commission on Collegiate Nursing Education (CCNE)
- Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET)
- National Council for Accreditation of Teacher Education (NCATE)
- The Northwest Association of Schools, Colleges and Universities, Commission on Colleges (NASC)

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 rep-



resent 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.



GENERAL INFORMATION

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General Information

Admission

Policy

Decisions on admission to any undergraduate school or college of the University are made after a careful review of an applicant's academic achievement, scholastic aptitude, and personal characteristics which may predict success in the University. High school or college grades, course content, test scores, class rank, essays, extra-curricular activities and recommendations from teachers, counselors, and principals play an important part in the whole admission procedure. All applicants are reviewed according to these criteria without discrimination on the basis of race, age, color, creed, national or ethnic origins, marital status, handicap, gender, sexual orientation or any other non-merit factor.

Prerequisites

Applicants for regular admission are expected to have graduated from an accredited high school in a college preparatory curriculum while showing evidence of ability to complete the University's requirements for graduation.

The following pattern of coursework is recommended, but not required, for admission to Gonzaga University: English — four years; mathematics — three/four years; history/social studies — three years; foreign language — two/three years of a single language; natural/physical laboratory science — three/four years. Suitable scores on the American College Test battery (the ACT) or on the Scholastic Aptitude Test of the College Board (the SAT I) are also required. All candidates for admission to the University are urged to take their tests no later than the first semester of their senior year in high school. Normally these test scores will then appear on the candidate's transcript; if they do not, the candidate must insure that such scores are forwarded to the University.

An application for undergraduate admission will not be considered until all pertinent records are filed with the Office of Admission.

How to Apply for Admission

I. Application to Freshman Year:

1. Obtain Gonzaga's Application for Admission from a high school counselor or directly from the Office of Admission (the University equally accepts the Common Application with supplement if students prefer). Applications may be accessed on the University web site.
2. Complete all sections of the first part of the Application, including personal and educational data, family information, personal essay, and a list of awards and activities. Request that two teachers write letters of recommendation, and have your counselor complete the Counselor/Dean's Report.
3. Attach to the Application the non-refundable application fee in the form of a check or money order made out to "Gonzaga University."
4. Have the counselor or principal forward this completed Application directly to the Office of Admission along with an official transcript and test scores. The Application may be completed and mailed after the student has finished six semesters of high school work in a college preparatory program.
5. Have ACT or SAT scores forwarded to the Office of Admission if they do not already appear on the high school transcript.
6. Home-schooled students are encouraged to apply to Gonzaga University. Students must submit a transcript along with a portfolio of high school work. In addition, an SAT or ACT score must also be submitted if the applicant is under

twenty-one years of age. Two letters of recommendation are required, one must be from someone other than a parent or guardian, and a dean's/counselor's report must be submitted.

II. Application to Transfer Standing:

1. Obtain Gonzaga's Application for Admission from the Office of Admission.
2. Complete all sections of the first part of the Application, including personal and educational data, family information, personal essay, and a list of awards and activities. Request that two teachers write letters of recommendation, and have your counselor complete the Counselor/Dean's Report.
3. Arrange to have official transcripts of all high school and college work sent to the Office of Admission. Students who have earned thirty semester or forty-five quarter credits in college need not submit a high school transcript.
4. Submit the scores of the ACT or SAT to the Office of Admission if they do not appear on high school or college transcripts. Students who can transfer thirty semester or forty-five quarter credits to Gonzaga, or who are at least twenty-one years of age, need not submit the results of these examinations, except in special cases.
5. Attach to the Application the non-refundable application fee in the form of a check or money order made out to "Gonzaga University."

Admission of International Students

Gonzaga welcomes applications from international students, who make up a valued part of the University's student body. Since 1969, Gonzaga has been authorized by the Federal government to issue both I-20's and IAP 66's so that international students can secure visas and enroll in our programs. To be considered for undergraduate admission, international applicants are required to submit the following:

1. A completed International Undergraduate Application with the required fee. An application can be obtained from Gonzaga's Office of International Student Programs at (509) 323-6562.
2. Proof of academic preparation through the submission of official academic records demonstrating satisfactory achievement in the completion of a secondary education equivalent to that offered in the United States.
3. Proof of financial resources which will permit the student to afford all costs associated with undergraduate study at Gonzaga University. This is demonstrated by submitting an official Financial Declaration for International Applicants, accompanied by official bank statements or the equivalent.
4. Proof of English language proficiency adequate for undergraduate study at Gonzaga, which may be demonstrated by any of the following:
 - a. an official TOEFL score of at least 530 written/ 200 computer administered and reported directly to Gonzaga University by the Educational Testing Service.
 - b. an official APIEL grade of 3 or higher administered and reported directly to Gonzaga University by the College Board.
 - c. successful completion of the course of study offered by Gonzaga University's ESL Program with faculty recommendation.
 - d. for transfer students, proof of successful University-level English study (not ESL) at a college or university in the United States.
 - e. proof of English as the student's native language.

When to Apply for Admission

All new students may apply for admission to either the fall or spring semesters. Gonzaga uses a 'pooling' admission system for fall applicants from high schools. High-school students have two fall semester application options: 1) a non-binding early action program with a November 15 deadline, or 2) a regular decision option with a February 1 deadline. Early action applicants will be informed of their admission status by mid-January while regular decision applicants will be informed of their admission status by mid-March. Students seeking entrance into the spring semester should apply for admission by November 1.

All applicants seeking financial aid should also complete and submit the Free Application for Federal Student Aid (F.A.F.S.A.) by February 1.

All students who wish to transfer to Gonzaga from another college or university should make their application early in the semester preceding their intended registration at Gonzaga; this is especially true for transfer students who wish to apply for financial assistance. In any case, transfer students applying for the fall semester should do so no later than July 1, and students applying for the spring semester, no later than November 1. Transfer student applications are considered on a 'rolling' basis.

Enrollment in a summer session does not imply admission for the regular academic year. Summer session students who desire regular admission to the University should submit their Application to the Office of Admission.

Credits Earned Elsewhere**Transfer of Credit**

Applicants from other colleges or universities should note that all credits submitted for transfer approval must have a grade of at least 2.0 (on a 4.0 point scale), must represent college-level course work, and must be academic in nature for acceptance by the University. Students may not transfer more than sixty-four semester credits or ninety-six quarter credits from a two-year college. Students transferring to Gonzaga University with sixty-four semester credits from a community college may not return to a two-year college for any additional transfer credit. All transfer students must complete at least thirty semester credits at Gonzaga immediately preceding their graduation from the University. For further information on transfer credits, applicants should consult the General Degree Requirements section of this catalogue.

**Advanced Placement of Freshmen/
International Baccalaureate Credit**

The University welcomes requests for special placement evaluation for incoming students who have taken the Advanced Placement (AP) Examinations of the College Board or International Baccalaureate Examinations. Examination results should be forwarded to the Office of Admission. Applicants may be granted credit, advanced standing, or a waiver of requirements depending on the field of study, the scores achieved, and the general regulations of the University. A brochure on A.P. and I.B. Examination policies at Gonzaga University is available from the Dean of Admission.

College Level Examination Program

The C.L.E.P. (College Level Examination Program) was established to enable students who have acquired their education in non-traditional ways to demonstrate their academic achievement. It is especially designed for older students who by private reading and study have achieved competence beyond the high school level in certain fields of study normally taught to college freshmen. Two kinds of examinations are available: Subject Examinations and General Examinations.

1. Subject Examinations: The University allows credit for most of these examinations according to norms established by the appropriate departments of the University. Detailed information is available from the Dean of Admission.

2. General Examinations: Gonzaga does not offer credit on the basis of these examinations, but the examination results may be used by various departments in making decisions about giving students advanced standing, thus possibly exempting them from certain freshman-level courses. Decisions are made on an individual basis by chairpersons.

Proficiency Examination Program

P.E.P. (Proficiency Examination Program) is a series of examinations sponsored by the American College Testing program. Gonzaga currently gives credit for several P.E.P. examinations. These tests are designed to assess experiential learning of subject-matter proficiency attained primarily outside a typical classroom. A brochure on P.E.P. and all Credit by Examination policies at Gonzaga University is available from the Dean of Admission.

Honors Program

Gonzaga University has long challenged exceptional students through its Honors Program. This interdisciplinary, competitive program seeks academically gifted and intellectually curious students who are willing to put their talents to work for the service of others.

The four-year Honors curriculum allows a student to choose any major or minor course of study. Although primarily geared for students in the College of Arts and Sciences, adjustments are made for those pursuing degrees in engineering, education, or business. In addition to small classes and close personal advising and counseling, a waiver of tuition fees for excess credit, a modest non-need based scholarship, flexible scheduling, special study facilities, and pride of place at graduation are provided.

Anyone may apply to the program, but only twenty places are open each year, approximately the top 2% of an entering first-year class.

Candidates must complete a separate Honors Application to be considered for admission. Acceptance is based on independent intellectual achievement, recommendations from teachers, leadership roles, skill in effective expression, outstanding standardized test scores, high school rank, personal interviews, and the essay on the Honors Application form. Potential applicants are encouraged to visit the campus and to meet with the Director. For further information, please consult the Honors Program section of this catalogue.

Hogan Entrepreneurial Leadership Program

The Hogan Entrepreneurial Leadership Program includes a four-year concentration that immerses students from any major in the fundamentals of creating and managing new enterprises in the private or public sectors. The Hogan Program seeks students who are high achievers, creative thinkers, and recognized leaders who want to make a difference in the world. The program offers a waiver of tuition for excess credit as well as a modest scholarship. Admission to the Hogan Entrepreneurial Leadership Program is selective, and candidates must complete a separate application to be considered for admission to the program. Potential applicants are encouraged to contact the Hogan Entrepreneurial Leadership Program Director at Gonzaga.

Campus Visit

The Admission Office offers an extensive visit program for those interested in attending Gonzaga. An individualized visit may include an overnight stay, class visit, lunch, faculty meeting, admission interview, and campus tour. In addition to individualized visits, several Campus Preview Days (group oriented, open-house days) are offered throughout the year. To schedule a visit, contact the Visit Office at least two weeks in advance and prior to making permanent travel arrangements.

Dual Enrollment

High school students who have not yet completed their graduation requirements may enroll (with certain restrictions and on a space-available basis) in a maximum of two courses per semester while still enrolled in high school. This program is generally reserved for juniors and seniors who present a minimum cumulative grade-point average of 3.00 (4.00 scale) and a letter of recommendation from their principal or counselor. A special tuition rate is available for all students taking dual enrollment courses. For more information on this program students may contact the Dean of Admission.

Non-Matriculation

Non-matriculated students not seeking a degree may enroll in courses at Gonzaga on a space-available basis after matriculated students have registered. Contact the Registrar's Office for further information.

Financial Aid

As recent national surveys have indicated, Gonzaga University consistently is ranked among the best regional comprehensive colleges and universities in the West. In addition, Gonzaga is ranked extremely high in value among regional comprehensive universities. A primary reason for this recognition is the excellent quality of financial aid awards provided Gonzaga students. In addition to the University's significant institutional grant and scholarship program, Gonzaga also participates in all federal and state financial aid programs. The Financial Aid Office provides numerous services to meet the needs of those who wish to obtain a Gonzaga degree.

Applying for Admission

Students are encouraged to apply for admission and financial aid concurrently in order to expedite each important process. However, aid applicants must be admitted to the University in order to receive a financial aid award.

Applying for Financial Aid

The Free Application for Federal Student Aid (FAFSA) is the required application for need-based financial aid at Gonzaga. In order for Gonzaga to receive FAFSA data to determine eligibility for financial aid, applicants must list "Gonzaga University, Spokane, Washington, federal school code #003778" in the School section of the FAFSA. The FAFSA is available from high schools and colleges nationwide in November or December for the following academic year. The FAFSA is also available on the internet at www.fafsa.ed.gov.

Financial Aid Priority Dates

Financial aid applicants must mail their FAFSA to the central processor no earlier than January 1 but not later than February 1 in order to meet the University priority filing deadline. Also, applicants must be apply for admission to the University by February 1 in order to ensure priority consideration for available financial aid. Students applying after these priority dates will be considered for financial aid on a funds-available basis.

Financial Aid Process

The FAFSA data is processed by the central processor, and an Expected Family Contribution (EFC) is calculated utilizing a formula mandated by the federal government. The results of this calculation are forwarded to the University, where the Financial Aid Office compares the EFC to the cost of attendance in order to determine each applicant's financial need and eligibility for specific types of financial assistance. Applicants selected for verification must provide documentation of FAFSA data (for example, income tax returns) which is compared to the original application information. Financial aid eligibility and awards may be revised following the verification process.

The Financial Aid Package

Once financial need is established, the Financial Aid Office assembles the best possible financial aid package for each applicant. This package generally combines several types of aid from sources inside and outside the University. Rarely does total student aid come from a single source. A typical financial aid package is developed from four sources: scholarships, grants, work-study, and long-term educational loans. The proportions of aid from each of these sources vary greatly, depending upon individual circumstances. Financial aid packages can vary from year to year, depending on changes in a student's financial need, grades, and date of filing. Students must reapply for financial aid each year by the priority date to ensure maximum eligibility. Institutional assistance covered by the Gonzaga Guarantee provides for four years of receipt provided the recipient maintains full-time, continuous, undergraduate enrollment and maintains good academic standing according to this University catalogue.

Scholarship Aid

Gonzaga University offers scholarship assistance exceeding \$12.5 million on an annual basis. Eligibility for scholarships is based solely on academic merit or on a combination of merit and financial need.

Merit-Based Scholarships: By applying for admission to the University, all incoming freshmen are automatically considered for one of a series of merit-based institutional scholarships. Other merit-based scholarships require separate applications with varying deadlines. These include:

Alumni	Debate	Bauer
Diversity	Music	Engineering
Business	Honors	Ignatian Leaders
ROTC	Cataldo	Martin
Hogan	Tilford	Maxwell
Christopher West		

Please contact the Financial Aid Office for further information and applications. Also, the Financial Aid Office has a scholarship library which students are encouraged to use.

Need-Based Scholarships: Students who have been admitted and who have filed the FAFSA are automatically considered for Gonzaga scholarships which incorporate academic achievement and financial need. These scholarships are renewable by maintaining a specified grade point average and successful completion of specified credit hours.

Grants

Grants are a form of financial aid for which eligibility is based upon financial need, not academic achievement. Grants are a preferred form of financial assistance since they do not have to be repaid. The FAFSA is the application for all grants.

FEDERAL PELL GRANTS: This program provides grant assistance from the federal government to needy students. The amount of the grant is determined by the federal government, and it is prorated to reflect actual enrollment status.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (SEOG): This is another form of federal grant assistance provided to students with substantial financial need. The amount of the grant varies according to funding and need criteria.

WASHINGTON STATE NEED GRANTS: This state-funded program provides financial assistance to undergraduate students who are residents of the State of Washington and who demonstrate substantial financial need.

EDUCATIONAL OPPORTUNITY GRANT (EOG): This is a renewable, state-funded grant for place-bound community college transfer students who have achieved junior status. A separate application is required in addition to the FAFSA. Contact the Financial Aid Office to determine eligibility for consideration.

UNIVERSITY GRANTS: Gonzaga awards a significant number of grants from University funds. The amount of these grants varies according to an applicant's financial need and date of application.

Loans

Student and parent loans are available from a number of sources to assist with the financing of a college education. Loan eligibility is based upon FAFSA data, and the loans require separate promissory notes which are processed by the lender. Student loans must be repaid. While Gonzaga students have demonstrated responsible loan repayment, all students are encouraged to borrow only that amount which is necessary.

FEDERAL PERKINS LOANS: This program, funded jointly by the federal government, the University, and monies repaid by past student borrowers, provides assistance to students with financial need. The Perkins Loan carries a fixed interest rate of five percent. Repayment begins nine months after dropping below at least half-time student status. Loan cancellation provisions exist with this loan program.

FEDERAL SUBSIDIZED STAFFORD LOANS: These student loans are made available by banks and credit unions to students with financial need. The annual interest rate is variable with an 8.25 percent cap. The interest which accrues while the student is enrolled at least half-time is paid by the federal government. Repayment begins six months after graduation or withdrawal from a degree program.

FEDERAL UNSUBSIDIZED STAFFORD LOANS: These loans are identical to the Subsidized Stafford, with the exception that the borrower is responsible for the interest which accrues while the student is enrolled and during any other deferment period. The annual

interest rate is variable with an 8.25 percent cap. Repayment begins six months after graduation or withdrawal from a degree program. These loans are not based on financial need.

FEDERAL PLUS LOANS (PLUS): The PLUS is available to all credit-worthy parents of dependent undergraduate students. These loans are not based on financial need, although Gonzaga requires submission of the FAFSA prior to applying for the loan. The annual interest rate is variable with a 9 percent cap. Loans are made available by banks and credit unions. The maximum amount that can be borrowed is the Gonzaga "cost of attendance" minus other financial aid.

OTHER LOAN FUNDS: Other loan funds have been established to assist students with expenses due to emergencies or other special circumstances. These funds include the Fred E. and Venora Bigelow Trust (Loan Fund), the Leo J. Brockman Loan Fund, and the Carrie Welch Loan Fund. Inquiries should be directed to the Financial Aid Office.

Student Employment

Numerous educational studies have found very significant positive effects from students working on a part-time basis while enrolled in undergraduate studies. The Gonzaga Financial Aid Office supports these findings and encourages students to pursue part-time employment opportunities.

FEDERAL WORK-STUDY PROGRAM: This financial aid program, funded by the federal government and the University, provides a variety of employment opportunities for students employed on campus. Jobs range from assisting with research to general office work to community action projects. Students work approximately 10 hours per week during the semester, and up to 30 hours per week during vacation periods. Eligibility for work-study is based on financial need. The FAFSA is the required application.

STATE WORK-STUDY PROGRAM: This financial aid employment program is funded by the State of Washington and private employers. It allows students to work with Spokane area employers during the academic year or anywhere in the United States during the summer sessions. These opportunities provide an excellent way for students to gain experience in their fields of study while earning a good salary. The program provides jobs in accounting, the arts, business, education, engineering, computer programming and processing, law, marketing, and other fields. Eligibility for this program is based upon financial need. The FAFSA is the required application.

EMPLOYMENT: STUDENT employment opportunities are available in various administrative offices and academic areas of the University, as well as with Sodexo Marriott Food Service. These positions are available through University departments and offices. Position openings are posted on the job location board.

OFF-CAMPUS UNIVERSITY EMPLOYMENT: Spokane business and private individuals often require part-time help where hours in which to work are conducive to students' schedules. These positions are posted on the Job Location Board and are viewed by students as well as the public.

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 requirements."

Full-time students who are eligible for, and receiving, financial aid must successfully complete twelve (12) credits with a minimum GPA of 2.00 each semester. Students who fail to achieve this criterion are placed on Financial Aid Probation and may lose all financial aid if their academic performance does not reflect satisfactory progress during the next semester. Additionally, State of Washington financial aid recipients who are enrolled full-time are required to successfully complete at least six credit hours per semester or risk immediate suspension of state aid. Please note that current financial aid awarding procedures reflect the expectation that undergraduate students enrolled on a full-time basis will complete their degree requirements in eight semesters.

The policies and procedures governing SAP and its relationship to financial aid are available from the Financial Aid Office, Administration Building Room 129. Students with additional questions regarding this policy are invited to inquire at the Financial Aid Office.

Financial Information

General Information

The University's cost of providing a Gonzaga education is not borne solely by student tuition and fees. The annual 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.

However, revenue from student charges constitutes most of Gonzaga's income. Student charges (less verified financial aid) are payable in full in U.S. dollars on a per semester basis, not 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 either eight or ten months.

Eight and Ten Month Installment Plans

With each of these payment options, estimated tuition, room, and board expenses for the academic year are payable 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 1. Payments begin July 1 and run through the following April.

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

Students who are admitted to the University after the application dates indicated above will have the deadlines waived.

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

Third Party Sponsors

A student whose account will be paid by a corporate or foreign sponsor, a government agency, a religious institution, a scholarship foundation or trust account, requires proof of sponsorship in the Student Accounts Office to confirm their classes.

Confirmation Deposit

In order to reserve a place in the student body, each first-time entering student is required to pay a \$200.00 confirmation deposit. This will apply as a credit toward first semester tuition expenses. Confirmation deposits are non-refundable unless written notification of cancellation of enrollment is received by the Admission Office prior to its deadline dates.

Room Reservation/Damage Deposit

Students are expected to make housing reservations with the Housing office prior to April 15 for Fall semester and prior to December 1 for Spring semester. All new students must complete and sign a Residential Living Application/Agreement. Reservations for new students must be accompanied by a \$150 advance room deposit fee which is non-refundable after May 1 for Fall semester and December 1 for Spring semester. This room reservation deposit converts to a room damage deposit at the time of first registration. Damage deposits are left on account until the student leaves the housing system permanently. Damage deposits are refundable when a student checks out of the residence hall or leaves the University and appropriate damage charges, if any, have been assessed.

Returning students who have been refunded their damage deposit are required to remake a damage deposit of \$150. Room reservation deposits are nonrefundable unless written notification of cancellation of room reservation is received by the Housing office prior to the deadline dates.

Refunds

Students withdrawing completely from the University must obtain a Complete Withdrawal Form from the Student Academic Services Office. Tuition adjustments are calculated in Student Accounts. Final adjustments are based on the effective date of the withdrawal and exclude non-refundable fees. Room and board are pro-rated throughout the semester. Laboratory fees are refunded at 100% during the 100% tuition adjustment period. Financial aid funds are refunded in accordance with governmental and University regulations.

The withdrawal refund schedule and refund schedule for dropped classes are available in 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 and diplomas, until a 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 will be added to a student's account, 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 deadline.

TUITION SCHEDULE (ACADEMIC YEAR 2003-04)

(Tuition and fees will be adjusted for the period of June 1, 2004, through May 31, 2005.)

Undergraduate:

Full-time (12-18 credits), per academic year, including General Fees \$20,510

Excess Credits, per credit 595

Part-time (1-11 credits), per credit 595

Bachelor of General Studies

Regular (1-12 credits) per credit 320

Accelerated, per credit 415

Accelerated, summer, per credit 395

Excess BGS credits (over 12) will be at the rate of \$595 per credit

Foreign Programs:

Gonzaga-in-Florence (includes room, board, and tours), academic year 30,210

Gonzaga-in-Florence, summer program 5,500

Gonzaga-in-Granada, (Spain), fall semester 9,450

Gonzaga-in-Granada, (Spain), spring semester 11,240

Gonzaga-in-London, per semester 13,750

Special Programs:

Dual H.S. Enrollment, part-time (6 credit limit per semester) per course 240

English as a Second Language, per session 1,960

Auditors:

Of Record (recorded on transcript), per credit: 595

No Credit, per credit/maximum per course:

Undergraduate 225/675

Alumni (limited courses), per course 135

Notes: 1) Tuition schedules for graduate, postgraduate, doctoral, and law programs are contained in separate catalogues.

2) Physical Education activity courses may not be taken on a "no credit" basis.

SPECIAL FEES: 2003-04

I. ACADEMIC FEES:

Application Fee: 45

Summer Session Administrative Fee: 30

Graduation Application Fee: 50

Studies Abroad Administrative Fee:

per semester 500

Late Add-drop-withdrawal fee: per course, 50

Late Graduation Application Fee: 75

Late Registration Fee: 50

Replacement of ID Cards: TBD

Tuition Deposit: (Full refund prior to 5/1) 200

Housing Deposit: (Full refund prior to 6/1) 150

Fitness Center Fee: Full -time Undergraduate Students (per semester) 75

Optional, for all other undergraduate categories (per semester) 150

Optional, Summer, per session 25

Optional, Summer, entire summer 50

Course Challenge Fee:

Undergraduate only, per credit 50

Transcript Fee: per official copy 5

Technology Fees:

Full-time Student (per semester) 50

Part-time Student (per semester) 25

Summer (per registration) 10

Mandatory Accident Insurance: (per year) 42

Laboratory Fees:

Art 50

Art Design-Art 112 30

Art (200 level+ painting/drawing) 55

Biology 85

Broadcasting 50

Chemistry 85

Communications Arts:

Advanced Print-COMM 302 65

Intercultural Communications-COMM 418 15

Stage craft - THEA 232 25

Costume, property, design-THEA 234 25

Photo Journalism 30

Principles of Photography 65

Education:

Certification/Endorsement 15-70

Practicum: Teacher Education 200

Special Education 200

Education Field Experience 100

Education Methods Lab 50

EDPE 212 85

EDSE 417 Assessment B Special Ed. 50

Engineering per major, per semester 100

Exercise Science 85

EXSC 212 (crosslisted with EDPE 212) 85

Honors 100

Military Science 60

Modern Languages 70

Nursing Program fee, per semester 15

Contemporary Issues-SPAN 340 50

Hispanic Cinema fee-SPAN 415 50

Italian Cinema fee-ITAL 315 35

Music in Film/TV 25

Music: Private lessons, per semester:

half-hour per week 210

one hour per week 420

Applied Classes 160

Choir 200

Chorale 25

Men's/Women's Chorus 25

Guitar Ensemble 160

Percussion Ensemble 50

Symphony Orchestra 50

Wind Ensemble 50

Jazz Ensemble 40

Physical Education (varies with course) 5-200

Physics 85

Psychology 50

Sociology 30

Video fee 85

II. STUDENT LIFE FEES:

Orientation, required of all first time Gonzaga students

Fall 60

Spring 25

Publications, per-year, not separately charged TBA

Laundry Fee, all resident students, per semester (included in room charge) 40

Campus Ministry Retreats at Bozarth Retreat Center (optional for all students) (varies with retreat) 5-22

GSBA Student Life Fee, per semester (included in tuition) 60

Residence Hall Fees, per semester (Included in room charge) 25

Parking-University lots, per year 25-60

Student Mail Box Rental, per semester 12.50

ROOM & BOARD: 2003-04

Students residing on campus must enroll in a combined room and meal plan. Room options with the most popular meal plan option (160 meals with \$280 flex dollars) are listed below. These are per semester costs:

Room:

Double Occupancy 3,085

Single Occupancy 3,400

Premium Single 3,595

No meals are served during the Christmas or Spring recess periods. All board charges are subject to further increase should rising food costs make it necessary.

NOTE: All charges are payable in U.S. Funds. Visa, MasterCard, and Discover are accepted on the portion of charges not covered by Financial Aid. In the event that a student pays with a credit card and later receives additional financial aid or receives an account adjustment, the card will be credited back the applicable amount. The Student Accounts office prints the student name and ID number on all checks which do not already carry this information. Students who do not wish to have their student ID number used on payment checks must notify Student Accounts in writing.



STUDENT LIFE

WWW.GONZAGA.EDU

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Student Life

In partnership with students, faculty, administrators, and other members of the Gonzaga University community, the Division of Student Life assists students in their pursuit of an education based on Jesuit tradition and the Gonzaga University Mission and Ethos Statements. The Division strives to know students personally, encourages them to grow and to mature, and enriches their education by challenging them to be active in all areas of their own development. Recognizing growth as a continuous process, the Division is sensitive and responsive to the spiritual, intellectual, social, physical, and emotional growth needs of students.

The Division wants students to commit to excellence, to develop their talents more fully, to be involved in the educational community, to develop mutual respect for and sensitivity to others, to commit to honesty, to communicate openly, to value and offer service to others, to increase their awareness of the oppressed and to work for a just society.

The Division of Student Life is committed to serving students and the Gonzaga University community through counseling, health education, service, career planning, prayer and worship, safety and security, physical development, crisis intervention, student orientation, student discipline, and co-curricular activities. The aim is to assist students in achieving the maximum benefit from their educational experience and to improve the quality of campus life.

Student Housing and Dining Policies

Residency Requirement: The University requires full-time undergraduate first and second year students under the age of 21 to reside on campus in the residence hall system and take their meals in the dining halls. First and second year students refers to how many years the students have been attending Gonzaga University and should not be confused with “class standing” in relation to this residence requirement. Undergraduate first and second year students who are under the age of 21 but who are married or living with immediate family in the local area may apply for an exemption from this requirement with the Office of Housing and Residence Life. All students residing on campus are contractually obligated to the University for the room and board fees as stipulated in the “terms and conditions” portion of the Residential Living Application/Agreement.

Residential Living Application/Agreement: All resident students must complete and sign a Residential Living Application/Agreement. This document fulfills several purposes: it serves as the room and board contract between the University and the student; it states some of the University’s housing policies; it refers you to where you can find the rest of the policies regarding on campus living and behavior; and it provides information on room and damage deposits. If a student withdraws from the University during the semester, his or her room and board charges are refunded on a pro rate basis.

It should be noted that acceptance of the Residential Living Application/Agreement does not constitute acceptance to the University academically. Prospective students are encouraged to apply for housing as early as possible prior to their expected term (Fall or Spring) of attendance.

Residence Halls

Under the direction of the Director of Housing, the University operates twenty-one residential communities. In

addition three unfurnished off campus apartment communities of various sizes and 5-7 theme houses are part of our attempt to offer variety to a student’s housing experience as they enter upper division status and are over 21 years old. The combined residential system houses approximately 2,300 students. The majority of the residence halls are small, ranging in size from 15-360 students. This arrangement provides a close-knit and informal atmosphere designed to help students develop responsibility and accept opportunities for leadership.

Alliance, Campion, Chardin, Cushing, Lincoln, Rebmann, and Roncalli are the smaller residences on campus. Crimont, DeSmet, Dillon, Goller, Welch, Dooley, Madonna, and St. Catherine/St. Monica are larger residence facilities. The configuration of these halls varies from corridor-style single and double occupancy rooms to two or three room suite arrangements. Our on campus apartment facilities consist of 301 E. Boone, Burch, Dus-sault, 801 E. Boone, Sharp Apartments and the newly constructed Corkery Apartments. The University places a Residence Director and/or Resident Assistants in each residential community to assist in the development of comfortable and nurturing communities characterized by respect for others.

Several Jesuit priests and chaplains, who are members of the faculty and staff, reside in some of the residences. They assist the hall staff and residents through counseling, guidance, and academic advising, as well as provide an adult presence and role model.

Residence halls and dining halls are open throughout the academic year, except during Christmas vacation. Opening and closing dates, including those pertinent to Christmas vacation, are published on the department’s web site, in numerous forms of literature distributed during each semester and through community meetings. If multiple dates seem to conflict or are confusing, you should rely on information directly from the Office of Housing and Residence Life when it comes to scheduling flights to and from the campus during holiday periods.

The University does not assume responsibility for the loss or damage of personal property. Every resident is strongly encouraged to secure renter’s insurance and information from private insurers will be included in a summer mailing to all students. Detailed information regarding residence hall regulations is published separately in the Student Handbook. This handbook is available from the Office of Housing and Residence Life, or Department of Student Activities.

Room Reservations

Students are expected to apply for housing with the Office of Housing and Residence Life at least six months before the beginning of the semester. All students must complete and sign a Residential Living Application/Agreement. This document must be accompanied by a \$150 advance room deposit which is non-refundable after May 1 for the Fall semester and December 1 for the Spring semester. The \$150 room reservation deposit converts to a room damage deposit at the time of occupancy. Damage deposits are refundable when a student checks out of the residence hall or leaves the University and appropriate room charges, if applicable, have been deducted.

All students are assigned rooms by the Office of Housing and Residence Life. New students may indicate room or hall preference on the Application/Agreement. Roommate preference, if applicable, should be noted in the “Roommate Request” area. In the absence of a roommate preference, students are paired with a roommate based on the responses to lifestyle questions on the Application/Agreement. Students may also select to live in our Positive Choice and other theme style communities. The theme style communities each year will be advertised on the department web site. Most require an

additional special application. No guarantees can be made to first-year students regarding building, roommate or theme style preferences. Returning residents participate in a lottery system during the spring semester that allows them to select a specific room for the next fall semester.

Student Behavior

Gonzaga University expects its students to conduct themselves at all times according to the University Mission and Ethos statements. Students are expected to respect themselves as well as the personal and property rights of others, and must abide by all regulations as set forth in the Student Handbook. Students also have the obligation to conduct themselves in accordance with civil regulations. Any breach of policy, regulation or public morality renders a student subject to disciplinary action up to and including suspension or dismissal.

Disciplinary Cases: According to the gravity of the situation, disciplinary matters may be handled through the University disciplinary system, including the Residence Hall staff, the Dean of Students staff, or student conduct board. Whenever it considers such action to be appropriate, the University may send notice of disciplinary action to the parents of students involved in such action. In compliance, however, with the Family Educational Rights and Privacy Act (F.E.R.P.A.) of 1974, normally such reports or copies of disciplinary action will only be sent to the parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954.

Mutual Responsibility

The admission of a student to Gonzaga University and the student's acceptance of that admission constitute an agreement of mutual responsibility. The student's obligation is to accept the published policies of the University and to act in a manner consistent with these policies. Matters treated by the policies of the University's Ethos statement and the student conduct code are detailed in the Student Handbook. The policies and regulations include, but are not limited to, information that describes infliction or threat of bodily or psychological harm, harassment, behaviors that interfere with the learning environment, academic dishonesty, destruction or theft of property, and the possession, use, or sale of controlled substances, drugs, or narcotics.

In turn, the University's responsibility is to provide an environment in which its educational goals may be achieved. The University also recognizes its obligation to provide students with an opportunity to be heard in matters affecting their welfare. Gonzaga University assumes a responsibility to take appropriate action when behaviors are contrary to Gonzaga's mission, Ethos statement, or regulations, and thus, when the agreement of mutual responsibility has been violated.

University Ministry

University Ministry is dedicated to promoting faith development among all members of the Gonzaga community. Following the ideal of Jesuit founder St. Ignatius Loyola, we take seriously our mission to help students, staff and faculty seek the greater good in all that they do.

We offer a variety of opportunities for Mass, worship, prayer, retreats, spiritual direction, service and fellowship. Our goal is to help people become knowledgeable and active practitioners of their faith. This commitment to faith formation extends to all members of the community, whatever their religious tradition.

We see our role within the context of the university's overall mission to form competent and compassionate leaders whose religious and ethical convictions will

enable them to make a lasting contribution to the renewal of the professions, society and culture – a contribution animated by a faith that promotes Gospel justice in all walks of life.

In addition to providing two Sunday Masses (8:30 PM in the University Chapel and 10 PM in St. Aloysius), we also offer noon Masses, Monday to Friday, and 10 PM Masses, Monday to Thursday, in the chapel. There is a Sunday 5 PM Mass in the Law School.

University Ministry sponsors a wide range of retreats – Freshman, SEARCH, AGAPE, and the Five-Day Ignatian – along with: weekly times for the Sacrament of Reconciliation, weekly Eucharistic Prayer, R.C.I.A. classes for those interested in entering the Catholic Church, confirmation classes, the annual Mass of the Holy Spirit and the annual fall pilgrimage to the Sacred Heart Mission in Cataldo, Idaho. University Ministry also oversees Campus House, a center for hospitality and fellowship open to all members of the community.

See our website for further details:

www.gonzaga.edu/about/mission

Counseling and Career Assessment Center

The Counseling and Career Assessment Center services are available on a short-term basis for all currently enrolled students who have concerns which may impede their academic progress. Students can see a professional counselor for personal and/or career counseling. A counselor will decide with the student how many sessions will be needed—not to exceed the limits of our short-term model. Confidentiality is strictly maintained.

Occasionally, students have concerns that may require specialized services and the staff can offer referrals to appropriate community professionals. Specialized services may include: alcohol rehabilitation, family therapy, treatment for eating disorders and other chronic psychological conditions. Fees incurred for services beyond the scope of the Counseling and Career Assessment Center are the responsibility of the individual student.

While some students may come to college with definite ideas about their academic direction and career goals, many individuals find that the college experience often has a profound impact on the formation of their personal and professional goals. The Counseling and Career Assessment Center provides career counseling to assist these students in taking a comprehensive look at how their particular interests, values and abilities may relate to various career and lifestyle choices. Some of the materials used in the career assessment process include the Strong Interest Inventory, the Myers-Briggs Type Indicator, and SIGI Plus. Each of these tools is helpful to students in clarifying interests, values and skills, and in identifying compatible academic majors and career fields.

The Center offers the Miller Analogies Test year round and serves as a test center for many other graduate admission tests. Information bulletins are available for the following national tests: GRE, GMAT, LSAT, MCAT, The PRAXIS SERIES (NTE), TOEFL, AHPAT, PCAT, VCAT, FSWE, and the MAT. The Center is located in the Administration Building, Room 303. The extension is 4054. Off campus, call 323-4054. Office hours are 8:00 a.m.–12:00 p.m. and 1:00 p.m.–4:30 p.m. Counselors are available for appointments Monday–Friday, 9:00 a.m.–12:00 p.m. and 1:00 p.m.–4:00 p.m.

Addiction Counseling

The Addiction Counseling program serves the University community by offering support and resources for those with substance abuse problems. Some services include: Alcohol/Drug Addiction Counseling, Adult Children of Alcoholics (ACOA) Support Group, Substance-free Housing options, the Law School Alcohol/Drug/Behavioral Sup-

port Group, an Eating Disorder Support Group, a Sexual Abuse/Sexual Assault Support Group, and Alcohol Education Programs.

The Mission is to provide counseling services to students with substance abuse issues. Occasionally, students have concerns that may require more specialized counseling services. The addiction counselor can serve as a source of referral to appropriate community professionals. The addiction counselor can be reached at extension 4100, or from off campus at 323-4100.

The Career Center

The Career Center provides information, training and services to students and alumni in order to help them clarify and articulate a career path that is consistent with their individual interests, goals and abilities. Representatives from national, regional and local corporations, non-profit organizations, government agencies and school districts visit the campus annually to recruit and interview students for full-time employment and internships. Employment opportunities are posted in the Center and on an on-line database called Monstertrak, which is accessible through the internet. The Career Center also assembles and maintains individual career development portfolios for students and alumni that are made available to prospective employers or graduate schools upon the request of the student or alumni. Students are encouraged to schedule an appointment with a career professional to develop a personal career portfolio, options for graduate school, or employment opportunities.

The Career Center maintains a library that provides current information on employer and occupational profiles, alternative careers and national, regional and local employment trends. Seminars on career planning, resume writing, interview skills, and job search techniques are conducted throughout the year by staff professionals and trained student paraprofessionals called CRISP (Career Representatives Involved in Student Planning). These programs assist students in developing a better understanding of the skills necessary for employment. Mock interviews are conducted with professionals from local businesses to provide students an opportunity to practice their interviewing skills. The Alumni Career Fair is offered in the fall with alumni employers returning to campus to share employment information with students. In the spring, the Career Center developed a partnership with Eastern Washington University, WSU and Whitworth College to sponsor the Partnership in Employment Fair for students and alumni from eastern Washington. The Educator Career Fair is held annually for graduates and alums to provide opportunities for employers and candidates to discuss employment opportunities.

The Career Center is the central resource for internship opportunities. Interested students should complete the Internship Interest Form available in The Career Center or visit our web site: careercenter@gonzaga.edu. Registered students are notified when opportunities are available that match their interests and skills. Internships are an excellent way to gain valuable experience and give students an opportunity to integrate classroom knowledge into an applied setting. The Internship Expo is offered in the spring and brings a wide variety of community organizations to campus for the purpose of hiring student interns. The Career Center can assist students in reviewing the possibility of academic credit for an internship experience.

GAMP

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.

In addition to the individual mentoring, GAMP organizes regional events in Spokane, Portland, and Seattle. The "Trek" program offers students the opportunity to participate in corporate excursions, networking socials, and to meet representatives from some of the top firms in the region.

Center for Community Action and Service-Learning (CCASL)

The Center for Community Action and Service-Learning (CCASL) puts Gonzaga'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 "men and women for others." CCASL is located in a house that serves as a resource center to students, faculty, alumni, and community partners with the goal of providing community service opportunities. Programs include:

The Office of Service-Learning: GU has offered service-learning courses (a service component is integrated into a course's curriculum) for 10 years. The program is supported by the Service-Learning Committee and the Office of Service-Learning. Over 35 faculty teach service-learning courses in twelve different academic departments and the law school. Over 800 students are engaged in service-learning each academic year. Each semester the Office coordinates a Service Fest where 50 non-profit agencies recruit student volunteers.

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

Literacy Links: Literacy Links includes four individual literacy projects, each led by a full time AmeriCorps member. Projects include a reading tutoring program for elementary school children, and the "Partners Project", an English as a Second Language tutoring program for English language learners in Spokane Public Schools.

Community Action Projects: 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.

Health Center

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

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

In compliance with University policy, all students born after 1956 must submit documentation of 2 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.

Additional medical, illness, insurance coverage is offered to cover the cost of any fees that may be incurred when services are required at another medical facility.

Athletics

Gonzaga University competes at the highest level of intercollegiate athletics in the ranks of the National Collegiate Athletic Association's Division I. Gonzaga offers seven intercollegiate sports for men and seven for women.

Gonzaga's athletic teams are nicknamed the "Bulldogs." The University's official colors are blue, red, and white.

Men's basketball, baseball, cross country, soccer, golf and tennis teams compete in the West Coast Conference with teams from Loyola Marymount University, Pepperdine University, Saint Mary's College, Santa Clara University, and the Universities of Portland, San Diego, and San Francisco. Men's crew competes independently of conference affiliation. Gonzaga's men have been members of the WCC since 1979.

Women's basketball, volleyball, cross country, soccer, crew, golf, and tennis teams also compete in the West Coast Conference, comprised of the same teams included in the men's WCC alignment. Gonzaga's women have been members of the WCC since 1987.

Gonzaga also offers a variety of club sports, through the Gonzaga Student Body Association, including ice hockey, men's and women's rugby, alpine skiing, and lacrosse.

Intramural sports are a vital part of student life on the Gonzaga campus. Activities span the nine-month academic calendar, including such offerings as flag football, basketball, volleyball, and softball. All sports are offered for both men and women, or as a coed activity.

The Charlotte Y. Martin Centre is a 136,000 square foot athletics and recreation complex. The complex houses the Student Fitness Center, Athletics Department, and Physical Education classes. The Martin Centre also encompasses the KENNEL which is the 4000 seat home for volleyball and men's and women's basketball.

The Gonzaga University Student Fitness Center is scheduled to open in the Spring of 2003. The new addition will connect the Fieldhouse and the Pool with a 13,000 square foot weight and exercise facility. Three basketball courts, 4 racquetball courts, 2 fitness/dance rooms, 25 yard pool, and indoor running track are existing components augmented by the new addition creating this new single identity recreation center. This addition will give students the opportunity to use state of the art equipment in a fitness club setting. A wide variety of programs will be offered. The facility will offer strength equipment, weight/conditioning circuit and a wide range of cardiovascular machines. The Center will be staffed by full time professionals. Please check with the center for current hours and offerings.

Unity House Cultural Education Center

Unity House serves students traditionally assisted by an Office of Minority or Multicultural Affairs. The primary goal of this office is to help meet the educational needs of students of color at Gonzaga University.

The Cultural Education Center provides individual and group support advising, along with advocacy and support in response to both immediate and long range needs and concerns. Unity House often serves as a liaison between students, University administrators, and faculty.

Unity House coordinates and promotes on-campus cultural awareness activities such as dances and socials, and educational events such as panel discussions and guest speakers. There are also off-campus activities such as overnight and weekend get-a-ways for individual enrichment and community building. Students are encouraged to use the office to get to know other students of color and professionals both on and off campus. Minority student retention programs (such as Minority Mentorship and Senior Incentives) are also coordinated out of this office. The Cultural Education Center can provide assistance to students with financial aid and scholarship applications.

Another goal of Unity House is to encourage and assist Gonzaga's students of color in participating in University-wide initiatives in cross-cultural or cultural specific awareness activities, curriculum reform, student recruitment, and orientation.

International Student Programs

The International Student Programs (ISP) Office markets the University's programs overseas. ISP processes the application and admission of foreign undergraduate students and the evaluation of foreign secondary and tertiary transcripts, and ensures the University's compliance with federal regulations pertaining to international visitors and students.

The ISP Office operates a variety of programs providing services to Gonzaga students from other countries, including orientation, academic advising, and intercultural activities. ISP also coordinates activities among students, faculty, administration, the local community, and various American and foreign governmental agencies involved with international students.

The International Cultural Center is the official meeting place for the International Student Union, a chartered University club. It offers facilities for cultural and extra-curricular events, and houses the Master of Arts in Teaching English as a Second Language program. The International Hostel provides short-term housing for foreign students and visitors.

ISP also works in coordination with the University's English Language Center. For more information, please see the English Language Center section of the Catalogue.

Disabilities Support Services

Disabilities Support Services (DSS) 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. DSS may arrange or provide appropriate academic adjustments, reasonable accommodations, auxiliary aids, assistive technology, advocacy and other types of assistance for students with disabilities.

In order to receive reasonable accommodations, students are responsible for requesting accommodations and for providing the appropriate documentation specifying the nature and extent of the disability and recommendations for accommodation to DSS. Please contact DSS to receive a copy of the University's policy on documentation of a disability. Students should contact DSS at least six weeks prior to each semester for which they are requesting services. Lack of advance notice may delay the availability of accommodations.

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 DSS 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 DSS Director.

For more information, please contact Ext. 4134.

Campus Security

The Campus 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 Security Department supports the educational and developmental mission of the Office of the Vice President for Student Life. The Security Department is staffed 24 hours a day, 365 days a year. Campus Security 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. Security 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 Security officers are directed to the Spokane Police Department. The University enjoys a productive 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 a recreation area for programs, study, and socialization. Also available are student mailboxes, the University mail service, a central information desk, television lounge, espresso bar, vending machines, gifts/balloons, a small movie theatre, food retail outlets, a student photo gallery, gameroom, ATM, copy center, bank, and courtesy phones. 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

The University is the publisher of these student produced publications: The Bulletin, the weekly newspaper; Reflections, an annual journal of art, poetry and fiction; Charter, an annual journal of scholarly thought and opinion; the Spires yearbook; the Who's Who Student Phone Directory; and on-line student publications. For distribution locations, call ext. 6875. To view these publications on-line go to <http://www.gonzaga.edu/Student+Life/Get+Involved/Student+Media/default.htm>. or to www.gonzagabulletin.com for the newspaper. Other questions, please call ext. 6875.

Student Organizations**Student Government**

The Gonzaga Student Body Association (GSBA) is Gonzaga's student government. Every student becomes a member in this student-run organization upon paying the activity fee which is included in tuition.

The purpose of GSBA is to present student concerns to the administration, provide activities, fund clubs, provide leadership development opportunities, and assist in creating an environment which is conducive to students needs. GSBA's mission is to support the growth of the Gonzaga community through the sponsorship of clubs, activities, and forums for student participation.

Student Clubs

The Dean of Students' Office charters academic, social, honorary, sports, religious, awareness, and service clubs and organizations. There are over eighty chartered clubs and organizations at Gonzaga.

Currently, Gonzaga has such club sports as hockey, skiing, and lacrosse. These clubs compete with other schools in the region.

Service organizations provide an opportunity for students to serve the University and the Spokane community. The Knights, the Setons, and Circle K, all allow students to use their talents in service.

In addition, there are special-interest clubs. Among these are academic clubs, political clubs, cultural clubs, and honor societies. All of these groups sponsor and participate in activities on campus and in the community. Clubs or organizations are not officially registered with the University until their recognition is accepted and approved by the Dean of Students' office.

Further information on these clubs can be obtained by contacting the Student Activities office which is located on the upper level of the Crosby Student Center.

Gonzaga Outdoors

The mission of Gonzaga Outdoors (GO) is to provide experiential educational opportunities for student to learn about themselves through the outdoors. GO tries to appeal to all types of outdoor enthusiasts by sponsoring ski trips, fall and spring rafting trips, backpacking trips, climbing classes, camping, environmental education and clean-up, bike tours and more! These trips are meant for everyone, whether expert or beginner.

Gonzaga Outdoor Rental Program

This is service is available to students, faculty and staff. Rental equipment includes camping supplies, kayaks, snowshoes, snowboards, and more! New to the area and don't know where to go? Our staff can assist you in planning a trip, whether it is camping, hiking, kayaking or anything.

Further information on the Gonzaga Outdoors Program can be obtained by contacting the office, which is located in the basement of the Crosby Student Center.

Student Activities

Operating under the belief that extracurricular activities help develop the "whole person", the Office of Student Activities is a wonderful starting point for your journey. The office is a central point for happenings on campus which can assist with event planning, supervises clubs, and large events on campus such as Homecoming, the Bing Zing Golf Tournament, Senior Week Activities and more.

For further information contact the Student Activities office located on the upper level of the Crosby Student Center.

Weekend Wonders

This is a new program that provides students with a variety of fun activities on the weekends. The coordinator works with various clubs and organizations to put on some events such as the La Raza Latina Grand Festival, Lacrosse BBQ and the Gonzaga Outdoors Climbing Experience.

For further information on Weekend Wonders, contact the Student Activities office located on the upper level of the Crosby Student Center.



DEGREE REQUIREMENTS AND PROCEDURES

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Degree Requirements and Procedures

General Degree Requirements and Procedures

Degrees and Programs Offered

A. Degrees Offered

Gonzaga University offers programs leading to the degrees listed below. For specific majors within these degrees, more information can be found under the listing of the individual school or college. This catalogue provides undergraduate degree information and references to the other divisions of the University. Information on graduate and legal studies can be found in the separate catalogues of the Graduate School and the School of Law.

The University has advisory programs to assist students in preparation for admission to professional schools: pre-dentistry, pre-law, and pre-medicine. The Department of Military Science also offers a program leading to a commission in the United States Army.

The College of Arts and Sciences confers the degrees of Bachelor of Arts (B.A.) (Honors and General), and Bachelor of Science (B.S.) (Honors and General).

The School of Business Administration confers the degree of Bachelor of Business Administration (B.B.A.) (Honors and General).

The School of Education confers two degrees: Bachelors of Education (B.Ed.) in Special Education and Bachelor of Education in Physical Education. This school also provides programs leading to initial and continuing teacher certification in elementary and secondary education in conjunction with the B.A. degree.

The School of Engineering confers the degree of Bachelor of Science (B.S.) (Honors and General) in Civil, Computer, General, Electrical, and Mechanical Engineering.

The School of Law confers the degree of Juris Doctor. In cooperation with the Graduate School of Business, a combined program is offered for the M.B.A./J.D. and MACC/J.D.

The School of Professional Studies confers the degrees of Bachelor of General Studies (B.G.S.), Bachelor of Science in Nursing (B.S.N.), and Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) in Exercise Science.

A listing of graduate programs in the above College and Schools can be found in the "Other Schools and Programs" section of this catalogue. Consult the Graduate Catalogue for complete information.

B. Programs Offered

1. Special University-Wide Programs

Gonzaga makes available special programs for selected students in all of its schools and college. Further information on the following programs can be obtained from the director of the program.

Study Abroad Program: An academic year program in Florence, one or two semester programs in Paris, London, Spain, Ireland, China, or at Sophia University in Tokyo. Summer programs are offered at both Florence and Cuernavaca.

Honors Program: A special curriculum for academically gifted undergraduates; specific requirements vary from school to school. Upon graduation, students in this program receive their degree with a special Honors designation.

Hogan Entrepreneurial Leadership Program: A special curriculum for students of exceptional ability that immerses undergraduates in the concepts and practices of creating new enterprises in the private and public sectors. Students in this program graduate with a major in an academic field of their choosing as well as a concentration in Entrepreneurial Leadership.

International Students Programs: An office which provides information on the academic programs of Gonzaga University to students and educators overseas, and provides a wide range of social, cultural, academic and other services for the international students at the University. It administers the International Cultural Center, and offers a year-round intensive English as a Second Language (ESL) Program.

Ministry Institute: An independent institute for ministry formation in a community setting; students of the Institute take their course work at the University.

2. Pre-Professional Programs

Pre-Medicine, Pre-Dentistry, and Pre-Veterinary Studies: Members of the Committee on Health Science Careers (CHSC) share a commitment to preparing students for graduate studies in the health sciences. Faculty members of the CHSC represent a broad range of departments such as Psychology, English, Philosophy, Political Science, Nursing, and Exercise Science as well as Biology, Chemistry, and Physics. Not only are committee members active in pre-health science advising, but they also support the student's application by providing mock entrance interviews, assistance in editing personal statements, and writing letters of recommendation. Students who indicate an interest in the health sciences are usually assigned an advisor with expertise in advising in that area.

Pre-health sciences students choose and complete a regular, undergraduate major under the supervision of their academic advisor. Students cannot major in pre-medicine or any other pre-health sciences field at the undergraduate level. Although health science students must demonstrate strong achievement and aptitude in the natural sciences, a science major is not necessary. Admission committees are concerned more with the quality of the work and the attitude of the individual than with the identity of the major. Consequently, they also encourage applications from non-science majors who have demonstrated an aptitude for the natural sciences. The CHSC recommends that students select a major based on individual interests and potential alternative career plans and then pursue the curriculum that will be most useful towards these goals.

All health science students should complete certain science courses as minimum preparation for graduate study in the health sciences. These courses should be finished prior to the spring semester of the junior year, which is when the standardized entrance examinations (MCAT or DAT) should be taken. The following courses fulfill the minimal requirements established by most pre-health science programs:

- 1 semester of General Chemistry
(CHEM 101 or CHEM 105)
- 3 semesters of Biology
(BIOL 101, BIOL 201 and BIOL 202)
- 2 semesters of Organic Chemistry
(CHEM 230 and CHEM 331)
- 1 semester of Inorganic Chemistry
or Quantitative Analysis
(CHEM 206 or CHEM 310)
- 2 semesters of Physics
(PHYS 101 and PHYS 102)
or (PHYS 103 and PHYS 204)

The courses listed above will provide the student with a strong foundation for graduate study in the health sciences. However, some programs have additional requirements including calculus, statistics, anatomy and physiology, molecular biology and biochemistry. The CHSC directs students to appropriate resources where they can learn about the requirements of specific professional programs. Furthermore, the CHSC can advise students on the most appropriate courses to meet or exceed those requirements.

As a complement to science courses, the University Core Curriculum provides students with a broad liberal arts education that will help them develop the philosophical and humanitarian perspective necessary to handle complex social and ethical issues. Moreover, the CHSC encourages students to seek out volunteer opportunities and exposure to health care providers and work environments. Students who demonstrate a humanitarian concern for others, through regular volunteer work in the community, have higher acceptance rates than students who show no such interest or concern. Additionally, health science students must learn about their chosen career through direct interaction with health care providers. In fact, some professional programs require entering students to exceed a minimum level of exposure to their chosen field. For further information on the CHSC, or preparation for health science careers, contact the Biology department.

Pre-Law: A Bachelor's degree is normally demanded by law schools for admission. No particular major is required, but these schools look for students who have done well in their undergraduate program and on the Law School Admission Test. Further information can be found in the Law School section of this catalogue.

The best preparation for law school is a solid liberal education with particular emphasis on those majors and courses that develop the ability to read critically, to analyze difficult written material carefully, to think logically, and to write clear, coherent, and effective English prose. More pre-law students major in Political Science than any other field, but Gonzaga graduates have done well in law school recently with majors in all rigorous academic programs.

The pre-law program is administered by the Department of Political Science. Students are provided with special academic advisors, and special preparation for the LSAT examination is provided. Internships with private law firms and with the office of the State Attorney General are available to qualified students. The pre-law advisor can suggest an individually tailored minor in legal studies, upon request, or specific pre-law courses.

Pre-Nursing: For students who are just beginning their college education and wish to become Professional Nurses, Gonzaga offers a program in partnership with the Intercollegiate Center for Nursing (ICN) and with Seattle University. During the first two years of the program, students complete the Gonzaga University core and prerequisites to the Nursing program. Prerequisite courses include: Anatomy and Physiology with a laboratory, Chemistry with a laboratory, English Composition, Mathematics, Microbiology with a laboratory, Nutrition, Psychology, Social Sciences, Sociology, Speech Communication, and Statistics. During the sophomore year, students make a formal application to enter the Nursing major. Once accepted to the major, Gonzaga students begin advanced nursing courses at the ICN or Seattle University. While enrolled at the ICN or Seattle University, students may continue to live on Gonzaga's campus and continue to be considered fully enrolled at Gonzaga University. Upon completion of all curriculum requirements, students receive a diploma that acknowledges both Gonzaga University and either Washington State University as the host institution for the ICN or Seattle University. University wide degree requirements related to upper division credits and completion of the last thirty semester credits immediately preceding graduation are met through the agreement with the transfer institution.

Preparation for Careers in Allied Health: The University provides students with opportunities to prepare for graduate or professional study in a variety of health related areas including physical and occupational therapy, physician assistant programs, corporate fitness, cardiopulmonary rehabilitation, business careers in health fitness and human performance, health administration, health education, and sport and fitness business administration. Careers in allied health require additional study after completion of an undergraduate degree and therefore consideration of the prerequisites for admission to individual graduate programs is critical and should be considered by the student in selecting an undergraduate major. For further information on preparation for careers in allied health, contact the Department of Exercise Science in the School of Professional Studies or the Department of Sport and Physical Education in the School of Education.

Miscellaneous Programs: Students who wish to pursue degrees in medical records, physical therapy, optometry, pharmacy, agriculture, architecture, forestry, or mining are encouraged to complete the core curriculum at Gonzaga as well as those courses which will form a good basis for further study in the field of their choice.

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. Please contact the Veterans Coordinator for information, to apply for benefits, and to obtain certifications of enrollment.

Degree Requirements

A. University-Wide

- 1) Completion of at least 128 semester credits
- 2) Completion of the core requirements of the University and of the individual school or college.
- 3) Graduate courses may not be counted toward an

undergraduate degree.

- 4) Minimum cumulative grade point average of 2.00 in all courses taken at Gonzaga.
- 5) Completion of major requirements with a minimum cumulative grade point average of 2.00 in upper division major courses. The majority of the upper-division major credits must be Gonzaga credits.
- 6) Senior Residency Requirement: the last thirty semester credits immediately preceding graduation must be earned in Gonzaga University course work.
- 7) Formal application for graduation: students must file an application and pay the graduation application fee according to the instructions and dates published by the University Registrar; diplomas will be dated as of December, May, June, or August, but the only public commencement is in May.

Note: 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.

2. University Core Curriculum

At Gonzaga, all undergraduate students follow a common program designed to complete their education in those areas which the University considers essential for a liberal and humanistic education as well as a more specialized program of the student's own choosing. The University Core Curriculum consists of thirty-one semester credits. Individual schools and college also have core curricula of their own which compliment the University's Core.

The University Core Requirements are grouped into five basic areas:

- I. Thought and Expression (7 credits): This is a set of three courses designed to be taken as a block in one of the semesters of undergraduate's first year: ENGL 101 English Composition; PHIL 101 Critical Thinking; and SPCO 101 Speech Communication.
- II. Philosophy (9 credits): Three courses in Philosophy beyond PHIL 101 taken in sequence: PHIL 201 Philosophy of Human Nature; PHIL 301 Ethics; and one 400 level Philosophy elective.
- III. Religious Studies (9 credits): Three courses in religious studies taken in sequence: one in scriptural studies (100 level), one in Christian doctrine (200 level), and one in applied theology (300 level).
- IV. Mathematics (3 credits): One course in mathematics (MATH) on the 100 level or above. (NURS 320 substitutes for MATH for BSN students.) Course work in Computer Science (CPSC), or courses without the MATH prefix, do not fulfill this requirement. MATH 203 fulfills this requirement only for students who graduate with certification in Elementary Education.
- V. English Literature (3 credits): One course in English literature (ENGL 102 or 103H).

3. Catalogue Options

Students entering after June 1, 1981 may select the core and degree requirements from any appropriate Catalogue which is within six years prior to their graduation.

Students who entered before June 1, 1981, do not have a time limit regarding the catalogue they select. An appropriate catalogue is one in effect when a student attends with regular status as an undergraduate in a degree program. Summer session attendance does not qualify. The complete degree requirements of only one catalogue must be followed. Selections may not be made from more than one Catalogue. Substitutions for discontinued courses are required and are to be authorized by the proper University authorities.

B. Major Area

Either at the time of entrance or certainly by the end of their second year, undergraduates should declare the particular field in which they wish to do their major work. They are then directed to the proper department for acceptance and advice in planning a program of study.

The major normally consists of at least eighteen credits of upper-division course work in the major field and such supporting courses as the department requires. The major is listed on the final transcript but not on the diploma with the exception of Engineering, Education, and Nursing.

C. Minor Area: Minor Courses of Study

An optional minor study program is offered by most of the departments within the University. Specific requirements can be found under the department headings in this catalogue. The minor is listed on the final transcript if the student completes the necessary requirements and requests the Registrar's Office to do so in writing on the Application for Bachelor's Degree Form.

D. Second Majors, Minors, and Degrees

Under a Gonzaga baccalaureate degree, a student may complete more than one major and/or minor under that degree type (i.e. Bachelor of Arts with majors in Sociology and in Psychology). Students can receive more than one baccalaureate degree at the same time (i.e. Bachelor of Arts and Bachelor of Science). Students who already hold an undergraduate degree from Gonzaga or any other institution can enroll at Gonzaga for a second degree as a post baccalaureate student. Gonzaga University offers second majors, second minors, and second degrees according to the following norms:

Second Major: 1) The student must fulfill all departmental requirements for the second major and all the core requirements of the school wherein the major is offered. 2) The student must formally apply for the second major on the Application for the Bachelor's Degree form. 3) At least during the third and fourth years, the student should utilize the advice of a faculty member in the department of the second major.

Second Minor: 1) The student must fulfill the requirements of the department. If the minor is in a school other than the major, the second school core requirements need not be fulfilled. 2) The student must formally apply for a minor on the Application for the Bachelor's Degree Form. 3) The diploma does not indicate a minor, but it is listed on the transcript.

Second Degree (Undergraduate): 1) The student must fulfill thirty Gonzaga credits beyond the 128 completed for the first degree. 2) The student must fulfill all University Core requirements, individual school core requirements and departmental requirements for the second degree; requirements fulfilled, however, for the first degree are not repeated. 3) The student must formally

apply for the second degree prior to graduation. 4) A second diploma is awarded only when the second degree is distinctly different from the first.

Second Degree (Post Baccalaureate): 1) The student must be admitted to the University by the Office of Undergraduate Admission, 2) The student would enter under the academic curriculum of the current catalogue and be subject to the current academic policies. This would require the student to take all courses that are new core requirements for the school/college since his/her original degree, 3) The minimum gpa requirement to receive the degree is a 2.00, 4) Students must complete a minimum of thirty credits at Gonzaga University. Any course work considered transferable toward the second degree would require a student to adhere to the course substitution petition process.

E. Activity Courses

No more than eight activity credits in any combination of activity courses can be counted toward a baccalaureate degree and no more than one activity course may be taken in each semester. Students may take activity courses beyond this limit but they will not count toward meeting degree requirements.

The following courses, which may be repeated, are designated as Activity Courses: Journalism (JOUR): 220 & 230; Music (MUSC): 131, 141-149, 231, 331, 431; Theatre Arts (THEA): 120, 260-262, 320, 360-362; Physical Education (EDPE): 100-183.

Exceptions to these limitations:

- 1) Physical Education Majors (B. Ed.) are, with the permission of the chairperson of the Physical Education Department, allowed a total of four EDPE Activity Courses beyond the eight-credit limit for all Activity Courses.
- 2) Majors and minors in Music or Music Education may exceed the eight-credit limit;
- 3) Majors in Theatre Arts are, with the written permission of the Dean of the College of Arts and Sciences, allowed a total of four performance credits beyond the eight-credit limit.

F. Multiple Usage of Courses for Meeting Degree Requirements

Generally, one course can satisfy only one degree requirement. However, in situations that warrant exception, the 128 credit minimum for degree completion and the additional 30 credits required for a second degree are not reduced by utilizing multiple usage of courses. Exceptions for multiple usage of courses include:

- 1) A lower division course can be used to fulfill any number of lower division major and minor and concentration requirements and to fulfill a University and/or school core requirement.
- 2) An upper division course used to fulfill a requirement for more than one major and minor requires the permission of the department and dean on the appropriate form which is then forwarded to the Registrar's Office. Any upper division course cross-listed with Women's Studies (WOMS) or International Studies (INST) may fulfill one core requirement as well as course requirement or elective in the Women's Studies concentration or International Studies concentration. No permission is necessary.
- 3) An upper division course used to meet a University or school core requirement cannot be used to

satisfy any major or minor requirement, except in the Department of Religious Studies and the Department of Philosophy.

- 4) When multiple usage of a course occurs in meeting degree requirements, the course credit is counted only once and the grade is computed when determining the major upper division grade point average.

G. Pass/Fail Grade Course Limit

No more than five (5) Pass/Fail graded courses can count toward a baccalaureate degree, and no more than two (2) can be taken in any one department. This grading option cannot be used to satisfy core or major requirements; it only applies to courses taken as electives.

Academic Policies

A. Disclaimer for Academic Policy and Program Changes

The provisions of this Catalogue are not to be regarded as a contract between the student and Gonzaga University. The University reserves the right to make changes in courses, programs, faculty, calendar, tuition and fees, grading procedures, graduation requirements, admission criteria, and any other information contained in this Catalogue at any time without notification. Changes become effective when the University so determines, and apply to prospective students as well as students currently enrolled. The University will make an effort to notify students of changes through publications and notices.

B. Disclaimer for Course Availability

All reasonable care is taken to ensure that both course offerings and degree requirements contain no erroneous, deceptive, or misleading information by either omission, actual statement, or implication. Every effort will be made by the University to offer at least the courses listed in this Catalogue during the period in which it is in effect; student enrollment and faculty availability, however, may affect the courses offered. Some courses listed in this Catalogue are offered only as needed. The decision to offer such courses rests with the chairperson in consultation with the appropriate Dean. Final course information is published each semester in the Announcement of Course Offerings.

C. Academic Advising

Gonzaga University offers a wide variety of courses and programs. So that students may take informed advantage of these many offerings, the University places great emphasis on academic advising.

All students are assigned to faculty advisors who can provide information about programs and requirements. These advisors are provided with information on the academic background of the advisees. Although advisors assist in drawing up class schedules and checking for requirements and prerequisites, students have the personal responsibility of fulfilling the academic requirements as set forth in this Catalogue.

All students must have their schedule of classes approved by their advisors each semester. At mid-term of each semester, advisors will meet with their advisees to distribute mid-term grade reports, to review academic progress, and to distribute registration information.

Advisors are available for consultation during their designated office hours and at other times by arrangement. The University expects that students will take advantage of the assistance which advisors can provide in course

planning, interpretation of University policies and requirements, clarification of academic and career goals, understanding and using established processes for exemptions to University policies, and making use of the opportunities provided at Gonzaga for a satisfying and profitable academic experience.

Although advisors cannot change University policy or departmental requirements, they can assist students in submitting a petition for a waiver to the appropriate office. Students should take special care that all approved petitions are placed in their permanent file in the Registrar's Office; they should also make sure that both they and their advisors keep copies of such material.

Close and long-term relationships with advisors can obviously be very helpful in the larger educational process of college life. Advisors will sometimes take the initiative in contacting their advisees, and students are expected to visit their advisors at regular intervals.

Students are free to request a change of advisor; forms are available in the Dean's Offices.

D. Academic Services

This office is designed to centralize into one area services for students and faculty regarding academic information, degree requirements, and advising. This office serves students and faculty needing assistance with:

- Degree programs and requirements,
- Special advising questions and cases,
- Dual Enrollment student advising,
- New student registration,
- Withdrawals/leave of absence from the University,
- Academic standing,
- Academic transition,
- Academic crises.

E. Course Numbering System

Lower Division:

Lower Division Courses:

Below 100 — Remedial in nature; University credit is granted for no more than two courses numbered below 100 and they do not fulfill any core or major requirements.

100-199 — Primarily first and second year courses for which there are normally no prerequisites

200-299 — Course with usually one prerequisite; primarily for first and second year undergraduates

Upper Division Courses:

300-399 — Courses usually with prerequisites; primarily for third and fourth year undergraduates

400-499 — Courses with prerequisites; primarily fourth year undergraduates

500-599 — Graduate courses which may be taken by third and fourth year undergraduates with Dean's permission (these courses do not count toward a baccalaureate degree)

600-699 — Graduate courses for graduate students only

700-799 — Graduate courses for doctoral students only

F. Classification of Students

An undergraduate student is classified as a First Year, Second Year, Third Year, Fourth Year based upon the cumulative number of semester credits he/she has earned.

Cumulative Credits Earned Classification

0 – 25- - - - - First Year
26 – 59- - - - - Second Year

60 – 95- - - - - Third Year

96 – More - - - - - Fourth Year

A post baccalaureate student has a bachelor's degree and is not admitted to the Graduate School. He or she may be pursuing a second bachelor's degree or attending for personal enrichment.

G. Registration Procedures

For each semester detailed registration procedures are published in the Announcement of Course Offerings.

If an individual attends a course section that he or she is not registered or financially confirmed for, no credit or grade will be recorded. Sitting in a course without registration is not permitted.

Late registration is permitted only during the time for Change of Registration (add/drop), published in the Announcement of Course Offerings.

Students who do not have the necessary prerequisites for a course will not be able to register for that course. For more information, please contact the Registrar's Office.

H. Change in Course Registration

Any change in a student's course schedule after registration requires approval from the academic advisor.

Courses may be changed only during the period indicated in the Student/Advisor Action Guide of the Announcement of Course Offerings.

Courses dropped during the official Change of Registration period do not appear on the student's record; courses officially withdrawn after that period will appear on the transcript with a designation of "W" (Official Withdrawal).

I. Transfer and Evaluation of Credits

Gonzaga University welcomes the transfer student, and realizes that the unique contributions offered by students with diverse backgrounds enhance the vitality of the Gonzaga community. Applicants from other colleges and universities should note the following conditions:

- 1) Transfer credits must have been completed at an accredited college or university.
- 2) Transfer credits are evaluated on a course-by-course basis.
- 3) Each transfer course must have a grade of 2.0 or higher on a 4.0 scale.
- 4) Transfer course grades do not calculate in the Gonzaga University gpa.
- 5) "Pass" grade (or the equivalent) will be accepted in transfer, but will not fulfill any core, major, or minor requirements.
- 6) In order to fulfill a specific requirement at Gonzaga, the transferred course must be similar in content and depth to a course taught at Gonzaga. Transfer credits submitted in fulfillment of a specific major requirement must have the approval of the department chairperson or dean of the school.
- 7) Two-year college students (junior or community colleges) are allowed to transfer a maximum of 64 semester (or 96 quarter credits) in academic subjects. Only 64 of these semester credits can be applied towards a Gonzaga baccalaureate degree.
- 8) Transfer students coming to Gonzaga with sixty or more acceptable semester credits from a Community College are not permitted to enroll in any two-year institution for further transferable credit.

- 9) The transfer of any extension or correspondence course credit is limited to six semester credits and requires the written approval of the Associate Academic Vice President.
- 10) Some credit may be granted on the basis of A.P., C.L.E.P., I.B., and P.E.P. examinations. A brochure providing details is issued annually by the Admissions Office.
- 11) Educational experience in the armed forces is accepted for some transfer credit. Consideration is given to the service school training especially in a Defense Language Institute or in U.S.A.F.I. courses.
- 12) All transfer students must complete at least 30 semester credits at Gonzaga immediately preceding their graduation from the University. In the School of Business Administration, transfer students must earn at least 50% of their business administration core and major courses at Gonzaga University.
- 13) Students transferring in with 45 or more semester credits are permitted to waive either the Philosophy elective (400 level) or applied Religious Studies course (300 level).

J. Transfer of Credits:

Associate of Arts Degree

Students who have completed the Washington State Associate of Arts Degree and have complied with the state-wide articulation agreement between colleges and universities, will normally be granted third year standing and will have satisfied many of Gonzaga's core requirements. Students will be responsible for:

- 1) a university-level mathematics course beyond intermediate algebra,
- 2) one course in logic, and
- 3) six courses in philosophy and religion. (see I. 13 above).

NOTE: Former Gonzaga students who re-enter the University from two-year colleges to complete their degree may not use the Associate of Arts degree core course waiver privileges. All readmitted transfer students must fulfill all of the University's core requirements. Transfer credits, however, will be evaluated and accepted on a course by course basis. Similarly, Gonzaga will not recognize an AA degree that is obtained using Gonzaga coursework transferred to fulfill AA requirements.

The associate degree must include at least 90 quarter (60 semester) credits of which 75 quarter (50 semester) credits must be directly transferable to Gonzaga. The maximum transferable credit from any community college is 96 quarter credits or 64 semester credits.

Permission for Transfer of Credits by current Gonzaga Students

Transfer of credit must be approved by Undergraduate Admission and be on file in the student's official academic file in the Office of the Registrar.

Students who desire to register simultaneously at Gonzaga and another college or university must obtain prior written permission from the appropriate official at Gonzaga. More detailed information is available from the Registrar's Office.

Transfer of credit for courses taken in the summer at

another college or university by Gonzaga students must be authorized prior to taking the course, in writing, by appropriate University officials as specified on the Permission to Transfer Credits Form and Waiver of Senior Year in Residency Form. Students must request transcripts that include credits from other institutions as soon as they are completed, to be forwarded to the Registrar's Office, Gonzaga University, Spokane, WA 99258.

K. Course Challenge Program

Students who have completed twelve credits at Gonzaga and are currently enrolled in a matriculated degree program may take advantage of the course challenge system. This enables them to obtain academic credit for certain courses by demonstrating proficiency in the required subject matter. Detailed information and regulations regarding this program can be obtained from the Registrar's Office. There is a fee per credit challenged.

L. Course Overload

Students in good academic standing may petition their school's Dean to take more than the maximum of eighteen credits. There is an additional tuition charge for these extra credits. Students in the Honors Program or the Hogan Entrepreneurial Leadership Program, however, with the approval of the respective Program Director, may take extra credits without charge.

M. Auditing a Course

Audit Grading Option (AU grade assigned): Auditors are students who register for a course under the Audit Grading Option by signing the audit form in the Registrar's Office. Regular tuition is charged. Activity courses (e.g., physical education, music, art, etc.) are not permitted to be taken under the Audit Grading Option. Auditors will not be allowed access to individual instruction, to equipment, or to supplies in conjunction with the course. Once a course is registered for under the Audit Grading Option, students who fail to attend the class according to the regular attendance requirements of the class are liable to receive a "V" grade at the discretion of the professor.

- a) Registration is available through Registration Period III which is the late registration/drop-add period. The auditor registers for a lecture method course under the Audit Grading Option and pays tuition based on this option and course credits. A designation of "AU" is recorded on the auditor's academic transcript if the auditor satisfactorily attended the course. An "AU" on a student's transcript reflects no academic credits earned and indicates that the person has received exposure to the course content for an academic semester/term. The "AU" designation does not apply toward meeting degree requirements.
- b) A professor may assign a "V" grade for unofficial withdrawal when attendance is unsatisfactory.
- c) Professors may assign the "AU" designation in ENGL 098, 099, and 101, when a student who has not registered as an auditor is unable to attain the objectives of those courses within one semester in spite of diligent work and attendance; these courses must be repeated until a passing letter grade is

granted.

- d) Under this option, audited course credits are not counted toward meeting full-time credit requirements for financial aid, student loans, VA benefits, etc., although standard tuition is paid for the credits. Auditors should be very cautious about registering using the Audit Grading Option.

N. Withdrawal from the University

Students who register but decide not to attend the University should obtain a Complete Withdrawal Form from the Office of Academic Services (OAS). The withdrawal process requires approvals and an interview with a professional in OAS. OAS will assist students in acquiring approvals from the following offices as necessary: Registrar’s Office, Financial Aid, Student Accounts, and the Office of Housing and Residence Life. Financial adjustments are based upon the date of the completion of the withdrawal process.

Refunds will be made on tuition according to the following plan: first week = 100%; second week = 80%; third week = 60%; fourth week = 40%; after the start of the fifth week no refund will be made. Laboratory fees are refunded during the first week only.

Refunds for room and board will be prorated throughout the semester: board on a daily basis and room in units of whole weeks or any part thereof ending Saturday midnight.

Financial aid received will be refunded to the proper agency in accordance with University and governmental regulations.

O. Leave of Absence

Students who are pursuing a bachelor’s degree at Gonzaga and must interrupt their education for a period of not more than one year may be eligible for a leave of absence from the University. To be eligible for a leave of absence, a student must have at least a 2.0 in semester and cumulative grade point averages and plan to return within a year. Leave of absence forms are available from the Office of Academic Services (OAS). Students requesting a leave of absence must have an interview and obtain approval from OAS. OAS will assist students in acquiring approvals from the following offices as necessary: Registrar’s Office, Financial Aid, and Student Accounts. Students are not eligible to reside on campus, attend classes, or participate in regular campus activities during their absence. Students who attend another school during their leave of absence will have that status voided and they must apply for re-admission to the University. Leaves of absence will not extend beyond one academic year. Students who wish to return to the University after the termination date on their leave of absence must apply for re-admission to the University.

Grading Policies

A. Grading Procedures

Students’ scholastic standing in their courses is determined by the combined results of examinations, assignments, class attendance, and general evidence of regular

and consistent participation. Due weight will be given to mastery of the subject and the ability to communicate clearly, effectively, and accurately in both oral and written form.

Letter grades and plus/minus indicators are used by all instructors in the University’s undergraduate programs to indicate a student’s quality of achievement in a given subject. 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 grade point average calculations, certification and convenience in reporting.

Letter Grade	Description	Quality Points
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+	Poor	1.3
D		1.0
F	Failing	0.0
V	Failing	0.0

AU = Audit Grading Option. A grading option that earns no credits and does not apply toward a degree. The AU grade is assigned by the University Registrar and is not a grading option of the instructor except in ENGL 098, 099, and 101 when, upon the student’s request, he/she is unable to attain the objectives of these courses within one semester in spite of diligent work and attendance. These courses must be repeated until a passing letter grade is granted. Students choosing the Pass/Fail Grading Option may have grades of D+ and D converted to AU grades by requesting this change in the Registrar’s Office. Students must register for these (Pass/Fail and Audit) grading options no later than the close of Registration Period III. A complete description of this option is given earlier in the Academic Policies section of the Catalogue under the heading of “Auditing A Course.”

I = Incomplete. Given when a student with a legitimate reason (to be determined by the instructor) does not complete all the work of the course during the session in which it was offered. The instructor gives the reason for the “Incomplete” grade, lists the missing material, and assigns a provisional grade. Requests for time extension beyond the published date for removing incompletes must be submitted by the instructor to the Registrar’s Office prior to that date. If the instructor does not submit a new grade before the published date or time extension lapses, the provisional grade will be recorded on the student’s transcript. If the instructor does not submit a provisional grade, the “I” grade becomes an “F” grade and is recorded on the transcript.

IP = Grade in Progress. This grade is assigned only for courses in Internships, Research, Comprehensive, Thesis, Dissertation, and Proposal Seminar; also for other courses of which their dean has notified the Registrar prior to course commencement. Instructors must indicate the deadline for comple-

tion of the work. If no grade is submitted by the predesignated time, usually the end of the following semester, an "IP" automatically becomes W(withdrawal). Requests for time extension beyond the deadline must be submitted by the instructor to the Registrar's Office prior to that date.

NS = Non-Satisfactory Grade. Some courses are designated by academic departments for Satisfactory (S)/Not Satisfactory (NS) grading only; this is not a grading option that students can choose. The NS grade is indicative of an equivalent grade of below C- and has the same effect as an F (Failing) on the grade-point average.

P = Passing Grade. Designated elective courses may be taken on the Pass/Fail Grading Option by the student's 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 during the allowed registration periods by signing the appropriate form 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 when all grades for all students are processed. The P grade does not affect the grade-point average, but the credits earned count toward the minimum credits needed to graduate. Please note that courses taken under the Pass/Fail Grading Option do not satisfy any University Core or major requirements. A complete description of this option is given later in this section of the Catalogue under heading of "Pass/Fail Option."

RD = Report of Grade Delayed. For reasons predetermined by the department and dean, an instructor is not able to assign a grade for a course because of unusual circumstances. The Registrar will assign an RD designation for the student's semester grade report and the student's transcript will contain the RD designation until the earned grade has been received.

S = Satisfactory Grade. Some courses are designated by academic departments for Satisfactory(S)/Not Satisfactory(NS) grading only; this is not a grading option that students can choose. The S grade is indicative of at least an equivalent grade of C- or higher. The S grade does not affect the grade point average, however, the credits earned are counted toward the total needed to graduate.

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

W = Official withdrawal from the course; no penalties incurred.

B. Grade Reports

Grade reports are issued at mid-term and at the end of each semester. Students receive their mid-semester grade reports from their advisors. Final grades may be obtained over ZAGWEB or through the Registrar's Office.

C. Grade Point Averages

The GPA is calculated by dividing the total quality points earned by the total credits graded. The letter grades AU, I, IP, NS, P, RD, S, and W do not count as credits graded and quality points are not awarded. There are several GPA's including the semester GPA, cumula-

tive GPA, major GPA, and graduation GPA. A minimum cumulative and major grade point average of 2.00 is required for an undergraduate degree. Transfer credits are not used in calculating the grade point average at Gonzaga University.

D. Removal of Incompletes

When an incomplete grade (I) has been officially awarded and a provisional grade recorded by the instructor, the provisional grade will become final after thirty days have elapsed in the subsequent semester, unless the student fulfills the missing requirements and the instructor informs the Registrar on an official Change of Grade Form that the course requirements have been fulfilled. Students must observe this thirty-day grace period and instructors have an additional two weeks to forward grades to the Registrar's Office. If no provisional grade was submitted, the "I" grade becomes an "F" grade and is recorded on the transcript at this time.

Students who are unable to meet this deadline for a serious and legitimate reason may petition the dean of their school for an extension of the deadline. If the dean approves the petition, he or she will forward it to the Academic Vice President for approval.

E. 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.

F. Pass/Fail Grading Option Selected by Students

Designated elective courses may be taken on a pass or fail basis at the option of the student, not of the instructor. This Pass/Fail option by a student should not be confused with the Satisfactory/Not Satisfactory option offered and graded for courses predetermined by academic departments. Refer to "Grading Procedures" section under "Grading Policies" earlier in this section.

- 1) A course with a P grade earned at the option of the student does not fulfill any course requirement for core, major, or minor.
- 2) The credits earned for a P grade count toward the 128 minimum credits necessary for a degree but do not count in a GPA.
- 3) A P grade (pass) will not affect the grade-point average; a fail will have the same effect as any F grade.
- 4) A student's level of performance for a P grade must correspond to the letter grade of C- or better; a grade of D+ or D will be recorded as a D+ or D, however, a student may choose an audit (AU) grade by notifying the Registrar's Office who will, in turn, assign an audit (AU) grade; a grade of F will be recorded as an F.
- 5) Students wishing to exercise the Pass/Fail option must sign the appropriate form in the Registrar's Office prior to the last published date for "last day for adding or dropping courses" and may not revoke their decision after this date.
- 6) No more than five (5) Pass/Fail courses may count toward a degree, and no more than two (2) may be taken in any one department.
- 7) Students are allowed to take two (2) courses on Pass/Fail during the four semesters as First Year and Second Year undergraduates, provided that no

more than one such course is taken in any given semester. A total of three (3) Pass/Fail courses may be taken during the undergraduate Third Year and Fourth Year with no more than one in any given semester.

- 8) Any course failed (F grade) may not be repeated on a Pass/ Fail basis.
- 9) Last day to change to or from the Pass/Fail grading option is the last day of Registration Period III.

G. Repeating Courses for Improved Grade

An undergraduate student can repeat any course with another course of the same designation, in an effort to improve the GPA. The original course and grade will remain recorded on the student's transcript but will not be counted into the student's GPA. The cumulative credits and GPA will be adjusted to reflect the last credits and grade earned. Courses for which a student received a grade carrying no quality point value, such as W, (X prior to Fall 1996), AU, and NS, may be re-taken in subsequent semesters; these grades are not included in the repeat course policy jurisdiction. This is only allowed for courses re-taken at Gonzaga University.

Academic Citizenship

A. Academic Freedom of Students

Freedom of Expression: Students are free to take reasoned exception to the views offered in particular courses of study. They may, however, be required to know thoroughly the particulars set out by the instructor, but are free to reserve personal judgment as to the truth or falsity of what is presented. Knowledge and academic performance should be the norms by which students are graded.

B. Academic Honesty

Academic honesty is expected of all Gonzaga University students. Academic dishonesty includes, but is not limited to cheating, plagiarism, and theft. Any student found guilty of academic dishonesty is subject to disciplinary action.

Disciplinary action against a student found guilty of academic dishonesty may include, but is not limited to: (1) a failing grade for the test or assignment in 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 Chair of the department, or Dean if there is no Chair, of the appropriate school within 14 days of receipt of written notification of the disciplinary action taken.

Following an appeal, a final report shall be submitted to the Academic Vice President for review and possible further disciplinary action taken by the University. The Academic Vice President may direct in intermediate appeal to the Chair's Dean. Final appeal by the student may be made to the Academic Vice President.

C. Grade Appeal

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

D. Minimum/Maximum Course Loads

Full-Time Status: The normal course load of a regular full-time undergraduate student is sixteen semester credits. For academic purposes, the minimum full-time course load is twelve credits. The maximum load for students in good standing is eighteen semester credits in one semester; for students on probation, the maximum is fifteen credits or five courses.

E. Unsatisfactory Academic Progress, Probation, and Academic Dismissal

Minimum standards of achievement for undergraduates are a cumulative grade point average of 2.00 for all credits earned at Gonzaga and a 2.00 semester grade point average for the previous semester. Students failing to achieve these minimums are automatically placed on Unsatisfactory Academic Progress Probation. Notation of "Unsatisfactory Progress" will appear on grade reports and transcripts and prompts automatic reviews.

Students who are receiving financial aid may also be subject to Financial Aid Probation; further information can be found in the Financial Aid section of this Catalogue.

The terms of Unsatisfactory Academic Progress Probation are specified in an individual letter to the student from the Committee on Admissions and Academic Standing; in general, students must curtail or discontinue all activities outside the classroom so as to improve their academic progress and they must register for no more than fifteen credits or five courses.

Students on academic probation are subject to dismissal from the University for poor scholarship. The Committee on Admissions and Academic Standing is charged with retaining only those students who can reasonably be expected to achieve at least the minimum standards of the University.

After each semester, this committee examines the grades of all students who have made unsatisfactory progress; students to be dismissed, as well as those allowed to continue on further probation, are notified of the Committee's decisions.

Satisfactory Academic Progress for Veterans:

Veterans failing to achieve minimum standards of academic progress are placed on probation for the following semester and notified via letter by the University's Veterans' Coordinator. The Department of Veteran Administration will be notified should a veteran fail to achieve satisfactory academic progress subsequent to the initial probationary period and benefits will be suspended until satisfactory progress standing is attained.

F. Class Attendance Policy

Students are presumed to have sufficient maturity to recognize their responsibility for regular class attendance. Since illness or other good reasons may prevent attendance, Gonzaga University has a standard policy on absences. This policy stipulates that the maximum allowable absence is two (2) class hours (100 minutes) for each class credit. For the three credit class the maximum absence is, therefore, six (6) class hours (300 minutes). Classes scheduled to meet for more than 50 minutes have more than one class hour for each meeting; for example, a class which meets for 75 minutes has one and one-half class hours for each scheduled meeting. Instructors may report absences to the Registrar's office which will in turn notify the students. The grade given for excessive absences is a V, which has the same effect as F and is counted in the GPA.

Participation in school activities or athletics does not exempt students from this standard policy on absences. The fact that a student has met the other course requirements (such as papers) is not sufficient to change a V to a passing grade.

G. Faculty Initiated Course Drops

To provide enrollment space for others, students who do not attend first class meetings are subject to being dropped at the discretion of the professors with the approval of the dean. Professors will report absences to the dean, who, upon approval, will notify the Registrar's Office to drop students from course sections.

Students should contact professors or academic departments if they plan to be absent the first class day of class.

Students who register for courses they do not attend are themselves responsible for officially dropping the courses through the Registrar's Office. The consequence of not officially dropping courses is a V (unofficial withdrawal) grade which is calculated as a failing grade and is counted in the grade point average (GPA). Students should not assume that professors will automatically initiate course drops for non-class attendance on the first class day of course sections.

Students will experience a reduction in credits when they are dropped for non-attendance. This may affect financial aid awards, scholarship eligibility, athletic eligibility, VA benefits, and numerous other areas related to minimum credit limits.

H. Final Examinations

Final examinations are held at the end of each semester, and, at the option of the instructor, examinations are held at mid-semester. Final examination times are listed in each semester's official Announcement of Course Offerings. Students making their travel arrangements for the end of each semester must take into account these final examination times.

Final examinations or their equivalent can be administered by instructors only on the day and at the time indicated in the Final Exam Schedule of the official Announcement of Course Offerings; any exceptions to this procedure must have the explicit approval of the appropriate dean.

University Honors**A. Academic Recognition**

An undergraduate student whose grade-point average (GPA) for a semester is 3.5 through 3.69 will be placed on the Dean's List. An undergraduate student whose grade point average for a semester is 3.70 through 4.0 will be placed on the President's List. Students must be enrolled in 12 or more academic credits to be eligible for the above lists and courses in which the department has predetermined as Satisfactory/Not Satisfactory grading option will count in the 12 credits.

B. Graduation Honors

The academic achievements of graduating seniors are formally recognized at the public Commencement Exercises, appear in published lists of graduates, and are recorded on transcripts. Only Gonzaga University credits are used in computing graduation honors.

Students who have earned sixty-four (sixty for Bachelor of Science in Nursing) Gonzaga University credits are graduated Cum Laude with a cumulative grade-point average between 3.50 and 3.69, Magna Cum Laude between 3.70 and 3.89, Summa Cum Laude of 3.90 or higher. For recognition purposes at commencement, eligibility for these honors is determined based on cumulative gpa as of the end of the fall semester.

Students who have earned at least forty-eight, but less than sixty-four, Gonzaga University credits are graduated With Distinction if the cumulative grade-point average is 3.50 or higher.

C. University Honor Societies

Alpha Sigma Lambda: The national honor society devoted to the advancement of scholarship and to the recognition of non-traditional students continuing their higher education. Membership is based on the top 10% of non-traditional students who have taken at least 30 credits at Gonzaga University.

Alpha Sigma Nu: The national Jesuit honor society for Third Year and Fourth Year men and women students of outstanding academic achievement, service, and loyalty to the ideals of Jesuit education.

Beta Alpha Psi: The national honorary and professional accounting fraternity for third year and fourth year accounting majors of outstanding academic achievement. Membership is open to students with at least a 3.0 GPA in accounting courses and a 3.0 cumulative GPA.

Beta Gamma Sigma: The national business honor society. Membership is for the top 7% of the Third Year class, the top 10% of the Fourth Year class, and the top 20% of the Master of Business Administration class.

Kappa Delta Pi: The national education honor society. Membership is limited to Third Year and Fourth Year students enrolled in one of the phases of the education program of the School of Education, and is based on academic and professional abilities.

Lambda Pi Eta: The National Communication Honor Society for outstanding students in any of the Communication Arts. Membership in Iota Rho, our local chapter, is limited to Third and Fourth Year students who have achieved high academic achievement, leadership and service and demonstrated a commitment to the discipline of communication

Phi Alpha Theta: An international honor society in history for outstanding students in any historical major.

Sigma Theta Tau: The international honor society for nursing majors demonstrating superior achievement, leadership, and scholarship.

Tau Beta Pi: The national honor society for undergraduate engineering (all disciplines) majors of outstanding academic achievement, leadership, and community service.

Theta Alpha Kappa: The national honor society for religious studies majors of outstanding academic achievement and commitment to publishing and service to the University

D. University Academic Awards

Each spring the faculties of the University meet in convocation to recognize the academic achievements of individual members of the University community. Among others, these awards include:

The Alumni Association Award: The gift of the Gonzaga Alumni Association to a member of the graduating class who has shown excellence in his or her field of study and involvement in University and student life, and who has created an impact on the community of Spokane.

The William A. Garrigan, S.J., Award: The gift of the University in memory of Father Garrigan to the member of the graduating class who has achieved the highest cumulative grade point average for four years of undergraduate work at Gonzaga.

The Carl J. Lindberg Loyalty Award: The gift of Judge William Lindberg, class of 1934, awarded to a graduating fourth year male in good standing who is judged by a committee of faculty and students to be conspicuous for loyalty and service to the University.

The Philomatheia Award: The gift of the Philomatheia Club awarded to a graduating fourth year female in good standing who is judged by a committee of faculty and students to be conspicuous for loyalty and service to the University.

Fourth Year, Third Year, Second Year, and First Year Awards: Each one of the First Year, Second Year, Third Year, and Fourth Year awards will be granted to the undergraduate student who had the highest GPA calculated for the fall and spring semesters, and was enrolled for 30 more academic credits in the academic year. If there is a tie, the award will be granted to the student who earned the highest (total) cumulative GPA. Only Gonzaga grades are considered in the GPA. Courses predetermined or mandated by academic departments as Satisfactory/Not Satisfactory grading only will be counted in the 30 credits

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) affords students certain rights with respect to their education records. They are:

(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.

Students should submit to the Registrar's Office written requests that identify the record(s) they wish 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 University official to whom 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 are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decided not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her 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 consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is 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 (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.

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 & Telephone, Permanent Address & Telephone, 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).

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Gonzaga 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
600 Independence Avenue, SW
Washington, DC 20202-4605



COLLEGE OF ARTS AND SCIENCES

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The College of Arts and Sciences

Dean: Robert D. Prusch

Associate Deans: Colleen McMahon, Alfred L. Morissette, S.J.

The College of Arts and Sciences provides both a general education to all undergraduate students of the University, and a particular education in a variety of disciplines and fields of concentration to students wishing to pursue degrees in the humanities and the social and physical sciences. A basic aim of the College is the formation of students in the spirit of Christian humanism.

The College has developed a core curriculum to provide that general culture which distinguishes the educated person. This curriculum challenges each student to read, write, analyze, reflect, discuss and persuade; to evaluate learning with discernment and compassionate understanding; to explore the past for the light it casts on the present and future; to create works of the imagination; to practice ethical decision making; and to develop a foundation for fashioning a career.

The student's major field or field of concentration offers an opportunity for specialized work and original investigation. This development allows the student to come into direct contact with the methods of the scholar and to learn to do original work in the laboratory, studio or research library. Under the guidance of a skilled professor, the student's exploration in his or her major field is the crown of a liberal education and the foundation for graduate or professional study.

Degree Programs in Arts and Sciences

Bachelor of Arts, Honors: This degree is awarded to students who pursue their basic undergraduate education under the direction of the Honors Program; a specific core curriculum is provided to the students who obtain this degree. Most general education work is done through colloquia and seminars. The degree is available in all majors within the College that offer the B.A.

Bachelor of Arts, General: This is the regular B.A. degree offered by the College; it also is available with a teaching option in some majors.

Bachelor of Science, Honors: This degree is awarded to students who complete the requirements for a major in a field which offers the B.S. and who pursue their basic undergraduate education under the direction of the Honors Program; a special core curriculum is provided students who obtain this degree.

Bachelor of Science, General: This is the regular B.S. degree offered by the College.

Arts and Sciences Degree Requirements

Students earning all degrees offered by the College must meet the following special requirements in addition to the General Degree Requirements of the University:

1. Completion of the basic subjects necessary for a general education as found in the core curriculum of the College.
2. Completion of a major within the College.
3. Completion of a Senior Thesis or Comprehensive (courses numbered 499).
4. Completion of at least 104 credits within the College of Arts and Sciences of the 128 required for graduation.
5. No core, major, minor, or concentration courses may be taken under the Pass/Fail Option.

Core Curriculum of the College of Arts and Sciences

The core curriculum or common body of knowledge of the College of Arts and Sciences consists of fifty-nine to sixty-two credits which are common to and required of all degree programs in the College: the first thirty-one credits (of which there is a more complete description in the General Degree Requirements and Procedures section of this catalogue) form the University Core, while the remaining twenty-eight to thirty-one credits are common to all Arts and Sciences degrees.

All students should make every effort to complete as much of this core curriculum as possible in their first two years of study:

- I. Thought & Expression (7 credits): ENGL 101, SPCO 101, and PHIL 101 (preferably in the same semester);
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL elective;
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one course from each level;
- IV. Mathematics (3 credits): one MATH (not CPSC) course on the 100 level or above; NURS 320 is substituted for a MATH course for BSN students; MATH 203 fulfills this requirement only for students who graduate with certification in Elementary Education;
- V. English Literature (3 credits): ENGL 102 (or 103H);
- VI. History (6 credits): HIST 101 and either 102 or 112 taken in the first two years; after the first two years, any two history courses except HIST 101, 102, or 112.
- VII. Fine Arts (3 credits): one course in either VART, MUSC, or THEA from courses approved by Dean of Arts and Sciences; approved courses will be designated by a (P) suffix added to the course number in each semester's Class Schedule;
- VIII. Laboratory Science (4 credits): one course with laboratory in either BIOL, CHEM, or PHYS;
- IX. Mathematics or Natural Science (3 credits): one course in either MATH, CPSC, BIOL, CHEM, or PHYS;
- X. Literature (3 credits): one British or American literature course (ENGL 201 - 207H);
- XI. Social Science (6 credits): CRIM, ECON, SOCI, POLS, or PSYC: two courses from these departments;
- XII. Foreign Language or Culture (3 credits): one course in any foreign language (classical or modern) or one (foreign culture) course approved by the Dean of Arts and Sciences and so designated by a (FC) suffix added to the course number in each semester's Class Schedule;
- XIII. Social Justice (3 credits): One course on Social Justice issues related to experiences of difference (like race, class, gender, ethnicity or sexual orientation), from courses approved by the Dean of Arts & Sciences; such courses will be designated by a "SJ" suffix added to the course number on each semester's class schedule (may be combined with other core or major requirements).

Foreign-language speaking students from foreign cultures who have completed the nine English core credits at Gonzaga prior to their fourth year (last thirty credits) may petition the Associate Dean of Arts and Sciences for a waiver of the Foreign Language or Culture requirement.

Non-Arts and Sciences Courses

It is assumed that students will choose their electives or optional minor program from departments within the College. Of the 128 credits required for graduation, students must earn at least 104 within Arts and Sciences departments. Economics and Computer Science courses are within the College of Arts and Sciences.

Table of Credits for Degrees, Majors and Minors

Field	Degree	Major	Minor
Advertising	BA	n.a.	27
Applied Communication Studies	BA	37	21
Art	BA	39	24
Biology	BA	39	24
	BS	61	24
Broadcast Studies	BA	37	21
Chemistry	BA	47-48	22-23
	BS	60-61	22-23
with Biochemistry Option	BS	69-70	n.a.
Classical Civilization	BA	32-34	20
Computer Science	BS	59	18
Criminal Justice	BA	34	18
Economics	BA	33	18
English	BA	36	21
French	BA	35	28-32
German	n.a.		28-32
History	BA	33	18
International Studies/ Asian Studies	BA	44	31
International Studies/ International Relations	BA	44	31
International Studies/ European Studies	BA	44	31
International Studies/ Latin American Studies	BA	44	31
Italian	n.a.	n.a.	28-32
Italian Studies	BA	38	25
Journalism	BA	36	25
Jazz	n.a.	n.a.	20
Literary Studies	BA	30+	n.a.
Mathematics	BA	31	24
	BS	40	24
Math/Computer Science	BS	49	n.a.
Music: Composition	BA	40	n.a.
Music: Literature	BA	39	20
Music: Liturgical	BA	50	n.a.
Music: Performance	BA	44	20
Music Education	BA	48-54	n.a.
Music	BA	39-50	20
Philosophy	BA	37	20
Physics	BS	53	28
Political Science	BA	31	18
Psychology	BA	34	22
Public Relations	BA	40-41	24
Religious Studies	BA	33	18
Sociology	BA	34	18
Spanish	BA	31-32	28-32
Theatre Arts	BA	43	17

Teacher Certification

In order to obtain a teaching certificate, students need to complete a degree with an appropriate major and also to complete professional educational requirements. Since most future teachers obtain their degree in the College of Arts and Sciences, they have an academic advisor in that college. In addition they need an advisor from the Teacher Education Department, who is usually assigned to them when they register for EDTE 101L.

Students who complete the Initial Teacher Certification Program at the time of graduation may reduce the number of credits within the College of Arts and Sciences to 94.

Art

Chairperson: Terry Gieber

Leo Kreielsheimer Professor of Fine Arts: R. Gilmore

Professors: T. Gieber, J.S. Patnode

Associate Professor: M. Farrell

The Department of Art offers students the opportunity to explore the varieties of visual experience through the plastic and graphic arts and offers a Bachelor of Arts in Art.

The department is located in the Jundt Art Center and Museum. This facility is a state-of-the-art complex that incorporates the appropriate environmental controls and safeguards needed in both the academic and museum areas.

The Jundt Art Center maintains studios in ceramics, design, drawing, painting, printmaking, and sculpture. A theatre-style lecture hall provides space for art history, visiting artist lectures, and video/film presentations. Some of the department's courses are offered at Gonzaga-Florence.

The Jundt Art Museum provides collection, storage, and exhibit areas for Gonzaga University's permanent art collection and the ability to not only provide exhibit space for student and faculty art, but changing exhibits of local, regional, national, and international artwork. The museum maintains a print study room for student, faculty, and community use and provides a lounge overlooking the Spokane River for art receptions and related activities.

The department reserves the right to retain selected art work done by its students in fulfillment of course requirements.

For teacher certification, students should confer with the School of Education. For students intending to go to graduate school, additional work beyond the minimum major requirements is strongly encouraged.

B.A. Major in Art: 39 Credits

Lower Division Courses

VART 101 Drawing I	3 credits
VART 112 Design	3 credits
VART 141 Ceramics I	3 credits
VART 190 Art Survey	3 credits
VART 191 Art Survey	3 credits
VART 201 Drawing II	3 credits
VART 221 Painting I	3 credits

Upper Division

VART 350, 351, 352, or 353 (one course)	3 credits
VART 385 Figure Drawing I	3 credits
VART 394, 395 or 396 (2 courses)	6 credits
VART Electives	3 credits
VART 499 Senior Exhibit	3 credits

Minor in Art: 24 credits

Lower Division	
VART 101 Drawing I	3 credits
VART 112 Design	3 credits
VART Elective	3 credits
Upper Division	
VART 394, 395 or 396 (one course)	3 credits
VART Elective	12 credits

Lower Division Courses

VART 101 Drawing I 3 credits
The graphic representation of visual reality in a variety of media; emphasis is directed toward an understanding of form, line, value, texture, and space. *Fall and Spring. Florence campus.*

VART 112 Design 3 credits
The principles of design and the plastic elements, their integration and inventive use in two-dimensional problems. *Fall and Spring. Florence campus.*

VART 115 Art Appreciation 3 credits
An introduction to the visual arts of the Western world. The basic premise of the course stems from a conviction that painting, sculpture, and architecture reflect the times and places that produced them. *Fall and Spring.*

VART 141 Ceramics I 3 credits
A basic experience with clay. Emphasis on handbuilding techniques with an introduction to wheel forming. Secondary emphasis on developing fundamentals of clay and glaze technology. *Fall and Spring.*

VART 150 Introduction to Printmaking 3 credits
This course introduces the student to a variety of basic printmaking techniques including relief, intaglio, monotype and stencil.

VART 190 Art Survey I 3 credits
A study of art and architecture from the Prehistoric era to the late Middle Ages. *Fall and Spring.*

VART 191 Art Survey II 3 credits
A study of art and architecture from the late Middle Ages to modern times. *Fall and Spring.*

VART 201 Drawing II 3 credits
A continuation of VART 101. Prerequisite: VART 101. *Fall and Spring. Florence campus.*

VART 221 Painting I 3 credits
Basic problems in oil and watercolor techniques, explorations in still life, landscape, and the human figure. Prerequisite: VART 101 and 112. *Fall and Spring.*

VART 222 Painting II 3 credits
A continuation of VART 221. Prerequisite: VART 221. *Fall and Spring.*

VART 241 Ceramics II 3 credits
Qualities of form, function, and style are explored by means of wheel forming. Glaze development and approaches to firing techniques are introduced. Prerequisite: VART 141. *Fall and Spring.*

VART 290 History of Art I 3 credits
A survey of art history from the late Roman Empire through the Renaissance. *Florence campus.*

VART 291 History of Art II 3 credits
A study of the changing concepts of art in modern times. *Florence campus.*

VART 292 Directed Studies 1-2 credits
Variable credit, directed study for the student with a limited schedule. Studio work by arrangement. Prerequisite: permission. *Fall and Spring.*

VART 295 Spanish Art-Modern and Contemporary 3 credits
Granada campus.

VART 296 Spanish Art-Ancient and Medieval 3 credits
Granada campus.

Upper Division Courses

VART 322 Fresco 3 credits
Exploration of Fresco techniques. Both Buon and Fresco secco are introduced. Students have hands-on experience and produce a Fresco image during the course. *Florence campus.*

- VART 323 Painting III** 3 credits
Advanced problems in figurative art with emphasis on painting the human figure and landscape. Prerequisite: VART 222. *Fall and Spring.*
- VART 324 Painting IV** 3 credits
A continuation of VART 323. Prerequisite: VART 323. *Fall and Spring.*
- VART 331 Sculpture I** 3 credits
The use of three-dimensional materials, including wood, metal, and clay, directed toward the development of the student's structural and perceptual senses. Prerequisite: VART 101 and 112. *Florence campus.*
- VART 332 Sculpture II** 3 credits
Continuation of VART 331. Prerequisite: VART 331. *Florence campus.*
- VART 341 Ceramics III** 3 credits
Continuation of VART 241. Prerequisite: VART 241. *Fall and Spring.*
- VART 342 Ceramics IV** 3 credits
Continuation of VART 341. Prerequisite: VART 341. *Fall and Spring.*
- VART 343 Advanced Wheel Forming I** 3 credits
Advanced forming techniques on the potter's wheel. Prerequisite: VART 342. *Fall and Spring.*
- VART 344 Advanced Wheel Forming II** 3 credits
Continuation of VART 343. Prerequisite: VART 343. *Fall and Spring.*
- VART 345 Advanced Handbuilding I** 3 credits
A study of advanced techniques in coil, slab, and sectional forming. Prerequisite: VART 342. *Fall and Spring.*
- VART 346 Advanced Handbuilding II** 3 credits
Continuation of VART 345. Prerequisite: VART 345. *Fall and Spring.*
- VART 350 Printmaking: Relief** 3 credits
A study of the relief processes: linocutting and woodcutting. Prerequisite: VART 101 and 112. *On sufficient demand.*
- VART 351 Printmaking: Silkscreen** 3 credits
A study of basic screen processes including photo. Prerequisite: VART 101 and 112. *On sufficient demand.*
- VART 352 Printmaking: Lithography** 3 credits
A study of the lithography processes on stone. Prerequisite: VART 101 and 112. *Fall and Spring.*
- VART 353 Printmaking: Intaglio** 3 credits
A study of the basic intaglio processes. Prerequisite: VART 101 and 112. *Fall and Spring.*
- VART 354 Printmaking: Independent Study** 3 credits
Concentrated study in a specific printmaking area. Prerequisite: permission. *Fall and Spring.*
- VART 355 Printmaking: Monotype & Collograph** 3 credits
A study of the basic monotype and collograph processes. Prerequisite: VART 101 and 112.
- VART 356 Advanced Printmaking: Silkscreen I** 3 credits
Continuation of VART 351. Prerequisite: VART 351. *Fall and Spring.*
- VART 357 Advanced Printmaking: Lithography I** 3 credits
Continuation of VART 352. Prerequisite: VART 352. *Fall and Spring.*
- VART 358 Advanced Printmaking: Intaglio I** 3 credits
Continuation of VART 353. Prerequisite: VART 353. *Fall and Spring.*
- VART 359 Advanced Printmaking: Relief I** 3 credits
Continuation of VART 350. Prerequisite: VART 350. *Fall and Spring.*
- VART 380 Art Service** 2 or 3 credits
Students are scheduled for University and departmental services, including hanging of art exhibits and gallery security. Prerequisite: second year standing. *Fall and Spring.*
- VART 385 Figure Drawing I** 3 credits
Basic problems in developing the human figure and experiments with a variety of drawing media. Prerequisite: VART 201. *Fall and Spring. Florence campus and main campus.*
- VART 386 Figure Drawing II** 3 credits
A continuation of VART 385. Prerequisite: VART 385. *Fall and Spring.*
- VART 387 Advanced Drawing I** 3 credits
Advanced problems in developing the human figure, still-life, and landscape. Prerequisite: VART 386. *Fall and Spring.*
- VART 388 Advanced Drawing II** 3 credits
A continuation of VART 387. Prerequisite: VART 387. *Fall and Spring.*
- VART 390 History of Art I** 3 credits
Florence campus
- VART 391 History of Art II** 3 credits
Florence campus
- VART 394 Special Topics in Art History** 3 credits
Consult instructor for topic as it will vary for semester. *Fall and Spring.*
- VART 395 Art in the 19th Century** 3 credits
A survey of European and American Art: Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Art Nouveau, and the Hudson River School. Prerequisite: second year standing. *Fall.*
- VART 396 Art in the 20th Century** 3 credits
A survey of European and American art: Fauvism, German Expressionism, Cubism, Dadaism, Surrealism, De Stijl, Abstract Expressionism, Op, Pop, Color Field, New Realism, and Conceptual. Prerequisite: second year standing. *Spring.*
- VART 397 Renaissance Art** 3 credits
A survey of the painting, sculpture, and architecture of Italy, 1400-1600. Prerequisite: second year standing. *Florence campus.*
- VART 410L Museums and Monuments** 4 credits
London campus
- VART 421 Advanced Painting I** 3 credits
Continuation of VART 324. Prerequisite: VART 324.
- VART 422 Advanced Painting II** 3 credits
Continuation of VART 421. Prerequisite: VART 421.
- VART 423 Advanced Painting III** 3 credits
Continuation of VART 422. Prerequisite: VART 422.
- VART 424 Advanced Painting IV** 3 credits
Continuation of VART 423. Prerequisite: VART 423.
- VART 441 Ceramic Materials** 3 credits
A study of glaze theory and empirical formulation methods. Coursework is designed for the advanced student contemplating graduate school or a professional career in the studio. Prerequisite: permission. *On sufficient demand.*
- VART 442 Kiln Design and Construction** 3 credits
An exploration of kiln types, firing methods, and chamber designs. A kiln will be constructed and fired. Prerequisite: permission. *On sufficient demand.*
- VART 450 Advanced Printmaking: Relief** 3 credits
Continuation of VART 350. Prerequisite: VART 350.
- VART 451 Advanced Printmaking: Silkscreen** 3 credits
Continuation of VART 351. Prerequisite: VART 351.
- VART 452 Advanced Printmaking: Lithography** 3 credits
Continuation of VART 352. Prerequisite: VART 352.
- VART 453 Advanced Printmaking: Intaglio** 3 credits
Continuation of VART 353. Prerequisite: VART 353.

VART 455 Advanced Printmaking: Monotype and Collagraph	3 credits	VART 524 Painting	3 credits
Continuation of VART 355. Prerequisite: VART 355.		Permission required. Graduate/non-graduate non-matric.	
VART 456 Advanced Printmaking: Silkscreen	3 credits	VART 541 Ceramics	3 credits
Continuation of VART 356. Prerequisite: VART 356.		Permission required. Graduate/non-graduate non-matric.	
VART 457 Advanced Printmaking: Lithography	3 credits	VART 542 Ceramics	3 credits
Continuation of VART 357. Prerequisite: VART 357.		Permission required. Graduate/non-graduate non-matric.	
VART 458 Advanced Printmaking: Intaglio	3 credits	VART 550 Printmaking: Relief	3 credits
Continuation of VART 358. Prerequisite: VART 358.		Permission required. Graduate/non-graduate non-matric.	
VART 459 Advanced Printmaking: Relief	3 credits	VART 551 Printmaking: Silkscreen	3 credits
Continuation of VART 359. Prerequisite: VART 359.		Permission required. Graduate/non-graduate non-matric.	
VART 466 (PHIL 472) Philosophy of Art	3 credits	VART 552 Printmaking: Lithography	3 credits
An analysis of beauty, creativity, and taste according to the theories of Aristotle, Plato, Aquinas, and some contemporary philosophers. Several representative works from all areas of the fine arts are examined in the light of the aesthetic principles of classical philosophy. Prerequisite: PHI 301.		Permission required. Graduate/non-graduate non-matric.	
VART 492 Independent Study	3 credits	VART 553 Printmaking: Intaglio	3 credits
Specialized study by arrangement with individual faculty. Prerequisite: permission.		Permission required. Graduate/non-graduate non-matric.	
VART 493 Advanced Painting: Independent Study	3 credits	VART 554 Printmaking: Independent Study	3 credits
Specialized study by arrangement with faculty. Prerequisite: permission.		Permission required. Graduate/non-graduate non-matric.	
VART 498 Research	3 credits	VART 555 Printmaking: Monotype and Collagraph	3 credits
Individual research on an art topic approved by and arranged with a faculty member. Prerequisite: permission.		Permission required. Graduate/non-graduate non-matric.	
VART 499 Senior Exhibit	3 credits	VART 585 Figure Drawing I	3 credits
Required of Art majors. A seminar designed to prepare for vocations in art of advanced study. Seniors exhibit a body of work demonstrating skills. Prerequisite: permission.		Permission required. Graduate/non-graduate non-matric.	
VART 523 Painting	3 credits	VART 586 Figure Drawing II	3 credits
Permission required. Graduate/non-graduate non-matric.		Permission required. Graduate/non-graduate non-matric.	
		VART 592 Independent Study	1-3 credits
		Graduate/non-graduate non-matric. Specialized study by arrangement with individual faculty. Independent Study requires completion of a form, department permission, and cannot be registered via voice response phone system.	
		VART 598 Advanced Drawing I	3 credits
		Permission required. Graduate/non-graduate non-matric.	
		VART 599 Advanced Drawing II	3 credits
		Permission required. Graduate/non-graduate non-matric.	

BIOLOGY

Biology

Chairperson: Peter Pauw

Professors: S. Freedman, P. Pauw, R. Prusch,
N.L. Staub

Associate Professors: M. Bertagnolli, W. Ettinger,
H. Lefcort

Assistant Professors: J. Beckstead, D. Boose

The Biology Department offers a selection of courses that help students understand the unity, diversity and complexity of life at the molecular, cellular, organismal, population, and community levels using evolutionary principles as the unifying theme. Students in the Biology program learn concepts in subdisciplines of biology and acquire scientific problem solving skills through lectures, laboratory exercises, and research. The program is aimed at preparing students for a broad range of biology-oriented careers, such as those in medicine, biotechnology, ecology, research and teaching.

The Bachelor of Science degree is designed for students preparing for a career in biology, or for continued training in graduate or professional school. The Bachelor of Arts degree, in coordination with the Teacher Certification Program in the School of Education, prepares students to teach biology at the secondary level. Students interested in biochemistry should consider a Bachelor of Science degree in biology and a minor in chemistry, which can provide the equivalent of the biochemistry degree recommended by the American Society of Biochemistry and Molecular Biology. A minor in biology is also offered.

The Biology Department curriculum is designed to provide students with a strong, broad background in biology. During the first two years, students receive a solid foundation in biological diversity (BIOL 101), ecology (BIOL 102), cell biology (BIOL 201) and genetics and evolution (BIOL 202). At the same time, students learn the fundamental principles of chemistry that are essential for understanding the structure and function of biological molecules and how these molecules interact in living systems.

Upon completion of the introductory sequence of courses, students need to have earned a minimum grade point average of 2.0 in their required science courses in order to continue in the program (BIOL 101, BIOL 102, BIOL 201, BIOL 202, CHEM 101, CHEM 230, and the associated labs). Students can then choose electives from a variety of upper division biology courses to complete their degree requirements. In addition, students must complete an Advanced Topics course (BIOL 399). In this course students read, analyze, and discuss primary research literature on selected biological topics. Students are required to take a comprehensive exam (BIOL 499) in their senior year.

Laboratory work is an important component of the biology curriculum and complements classroom learning. Beginning with the introductory courses, laboratories provide students with the opportunity to apply the scientific method of inquiry to experimental models while learning techniques and critical thinking skills that are vital to a successful career in science. Moreover, the Biology Department encourages students to participate in faculty research programs (areas include cell biology, vertebrate biology, evolutionary biology, plant physiology, population and community ecology, animal behavior and biochemistry). Interested students should contact specific faculty members concerning the availability of research opportunities during the school year and in the summer.

Some courses are specifically designed to fulfill core curriculum requirements for non-science majors. Other special interest classes for both majors and non-majors are offered periodically.

B.S. Major in Biology: 61 credits

Lower Division

BIOL 101, 101L	4 credits
BIOL 102, 102L	4 credits
BIOL 201, 201L	4 credits
BIOL 202, 202L	4 credits
PHYS 101, 101L and 102, 102L	8 credits
CHEM 101, 101L (or 105, 105L)	4 credits
CHEM 230, 230L	4 credits
CHEM 206, 206L (or 310, 310L)	4 credits

Upper Division

CHEM 331, 331L	4 credits
CHEM 310, 310L (or 206, 206L)	4 credits
BIOL 399 Adv. Topics	2 credits
BIOL electives	18 credits
BIOL 499 Comprehensive Exam	1 credit

B.A. Major in Biology: 39 credits

Lower Division

BIOL 101, 101L	4 credits
BIOL 102, 102L	4 credits
BIOL 201, 201L	4 credits
BIOL 202, 202L	4 credits
CHEM 101, 101L (or 105, 105L)	4 credits
CHEM 230, 230L	4 credits

Upper Division

BIOL 399 Adv. Topics	2 credits
BIOL electives	12 credits
BIOL 499 Comprehensive Exam	1 credit

Minor in Biology: 24 credits

Lower Division

BIOL 101, 101L	4 credits
BIOL 102, 102L	4 credits
BIOL 201, 201L	4 credits
BIOL 202, 202L	4 credits

Upper Division

BIOL electives	8 credits
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Lower Division Courses

BIOL 100 Biological Concepts 3 credits
A one-semester course designed for non-science majors with little previous science background. Different subfields of biology will be explored depending on the instructor. An emphasis will be placed on current biological issues. *Fall, Spring, Summer I.*

BIOL 101 Diversity of Life 3 credits
This course provides a foundation in the fundamental principles of biology while introducing the unity and diversity of living things. The majority of the course explores the origins of and evolutionary relationships among the major groups of organisms. Prerequisite: none (enrollment is limited to science majors). *Fall.*

BIOL 101L Diversity of Life Laboratory 1 credit
An introduction to experimental techniques and scientific methods. Students learn how to approach scientific questions, make observations, record, analyze and report data. In addition, students are introduced to a variety of laboratory techniques, equipment and protocols that will be used in subsequent labs. Taken concurrently with BIOL 101. *Fall.*

BIOL 102 Introduction to Ecology 3 credits
An introduction to the interactions between organisms and their environments. Topics include responses of organisms to their environments, population dynamics, two-species interactions, community structure and succession, and the movement of matter and energy through ecosystems. The impacts of human activities on these interactions will be considered throughout the course. Prerequisite: BIOL 101. *Spring.*

BIOL 102L Introduction to Ecology Laboratory 1 credit
Field and laboratory experiments and computer simulations are used to investigate ecological interactions at a variety of levels. The communication of scientific results is also emphasized, including basic statistics, graphical presentation of data, and the preparation of a scientific paper. Taken concurrently with BIOL 102. *Spring.*

BIOL 111 and 111L Natural History of the Inland Northwest 4 credits

This course will introduce students to the dominant plant and animal components of the Inland Northwest, as well as its major habitats (mountains, desert, streams and lakes). Learning activities will include formal laboratory investigations, examination of animals and plants, and short field trips to surrounding areas. Designed for non-science majors. *Spring.*

BIOL 123 and 123L Human Ecology 4 credits
A study of the principles of ecology (including population dynamics, diversity, and energy flow) and the impact humans have on the environment. Designed for non-science majors. *Fall, Summer II.*

BIOL 134 Science and Religion 3 credits
The relationship between science and religion throughout history. This course focuses on comparing science and religion as ways of knowing about the world. Designed for non-science majors.

BIOL 140 Field Botany 4 credits
Course includes systematics of flowering plants, introduction to plant communities of the Inland Northwest, site identification of major plant families and selected topics in plant ecology. A plant collection is required. Two 4 hour lecture/lab meetings per week and three 10 hour Saturdays. *Summer I.*

BIOL 165 (WOMS 465) Biology of Medicine 4 credits
This course investigates how medicines work. It covers various affected organ systems (e.g., immune, endocrine, reproductive), the scientific method, development of effective medicines/treatments, and the potential sex/race/culture bias of experimental results from drug trials. Various diseases (e.g., AIDS, cancer, diabetes) and treatments will be covered in the course. Three lectures and 1 laboratory/week. Designed for non-science majors.

BIOL 170 Introductory Microbiology 3 credits
An introduction to microbiology for students in the nursing program or other allied health professions who will not be majoring in Biology. The course includes basic cellular chemistry and genetics, as well as a survey of topics of clinical importance. Taken concurrently with BIOL 170L. Prerequisite: BIOL 101 and CHEM 101. *Fall.*

BIOL 170L Introductory Microbiology Lab 1 credit
An introduction to methods of microbial analysis including the culture, safe handling, and genetic analysis of microbes. Taken concurrently with BIOL 170. *Fall.*

BIOL 199 and 199L Core Topics 4 credits
Designed for non-science majors, this course fulfills the core laboratory science requirement. Lectures and laboratory sessions emphasize science as an inquiry based process. Selected topics will be offered each semester. *Fall and Spring.*

BIOL 201 Cell Biology 3 credits
An examination of cell structure and function with an emphasis on cellular biochemistry. Prerequisite: BIOL 101 and CHEM 230. *Fall.*

BIOL 201L Cell Biology Laboratory 1 credit
An introduction to methods for investigating cell structure, function and biochemistry. Taken concurrently with BIOL 201. *Fall.*

BIOL 202 Genetics and Evolution 3 credits
A study of the mechanisms of heredity and evolution. Topics will include Mendelian inheritance, molecular and population genetics, and current issues in evolutionary biology. Prerequisite: BIOL 201. *Spring.*

BIOL 202L Genetics and Evolution Laboratory 1 credit
Methods of genetic analysis and investigations of evolutionary mechanisms will be explored. Taken concurrently with BIOL 202. *Spring.*

BIOL 223 Plant Ecology 4 credits
In this course, students will explore the interactions that determine the distribution and abundance of plants in natural environments. Through lectures, readings from the primary literature, and extensive field observation and experimentation, students will learn how environmental conditions, competitors, pollinators, herbivores, and seed dispersers affect plant populations and communities. Prerequisite: BIOL 102. *Summer*.

BIOL 241 (EXSC 241) Human Anatomy and Physiology I 3 credits
An introduction to the fundamentals of anatomical and physiological science, emphasizing the role of basic physical and chemical principles in establishing the complementarity of biological structure and function. Topics include cells, tissues, muscle tissue, the nervous system, and the endocrine system. Prerequisite: BIOL 101. *Fall*.

BIOL 241L (EXSC 241L) Human Anatomy and Physiology Laboratory I 1 credit
The laboratory covers the gross anatomy of the skeletal and muscular systems as well as neuromuscular physiology. Taken concurrently with BIOL 241. *Fall*.

BIOL 242 (EXSC 242) Human Anatomy and Physiology II 3 credits
A continuation of BIOL 241. Topics include: the cardiovascular system, the respiratory system, metabolism, body temperature regulation, the urinary system, fluids, electrolyte and acid base balance, and the reproductive system. Prerequisite: BIOL 241. *Spring*.

BIOL 242L (EXSC 242L) Human Anatomy and Physiology Laboratory II 1 credit
Laboratory exercises may include the cardiovascular system, the respiratory system, metabolism, body temperature regulation, the urinary system, fluid, electrolyte and acid base balance, and the reproductive system. Taken concurrently with BIOL 242. *Spring*.

Upper Division Courses

BIOL 302 GIEOP Outreach Mentoring 1 credit
Students will become involved in the process of building an outreach program to GU's K-12 partner schools on Indian reservations. Students will be specifically involved in tutoring/mentoring relationships with Indian students using e-mail, Blackboard, digital photography, letter writing, and occasional visits. Student involvement will be determined by dialog between the GIEOP Outreach Coordinator and teachers at partnering schools. May be repeated. A maximum of two credits can be applied to Biology electives. Prerequisite: BIOL 102 and sophomore standing or higher. *Fall and Spring*.

BIOL 303 and 303L Population Ecology 4 credits
An in-depth look at the interactions that control the distribution and abundance of organisms at the population level. Topics such as life-history strategies, population dynamics, competition, predation, parasitism, and mutualism will be explored through an examination of the research literature, field observations, and computer simulations. Prerequisite: BIOL 102 and BIOL 202.

BIOL 304 Practice in Laboratory Teaching 1 credit
In this course students gain experience in teaching biology laboratory sections. May be repeated. A maximum of two credits can be applied to Biology electives. Prerequisite: BIOL 202. *Fall and Spring*.

BIOL 313 Behavioral Ecology 3 credits
This course will explore how behavioral processes affect ecological patterns. It will examine the behavioral adaptations of animals to their environment including the evolution of behavior, foraging, competition for resources, reproductive ecology, mating systems, parental care, and cooperative behavior. Prerequisite: BIOL 102 and BIOL 202.

BIOL 323 Conservation Biology 3 credits
This course covers the biological concepts important for the conservation of natural populations, communities, and ecosystems. Information from both theoretical and empirical studies will be applied to such topics as: the genetics and ecology of small populations, consequences of habitat degradation and fragmentation, the impacts of introduced species, and the ecological value of biological diversity. Prerequisite: BIOL 102 and BIOL 202. *Spring*.

BIOL 331 Parasitology 3 credits
Explores the medical, physiological, ecological, and historical effects of parasites. The course concentrates on human parasites and ranges from viruses and bacteria through helminths and arthropods. Prerequisites: BIOL 102 and BIOL 202.

BIOL 333 Community Ecology 3 credits
This course provides an introduction to the science of community ecology. The major processes that have created and are operating within communities will be explored, including species diversity, competition, predation, herbivory, evolution, food webs, island biogeography, ecological invasions, and succession. Students will explore the theories and experimental evidence of these processes along with conducting student-driven real ecology projects. Prerequisites: BIOL 102 and BIOL 202. *Fall*.

BIOL 334 Advanced Evolutionary Biology 3 credits
A study of the mechanisms responsible for the diversity of life on earth. Topics covered include speciation, systematics, extinction, natural selection, genetic drift, mutation, and gene flow. Examples from plant as well as animal evolution will be used. Prerequisite: BIOL 202.

BIOL 337 and 337L Developmental Biology 4 credits
Traditional embryology and recent advances in the genetic and biochemical basis of development are explored. Prerequisite: BIOL 202.

BIOL 338 and 338L Histology 4 credits
A study of the microscopic structure of tissues and organs. Topics include: histology, cytology, and microscopic anatomy as exemplified in animal tissue. Prerequisite: BIOL 202. *Spring*.

BIOL 340 Field Botany 4 credits
This class meets with and covers the same topics as Biology 140 but is designed for biology majors. In addition to the topics and requirements listed for Biology 140, biology majors are required to complete a field project in the area of plant systematics or plant ecology. Prerequisite: BIOL 202. *Summer I*.

BIOL 351 and 351L Advanced Cell Biology 4 credits
An advanced study of cell structure and function with an emphasis on selected topics in cell biology. Topics vary with instructor, but may include cell signaling, cell cycle, plant cells, and the cell biology of cancer. Prerequisite: BIOL 202.

BIOL 370 and 370L General Microbiology 4 credits
A study of the fundamental factors involved in microbiology, including basic microbial morphology, taxonomy, biochemistry, genetics, and culture techniques. Prerequisite: BIOL 202. *Fall*

BIOL 371 and 371L Vertebrate Biology 4 credits
A study of the structure, function, diversity, evolution, and ecology of vertebrates. Prerequisite: BIOL 102 and BIOL 202.

BIOL 374 Immunology 3 credits
An introduction to the cellular and molecular basis of the immune response. Topics will include structures and interactions of effector molecules in the immune system, generation of diversity in immune specificity, cellular immunology, and the basis of immunity and autoimmune diseases. Prerequisite: BIOL 202. *Spring*.

BIOL 399 Advanced Topics 2 credits
An introduction to current reviews and research literature on specific biological topics. This course prepares students to study, analyze, and discuss the results of biological research. Selected topics are offered each semester. May be repeated with departmental permission. Prerequisite: BIOL 202. *Fall and Spring*.

BIOL 440 (CHEM 440) Biochemistry I 3 credits
Lectures on the structure and function of the major classes of biomolecules (carbohydrates, proteins, and nucleic acids) will be followed by a discussion of primary carbohydrate metabolism. Prerequisite: CHEM 331 and CHEM 310. *Fall*.

BIOL 443L (CHEM 443L) Biochemistry Laboratory I 1 credit
An investigation of the techniques used to examine biomolecules and biochemical systems. Students perform integrated laboratory experiments in biochemistry. Prerequisite: BIOL 440 (CHEM 440). *Spring*.

BIOL 445 (CHEM 445) Biochemistry II 3 credits
This course is an extension of BIOL 440. Emphasis is placed on the metabolism of biomolecules and the structure and function of membranes. Material will also be selected from topics such as gene expression, the transmission of genetic information, vitamins, hormones, and viruses. Prerequisite: BIOL 440 (CHEM 440). *Spring*.

BIOL 456 and 456L Molecular Biology 4 credits
This course provides essential background for understanding the application of recombinant DNA technology as applied in biological research and biotechnology. The construction, manipulation, and analysis of recombinant DNA molecules are the focus of the laboratory section. Prerequisite: BIOL 202.

BIOL 460 and 460L Plant Physiology 4 credits
Plant structure, function, physiology, and biochemistry are explored. Emphasis is placed on physiological phenomena such as fluid transport processes, the regulation of plant growth, and photosynthesis. Aspects of plant molecular biology and genetic engineering of crop plants are also investigated. Prerequisite: BIOL 202.

BIOL 471 Wildlife Management

4 credits
Introduces students to the questions, principles and tools used by resource managers in the Kenyan savanna ecosystem. Students will study habitat assessment, plant and animal identification, plant and animal associations and distributions, and other approaches to evaluating savanna ecosystems. *School for Field Studies Program only.*

BIOL 472 Wildlife Ecology

4 credits
Presents students with the information and conceptual background necessary to understand the underlying ecological principles of the East African savanna ecosystem. Focus on the fundamental processes and relationships between the biotic and abiotic environment. *School for Field Studies Program only.*

BIOL 473 Tropical Marine Ecology

4 credits
Discusses the interactions that determine the distribution and abundance patterns of tropical marine organisms, with emphasis on the ecology of near-shore areas. Basic principles of ecology are integrated with physical, chemical, and geological oceanography. *School for Field Studies Program only.*

BIOL 474 Rainforest Ecology

4 credits
Introduces the structure and function of tropical rainforests including the floral and faunal components. Ecological processes that maintain biodiversity and the evolutionary processes that generate it will be presented. *School for Field Studies Program only.*

BIOL 475 Principles of Forest Management

4 credits
Presents the ecological and analytical tools used in the management of terrestrial, living resources. Uses examples from the tropics to stress the theories and skills that provide the foundation for land management worldwide. *School for Field Studies Program only.*

BIOL 476 Principles of Resource Management

4 credits
Introduces practical tools used in addressing complex environmental problems including coastal zone planning, guidelines for ecologically sustainable development, environmental impact assessment, fisheries management techniques, and protected-area planning and management. *School for Field Studies Program only.*

BIOL 477 Coastal Ecology

4 credits
Examines the ecological processes at the interface between land and sea in order to provide an understanding of how human perturbations can impact both marine and terrestrial systems. The watershed concept will be used to explore nutrient flow, energy cycling, erosion, coastal circulation, productivity, and biotic interactions. *School for Field Studies Program only.*

BIOL 484 Research Seminar

1 credit
A forum for students to present results of their independent research to students and faculty. Prerequisite: permission.

BIOL 490 Directed Reading

1-3 credits
Reading material will be selected by the student after consultation with a faculty member in the department. Course may be repeated to total not more than six credits. A maximum of six credits of any combination of BIOL 490 and BIOL 498 can be applied to Biology electives. Prerequisites: BIOL 202 and permission. *Fall and Spring.*

BIOL 496 Biological Research Techniques

1-4 credits
An introduction to some of the experimental techniques used in biological research. Course content will vary by instructor. Course may be repeated to total not more than six credits. Prerequisite: BIOL 202 and permission. *Fall and Spring.*

BIOL 498 Directed Research

1-3 credits
This course provides the motivated student with the opportunity to conduct an independent research project under the direction of a Biology Department faculty member. A maximum of six credits of any combination of BIOL 490 and BIOL 498 can be applied to Biology electives. Prerequisites: BIOL 202 and permission. *Fall and Spring.*

BIOL 499 Comprehensive Exam

1 credit
Required of all majors. This course meets once per week to review students' framework of biological knowledge and discuss biological principles. Recent primary literature articles on current topics in biology may be examined as a means of review. At the end of the semester, students are required to take the Major Field Exam in Biology. Prerequisite: Senior standing. *Fall and Spring.*

CATHOLIC STUDIES

Catholic Studies

Director: Douglas Kries

The Catholic Studies Concentration provides a multidisciplinary approach to understanding the Catholic expression of Christianity and its cultural contributions. The Concentration assumes that a knowledge of the heritage of Catholicism's past is necessary for understanding the present and anticipating the future. The Concentration has four goals. First, it gives students an opportunity to identify Catholicism's heritage in various disciplines across the curriculum. Second, it gives students an opportunity to integrate their understanding of these contributions into an appreciation of the richness of Catholic culture. Third, the program supports the idea that Catholicism is not something limited to a particular department or to a particular segment of a person's life. Catholicism involves the total person and is thus appropriately addressed throughout the entire curriculum of a Catholic university. Finally, the Concentration seeks to encourage faculty to be aware of and reflective on the assumptions and the goals outlined above. The Catholic Studies Committee that oversees the program understands these goals as furthering the mission of the University.

The Catholic Studies Concentration offers a twenty-one credit program that will enable students to choose and integrate courses from a coherent and focused perspective. The Concentration requires three courses—RELI 220 Catholicism, a course in Catholic Church history, and CATH 499 Catholic Studies Symposium. The RELI 220 course is a 'gateway' course that should be taken prior to taking other courses in the Concentration; however, it may be taken concurrently with other Concentration

courses. The CATH 499 symposium is the 'capstone' course and is the final course to be taken in the Concentration. It is this course that specifically seeks to produce an integrative experience for students in the concentration. Students will also select four elective courses from different disciplines, such as Art, Communication Arts, English, Music, Philosophy, Political Science and Religious Studies. These elective courses and the church history course follow no definite sequence since the intent is that the student be free to explore the diversity of Catholic thought and life. Courses satisfying Concentration requirements are marked by a 'CA' suffix in the Announcement of Course Offerings for each semester.

Student course selections are subject to the following requirements: no more than six credits from any one department can count towards meeting Concentration requirements; no more than a total of nine credits combined from the Philosophy and Religious Studies departments, including the required RELI 220 Catholicism course, can count towards meeting Concentration requirements. These requirements are intended to highlight the diversity of Catholic thought and life. Students in the College of Arts and Sciences may be able to meet most of the Concentration's requirements within the College's core curriculum.

Field of Concentration in Catholic Studies: 21 credits

RELI 220 Catholicism	3 credits
Course in Catholic Church history	3 credits
Electives (with CA suffix)	12 credits
CATH 499 Catholic Studies Symposium	3 credits

Chemistry

Chairperson: Joanne Smieja

Dr. Scholl Distinguished Professor: K. Nakamaye

Professors: D. Cleary, D. Kelsh (Emeritus),
D. McMinn, J. Smieja,
D. Thompson (Emeritus)

Assistant Professors: J. Cronk, H. Hou, J. Shepherd

The Department of Chemistry offers both the Bachelor of Science and the Bachelor of Arts degrees. The American Chemical Society has approved the curriculum for the Bachelor of Science (thesis) in Chemistry including a program with a biochemistry option (thesis). A non-thesis versions (non-ACS approved) of these are also available. A Bachelor of Arts is offered for those students wishing a strong background in the field but with less specialization than the Bachelor of Science program. A minor in chemistry is also offered.

For those interested in teaching chemistry at the secondary level, the department suggests the B.A. degree along with the teacher certification program of the School of Education. For students interested in environmental science, a B.A. degree in Chemistry combined with supporting courses from Biology, Civil Engineering, and Law is recommended.

B.S. Major in Chemistry: 60-61 Credits

Lower Division

CHEM 105 General Chemistry	3 credits
CHEM 105L General Chemistry Lab	1 credit
CHEM 206 Inorganic Chemistry	3 credits
CHEM 206L Inorganic Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	3 credits
CHEM 230L Organic Chemistry I Lab	1 credit
MATH 157, 258, and 259	12 credits
PHYS 103 & 204, 103L & 204L	8 credits

Upper Division

CHEM 310 & 310L Quantitative Analysis	4 credits
CHEM 320 Physical Chemistry I	3 credits
CHEM 321 Physical Chemistry II	3 credits
CHEM 331 Organic Chemistry II	3 credits
CHEM 331L Organic Chemistry Lab II	1 credit
CHEM 340 Unified Lab I	3 credits
CHEM 341 Unified Lab II	3 credits
CHEM 406 Advanced Inorganic Chemistry	3 credits
CHEM 440 Biochemistry I	3 credits
CHEM 471 Chemical Bibliography	1 credit
CHEM 485 Seminar	0 credit
CHEM 486 Seminar	0 credit
CHEM 498A & B Thesis	2 credits
or CHEM 488 Senior Literature Review	1 credit

B.S. Major in Chemistry-with Biochemistry Option: 69-70 Credits

Lower Division

CHEM 105 General Chemistry	3 credits
CHEM 105L General Chemistry Lab	1 credit
CHEM 206 Inorganic Chemistry	3 credits
CHEM 206L Inorganic Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	3 credits
CHEM 230L Organic Chemistry I Lab	1 credit
BIOL 201 Cellular Biology	3 credits
BIOL 201L Cellular Biology Lab	1 credit
BIOL 202 Genetics and Evolution	3 credits
BIOL 202L Genetics and Evolution Lab	1 credit
MATH 157, 258, and 259	12 credits
PHYS 103, 103L	4 credits
PHYS 204, 204L	4 credits

Upper Division

CHEM 310 & 310L Quantitative Analysis	4 credits
CHEM 320 Physical Chemistry I	3 credits
CHEM 321 Physical Chemistry II	3 credits
CHEM 331 Organic Chemistry II	3 credits

CHEM 331L Organic Chemistry Lab II	1 credit
CHEM 340 Unified Lab I	3 credits
CHEM 341 Unified Lab II	3 credits
CHEM 440 Biochemistry I	3 credits
CHEM 443 Biochemistry I Lab	1 credit
CHEM 445 Biochemistry II	3 credit
CHEM 471 Chemical Bibliography	1 credit
CHEM 485 Seminar	0 credit
CHEM 486 Seminar	0 credit
CHEM 498A & B Thesis (Biochemistry topic)	2 credits
or CHEM 488 Senior Literature Review (Biochemistry topic)	1 credit

B.A. Major in Chemistry: 47-48 Credits

Lower Division

CHEM 105 (or 101) General Chemistry	3 credits
CHEM 105L (or 101L) Gen. Chemistry Lab	1 credit
CHEM 206 Inorganic Chemistry	3 credits
CHEM 206L Inorganic Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	3 credits
CHEM 230L Organic Chemistry Lab I	1 credit
MATH 157, 258	8 credits

One of the following two sets of courses:

PHYS 101, 101L & 102, 102L	8 credits
or	
PHYS 103, 103L & 204, 204L	8 credits

Upper Division

CHEM 310 & 310L Quantitative Analysis	4 credits
CHEM 320 Physical Chemistry I	3 credits
CHEM 331 Organic Chemistry II	3 credits
CHEM 331L Organic Chemistry Lab II	1 credit
CHEM 471 Chemical Bibliography	1 credit
CHEM 485 Seminar	0 credit
CHEM 486 Seminar	0 credit
CHEM 321, 406, 440, or 445	6 credits
CHEM 498 A & B Thesis	2 credits
or CHEM 488 Senior Literature Review	1 credit

Minor in Chemistry: 22 or 23 Credits

CHEM 105 (or 101) General Chemistry	3 credits
CHEM 105L (101L) General Chemistry Lab	1 credit
CHEM 206 Inorganic Chemistry	3 credits
CHEM 206L Inorganic Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	3 credits
CHEM 230L Organic Chemistry Lab I	1 credit

Upper Division

CHEM 310 & 310L Quantitative Analysis	4 credits
CHEM 320 Physical Chemistry I	3 credits
One of the following two courses	3-4 credits
CHEM 331/331L Organic Chemistry II & Lab	
CHEM 321 Physical Chemistry II	

Chemistry Courses Lower Division

- CHEM 101 General Chemistry**3 credits
A systematic treatment of the fundamental laws and theories of chemistry and their applications. Taken concurrently with CHEM 101L Three lectures per week. *Fall, Spring and Summer.*
- CHEM 101L General Chemistry Laboratory**1 credit
Taken concurrently with CHEM 101. One lab period per week. *Fall, Spring and Summer.*
- CHEM 105 General Chemistry**3 credits
Similar to CHEM 101 but more rigorous. Designed for students with a good chemistry background, especially those exploring chemistry as a major. Taken concurrently with CHEM 105L. Three lectures per week. Prerequisite: high school chemistry. *Fall.*
- CHEM 105L General Chemistry Laboratory**1 credit
Taken concurrently with CHEM 105. Emphasis on discovery approach. *Fall.*

CHEM 150 Science in the Media.....3 credits
Examines how scientific concepts make media topics understandable, pertinent, and interesting. Topics will be chosen from television, print and radio. Some topics will be chosen by students. Emphasis on obtaining scientific information, dealing with conflicting expert advice, and risk assessment. Co-requisite: CHEM 150L. *Spring.*

CHEM 150L Science in the Media Laboratory1 credit
Through hands-on activities and experiments, students will explore the concepts presented in the CHEM 150L. Co-requisite: CHEM 150. *Spring.*

CHEM 160 and 160L Photographic Science4 credits
Scientific concepts related to photography. Light, optics, emulsions, and darkroom chemistry presented as scientific material with practical applications in photography. Three lectures per week with one laboratory period per week. *Spring, On sufficient demand.*

CHEM 170H and 170L Honors Chemistry4 credits
Topics selected to highlight the role chemistry plays in modern society. Historical development of the basic laws and theories. Examination of the ethical dimension of scientific activity. For non-science majors in the Honors Program. Prerequisite: Honors Program or permission. *On sufficient demand.*

CHEM 206 Inorganic Chemistry3 credits
Periodic trends of the elements and their ions including acid-base, solubility, and redox properties. Emphasis on aqueous solutions and environmental applications. Taken concurrently with CHEM 206L. Prerequisite: CHEM 101 or 105. *Fall.*

CHEM 206L Inorganic Chemistry Laboratory1 credit
Preparation and analysis of inorganic compounds. Qualitative analysis of aqueous solutions. Taken concurrently with CHEM 206. *Fall.*

CHEM 222 Inquiry for Elementary Teachers4 credits
This class will introduce the process of scientific inquiry to students planning a career in elementary education (K-8). Examples of inquiry will be used to introduce and develop areas of science content and students will examine how scientific processes and concepts can be effectively used in an integrated elementary curriculum. Students will develop and present a science unit in a cooperating local elementary school. Three two hour lecture/laboratories each week. Prerequisite: EDTE 301. *Spring.*

CHEM 230 Organic Chemistry I3 credits
Essential concepts in bonding and structure, acid-base concepts, and functional groups and nomenclature, followed by a study of the theory and mechanism of some fundamental organic reactions. Taken concurrently with CHEM 230L. Three lectures and one recitation per week. Prerequisite: CHEM 101 or 105. *Spring and Summer.*

CHEM 230L Organic Chemistry Laboratory I1 credit
Preparation and analysis of representative organic compounds. One lab per week. Taken concurrently with CHEM 230. *Spring and Summer.*

Upper Division

CHEM 304 Practice in Laboratory Teaching1 credit
Introduction to the methods of laboratory teaching. Emphasis on safety, time management, direct student-teacher interaction, and class presentation. Prerequisite: CHEM 230 and permission. *Fall and Spring.*

CHEM 310 and 310L Quantitative Analysis4 credits
Principles of chemical analysis by gravimetric, volumetric, electro-metric, spectrometric, and chromatographic procedures. Lab experiments utilizing analytical instrumentation. Two lectures per week. Two labs per week. Prerequisite: CHEM 206 or 230. *Spring.*

CHEM 320 Physical Chemistry I3 credits
Discussion of the laws and theories of gases, liquids, and solids. Chemical equilibrium and chemical thermodynamics. Three lectures per week. Prerequisite: MATH 258, PHYS 103 or PHYS 101, CHEM 206 and CHEM 310. *Fall.*

CHEM 321 Physical Chemistry II3 credits
Continuation of CHEM 320. Introduction to quantum mechanics, structure of matter, kinetics, and electrochemistry. Three lectures per week. Prerequisite: CHEM 320 and MATH 259. *Spring.*

CHEM 331 Organic Chemistry II3 credits
Continuation of CHEM 230. Three lectures per week. Taken concurrently with CHEM 331L. Prerequisite: CHEM 230. *Fall.*

CHEM 331L Organic Chemistry Laboratory II1 credit
Preparation and analysis of representative organic compounds. One lab per week. Taken concurrently with CHEM 331. *Fall.*

CHEM 340 Unified Laboratory I3 credits
Integrated laboratory experiments for upper division chemistry majors. Two laboratories per week. Prerequisite: CHEM 331 and CHEM 320. Completed or concurrent. *Fall.*

CHEM 341 Unified Laboratory II3 credits
Integrated laboratory experiments oriented toward physical chemistry methods. Two laboratories per week. Prerequisite: CHEM 321 (Completed or concurrent). *Spring.*

CHEM 360 Biochemical Informatics1-3 credits
Computer applications in biochemistry and molecular biology, with an emphasis on protein structure analysis. The internet, databases, graphics programs, and algorithms are the primary tools. Prerequisites: CHEM 230 and BIOL 201. *Summer* (Available online).

CHEM 406 Advanced Inorganic Chemistry3 credits
Application of quantum mechanics, group theory, and molecular orbital theory to inorganic compounds including transition metal complexes. Special topics include recent advances in inorganic chemistry. Three lectures per week. Prerequisite: CHEM 321 (completed or concurrent). *Spring, even years.*

CHEM 410 Advanced Quantitative Analysis1-3 credits
Special topics in instrumental methods of analysis. Prerequisite: CHEM 310. *On sufficient demand.*

CHEM 420 (PHYS 450) Statistical Physics3 credits
Study of thermal properties from microscopic and statistical viewpoints. Topics include: probability distributions, entropy, density of states, blackbody radiation. Prerequisite: PHYS 204. *Fall, odd years.*

CHEM 421 Advanced Physical Chemistry1-3 credits
Material to be chosen from topics such as quantum chemistry, rate theory, surface chemistry, or electrochemistry. Prerequisite: CHEM 321. *On sufficient demand.*

CHEM 430 Advanced Organic Chemistry1-3 credits
Selected subjects in organic chemistry. Prerequisite: CHEM 331. *On sufficient demand.*

CHEM 440 (BIOL 440) Biochemistry I3 credits
Lectures on the structure and function of the major classes of biomolecules (carbohydrates, lipids, proteins, and nucleic acids), followed by discussion of primary carbohydrate metabolism. Prerequisite: CHEM 310 and CHEM 331. *Fall.*

CHEM 443L (BIOL 443L) Biochemistry Laboratory I1 credit
An investigation of the techniques used to examine biomolecules and biological systems. Integrated laboratory experiments in biochemistry. Prerequisite: CHEM 440 (BIOL 440). *Spring.*

CHEM 445 (BIOL 445) Biochemistry II3 credits
This course is an extension of BIOL 440. Emphasis is placed on the metabolism of biomolecules and the structure and function of membranes. Material will also be selected from topics such as gene expression and the transmission of genetic information, vitamins, hormones, and viruses. Prerequisite: BIOL 440 or CHEM 440. *Spring.*

CHEM 471 Chemical Bibliography1 credit
An introduction to accessing the chemical literature culminating in the development of a research proposal that will serve as the basis for the senior research thesis or the senior literature survey. Required of all chemistry majors. Prerequisite: third year B standing or permission. *Spring.*

CHEM 485 Seminar0 credit
Required of all fourth year chemistry majors. Prerequisite: fourth year standing. *Fall.*

CHEM 486 Seminar0 credit
Continuation of CHEM 485. Prerequisite: CHEM 485 or permission. *Spring.*

CHEM 488 Senior Literature Review1 credit
Literature review of special chemical problem or topic under the direction of a faculty member. Required of all B.S. (non-thesis) and B.A. (non-thesis) majors. Prerequisite: CHEM 471.

CHEM 490 Directed Reading1-3 credits
Material and credit to be arranged. Prerequisite: approval of chairperson. *On sufficient demand.*

CHEM 498A Thesis1 credit
Investigation of special chemical problems and topics under the direction of a faculty member. Required of all B.S. (thesis) and B.A. (thesis) majors. Prerequisite: CHEM 471. *Fall.*

CHEM 498B Thesis1 credit
Continuation of CHEM 498A. *Spring.*

Classical Civilizations

Chairperson: Patrick J. Hartin

Professor: F. Schlatter, S.J. (Emeritus)

Instructor: K. Krall, S.J.

The department will meet the needs of three classes of students:

1. Those who wish a major in Classical Civilizations;
2. Those who wish to begin or continue the study of Latin or Greek in support of other majors or in preparation for advanced work in other areas;
3. Those who wish to fulfill part of the foreign language requirement of the Arts and Sciences core curriculum by taking one of the classical languages.

**B.A. Major in Classical Civilizations:
32-34 credits to be distributed as follows.**

- (1) Four courses from among the following. (Two courses in one language at four credits each [101 and 102] and two more in the same language at three credits [201 and 202] for 14 credits; OR four courses at four credits each [101 and 102 in two different languages] for 16 credits.

GREK 101-102, 201-202
LATN 101-102, 201-202

- (2) Two required CLAS courses (6 credits).
CLAS 272
CLAS 375

- (3) Four courses from among the following (12 credits)
GREK 372-374
GREK 411-420
LATN 372-374
LATN 411-420
HIST 303-304, 411-412
PHIL 401
RELI 411-413, 413A, 413B, 414B, 415-419

**B. A. Minor in Classical Civilizations:
20 credits to be distributed as follows.**

- (1) Two courses from among the following (8 credits).
GREK 101-102
LATN 101-102
- (2) Two required CLAS courses (6 credits).
CLAS 272
CLAS 375
- (3) Two courses from among the following (6 credits)
HIST 303-304, 411-412
PHIL 401
RELI 411-413, 413A, 413B, 414B, 415-419

**Lower Division Classical Civilizations
Course in English**

CLAS 272 Topics in Classical Civilizations 3 credits
A course offering the student an opportunity to study literature of the Classical world in translation. *Offered annually.*

**Upper Division Classical Civilizations
Courses in English**

CLAS 375 (RELI 494) Topics in Classical Civilizations 3 credits
A course offering the student an opportunity to study literature of the Classical world in translation. (Periodically cross-listed with RELI 494, Judaism in the Greco-Roman Period). *Offered annually.*

CLAS 499 Senior Thesis 0 credit
Required for majors in Classical Civilizations in their fourth year. Prerequisite: permission.

Lower Division Latin Courses

LATN 101 Elementary Latin I 4 credits
A beginner's course: grammar, composition, and easy prose selections. *Fall.*

LATN 102 Elementary Latin II 4 credits
Continuation of LATN 101. Prerequisite: LATN 101. *Spring.*

LATN 201 Intermediate Latin I 3 credits
Continuation of LATN 101 and 102; review of forms and syntax; composition and readings. Prerequisite: LATN 102 or equivalent. *Fall.*

LATN 202 Intermediate Latin II 3 credits
Continuation of LATN 201. Prerequisite: LATN 201. *Spring.*

Upper Division Latin Courses

LATN 372-374 Topics in Latin 3 credits
Courses or tutorials available as needed by students who have finished the intermediate level and are proceeding to read authors of moderate difficulty. Prerequisite: permission.

LATN 411-420 Latin Authors 3 credits
Courses or tutorials available as needed by students who have finished lower division work. Prerequisite: permission. *On sufficient demand.*

Lower Division Greek Courses

GREK 101 Elementary Greek I 4 credits
A beginner's course: grammar, composition, and easy prose selections. *Fall.*

GREK 102 Elementary Greek II 4 credits
Continuation of GREK 101. Prerequisite: GREK 101. *Spring.*

GREK 201 Intermediate Greek I 3 credits
Continuation of GREK 102: review of forms, syntax; readings. Prerequisite: GREK 102 or equivalent. *Fall.*

GREK 202 Intermediate Greek II 3 credits
Continuation of GREK 201; readings. Prerequisite: GREK 201 or equivalent. *Spring.*

Upper Division Greek Course

GREK 372-374 Topics in Greek 3 credits
Courses or tutorials available as needed by students who have finished the intermediate level and are proceeding to read authors of moderate difficulty. Prerequisite: permission.

GREK 411-420 Greek Authors 3 credits
Tutorials available as needed by students who have finished lower division work. Prerequisite: permission. *On sufficient demand.*

Communication Arts

Chairperson: Thomas A. Miller

Professors: J. S. Caputo, H. Hazel

Associate Professors: J. Hofland, R. Lyons, S.J.,

C. McMahon, T. Miller, T. Osborne

Assistant Professor: K. Bradshaw, D. Garrity

Instructors: E. Dorsey, S. English, G. Frappier

The communication process constitutes the fabric of human society. This relational process is woven into personal, community, business, artistic, and religious life and into the dialogue among the cultures and nations of the world.

Critical examination of this process describes, interprets, and evaluates these relationships. As faculty in the Department of Communication Arts, we seek to assist students in becoming effective, creative, and ethically responsible communicators who can understand theoretical choices and design, express, interpret, and critically evaluate oral, written, nonverbal, and electronically mediated messages.

Communication, as an academic discipline, draws upon the humanities, the social and natural sciences, and the professions. The curriculum is both conceptual and applied. Courses prepare for an in-depth exploration of one or more areas of inquiry. Bachelor of Arts degrees are offered in these areas: (1) applied communication studies; (2) broadcast and electronic media studies; (3) journalism; (4) public relations; and (5) theatre arts. Additionally, we offer a minor in advertising that is jointly taught by Communication Arts and Marketing faculty. The pedagogy combines lecture, seminar, production, and performance. The intent of our program is to guide students toward academic excellence and realistic career goals. Communication Arts at Gonzaga reflects the Catholic, Jesuit character and liberal arts tradition of the institution.

Internships may be taken at television stations, newspapers, magazines, online outlets, public relations and marketing firms, as well as profit and non-profit agencies. There are Service-Learning components in Applied Communication, Public Relations and Theatre courses. Students can serve on the campus newspaper, *The Bulletin*, in theatre productions, or at KAGU-FM, the campus radio station. In addition, some classes develop newsletters and magazines such as the intercultural publication, *The Blue Marble*. The curriculum is supported by video and photography labs and Russell Theatre, along with a computer lab for research on the Internet, graphic design or editing copy.

Lambda Pi Eta: The National Communication Honor Society for outstanding students in any of the Communication Arts. Membership in Iota Rho, the campus chapter, is limited to third and fourth year students who have demonstrated high academic achievement, leadership and service, and a commitment to the discipline of communication.

Communication Arts Department Core:

Majors within the Communication Arts Department are required to complete the Communication Arts Department Core:

COMM 101 Mass Communication (except Theatre)

COMM 499 Senior Seminar

**Note: No upper-division courses may be applied to two separate majors and/or minors within the Department of Communication Arts, with the exception of COMM 305 and COMM 364.*

Applied Communication Studies

Director: H. Hazel

The Applied Communication Studies major combines the classical liberal arts tradition of rhetoric with contemporary trends in Speech Communication with special emphasis on organizational studies and leadership. The major is founded on the Jesuit ideal of producing leaders who excel in *Ars eloquentiae* – the ability to communicate effectively in personal and professional settings. More specifically, the program serves students who plan to pursue a career in public service, non-profit administration, teaching, government, business or law. Experienced faculty provide foundational courses for those who plan to attend graduate school in communication or related subjects. The major is a blend of the academic and the practical since it is designed to make students better communicators, not merely by developing interpersonal and public speaking skills but by having them understand the centrality of communication in the development of thought and culture.

All students are expected to have completed SPCO 101 (Introduction to Speech) in their first year or SPCO 201 if they are transfer students.

Applied Communication Studies includes a nationally successful intercollegiate debate program situated and equipped in its own facility, the Conway House.

B.A. Major in Applied Communication Studies: 37 credits

Lower Division

COMM 101 Mass Communication 3 credits

Upper Division

COMM 305 Communication Theory & Research 3 credits

COMM 375 Comm. Training & Consulting 3 credits

COMM 418 Intercultural and International Communication* 3 credits

COMM 475 Organizational Communication 3 credits

SPCO 321 Advanced Public Speaking 3 credits

SPCO 356 Persuasion 3 credits

SPCO 400 Nonverbal Communication 3 credits

SPCO 401 Communication and Leadership 3 credits

SPCO 453 Interpersonal and Small Group Communication 3 credits

SPCO 457 Communication Criticism 3 credits

SPCO 497 Internship** 2 credits

SPCO 498 Senior Communication Colloquium and COMM 499 Senior Seminar 2 credits

*This course meets the College of Arts and Sciences Diversity Requirement

**Students who wish to go on to graduate school may substitute for this course in consultation with their advisor.

Minor in Applied Communication Studies: 21 Credits

Lower Division

COMM 101 Mass Communication 3 credits

Upper Division

COMM 305 Communication Theory & Research 3 credits

COMM 375 Comm. Training & Consulting 3 credits

COMM 475 Organizational Communication 3 credits

SPCO 401 Communication and Leadership 3 credits

Two of the following three courses 6 credits

COMM 418 Intercultural and International Communication

SPCO 321 Advanced Public Speaking

SPCO 453 Interpersonal and Small

Group Communication

Broadcast and Electronic Media Studies

Director: D. Garrity

The major in Broadcast and Electronic Media Studies prepares a student for career work in the areas of radio and television, related communications fields and provides a foundation for graduate work in these areas. Though the traditional media of radio and television form the foundation for this area, the use of audio and video to communicate in all media will be explored. Students are expected to master necessary technical skills, communication theory, and the critical sensitivity necessary for creative and responsible work with these media.

B.A. Major in Broadcast and Electronic Media Studies: 37 Credits

Lower Division

COMM 101 Mass Communication	3 credits
BRCO 203 Fundamentals of TV Production	3 credits
BRCO 204 Fundamentals of Audio Production	3 credits

Upper Division

COMM 364 Mass Media Law	3 credits
BRCO 303 Intermediate TV Production	3 credits
BRCO 370 Broadcast Journalism	3 credits
BRCO 469 Advanced TV Production	3 credits
BRCO 470 Broadcast Leadership	3 credits
BRCO, COMM, JOUR, PRLS or THEA Electives	12 credits
BRCO 499 Comprehensive Exam and COMM 499 Senior Seminar	1 credit

Minor in Broadcast Studies: 21 Credits

Lower Division

COMM 101 Mass Communication	3 credits
BRCO 203 Fundamental TV Production	3 credits

Upper Division

BRCO 303 Intermediate TV Production	3 credits
BRCO 304-494 Electives	12 credits

Journalism

Director: T. Miller

The Journalism major prepares students for careers in journalism or related occupations. The major focuses on reporting, writing, editing, and production for newspapers and magazines. Graduates of the journalism program often carry these skills into advertising or public relations, broadcast news, business, government, law and graduate schools, as well as into daily or weekly journalism.

The major blends practical experience, discussion of ethics, traditions and the nature of news, and theory. Work is carried on in the Communication Arts Lab. The program is integrated with the University's liberal arts requirements, which are considered important ingredients of a journalist's education at Gonzaga. Students are expected to make use of their liberal arts and professional education to become critical and creative contributors to journalism and civic life.

Most journalism students contribute to the Bulletin, the University's student-produced weekly newspaper.

But credits for Journalism 220 and 230 may also be given for work on other publications, or under certain circumstances even in other media. Those meeting the prerequisites are encouraged to complete an internship. Students are encouraged but not required to complete minors in other departments.

B.A. Major in Journalism: 36 Credits

Lower Division

COMM 101 Mass Communication	3 credits
COMM 202 & 202L Principles of Photo Art	3 credits
JOUR 110 Journalistic Writing	3 credits
JOUR 210 News Reporting and Writing	3 credits
JOUR 220 Practical Newspaper Reporting	1 credit
JOUR 230 Newspaper Editing and Production	1 credit
JOUR 280 News Editing and Layout	3 credits

Upper Division

COMM 364 Mass Media Law	3 credits
JOUR 310 Public Affairs Reporting	3 credits
JOUR 341 News Seminar	3 credits
JOUR 353 History of Journalism	3 credits
JOUR /BRCO- - - Electives	6 credits
JOUR 499 Senior Comprehensive and COMM 499 Senior Seminar	1 credit

Minor In Journalism: 25 Credits

Lower Division

COMM 101 Mass Communication	3 credits
COMM 202 Principles of Photographic Art	3 credits
JOUR 110 Journalistic Writing	3 credits
JOUR 210 News Reporting and Writing	3 credits
JOUR 220 Practical Newspaper Reporting	1 credit
JOUR 280 News Editing and Layout	3 credits

Upper Division

COMM 364 Mass Media Law	3 credits
JOUR- - - Electives	3 credits
JOUR/BRCO- - - Electives	3 credits

Public Relations

Director: E. Dorsey

The Public Relations major is interdisciplinary in scope and writing intensive in design. The objective of the major is to provide students with a critical understanding of the symbolic, rhetorical behavior which creates and influences relationships between organizations and their publics. Courses encourage the examination of practical and theoretical perspectives, historical developments, research methodology, legal applications and the expanding role of Public Relations in modern society. All first-year majors participate in a Service Learning practicum tailored to the unique challenges of Public Relations within a non-profit setting. In addition, students acquire skills in public speaking, reporting, broadcasting and critical thinking.

A minor in Public Relations appeals to students majoring in a variety of other fields, including those students majoring within another division of the Communication Arts Department. Political Science majors may see the minor as a means to enhance their expertise and understanding of public communication and campaign development. Business students may use it in association with concentrations in finance, management, or marketing. Students majoring in English may use the minor to explore the dynamics of organizational advocacy and communicative strategy.

B.A. Major in Public Relations: 40-41 credits**Lower Division**

COMM 101 Mass Communication	3 credits
JOUR 110 Journalistic Writing	3 credits
PRLS 267 Principles of Public Relations	3 credits
BRCO 203 Fundamentals of TV Prod.	3 credits

Upper Division

COMM 305 Comm. Theory & Research	3 credits
PRLS 305 Writing for Public Relations	3 credits
One of the following two courses	3 credits
COMM 306 Research Methods	
MKTG 330 Marketing Research	
COMM 364 Mass Media Law	3 credits
One of the following three courses	3 credits
COMM 375 Communication Training and Consulting	
COMM 418 Intercultural & International Comm.	
COMM 475 Organizational Communication	
PRLS 467 Advanced Public Relations	3 credits
PRLS 497 Internship in Public Relations*	2-3 credits
PRLS 498 Senior Communication Colloquium and COMM 499 Senior Seminar	2 credits
One of the following two courses	3 credits
SPCO 321 Advanced Public Speaking	
JOUR 310 Public Affairs Reporting	
One of the following two courses	3 credits
SPCO 356 Persuasion	
SPCO 457 Communication Criticism	

* A 300-400 level, 3-credit Communication Arts Departmental elective may be substituted for an internship if the student does not meet the minimum cumulative 3.0 G.P.A. requirement prior to the beginning of the last semester of the fourth year OR if the student's academic advisor does not recommend a professional internship.

All Public Relations majors are also required to complete a minor in either another division within the Communication Arts Department, or another department within the College of Arts and Sciences or the School of Business. Minors in Advertising, Political Science, Modern Languages, and Journalism have been popular choices.

Minor in Public Relations: 24 credits**Lower Division**

COMM 101 Mass Communication	3 credits
JOUR 110 Journalistic Writing	3 credits
PRLS 267 Principles of Public Relations	3 credits

Upper Division

COMM 305 Comm. Theory & Research	3 credits
PRLS 305 Writing for Public Relations	3 credits
One of the following two courses	3 credits
COMM 306 Research Methods	
MKTG 330 Marketing Research	
SPCO 356 Persuasion	3 credits
PRLS 467 Advanced Public Relations	3 credits

Minor in Advertising: 27 credits

The minor in Advertising is offered only to students majoring in a Communication Arts division. Only in this particular minor may students count courses in the minor toward their major as well.

Marketing Courses

MKTG 310 Principles of Marketing	3 credits
MKTG 311 Marketing Communication	3 credits
MKTG 315 Consumer Behavior	3 credits
MKTG 411 Advertising	3 credits
MKTG 342 Graphic Design	3 credits

Communication Arts Courses

PRLS 267 Principles of Public Relations	3 credits
COMM 305 Comm. Theory & Research	3 credits
One of the following two courses	3 credits
COMM 306 Research Methods	
MKTG 330 Marketing Research	
One of the following three courses	3 credits
COMM 375 Communication Training and Consulting	
COMM 418 Intercultural & International Comm.	
COMM 475 Organizational Communication	

Theatre Arts

Director: J. Hofland

The Theatre Arts major is dedicated to the education of leaders whose conscience and compassion through a humanistic liberal education will help transform society. The theatre program provides core, major and minor courses in the theatre arts which enrich the intellectual, artistic, cultural and spiritual lives of individuals and the community.

We believe deeply in the value of theatre as a form of cultural formation and communication as well as a pathway for personal growth. We seek a balance between the study of theatre in a cultural context and the creative process of producing plays. We also hold high expectations for scholarly achievement from all of our students, believing that the best theatrical training comes from the diversity of intellectual involvement and broad-based experiences only available in a liberal arts institution.

The study of theatre arts serves not only to entertain, but to respond to contemporary and historic values. Born from religious experience, theatre affirms creativity as a fundamental human activity that points to transcendent realities and presents hope that difficult, temporal realities can be transformed. Theatre arts has held a place of pride in the history of Jesuit education. Theatre reflects, serves, critiques, and teaches about our world by appealing to what is most elemental within us through our experience of compassion and forgiveness, longing and remembrance, love and loss, injustice and vindication.

B.A Major in Theatre Arts: 43 credits**Lower Division**

THEA 100 Introduction to Theatre Arts	3 credits
One of the following:	3 credits
THEA 111 Acting I	
THEA 112 Acting I-S	
THEA 132 Stagecraft	3 credits
THEA 134 Costume Construction	3 credits
Two hours of credits from the following:	2 credits
THEA 120 Movement for Performers	(2 credits)
THEA 124 Ballet I	(1 credit)
THEA 125 Jazz Dance I	(1 credit)
THEA 126 Tap Dance I	(1 credit)
THEA 130 Topics in Dance	(2 credits)
THEA 220 Ballet II	(2 credits)
THEA 221 Jazz Dance II	(2 credits)
THEA 212 Acting II - Characterization	3 credits
THEA 235 Theatre Graphics	3 credits
THEA 253 Directing I	2 credits
Three credits of each of the following (repeated)	6 credits
THEA 260 Technical Theatre Lab	(1 credit)
THEA 261 Performance Theatre Lab	(1 credit)

Upper Division

THEA 332 Design Process	3 credits
THEA 344 Theatre History I	3 credits
THEA 345 Theatre History II	3 credits
THEA 354 Directing II	3 credits
THEA 497 Internship	1-3 credits
THEA 498 Senior Project I	1 credit
THEA 499 Senior Project II and COMM 499 Senior Seminar	1 credit

Theatre Electives:

THEA 240 Creative Dramatics	3 credits
THEA 315-317 Topics in Acting	3 credits
THEA 489 Topics in Theatre	3 credits
THEA 490-494 Directed Study	1-2 credits

Minor in Theatre Arts: 17 credits

Lower Division

One of the following:	3 credits
THEA 111 Acting I	
THEA 112 Acting I-S	
One of the following:	3 credits
THEA 132 Stagecraft	
THEA 134 Costume Construction	
THEA 235 Theatre Graphics	3 credits
THEA 260 Technical Theatre Lab	1 credit
THEA 261 Performance Theatre Lab	1 credit

Upper Division

One of the following:	3 credits
THEA 240 Creative Dramatics	
THEA 253 Directing I	
THEA 332 Design Process	
One of the following:	3 credits
THEA 344 Theatre History I	
THEA 345 Theatre History II	

Departmental Course Offerings

**Applied Communication Studies:
Lower Division Courses**

SPCO 101 Introduction to Speech Communication 2 credits
Basic principles of speech communication for public address, small group, and interpersonal communication settings. Emphasis on oral communication proficiency. *Fall and Spring.*

SPCO 201 Basic Principles of Speech Communication 2 credits
Designed for non-freshmen who need to complete the speech communication requirement. May not be taken in addition to SPCO 101. Prerequisite: second year or transfer student. *Fall, Spring, and Summer.*

SPCO 226 (THEA 313) Oral Interpretation 3 credits
Analysis and oral reading of prose, poetry, and drama with interpretive and dramatic emphasis. Prerequisite: SPCO 101 or permission. *Spring, odd years.*

SPCO 270H Honors Rhetoric 3 credits
The principles and historical development of rhetoric from classical to contemporary speeches. Speeches by students will demonstrate their grasp of rhetoric. Prerequisite: Honors Program. *On sufficient demand.*

Applied Communication Studies:

Upper Division Courses

SPCO 321 Advanced Public Speaking 3 credits
A concentration on various forms of public address. Frequent speeches given before the class. Prerequisite: SPCO 101 or permission. *Fall and Spring.*

SPCO 331 Principles of Debate 3 credits
Examination of the fundamentals of advocacy including argumentation theory, techniques of persuasion, refutation, and cross-examination. This course is open to both debate team members and anyone interested in improving argumentation skills. Prerequisite: SPCO 101. *Fall.*

SPCO 341 Argumentation and Debate 3 credits
Advanced theory and practice of debate principles. Intended for debate team members only. Prerequisite: SPCO 331 and permission. *Spring.*

SPCO 342 Debate Participation 1 credit
Participation on University debate teams. Prerequisite: SPCO 331 or permission. Repeatable. *Fall and Spring.*

SPCO 356 Persuasion 3 credits
Theory and practice of effective persuasive techniques. Prerequisite: SPCO 101 or permission. *Fall, Spring, and Summer.*

SPCO 400 Nonverbal Communication 3 credits
Comprehensive study of the role of nonverbal communication in interpersonal relationships. Current research, discussion, and exercises are used to understand the definition and importance of nonverbal communication as a social semiotic. Prerequisite: third year standing. *Spring, alternate years.*

SPCO 401 Communication and Leadership 3 credits
A study of the link between communication and leadership. Includes an examination of leadership styles, theories, and research. Emphasis is placed on ways leaders use power, manage diversity, influence followers and solve group problems. Prerequisite: SPCO 101 and third year standing or permission. *Fall or Spring.*

SPCO 453 Interpersonal and Small Group Communication 3 credits
Study of interpersonal and small group communication behaviors, research and theory. Practice and application of theory. Prerequisite: SPCO 101, third year standing or permission. *Fall, Spring, and Summer.*

SPCO 455 Speech: Secondary Schools 1-3 credits
Directed teaching of speech in the secondary schools. Prerequisite: fourth year standing or permission. *On sufficient demand.*

SPCO 456 Extracurricular Activities: Secondary Schools 1-3 credits
Direction of extracurricular activities in speech, communications, and drama in the secondary schools. Prerequisite: fourth year standing and permission. *On sufficient demand.*

SPCO 457 Communication Criticism 3 credits
An introduction to the methods and theories of communication criticism. Classical and contemporary approaches are applied to speeches, books, films, television programs, and musical productions. Prerequisite: SPCO 101, third year standing or permission. *Fall.*

SPCO 481 Seminar 1-3 credits
Special topics with credit to be arranged. Prerequisite: fourth year standing or permission. *On sufficient demand.*

SPCO 482-484 Advanced Seminars 1-3 credits
Special arranged topics with credits to be arranged. Prerequisite: fourth year SPCO majors or permission. *On sufficient demand.*

SPCO 491 Directed Study 1-3 credits
Special topics and reading; credit by arrangement with instructor. Prerequisite: fourth year SPCO majors and permission. *Fall and Spring.*

SPCO 497 Internship 1-3 credits
Professional work experience in speech communication related fields. Prerequisites: fourth year standing, 3.0 cumulative GPA, and permission. *Fall, Spring, and Summer.*

SPCO 498 (PRLS 498) Senior Communication Colloquium 2 credits
The colloquium is designed to assist students' ability to articulate the substance of their major as well as develop a philosophy of communication. In this sense, the colloquium will be a capstone on their Gonzaga education. The course will include weekly seminars, a written project and the development of a portfolio including a resume, writing samples and other completed work, and a philosophical statement of communication. Required of all Public Relations and Applied Communication majors in their fourth year. This course must be taken in conjunction with Senior Seminar COMM 499. Prerequisite: permission. *Spring.*

Broadcast Studies: Lower Division Courses

BRCO 203 Fundamentals of Television Production 3 credits
A practicum dealing with the technical aspects of television production. A thorough study of light, color, video cameras, recording, and post-production editing. This will give the student the basic technical competence required for BRCO 303. *Fall and Spring.*

BRCO 204 Fundamentals of Audio Production 3 credits
A practicum dealing with the technical aspects of radio management, programming, and production. Emphasis will be placed on the mastering of all operational procedures. This course is a prerequisite for participation in Gonzaga's FM radio station. Prerequisite: permission. *Fall and Spring.*

Broadcast Studies: Upper Division Courses

BRCO 303 Intermediate Television Production 3 credits
An application of the technical aspects of field and remote television production. The class provides experience as producers, camera operators, videotape editors, writers, and performers. Prerequisite: BRCO 203. *Fall and Spring.*

BRCO 304 Directing 3 credits
A laboratory class in which each student will create and direct television productions. The class will stress studio production, both live and videotape. Prerequisite: BRCO 203 or permission. *Fall.*

BRCO 306 Radio and Television Announcing and Performance 3 credits
A laboratory class in which each student will learn the skills appropriate for radio and television performance. Prerequisite: BRCO 203 or permission. *Fall.*

BRCO 361 Television Remote & Field Production 3 credits
Provides advanced experience in scripting, producing, directing, and editing television field events. Prerequisite: BRCO 304 or permission. *Spring.*

BRCO 370 Broadcast Journalism 3 credits
Planning, reporting, and practice in gathering and covering news for radio and television. As resources allow, depth reporting and documentaries. Prerequisite: COMM 101 and BRCO 203, or BRCO 204 and JOUR 110, or permission. *Spring.*

BRCO 371-376 Professional Experience 1-3 credits
Practical experience under faculty supervision in Gonzaga University's radio-TV facilities. May be repeated for a total of not more than 6 credits. Prerequisite: COMM 101, BRCO 204 and permission. *Fall and Spring.*

BRCO 469 Advanced Television Production and Programming 3 credits
Organization, preparation, production of programs for telecast on live or cable television. Study of ratings, counter programming, audience habit patterns. Prerequisite: COMM 101, BRCO 203, BRCO 303, or permission. *Spring.*

BRCO 470 Broadcast Leadership 3 credits
Study the inner workings of various media leadership and management. Students will be exposed to day-to-day media leadership and management situations which deal with day-to-day decision making, staffing, departmental structures, human resources, accountability, research and strategic planning. Prerequisite: COMM 101 and BRCO 203 or BRCO 204 and BRCO 303, or permission. *Fall.*

BRCO 481-485 Seminar in Broadcasting 1-3 credits
May be repeated for a total of not more than 6 credits. Prerequisite: fourth year standing, Broadcast Studies majors only, and permission. *Fall and Spring.*

BRCO 491-494 Directed Studies and Special Projects 1-3 credits
May be repeated for a total of not more than 6 credits. Prerequisite: fourth year standing, Broadcast Studies majors only, and permission. *Fall and Spring.*

BRCO 497 Broadcast Internship 1-12 credits
Application of the Broadcast Studies curriculum in the controlled environment of a commercial or public radio or television facility. Prerequisite: third year standing, completed major, 3.0 cumulative G.P.A., and permission. *Fall, Spring, and Summer.*

BRCO 499 Comprehensive Exam 1 credit
This course must be taken in conjunction with Senior Seminar COMM 499. Prerequisite: permission. *Spring.*

Communication: Lower Division Courses

COMM 101 Mass Communication 3 credits
An overview of mass media processes in America; economic, technological, and ideological issues in contemporary systems. Current problems and criticism. Required first course for all Communication Arts majors. *Fall and Spring.*

COMM 202 & 202L Principles of Photographic Art 3 credits
A survey of photographic history and the study of photography as a fine art. It deals as well with the psychological and social place of photographic image making in the contemporary human experience. This course emphasizes the creative control of the camera through a good understanding of the principles of optics and silver emulsions. It also works toward developing refined darkroom techniques toward the production of the Fine Print, a photograph worthy of being called wall art. Prerequisite: COMM 101 or permission. *Fall and Spring.*

Communication: Upper Division Courses

COMM 302 Advanced Printmaking and Alternative Processes 3 credits
This course builds on the printmaking skills developed in COMM 202, using toning and bleaching processes, multiple negatives, fiber base papers etc. to work toward the >fine print=, an exhibition quality enlargement. It also works with alternative printing processes, teaching the art of using liquid silver emulsions on a variety of materials, using 19th century printing processes, such as Platinum/Palladium printing, gum bichromate and cyanotype. These require the use of large negatives either made in camera or enlarged from 35 mm negatives. This class is primarily lab work, requires a significant commitment of time, and is directed toward the fine arts approach to photography. Prerequisite: COMM 202. *Spring.*

COMM 305 Communication Theory and Research 3 credits
This course examines various >ways of knowing= about communication. The course will consist of a review and criticism of the major approaches to communication research and the major theories that have been devised by scholars to explain and predict the processes and effects of human communication. Prerequisite: third year standing and permission. *Fall.*

COMM 306 Research Methods 3 credits
Qualitative and quantitative research methodology, strategic planning, research design, population sampling, polling and survey strategies, data gathering, analysis, interpretation and reporting, scientific public relations program management. Prerequisite: third year standing or permission. *Fall and Spring.*

COMM 320 Communication Technology and Society 3 credits
Does communication technology cause social change, or do societal factors cause change in communication technologies? Examination of relationships between mass media and community, and computers and the self. Prerequisite: second year standing. *On sufficient demand.*

COMM 364 Mass Media Law 3 credits
A study of major facets of mass communications law and their effects upon both print, broadcast and new media. Prerequisite: COMM 101 and third year standing or permission. *Fall and Spring.*

COMM 375 Communication Training and Consulting 3 credits
This course explores the unique application of communication theory and skills to help design effective consultant/trainer programs. By focusing on non-traditional instructional settings, the class will prepare students to develop a plan for assessing, designing, delivering and evaluating communication consultation and/or training for an organization. Prerequisite: COMM 305 and third year standing or permission. *Spring.*

COMM 390 Seminar: Media Criticism 3 credits
A study of all forms of media and development of critical writing skills. Students will look at, and discuss, the way the all media work and, more important, don't work. Emphasis is placed on discussion. Prerequisite: second year standing. *On sufficient demand.*

COMM 418 Intercultural and International Communication 3 credits
Identification and analysis of processes and problems of communication as affected by national cultures. Effects of differences in attitudes, social organization, role expectations, language and nonverbal behavior – all of which are interrelated. Principles of communication theory as they apply to the intercultural context will be studied. Prerequisite: second year standing and permission. *Spring.*

COMM 471 (ENGL 394) Literature and Film 3 credits
A comparative study of selected works of art in two media. *Summer.*

COMM 475 Organizational Communication 3 credits
Study of research findings, theories, and models of communication in organizations; examination of the impact of organizational culture and structure on the communication process, including factors maximizing effective communication and overcoming communication barriers. Prerequisite: fourth year standing or permission. *Fall and Spring.*

COMM 480 Themes in Communication Studies 3 credits
The specific theme of the course varies, but bridges the several perspectives represented by the five programs within Communication Arts. Themes presented may include: Distortion (Propaganda, Deception, and Lies), Communication & Social Change (Campaigns, Crusades, and Agi-Props), Communication & Criticism, Ethical Issues in Communication, Media Effects, Intercultural Communication, Communication & Technology, Ways of Seeing, Semiotics and Communication, Philosophy of Language, Virtual Realities, Audience & Self. Prerequisite: third year standing. Course may be repeated. *On sufficient demand.*

COMM 499 Senior Seminar 0 credit
The senior seminar is designed to assist students= ability to articulate the substance of their major as well as develop a philosophy of communication. In this sense, the seminar will be a capstone on their Gonzaga education. Comprehensive exams are arranged by Program Directors. The seminar will include majors throughout the Communication Arts Department and may include guest speakers, a written project or performance, the development of a portfolio including a resume, writing samples and other completed work, and a philosophical statement of communication. This course must be taken concurrently with BRCO 499, JOUR 499, PRLS 498, SPCO 498 or THEA 499. *Spring.*

Journalism: Lower Division Courses

JOUR 110 Journalistic Writing 3 credits
An overview of reporting, writing, and issues in journalism. *Fall and Spring.*

JOUR 210 News Reporting and Writing 3 credits
Reporting techniques and experiences in identifying news and information sources, contacting sources, interviewing, and obtaining information. A variety of writing styles will be emphasized. Some emphasis on journalism ethics and law. Prerequisite: JOUR 110. *Fall and Spring.*

JOUR 220 Practical Newspaper Reporting 1 credit
Under the direction of the newspaper advisor and editors, students seek news, write opinion or take photographs for the campus newspaper, The Bulletin, or other publications. Prerequisite: permission. May be repeated once. *Fall and Spring.*

JOUR 230 Newspaper Editing and Production 1 credit
Under the direction of the newspaper advisor and editors, students help produce the campus newspaper, The Bulletin. Prerequisite: permission. May be repeated once. *Fall and Spring.*

JOUR 280 News Editing and Layout 3 credits
Designing the newspaper page, writing headlines, and editing copy in a newsroom lab. Pagination skills taught. Attention also to news values and principles. Prerequisite: JOUR 110. *Fall.*

Journalism: Upper Division Courses

JOUR 302 Principles of Photojournalism 3 credits
Fundamental concepts and methods of photojournalism with an emphasis on the use of the camera by a reporter. Two hour lecture per week. Laboratory as arranged with the instructor. Lab fee. Prerequisite: COMM 202 or permission. *Spring.*

JOUR 310 Public Affairs Reporting 3 credits
Reporting municipal, county, state, and federal affairs. Open meeting, shield, and disclosure laws. The judicial process and court reporting. Prerequisite: JOUR 210, third year standing or permission. *Spring.*

JOUR 341 News Seminar 3 credits
Examines the organizational, cultural, technological, and ideological nature of news. Attention given to theories of the press, the construction of news, news as a form of knowledge, and the broader social implications of news organizations and practices. Prerequisite: COMM 101 and third year standing, or permission. *Spring.*

JOUR 353 History of Journalism 3 credits
The historical development of the press and traditional journalistic practices in the United States. The focus is the development of journalistic values such as objectivity, accuracy, balance and legal and ethical issues. Prerequisite: third year standing or permission. *Spring.*

JOUR 410 Specialized Reporting 3 credits
Topics vary, and may include reporting on religion, science and medicine, sports, business, education, environment, entertainment and the arts. Prerequisite: permission. *On sufficient demand.*

JOUR 420 Literary Journalism 3 credits
The course focuses on writing longer forms of journalism. Content includes a look at the traditions of literary journalism in the United States and in-depth interviewing and computer-assisted reporting techniques. Writing topics are individualized. Prerequisite: Jour 110 and 210, or permission. *Fall*.

JOUR 480 Advanced Editing 3 credits
The course builds on editing, design and news judgment skills acquired in JOUR 280, and adds new dimensions. New topics include: larger editing and design projects, such as special sections; newsroom management; and issues of the day confronting editors. *On sufficient demand*.

JOUR 483 Seminar: Magazine Writing and Editing 3 credits The course focuses on the journalistic writing style and article content appropriate for magazine publication. Techniques for marketing articles and developing a career as a freelance writer included. Prerequisite: Jour 110 and 210, or permission. *On sufficient demand*.

JOUR 485 Seminar: Journalism Ethics 3 credits
Journalistic ethical issues ranging from fairness, balance and conflicts of interest to sensationalism will be discussed in depth. Course content includes an overview of ethical models. Prerequisite: second year standing. *On sufficient demand*.

JOUR 490-494 Directed Study & Special Projects 1-3 credits
Tutorial study and special projects. Limit 6 credits. Prerequisite: permission. *Fall and Spring*.

JOUR 497 Internships 1-6 credits
Professional work experience in journalism. Opportunities include daily and weekly newspapers, magazines and online media. Prerequisite: 3.0 University cumulative GPA, and permission of the Journalism Faculty. *Fall, Spring, and Summer*.

JOUR 499 Comprehensive Exam 1 credit
This course must be taken in conjunction with Senior Seminar COMM 499. Prerequisite: Fourth year standing. *Spring*.

Public Relations: Lower Division Course

PRLS 267 Principles of Public Relations 3 credits
History of public relations, communications theories applicable to strategic communication, law and ethics for public relations practitioners, crisis management, dynamics of public opinion, establishment of media relations, survey of practice and technique. Prerequisite: COMM 101. *Fall and Spring*.

Public Relations: Upper Division Courses

PRLS 305 Writing for Public Relations 3 credits
Writing media releases, scripts for broadcast, copy for ads, brochures and newsletters, and feature stories with an emphasis on understanding the target audience. Editing, desktop and online publishing techniques with which to integrate graphics and visual elements within the text. Prerequisites: ENGL 101, JOUR 110, COMM 101, PRLS 267. *Fall and Spring*.

PRLS 467 Advanced Public Relations 3 credits
Theory and research foundations for planning, implementing and evaluating campaigns. Exploration of awareness, informational, educational, attitudinal or behavioral reinforcement/modification campaign types. Case study analysis, problem solving strategies, public assessment, systematic monitoring and adjustment of all campaign stages. Prerequisites: PRLS 267, PRLS 305, COMM 306. *Fall and Spring*.

PRLS 497 Internship in Public Relations 2-3 credits
Professional work experience in public relations. Requires employer contract with individual learning objectives, response papers, supervisor evaluation, and portfolio development. Prerequisites: 3.0 cumulative G.P.A., PRLS 267, PRLS 305, third year standing and permission. *Fall, Spring, and Summer*.

PRLS 498 (SPCO 498) Senior Communication Colloquium 2 credits
The colloquium is designed to assist students= ability to articulate the substance of their major as well as develop a philosophy of communication. In this sense, the colloquium will be a capstone on their Gonzaga education. The course will include weekly seminars, a written project and the development of a portfolio including a resume, writing samples and other completed work, and a philosophical statement of communication. Required of all Public Relations and Applied Communication majors in their fourth year. This course must be taken in conjunction with Senior Seminar COMM 499. Prerequisite: permission. *Spring*.

Theatre Arts:

Lower Division Courses

THEA 100 Introduction to Theatre Arts 3 credits
A team-taught introductory survey of the history and literature of the theatre, the aesthetics of theatre, and the various areas of theatrical production. Students spend 10 hours involved in the technical requirements of a main stage production. *Fall/Spring*.

THEA 100S Introduction to Theatre Arts - Distance Learning 3 credits

The overall aim of this course is to provide the student with a base on which to build a better understanding of theatre in our lives. By exploring the past and the development of the art form, students will develop an awareness and knowledge of the "language" of theatre in order to become informed audience members, articulate critical thinkers, and possible practitioners of theatre. Students will work toward these objectives by reading, writing and experiencing theatre. Since this is a distance learning course, students will be working, for the most part, independently and with the guidance of their instructor. This course is for non-theatre majors or minors only. *Summer - Internet only*.

THEA 111 Acting I 3 credits
An introduction to acting featuring exercises to break down barriers and build trust and freedom of expression. Provides a solid introduction to the system of acting which is commonly held to be the basis of all actor training approaches. Class includes preparation of the actor's instrument, physical and vocal imitations and exercises, scene work, critique, character analysis, and an introduction to the acting business from auditions through performance. *Fall and Spring*.

THEA 112 Acting I-S 3 credits
An introduction to acting featuring exercises to break down barriers and build trust and freedom of expression. Provides a solid introduction to the system of acting which is commonly held to be the basis of all actor training approaches. Class includes preparation of the actor's instrument, physical and vocal imitations and exercises, scene work, critique, character analysis, and an introduction to the acting business from auditions through performance. Includes service learning component. *Spring or Fall, even years*.

THEA 120 Movement for Performers 2 credits
In this course, students will be introduced to the theories and practices of Laban, Alexander, Bartenieff. Students will also learn and practice Yoga, Stage Combat and Neutral Mask work. Each session will include some lecture but mainly practical application through movement exercises, stretching, strengthening and freeing. *Fall*.

THEA 124 Ballet I 1 credit
Beginning instruction in classical ballet includes barre and center exercises designed to develop coordination, balance and strength for dance and fitness. Prerequisite: none. *Fall*.

THEA 125 Jazz Dance I 1 credit
This beginning course in jazz will empower the students to see their strengths in expressing themselves through dance. The course will focus not only on technique, vocabulary, stretching and strengthening, but also on stringing movements together through choreography. Prerequisite: none. *Fall*.

THEA 126 Tap Dance I 1 credit
Basic instruction in tap dance to develop techniques that will help students express themselves through dance. Technical and performance skills will be developed. Prerequisite: none. *Spring, even years*.

THEA 130 Topics In Dance 1-2 credits
Courses from the following topics: Musical Theatre, Dance, Dance History, and Choreography. *Spring*.

THEA 132 Stagecraft 3 credits
The theory and practice of the construction and painting of scenery and props, the fundamentals of stage lighting, and the organization of technical work in the theatre. Students must register concurrently in THEA 260. *Fall*.

THEA 134 Costume Construction 3 credits
An introduction to sewing and to the history and theory of costume construction. Includes practical production application and lab hours in the costume shop. *Spring*.

THEA 212 Acting II - Characterization 3 credits
This course will extend the basic concepts of Acting I, and expand on them. While continuing to incorporate the elements of Stanislavski's system through self-directed scene work, this class provides further emphasis on specific acting techniques in voice and movement. The course will also introduce verse and classical speech to the actor's repertoire. Prerequisite: THEA 211 or permission. *Spring*.

THEA 220 Ballet II 2 credits
Further development of classical ballet techniques. May be repeated up to six credits. Prerequisite: THEA 124, or permission. Dancers will have an opportunity to participate in the annual Spring dance concert. *Spring*.

THEA 221 Jazz Dance II 2 credits
This intermediate course in jazz focuses on technique, vocabulary, stretching, strengthening and choreography. The culminating project of this course will be a public performance. Prerequisite: THEA 125. *Spring*.

THEA 235 Theatre Graphics 3 credits
An introduction to the following kinds of graphics for the theatre: drawing, computer aided drafting, makeup, rendering, and model building. *Spring, even years*.

THEA 240 Creative Dramatics 3 credits
An introduction to improvisational drama intended for use by teachers and leaders of children's groups as a means to teach elementary theatre skills, language and writing skills, and problem solving skills. The course will include a service learning component. *Spring, on demand*

THEA 253 Directing I 3 credits
The course will establish the fundamentals of directing a play for the theatre taking account of the work and theories of contemporary directors. Emphasis will be placed on the use of physical space, the exploration of the play text, actor/director relationship, character analysis, and techniques for preparation and rehearsal. Final scenes will be presented at the conclusion of the semester. There is also a two-week Stage Management sequence included in this course. Prerequisite: THEA 211, THEA 212, or by permission. *Fall*.

THEA 260 Technical Theatre Lab 1 credit
Introductory level participation in one or more phases of technical production (set construction, costume construction, lighting, sound, etc.) May be repeated for up to six credits. Prerequisites: by application. *Fall and Spring*.

THEA 261 Performance Theatre Lab 1 credit
Performance of a role in a student or main stage theatre production. May be repeated for up to six credits. Prerequisite: by audition. *Fall and Spring*.

Upper Division Courses

THEA 315-317 Topics in Acting 3 credits
Courses from the following topics: acting styles for period plays, improvisation for the theatre, voice training, acting for Shakespeare, auditioning, and acting for TV and film. Topics will be chosen in relationship to the production season. Prerequisite: THEA 111 or 112. *Spring, odd years*.

THEA 332 Design Process 3 credits
Theory and application of the design process used to design theatrical scenery, as well as lighting or costuming. Students will collaboratively design the scenography for a main stage production. Prerequisite: THEA 235 or permission of instructor. *Fall, even years*.

THEA 344 Theatre History I 3 credits
A study of the theatre as an expression of life and culture from a primitive ritual to the 17th century. Theatre literature, performance practices, and theatre architecture will be studied within the larger context of the culture from which the various types of theatrical expression are derived. *Fall, odd years*.

THEA 345 Theatre History II 3 credits
A study of the theatre as an expression of life and culture from the 18th century to 20th century. Theatre literature, performance practices, and theatre architecture will be studied within the larger context of the culture from which the various types of theatrical expression are derived. *Spring, even years*.

THEA 354 Directing II 3 credits
An advanced-level direction class, with emphasis on script analysis, working with actors, director-designer relationships, directing various period, style, and genre productions. Various facets of theatre production and stage management are considered through in-class projects. Each student is required to act as a director and producer of a one-act play to be presented to the public. Prerequisite: THEA 253 or permission. *Spring, odd years*

THEA 489 Special Topics in Theatre 3 credits
Courses in specialized topics. *Offered on demand*.

THEA 490-494 Directed Study 1-2 credits
Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, or costume design.

THEA 497 Internship 1-3 credits
Professional work experience in local theatre companies. Upper division standing, 3.0 cumulative GPA, and permission required. Students must register before beginning their work in order to gain credit. *Fall, Spring, and Summer*.

THEA 498 Senior Project I 1 credit
Seniors meet to prepare a professional portfolio and to write a paper describing a field they would like to study for possible involvement after graduation. *Fall*.

THEA 499 Senior Project II 1 credit
A continuation of THEA 498. This course must be taken in conjunction with Senior Seminar COMM 499. Prerequisite: THEA 498. *Spring*.

Computer Science

The Department of Mathematics and Computer Science offers Bachelor of Science majors in Computer Science and Mathematics-Computer Science, and a minor in Computer Science. For details, see the Mathematics and Computer Science section of this catalogue

CRIMINAL JUSTICE

Criminal Justice Program

Director: E. Vacha

The Criminal Justice program is administered by the Department of Sociology. Its faculty is drawn from the Departments of Political Science, Psychology, Sociology, and adjunct faculty in Criminal Justice. A Bachelor of Arts degree in Criminal Justice is offered.

This program provides excellent preparation for students who are planning careers in the field of criminal justice as well as an opportunity to advance the education of individuals who are already members of the law enforcement profession.

The curriculum is structured to blend the best of the liberal arts with courses designed for professional training of present and future members of the law enforcement community. Special emphasis is placed upon the development of the habits of critical thinking and of effective communication skills as well as the acquisition of basic knowledge of the social sciences as they pertain to the area of criminal justice.

Majors should take Introduction to Criminal Justice (CRIM 101) in their first year; and Criminal Theory and Measurement (CRIM 499) in their fourth year.

B.A. Major in Criminal Justice: 34 credits

Lower Division Courses

CRIM 101 Intro. to Criminal Justice	3 credits
SOCI 202 Statistics	3 credits

Upper Division Courses

SOCI 304 Research Methods	4 credits
One of the following three courses	3 credits
CRIM 240 Issues in Law Enforcement	
CRIM 352 Corrections	
CRIM 390 Juvenile Delinquency	
One of the following three courses	3 credits
SOCI 350 Deviant Behavior	
SOCI 351 Criminology	
SOCI 353 Juvenile Delinquency	
Two of the following four courses	6 credits
POLS 303 Civil Liberties	
POLS 311 State & Local Government	
POLS 320 Public Administration	
POLS 323 Constitutional Law	
One of the following two courses	3 credits
PSYC 380 Personality	
PSYC 426 Psychopathology	
CRIM, POLS, SOCI, PSYC Elective*	6 credits
CRIM 499 Criminal Theory & Measurement	3 credits**

Acceptable elective choices are: Any CRIM; SOCI 350, 351, 353, and 385; POLS 303, 311, 320, and 323; PSYC 380, 426, and 488; PHIL 470.

Minor in Criminal Justice: 18 Credits

Lower Division Course

CRIM 101 Intro. to Criminal Justice	3 credits
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Upper Division Courses

One of the following three courses	3 credits
SOCI 350 Deviant Behavior	
SOCI 351 Criminology	
SOCI 353 Juvenile Delinquency	
One of the following four courses	3 credits
POLS 303 Civil Liberties	
POLS 311 State and Local Government	
POLS 320 Public Administration	
POLS 323 Constitutional Law	
CRIM 352 Corrections	3 credits
CRIM, POLS, SOCI, PSYC Elective*	6 credits

* Acceptable elective choices are: Any CRIM; SOCI 350, 351, 353, and 385; POLS 303, 311, 320 and 323; PSYC 380, 426, and 488; PHIL 470.

Criminal Justice Courses

Lower Division Courses

CRIM 101 Introduction to Criminal Justice	3 credits
A critical analysis of the way the American criminal justice system operates, focusing on the nature of law, the police, and the courts.	
CRIM 240 Issues in Law Enforcement	3 credits
Examines current issues in law enforcement such as corruption, brutality, use of deadly force, politics and policy administration, resource management, stress, community relations, and major court decisions.	

Upper Division Courses

CRIM 352 Corrections	3 credits
An examination of the American correctional system, from its origins to the present day. Focuses on philosophical and policy issues and debates that confront our society in attempting to deal with criminal offenders. Field trips to correctional facilities.	
CRIM 355 (SOCI 355) Elite & White Collar Crime	3 credits
This course examines organizational crimes and the crimes of the rich and powerful. The nature and extent of various types of white collar crime are explored. The major types of white collar crimes are described, discussed and analyzed, and methods of controlling this form of crime are presented. This course also provides a survey of various sociological explanations for white collar crime.	
CRIM 357 Inequality & Crime	3 credits
This course reviews the relationship between criminal justice and race, class and gender in history and in contemporary America. The class examines whether members of one race, class or gender commit more crimes than members of other groups, and if so, why? It also explores how and why members of one race, class or gender are treated differently by the criminal justice system than members of other groups. The differential treatment in police work, in courts and in corrections are looked at, and the class assesses how and why these differences may occur more or less in one or another of these branches of the criminal justice system.	

- CRIM 361 Crime and Gender** 3 credits
An exploration of the ways in which gender influences who is and is not considered criminal, why women are often socialized to be the victims of crime and men the perpetrators of such actions, and how such behaviors are used to maintain and support pre-existing inequalities. As such, special attention will also be paid to how issues of social class, ethnicity, and sexual orientation often temper these societal outcomes.
- CRIM 380 Criminal/Civil Trial Procedure** 3 credits
Full court case preparation in a year-long mock trials team environment, including knowledge of the law, opening and closing statements, directs, redirects, cross-examination, courtroom procedure and demeanor. Formal American Mock Trials competition takes place during Spring semester, at the end of which credit will be granted for successful completion of the course. Intended only for those with a serious interest in law. Cannot be repeated for credit. Prerequisite: second year standing, and permission of the instructor.
- CRIM 386 Criminal Law** 3 credits
Substantive criminal law; principles, functions, and limits; basic crime categories with extensive case analysis; state and national legal research materials.
- CRIM 390 American Court System** 3 credits
A hands-on class conducted by a Superior Court Judge. Students observe actual trials and are instructed about the proceedings by the judge.
- CRIM 395-399 Topics in Criminal Justice** 3 credits
Specific topics to be chosen by professor. Prerequisite: second year standing.
- CRIM 465 International Criminal Justice** 3 credits
A comparison of criminal justice systems from around the world using the Internet and a seminar format. Prerequisite: CRIM 101.
- CRIM 490 Directed Reading in Criminal Justice** 3 credits
Supervised readings in the criminal justice area.
- CRIM 494 Senior Thesis** 3 credits
Students with a 3.7 GPA in the Criminal Justice major and a 3.3 overall GPA who wish to graduate with departmental honors in

Criminal Justice must enroll in this course two semesters prior to their graduation AND COMPLETE A HONORS THESIS. The thesis may be a significant expansion of the student's work in SOCI 304 or CRIM 499. A committee of three faculty members will direct the thesis. Two members of the committee must be from the Criminal Justice/Sociology Department, and one may be from another department. The chair of the committee will be the instructor of record. The committee's decision about whether to award Departmental Honors is independent of the course grade. Prerequisites: appropriate GPAs, and consent of committee

- CRIM 495 Spokane Police Department (SPD) Cooperative Education** 1-4 credits
The course involves a 40 hour training academy and a commitment of at least 20 hours a month to the Spokane Police Department. Students will provide low priority responses to citizen needs such as property recovery and accident reporting. Prerequisites: Criminal Justice major, second year standing, 2.5 minimum GPA, and approval of the Spokane Police Department.
- CRIM 496 Practicum in Criminal Justice** 1-3 credits
Supervised experience for Criminal Justice majors in selected criminal justice agencies such as The Spokane County Prosecutor's Office, The Spokane County Public Defender's Office, or the Spokane County Juvenile Court. Prerequisite: third or fourth year standing and permission.
- CRIM 497 Criminal Justice Summer Internship** 1-10 credits
This is a limited program for third and fourth year students who will spend a minimum of 40 hours per week for ten weeks in the summer with a participating criminal justice agency in varied work and observer experience with both line and staff assignments. Prerequisite: United States citizen, third or fourth year standing and approval of the cooperating agency.
- CRIM 499 Criminal Theory and Measurement** 3 credits
An advanced class in criminological theory and methods. In a seminar format students will review and discuss current criminological research and theories. Required of all Criminal Justice majors and fulfills the comprehensive examination requirement. Prerequisites: SOCI 304 and one of the following: SOCI 350, 351, 353. *Spring.*

ECONOMICS

Economics

Director: John H. Beck

Erwin Graue Professor of Economics: C. Wiseman
Professors: C. Barnes, J. Beck, R. Bennett

The study of economics provides the student a means of specializing in a social science while at the same time acquiring knowledge and skills useful for a business-related career. Organizations of all types increasingly recognize the importance of having personnel who possess a broad background knowledge in economics, and economists occupy a wide range of positions in profit and non-profit enterprises as well as in government. Economics is also highly recommended for pre-law students. Economics courses may be taken in order to satisfy the social science core requirement of the College of Arts and Sciences. Most 300-level courses require only ECON 201 as a prerequisite.

The College of Arts and Sciences in cooperation with the School of Business Administration offers a program leading to a Bachelor of Arts degree with a major in Economics. The courses in the major field are given by the faculty of the School of Business Administration, but students are enrolled in the College of Arts and Sciences and must fulfill its degree requirements. Students must earn at least 104 credits from departments in the College of Arts and Sciences (including Economics).

All majors must register for a comprehensive examination (ECON 499) in their fourth year. Students expecting to go into a business field are encouraged to take courses in accounting. Students expecting to pursue graduate study in economics are encouraged to take calculus through MATH 259 and additional courses in statistics.

B.A. Major in Economics: 33 Credits

Lower Division

- ECON 201 Microeconomics 3 credits
- ECON 202 Macroeconomics 3 credits
- MATH 114 or 148 or 157 3-4 credits
- BUSN 230, MATH 321, or MATH 121/PSYC 202 3 credits

Upper Division Courses

- ECON 302 Intermediate Macroeconomics 3 credits
- Three of the following five courses 9 credits
 - ECON 304 Economics of Environmental Protection
 - ECON 305 Public Finance
 - ECON 310 Antitrust Policy and Regulation
 - ECON 311 International Economics
 - ECON 312 Work, Wages and Inequality
- One of the following two courses 3 credits
 - ECON 401 Adam Smith and Karl Marx
 - ECON 402 Currents in 20th Century Economics
- Any two upper division ECON electives* 6 credits
- ECON 499 Senior Comprehensive Exam 0 credit

Minor in Economics: 18 Credits**Lower Division Courses**

ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits

Upper Division Courses

ECON 302 Intermediate Macroeconomics	3 credits
Two of the following five courses	6 credits
ECON 304 Economics of Environmental Protection	
ECON 305 Public Finance	
ECON310 Antitrust Policy and Regulation	
ECON 311 International Economics	
ECON 312 Work, Wages and Inequality	

Any upper division ECON elective* 3 credits

*POLS 483 (*Political Economy*) may be used for 3 of these credits

Lower Division Courses

ECON 200 Economic Analysis 3 credits
A one-semester economics course for Business Minors and others wanting just a one-semester survey of economics. 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.*

ECON 201 Microeconomics 3 credits
Economics of the firm and the consumer. Principles underlying supply and demand; analysis of competition, monopoly, and other market structures; labor and other resource markets. *Fall and Spring.*

ECON 202 Macroeconomics 3 credits
The structure and functioning of the national economy. Particular attention is given to determinants of national income, employment and the price level, fiscal and monetary policies, international trade, exchange rates, and trade restrictions. Prerequisite: ECON 201. *Fall and Spring.*

ECON 270H Honors Economics 3 credits
The fundamental concepts and approaches used in economics for analyzing problems involving the use of scarce productive resources to satisfy wants. The roles and limitations of both markets and government-directed forms of resource allocation are studied. The methodology of economics is compared to that of other social sciences. May be substituted for ECON 201 (Microeconomics). Prerequisite: Honors Program. *On sufficient demand.*

Upper Division Courses

ECON 302 Intermediate Macroeconomics 3 credits
Analysis of the determinants of the levels of national output and prices and the effects of monetary and fiscal policies. Prerequisite: ECON 202. *Spring.*

ECON 304 Economics of Environmental Protection 3 credits
Explores the economic dimensions of environmental topics such as air and water pollution, deforestation, non-renewable resource depletion, recycling, global warming. The course studies the extent of environmental problems and alternative solutions. Prerequisite: ECON 201. *Fall of 2004.*

ECON 305 Public Finance 3 credits
Develops economic tools used to analyze government expenditures and taxation. Discussion of public policy issues such as welfare reform, health care, Social Security, tax reform, and fiscal problems of state and local governments. Prerequisite: ECON 201. *Fall of 2004.*

ECON 306 Comparative Economic Systems 3 credits
Economic analysis of various systems of economic organization, including Capitalism, Socialism, and Communism. Historical development of the theoretical basis and description of the institutional organization of each system. Prerequisite: ECON 201 or 202. *Florence campus only.*

ECON 307 Social and Economic Development of Italy 3 credits
The impact of social theories on economic problems in Italy; the Mezzogiorno treated from the economic, sociological, political, and religious points of view. Prerequisite: third year standing. *Florence campus only.*

ECON 310 Antitrust Policy and Regulation 3 credits
Examines the rationale for and effects of various government policies toward business. Analyzes the economic consequences of market power. Emphasis is placed on antitrust policy as a response to market power. Prerequisite: ECON 201. *Fall of 2003.*

ECON 311 International Economics 3 credits
A course studying the general economic environment within which governments and international businesses interact. Discusses exchange rates and trade balances, the economic reasons for trade, gains and losses to various groups resulting from trade, labor movements across borders, and government policies affecting the global economy. Prerequisite: ECON 201. *Spring.*

ECON 312 Work, Wages and Inequality 3 credits
An economic perspective on labor market issues. Explores recent controversial topics such as inequality in earnings, race and sex discrimination in labor markets, immigration, minimum wage laws and labor unions, health and safety regulation in the work place. Prerequisite: ECON 201. *Fall of 2003.*

ECON 401 Adam Smith and Karl Marx 3 credits
A course focused on reading and discussing the works of two opposite but highly influential economic thinkers, Smith and Marx. Supplemented with material on other important economic thinkers from 1500 to 1890. Prerequisite: ECON 202. *Spring of 2004.*

ECON 402 Currents in 20th Century Economics 3 credits
Emphasis on the works of Thorstein Veblen and Joseph Schumpeter, two important commentators on the capitalist system. Also explores related schools of economic thought, including the neoclassical, Austrian, Keynesian and Chicago approaches. Prerequisite: ECON 202. *Spring of 2005.*

ECON 404 Economic Integration of the European Union 3 credits
A survey of the origins and development of the European Union; its relation to WTO (World Trade Organization); monetary coordination; monopoly, competition, and the multi-national firms; taxation and long-run policy on quotas and balances of payments. Prerequisite: third year standing. *Florence campus only.*

ECON 489 Special Topic Seminar 1-3 credits
Topics and credit by arrangement. Prerequisite: permission.

ECON 491 Directed Study 3 credits
An individually designed course appropriate to the student's major. Prerequisite: third or fourth year standing and Dean's permission. *Summer.*

ECON 497 Internship 1-3 credits
Work experience directly related to the student's major area of study. Guidelines are available from the Internship Director. Pass/Fail only. Prerequisite: third or fourth year standing; minimum cumulative GPA of 3.00. *Fall, Spring, Summer*

ECON 499 Senior Comprehensive Exam (B.A.) 0 credit
Required of all Arts and Sciences Economics majors in their fourth year. Prerequisite: fourth year standing. *Fall and Spring.*

English

Chairperson: Patricia Terry

Professors: J. Powers, S.J., M. Herzog

Associate Professors: D. Butterworth,

D. Campbell, E. Cooley, K. Skovajsa,

P. Terry, A. Wadden

Assistant Professors: S. Borrowman,

P. Fowler, M. Pringle

The English Department provides courses to meet student needs in several areas: to fulfill the requirements of the core curricula of the University and of the College of Arts and Sciences; to provide majors in other disciplines with an opportunity for further humanistic enrichment through literature and writing; to offer majors and minors in English a variety of courses which reflect the literary heritage of Western civilization; and to provide a Bachelor of Arts degree in English.

All undergraduate degree programs in the University require six semester hours in English: ENGL 101 and ENGL 102 (ENGL 103H for Honors Program members). Students in the College of Arts and Sciences must take an additional three-credit course from ENGL 201-205 (206H and 207H for Honors students).

The department directs the operation of a Writing Laboratory open to all undergraduate students at no charge; help is available there in the preparation of papers and reports.

English majors may not use lower division courses to fulfill any part of the twenty-seven upper division credits required. Before graduation all English majors must register for and pass ENGL 499, the comprehensive examination, which is based on a departmental reading list.

ENGL 370 or 320 will fill one (3 credit) elective requirement for English majors earning a secondary teaching credential.

B.A. Major in English: 36 Credits

Lower Division Courses

ENGL 101 English Composition	3 credits
ENGL 102 (ENGL 103H)	3 credits
ENGL 201 (206H-207H)	3 credits

Upper Division Courses

British Literature: Pre-1500	3 credits
Shakespeare	3 credits
British Lit.: 1500-1800 (exclud. Shakes.)	3 credits
British Lit.: 1800-1900	3 credits
British or American Lit: 1900 to the present	3 credits
American Literature (3 must be pre-1900)	6 credits
ENGL - - - Electives	6 credits
ENGL 499 English Comprehensive	0 credits

Minor in English: 21 Credits

Lower Division Courses

ENGL 101 English Composition	3 credits
ENGL 102 (ENGL 103H)	3 credits
ENGL 201 (206H-207H)	3 credits

Upper Division Courses

ENGL 300-489 Electives	12 credits
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English Courses

Lower Division Courses

ENGL 099 Basic Writing	3 credits
A basic writing course whose purpose is to prepare students for ENGL 101. The practice of pre-writing, organization, writing, revision, and the study of sentence structure, punctuation, and grammar form the basis of this course. This course does not fulfill any core or major requirements. Prerequisite: placement by examination or transcript evaluation. <i>Fall</i> .	

ENGL 101 English Composition	3 credits
An expository writing class intended to be taken in conjunction with PHIL 101 and SPCO 101. The course is designed to help students express themselves effectively in writing. Completion of the course may take more than one semester and will be based on the student's achievement of specific writing skills, ranging from the ability to write sound sentences to the mastery of basic organizational skills. Prerequisite: placement by examination or transcript evaluation. <i>Fall and Spring</i> .	

ENGL 102 Literary Genres	3 credits
Part of the University core curriculum and required of all undergraduates, this course studies the major literary genres and periods with an emphasis on British and American authors, and entails practice in effective critical writing based on close analysis of literary texts. <i>Fall and Spring</i> .	

ENGL 103H Honors Literature I	3 credits
The equivalent of ENGL 102 for honors students. Prerequisite: Honors or permission. <i>Fall</i> .	

ENGL 200 Intermediate Composition	3 credits
A course providing additional practice in expository writing. This course does not fulfill University or Arts and Sciences core requirements in literature. Prerequisite: ENGL 101 and ENGL 102.	

ENGL 201 Studies in Poetry	3 credits
The study of poetry, with emphasis on the major elements: imagery, tone, rhythm, etc.; practice in effective critical writing focused on explication and interpretation of poems. Readings will include a variety of types and forms that reflect the traditions of the genre. This course is required for English majors. Prerequisite: ENGL 101 and 102. <i>Fall and Spring</i> .	

ENGL 202 (WOMS 220C) Studies in Fiction	3 credits
The study of fiction, with emphasis on the major elements of narrative form: plot, character, point of view, etc.; practice in effective critical writing focused on textual analysis and interpretation of short stories and novels. Readings will include a variety of types and forms that reflect the traditions of the genre. Prerequisite: ENGL 101 and 102. <i>Fall and Spring</i> .	

ENGL 203 Studies in Drama	3 credits
The study of drama, with emphasis on major elements of dramatic form: action, audience, structure, character, etc.; practice in effective writing focused on close reading and interpretation of plays. Readings will include a variety of types and forms that reflect the traditions of the genre. Prerequisite: ENGL 101 and 102. <i>Fall and Spring</i> .	

ENGL 204 Literature and Film	3 credits
This class is an introductory exploration of the relationship between literature and film, with the goal of learning to 'read' films critically and appreciatively. Prerequisite: ENGL 101 and 102.	

ENGL 205 Studies in Shakespeare	3 credits
An introductory survey of Shakespeare's works focusing on the close textual analysis of selected histories, comedies, romances, tragedies and sonnets. Prerequisite: ENGL 101 and 102.	

ENGL 206H Honors Literature II	3 credits
A survey of classical, medieval, and Renaissance literature of the Western tradition. Prerequisite: Honors or permission. <i>Spring</i> .	

ENGL 207H Honors Literature III	3 credits
A survey of the Western tradition in literature since the Renaissance. Prerequisite: Honors or permission. <i>Fall</i> .	

ENGL 250 Creative Writing	3 credits
A course in the practice of crafting poems, stories, or plays. This course does not fulfill the University core requirements in composition or literature. Prerequisite: ENGL 101 and 102.	

ENGL 270 Business Communication	3 credits
A course in clear and effective communication for business purposes. Prerequisite: ENGL 101 and 102, third year standing, business major. <i>Fall and Spring</i> .	

ENGL 275 Professional Communication 3 credits
Principles of effective communication together with practice in writing letters, memos, proposals, and job search documents. Prerequisite: ENGL 101 and 102.

ENGL 280 Vocabulary Enrichment 3 credits
A concentrated study to enhance diction; should be especially useful for graduate, law school, and teaching aspirants; fulfills no core requirements. Prerequisite: ENGL 101 and 102. *Fall or Spring.*

Upper Division Courses

Prerequisite for all ENGL 300 and 400 level courses: a) ENGL 101; b) ENGL 102 or 103H; c) one additional course from ENGL 201-205 (206H and 207H for Honors students).

Upper Division courses are not taught in any particular sequence; however, a course in each required major area is normally offered each semester.

ENGL 390 A-C Writing Lab Practicum 1 credit
Tutoring four hours per week in the Writing Lab after initial training. May be repeated up to three times for credit.

ENGL 301 Poetry Writing 3 credits
The practice of poetry writing.

ENGL 302 Fiction Writing 3 credits
The practice of fiction writing.

ENGL 310 (WOMS 321C) American Literature I 3 credits
American literature from 1620-1840, from the beginnings of Colonial American literature to the early Romantic movement of the 1830s and 1840s.

ENGL 311 (WOMS 323C) American Literature II 3 credits
American literature from 1840-1900, with special emphasis on the American Renaissance and the progression from the Romantic movement to Realism and Naturalism.

ENGL 312 (WOMS 326C) American Literature III 3 credits
American literature from 1900 to the present, emphasizing the literary movements of Realism and Modernism.

ENGL 318 (WOMS 325C) African-American Literature 3 credits
A study of African American literature from Phillis Wheatley to contemporary authors.

ENGL 320 Middle English Literature 3 credits
Middle English literature 1200-1500, exclusive of Chaucer.

ENGL 324 Medieval Drama 3 credits
Medieval drama, 11th Century to 16th Century.

ENGL 325 Medieval Romance 3 credits
Continental and English medieval romances.

ENGL 330 Shakespeare 3 credits
Selected tragedies, comedies, or histories.

ENGL 331 Renaissance Literature 3 credits
The period 1500-1660, excluding drama.

ENGL 335 Classical and Renaissance Themes in Shakespeare 3 credits
A study of selected plays by Shakespeare. *Florence campus only.*

ENGL 340 The Romantic Age 3 credits
Writers of the Romantic period, 1798-1832, with emphasis on poetry.

ENGL 342 The Victorian Era 3 credits
Writers of the Victorian era, 1832-1901, with emphasis on poetry.

ENGL 348 Restoration and 18th-Century Literature 3 credits
Major prose, poetry, and drama from 1660 to 1800, exclusive of the novel.

ENGL 370 History of the English Language 3 credits
The English language from its beginnings to the present; introductory linguistics; socio-linguistic issues.

ENGL 394 (COMM 471) Literature and Film 3 credits
A comparative study of selected works of art in two media. *Summer.*

ENGL 395 The Teaching of Composition 3 credits
A course in techniques and approaches to teaching composition on the secondary-school level.

ENGL 413 (WOMS 422C) 19th-Century American Novel 3 credits
Major novels of the period 1800-1900.

ENGL 414 (WOMS 423C) 20th-Century American Novel 3 credits
Selected major novelists of the 20th Century.

ENGL 415 Recent American Writing 3 credits
Prose and poetry since World War II.

ENGL 423 Chaucer 3 credits
Chaucer's principal works in the original language.

ENGL 434 Tudor and Stuart Drama 3 credits
Principal plays and selected essays, 1520-1640, excluding Shakespeare.

ENGL 436 (WOMS 416C) 18th-Century British Novel 3 credits
The British novel from Behn to Austen.

ENGL 446 19th-Century British Novel 3 credits
The British novel from Scott to Hardy.

ENGL 450 20th-Century British Novel 3 credits
English fiction from Conrad to the present.

ENGL 460 Studies in Women Writers 3 credits
Selected authors and themes.

ENGL 462 (WOMS 424C) Studies in the Novel 3 credits
Selected authors, themes, or types.

ENGL 464 Studies in 20th-Century Poetry 3 credits
Selected poets, themes, or forms.

ENGL 465 Studies in 20th-Century Drama 3 credits
Major figures of the modern European and American theater.

ENGL 480 Modern Theories of Literature and Criticism 3 credits
Theories about the nature of literature and criticism.

ENGL 490 Directed Reading 1-3 credits
A directed program of readings and written reports. Prerequisite: permission.

ENGL 492 Independent Study 1-3 credits
Courses which allow the individual student to engage in interdepartmental and interdisciplinary study. Credit by arrangement. Prerequisite: permission.

ENGL 498 Directed Research 1-3 credits
A directed program in which the individual student will engage in approved research activity and submit a scholarly paper or papers. Prerequisite: permission.

ENGL 499 English Comprehensive 0 credit
Based on a Departmental reading list and required of all majors in their fourth year. Prerequisite: permission.

History

Chairperson: RaGena DeAragon

Professors: R. Carriker, E. Downey, J.R. Stackelberg,
A. Via, S.J. (Gonzaga-in-Florence)

Associate Professors: S. Balzarini, R. DeAragon

Assistant Professors: K. Chambers, T. Nitz, M. Santow

The Department of History offers a variety of courses that enable students to fulfill the core requirements of their schools as well as to obtain a Bachelor of Arts with either a major or a minor in history. The goals of the department curriculum are to engender an informed, critical, and articulate sense of the past, an appreciation for the diversity of human experience, and an awareness of the role of tradition in shaping the present. The major develops a variety of practical research, analytic and communication skills and provides a foundation for graduate work, the study of law, teaching, archival and library sciences, and many careers in business and the professions. The department sponsors a chapter of Phi Alpha Theta, the international history honor society.

Majors are required to complete six elective upper-division courses. Of the six, one each must be taken from four specific categories (i.e., a total of four courses). Majors should consult their advisors for the specific courses contained within these four categories: 1) Non-Western or Developing Areas, 2) Pre-Modern European, 3) Modern European, and 4) United States. Majors are also required to complete HIST 398 (Historical Methods and Historiography), normally taken in the third year. In exceptional cases, students with an honors-level grade point average and with approval of the Department may elect to take HIS 499 (Senior Thesis) in lieu of HIST 398. Majors who wish to obtain teacher certification should confer each semester with the School of Education as well as their departmental adviser.

Students in the College of Arts and Sciences (who are not History majors) should complete their core requirement in history by taking HIST 101 and either HIST 102 or HIST 112 in their first two years. Third- and fourth-year students who have not completed these courses in their first two years must complete the core requirement by taking appropriate 200 or 300 level courses. The history requirement for the School of Business Administration may be satisfied by taking one of the following courses: HIST 101, HIST 102, HIST 112, or HIST 350.

B.A. Major in History: 33 Credits

Lower Division Courses

HIST 101 Survey of Western Civilization I	3 credits
One of the following two courses	3 credits
HIST 102 Survey of Western Civilization II	
HIST 112 Survey of World Civilization	
HIST 273 History of U.S.A. I	3 credits
HIST 274 History of U.S.A. II	3 credits

Upper Division Courses

HIST Electives	18-21 credits
One of the following two courses	
HIST 398 Historical Methods & Historiography	3 credits
HIST 499 Senior Thesis	0 credit

Minor in History: 18 Credits

Lower Division Courses

HIST 101 Survey of Western Civilization I	3 credits
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One of the following two courses	3 credits
HIST 102 Survey of Western Civilization II	
HIST 112 Survey of World Civilization	
HIST Electives (200 level):	0 - 6 credits

Upper Division Courses

HIST Electives	6-12 credits
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History Courses

Lower Division

HIST 101 (WOMS 271C)

Survey of Western Civilization I 3 credits

A survey of the origins of Western civilization in the Near East; Greek and Roman civilizations; and developments in Europe through the Reformation. *Fall and Spring.*

HIST 102 Survey of Western Civilization II 3 credits

A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes. *Fall and Spring.*

HIST 112 Survey of World Civilization 3 credits

A survey of the major civilizations and cultures of the world from 1500 to today. Students examine several civilizations in detail and compare them with one another. The course emphasizes how the interaction among civilizations has influenced the development of the contemporary world. *Fall and Spring.*

HIST 261 (ITAL 261) Introduction to Florence 3 credits

A survey of Florentine history from its origins to 1400, with special reference to the social, literary, and artistic developments of the 13th and 14th centuries: the age of Dante, Petrarch, and Boccaccio. Lectures are illustrated by weekly tours of the main museums and places of historical interest in the city. Florence campus only. Prerequisite: third-year standing or permission. Cannot be used for history major.

HIST 273 History of the United States I 3 credits

The political, diplomatic, and territorial history of the United States from colonial beginnings through the Civil War. *Fall and Spring.*

HIST 274 History of the United States II 3 credits

United States History from 1865, with special attention given to the Reconstruction period, the rise of industry, reform, and American participation in world events in the late 19th and the 20th centuries. *Fall and Spring*

Upper Division

Note: Prerequisite for all upper-division courses: second-year standing.

HIST 303 Classical Greece 3 credits

The history of ancient Greece from the Archaic period and culminating with a survey of Greek culture and civilization during the fifth century B.C.

HIST 304 Alexander the Great and the Hellenistic World 3 credits

The political, social, and cultural history of Greece from 399 to 30 B.C., emphasizing the cultural achievements and political upheavals of the fourth century B.C., the life and career of Alexander the Great, and the transformation of the eastern Mediterranean in the Hellenistic Period under the influence of Greek monarchies.

HIST 311 The Roman Republic from Romulus to Julius Caesar 3 credits

The political, social and cultural history of Rome from its origins to the end of the Republic in c. 27 B.C., with attention to internal social and political conflicts, such figures as the Gracchi, Pompey, and Julius Caesar, and Rome's creation of a massive empire through conquest.

HIST 312 The Roman Empire from Augustus to the 'Decline and Fall' 3 credits

The political, social and cultural history of Rome during the age of the Emperors, from Augustus' creation of the principate in c. 27 B.C. to the fall of the Roman Empire in the west in A.D. 476, with special attention to the workings of the Imperial system, daily life, the rise of Christianity, and Rome's ultimate demise.

HIST 321 Medieval Europe 3 credits
Developments in the first flowering of Western European civilization, ca. A.D. 500-1350, including feudalism, the rise of representative assemblies, the commercial revolution, and the papal monarchy. *Taught at both the main campus & Florence campus (as HIST 324).*

HIST 334 Renaissance Europe 3 credits
The history of western Europe 1350-1550, emphasizing the political, religious, social, and economic foundations for the cultural achievements of the age of Michelangelo, Henry VIII, and Joan of Arc. *Taught at both the Main campus and the Florence campus.*

HIST 335 The Reformation 3 credits
The figures, ideas, and events that produced the religious upheaval and disruption of medieval Christendom in the sixteenth century. *Normally offered at Florence campus.*

HIST 336 Tudor and Stuart England 3 credits
British religious, political, social, and cultural developments from the late 1400s to 1689, including the English Renaissance and Reformation, the rise of Parliament, the Civil War and Restoration, and the Revolution of 1688.

HIST 337 Medieval & Renaissance Economics 3 credits
An examination of economic structure of medieval and early modern Europe. *Florence campus only.*

HIST 338 (ITAL 362) Florence of the Medici and their Successors 3 credits
A study of the social, literary, and artistic development in Florence from the time of Lorenzo the Magnificent and Savonarola, through the Florence of Michelangelo, the Medici, Galileo, and the Grand Dukes. *Florence campus only.*

HIST 340 (FREN 430, INST 383) Age of the French Revolution 3 credits
The political, social, intellectual, and religious history of Europe from the 18th century to 1815, including the Enlightenment, the fall of the ancient regime, the French Revolution, and Napoleon. Prerequisite: HIST 102 or 112

HIST 341 (INST 386) Europe in the Nineteenth Century 3 credits
The social and political history of Europe from the Congress of Vienna (1815) to the outbreak of the First World War (1914), including the industrial revolution, the revolutions of 1848, the unifications of Italy and Germany, the growth of liberalism, socialism, nationalism and imperialism. Prerequisite: HIST 102 or 112 or permission.

HIST 342 (INST 387) Europe, 1914-1939 3 credits
Europe from 1914 to 1939, including the Great War, the Paris Peace Conference and the Treaty of Versailles, the rise of fascism, the Great Depression, Hitler and National Socialism, and the origins of World War II. Prerequisite: HIST 102 or 112 or permission.

HIST 343 European-U.S. Relations After World War II 3 credits

A detailed analysis of the development of U.S.-Western European relations since World War II. *Florence campus only.*

HIST 344 (GERM 340, INST 388) Modern Germany 3 credits
German society and politics from the late 18th to the early 20th centuries.

HIST 345 (GERM 341, INST 397) Hitler's Germany 3 credits
German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule.

HIST 346 (INST 378) Europe and the World Since 1945 3 credits
World affairs since the end of World War II with special emphasis on the Cold War, North-South relations, wars in Indochina and the Mid-East, European integration, and the disintegration of the East bloc in 1989-1991.

HIST 347 The Holocaust 3 credits
A history of the Nazi genocide of the Jews in World War II, including its origins, the historical context, the process of destruction, the experiences of the victims, the motives of the perpetrators, and post-war historiography, interpretation and commemoration.

HIST 348 World War II 3 credits
The causes, conduct and consequences of the Second World War. Prerequisite HIST 102 or 112.

HIST 350 (INST 370) Origin of the Modern World System 3 credits
Surveys the social, economic, and political development of the world from 1500 to the present by examining topics such as the origins of the modern state, the role of nationalism, world and regional conflict, and the rise of globalism.

HIST 359 (INST 398) Modern Britain 3 credits
British history from 1688 to the present, emphasizing the reign of Victoria, industrialization and reform, imperialism, constitutional and colonial development, the conflict with Napoleon, the Irish Home Rule, the decline of liberalism and the rise of labor, the two world wars, and the postwar welfare state. Prerequisite HIST 102 or 112.

HIST 361 (WOMS 370) Women in Early European History 3 credits
Women, gender, and the family in western life and thought from prehistory to c. 1600. Prerequisite: HIST 101.

HIST 362 Women in United States History 3 credits
An examination of the roles, experiences, and activities of American women from the colonial period to the 1970s.

HIST 363 (WOMS 331) Women in Colonial Latin America 3 credits
The lives of women in both the pre-contact and post-conquest societies.

HIST 367 The City in American History 3 credits
Why do American cities look the way they do? Why are cities disproportionately poor and minority, while the suburbs are not? Are cities in crisis? Can—and should—they be saved? The history of the American city—its people, its culture, and its politics, seeking to understand why cities are the way they are and whether they still matter in an increasingly suburban nation, with particular reference to Spokane.

HIST 370 American Civil War and Reconstruction 3 credits

The causes of sectional conflict after 1850, the actual war and federal reconstruction to 1877.

HIST 371 North American Exploration 3 credits
A biographical approach to individual, government and institutional exploration of the Trans-Mississippi West after 1800.

HIST 372 The American West 3 credits
An investigation into frontier American institutions and activities that have helped form the modern American character.

HIST 373 The Age of Theodore Roosevelt 3 credits
The United States from 1877 to 1914. Emphasis is on big business, agricultural crisis, labor strife, political reform, and the emergence of the United States as a world power. The period is studied through the career of Theodore Roosevelt. Prerequisite: HIST 274.

HIST 374 The Age of Franklin D. Roosevelt 3 credits
The United States from 1914-1945: Progressivism, the Jazz Age, the New Deal, and World War II. The period is studied through the careers of Franklin and Eleanor Roosevelt. Prerequisite: HIST 274.

HIST 375 African-American History 3 credits
A study of the experiences of African-Americans from the 1600s to the 1960s, which includes the development of slavery, the Civil War and Reconstruction, African-Americans on the frontier, and the African-American experience in the twentieth century.

HIST 376 Pacific Northwest History 3 credits
The social and political roots of the Pacific Northwest, from early exploration to the present, with a concentration on the people and places of Washington State.

HIST 377 Color Line in Modern America 3 credits
A history of race relations in the twentieth century, and the critical importance of race for understanding American society. The course will take a problem-centered approach, exploring the historical origins of many present-day controversies, such as racial segregation, affirmative action, reparations, and the tactics of the Civil Rights Movement.

HIST 378 America in the Sixties 3 credits
This course will examine the important events of the revolutionary decade of the 1960s, through the use of books, films, songs, and oral history. The origins, history and impact of the Civil Rights Movement, the Vietnam War, popular culture, the rise of the counter-culture, the emergence of the New Right, and the growth of the American welfare state. What did the "sixties" mean? How was America changed by them?

HIST 379 American Biography 3 credits
Glimpses of notable Americans who have helped shape the American character.

HIST 380 U.S. since 1945 3 credits
The major political, social, economic, and cultural trends that have shaped America since World War II, exploring the central questions and events of the past-half century, including the Cold War, the emergence of suburbs and the decline of the cities, the rise and fall of postwar liberalism, the tensions of the 1960s, and the more recent rise of conservatism and a global economy. Students will engage in debates around significant controversies of the period.

HIST 381 (INST 373) East Asia After World War II 3 credits

This course explores the transformation of four East Asian nations since the end of World War II: Japan's emergence as one of the world's leading powers after its devastating defeat in 1945, China's experiment with communism and its attempts to bridge communism and capitalism in the past two decades, and Taiwan and South Korea's transformation from former colonies to economic dynamos, civil societies, and democratic states.

HIST 382 (INST 374) Modern China 3 credits
This course explores the revolutionary progress of modern China in the past two centuries. Issues to be explored include: internal and external challenges in the nineteenth century, the decline and fall of imperial China, the revolutions during the first half of the twentieth century, the attempts to create a communist society after 1949, and the efforts at "market socialism" in the past two decades.

HIST 383 (INST 375) Modern Japan 3 credits
This course explores Japan's modernization process from the latter half of the nineteenth century through the twentieth century, examining such topics as the forces that enabled Japan to modernize in a relatively short period, the repercussions of this rapid transformation which led Japan down the path of militarism and war, the factors which led to Japan's political and economic recovery after World War II, and changes and continuity in postwar Japanese society.

HIST 384 Asian-American History 3 credits
An introduction to Asian American historical experiences from the mid-nineteenth century to the present. The groups include Chinese, Japanese, Filipino, Korean, Asian Indian, and Southeast Asian. Issues to be explored include: factors that led to and characteristics of Asian immigration, formation and development of Asian-American communities, changes and continuities in Asian-American identity, relationship between Asian-Americans and the larger society, and problems and challenges confronting Asian-Americans today.

HIST 385 Revolutions in Modern Latin America 3 credits
Social and political turmoil and its effect on emerging Latin American nations.

HIST 386 (INST 372) Colonial Latin America 3 credits
A survey of colonial Latin America that examines the contact, conflict, and accommodation among Europeans, Native Americans, and Africans that shaped colonial Latin America.

HIST 387 (INST 377) Mexico 3 credits
A survey of Mexican history from the Aztec wars to the present.

HIST 388 (INST 394) Modern Latin America 3 credits
A general introduction to the history of the former colonies of Spain and Portugal in the Western Hemisphere.

HIST 390-397 Topics in History 3 credits
Selected historical topics of current and special interest.

HIST 393 (INST 368, RELI 492E) Islamic Civilization 3 credits
Examines the origins of the Islamic religion, what Muslims believe, how the religion influenced the civilizations where it became the dominant faith, and the nature of Islam in the modern world.

HIST 394 (INST 371)**History of Modern Middle East** 3 credits

Surveys the development of the Middle East during the nineteenth and twentieth centuries including the creation of the contemporary states of the Middle East at the end of World War I, and their history from 1920 through the end of the twentieth century.

HIST 398 Historical Methods and Historiography

3 credits

Designed to acquaint the student with the basic elements and major issues of historical research, writing, evaluation of evidence, and criticism. The main activity of the course will be the writing of a major research paper drawn from primary and secondary sources.

HIST 399 Advanced Historical Writing 1 credit

Designed for students who have taken HIST 398 and who wish to improve their historical and writing skills by continuing work on their research papers. Prerequisite: HIST 398.

HIST 490 Directed Reading and Research 0-3 credits

By arrangement.

HIST 499 Thesis 0 credit

In exceptional cases, this course may be taken in lieu of HIST 398 by students with honors-level grade-point averages. By permission.

INTEGRATED B.A. OR B.S. AND M.B.A.**Integrated B.A. or B.S. and M.B.A.**

Director: Gary J. Weber

Assistant Dean, School of Business Administration

The integrated B.A. or B.S. and M.B.A. program is designed for Gonzaga students interested in liberal arts or other non-business disciplines who also seek collegiate preparation for administrative positions or business careers. By integrating preparatory business courses into their undergraduate programs of study, students are able to earn both an undergraduate degree and the Gonzaga M.B.A. within a five-year period versus six years if the degrees are completed separately.

Students choosing this program must complete their B.A. or B.S. degree and the required preparatory business courses listed below before being admitted to the Graduate School of Business and the M.B.A. program. Provisional admission may be available to students who do not complete the preparatory business courses prior to receiving their B.A. or B.S. degree.

Preparatory Business Courses

ACCT 263 or ACCT 260 and ACCT 261 (Principles of Accounting I and II)

ECON 200 or ECON 201 and ECON 202 (Microeconomics and Macroeconomics)

BUSN 230 Business Statistics

BUSN 283 Business Law

MKTG 310 Principles of Marketing

BFIN 320 Principles of Finance

OPER 340 Operations Management

MGMT 350 Principles of Management

BMIS 235 Management Information Systems

In addition, students should take the Graduate Management Admissions Test (GMAT) during their fourth year. Students completing the preparatory courses will be awarded an undergraduate business minor.

The M.B.A. degree program requires 33 semester hours of 600-level coursework beyond the required preparatory business courses. Additional information is contained in the Graduate Catalogue

International Studies

Director: T. A. Nitz

The International Studies (INST) major offers students the opportunity to obtain a Bachelor of Arts in International Studies. The overall goal of the program is to promote better understanding of the growing interdependence of nations, the rights and obligations that arise from those interdependencies, and significant transnational issues. The program also aspires to impart an awareness of the religious, political, economic, and cultural diversity among nations. Students have the choice of pursuing an International Studies major or minor in one of four different areas: Asian Studies, European Studies, Latin American Studies, or International Relations. Students contemplating a major or minor in International Studies are encouraged to take HIST 112 (World Civilizations) as part of their University and College of Arts and Sciences core requirement in history.

To earn the Bachelor of Arts in International Studies, students must satisfactorily complete three sets of requirements. (1) All students choose a foreign language concentration and achieve competency in that language as defined below. (2) Complete the courses which form the upper division International Studies core, including INST 499, Senior Project. INST 499 is normally taken in the second semester of the senior year and involves completing a written project or report and giving an oral presentation on a topic related to the student's area of concentration. (3) Take elective INST or approved related courses not used to satisfy any other INST requirement, including a minimum number which focus on the individual student's area of concentration. (Students may only double-count a maximum of 3 upper division courses with participating departments [i.e. POLS, HIST, Modern Languages].) Requirements for the International Studies major and minor by area of emphasis is explained in more detail below.

B.A. Major in International Studies : Asian Studies (44 Credits)**Foreign Language Concentration**

Students must achieve competency in either Chinese or Japanese. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of Chinese or Japanese courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students are also required to participate in a Study Abroad program for at least one semester or take 6 credits of advanced language/culture at the 300 level or above at the home institution.

Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit
Plus one of the following two courses	3 credits

INST 373 East Asia After World War II

INST 389 Politics of the Pacific Rim

Asian Studies Electives

Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.

INST 302 Topics in International Studies (if the topic relates to Asian Studies)	3 credits
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INST 310 Third World Development	3 credits
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INST 325 Post-Soviet Russia and China	3 credits
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INST 330 World Rel. and	
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Global Rel. Perspectives	3 credits
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INST 333 Buddhism	3 credits
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INST 360 Japanese Culture I	3 credits
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INST 361 Japanese Culture II	3 credits
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INST 368 Islamic Civilization	3 credits
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INST 370 Origin of the Modern World System	3 credits
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INST 371 History of the Modern Middle East	3 credits
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INST 373 Intro to East Asian Hist	
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and Civilization	3 credits
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INST 374 Modern China	3 credits
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INST 375 Modern Japan	3 credits
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INST 389 Politics of the Pacific Rim	3 credits
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INST 392 Tyranny to Democracy: Democratic Transitions in the	
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Late 20th Cent.	3 credits
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INST 396 Chinese Philosophy	3 credits
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INST 399 Area Studies Abroad	3 credits
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(if the topic relates to Asian Studies)

ECON 311 International Economics	3 credits
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HIST 348 World War II	3 credits
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MKTG 417 International Marketing	3 credits
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PHIL 416 Marxism	3 credits
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(Appropriate upper division language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate Area Studies courses taken abroad may be accepted at the discretion of the INST Director, provided that a grade of "B" or above is attained.)

Minor in International Studies:

Asian Studies (31 Credits)

Students must achieve competency through the 202 level or its equivalent in Chinese or Japanese as defined for the major in Asian Studies above.

Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
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INST 410 Perspectives on Global Issues	3 credits
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Asian Studies Electives

Choose courses totaling 9 credits of INST or related courses from the Asian Studies electives listed above for International Studies: Asian Studies majors.

B.A., Major in International Studies:

European Studies (44 Credits)

Foreign Language Concentration

Students must achieve competency in French, German, Italian, or Spanish. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of French, German, Italian, or Spanish courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students are also required to participate in a Study Abroad program for at least one semester or take 6 credits of advanced language/culture at the 300 level or above at the home institution.

Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
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INST 410 Perspectives on Global Issues	3 credits
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INST 499 Senior Project	1 credit
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plus one of the following three courses	3 credits
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INST 378 Europe and the World Since 1945	
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INST 387 Europe, 1914-1939	
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INST 395 Politics in Western Europe	
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European Studies Electives

Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.

INST 302 Topics in International Studies (if the topic relates to European Studies)	3 credits
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INST 325 Post-Soviet Russia and China	3 credits
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INST 326 Women in Comparative Societies	3 credits
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INST 330 World Rel. & Global Rel. Perspectives	3 credits
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INST 340 Contemporary Issues	3 credits
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INST 341 Cont. Issues of The Hispanic World	3 credits
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INST 370 Origin of the Modern World System	3 credits
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INST 378 Europe and the World Since 1945	3 credits
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INST 383 Age of the French Revolution	3 credits
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INST 386 Europe in the 19th Century	3 credits
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INST 387 Europe, 1914-1939	3 credits
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INST 388 Modern Germany	3 credits
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INST 392 Tyranny to Democracy: Democratic Transitions in the	
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Late 20th Cent.	3 credits
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INST 393 Democratization in Eastern Europe	3 credits
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INST 395 Politics in Western Europe	3 credits
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INST 397 Hitler's Germany	3 credits
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INST 398 Modern Britain	3 credits
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INST 399 Area Studies Abroad	3 credits
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(if the topic relates to European Studies)

ECON 311 International Economics	3 credits
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HIST 347 The Holocaust	3 credits
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HIST 348 World War II	3 credits
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MGMT 352 International Management	3 credits
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PHIL 416 Marxism	3 credits
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(Appropriate upper division language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate Area Studies courses taken abroad may be accepted at the discretion of the INST Director, provided that a grade of "B" or above is attained.)

Minor in International Studies:

European Studies (31 Credits)

Lower Division Foreign Language (14 credits)

Students must achieve competency through the 202 level or its equivalent in French, German, Italian, or Spanish as defined for the major in European Studies above.

Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
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INST 410 Perspectives on Global Issues	3 credits
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European Studies Electives

Choose courses totaling 9 credits of INST or related courses from the European Studies electives listed above for International Studies: European Studies majors.

B.A., Major in International Studies:

Latin American Studies (42 Credits)

Foreign Language Concentration

Students must achieve competency in Spanish. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of Spanish courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students are also required to participate in a Study Abroad program for at least one semester or take 6 credits of advanced language/culture at the 300 level or above at the home institution.

**Upper Division
Core Courses**

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit
plus one of the following two courses	3 credits

INST 385 Latin American Politics
INST 394 Modern Latin America

Latin American Studies Electives

Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.

INST 302 Topics in International Studies (if the topic relates to Latin American Studies)	3 credits
INST 310 Third World Development	3 credits
INST 315 Latin American Society	3 credits
INST 326 Women in Comparative Societies	3 credits
INST 330 World Rel. & Global Rel. Perspectives	3 credits
INST 341 Contemp. Issues of the Hispanic World	3 credits
INST 370 Origin of the Modern World System	3 credits
INST 372 Colonial Latin America	3 credits
INST 377 Mexico	3 credits
INST 385 Latin American Politics	3 credits
INST 392 Tyranny to Democracy: Democratic Transitions in the Late 20th Cent.	3 credits
INST 394 Modern Latin America	3 credits
INST 406 Narrative Fiction in Spanish America	3 credits
INST 399 Area Studies Abroad (if the topic relates to Latin American Studies)	3 credits
INST 415 The Hispanic Cinema	3 credits
ECON 311 International Economics	3 credits
HIST 385 Revolutions in Modern Latin America	3 credits
PHIL 416 Marxism	3 credits

(Appropriate upper division language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate Area Studies courses taken abroad may be accepted at the discretion of the INST Director, provided that a grade of "B" or above is attained.)

Minor in International Studies: Latin American Studies (31 Credits)

Students must achieve competency through the 202 level or its equivalent in Spanish as defined for the major in Latin American Studies above.

Upper Division Core Courses	
INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits

Latin American Studies Electives

Choose courses totaling 9 credits of INST or related courses from the Latin American Studies electives listed above for International Studies: Latin American Studies majors.

**B.A. Major in International Studies:
International Relations (44 credits)****Foreign Language Concentration**

Students must achieve competency in a modern foreign language. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of modern foreign language courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students are also required to participate in a Study Abroad program for at least one semester or take 6 credits of advanced language/culture at the 300 level or above at the home institution.

Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit

International Relations Elective Courses

Choose 9 credits not used for any other INST requirement from the following list of courses which focus on International Interactions among nations:

INST 302 Topics in International Studies (if the topic relates to international interaction)	3 credits
INST 342 International Relations	3 credits
INST 345 International Law	3 credits
INST 370 Origin of the Modern World System	3 credits
INST 371 History of the Modern Middle East	3 credits
INST 378 Europe and the World Since 1945	3 credits
INST 385 Latin American Politics	3 credits
INST 389 Politics of the Pacific Rim	3 credits
INST 390 African Politics and Development	3 credits
INST 395 Politics in Western Europe	3 credits
INST 399 Area Studies Abroad (if the topic relates to international interaction)	3 credits

COMM 418 Intercultural & International Communication	3 credits
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ECON 311 International Economics	3 credits
HIST 347 The Holocaust	3 credits
HIST 348 World War II	3 credits
POLS 319 American Foreign Policy	3 credits

Take an additional 6 credits not used for any other INST requirement which focus on International Differences among nations. Each course must focus on a different region of the world (Africa, Asia, Europe, Latin America, or the Middle East) or must compare two or more regions. Courses which compare two or more regions include:

INST 310 Third World Development	3 credits
INST 325 Post-Soviet Russia and China	3 credits
INST 326 Women in Comparative Societies	3 credits
INST 330 World Religions and Global Religious Perspective	3 credits
INST 392 Tyranny to Democracy	3 credits
INST 399 Area Studies Abroad (if the topic relates to international differences)	3 credits

(Appropriate Area Studies courses taken abroad may also be accepted at the discretion of the INST Director, provided that a grade of "B" or above is attained.)

**Minor in International Studies:
International Relations (31 credits)**

Students must achieve competency through the 202 level or its equivalent in a modern foreign language as defined for the major in International Relations above.

Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits

International Relations Electives

Choose courses totaling 9 credits of INST or related courses: 6 credits from the International Interactions electives and 3 credits from the International Differences electives listed for International Relations majors.

International Studies Courses**Upper Division Courses**

**INST 301 (POLS 350)
Survey of International Studies** 3 credits
Contemporary global issues and background information for all courses in International Studies. Studies the spiritual wisdom of the world's main civilizations, international economics, international politics, and the potential for international integration.
Fall.

INST 302 Topics in International Studies 3 credits
This course number designates special topics which are offered on occasion as full semester courses by faculty members from the various disciplines which make up the International Studies program. Such courses will focus on subjects of current or special interest which are not normally a part of the regular curriculum.

INST 310 (POLS 359) Third World Development 3 credits
Focus on political development in the Third World. After examining the making of the Third world through imperialism and colonialism, key political institutions (the state, political parties, the military) are analyzed, as is the international economic context of dependency and vulnerability. Several case studies follow a common analytical framework to trace experiences with democratic and authoritarian rule and assess the underlying causes of democratic success and failure. *On sufficient demand.*

INST 315 (SOCI 322) Latin American Society 3 credits
This course provides an overview of Latin American development. Several socioeconomic factors are examined. Development issues are broadly conceptualized within economic, demographic, and cultural dimensions. These variables are viewed as overlapping forces influencing development. Prerequisite: second year standing.

INST 316 (SPAN 307) Latin American Literature I 3 credits
A study of the major literary works from colonial period to the classic works of the 19th century. *Alternate Years. Taught in Spanish.*

INST 317 (SPAN 308) Latin American Literature II 3 credits
A study of the region's literary classics from the Enlightenment to the contemporary period. *Alternate years. Taught in Spanish.*

INST 325 (POLS 355) Post-Soviet Russia and China 3 credits
Focus on the pre-1985 Soviet political system; how Gorbachev's six-year reform program led to the unraveling of the Soviet Union; and the difficult transition to democracy and a market economy in post-Soviet Russia. Similarly, Maoist China is contrasted with the uneasy mixture of economic reform and political repression coexisting in China today. *On sufficient demand.*

INST 326 (POLS 363, WOMS 342) Women in Comparative Societies 3 credits
This course will compare women's movements around the world. We will examine women's roles in various nations and how women themselves are both redefining and using their roles to bring about political change. Starting with the U.S., we will proceed to study European, Latin American, Russian, and Palestinian women's movements. *On sufficient demand.*

INST 330 (RELI 492) World Religions and Global Religious Perspectives 3 credits
The diverse non-Western religious beliefs and practices and various religious perspectives regarding world brotherhood and sisterhood. Includes an introduction to the religions of the world. Prerequisite: second year standing.

INST 333 (RELI 492D) Buddhism 3 credits
A study of Buddhism as Asian spirituality and world religion; an examination of the Buddha's teachings, the expansion and development of Buddhism, and the teachings and practices of contemporary Buddhism.

INST 340 (FREN 340) Contemporary Issues 3 credits
Discussion of the geography, history, politics, and social attitudes of France and French-speaking countries. Recommended for INST / European Studies major or minor. Taught in English in alternate years. Prerequisite: permission.

INST 341 (SPAN 340) Contemporary Issues of the Hispanic World 3 credits
Reading and/or discussion of social, political, economic or environmental issues of Hispanic world as presented by foreign media. Taught in Spanish.

INST 342 (POLS 351) International Relations 3 credits
Theory and practice in the functioning of the international political system and the behavior of the nations within it. Prerequisite: POLS 350 or permission. *On sufficient demand.*

INST 345 (POLS 371) International Law and Organization 3 credits
Nature, sources, and development of international law and its interrelationship with international organizations. Prerequisite: second year standing or permission.

INST 346 (POLS 360) Parliamentary Government 3 credits
Parliamentary or cabinet government is contrasted with American government. Focus on disciplined parties, prime ministers, civil servants and elected politicians, written and unwritten constitutional rules, parliamentary and rights-based politics. Usually a specific nation, such as Canada is featured, but examples are also drawn from Great Britain, Australia, and Japan. *On sufficient demand.*

INST 350 (PHIL 453) International Ethics 3 credits
The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration.

INST 360 (JPNE 350) Japanese Culture I 3 credits
This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. (This course will be taught in English.) Prerequisite: Second year standing. *On sufficient demand.*

INST 361 (JPNE 351) Japanese Culture II 3 credits
This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. (This course will be taught in English.) Prerequisite: Second year standing. *On sufficient demand.*

INST 368 (HIST 393, RELI 492E) Islamic Civilization 3 credits
Examines the origins of the Islamic religion, what Muslims believe, how the religion influenced the civilizations where it became the dominant faith, and the nature of Islam in the modern world.

INST 370 (HIST 350) Origin of the Modern World System 3 credits
Surveys the social, economic, and political development of the world from 1500 to the present by examining topics such as the origins of the modern state, the role of nationalism, world and regional conflict, and the rise of globalism.

INST 371 (HIST 394) History of the Modern Middle East 3 credits
Surveys the development of the Middle East during the nineteenth and twentieth centuries including the creation of the contemporary states of the Middle East at the end of World War I, and their history from 1920 through the end of the century.

INST 372 (HIST 386) Colonial Latin America 3 credits
A survey of colonial Latin America that examines the contact, conflict, and accommodation among Europeans, Native Americans, and Africans that shaped colonial Latin America.

INST 373 (HIST 381) East Asia After World War II 3 credits
This course endeavors to explore the extraordinary transformation of four East Asian nations since the end of World War II: Japan's emergence as one of the world's leading powers after its devastating defeat in 1945, China's experiment with communism and its attempts to bridge communism and capitalism in the past two decades, and Taiwan and South Korea's transformation from former colonies to economic dynamos, civil societies, and democratic states.

INST 374 (HIST 382) Modern China 3 credits
A survey of the rise and decline of China's last imperial dynasty, China's confrontation with the West and imperialism, the revolutionary movements leading to the establishment of the Nationalist and then Communist governments, the struggle to resist Japanese domination in the 1930's and 1940's, and the development of Chinese communism.

INST 375 (HIST 383) Modern Japan 3 credits
A survey of the rise and decline of the Tokugawa shogunate and Japan's struggle to become a world power after the Meiji Restoration of the late 1860s.

INST 377 (HIST 387) Mexico 3 credits
A survey of Mexican history from the Aztec wars to the present.

INST 378 (HIST 346) Europe and the World Since 1945 3 credits
World affairs since the end of World War II with a special emphasis on the Cold War, North-South relations, wars in Indo-China and the Mid-East, European integration, and the disintegration of the East bloc in 1989-1991.

INST 383 (HIST 340) Age of the French Revolution 3 credits
The political, social, intellectual, and religious history of Europe from the 18th century to 1815, including the Enlightenment, the Fall of the ancient regime, the French Revolution, and Napoleon. Prerequisite: HIST 102 or 112

INST 385 (POLS 352) Latin American Politics 3 credits
Focus on the caudillo or leader in Latin American history, culture, and society, in the range of contemporary forms of government (democratic, dictatorial, revolutionary). Some treatment of U.S. foreign policy. Prerequisite: second year standing. *Spring*.

INST 386 (HIST 341) Europe in the Nineteenth Century 3 credits
The social and political history of Europe from the Congress of Vienna (1815) to the outbreak of the First World War (1914), including the industrial revolution, the revolutions of 1848, the unifications of Italy and Germany, the growth of liberalism, socialism, nationalism, and imperialism. Prerequisite: HIST 102 or 112 or permission.

INST 387 (HIST 342) Europe, 1914-1939 3 credits
Europe from 1914 to 1939 including the Great War, the Paris Peace Conference and the Treaty of Versailles, the rise of fascism, the Great Depression, Hitler and National Socialism, and the origins and conduct of World War II. Prerequisite: HIST 102 or 112 or permission. *On sufficient demand*.

INST 388 (GERM 340, HIST 344) Modern Germany 3 credits
German society and politics from the late 18th to the early 20th centuries as reflected in German literature. Taught in English.

INST 389 (POLS 364) Politics of the Pacific Rim 3 credits
Focus on the role played by the East Asian capitalist development states (Japan, South Korea, Taiwan, Hong Kong, and Singapore) in the accelerated economic growth of the Pacific Rim; a consideration of the Philippines as a representative of ASIAN; finally, a brief look at the likely impact of this Pacific Basin dynamism on the USA, Russia, and the P.R.C. Prerequisite: second year standing or permission. *Fall*.

INST 390 (POLS 365) African Politics and Development 3 credits
Contemporary sub-Saharan, black ruled Africa is examined in four key areas of development and politics: (1) contemporary social, economic, and ecological conditions; (2) colonial and nationalist eras; (3) development strategies and African decline; and (4) state and society tensions. Prerequisite: second year standing or permission. *On sufficient demand*.

INST 392 (POLS 368) Tyranny to Democracy: Democratic Transitions in the Late 20th Century 3 credits
Between 1974 and 1990 more than fifty countries in Southern Europe, Latin America, East Asia, and Eastern Europe shifted from authoritarian to democratic systems of government. An examination of the causes and nature of these democratic transitions. Several case studies of democratic transitions in different areas of the world will be investigated in order to understand the factors responsible for the democratic trend and to ascertain which key variables best explain completed democratic transitions and democratic consolidation. *On sufficient demand*.

INST 393 (POLS 367) Democratization in Eastern Europe 3 credits
Problems of and prospects for democracy in Eastern/Central Europe. The history, movements, institutions, and politics of the nations will be considered, as well as democratization and economic reform. *On sufficient demand*.

INST 394 (HIST 388) Modern Latin America 3 credits
A general introduction to the history of the former colonies of Spain and Portugal in the Western Hemisphere.

INST 395 (POLS 354) Politics in Western Europe 3 credits
Survey of the parties, institutions, political processes, issues and policies of the major western European industrialized nations. Special focus on England, France, and Germany, but coverage will extend to the other European democracies as well. *On sufficient demand*.

INST 396 (PHIL 434) 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.

INST 397 (HIST 345) Hitler's Germany 3 credits
German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule

INST 398 (HIST 359) Modern Britain 3 credits
British History from 1688 to the present, emphasizing the reign of Victoria, industrialization and reform, imperialism, constitutional and colonial development, the conflict with Napoleon, the Irish Home Rule, the decline of liberalism and the rise of labor, the two world wars, and the postwar welfare state.

INST 399 Area Studies Abroad 3 credits
Area Study courses in politics, history, and economics taken abroad.

INST 406 (SPAN 406) Narrative Fiction in Spanish America 3 credits
The novel and short story in Spanish America during the twentieth century. Focus on literature of the "boom." Taught in Spanish.

INST 410 (POLS 366) Perspectives on Global Issues 3 credits
A critical analysis of vital global issues from the different perspectives of realists, idealists, and system-transformers. This framework encourages an exploration of competing worldviews and value systems and requires the weighing of evidence from differing ideological, cultural, and gender perspectives. The major analytical perspectives and organizing concepts that scholars have fashioned to make these issues comprehensible are introduced. *On sufficient demand*.

INST 415 (SPAN 415) The Hispanic Cinema 3 credits
The course will focus on Spanish or Spanish American cinema, using representative films of these diverse countries to amplify student understanding of these complex societies. Taught in Spanish.

INST 490 Directed Readings 1-3 credits
Credit by arrangement for directed reading and reports on selected topics. Prerequisite: permission.

INST 492 Independent Research or Study 1-3 credits
Credit by arrangement for research or study. Prerequisite: permission.

INST 499 Senior Project 1 credit
Required of all majors in their fourth year.

Italian Studies Program

Director: Gabriella Brooke

Italian Studies is an interdisciplinary program aimed at imparting an understanding of Italian culture and competence in the Italian language. It is designed with flexibility in order to meet the needs of individual students. The director of the program is responsible for assisting the students to meet needs in accordance with University curricular standards.

The Bachelor of Arts degree with a major in Italian Studies includes one year of participation in the Gonzaga-Florence program or comparable experience in Italy and a senior thesis (ITAL 498) on a topic pertaining to Italian culture. Italian majors are required to take an upper division Italian course during their fourth year.

B.A. Major in Italian Studies: 38 Credits Lower Division Courses

ITAL 101 Elementary Italian I	4 credits
ITAL 102 Elementary Italian II	4 credits
ITAL 201 Intermediate Italian I	4 credits
ITAL 202 Intermediate Italian II	4 credits

Upper Division Courses

ITAL - - - Florence: Three electives in Italian art, comparative literature, economics, history, Italian literature, political science, or sociology 9 credits
 Upper-division courses taught in Italian 12 credits
 One of the following two courses 1 credit
 ITAL 498 Senior Thesis

Minor in Italian Studies: 25 credits

Lower Division Courses

ITAL 101 Elementary Italian I 4 credits
 ITAL 102 Elementary Italian II 4 credits
 ITAL 201 Intermediate Italian I 4 credits
 ITAL 202 Intermediate Italian II 4 credits

Upper Division Courses

Any upper-division Italian courses or any courses chosen from those listed below: 9 credits

Gonzaga-in-Florence Courses

The following Florence courses may be applied towards electives for the major and minor; complete course descriptions can be found under the appropriate departmental listings.

VART 290 History of Art I
 VART 291 History of Art II
 VART 397 Renaissance Art

ECON 307 Social and Econ. Devel. of Italy
 ECON 404 Econ. Integration of the European Econ. Community
 HIST 324 The Medieval World
 HIST 334 Renaissance Europe
 HIST 343/POLS 361 European-U.S. relations after W.W. II
 ITAL 303 Survey of Italian Literature I
 ITAL 306 Advanced Italian Conversation
 ITAL 307 Conversational Approach to Contemporary Issues
 ITAL 318 The Italian Novel
 ITAL 362 (HIST 338) Florence of the Medici and their Successors
 POLS 370 Modern Democracies
 POLS 357 Italian Political System
 ITAL 361, 301, 350 are companion classes to be taken as a block by qualified students only.
 ITAL 361 FI Firenze citta d'arte e cultura
 ITAL 301 FI Advanced Italian
 ITAL 350 FI Italian Culture and Civilization

Each Fall, an intensive program of instruction in Italian will be available only to students who have completed four semesters of Italian language or equivalent instruction. This special program consists of three hours of intensive instruction in Italian four days a week. Students who complete the program will earn 12 credits. Students who wish to participate in the program but do not have four semesters of Italian must pass an entrance test to demonstrate equivalent proficiency and obtain permission from the director of the Italian Studies program. Regardless of number of credits earned, Italian Studies majors are required to take one upper division Italian course during their fourth year.

LITERARY STUDIES

Literary Studies

Director: Patricia Terry

A Bachelor of Arts with a major in Literary Studies is offered by the departments of English, Classical Languages, and Modern Languages and Literature. It is administered by a committee made up of the chairpersons of the three cooperating departments and one faculty member in the field of comparative literature. The chairperson of the Department of English is always the head of this Literary Studies Program Committee.

This program, which contains many of the features of a major in comparative literature, involves course work in the three departments mentioned above and includes the study of languages as well as literature.

Although no lower division requirements are specified for this major, students must note that several of the upper division electives require lower division skills or courses. Application for the Literary Studies Major should be initiated with the chairperson of the Department of English, who must approve all courses counted towards the major.

B.A. Major in Literary Studies: 30+ Credits

Lower Division Courses

Foreign, classical, and modern languages and literature as needed

Upper Division Courses

- 1) A course in literary criticism (history or theory) 3 credits
- 2) A course in comparative literature in translation 3 credits
- 3) A course in modern foreign literature in translation 3 credits
- 4) A course in classical literature in translation 3 credits
- 5) Three courses in classical or modern foreign literature in the original language 9 credits
- 6) Two courses in British or American Lit. 6 credits
- 7) LITS 499A Senior Thesis or Project* 3 credits

* In place of the Senior Thesis, a student may elect one or more courses in literature from any of the above categories in which case he or she must then also pass an oral comprehensive examination (LITS 499B) for no credit.

Minor in Literary Studies: Not Available

Mathematics and Computer Science

Chairperson: Dean Larson

Professors: R. Bryant, J. Burke, W. Carsrud, J. Firkins
(Emeritus), K. Yerion

Associate Professors: P. De Palma, D. Hughes, T.
McKenzie, G. Roth, J. Vander Beek,

Assistant Professors: S. Coble, S.J., D. Larson, G.
Nord, S. Overbay

The Department of Mathematics and Computer Science trains students to meet the expanding quantitative needs of society and provides them with the theoretical structures from which practical applications derive. Its curriculum, a blend of several broad areas of thought in both mathematics and computer science, has these major components: pure mathematics, classical applied mathematics, and computer science. Majors in this department are well-prepared for positions in industry and government demanding quantitative techniques or computer science, for teaching mathematics on the primary or secondary level, and for graduate work.

The department offers four degree programs: Bachelor of Arts in Mathematics, Bachelor of Science in Mathematics, Bachelor of Science in Mathematics-Computer Science, Bachelor of Science in Computer Science. Majors must take the senior comprehensive (MATH 499 or CPSC 499) in the Fall of their fourth year. These courses review material in preparation for the ETS Major Field Tests, which is required of all majors.

Prospective teachers of mathematics on the primary level are required to take MATH 121 and MATH 203. Prospective teachers of mathematics on the secondary level are required to take MATH 341. All prospective teachers of mathematics are encouraged to take MATH 321 and MATH 339.

It is recommended that majors in computer science and/or mathematics take PHYS 103, CHEM 105 or BIOL 101 to satisfy their College of Arts and Sciences laboratory science requirement.

The department has student chapters of the Mathematical Association of America and the Association for Computing Machinery. The MAA and the ACM sponsor lectures and social events for department majors. Mathematics majors may participate in the William Lowell Putnam Mathematical Competition held every December. Computer science majors may participate in the Annual ACM Programming Contest held every November.

The department has its own extensive computing laboratory which includes Pentium-based microcomputers running Windows 2000 and a Hewlett-Packard A400 machine running UNIX. This powerful machine is capable of handling 100 users concurrently. The department also owns a network of microcomputers running Linux that was funded by the National Science Foundation and is used to study data communications and operating systems. The machines in the department's lab have C and C++ compilers, Java interpreters, graphics packages, office suites, Mathematica, and Oracle, the computer industry's premier database management system. In addition, the university owns, for academic use, another Hewlett Packard A400 and maintains microcomputer laboratories in many buildings across campus. All computer labs on campus, as well as all dormitory rooms, are connected to the campus-wide network and from there to the Internet via two T1 lines.

Mathematics Coordinator: Dean Larson

B.S. Major in Mathematics: 40 Credits

Lower Division Courses

MATH 157 Calculus & Analytic Geo. I	4 credits
MATH 258 Calculus & Analytic Geo. II	4 credits
MATH 259 Calculus & Analytic Geo. III	4 credits
MATH 231 Discrete Structures	3 credits

Upper Division Courses

MATH 339, any 400-level	15 credits
MATH - - - Electives*	9 credits
* One of these courses may be replaced by MATH 260 or an upper division CPSC course.	
MATH 499 Senior Comprehensive	1 credit

B.A. Major in Mathematics: 31 Credits

Lower Division Courses

MATH 157 Calculus & Analytic Geo. I	4 credits
MATH 258 Calculus & Analytic Geo. II	4 credits
MATH 259 Calculus & Analytic Geo. III	4 credits
MATH 231 Discrete Structures	3 credits

Upper Division Courses

MATH 339, any 400-level	9 credits
MATH - - - Electives*	6 credits
* One of these courses may be replaced by MATH 260 or an upper division CPSC course.	
MATH 499 Senior Comprehensive	1 credit

Minor in Mathematics: 24 credits

Lower Division Courses

MATH 157 Calculus & Analytic Geo. I	4 credits
MATH 258 Calculus & Analytic Geo. II	4 credits
MATH 259 Calculus & Analytic Geo. III	4 credits
MATH 231 Discrete Structures	3 credits

Upper Division Courses

MATH any 400-level	3 credits
MATH Electives	3 credits
MATH or CPSC Electives	3 credits

B.S. Major in Computer Science: 59 credits

Lower Division Courses

CPSC 121 Computer Science I	3 credits
CPSC 122 Computer Science II	3 credits
CPEN 230 Digital Logic	4 credits
CPSC 223 Abstract Data Structures	3 credits
CPSC 224 Object-Oriented Programming	3 credits
CPEN 231 & 231L Microcomp. Architecture and Assembly Lang. Prog. & Lab	4 credits
MATH 157 Calculus & Analytic Geo. I	4 credits
MATH 258 Calculus & Analytic Geo. II	4 credits
MATH 231 Discrete Structures	3 credits

Upper Division Courses

CPSC 351 Theory of Computation	3 credits
CPSC 300 level or above except 497	9 credits
CPSC upper division elective, (except 497), CPEN 331, or CPEN 428	3 credits
MATH 321, 328, 339, 350, any 400 level	6 credits
CPSC 491 Software Engineering, Group Design I	3 credits
CPSC 492 Software Engineering, Group Design II	3 credits
CPSC 499 Senior Comprehensive	1 credit

Minor in Computer Science: 18 credits

CPSC 121 Computer Science I	3 credits
CPSC 122 Computer Science II	3 credits
CPSC 223 Data Structures	3 credits
CPSC Electives (CPSC 224 or above)	9 credits

B.S. Major in Mathematics-Computer Science: 49 Credits

Lower Division Courses

CPSC 121 Computer Science I	3 credits
CPSC 122 Computer Science II	3 credits
CPSC 223 Data Structures	3 credits
CPSC 224 Object-Oriented Programming	3 credits
MATH 157 Calculus & Analytic Geo. I	4 credits
MATH 231 Discrete Structures	3 credits
MATH 258 Calculus & Analytic Geo. II	4 credits
MATH 259 Calculus & Analytic Geo. III	4 credits

Upper Division Courses

CPSC 300 level or above except 497	6 credits
MATH 413, 414, 417, 421, 422, 437, 438, 454	3 credits
MATH 321, 328, 339, 350, 413, 414, 417, 421, 422, 437, 438, 454	12 credits
MATH 499 Senior Comprehensive	1 credit

Minor in Mathematics-Computer Science is not available

Suggested Program Schedule for B.S. Major in Computer Science First year Schedule

Fall Semester

CPSC 121 Computer Science I	3 credits
MATH 157 Calculus & Analytic Geometry I	4 credits
Other Courses	9-11 credits

Spring Semester

CPSC 122 Computer Science II	3 credits
MATH 258 Calculus & Analytic Geometry II	4 credits
CPEN 230 Digital Logic	4 credits
Other Courses	5-7 credits

Second year Schedule

Fall Semester

CPSC 223 Data Structures	3 credits
CPEN 231 Microcomputer Architecture and Assembly Language Programming	4 credits
MATH 231 Discrete Structures	3 credits
Other Courses	7-9 credits

Spring Semester

CPSC 224 Object-Oriented Programming	3 credits
MATH Elective	3 credits
Other Courses	10-12 credits

Third year Schedule

Fall Semester

CPSC 351 Theory of Computation	3 credits
CPSC Electives	3 credits
MATH Elective	3 credits
Other Courses	7-9 credits

Spring Semester

CPSC Electives	6 credits
Other Courses	10-13 credits

Fourth year Schedule

Fall Semester

CPSC 491 Software Eng. & Group Design I	3 credits
CPSC 499 Senior Comprehensive	1 credit
CPSC Elective	3 credits
Other Courses	9-11 credits

Spring Semester

CPSC 492 Software Eng. & Group Design II	3 credits
Other Courses	13-16 credits

Mathematics

Lower Division Courses

MATH 103 Excursions in Mathematics 3 credits

An elementary survey of various mathematical areas such as algebra, geometry, counting (permutations, combinations), probability, and other topics selected by the instructor. This course is intended for the liberal arts student not pursuing business or the sciences. Prerequisite: Two years of high school algebra. *Fall and Spring.*

MATH 112 College Algebra 3 credits

College algebra for those students who need additional preparation before taking MATH 114, MATH 147, or MATH 148. Topics include equations, polynomials, conics, graphing, algebraic, exponential and logarithmic functions. Prerequisite: 2 years of high school algebra. *Fall and Spring.*

MATH 114 Mathematical Analysis for Business 3 credits

Designed for the student majoring in business. Topics selected from: functions, systems of linear equations and matrices, linear programming, elementary probability, and an introduction to differential calculus. Prerequisite: MATH 112 or equivalent. *Fall and Spring.*

MATH 121 (POLS 202, PSYC 202, SOCI 202) Introductory Statistics 3 credits

An introduction to the basic concepts of descriptive and inferential statistics and their application to the interpretation and analysis of data. Accepted by the Psychology Department as a substitute for PSYC 202. Prerequisite: two years of high school algebra. *Fall and Spring.*

MATH 147 Pre-Calculus 3 credits

Topics include advanced equations and inequalities, functions and graphs including composite and inverse functions, logarithmic and exponential functions, trigonometric functions and their graphs, right angle trigonometry, trigonometric identities, systems of equations, and conics. Prerequisite: MATH 112 or two years high school algebra and high school geometry. *Fall and Spring.*

MATH 148 Survey of Calculus 3 credits

A one-semester introduction to differential and integral calculus designed to convey the significance, use and application of calculus to liberal arts students, particularly those in the behavioral, biological, and social sciences. Prerequisite: MATH 112 or a strong high school background in algebra, functions, and graphs. *Spring.*

MATH 157 Calculus and Analytic Geometry I 4 credits

Functions, continuity, the derivative with application to curve sketching and maximum-minimum problems, introduction to limits, and the integral. Prerequisite: MATH 147 or equivalent. *Fall and Spring.*

MATH 203 Mathematics for Elementary Teachers I 3 credits

Does not satisfy the university core requirement in mathematics unless the student earns a Teacher Certificate in Elementary Education. Topics include problem solving, sets, logic, functions, geometry, and number theory. Prerequisite: EDTE 100 and EDTE 105, or permission. *Fall and Spring.*

MATH 231 Discrete Structures 3 credits

Topics taken from sets, functions, matrices, ordered sets, partially ordered sets, directed graphs, algebraic systems, recursive definitions, and algorithms. Prerequisite: MATH 258. *Fall and Spring.*

MATH 258 Calculus and Analytic Geometry II 4 credits

Introduction to exponential, logarithmic, and hyperbolic functions; parametric equations; polar coordinates; techniques and applications of integration. Prerequisite: MATH 157 (with a grade of C- or higher strongly recommended). *Fall and Spring.*

MATH 259 Calculus and Analytic Geometry III 4 credits

Infinite series, vectors, partial derivatives, multiple integrals, solid analytic geometry including spherical and cylindrical coordinates. Prerequisite: MATH 258 (with a grade of C- or higher strongly recommended). *Fall and Spring.*

MATH 260 Ordinary Differential Equations 3 credits
Solution methods for first order equations, and for second and higher order linear equations. Includes series methods, and solution of linear systems of differential equations. Prerequisite: MATH 259 (with a grade of C- or higher strongly recommended). *Fall and Spring.*

MATH 290 Sophomore Directed Reading credit by arrangement
Readings and reports in selected mathematical topics. Prerequisite: permission. *On sufficient demand.*

Upper Division Courses

MATH 321 Statistics for Experimentalists 3 credits
An extensive survey of statistical methods with an emphasis on their application. The focus is on inferential statistics with topics chosen from estimation, significance tests, regression, correlation, analysis of variance, multiple regression, nonparametric statistics, goodness of fit tests, and contingency tables. Prerequisite: MATH 157 or permission. *Fall and Spring.*

MATH 328 Operations Research 3 credits
Quantitative methods for application to problems from business, engineering, and the social sciences. Topics include linear and dynamic programming, transportation problems, network analysis, PERT, and game theory. Prerequisite: MATH 258. *Spring, even years.*

MATH 339 Linear Algebra 3 credits
A systematic study of matrices, vector spaces, and linear transformations. Topics include systems of linear equations, determinants, dependence, bases, dimension, rank, eigen values and eigenvectors. Applications include geometry, calculus, and differential equations. Prerequisite: MATH 259. *Spring.*

MATH 341 Modern Geometry 3 credits
Axiomatic systems for, and selected topics from, Euclidean geometry, projective geometry, and other non-Euclidean geometries. Special attention will be given to the needs of the individuals preparing to teach at the secondary level. Prerequisite: MATH 259. *Spring, even years.*

MATH 350 Elementary Numerical Analysis 3 credits
An introduction to numerical analysis: root finding, interpolation, numerical integration and differentiation, finite differences, numerical solution to initial value problems, and applications on a digital computer. Prerequisite: MATH 258. *Spring, odd years.*

MATH 413 Advanced Calculus I 3 credits
Notions from set theory, the real number system, topology of the real line, continuity (including uniform continuity), differentiation, Riemann integration, sequences, and infinite series of numbers and functions. Prerequisite: MATH 231, or permission. *Fall, even years.*

MATH 414 Advanced Calculus II 3 credits
Continuation of MATH 413. Prerequisite: MATH 413. *Spring, odd years.*

MATH 417 Complex Variables 3 credits
Complex numbers and functions, analyticity and the Cauchy-Riemann equations, integration, and Cauchy's theorem and formula. Other topics chosen from Taylor and Laurent series, the calculus of residues, conformal mapping, and applications. Prerequisite: MATH 231, or permission. *Spring, even years.*

MATH 421 Probability Theory 3 credits
A mathematical treatment of the laws of probability with emphasis on those properties fundamental to mathematical statistics. General probability spaces, combinatorial analysis, random variables, conditional probability, moment generating functions, Bayes law, distribution theory, and law of large numbers. Prerequisite: MATH 231, or permission. **Fall, even years.**

MATH 422 Mathematical Statistics 3 credits
An examination of the mathematical principles underlying the basic statistical inference techniques of estimation, hypothesis testing, regression and correlation, nonparametric statistics, analysis of variance. Prerequisite: MATH 421. *Spring, odd years.*

MATH 437 Abstract Algebra I 3 credits
A detailed examination of topics chosen from groups, rings, integral domains, Euclidean domains, unique factorization, fields, Galois theory, and solvability by radicals. Prerequisite: MATH 231, or permission. *Fall, odd years.*

MATH 438 Abstract Algebra II 3 credits
Continuation of MATH 437. Prerequisite: MATH 437. *Spring, even years.*

MATH 450-453 Selected Topics 1-3 credits
Possible topics include combinatorics, topology, number theory, advanced numerical analysis, advanced linear algebra, theory of computation and complexity, and history of mathematics. Credit by arrangement. Prerequisite: third year standing and permission. *On sufficient demand.*

MATH 454 Partial Differential Equations 3 credits
Derivation of the wave, heat, and Laplace's equations, separation of variables. Sturm-Liouville problems, sets of orthogonal functions, Fourier series, solutions of boundary value problems, Laplace transforms, and numerical methods. Prerequisite: MATH 260, or MATH 231 or permission. *On sufficient demand.*

MATH 490 Directed Reading 1-3 credits
Selected topics in mathematics. Prerequisite: permission. I

MATH 497 Mathematics Internship 1-6 credits
Special program for mathematics majors. Prerequisite: permission.

MATH 499 Senior Comprehensive 1 credit
Preparation for and writing of the Educational Testing Service's Major Field Test in mathematics. Required of all Mathematics and Mathematics-Computer Science majors in their fourth year. Prerequisite: fourth year standing and permission. *Fall.*

Computer Science Lower Division Courses

CPSC 101 Introduction to Microcomputers 3 credits
Introduction to microcomputer hardware and software for non-computer science majors. Topics include word processors, database management systems and spreadsheets; social issues in computing; computer communications; current technologies. Must be taken concurrently with CPSC 101L. Prerequisite: none. *Fall and Spring.*

CPSC 101L Introduction to Microcomputers Lab 0 credit
Hands-on experience with a microcomputer operating system, word processor, spreadsheet and database management system. Must be taken concurrently with CPSC 101. *Fall and Spring.*

CPSC 103 Introduction to the Internet 3 credits
Introduction to the Internet and its network services for non-computer science majors. Study of physical network connectivity, communication, addressing schemes, social issues in network communication, especially ethics, and current technologies. Hands-on experience with web searches, file transfers, electronic mail, and creating web pages. Prerequisite: none. *Fall and Spring.*

CPSC 105 Computer Fundamentals 3 credits
An introduction to the key concepts and methods of computer science, both for students who wish to know more about the field and for those who want to investigate it as a possible career. Topics include computer hardware, software design and programming, databases, and artificial intelligence. Emphasis throughout will be on hands-on involvement with computers and software. In particular, students will develop elementary programming skills through a series of programming projects. *On sufficient demand.*

CPSC 107 User-Centered Web Site Design 3 credits
This course focuses on quality design principles and user-centered development techniques used in creating a web site. Topics will include human-computer interaction, graphical design, prototyping, and introduction to web programming. Prerequisite: none. On sufficient demand.

CPSC 121 Computer Science I 3 credits
Techniques of problem-solving and algorithmic development. An introduction to programming. Emphasis is on how to design, code, debug, and document programs using good programming style. Prerequisite: none. *Fall and Spring.*

CPSC 122 Computer Science II 3 credits
A continuation of CPSC 121. An examination of pointers and recursion; an introduction to basic data structures and algorithmic analysis. Prerequisite: CPSC 121. *Fall and Spring.*

CPSC 223 Abstract Data Structures 3 credits
A continuation of CPSC 122. Topics include the design and implementation of ADTs stack, queues, binary trees, balanced search trees, and heaps. Emphasis is on a formal analysis of important data structures and algorithms. Also included is an introduction to object-oriented programming: classes, objects, function and operator overloading, inheritance, virtual functions, templates. Prerequisite: CPSC 122, Corequisite: MATH 231. *Fall and Spring.*

CPSC 224 Object-Oriented Programming in C++ 3 credits
Object-oriented topics like overloading, templating, inheritance, and virtual functions as they arise in the study of the event-driven programming. Introduction to object-oriented design using the Unified Modeling Language. Prerequisite: CPSC 223. *Spring.*

CPSC 290 Sophomore Directed Reading 1-3 credits
Selected topics for further reading; credit by arrangement. Prerequisite: permission. *On sufficient demand.*

Upper Division Courses

CPSC 324 Topics in Java Programming 3 credits
Topics raised by the Java programming languages including the Java Virtual Machine, object-oriented programming, event-driven programming, and Java Applets. Prerequisite: CPSC 223.

CPSC 325 Computer Graphics I 3 credits
An introduction to the use of graphics primitives within a higher level language to produce two- and three-dimensional images; underlying mathematical operations used to implement standard graphics packages; practical experience with current graphics systems. Prerequisite: CPSC 223, MATH 231. *On sufficient demand.*

CPSC 326 Organization of Programming Languages 3 credits
An examination of the structures and concepts of procedural, functional, logic-based and object-oriented programming languages. Prerequisite: CPSC 223. *On sufficient demand.*

CPSC 327 Artificial Intelligence 3 credits
An introduction to AI. Topics include state space and heuristic search, knowledge representation formalisms, automated reasoning and one or more AI application areas. Prerequisite: CPSC 223, MATH 231. *On sufficient demand.*

CPSC 351 Theory of Computation 3 credits
Study of the theory of computation. Regular grammars, finite state automata, context-free grammars, push down automata, Turing machines, parsing, normal forms, and the Chomsky hierarchy. Prerequisite: third year standing and CPSC 223 and MATH 231. *Fall.*

CPSC 421 Database Management Systems 3 credits
Introduction to database concepts. A study of data models, data normalization, relational algebra. Use of data definition and data manipulation languages including embedded SQL. File and index organization. Prerequisite: CPSC 223, MATH 231. *On sufficient demand.*

CPSC 424 Computer Graphics II 3 credits
A continuation of CPSC 325. Prerequisite: CPSC 325. *On sufficient demand.*

CPSC 425 Artificial Intelligence II 3 credits
A continuation of CPSC 327. Prerequisite: CPSC 327. *On sufficient demand.*

CPSC 428 Compiler Theory and Design 3 credits
Scanning, parsing, code generation, optimization theory and practical limitations, metacompilers. Prerequisite: CPSC 351, CPEN 231. *On sufficient demand.*

CPSC 446 Operating Systems 3 credits
A study of operating systems internals. Topics include concurrent processes, memory management, file system management, scheduling algorithms, resource allocation, security. Prerequisite: CPEN 231, and CPSC 223. *On sufficient demand.*

CPSC 447 (CPEN 447) Data Communications 3 credits
Study of hardware and software components of computer communications and networks; communication protocols; routing algorithms; machine addressing and network services. Prerequisite: MATH 231 and CPSC 223. *On sufficient demand.*

CPSC 450 Design and Analysis of Computer Algorithms 3 credits
Study of algorithms that occur frequently in computer applications. Analysis includes basic principles and techniques of computational complexity behavior. Prerequisite: CPSC 223, MATH 231. *On sufficient demand.*

.CPSC 460-469 Selected Topics 3 credits
Possible topics include complexity theory, computer architecture, systems analysis, cryptography, event driven programming, advanced topics in compiler design, advanced topics in operating system design. Corequisite: CPSC 351.

CPSC 490 Directed Reading 1-3 credits
Advanced readings in computer science theory. Credit by arrangement. Prerequisite: permission of the instructor.

CPSC 491 Software Engineering and Senior Group Design I 3 credits
Two-semester senior design project. Combines an examination of the theoretical principles of software engineering with the design of a major project. Emphasis on working in teams. Prerequisite: CPSC 351 plus 3 credits upper division CPSC electives. *Fall.*

CPSC 492 Software Engineering and Senior Group Design II 3 credits
Continuation of CPSC 491. *Spring.*

CPSC 497 Computer Science Internship 1-6 credits
Special program for computer science majors. Prerequisite: permission.

CPSC 499 Senior Comprehensive 1 credit
Preparation for the Educational Testing Service's Major Field Test in computer science. Both CPSC 499 and the exam are required for computer science majors in the Fall semester of the fourth year. Prerequisite: fourth year standing and permission. *Fall.*

Modern Languages and Literature

Chairperson: Françoise Kuester

Professor: G. Brooke

Associate Professors: A. Englekirk, M. Gonzales,
F. Kuester, S. Nedderman, B. Semple

Assistant Professor: B. Krause

Instructor: D. Birginal, E. Ditto, M. Drake, S. Katsushima

The Department of Modern Languages and Literature offers the Bachelor of Arts degree with majors in French and Spanish, and cooperates in offering majors in Italian Studies, Latin American Studies, European Studies and Asian Studies, with the Departments of Art, History and Political Science; more information on these programs can be found elsewhere in this catalogue.

Minors are available in French, German, Italian, Italian Studies, and Spanish. Students interested in a minor in these languages are encouraged to consider a European Studies major. This major along with its language skills, will provide an understanding of the changes in the new integrated Europe. It will also be a very marketable degree. A three-year language program is offered in Japanese. A two-year language program with a study-abroad option is available in Chinese. All language majors are encouraged to become proficient in a foreign language through study abroad; secondary education language majors are required to study abroad. All language majors take a comprehensive exam or a thesis; content varies by language.

A waiver for lower division requirements may be granted by the chairperson of the Department on recommendation of faculty according to the student's level of achievement or background. All majors need a minimum of 19 credits at the 300 level or above.

Credit will be granted if the student has achieved a score of four or higher on the Advanced Placement Examination. Credit will not be given to native speakers of a language for their knowledge of that language. Native speakers or students with near-native fluency will not be allowed to enter into first year language courses. They will be placed into an appropriate course according to their skills. No course can be challenged for credit.

Gonzaga also offers a one-year or one-semester program of study in Paris, France. Courses taken at the Sorbonne and/or the Institut Catholique may be transferred to Gonzaga and applied to the major requirement. Gonzaga-in-Florence, Italy, admits students for one year of study. The Department also has a semester program in Granada, Spain, plus a summer intensive program (up to 6 credits) in Cuernavaca, Mexico. Study abroad programs in Japan and China are also available through the University. Study in Germany with the Goethe-Institut is available during the summer.

The Asian Studies, Latin American Studies, and European Studies Programs, which are part of the International Studies major, are fully described under International Studies.

B.A. Major in French: 35 Credits or 19 credits at the 300 level and above

Lower Division Courses

FREN 101 & 102 Elementary French I & II	8 credits
FREN 201 and 202 Inter. French I & II	8 credits

Upper Division Courses

FREN 300 Advanced Grammar Review	3 credits
FREN 333 Survey of French Literature I	3 credits
FREN 334 Survey of French Literature II	3 credits
FREN 330 Literary Genres	3 credits
FREN 350 French Civilization and Culture	3 credits
FREN - - - Electives	6 credits
FREN 499 Senior Comprehensive	1 credit
FREN 333 and 334 are open to French minors by permission of the instructor only. Minors in French are encouraged to study abroad for one semester in Paris or on an approved summer program.	

B.A. Major in Spanish: 31-32 Credits or 19 credits at the 300 level and above

Lower Division Courses

SPAN 101 Elementary Spanish I	4 credits
SPAN 102 Elementary Spanish II	4 credits
SPAN 201 Intermediate Spanish I	4 credits
SPAN 202 Intermediate Spanish II	4 credits
SPAN 203 Intermediate Spanish III	4 credits

Upper Division Courses

SPAN 301 Advanced Spanish	3 credits
SPAN 303, 304, 307 or 308	6 credits
SPAN 409 or SPAN 410	3 credits
SPAN - - - Electives	3-9 credits
SPAN 499 Spanish Comprehensive	1 credit

(All upper division required courses for the Spanish major must be taken on the Gonzaga campus)

Minor in French or German or Italian or Spanish: 28-32 Credits

or 20 credits from the 200 Level and Above

Lower Division Courses

Elementary Level	8 credits
Intermediate Level	8 to 12 credits

Upper Division Courses

Electives in Same Language	12 credits
<i>All Spanish minors are required to take Spanish 301</i>	

Special Topics in Language Courses

With prior approval of departmental Chair, students may study a language abroad (in a university approved program) not studied at Gonzaga and transfer these units to Gonzaga.

MDLA 190 Elementary language course(s)	3-6 credits
MDLA 290 Intermediary language course(s)	3-6 credits

MDLA 390 Advanced language course(s) 3-6 credits
Courses in Foreign Civilization and Culture Note: For these courses foreign-language competence is not a prerequisite. Courses are offered *On sufficient demand*.

GERM 340 (HIST 344, INST 388) Modern Germany 3 credits
German society and politics from the late 18th to the early 20th centuries as reflected in German literature.

GERM 341 (HIST 345, INST 397) Hitler's Germany 3 credits
German history from 1918 to 1945. The causes, characteristics and consequences of Nazi rule.

ITAL 261 (HIST 261) Introduction to Florence I 3 credits
A survey of Florentine history from its origins to 1400, with special reference to the social, literary, and artistic developments of the 13th and 14th centuries; the age of Dante, Petrarch, and Boccaccio. Lectures are illustrated by weekly tours of the main museums and places of historical interest in the city. Florence campus only. Prerequisite: third year standing or permission. Cannot be used for history major.

ITAL 315 The Italian Cinema 3 credits
This course aims at an in-depth understanding and authentic enjoyment of the Italian cinema as an art form and as a medium conveying a multiplicity of humorous, social, and political messages. Prerequisites: second year standing or permission. Special arrangements made for Italian majors.

ITAL 362 (HIST 338) Florence of the Medici and Their Successors 3 credits
A study of the social, literary, and artistic development in Florence from the time of Lorenzo the Magnificent and Savonarola, through the Florence of Michelangelo, Cosimo I, Galileo, and the Grand Dukes. *Florence campus only*.

JPNE 350 (INST 360) Japanese Culture I 3 credits
This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. (This course will be taught in English). Prerequisite: second year standing. *On sufficient demand*.

JPNE 351 (INST 361) Japanese Culture II 3 credits
This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. (This course will be taught in English). Prerequisite: second year standing. *On sufficient demand*.

Chinese

Lower Division Courses

CHIN 101 Elementary Chinese I 4 credits
Training in all four skills of language fundamentals: Mandarin sound system, conversation and listening comprehension on daily topics, reading and writing simple discourse consisting of basic syntactic constructions. Prerequisite: none. *Fall*.

CHIN 102 Elementary Chinese II 4 credits
A continuation of CHIN 101. Prerequisite: CHIN 101 or permission. *Spring*.

CHIN 201 Intermediate Chinese I 4 credits
Review and further training in the fundamentals of grammar and syntax. In addition to work in oral Chinese, there are progressive exercises in reading and writing longer discourse. Prerequisite: CHIN 101 or permission. *Fall*.

CHIN 202 Intermediate Chinese II 4 credits
A continuation of CHIN 201. Prerequisite: CHIN 201 or permission. *Spring*.

French

Lower Division Courses

FREN 100 French for Travelers 3 credits
Acquisition of vocabulary, phrases, essential grammar and cultural knowledge needed to communicate in a French-speaking milieu. Emphasis on conversation. *Summer*.

FREN 101 Elementary French I 4 credits
Grammar and pronunciation, extensive oral practice, short compositions, reading of simple texts. Prerequisite: none. *Fall or Spring*.

FREN 102 Elementary French II 4 credits
A continuation of FREN 101. Prerequisite: FREN 101. *Fall or Spring*.

FREN 200 French Conversation 3 credits
Review of grammar and syntax with emphasis on spoken French. Progressive exercises in conversation. Prerequisite: FREN 102. *On sufficient demand*.

FREN 201 Intermediate French I 4 credits
Review of the fundamentals of grammar and syntax. In addition to work in oral French, there are progressive exercises in reading and composition. Prerequisite: FREN 102 or permission. *Fall*.

FREN 202 Intermediate French II 4 credits
A continuation of FREN 201. Prerequisite: FREN 201 or permission. *Spring*.

FREN 280 Special Topics I 1-3 credits
By arrangement. Prerequisite: permission.

Upper Division Courses

FREN 300 Advanced Grammar Review 3 credits
An intensive one-semester grammar course with extensive oral practice. Prerequisite: French 202 or permission. *Fall*.

FREN 301 Advanced French I 3 credits
Short stories, plays, novels, or essays by modern authors, with grammar and conversation based on the texts studied. Practice in phonetics where needed. Prerequisite: FREN 201 and 202 or permission. *In Paris*.

FREN 302 Advanced French II 3 credits
Continuation of FREN 301. A greater emphasis on composition and advanced style. Prerequisite: FREN 301 or permission. *In Paris*.

FREN 322 17th-Century French 3 credits
The dramatists: Corneille, Racine, and Molière. Prerequisite: FREN 330 or permission. *In Paris*.

FREN 323 18th-Century French 3 credits
The moralists: Montesquieu, Voltaire, and Rousseau. Prerequisite: FREN 330 or permission. *In Paris*.

FREN 324 19th-Century French I 3 credits
Romanticism in poetry and theater. Baudelaire and the Symbolists; Realist Theater. Prerequisite: FREN 330 or permission. *In Paris*.

FREN 325 19th-Century French II 3 credits
The novelists: Stendhal, Balzac, Flaubert, and Zola. Prerequisite: FREN 330 or permission. *In Paris*.

FREN 326 20th-Century French I 3 credits
Contemporary drama. Prerequisite: FREN 330 or permission. *In Paris*.

FREN 327 20th-Century French II 3 credits
Contemporary novel. Prerequisite: FREN 330 or permission. *In Paris*.

FREN 330 Literary Genres 3 credits
Study of selections of prose and poetry in their historical and cultural context. Development of reading comprehension and skills for interpretation of literature. Prerequisite: FREN 201 and 202 or permission. *Fall*.

FREN 331 Contemporary French Cinema 3 credits
A study of French cinema as it has evolved in the post-WWII period. Prerequisite: FREN 300 or FREN 330 or permission.

FREN 333 (CA) Survey of French Literature I 3 credits
The major French writers by genre. Prerequisite: FREN 330 and permission and fourth year standing.

FREN 334 Survey of French Literature II 3 credits
Continuation of FREN 333. Prerequisite: FREN 333 or permission and fourth year standing.

FREN 340 (INST 340) Contemporary Issues 3 credits
Discussion of the geography, history, politics, and social attitudes of France and French-speaking countries. Recommended for INST / European Studies major or minor. Taught in English in alternate years. Prerequisite: permission. *Spring*.

FREN 350 French Civilization and Culture 3 credits
The political, social, intellectual, and artistic development of French culture from the beginning to the present. Prerequisite: second year standing. *In Paris.*

FREN 410 Stylistics 3 credits
Designed to develop variety and flexibility of style in the writing of French prose. Prerequisite: FREN 302 or permission. *In Paris.*

FREN 425 Advanced French Conversation 3 credits
Intensive practice in oral French. Study of vocabulary, grammar, and pronunciation through discussion of cultural topics. Prerequisite: 300-level French class or permission. In Paris and spring semester at Gonzaga University.

FREN 491 Directed Reading 1-3 credits
Selected readings by arrangement. Prerequisite: permission.

FREN 499 French Comprehensive 1 credit
Required of all majors in their fourth year. Prerequisite: permission.

Courses Offered in Paris Only

FREN 301 Advanced French I	3 credits
FREN 302 Advanced French II	3 credits
FREN 322 17th -Century French	3 credits
FREN 323 18th -Century French	3 credits
FREN 324 19th-Century French I	3 credits
FREN 325 19th-Century French II	3 credits
FREN 326 20th -Century French I	3 credits
FREN 327 20th -Century French II	3 credits
FREN 350 French Civilization and Culture	3 credits
FREN 410 Stylistics	3 credits
FREN 411 Cultural Tour of France	3 credits
FREN 420 Journalism in France	3 credits
FREN 421 French Politics	2-3 credits
FREN 422 Hist. of French Impressionist Painting	1-2 credits
FREN 423 Geography and Tourism in France	3 credits
FREN 424 European Cinema	1-2 credits
FREN 425 Advanced French Conversation	3 credits
FREN 426 History of French Thought	3 credits
FREN 427 French Art & Architecture	3 credits
FREN 429 Economic Life of the French Provinces	3 credits
FREN 430 Historic Evolution of France: 1789-1991	3 credits
FREN 431 Middle Ages and Renaissance	3 credits
FREN 432 France in the Third World	3 credits
FREN 433 Business French	3 credits
FREN 434 History of Contemporary France	3 credits
FREN 435 European Relations	3 credits
FREN 436 Paris Discovery	3 credits
FREN 437 Creative French Theater	3 credits
FREN 438 Systematic Studies of French Politics	3 credits
FREN 439 Political and Economic Language	3 credits
FREN 442 Social History of France	3 credits
FREN 480 French Phonetics	3 credits
FREN 481 Advanced French Phonetics	3 credits

German

Lower Division Courses

GERM 101 Elementary German I 4 credits
This course aims to develop in the student the four language skills of oral comprehension, speaking, reading, and writing. Prerequisite: none. *Fall.*

GERM 102 Elementary German II 4 credits
A continuation of GERM 101. Prerequisite: GERM 101 or permission. *Spring.*

GERM 201 Intermediate German I 4 credits
Review and further training in the fundamentals of grammar and syntax; work in oral German and progressive exercises in reading and composition. Prerequisite: GERM 102 or permission. *Fall.*

GERM 202 Intermediate German II 4 credits
A continuation of GERM 201. Prerequisite: GERM 201 or permission. *Spring.*

Upper Division Courses

GERM 301 Advanced German 3 credits
Reading and discussion of short stories with writing and grammar review. Prerequisite: GERM 202 or permission. *Fall, alternate years.*

GERM 305 German Conversation 3 credits
Modern texts are the basis for structured conversations within a correct grammatical framework. Prerequisite: GERM 202 or permission. *Fall, alternate years.*

GERM 306 German Youth Literature 3 credits
This course focuses on popular texts written for children and young adults. Advanced grammar will be part of the course. Prerequisite: GERM 301 or GERM 305 or permission. *Alternate years.*

GERM 307 Contemporary Issues 3 credits
Reading and discussion of current social, political, economic and environmental issues of German speaking countries as represented by their media. Prerequisite: GERM 301 or GERM 305 or permission. *Alternate years.*

GERM 330 Literary Genres 3 credits
A study of the major literary forms (prose, drama, and poetry) in their historical context. Prerequisite: GERM 301 or GERM 305 or permission. *Alternate years.*

GERM 480 Seminar 3 credits
Specific topics chosen by professor. Prerequisite: permission.

GERM 491 Directed Reading 1-3 credits
Selected reading by arrangement. Prerequisite: permission.

GERM 499 German Thesis 1 credit

Italian

Lower Division Courses

ITAL 100 Italian for Travelers 3 credits
Acquisition of vocabulary, phrases, essential grammar and cultural knowledge needed to communicate in an Italian-speaking milieu. Emphasis on conversation. *Summer.*

ITAL 101 Elementary Italian I 4 credits
Grammar, composition, and verbal practice form the basis of this course. Designed to provide the student with the fundamentals of the Italian language. Prerequisite: none. *Fall or Spring.*

ITAL 102 Elementary Italian II 4 credits
A continuation of ITAL 101. Prerequisite: ITAL 101 or permission. *Spring.*

ITAL 105 Elementary Conversation I 3 credits
Taught in Florence only as a companion course to ITAL 101. *Fall only.*

ITAL 106 Elementary Conversation II 3 credits
A continuation of ITAL 105 and a course designed to enhance oral practice of Italian. Prerequisite: ITAL 101.

ITAL 201 Intermediate Italian I 4 credits
Review of the fundamentals of grammar. In addition to work in spoken Italian, there are progressive exercises in reading and composition. Prerequisite: ITAL 102. *Fall.*

ITAL 202 Intermediate Italian II 4 credits
A continuation of ITAL 201. Prerequisite: ITAL 201. *Spring.*

ITAL 205 Intermediate Conversation 3 credits
Companion to ITAL 201 in Florence. *Florence campus only.*

ITAL 206 Intermediate Conversation II 3 credits
Companion to ITAL 202 in Florence. *Florence campus only.*

ITAL 261 (HIST 261) Introduction to Florence 3 credits
A survey of Florentine history from its origins to 1400, with special reference to the social, literary, and artistic developments of the 13th and 14th centuries; the age of Dante, Petrarch, and Boccaccio. Lectures are illustrated by weekly tours of the main museums and places of historical interest in the city. Cannot be used for History major. *Florence campus only.*

Upper Division Courses

ITAL 303 Survey of Italian Literature I 3 credits
An overview of Italian literature from the age of Dante through the Renaissance, including Petrarch, Boccaccio, Machiavelli, Ariosto, etc. Prerequisite: ITAL 301 or permission. *On sufficient demand.*

ITAL 304 Survey of Italian Literature II 3 credits
An overview of Italian literature from the Renaissance through contemporary times, including Manzoni, Leopardi, Pirandello, Calvino, etc. Prerequisite: ITAL 301 or permission. *On sufficient demand.*

ITAL 306 Advanced Italian Conversation 3 credits
A class designed for students returning from Florence. Prerequisite: ITAL 202 or permission.

ITAL 307 Conversational Approach to Contemporary Issues 3 credits
A course designed for those who wish to continue to improve their conversational skills.

ITAL 314 Fascism in Film and Literature 3 credits
This class examines the way Fascism is presented in selected novels and films. The main objective of the class is to study the impact of Fascism on segments of the Italian population which did not conform to fascist ideals and were therefore neglected and/or persecuted.

ITAL 316 The Italian Short Story I 3 credits
The development of the Italian short story from its origin through the Renaissance. Included are stories from the Novellino, the Decameron, the Novelliere, and short stories by Bandello and Machiavelli.

ITAL 317 The Italian Short Story II 3 credits
The Italian short story through the works of the nineteenth and twentieth century authors such as Verga, Pirandello, D'Annunzio, Buzzati, Calvino, Ginzburg, Banti, etc.

ITAL 318 (ENGL 362) The Italian Novel 3 credits
Study of selected contemporary Italian novels. In English. Offered only at *Gonzaga-in-Florence*.

ITAL 322 (WOMS 324C) The Italian Historical Novel 3 credits
This course will explore the development of the historical novel in Italy with a strong emphasis on modern historical novels.

ITAL 330 Literary Genres 3 credits
A study of examples of the major literary genres (narrative, dramatic, and poetic). Prerequisite: ITAL 202.

ITAL 440 (WOMS 427) Women in Italian Literature 3 credits
This course examines the contribution of women novelists to Italian literature through the discussion of five contemporary novels by women.

ITAL 491 Directed Readings 1-3 credits
Readings and reports on selected texts. Prerequisite: permission.

ITAL 498 Thesis 1 credit
For majors in their final year.

ITAL 499 Italian Comprehensive 1 credit
For majors in their final year. Prerequisite: permission.

Intensive Courses Offered in Florence Only

ITAL 301 FI Advanced Italian I 4 credits
Taught in Florence only as part of the intensive Italian program.

ITAL 350 FI Italian Civilization and Culture 4 credits
Taught in Florence only. Readings and discussion of various aspects of Italian life such as art, cinema, politics, literature, history, fashions, etc. Prerequisite: ITAL 301 or permission.

ITAL 361 FI Firenze città d'arte e Cultura 4 credits
Taught in Florence only. Companion course to ITAL 301 FI and ITAL 306 FI.

ITAL 362 (HIST 338) Florence of the Medici and their Successors 3 credits
A study of the social, literary, and artistic development in Florence from the time of Lorenzo the Magnificent and Savonarola, through the Florence of Michelangelo, Cosimo I, Galileo, and the Grand Dukes. *Florence campus only.*

Japanese

Lower Division Courses

JPNE 100 Japanese for Travelers 3 credits
Acquisition of useful vocabulary, phrases, sentence patterns for getting around in Japan and cultural understanding for better communication with Japanese speakers. Prerequisite: none. **Summer.**

JPNE 101 Elementary Japanese I 4 credits
Grammar, composition, conversation, and discussion of cultural topics. Mastery of hiragana, katakana, and approximately 50 kanji (Chinese characters). Prerequisite: none. *Fall.*

JPNE 102 Elementary Japanese II 4 credits
A continuation of JPNE 101. 150 kanji in addition to those introduced in JPNE 101. Prerequisite: JPNE 101 or permission. *Spring.*

JPNE 201 Intermediate Japanese I 4 credits
Intensive oral work to develop fluency in the language; written composition and reading at the intermediate level. 200 kanji in addition to those introduced in JPNE 102. Prerequisite: JPNE 102 or permission. *Fall.*

JPNE 202 Intermediate Japanese II 4 credits
A continuation of JPNE 201. 200 kanji in addition to those introduced in JPNE 201. Prerequisite: JPNE 201 or permission. *Spring.*

Upper Division Courses

JPNE 301 Advanced Japanese I 3 credits
Intensive oral work to develop fluency in the language; written composition and reading at the advanced level. 200 kanji in addition to those introduced in JPNE 202. Prerequisite: JPNE 202 or permission. *Fall.*

JPNE 302 Advanced Japanese II 3 credits
A continuation of JPNE 301. 200 kanji in addition to those introduced in JPNE 301. Prerequisite: JPNE 301 or permission. *Spring.*

JPNE 350 (INST 360) Japanese Culture I 3 credits
This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. (This course will be taught in English). Prerequisite: second year standing. *On sufficient demand.*

JPNE 351 (INST 361) Japanese Culture II 3 credits
This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. (This course will be taught in English). Prerequisite: Second year standing. *On sufficient demand.*

JPNE 491 Directed Reading 1-3 credits
Selected readings by arrangement. Prerequisite: permission.

Spanish

Lower Division Courses

SPAN 101 Elementary Spanish I 4 credits
Introduction to the fundamental language skills of listening, speaking, reading, and writing Spanish.

SPAN 102 Elementary Spanish II 4 credits
A continuation of SPAN 101. Prerequisite: SPAN 101 or permission.

SPAN 201 Intermediate Spanish I 4 credits
Review of the fundamentals of grammar and syntax. In addition to work in spoken Spanish there are progressive exercises in reading and composition. Prerequisite: SPAN 102 or permission.

SPAN 202 Intermediate Spanish II 4 credits
A continuation of SPAN 201. Prerequisite: SPAN 201 or permission.

SPAN 203 Intermediate Spanish III 4 credits
A continuation of Spanish 202. Prerequisite: SPAN 202 or permission.

SPAN 280 Special Topics 1-3 credits
By arrangement only. On topic selected by student-teacher consultation. Prerequisite: SPAN 102.

Upper Division Courses

Note: SPAN 301 or permission is required for all upper-division SPAN courses above SPAN 301.

SPAN 301 Advanced Spanish I 3 credits
Advanced grammar and composition. A review of specific grammatical constructs most fundamental to effective oral and written communication.

SPAN 303 Survey of Spanish Literature I 3 credits
Readings and discussions of major works from the origins to the Golden Age. *Alternate years.*

SPAN 304 Survey of Spanish Literature II 3 credits
Continuation of SPAN 303; Golden Age to the present. *Alternate years.*

SPAN 306 Advanced Conversation 3 credits
Designed for those who wish to continue improving their listening and speaking skills.

SPAN 307 (INST 316) Survey of Latin American Literature I 3 credits
A study of the region's literary classics from the Colonial period to the 19th century. *Alternate years.*

SPAN 308 (INST 317) Survey of Latin American Literature II 3 credits
A study of the major literary works from the Enlightenment to the contemporary period. *Alternate years.*

SPAN 325 (SOCl 325) The Mexican American Experience 3 credits
Course will study the historical development of Mexican American society and culture from 1848 to the present. Taught in English. Social justice course.

SPAN 340 (INST 341) Contemp. Issues of the Hispanic World 3 credits
Reading and/or discussion of social, political, economic or environmental issues of Hispanic world as presented by foreign media.

SPAN 401 Spanish Poetry 3 credits
The evolution of Spanish verse from origins to the present. Emphasis on major poets and the effects of their writings on subsequent generations.

SPAN 403 Spanish Theater 3 credits
Spanish theater from its origins to the present. Emphasis on the significance of Golden Age theater to the evolution of this genre.

SPAN 404 Spanish American Theater 3 credits
Spanish American theater, with emphasis placed on the contemporary period and the theater that evolved subsequent to the Modernist period.

SPAN 406 (INST 406) Narrative Fiction in Spanish America 3 credits
The novel and short story in Spanish America during the twentieth century.

SPAN 409 Spanish Civilization and Culture 3 credits
A study of Spanish history and the historical development of the country's art, music, architecture, social customs and values.

SPAN 410 Spanish American Civilization and Culture 3 credits
A study of Spanish American history and historical development of the region's art, music, architecture, social customs and values.

SPAN 411 MX Mexican Culture 3 credits
Summer Session course in Mexico on Mexican society, art, history and literature.

SPAN 415 (INST 415) The Hispanic Cinema 3 credits
The course will focus on Spanish or Spanish American cinema, using representative films of these diverse countries to amplify student understanding of these complex societies.

SPAN 440 (WOMS 426) Women Writers in Spanish Literature 3 credits
The topics of this course will change periodically. Works will be considered within their social and ideological context. We will raise questions of power/knowledge and explore the ways power impinges on being/body/tongue. Taught in English/Spanish.

SPAN 442 20th Century Latin American Women Literature 3 credits
Studies and analyzes narrative fiction written by or about Latin American women writers since 1970.

SPAN 471 The Hispanic Community in the United States 3 credits
Social outreach course: readings on, and volunteer work with, Hispanic community. Social justice course.

SPAN 480-481 Seminars 3 credits
Specific topics to be chosen by professor. Prerequisite: permission.

SPAN 490-491 Directed Readings 1-3 credits
Readings and reports on selected topics. By arrangement. Prerequisite: permission.

SPAN 499 Comprehensive 1 credit
Required of all majors in their fourth year. Prerequisite: permission.

SPAN 511 MX Intensive Lang. Practice for Teachers of Spanish 3 credits
Summer Session course in Mexico with emphasis on oral communication skills. Prerequisite: permission.

Spanish courses in Granada:

SPAN 290 Spanish Grammar Review 3 credits
SPAN 302 Conversation and Composition 3 credits
SPAN 305 Islamic Culture in Spain 3 credits
SPAN 321 Survey of Latin-American Literature 3 credits
SPAN 350 Spanish Culture and Civilization 3 credits
SPAN 419 Translation 3 credits
SPAN 420 Current Spanish Socio-Political Life 3 credits
SPAN 425 Contemporary Spanish History 3 credits
SPAN 427 Franco Era 3 credits
SPAN 428 Modern Spanish History 3 credits
SPAN 429 Latin American History 3 credits
SPAN 431 Golden Age Literature 3 credits
SPAN 433 Spanish Ancient and Medieval Art 3 credits
SPAN 434 Spanish Contemporary Art 3 credits
SPAN 436 19th and 20th Century Literature 3 credits
SPAN 438 Contemporary Spanish Poetry 3 credits
SPAN 446 Business Spanish 3 credits
SPAN 447 The European Union 3 credits
SPAN 470 Special Topics Study Abroad 3 credits
SPAN 482 Spanish Dialects 3 credits

(Students must complete SPAN 301 the semester before they apply for this program. Students must plan their Granada schedule with a Spanish faculty member. It is the responsibility of the student to arrange a meeting with a Spanish faculty member about Granada).

Music

Chairperson: Robert Spittal

Professors: E. Schaefer, J. K. Waters, S.J.

Associate Professors: K. Hekmatpanah, R. Spittal,
G. Uhlenkott, S.J.

The Music Department offers the degrees of Bachelor of Arts in Music and the Bachelor of Arts in Music Education, as well as several minors in music. The Bachelor of Arts in Music has several possible emphases, including performance, composition, music literature, and liturgical music. The Bachelor of Arts in Music Education certifies the graduate to teach music in the elementary and secondary schools in the state of Washington and twenty-seven reciprocating states.

Students majoring in music education may elect one of two tracks, choral and general music or instrumental and general music, or they may combine the tracks. Students should consult the School of Education for additional course requirements to obtain teacher certification.

All music majors are required to be involved in a major ensemble (orchestra, wind ensemble, or choir) and applied lessons in their major instrument each semester after declaration as a music major. Majors in the performance track are required to enroll in applied lessons for two credits every semester beginning the sophomore year. Students must audition to enter upper-division applied lessons (MUSC 331). All music majors are also required to pass a functional keyboard proficiency examination. Those students who are awarded music scholarships are required to be involved actively in the department, maintain high academic standards, and participate in a major ensemble and applied lessons each semester.

The instrumental and vocal ensembles are open, some through audition, to all students regardless of major. Individual lessons are also available in voice, piano, organ, guitar, woodwinds, strings, brass and percussion.

B.A. Major in Music: 39-50 Credits

Lower Division Courses

MUSC 131 Applied Lessons	2 credits
MUSC 231 Applied Lessons	2 credits
or	
MUSC 231 Applied Lessons (performance track only)	4 credits
MUSC 140, or 146, or 147 Ensembles	4 credits
MUSC 161 Music Theory I	3 credits
MUSC 162 Music Theory II	3 credits
MUSC 261 Music Theory III	3 credits
MUSC 262 Music Theory IV	3 credits

Upper Division Courses

MUSC 390 Music History I	3 credits
MUSC 391 Music History II	3 credits
MUSC 461 18th Century Counterpoint	3 credits
MUSC 462 Orchestration	3 credits

Music Literature Emphasis: 39 Credits

Music Elective from (MUSC 345, 346, 347, 375 or 451) 3 credits

MUSC 399 Research Methods and Materials	3 credits
MUSC 499 Senior Thesis	1 credits

Performance Emphasis: 44 Credits

MUSC 331 Applied Lessons	4 credits
MUSC 431 Applied Lessons	4 credits
MUSC 311 Conducting	2 credits
MUSC 325 Half Recital	0 credits
MUSC 425 Full Recital	0 credits

Composition Emphasis: 40 Credits

MUSC 364 Composition	2 credits
MUSC 464 Composition	4 credits
MUSC 311 Conducting	2 credits
MUSC 326 Composition Jr. Portfolio	0 credits
MUSC 426 Composition Sr. Portfolio	0 credits

Liturgical Music Emphasis: 50 credit total

MUSC 331 Applied Lessons, primary inst. (keyboard or voice)	2 credits
MUSC 431 Applied Lessons, primary inst. (keyboard or voice)	2 credits
MUSC 131, 231 Applied Lessons, secondary inst. (keyboard or voice)	2 credits

MUSC 311 Conducting	2 credits
MUSC 325 Half Recital (primary inst.)	0 credits
MUSC 333 Applied Conducting	1 credit
MUSC 347 Music in the Catholic Church	3 credits
MUSC 451 Gregorian Chant	3 credits
MUSC 497 Internship	3 credits

Notes: -at least two ensemble credits must be in MUSC 151

Gregorian Schola;

-students must attain at least upper elementary level proficiency on the second instrument (organ or voice);

-the internship must be structured in such a way that the student has some significant responsibilities in planning, preparing and executing music for a certain number of liturgies.

B.A. Major in Music Education: 49 - 55 Credits

Required Music Courses (all tracks)

Lower Division Courses

MUSC 131 Applied Lessons	2 credits
MUSC 231 Applied Lessons	2 credits
MUSC 140, or 146, or 147 Ensembles	4 credits
MUSC 161 Music Theory I	3 credits
MUSC 162 Music Theory II	3 credits
MUSC 261 Music Theory III	3 credits
MUSC 262 Music Theory IV	3 credits

Upper Division Courses

MUSC 311 Conducting	2 credits
MUSC 390 Music History I	3 credits
MUSC 391 Music History II	3 credits
MUSC 461 18th Cent. Counterpoint	3 credits
MUSC 462 Orchestration	3 credits

Required Music Education Courses (all tracks)

MUSC 133, 134, 135, 136 Brass, Woodwind, String, Percussion Methods	4 credits
MUSC 333 Applied Conducting	1 credit
MUSC 354 Music Education Methods	3 credits

Choral and General Track: 48 Credits

MUSC 137 Choral Methods	1 credit
MUSC 140 Gonzaga University Choir	4 credits
MUSC 325 Half Recital	0 credits
MUSC 331 Applied Lessons (Voice)	2 credits

Instrumental and General Track: 48 Credits

MUSC 146 Wind Ensemble or MUSC 147 Orchestra	4 credits
MUSC 325 Half Recital	0 credits
MUSC 331 Applied Lessons (Instrument)	2 credits

Combined Choral, Instrumental

and General Track: 54 Credits

MUSC 131, 231 Applied Lessons (second inst.)	4 credits
MUSC 137 Choral Methods	1 credit
MUSC 140, 146 or 147 Ensembles (primary area)	4 credits
MUSC 140, 146 or 147 Ensembles (second area)	2 credits
MUSC 325 Half Recital (primary inst.)	0 credits
MUSC 331 Applied Lessons	2 credits

For the B.A. in Music Education degree additional credits of Education courses are required. For required course information consult the School of Education and the Music Department Handbook.

Minor in Music Performance: 20 credits

MUSC 131, 231, or higher Applied Lessons (one instrument)	4 credits
MUSC 140, 141, 146 or 147 Ensembles	4 credits
MUSC 161 Music Theory I	3 credits
MUSC 162 Music Theory II	3 credits
MUSC 171 Music in the Humanities	3 credits
Music Elective: (MUSC 175, 245, 246, 247)	3 credits

Minor in Jazz: 20 Credits

MUSC 131, 231 or higher Applied Lesson (one instrument)	4 credits
MUSC 142, 149, 152 Jazz Ensembles	4 credits
MUSC 161 Music Theory I	3 credits
MUSC 162 Music Theory II	3 credits
MUSC 175 Jazz History	3 credits
Music Elective: (MUSC 171, 245, 246, 247)	3 credits

Minor in Music Literature: 20 credits

MUSC 131, 231, or higher Applied Lessons (one instrument)	4 credits
MUSC 140, 141, 146 or 147 Ensembles	4 credits
MUSC 171 Music in the Humanities	3 credits
Music Elective: (MUSC 175, 245, 246, 247)	9 credits

Lower Division Courses

- MUSC 121 Piano Class I** 1 credit
Designed for the pianist with no previous keyboard skills or note-reading ability. Emphasis is on basic terminology, technique, and musical concepts. Literature includes classical to contemporary. *Fall and Spring.*
- MUSC 122 Piano Class II** 1 credit
A continuation of MUSC 121, designed for both the student with some past keyboard experience and music majors preparing for the keyboard skills competency exam. Includes review of basics, plus technique, sight-reading, harmonization, transposition, improvisation, and literature. Prerequisite: MUSC 121 or permission. *Spring.*
- MUSC 123 Guitar Class I** 1 credit
Designed for the beginning guitarist. Emphasis on tuning, position, chords, and basic reading skills. Prerequisite: permission. *Fall and Spring.*
- MUSC 124 Guitar Class II** 1 credit
A continuation of Guitar Class I. Prerequisite: MUSC 123 or permission. *Fall and Spring.*
- MUSC 125 Vocal Class** 1 credit
Designed for the beginning vocalist. Emphasizes the development of basic techniques of breath management, posture, tone quality, and diction. Includes study of vocal theory, exercise materials, and an introduction to standard vocal literature. Prerequisite: permission. *Fall and Spring.*
- MUSC 131 Applied Lesson** 1-2 credits
Introduction to applied instrument or voice. Prerequisite: permission. May be repeated for credit. *Fall and Spring.*
- MUSC 133 Brass Methods** 1 credit
Designed to formulate principles for teaching the brass instruments. Discussion, demonstration, and performance on the brass instruments. Includes development of proper embouchure, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied. Prerequisite: permission. *Spring (odd years).*
- MUSC 134 Woodwind Methods** 1 credit
Designed to formulate principles for teaching the woodwind instruments. Discussion, demonstration, and performance on the woodwind instruments. Includes development of proper embouchure, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied. Prerequisite: permission. *Fall (odd years).*
- MUSC 135 String Methods** 1 credit
Designed to formulate principles for teaching the string instruments. Discussion, demonstration, and performance on the string instruments. Includes development of proper bowing, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied. Prerequisite: permission. *Fall (even years).*
- MUSC 136 Percussion Methods** 1 credit
Designed to formulate principles for teaching the percussion instruments. Discussion, demonstration, and performance on the percussion instruments. Includes development of snare drum technique, proper grip, striking action, and tone quality. Representative repertoire and teaching materials studied. Prerequisite: permission. *Spring (even years).*
- MUSC 137 Choral Methods** 1 credit
Methods and materials for directing school and church choirs. Topics covered include rehearsal planning and techniques, score study, choral tone, diction, repertoire, planning concerts and curriculum, stylistic interpretation, learning theories, sight reading, classroom management and program building. *Spring (odd years).*
- MUSC 140 University Choir** 1 credit
The premier large choral ensemble of the University. The choir tours annually and performs works selected predominantly from the acappella literature of all periods. Prerequisite: audition. May be repeated for credit. *Fall and Spring.*
- MUSC 141 Gonzaga Chorale** 1 credit
A choir open without audition to all members of the University and Spokane community. The Chorale sings works selected predominantly from the choral-orchestra repertoire. May be repeated for credit. *Fall and Spring.*
- MUSC 142 Jazz Choir** 1 credit
Select vocal ensemble specializing in vocal jazz. Corequisite: MUSC 140 Prerequisite: audition; May be repeated for credit. *Spring.*
- MUSC 143 Chamber Singers** 1 credit
Select chamber vocal ensemble. Corequisite: MUSC 140 Prerequisite: audition. May be repeated for credit. *Fall.*
- MUSC 146 Wind Ensemble** 1 credit
The Wind Ensemble is the premier ensemble for students who perform on woodwind, brass or percussion instruments. Composed of the best wind musicians on campus, this ensemble studies and performs the finest traditional and contemporary wind band repertoire. Also, chamber ensembles such as brass choir, chamber winds, or percussion ensemble are often created from within the group. The Wind Ensemble rehearses and performs regularly, and frequently with guest soloists and conductors. The ensemble is open to music majors and non-majors, with instructor's permission. May be repeated for credit. *Fall and Spring.*
- MUSC 147 Symphony Orchestra** 1 credit
Premier performance ensemble composed of selected string, wind, and percussion instrumentalists: students, faculty, and members of the greater Spokane community. Studies works from the standard symphonic repertoire as well as lighter contemporary compositions and arrangements. Prerequisite: audition or permission. May be repeated for credit. *Fall and Spring.*
- MUSC 148 Small Performance Ensembles** 1 credit
A variety of selected vocal and instrumental performance groups designed for students with demonstrated performance capabilities. Prerequisite: audition or permission. May be repeated for credit. *Fall and Spring.*
- MUSC 149 Jazz Workshop Combo** 1 credit
This ensemble is designed to teach students the principles of musicianship within a small jazz ensemble setting. Through the use of standard tune lead sheets, students become familiar with standard jazz repertoire, gain a working knowledge of music theory and chord scales, develop improvisational skills, and an ability to play in different styles. May be repeated for credit. *Fall and Spring.*
- MUSC 150 Guitar Ensemble** 1 credit
A guitar performance group designed for students with demonstrated performance capabilities. Prerequisite: permission. *Fall and Spring.*
- MUSC 151 Gregorian Schola** 1 credit
A mixed-voice ensemble dedicated to singing Gregorian chant and Medieval and Renaissance polyphony. The Schola sings each week at the 5:00PM Gregorian Mass and occasionally for concerts. *Audition required.*
- MUSC 152 Jazz Ensemble** 1 credit
The Jazz Ensemble performs new and standard literature for big band/jazz orchestra. Membership in the Jazz Ensemble is limited to saxophones, trumpets, trombones, and rhythm section players. An entrance audition at the beginning of Fall semester is required. May be repeated for credit. *Fall and Spring.*
- MUSC 154 Percussion Ensemble** 1 credit
The Percussion Ensemble performs a wide variety of literature from standard to non-traditional and ethnic music. The ensemble will focus on learning to play a wide range of percussion instruments as well as working on rhythm, pulse, and playing with a group. Anyone interested in percussion, rhythm and playing in a group is welcome. *Fall and Spring.*
- MUSC 161 Music Theory I** 3 credits
Basic analysis, the study of harmony through secondary dominants, rhythmic readings, sight-singing, melodic and harmonic dictation. Introduction to musical forms. Prerequisite: permission or MUSC 121. *Fall.*

MUSC 162 Music Theory II 3 credits
A continuation of MUSC 161. Prerequisite: MUSC 161. *Spring.*

MUSC 171 Music in the Humanities 3 credits
Historical survey of the development of music from antiquity to the present. Relationships between the other arts, philosophies, and social structures presented in context with the evolution of music. Emphasizes the understanding of music history through lecture, performance, and recordings. *Fall and Spring.*

MUSC 175 Jazz History 3 credits
A survey of music in the jazz idiom from its origins to the present. Chronological examination of the principal musicians and composers. Analysis of the more influential soloists, groups, and composers through the use of tapes and scores. Students develop a knowledge of the various periods, styles, and forms. *Fall and Spring.*

MUSC 221 Piano Class III 1 credit
A continuation of MUSC 122, designed for both the student with some past keyboard experience and music majors preparing for the keyboard skills competency exam. Includes review of fundamentals, technical sight-reading, harmonization, transposition, improvisation, and literature. Prerequisite: MUSC 122 or permission. *Fall.*

MUSC 222 Piano Class IV 1 credit
A continuation of MUSC 221. *Spring.*

MUSC 223 Guitar Class III 1 credit
A continuation of Guitar Class II, this course provides a survey of guitar styles from classical to contemporary. Prerequisite: MUSC 124 or permission.

MUSC 224 Guitar Class IV 1 credit
A continuation of Guitar Class III, this course provides an advanced survey of guitar styles and techniques from classical to contemporary. Emphasis on application in performance. Prerequisite: MUSC 223

MUSC 225 Music & Technology 3 credits
Students in this course will be introduced to basic applications of computer-based and musical instrument digital interface (MIDI) technologies in the areas of music composition, performance, and education. Students will examine and learn to use current notation, sequencing, and educational software. This course fulfills the School of Education computer requirement for certification in music education. Prerequisite: MUSC 161

MUSC 231 Applied Lesson 1-2 credits
Prerequisite: MUSC 131. May be repeated for credit. Majors in the performance track are required to enroll for two credits each semester. *Fall and Spring.*

MUSC 245 Music in Film & Television 3 credits
A course intended to provide a better understanding of music and its relationship to the visual image. A detailed study of the history and development of film music from the silent film era to the present. Analysis of important films and scores by prominent composers with extensive viewing of notable film sequences. *Fall and Spring.*

MUSC 246 The World of Opera 3 credits
An exploration of the high moments in the history of opera as well as an explanation of some common features of the genre constitute the principal ingredients of this course. By means of recordings and videotape, an ample sampling of opera productions punctuates the course through the semester. *Fall and Spring.*

MUSC 247 Music of the Catholic Church 3 credits
A survey of selected musical works of Western music that were composed for use in the liturgies of the Catholic Church or inspired by some part of the Church's practices, beliefs or culture. Compositions will be examined within the contexts of musical, religious and social events occurring at the time they were written. Works from Medieval chant to contemporary compositions will be examined. Occasionally, the course may follow a particular theme, such as the study of compositions devoted to Mary.

MUSC 248 The Development of Western Music 3 credits
A survey of classical music, with particular attention paid to the influence of Italian composers and performers on the development of western music from the Renaissance to the present. Class will take advantage of its Italian and European setting to visit sites of musical significance such as La Scala opera house in Milan, St. Mark's Basilica in Venice and the home of Mozart in Salzburg. (*Florence campus*)

MUSC 261 Music Theory III 3 credits
Continuation of Music Theory II. Advanced ear-training skills, analysis, stylistic writing, and introduction to complex musical forms. Prerequisite: MUSC 162. *Fall.*

MUSC 262 Music Theory IV 3 credits
Continuation of Music Theory III. Twentieth-century harmony and composition. Prerequisite: Prerequisite: MUSC 261 or permission. *Spring.*

Upper Division Courses

MUSC 311 Conducting 2 credits
Fundamental study of conducting and score reading skills applicable to instrumental and choral ensembles. Prerequisite: permission, MUSC 262. *Spring (even years).*

MUSC 325 Half-Recital 0 credit
Public performance of half-recital by the student. Required of all music majors. Prerequisite: permission and approval of Music Department faculty. Co-requisite MUSC 331. *Fall and Spring.*

MUSC 326 Composition Junior Portfolio 0 credit
Public performance and recording of two or more compositions written for MUSC 364. Required of composition emphasis music majors. Prerequisite: permission of Music Department Faculty.

MUSC 331 Applied Lessons 1-2 credits
Prerequisite: MUSC 231 and audition. May be repeated for credit. Majors in the performance track are required to enroll for two credits each semester. *Fall and Spring.*

MUSC 333 Applied Conducting 1-2 credits
Prerequisite: MUSC 311 and permission. May be repeated for credit. *Spring.*

MUSC 341 Music and the Liturgy 3 credits
A study of the Mass, the Liturgy of the Hours, and the other sacramental rites of the Church, with special attention to the application of music to these rites. Includes an investigation of the history, development, and modern use of music in worship. An examination of the present-day rites and how music functions within them.

MUSC 345 Music in Film & Television 3 credits
For course description see MUSC 245. Only music majors may register for this course at the 300 level.

MUSC 346 The World of Opera 3 credits
For course description see MUSC 246. Only music majors may register for this course at the 300 level. Students submit a research paper on a specific opera and its composer.

MUSC 347 Music of the Catholic Church 3 credits
For course description see MUSC 247. Only music majors may register for this course at the 300 level.

MUSC 354 Music Education Methods 3 credits
Intended primarily for the music education major. Foundations, methods and materials for teaching general, vocal and instrumental music in the elementary and secondary schools. Prerequisite: permission, MUSC 262, third year standing. *Fall (odd years).*

MUSC 364 Composition 2 credits
Two semester course. In the first semester, required compositions include a song cycle and either an instrumental duo or trio; and in the second semester, an acappella choral piece and a work for instrumental solo or sonata length. Prerequisite: MUSC 262. May be repeated for credit. *Fall and Spring.*

MUSC 375 Jazz History 3 credits
For course description see MUSC 175. Only music majors may register for this course at the 300 level.

MUSC 390 Music History I 3 credits
Survey of music history and literature from the Medieval, Renaissance, and Baroque Periods. Discussion of prominent composers and their influence on the stylistic features of the period. Prerequisite: MUSC 162. *Fall*.

MUSC 391 Music History II 3 credits
Survey of music history and literature from the Classical, Romantic, and Contemporary Period. Discussion of prominent composers and their influence on the stylistic features of the period. Prerequisite: MUSC 390. *Spring*

MUSC 399 Research Methods and Materials 3 credits
Survey of materials specifically focused on research in the field of music. Projects throughout the semester will acquaint students with the materials and help students to develop facility using them. Students will also develop thesis proposals for the Music Theory and Literature track as a part of this course.

MUSC 425 Full-Recital 0 credit
A full public recital by the student. Required of performance music majors. Prerequisite: permission,

MUSC 431, and approval of Music Department Faculty. *Fall and Spring*.

MUSC 426 Composition Senior Portfolio 0 credit
Co-requisite: MUSC 464. Public performance and recording of one or more compositions written for MUSC 364 or MUSC 464. Works performed for MUSC 326 are ineligible to meet this requirement. Required of composition emphasis music majors. Prerequisite: permission.

MUSC 431 Applied Lessons 1-2 credits
Prerequisite: MUSC 331. May be repeated for credit. One hour lesson required, even if enrolled for only one credit. *Fall and Spring*.

MUSC 451 Gregorian Chant 3 credits
The study and performance of Gregorian Chant. The course includes an overview of the history of Gregorian chant, an examination of the principle sources of chant melodies and texts, a study of three systems of notation (Loan, St. Gall, Vatican) used for chant, and a study of the liturgical role of chant. Analysis, paleographic comparisons, singing and conducting will be regular activities. Requirement: permission. *Spring*.

MUSC 461 Counterpoint 3 credits
The study of 18th-century counterpoint. Evaluative materials will include both analysis and composition. Prerequisite: MUSC 262 and piano proficiency. *Fall (odd years)*.

MUSC 462 Orchestration 3 credits
Study of instruments in the band and orchestra regarding range, color, quality, and technical restriction as applied to scoring for solo and ensemble performance. Prerequisite: permission, MUSC 262 and piano proficiency. *Fall (even years)*.

MUSC 464 Advanced Composition 2 credits
A continuation of MUSC 364. May be repeated for credit. Prerequisite: MUSC 364. *Fall and Spring*.

MUSC 490-491 Directed Reading 1-5 credits
Readings and reports on selected topics; credit by arrangement. Prerequisite: permission. *Fall and Spring*.

MUSC 497 Internship – Supervised practicum in a parish setting. The intern will work with a parish musician with a mutually agreeable schedule of tasks, at least some of which will include taking full responsibility for planning and implementing the music for selected liturgies.

MUSC 499 Senior Thesis 0 credits
For fourth year music majors in the Music Literature emphasis. A major research paper on a selected topic. This course serves as a comprehensive demonstration of the student's work in music. *Fall and Spring*.

PHILOSOPHY

Philosophy

Chairperson: Douglas Kries

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

Associate Professors: D. Calhoun, B. Clayton, D. Kries, Q. Liu, R. McClelland, W. Ryan, S.J., B. Steverson, M. Tkacz, J. Wagner

Assistant Professors: T. Clancy, S.J., P. McReynolds,

Philosophy has played a central role in Jesuit education since its inception, a tradition that is reflected by the place of philosophy in the Gonzaga University core curriculum. Philosophy courses required as part of the University core curriculum for all undergraduate programs aid students in developing skills of thought and logical analysis (PHIL 101), introduce students to sustained reflection on basic questions of human nature and personhood (PHIL 201), and examine the practical and theoretical considerations relevant to human morality and value (PHIL 301). The 400-level elective requirement vitally contributes to a liberal arts education by giving the student critical distance, through philosophical reflection, from immediate involvement in career, professional, academic, and human concerns.

The Philosophy Department also offers courses leading to the Bachelor of Arts degree with a major or minor in

philosophy. Beyond courses required by the university core, students must complete an additional nine credits of upper-division course work for a philosophy minor, and twenty-six additional upper-division hours for the philosophy major. Two special features of the philosophy major curriculum are the Philosophy Major Proseminar, which orients new philosophy majors to the main issues and problems in philosophy and offers practice in philosophical writing, and the Senior Seminar. Philosophy majors should register for the Proseminar as soon as possible after declaring a philosophy major, normally in the fall of their Junior year; the Senior Seminar is a capstone course in the spring of the senior year.

An undergraduate major in philosophy is useful preparation for a variety of careers. The focus on logic, argumentation, and moral theory is valuable to students with career plans in law. Students with interests in business, public policy, or government service can benefit from the many courses which provide reflective analysis on the ways in which political, moral, and social values are embedded in social institutions. A degree in philosophy can be valuable when applying to a variety of professional schools which actively look for liberal arts majors and to employers who do the same.

Transfer students who have taken philosophy courses at other institutions may have some or all of the core courses substituted if, in the judgment of the Department, they are equivalent to those courses required at Gonzaga and if a grade of "C" or better was earned.

B.A. Major in Philosophy: 37 Credits

Lower Division Courses

PHIL 101 Critical Thinking	2 credits
PHIL 201 Philosophy of Human Nature	3 credits

Upper Division Courses

PHIL 301 Ethics	3 credits
PHIL 400 Philosophy Major Proseminar	2 credits
PHIL 401 History of Ancient Philosophy	3 credits
PHIL 405 History of Medieval Philosophy	3 credits
PHIL 410 History of Modern Philosophy	3 credits
PHIL 420 Contemporary Philosophy	3 credits
PHIL 400 level Electives*	12 credits
<i>(cannot include PHIL 402 or PHIL 412)</i>	
PHIL 499 Senior Seminar in Metaphysics/Epistemology	3 credits

* Majors in philosophy should choose their electives carefully in consultation with their advisors and in the light of their philosophical interests and academic objectives. PHIL 402 and 412 will not count for elective credit for philosophy majors.

Minor in Philosophy: 20 Credits

Lower Division Courses

PHIL 101 Critical Thinking	2 credits
PHIL 201 Philosophy of Human Nature	3 credits

Upper Division Courses

PHIL 301 Ethics	3 credits
PHIL 400 level Electives	12 credits

Lower Division Courses

PHIL 101 Critical Thinking 2 credits
The philosophy component of the Thought and Expression sequence. Focus on formal (syllogistic, propositional) and informal (fallacies, induction, etc.) logic. *Fall and Spring.*

PHIL 102H Critical Thinking and Philosophy 3 credits
The philosophy component of the Thought and Expression sequence for Honors students. Prerequisite: Honors *Fall.*

PHIL 201 Philosophy of Human Nature 3 credits
A systematic study of human nature and what it might involve. Focus on appetitive and cognitive processes, the problems of freedom, immortality, and personal integration. Prerequisite: PHIL 101. *Fall and Spring.*

PHIL 201H Philosophy of Human Nature (Honors) 3 credits
A systematic study of human nature and what it might involve. Focus on appetitive and cognitive processes, the problems of freedom, immortality, and personal integration. Prerequisite: PHIL 102H *Fall.*

PHIL 271 (RELI 459A) Community Outreach 3 credits
A course on volunteer work with both classroom and volunteer fieldwork components. This course does not satisfy any philosophy core, major, or minor requirements. *On sufficient demand.*

Upper Division Courses

All 400-level courses have PHIL 301 as a prerequisite and are contingent on demand and faculty availability unless otherwise specified.

PHIL 301 (WOMS 237C) Ethics 3 credits
A general theory of the goals of human life and the norms of moral behavior; the theory will be applied to several specific moral problems. Prerequisite: PHIL 201 and sophomore B status. *Fall and Spring.*

PHIL 301H Ethics (Honors) 3 credits
A general theory of the goals of human life and the norms of moral behavior; the theory will be applied to several specific moral problems. Prerequisite: PHIL 201H *Fall.*

PHIL 400 Philosophy Major Proseminar 2 credits
An introduction to the major topics in philosophy with a special emphasis on practice in philosophical writing. Prerequisite: Major status. Philosophy majors should register for the Proseminar as soon as possible after declaring a philosophy major, normally in the spring of the sophomore year. *Fall.*

PHIL 401 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 translation. Prerequisite: Major or minor status or permission. *Fall.*

PHIL 402 Ancient and Medieval Philosophy 3 credits
A study of important philosophers in the ancient and medieval periods. This course is designed for non-majors and cannot count towards a philosophy major.

PHIL 405 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. Prerequisite: PHIL 401 or permission. *Spring.*

PHIL 406 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 407 St. Thomas Aquinas 3 credits
Life, works, and selected texts and problems.

PHIL 410 History of Modern Philosophy 3 credits
A survey from Descartes through Hegel. Philosophy majors are strongly urged to take this course only after completing PHIL 401 and PHIL 405. Prerequisite: Major/Minor status or permission. *Fall.*

PHIL 412 Modern and Contemporary Philosophy 3 credits
A study of important philosophers in the modern and contemporary periods. This course is designed for non-majors and cannot count towards a philosophy major.

PHIL 416 Marxism 3 credits
The major writings of Marx, Engels, and Lenin. The relation between Marxist theory and revolutionary practice. Contemporary problems in Marxism.

PHIL 420 Contemporary Philosophy 3 credits
A survey of major figures from the post-Hegelian period to the present. Prerequisite: PHIL 410 or permission. *Spring.*

PHIL 421 American Philosophy 3 credits
A study of major figures in the American philosophical tradition.

PHIL 423 Process Philosophies 3 credits
Philosophers such as Bergson and Whitehead, who regard creative process as the essence of the real.

PHIL 424 Existentialism 3 credits
The movement from Kierkegaard to the present.

PHIL 425 Phenomenology 3 credits
Some proponents of phenomenological philosophy stemming from Husserl.

PHIL 426 Existential Psychology 3 credits
A study of important existentialist philosophers and their influence upon psychology and psychologists.

PHIL 427 Analytic Philosophy 3 credits
A survey of 20th-century Anglo-American philosophy.

PHIL 428 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 430 Metaphysics 3 credits
A systematic ordering and development of the perennial questions concerning being and existence; unity, diversity, truth, value, causality, and transcendence; the existence and nature of God.

PHIL 432 Philosophy of Education 3 credits
Representative thought regarding educational agents, aims, and curricula.

PHIL 434 (INST 396) 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 440 Theory of Knowledge 3 credits
Problems, positions, and synthesis of the modes of human knowing.

PHIL 441 Symbolic Logic 3 credits
The study of modern symbolic logic (propositional and predicate). Metalogical issues B the syntax and semantics of formal systems B are discussed.

PHIL 443 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 444 Science, Technology, and Social Value 3 credits
Examines the relationship between science and technology, particularly modern technology, and the effect of science and technology on culture and values.

PHIL 445 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 446 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 448 Philosophy of Mind 3 credits
Treatment of the nature and functional capacities of the mind, and the philosophical problems raised by analysis of the mind, including mind and body, materialistic reductionism, other minds, freedom, and personality.

PHIL 451 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 452 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 453 (INST 350) 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 454 Metaethics 3 credits
This course is an advanced study of contemporary disputes in ethical theory and 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. In addition, the course will also examine a range of competing, twentieth-century ethical theories.

PHIL 455 (WOMS 336) 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 456 (WOMS 435) 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 dimension. 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 457 Business Ethics 3 credits
The philosophic basis of business and its relation to social development. Responsibilities of the business community to society and the individual. The relationship between economic theories and philosophical approaches. *Fall and Spring.*

PHIL 458 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 philosophically defensible environmental ethics.

PHIL 459 Governing Nature: Politics, Ethics, and the Environment 3 credits
Examines public policy, political structures, and political movements as they affect the environment, stresses the impacts of politics and ethics in the formation and the evolution of environmental policy, with particular attention to the rivers and forest regions of the Pacific Northwest.

PHIL 465 Philosophy of Religion 3 credits
A philosophical investigation of the rational justification of religious faith.

PHIL 466 (RELI 491) Philosophy of God/Philosophical Theology 3 credits
Philosophical views about God and our knowledge of God.

PHIL 467 Faith and Reason 3 credits
A philosophical investigation of the grounds for integrating traditional Christian theism with a rational and scientific world view. Topics include classical and contemporary proofs for the existence of God, scientific evidence for theism from contemporary cosmology, and the problem of evil and suffering. *Spring.*

PHIL 470 Philosophy of Law 3 credits
The sources, structure, and function of human law and its relation to moral law.

PHIL 471 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. 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 472 (VART 466) 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 473 Philosophy of History 3 credits
A study of the philosophical presuppositions of historical method and of the meaning or goal of historical process.

PHIL 476 Racism, Slavery, and Evil 3 credits
A study of events in the history of slavery, reconstruction, the Jim Crow era, and 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. This course satisfies the diversity requirement of the College of Arts and Sciences.

PHIL 486 - 488 Seminars 3 credits
Topics will vary.

PHIL 489H Honors Seminar 1-3 credits
Topics and credit by arrangement. Prerequisite: Honors or permission of the Honor's Director. *Spring or Fall.*

PHIL 490 Directed Study 1-3 credits
Credits and topics by arrangement. Prerequisite: permission.

PHIL 499 Senior Seminar in Metaphysics/Epistemology 3 credits
Each student will present a number of short papers on metaphysical and/or epistemological topics. Students will develop and defend philosophical positions for discussion by the class. Prerequisite: fourth year standing, philosophy major. Spring.

PHYSICS

Physics

Chairperson: Eric Kincanon

Professors: J. Byrne (Emeritus), S. Hoffmaster, E. Kincanon

Associate Professors: J. Bierman, A. Greer

The Department of Physics offers the Bachelor of Science degree in physics. Students are expected to declare their major in this area in their freshman year; students in their sophomore year and students in the Florence program, however, can be accommodated by special arrangement with the department.

The Bachelor of Science is designed as a terminal degree. Students who are considering graduate school studies should plan on taking additional course work. Students should be able to work out a four-year course of study with their advisor that will satisfy graduate school requirements. Physics majors interested in careers in health sciences should discuss course requirements and potential accommodations with a Physics faculty member.

Majors in physics are expected to achieve a familiarity with computer programming.

More information is available on the department's website at <http://www.phy.gonzaga.edu/>.

B.S. Major in Physics: 53 Credits

Lower Division Courses

PHYS 103 & 103L Scientific Physics I	4 credits
PHYS 204 & 204L Scientific Physics II	4 credits
PHYS 205 20th Century Physics	3 credits
PHYS 217 Modern Physics Lab	1 credit
CHEM 101 or 105 (with pertinent labs)	4 credits
CPSC 121 Computer Science I	3 credits
MATH 157, 258	8 credits

Upper Division Courses

EENG 201 & 201L Circuits	4 credits
PHYS 300 Mathematical Methods	3 credits
PHYS 301 Intermediate Mechanics	3 credits
PHYS 306 Electricity and Magnetism	3 credits
PHYS 310 Intermediate Laboratory	2 credits
PHYS 464 Quantum Physics	3 credits
MATH 350 Elementary Numerical Analysis	3 credits

In addition, at least two of the following courses:

- PHYS 307 Optics
- PHYS 402 Advanced Mechanics

- PHYS 407 Electricity & Magnetism II
- PHYS 409 Nuclear & Particle Physics
- PHYS 410 Advanced Laboratory
- PHYS 450 Statistical Physics
- PHYS 465 Advanced Quantum Physics

Physics majors are also encouraged to take:

- MATH 259 Calculus III
- MATH 260 Ordinary Differential Equations
- MATH 339 Linear Algebra
- and additional CPSC courses.

Minor in Physics: 28 Credits

Lower Division Courses

PHYS 103 & 103L & 103R Scientific Physics I	4 credits
PHYS 204 & 204L & 204R Scientific Physics II	4 credits
PHYS 205 Twentieth Century Physics	3 credits
MATH 157 and 258	8 credits

Upper Division Courses

PHYS—Electives	9 credits
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(Special consideration will be given to Chemistry and Engineering majors who have taken related courses.)

Physics

Lower Division Courses

PHYS 100 Conceptual Physics 3 credits
The basic principles of physics are covered in a descriptive (non-mathematical) manner. Designed for students not majoring in the natural sciences or those needing a very basic background in physics. *Fall and Spring.*

PHYS 100L Conceptual Physics Laboratory 1 credit
Taken concurrently with PHYS 100. Two hours of laboratory.

PHYS 101 General Physics I 3 credits
Mechanics, fluids, and sound. Three hours of lecture with experimental demonstrations and problems. Not accepted as a prerequisite for any advanced work. Prerequisite: high-school algebra and trigonometry. *Fall.*

PHYS 101L General Physics I Lab 1 credit
Taken concurrently with the lecture course (PHYS 101). Three hours of laboratory. *Fall and Spring.*

PHYS 101R General Physics I Recitation 0 credits
Must be taken concurrently with PHYS 101. *Fall.*

PHYS 102 General Physics II 3 credits
Heat, light, electricity, magnetism, and modern physics. Three hours of lecture with experimental demonstrations and problems. Not accepted as prerequisite for any advanced work. Prerequisite: PHYS 101. *Spring*.

PHYS 102L General Physics II Lab 1 credit
Taken concurrently with the lecture course (PHYS 102). Three hours of laboratory. Prerequisite: PHYS 101L. *Spring and Fall*.

PHYS 102R General Physics II Recitation 0 credits
Must be taken concurrently with PHYS 102. *Spring*.

PHYS 103 Scientific Physics I 3 credits
Lecture and recitation. Classical mechanics: dynamics, waves, and fluids. Three hours of lecture with experimental demonstrations and problems. Prerequisite: MATH 157 or permission. *Fall and Spring*.

PHYS 103L Scientific Physics I Lab 1 credit
Taken concurrently with the lecture course (PHYS 103). Three hours of laboratory. *Fall and Spring*.

PHYS 110 Introduction to Astronomy 3 credits
This course is designed for the non-science major. A wide range of topics is covered in order to give an overview of what is currently known about the structure and evolution of the universe. Most areas of observational and theoretical astronomy do not go beyond basic high-school algebra.

PHYS 110L Introduction to Astronomy Lab 1 credit
This laboratory familiarizes students with the constellations, methods in amateur astronomy, and an introduction to current methods in experimental astronomy. The course meets once weekly for two hours with a majority of the lab work done outside the classroom. Mathematics involved does not go beyond basic algebra and trigonometry.

PHYS 125 Physics of Sound and Music 3 credits
The nature of vibrations and waves will be studied and investigated at the introductory level. Vibrations, properties of waves, addition of waves and the resulting wave phenomena will be covered with an emphasis on their relationship to sound production and interpretation via the ear. This class is designed for non-science majors. The required mathematics will not exceed high school algebra.

PHYS 125L Physics of Sound and Music Lab 1 credit
PHYS 125L is optional with concurrent enrollment in PHYS 125. The course will further investigate topics from PHYS 125 involving the behavior of waves. The required mathematics will not exceed high school algebra and trigonometry.

PHYS 130 Time 3 credits
This course presents a survey of physics with time as the unifying concept. Topics covered include mechanics, conservation laws, special relativity, thermodynamics, and chaos. This course is designed for non-science majors.

PHYS 150 Applying the Scientific Method 3 credits
Teaches the scientific method by applying it to current and familiar topics. Students move from relatively easy topics of investigation (e.g., the chances of being in an auto accident next year) to more in-depth investigations (e.g., whether global warming is a real phenomenon).

PHYS 170H Honors Physics 3 credits
Key physical theories and principles will be discussed from historical, societal, and physical perspectives. Prerequisite: high school algebra and Honors program or permission.

PHYS 170HL Honors Physics Laboratory 1 credit
Laboratory to accompany PHYS 170H.

PHYS 204 Scientific Physics II 3 credits
Lecture and recitation. Thermodynamics, electricity and magnetism, and optics. Three hours of lecture with experimental demonstrations and problems. Prerequisite: PHYS 103 and MATH 258 or permission. *Fall and Spring*.

PHYS 204L Scientific Physics II Lab 1 credit
Taken concurrently with the lecture course (PHYS 204). Three hours of laboratory. Prerequisite: PHYS 103L. *Fall and Spring*.

PHYS 205 Twentieth Century Physics 3 credits
Special relativity, development of and an introduction to quantum mechanics and other selected topics. Prerequisite: PHYS 204. *Spring*.

PHYS 217 Modern Physics Laboratory 1 credit
Taken concurrently with PHYS 205, this course looks at laboratory examples of topics covered in PHYS 205.

PHYS 290A-E Sophomore Directed Reading 1-3 credits
Directed reading in approved topics. Prerequisite: permission.

Upper Division Courses

PHYS 300 Mathematical Methods 3 credits
Survey of mathematical techniques used in upper division physics courses. Prerequisite: PHYS 204. *Spring of even years*.

PHYS 301 Intermediate Mechanics 3 credits
Particle and rigid body statics and dynamics in a rigorous vectorial calculus treatment. A fundamental introduction to theoretical physics. Prerequisite: PHYS 204. *Fall*.

PHYS 306 Electricity and Magnetism 3 credits
Electrical and magnetic phenomena leading to a development of Maxwell's equations and electromagnetic field theory. Prerequisite: PHYS 204. *Fall of even years*.

PHYS 307 Physical Optics 3 credits
Classical electromagnetic theory applied to optical phenomena. Prerequisite: PHYS 306 or its equivalent. *Spring of odd years*.

PHYS 310 Intermediate Laboratory 2 credits
This course will discuss the major analytic techniques used in experimental physics through experiments in mechanics, heat, electromagnetism and modern physics and will apply these techniques to classic experiments. Prerequisite: PHYS 204L. *Fall*.

PHYS 402 Advanced Mechanics 3 credits
A continuation of PHYS 301 and extension to dynamics of particles, rigid bodies, and fluids by the use of Lagrangian and Hamiltonian formalisms. Prerequisite: PHYS 301. *Spring of even years*.

PHYS 407 Electricity & Magnetism II 3 credits
A continuation of PHYS 306; a study of advanced topics in E&M for graduate school preparation. Prerequisite: PHYS 306. *Spring of odd years*.

PHYS 409 Nuclear and Particle Physics 3 credits
Study of experimental and theoretical aspects of nuclear interactions as they apply to nuclear structure and elementary particle characteristics. Prerequisite: PHYS 205. *Fall of even years*.

PHYS 410 Advanced Laboratory 2 credits
This laboratory is a continuation of PHYS 310. Students will refine their laboratory and analysis techniques as well as design their own experiments. Prerequisite: PHYS 310.

PHYS 450 (CHEM 420) Statistical Physics 3 credits
Study of thermal properties from microscopic and statistical viewpoints. Topics include: probability distributions, entropy, density of states, blackbody radiation. Prerequisite: PHYS 204. Fall of odd years.

PHYS 464 Quantum Physics 3 credits
The development of the Schroedinger equation and its application to various potential energy functions. Prerequisite: PHYS 205, MATH 260. *Fall of odd years.*

PHYS 465 Advanced Quantum Physics 3 credits
Advanced topics in quantum physics. Prerequisite: PHYS 464. *Spring of even years.*

PHYS 490 Directed Reading 1-3 credits
Directed reading in advanced topics. Prerequisite: permission.

PHYS 499 Senior Project 0 credit
May be undertaken by B.S. physics majors in their senior year. Prerequisite: permission.

POLITICAL SCIENCE

Political Science

Chairperson: Robert Waterman
Professors: B. Garvin, M. Leiserson
Associate Professors: M. Connolly, S.J.,
M. Treleaven, S.J., R. Waterman

Courses in Political Science afford the student the opportunity to examine political thought and systems past and present. A Bachelor of Arts with a major or minor in Political Science provides an essential component of a liberal arts education, an enduring political education for citizens, a solid basis for graduate work, and a fine background for the study of law and the teaching or practice of politics.

Students majoring in this field are urged to take additional course work in the fields of economics, English literature, history, philosophy, psychology, and sociology.

In the fall or spring semester of their senior year majors must take POLS 499, "Preparation for the Comprehensive"; this one credit seminar assists students in reviewing their departmental and related studies in preparation for comprehensive examination in November or April. Each exam will be based on the special interests and thematic questions which a student has pursued through courses and the major. The purpose of POLS 499, therefore, is to specify those interests and questions for each student, and to discover how they have or have not been answered.

The department also provides special counseling in preparation for graduate school or law school. For students planning a career in the teaching or practice of politics, in governmental administration, or in international affairs, special direction and assistance is also available from members of the department.

Programs for students preparing for secondary teacher certification leading either to primary endorsement in Political Science or merely a supporting endorsement are available (please contact the chairperson of the Political Science Department and the chairperson of the Teacher Education Department for details).

Political Science majors are encouraged to take more than 31 credits, especially if considering postgraduate study.

B.A. Major in Political Science: 31 Credits

Lower Division

POLS 101 American Politics 3 credits

Upper Division Courses

POLS 303-329; 484 U.S. Govt. & Pol.:
Two courses 6 credits

POLS 330-349; 486 Political Thought:
Two Courses 6 credits

POLS 350-379; 487-88 Comp. Govt./Intl. Rel.:
Two Courses 6 credits

POLS - - Electives* 9 credits

POLS 499 Prep. for Comprehensive 1 credit

* Six semester credits of lower-division Political Science may be used if these lower-division credits were taken in the first or second years.

Minor in Political Science: 18 Credits

Lower Division Courses

POLS 101 American Politics 3 credits

Upper Division Courses

POLS 303-329; 484 U.S. Govt. & Politics 3 credits

POLS 330-349; 486 Political Thought 3 credits

POLS 350-379; 487-88 Comp. Govt./ Intl. Rel. 3 credits

POLS - - - Electives* 6 credits

* Three semester credits of lower-division Political Science may be used if these lower-division credits were taken in the first or second years.

Lower Division Courses

POLS 101 American Politics 3 credits
The American Constitution; the evolution of democracy; the structure of the national government. Congress; the Presidency; the courts. Political parties and interest groups. Public policy in domestic and foreign affairs. How to think about politics. *Fall and Spring.*

POLS 102 Introduction to Politics 3 credits
Treatment of six distinctive figures in political life – philosopher, saint, prince, statesman, revolutionary, and citizen – in order to determine their characteristic contributions to an understanding of politics. Examples: Socrates, Thomas More, Machiavelli's Prince, the American Founding Fathers, Marx and Engels, and the students of the 1960's. A variety of materials used, including pamphlets, philosophical dialogues, essays, and dramas. *Fall and Spring.*

POLS 103 People and Politics Around the World 3 credits
Comparison of key political institutions, political attitudes, patterns of interaction, and long-term quarrels in France, Germany, Russia, China, Mexico, and Nigeria. How legislatures, executives, and political parties work and the influence of culture, social structure, ideology, and nationalism. *Fall and Spring.*

POLS 202 (PSYC 202, SOCI 202, MATH 121)**Statistics for Social Science** 3 credits

An introduction to the basic concepts of descriptive and inferential statistics and their application to the gathering and analysis of data in the social sciences. Prerequisite: POLS 101 or permission. *Fall and Spring.*

Upper Division Courses

Note: All upper-division courses have second year standing or permission as a prerequisite unless otherwise noted.

POLS 302 Law as a Vocation 3 credits

Can the practice of law be both a "profession" and a true "vocation?" The lawyer-statesman ideal and the realities of today's practice of law. The nature of a rule of law system, and how it is ethical. *On sufficient demand.*

U.S. Government and Politics Courses**POLS 303 (WOMS 343)****Civil Liberties: Race and Gender** 3 credits

How courts and government protect freedom: speech/press, guns, property, crime, punishment, privacy, equality. Progress toward justice for religious, cultural, and ethnic minorities and women, and what causes it. Liberal and conservative proposals for ending racial and sexual injustice. *Spring.*

POLS 306 Congress and the Presidency 3 credits

The Congress, its rules and procedures, and the impact of Congress on national policy. Committee and party leadership. The Presidential office, its constitutional powers, and its evolution over the years. The "modern presidency" since Franklin Roosevelt. Conflict and co-operation between the Congress and the President. *On sufficient demand.*

POLS 309 Political Parties and Elections 3 credits

The nature of American political parties at the local, state and especially - the national level. Political reform and other causes of the decline of political party organization. The new service and money-raising roles of parties. Presidential and congressional elections. The rise of "candidate-centered" campaigns. The role of interest groups, the media, and professional campaign management firms in the conduct of elections. Explaining voter behavior and election outcomes through the tools of survey research. Case studies of presidential and congressional campaigns. *Fall semester during election year.*

POLS 311 State and Local Government 3 credits

State and local government in America. Federalism and inter-governmental relations. Specific emphasis on the history of urban government and the problems of cities today. *On sufficient demand.*

POLS 312 Urban Politics 3 credits

A study of city life and all the elements that define it, the problems and prospects of the urban polity that surround, influence, constrain and color city life. A course in political science, complimented with an interdisciplinary literature—history, political-economy, urban studies and planning, organization theory, social criticisms, even architecture. *On sufficient demand.*

POLS 313 Think Globally, Act Locally 3 credits

Studies the changes globalization precipitates in the economy, the capacity of the welfare state and in civic activity; develops new "habits of the heart" and political engagement including advocacy; service learning through local organizations to perform all forms of household labor for women who are raising children alone.

POLS 319 American Foreign Policy 3 credits

Evolution of American foreign policy, with emphasis on contemporary issues, national interests, interrelationship with domestic politics, and the decision-making process. Evaluation of Nationalist, Revisionist, and Realist views of foreign policy. How foreign policy may do justice. *Spring.*

POLS 320 Public Administration 3 credits

Growth, operation, and limits on American public bureaucracy, especially from the viewpoint of the citizen. *Fall.*

POLS 322 (WOMS 340) Gender and Politics 3 credits

Survey of feminist theories and their impact on the political position of women in America. The history of the postwar women's movement in the U.S. A variety of issues raised by women will be explored, and placed in comparative context to further illuminate possible choices and consequences. *On sufficient demand.*

POLS 323 American Constitutional Law 3 credits

The roles of law, politics, and ethics in our constitutional system; the workings of the Supreme Court; constitutional development during the 20th century and today; how to "brief" court opinions; six different valid ways to interpret the Constitution. (Most students find this course easier after taking POLS 303.) *Fall.*

POLS 324 Participatory Democracy 3 credits

Examination of past town-meeting and recent theory and practice aimed at increasing participation in politics by ordinary American citizens. Emphasis on the possibility of a new model of democratic government. *Spring.*

POLS 325 Selected Topics in American Politics 3 credits

The study of selected topics in American politics. *On sufficient demand.*

POLS 326 Race and Ethnicity Politics in U.S. 3 credits

Analysis of early to present immigration of slave and other groups to the United States in order to show the diversity of the current population, the political problems encountered by the distinct groups and for the rest of the country, plus the variety of political solutions and results.

POLS 327 (WOMS 344) American Social Policy 3 credits

This course examines the origins, patterns, reforms, and criticisms of American social policy. Ties between knowledge and social policy are studied. The particular impact of education, health care, and welfare policies on women, children, different racial and ethnic groups, and the middle class are considered. Normative claims for the proper role of the state and capitalism are reviewed. *On sufficient demand.*

POLS 328 Politics of the Pacific Northwest 3 credits

State and society in the Pacific Northwest: government, parties, reform movements, regionalism, and social forces in the USA Pacific Northwest, and British Columbia and Alberta. Regional issues such as taxation, health care, urbanization, land use, education, the environment, and resource-based economics are addressed in a comparative Canadian-U.S. context.

POLS 329 North American Environmental Policies and Politics 3 credits

Study of local, regional and international environmental policy, its challenges for not only administration and understanding but also for citizenship and accountability. Topics include water, ecosystem management and sustainability in the U.S., Canada and Mexico.

Political Thought Courses**POLS 330 Classical & Medieval Political Thought** 3 credits

A thorough examination of the most important texts from Plato's Republic to The Prince and The Discourses of Machiavelli. *Fall.*

POLS 331 Modern Political Thought 3 credits

European political thought from Hobbes Leviathan to John Stuart Mill's On Liberty. The development of liberalism in Britain and France between the 17th and 19th centuries. *Spring.*

POLS 332 Am. Pol. Thought of the Founding Era 3 credits

Special attention to the American Revolution and the Constitution. Federalists and Anti-Federalists. Tocqueville's description of Democracy in America. *On sufficient demand.*

POLS 334 Politics and Literature 3 credits

"Why are there so few political novels that are first rate as literature?" Political relations are abstractions; people live concretely. But literature can still bridge this gap. Comparing mediocre political novels with a great one teaches not only about literary quality but also about political reality. And truly great novels show how political realities appear even in private lives. Such "spectacles" express the shallowness of political ideology, and reveal the political features of ordinary lives as well as the personal meaning of politics. *On sufficient demand.*

POLS 335 Marxism 3 credits
Foundations of Marxism-Leninism. The major writings of Marx, Engels, and Lenin. The significance of Marxism in light of the apparent collapse of world communism. Marxism as a critique of American liberalism.

POLS 336 Selected Texts in Political Thought 3 credits
An intensive look at a single writer or group of writers; designed to achieve greater understanding than is possible in a broad survey course. *On sufficient demand.*

POLS 337 Ethics and Politics 3 credits
The problem of "dirty hands" in politics and why it occurs. Three different ways politics can be ethical. How the separation of powers in the American Constitution is a distinction of moral authorities. Close reading of classic works including Machiavelli, just war, the Lincoln-Douglas debates. *Spring.*

POLS 338 20th-Century Political Thought 3 credits
Treatment of 20th-century authors who examine the difficulties for democratic political life in contemporary mass society. *Fall.*

POLS 339 Liberalism and Conservatism 3 credits
Study of current liberal and conservative ways of thinking about American politics; exploration of possibly valid philosophical grounding for them; application of the views to current policy.

POLS 340 Christian Political Thought 3 credits
This course examines Protestant and Catholic theologies of politics, ancient, modern, and contemporary. Christians have had a variety of reactions to politics and its issues of power, authority, social justice, freedom, rights, obligations, citizenship, sin, and grace in history and institutions. Secular critiques of Christian thought are also considered. *On sufficient demand.*

POLS 341 Feminist Thought
(SOCI 390, WOMS 401) 3 credits
Analyzes the contributions of feminist scholars to social and political theory and shows how feminist scholarship is transforming topics, methods, and goals. Reviews the major approaches to feminist theorizing and invites students to put these to work examining contemporary social and political issues.

Comparative Government and International Relations Courses

POLS 350 (INST 301) Survey of International Studies 3 credits
Formerly POLS, INST 240. Contemporary global issues and background information for all courses in International Studies. Studies the spiritual wisdom of the world's main civilizations, international economics, international politics, and the potential for international integration. *Fall.*

POLS 351 (INST 342) International Relations 3 credits
Theory and practice in the functioning of the international political system and the behavior of the nations within it. *On sufficient demand.*

POLS 352 (INST 385) Latin American Politics 3 credits
Focus on the caudillo or leader in Latin American history, culture, and society, in the range of contemporary forms of government-democratic, dictatorial, revolutionary. Some treatment of U.S. foreign policy. *Spring.*

POLS 354 (INST 395) Politics in Western Europe 3 credits
Survey of the political cultures, institutions, processes, issues and policies of several western European nations. Special focus on England, France, and Germany, but coverage will extend to the other European democracies as well. *Fall.*

POLS 355 (INST 325) Post-Soviet Russia and China 3 credits
Focus on the pre-1985 Soviet political system; how Gorbachev's six-year reform program led to the unraveling of the Soviet Union; and the difficult transition to democracy and a market economy in post-Soviet Russia. Similarly, Maoist China is contrasted with the uneasy mixture of economic reform and political repression coexisting in China today. *On sufficient demand.*

POLS 356 Area Studies in Politics 3 credits
An analysis of selected foreign governments. *On sufficient demand.*

POLS 357 Italian Political System 3 credits
The constitutional principles and governmental agencies in Italy today. Taught only at Gonzaga-in-Florence. Prerequisite: third year standing or permission. *On sufficient demand.*

POLS 359 (INST 310) Third World Development 3 credits
Focus on political development in the Third World. After examining the making of the Third world through imperialism and colonialism, key political institutions (the state, political parties, the military) are analyzed, as is the international economic context of dependency and vulnerability. Several case studies follow a common analytical framework to trace experiences with democratic and authoritarian rule and assess the underlying causes of democratic success and failure. *On sufficient demand.*

POLS 360 (INST 346) Parliamentary Government 3 credits
Parliamentary or Cabinet government is contrasted with the American government. Focus on disciplined parties, prime ministers, civil servants, and elected politicians, written and unwritten constitutional rules, parliamentary supremacy and rights-based politics. Usually a specific nation, Canada, is featured, but examples are also drawn from Great Britain, New Zealand, India, and Australia. *On sufficient demand.*

POLS 361 European Relations 3 credits
Taught at Gonzaga-in-Paris only.

POLS 363 (INST 326, WOMS 342) Women in Comparative Societies 3 credits

Through a comparative lens that uses the United States as an initial reference point, this course will focus on legal and political issues of concern to women worldwide. These include: 1) marriage and family laws and traditions; 2) the gendered nature of work regimes and educational opportunities; 3) health and reproductive policies; 4) global patterns of violence against women; 5) women's movements.

POLS 364 (INST 389) Politics of the Pacific Rim 3 credits
Focus on the role played by the East Asian capitalist development states (Japan, South Korea, Taiwan) in the accelerated economic growth of the Pacific Rim; a consideration of the Philippines or Indonesia as a representative of Asia; also an analysis of the Asian financial crisis and its impact on Hong Kong as well as on the USA, Russia, and China. *Spring.*

POLS 365 (INST 390) African Politics and Development 3 credits

Contemporary sub-Saharan Africa is examined in four key areas of development and politics: (1) contemporary social, economic, and ecological conditions; (2) origins of the modern African state; (3) development strategies and post-independence decline; and (4) state and society after developmentalism.

POLS 366 (INST 410) Perspectives on Global Issues 3 credits
A critical analysis of vital global issues from the different perspectives of realists, idealists, and system-transformers. This framework encourages an exploration of competing worldviews and value systems and requires the weighing of evidence from differing ideological, cultural, and gender perspectives. The major analytical perspectives and organizing concepts that scholars have fashioned to make these issues comprehensible are introduced. *On sufficient demand.*

POLS 367 (INST 393) Democratization in Central and Eastern Europe 3 credits

Problems of and prospects for democracy in Eastern/Central Europe. The history, movements, institutions, and politics of the nations will be considered, as well as the dynamics and challenges of democratization and economic reform. *Spring.*

POLS 368 (INST 392) Tyranny to Democracy: Democratic Transitions in the Late 20th Century 3 credits

Between 1974 and 2000 more than fifty countries in Southern Europe, Latin America, East Asia, and Eastern Europe shifted from authoritarian to democratic systems of government. An examination of the causes and nature of these democratic transitions. Several case studies of democratic transitions in different areas of the world will be investigated in order to understand the factors responsible for the democratic trend and to ascertain which key variables best explain completed democratic transitions and democratic consolidation. *On sufficient demand.*

POLS 370 Modern Democracies 3 credits

Selected foreign democratic systems; constitutional and ideological principles; governmental forms, practices, and problems. Prerequisite: third year standing or permission. Taught at Gonzaga-in-Florence. *On sufficient demand.*

POLS 371 (INST 345) International Law	3 credits
Examines the fundamentals of public international law by studying the sources of law which make it up, methods of dispute resolution, and current problems of interest to North Americans.	
POLS 395 Topics in Political Science	3 credits
Selected questions in the discipline. <i>On sufficient demand.</i>	
POLS 483 Seminar in Political Science	3 credits
Selected topics. Prerequisite: permission.	
POLS 484 Seminar in American Politics	3 credits
Selected topics. Prerequisite: permission.	
POLS 486 Seminar in Political Thought	3 credits
Selected topics. Prerequisite: permission.	
POLS 487 Seminar in International Relations	3 credits
Selected topics. Prerequisite: permission.	
POLS 488 Seminar in Comparative Politics	3 credits
Selected topics. Prerequisite: permission.	

POLS 490 Directed Readings	1-3 credits
Credit by arrangement for directed reading and reports on selected topics. Prerequisite: permission.	
POLS 492 Independent Research or Study	1-3 credits
Credit by arrangement for research or study. Prerequisite: permission.	
POLS 497 Public Affairs Internship	1-9 credits
Field work by arrangement with a public agency or political party. A comprehensive internship report is required. Normally limited to upper division students, but in special cases freshmen and sophomores may be granted authorization. No student may earn more than nine credits. Prerequisite: permission.	
POLS 499 Comprehensive Exam Preparation	1 credit
Required of all majors in their final year. Prerequisite: permission. <i>Fall and Spring.</i>	

PSYCHOLOGY

Psychology

Chairperson: Molly Kretchmar-Hendricks
 Professors: S. Leigland
 Associate Professors: M. Brown, M. McBride, W. Powel,
 N. Worsham, M. Kretchmar-Hendricks
 Assistant Professors: T. McCulloh, J. Williams

The Department of Psychology offers courses that focus upon the scientific study of human and animal behavior; most courses offered in the department, however, stress observable and experiential human behavior. The Department offers a Bachelor of Arts in Psychology.

Because psychology is related to a wide variety of other disciplines, majors are encouraged to pursue studies in related fields such as sociology, biology, communication arts, literature, business, mathematics, education, and philosophy.

General Psychology, Statistics for the Social Sciences (PSYC 202, SOCI 202, POLS 202, MATH 121,) and Research Methods in Psychology (PSYC 207) are required for entry into upper division courses. These courses provide students with an initial understanding and appreciation of the scientific method in psychology.

Majors are required to take a comprehensive examination (PSYC 499). Students usually complete the examination in either the second semester of their third year or the first semester of their final year. Majors are also encouraged to take additional upper division courses if they are planning on graduate studies.

Psychology majors are required to take at least one non-psychology course in satisfying the social science core requirement.

B.A. Major in Psychology: 34 Credits

Lower Division Courses

PSYC 101 General Psychology	3 credits
PSYC 202 Statistics (or equivalent)	3 credits
PSYC 207 Research Methods in Psychology	3 credits
PSYC 207 Research Methods in Psyc. Lab	1 credit

Upper Division Courses

PSYC 330 Social Psychology	3 credits
PSYC 335 or PSYC 433	3 credits
PSYC 380 Personality Theory	3 credits
PSYC - - - Electives	15 credits
PSYC 499 Comprehensive	0 credit

Minor in Psychology: 22 Credits

Lower Division Courses

PSYC 101 General Psychology	3 credits
PSYC 202 Statistics (or equivalent)	3 credits
PSYC 207 Research Methods in Psychology	3 credits
PSYC 207 Research Methods in Psyc. Lab	1 credit

Upper Division Courses

PSYC - - - Electives	12 credits
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Lower Division Courses

PSYC 101 General Psychology	3 credits
An overview of contemporary psychology which introduces the student to the following areas: human development, sensation, perception, motivation, learning, emotion, psychological measurement, personality, biological basis of behavior, experimental psychology, intelligence, abnormal behavior, and personality. Format consists of lectures and discussions. <i>Fall and Spring; Summer on sufficient demand.</i>	

PSYC 202 (SOCI 202, POLS 202, MATH 121) Statistics for Social Science	3 credits
An introduction to the basic concepts of descriptive and inferential statistics and their application to the gathering and analysis of data in the social sciences. <i>On sufficient demand.</i>	

PSYC 207 Research Methods in Psychology	3 credits
An introduction to research methods in psychology with particular focus on the experimental method. Primary emphasis is on the application of the methods learned in class to actual psychological research problems. Must be taken concurrently with PSYC 207L. Prerequisite: PSYC 101 and 202, or permission. <i>Fall and Spring.</i>	

PSYC 207L Research Methods in Psychology Lab	1 credit
To be taken concurrently with PSYC 207, the lab will provide the student with practical, hands-on experience in conducting and writing-up research projects in psychology. Students are guided through all of the phases of designing and conducting a research project. Prerequisite: PSYC 101 and 202, or permission. <i>Fall and Spring.</i>	

Upper Division Courses

PSYC 321 Child Psychology	3 credits
The essentials of child psychology, representing various schools of thought based upon research on the development of children from conception to preadolescence. May include a service-learning component. Prerequisite: PSYC 101, 202, and 207. <i>Fall; Summer on sufficient demand.</i>	

PSYC 322 Adolescent Psychology 3 credits
A survey of psychological research and major theories regarding the life-span between puberty and the attainment of maturity. Prerequisite: PSYC 101, 202, and 207. *Spring.*

PSYC 330 Social Psychology 3 credits
An analysis of psycho-social endowment. The impact of individuals, groups, and social structure on the development of personality and interpersonal relations. Prerequisite: PSYC 101, 202, and 207. *Fall and Spring; Summer on sufficient demand.*

PSYC 332 (WOMS 382) Psychology of Gender 3 credits
A review of both the theory and empirical literature investigating the psychology of gender (including biological, cognitive, developmental and psychosocial models). Prerequisite: PSYC 101, 202, and 207. *On sufficient demand.*

PSYC 333 Environmental Psychology 3 credits
An exploration of the interaction between human behavior and the physical environment. Emphasis on environmental perception, preference, and coping with less preferred environments. Prerequisite: PSYC 101, 202, and 207. *Spring*

PSYC 335 Cognition 3 credits
An examination of the structure of human mental processes including perception, attention, memory, categorization, mental imagery, language, and problem solving. Prerequisite: PSYC 101, 202, and 207. *Fall and/or Spring.*

PSYC 350 Tutoring and Proctoring 3 credits
Advanced psychology students participate in the tutoring and proctoring of students who can benefit from special assistance in a particular area of psychology. It is assumed that tutors and proctors have an especially good command of the subject matter. Prerequisite: permission. *Fall and Spring.*

PSYC 355 Cross-cultural Psychology 3 credits
An exploration of the psychological research which seeks to understand differences and similarities in human behavior when compared across cultures and groups. Prerequisite: PSYC 101, 202, and 207. *On sufficient demand.*

PSYC 372 Physiological Psychology 3 credits
An investigation of the evolution and structure of the human brain and its relation to human behavior and experience. Several levels of analysis are explored, ranging from the workings of individual neurons to the function of gross brain structures, including an examination of central and peripheral processes, sensation and movement, emotion and cognition. Prerequisite: PSYC 101, 202, and 207. *Fall*

PSYC 380 Personality 3 credits
A survey and critique of major theories of personality. Prerequisite: PSYC 101, 202, and 207. *Fall and Spring.*

PSYC 422 History and Systems of Psychology 3 credits
The various systematic approaches to the understanding of psychological phenomena are surveyed in historical context; such schools as structuralism, functionalism, psychoanalysis, humanistic psychology, and varieties of behaviorism and cognitivism, will be considered. Prerequisite: PSYC 101, 202, and 207. *Fall.*

PSYC 424 Community Psych./Primary Prevention 3 credits
Combines an emphasis on exploring alternative methods of providing mental health services in the community and the identification of conditions of risk to psychological adjustment and the prevention or lessening of risk factors. Prerequisites: PSYC 101, 202, 207. *On sufficient demand.*

PSYC 426 Psychopathology 3 credits
Survey of major emotional and behavior disorders; discussion of causation, symptomology, and treatment. Prerequisite: PSYC 101, 202, and 207. *Fall and/or Spring.*

PSYC 433 Learning 3 credits
Advanced survey of concepts and methods relevant to the scientific analysis of learning. Prerequisite: PSYC 101, 202, and 207. *Fall.*

PSYC 435 Sensation and Perception 3 credits
A detailed examination of the functional and physiological processes by which humans acquire information from their environment. Included are investigations of vision, audition, taste, smell, somatosensation, and proprioception. Prerequisite: PSYC 101, 202, and 207. *Spring.*

PSYC 441 Behavior Management 3 credits
A critical review of learning procedures used to effect behavioral change in the natural environment. Includes treatment of both normal and maladaptive behaviors. Prerequisite: PSYC 101, 202, and 207. *Spring.*

PSYC 444/444L Behavior Analysis Laboratory 4 credits
The attitudes, principles, and techniques which enter into the experimental analysis of behavior. Concentrated laboratory study and the communication of experimental findings. Prerequisite: PSYC 101. *Spring.*

PSYC 450 Industrial/Organizational Psychology 3 credits
A survey of psychology applied to the work experience. Selection, evaluation, leadership, and work motivation are among the broad range of topics covered. Prerequisite: PSYC 101, 202, and 207. *Fall.*

PSYC 475 Introduction to Psychological Counseling 3 credits
An introduction to current theory and method in psychological counseling. Prerequisite: PSYC 101, 202, 207, and 380. *On sufficient demand.*

PSYC 481 Attachment Across the Lifespan 3 credits
Seminar course explores the basic principles of attachment theory and analysis of attachment relationships (e.g., parent-child, romantic partners) at various points in the lifespan. May include a service-learning component. Prerequisite: PSYC 101, 202, 207, and permission. *On sufficient demand.*

PSYC 483 Seminar: Humanistic Psychology 3 credits
Prerequisite: PSYC 101, 202, 207, and permission. *On sufficient demand.*

PSYC 484 Developmental Psychopathology 3 credits
An overview of theory, research, and practice in developmental psychopathology. The major disorders of social and emotional development are reviewed. Prerequisite: PSYC 101, 202, 207, and 321. *On sufficient demand.*

PSYC 485 Seminar: Philosophy of Psychology 3 credits
Prerequisite: PSYC 101, 202, 207, and permission. *On sufficient demand.*

PSYC 487 Seminar: Verbal Processes 3 credits
Prerequisite: PSYC 101, 202, 207, and permission. *On sufficient demand.*

PSYC 488 Seminar: Addictive Disorders 3 credits
Prerequisite: PSYC 101, 202, 207, and permission. *On sufficient demand.*

PSYC 489 Seminar: Infant Development 3 credits
Seminar involves an in-depth study of the research and theory on development from conception through infancy with special attention to the real-world application of knowledge gained. May include a service-learning component. Prerequisite: PSYC 101, 202, 207, and permission. *On sufficient demand.*

PSYC 490 Directed Readings in Psychology 1-3 credits
Directed reading of an advanced topic in the field of psychology; reports submitted, conferences attended, and examination taken at the judgment of the director. Prerequisite: psychology majors only and permission. *Fall and Spring.*

PSYC 496 Practicum in Psychology 1 credit
Supervised agency experiences in one or more of the applied aspects of psychology. Only one hour may be counted toward the requirements for the major. Prerequisite: 12 credits in psychology, including PSYC 426 and 475, and permission. *Fall and Spring.*

PSYC 497 Group Research Topic 1-3 credits
Supervised research experience as part of a research team working on a specific project under the direction and supervision of a faculty member. Prerequisite: permission. *On sufficient demand.*

PSYC 498 Individual Research Topics 1-3 credits
Supervised individual research on a topic of interest to the student and approved by and arranged with a faculty member. Prerequisite: PSYC 101, 202, 207, and permission. *On sufficient demand.*

RELIGIOUS STUDIES

Religious Studies

Chairperson: Ron Large

Professors: M. Cook, S.J., J. Dallen, H. Doohan, L. Doohan (Emeritus), J. Downey, P. Hartin, P. McCormick, A. Nigro, S.J. (Emeritus), C. Skok (Emeritus), B. Tyrrell, S.J. (Emeritus)

Associate Professors: S. Kuder, S.J., R. Large, J. Milos, C.S.J., J. Mossi, S.J., M. Moynahan, S.J., L. Schearing, C. Siejk

Assistant Professors: R. Egan, S.J., M. Garvin, SNJM, R. Hauck, V. Lane

The aim of the religious studies curriculum is to help students develop an informed, reflective, critical, and articulate consciousness of their own developing faith in relation to the development of the modern world. This aim is pursued through the study of scripture and Christian tradition and their application to major areas of contemporary life, especially the integration of religion and society. The Department of Religious Studies offers courses in the areas of scripture, historical and systematic theology, Church history, moral theology, spirituality, and ministry.

Undergraduate students in all degree programs are required to take three religious studies courses (nine credits) sequenced as follows: one 100-level course, one 200-level course, and one 300-level course.

A Bachelor of Arts degree with a major in religious studies requires 33 credits: twelve required lower division credits; twenty-one credits from the upper division courses. Majors may concentrate in specific areas; e.g., biblical studies, theology, ethics, spirituality. The Religious Studies major focuses on an intellectual and spiritual appropriation of human experience that is both religious and moral. The major stresses Christianity, but it also requires study of one other tradition.

The Religious Studies Department also offers a minor in religious studies. A total of eighteen credits is required for the minor in religious studies, of which nine credits must be upper division.

For information regarding endorsement for teacher certification, please contact the Department Office.

Only electives offered by the Department of Religious Studies or approved by the Department Chair may be counted toward the major.

The Department also offers a twelve-credit Certificate of Ministry Program (Theology of Ministry, Ministry elective, Programming and Administration in Ministry, and Practicum) which certifies that a person has been prepared in a practical way to meet the demands of work in Christian ministry. These courses are taken in addition to the required lower division credits. RELI 454 and 457 cannot be accepted as part of the major in religious studies.

Gonzaga's Department of Religious Studies is accredited by the Association of Theological Schools.

PSYC 499 Comprehensive 0 credit
The Graduate Record Subject Test in Psychology is required of all majors in the second semester of third year or first semester of fourth year. Prerequisite: permission. *Fall and Spring.*

B.A. Major in Religious Studies: 33 Credits

Lower Division Courses

RELI 110 Old Testament*	3 credits
RELI 120 or 124 New Testament* (RELI 105 may substitute for either Old or New Testament)	3 credits
RELI 200-240 History/Theology	6 credits

Upper Division Courses

RELI 330 Principles of Christian Morality*	3 credits
RELI 492 World Rel. (or other non-Christian rel.)	3 credits
RELI - - - Electives	12 credits
RELI 499 Senior Symposium	3 credits

Minor in Religious Studies: 18 Credits

Lower Division Courses

RELI 110 Old Testament*	3 credits
RELI 120 or 124 New Testament* (RELI 105 may substitute for either Old or New Testament)	3 credits
RELI 200-240 History/Theology	3 credits

Upper Division Courses

RELI 330 Principles of Christian Morality*	3 credits
RELI - - - Electives	6 credits

* Upper level (400) advanced courses in this subject area may be substituted for this requirement. Prior approval from the Chair is required. Students who have already taken an advanced course can submit an appeal.

Lower Division Courses: Scripture

Note: lower-division Scripture courses have no prerequisites.

RELI 105 Old and New Testament 3 credits
A study of both Old and New Testament as the scriptures of Christianity. *Fall and Spring.*

RELI 110 Introduction to the Old Testament 3 credits
Examines the historical, literary and contemporary worlds of the Old Testament. *Fall and Spring.*

RELI 110A (WOMS 251) A Feminist Introduction to the Old Testament 3 credit
This course will introduce students to the Old Testament with special attention given to texts dealing with women. *Spring.*

RELI 120 Introduction to the New Testament 3 credits
An exploration of the world and environment of the New Testament writers as well as Christianity's roots in the Jewish tradition. A basic introduction to the writings of the New Testament. *Fall and Spring.*

RELI 124 New Testament: Matthew, Mark, Luke 3 credits
A study of the synoptic gospels and their inter-relationship and independent development. *Fall and Spring.*

Lower Division Courses: Doctrine

Note: lower-division Doctrine courses have as prerequisite one 100-level RELI course.

RELI 200 Religion and Human Experience 3 credits
An exploration of some of the basic experiences, concepts, and challenges involved in being religious. *Fall and Spring.*

RELI 205 The History and Teachings of Christianity 3 credits
Designed to give students of Christian and non-Christian backgrounds an introductory knowledge of the growth and development of Christianity from its beginnings to the present day. *Fall and Spring.*

RELI 210 Christian Doctrine 3 credits
An introduction to the academic discipline of Christian theology and the way in which the Christian community makes believing possible and meaningful for contemporary people of faith. *Fall and Spring.*

RELI 210A (WOMS 252C) Christian Doctrine from a Feminist Perspective 3 credits
Informed by the voices of contemporary feminist theologians and biblical scholars, this course examines the traditional understanding of what it means to live Christian faith in a pluralistic culture. *Fall*

RELI 215 Christian Diversity 3 credits
An introduction to the history, beliefs, and practices of selected denominations within Christianity such as Orthodox, Lutheran, Anglican, Reform, Anabaptist, and others. Students will also examine the impact of culturally diverse expressions of Christianity within a North American context, e.g., African-American and Hispanic. *Fall and Spring.*

RELI 220 Catholicism 3 credits
Exploration of the identity of the Roman Catholic tradition with emphasis on Catholicism's dialogue with the contemporary world. *Fall and Spring.*

RELI 230 (WOMS 255C) Contemporary Church 3 credits
A theological and historical examination of the contemporary Church from the perspective of the Second Vatican Council. *Fall and Spring.*

RELI 230A (WOMS 255C) 3 credits
The focus of this course is to examine the identity and mission of the church as an institution and a community of faith emerging from Vatican Council II. Feminist theology will provide the lens for examining the role of women in the church in both historical and contemporary situations. *Fall and Spring*

RELI 240 Core Seminar: Special Topics 3 credits
Discussion of selected themes in Christian theology; topics vary according to student and faculty interests. *On sufficient demand.*

Upper Division Courses: Applied Theology

Note: upper-division 300-level courses have as prerequisite one 100-level RELI course and one 200-level RELI course.

RELI 310 Bible and Christian Morality 3 credits
The role of Scripture in Christian moral choices, the relationship between current moral problems and biblical insights, and application of a critical biblical understanding to modern questions of justice and morality. *On sufficient demand.*

RELI 330 Principles of Christian Morality 3 credits
How should Christians fashion their choices, character, and communities? What are the sources, tools and rules of Christian ethics? What kind of justice does our faith demand? *Fall and Spring.*

RELI 331 Christian Sexual Morality 3 credits
A Christian moral perspective on the ethical dimensions of human sexuality and issues of gender. *Fall or Spring.*

RELI 332 Christian Marriage 3 credits
Catholic teachings in the area of marriage and family life in light of contemporary challenges. *Fall and Spring.*

RELI 333 Christian Medical Ethics 3 credits
How should Christians judge and respond to the technologies and dilemmas of modern medicine? What Christian principles should guide our medical and health care decisions and policies? *On sufficient demand.*

RELI 334 Healing and Wholeness 3 credits
A Christ-centered model for healing, transforming, transcending physical challenges, psychological wounds, addictive tendencies and for ongoing transfiguration of the whole person. *Spring*

RELI 335 Faith, Justice, and the Church 3 credits
What does our Christian faith have to say about our economic, political, social and cultural structures and practices? An examination of the ways our Church calls us to practice a "faith that does justice." *On sufficient demand.*

RELI 337 Vietnam: War and Christian Morality 3 credits
An analysis of Christian moral teachings on war with a specific focus on Vietnam. Topics include peace, justice, killing, revolution, and protest. *Fall and Spring.*

RELI 360 Liturgy 3 credits
A general survey of liturgy: the roots and contemporary manifestations of celebration, ritual, and symbol. *Fall.*

RELI 360A Worship in Western Christianity 3 credits
The historical evolution of worship in Western Christianity to the twentieth century and how it has been understood theologically; contemporary Catholic and Protestant traditions of worship. *On demand.*

RELI 370 Christian Spirituality 3 credits
The sources, nature and forms of Christian spirituality historically and within the contemporary context. *Fall and Spring.*

RELI 370A (WOMS 356) Women and Christian Spirituality 3 credits
An exploration of the themes, questions, and foundations of Christian Spirituality with special focus on the experience of women. *On sufficient demand.*

RELI 385 (WOMS 355) Feminist Theologies 3 credits
Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity. *Fall and Spring.*

RELI 390 Applied Theology: Special Topics.
On sufficient demand.

Upper Division Additional Courses

Note: Unless otherwise noted, these courses all have as prerequisites one 100-level, one 200-level and one 300-level RELI course and they are offered when there is sufficient demand.

RELI 411 Pentateuch 3 credits
An historical-critical and theological study of the documents which constituted Israel's understanding of covenant with God.

RELI 412 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 413A Psalms Literature 3 credits
An examination of Israel's Psalms that explores their poetic and theological elements, their history of interpretation in Judaism and Christianity, and their use in contemporary worship.

- RELI 413B Wisdom Literature** 3 credits
A study of the literary, theological, and historical dimensions of the books of Proverbs, Job, Ecclesiastes, Sirach, and the Wisdom of Solomon and their place in the development of Hebrew thought.
- RELI 414 Hebrew Scriptures: Special Topics** 3 credits
- RELI 414B Dead Sea Scrolls** 3 credits
- RELI 414C Bible, Gender & American Society** 3 credits
- RELI 415 Advanced Study of Synoptic Gospels** 3 credits
Matthew, Mark, and Luke in their interrelationship and their independent development.
- RELI 416 Johannine Literature** 3 credits
The Gospel of John and the Johannine letters.
- RELI 417 Letters of Paul** 3 credits
Paul's life and theology as reflected in his letters.
- RELI 418 Book of Revelation and General Epistles** 3 credits
How to interpret the Book of Revelation and the Epistles of James, Hebrews, Jude and 1 & 2 Peter.
- RELI 419 New Testament: Special Topics** 3 credits
- RELI 420 Contemporary Trends in Theology** 3 credits
A selective engagement of current themes and authors who are setting the course for theology in the 21st century.
- RELI 421 Contemporary Catholic Thought** 3 credits
A survey of recent modern and postmodern Catholic theologies.
- RELI 422 Christology** 3 credits
The key movements in Christology today in the light of scriptural and conciliar teachings on Christ.
- RELI 423 Trinity, Creation, and Eschatology** 3 credits
The manifestation of God's purposes for human existence and the Christian's relationship with the Triune God.
- RELI 424 Suffering God** 3 credits
Can we really honor the reality of God and the concrete fact of human suffering at the same time? What is the relationship between suffering and God? The course investigates this ambiguous but classic religious experience as articulated in political and liberation theologies.
- RELI 425 Political Theology** 3 credit
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 426 Human Rights and Religion** 3 credits
An introduction to the notion of universal human rights with special attention to the role of religion in the debate. The contribution of recent Christian theology to this conversation. Issues include the clash of cultures, cultural relativity and universal truths, the possibility of a global ethic, the use and abuse of religious language, and theological contributions to international political dialogue.
- RELI 429 Systematic Theology: Special Topics** 3 credits
- RELI 430 Theological Ethics** 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 431 Christian Sexual Morality** 3 credits
Fundamental Christian moral principles and their application to the expression of human sexuality and issues of gender.
- RELI 435 Church and Social Justice** 3 credits
The issues of justice from a Church perspective as they affect society locally, nationally, and internationally.
- RELI 437A The Ethics of Nonviolence** 3 credits
An examination, through the writings of Martin Luther King, Jr., and Mohandas Gandhi, of the sources, presuppositions, and goals of nonviolence as both a personal ethics and a movement for social change.
- RELI 437B War, Peace, and Christian Ethics** 3 credits
Is there a Christian morality of war and peace? Can war be just? Must Christians be pacifists? Study of the Christian tradition's moral reflection on war and peace.
- RELI 438 Death and Dying** 3 credits
Study of the ethical issues that death and dying raise for human existence. Topics include definitions of death, truth-telling, termination of treatment, God and death, war and death.
- RELI 439 Ethics: Special Topics** 3 credits
- RELI 440 Contemporary Ecclesiology** 3 credits
Contemporary trends in the post-Vatican II Church: critical issues assessed in light of Church teaching, conciliar directions, and contemporary life.
- RELI 444 Women in Ministry** 3 credit
Women's participation in the Church's mission as expressed in scripture, history, tradition, and the contemporary life of the Church. Special emphasis on the development of skills which will enable a positive contribution to the issues.
- RELI 445 Church History to the Reformation** 3 credits
The historical origins of the Church and its development to the Reformation.
- RELI 446A The Reformation** 3 credits
The figures, ideas, and events that produced the religious challenge to medieval Christendom in the sixteenth century.
- RELI 447 American Catholicism** 3 credits
The historical development of the Church in North America.
- RELI 448 Church History: Special Topics** 3 credits
- RELI 449 Church: Special Topics** 3 credits
- RELI 450 Theology of Ministry** 3 credits
Theological foundations and framework for ministries within the Church.
- RELI 451 Introduction to Pastoral Counseling** 3 credits
Foundations of theological models, methodology, and practice crucial to pastoral counseling. Special attention to counseling theory and related pastoral issues with emphasis on theological reflection and evaluative methods.
- RELI 452 Introduction to Spiritual Direction** 3 credit
A holistic approach to the history, theological and psychological foundations, and methods of spiritual direction. Personality types and prayer forms are also studied within the context of the director-directee relationship.
- RELI 454 Programming and Administration in Ministry** 3 credits
Practical skills in church administration and collaborative ministerial leadership: skills for developing and administering ministry programs.
- RELI 454B Sharing Faith** 3 credits
This course proposes foundations for a participatory and empowering approach to religious education and pastoral ministry. The curriculum is focused around five generative themes: the who, what, why, where, and how of Christian religious education.

- RELI 455 Homiletics** 2 credits
The basic elements of speech communication, both theory and practice, regarding reading and speaking in public and church situations; the theology and practice of preaching.
- RELI 457 Practicum** 3 credits
A field-based experience involving demonstrated competence in ministry. Prerequisite: 12 RELI credits and permission. Necessary for Certificate of Ministry.
- RELI 459A (PHIL 271) Community Outreach** 3 credits
A course on volunteer work with both classroom and volunteer fieldwork components.
- RELI 461 Sacraments** 3 credits
Theological study of the scriptural, doctrinal, and systematic presentation of sacramental life and worship.
- RELI 462 Liturgical and Sacramental Spirituality** 3 credits
The interrelation of liturgical celebration, personal spirituality, and Christian living.
- RELI 463 Sacraments of Initiation** 3 credits
Christians are made, not born; a study of how this has been and is done sacramentally through baptism-confirmation and the Eucharist.
- RELI 465 Eucharist** 3 credits
Study of its Jewish origins, New Testament foundations and Catholic theology, including real presence, sacrifice, and ministry. The Eucharist as prayer and the Eucharist in ecumenical perspective.
- RELI 469 Liturgy and Sacraments: Special Topics** 3 credits
- RELI 470 Old Testament Spirituality** 3 credits
This course addresses the experiences of God that compelled the writers of Genesis through Malachi to tell the stories, preach the sermons, and sing the songs of the Old Testament and examines how these great works of the Jewish and Christian faith shape contemporary theologies.
- RELI 471 New Testament Spirituality** 3 credits
The nature of biblical spirituality and a consideration of the spiritual teachings of the gospel writers.
- RELI 472 Christian Spiritual Traditions** 3 credits
A study of themes, issues, and selected classic texts in the history of Christian spirituality.
- RELI 473 Contemporary Christian Spirituality** 3 credits
A contemporary exploration of human relationships—self, community, world, and God through the lens of Christian spiritual traditions.
- RELI 474 Understanding the Christian Mystics** 3 credits
The lives of Teresa of Avila and John of the Cross; their works and relevance for today.
- RELI 475 Spirituality and Social Justice** 3 credits
Explores the interconnectedness of the Christian experience of God and the commitment to justice in society; the dialectic of the mystical and the prophetic dimensions of Christian existence.
- RELI 476 Prayer and Discernment** 3 credit
Practical spiritual and personal development: contemplative prayer, discernment, spiritual direction, healing ministry.
- RELI 477 Contemporary Issues in Spirituality** 3 credits
A dialogue on particular issues in contemporary Christian spirituality based on student research.
- RELI 479 Spirituality: Special Topics** 3 credits
- RELI 481 Ignatian Spirituality** 3 credits
The personal spirituality and legacy of St. Ignatius Loyola.
- RELI 482 Spirituality and the Adult Life Cycle** 3 credits
The dynamics of Christian growth in connection with contemporary life-cycle research.
- RELI 485 Feminism and Christianity** 3 credits
An investigation and critique of the dialogue between feminist theory and Christian theology. Specific issues and persons are selected for consideration.
- RELI 485A (WOMS 457) Women and the Spiritual Journey** 3 credits
An exploration of the impact of the women's movement on the understanding and experience of spirituality; issues include God-imagery, scriptural approaches, expressions of prayer and ritual.
- RELI 486 Creation, Feminism, Ecology** 3 credits
A critical reflection on the relation between people, environment, values, and beliefs with specific attention to new models and metaphors of wholeness, equality, and mutuality suggested by feminist scholarship.
- RELI 490 Directed Readings** 3 credits
Prerequisite: permission
- RELI 491 (PHIL 466) God and Philosophy** 3 credits
Philosophical views about God and our knowledge of God.
- RELI 492 (INST 330) World Religions and Global Religious Perspectives** 3 credits
The diverse non-Western religious beliefs and practices and various religious perspectives regarding world brotherhood/sisterhood. Includes an introduction to the religions of the world.
- RELI 492A Judaism** 3 credits
Introduces Judaism as a living religion and a diverse religio-cultural phenomenon. Includes a short survey of contemporary Jewish religious practices. Examines Judaism's history with a focus on how internal and external forces required Jews to address questions of separation, integration, and self-definition. A major part of the course is devoted to the study of Judaism in the modern period.
- RELI 492B Holocaust** 3 credits
Beginning with Hitler's war against the Jews, this course surveys the history of Christian anti-Semitism and discusses questions such as the impact of Christianity's supercessionist theology, the role of the language of dehumanization, and the use of Christian language in nationalist and racist rhetoric.
- RELI 492C Native American Religious Traditions** 3 credits
An examination of traditional Native cultures and contributions along with the cultural stereotypes that distort their reality. Includes the role of Christian missions in forming contemporary Native realities and studies the revitalization movements among North American tribes.
- RELI 492D (INST 333 Buddhism** 3 credits
A study of Buddhism as Asian spirituality and world religion; an examination of the Buddha's teachings, the expansion and development of Buddhism, and the teachings and practices of contemporary Buddhism.
- RELI 492E Islamic Civilization (INST 368, HIST 393)** 3 credits
Examines the development and history of Islamic civilization from the beginnings of Islam to the present.
- RELI 493 (SOCI 384) Sociology of Religion** 3 credits
Studies works of classical and contemporary sociologists on the social and cultural aspects of religion. Examines how religion is influenced by social conditions and often plays an important role in shaping society.
- RELI 494 (CLAS 375) Judaism in Greco-Roman Culture** 3 credits
A survey of the history, literature, and thought of Jews from Alexander to the rise of Rabbinic Judaism.

RELI 495 Religion, Theology & Science 3 credits
A survey of various theological mediations of science, society, and religion. What challenges and opportunities does contemporary science offer to contemporary Christianity? How might one speak of Christian belief, scientific method, and religious experience in the modern world?

RELI 496A Biblical Greek Variable credit 1-7 credits

RELI 496B Biblical Hebrew Variable credit 1-7 credits

RELI 496C Latin Variable credit 1-7 credits

RELI 498 Religion and the Radical Right 3 credits
An exploration of the worldview of the American Radical Religious Right by tracing themes of racism, nativism, anti-Semitism, and apocalypticism in selected groups. Special attention is given to the use of religion and the Bible in undergirding the radical views of the ideal American society.

RELI 499 Senior Symposium 3 credits
Integration of basic issues and methods of the discipline in a research project. Includes submission of a Senior portfolio and completion of a reading list. Required of all Religious Studies Majors during their fourth year. Spring.

Sociology

Chairperson: Edward Vacha

Professors: B. Coughlin, S.J., J. Rinehart, E. Vacha

Associate Professors: M. Marin, A. Miranne,

G. Weatherby

The Department of Sociology offers the Bachelor of Arts degree in sociology. The study of sociology helps the student to develop an awareness of the connections between our individual experiences and the groups to which we belong. Learning the theories and methodologies of sociology provides students with an excellent foundation for a variety of careers, including law, government service, teaching, and business. The requirements for a major in sociology have been designed to facilitate the acquisition of skills in social scientific theorizing and research design. The student may use the credits available in electives to pursue an interest in a specific content area of the discipline such as social inequality, social psychology, social institutions, or deviance.

Students have the opportunity to graduate with honors in the major if they have fulfilled all requirements, achieved a grade point average of at least 3.5 in their sociology courses, and written and defended a senior thesis (SOCI 498). In their fourth year, all Sociology majors must complete SOCI 499 (Sociological Analysis).

Students who are planning to obtain certification in elementary or secondary education while majoring in sociology must consult with advisors in the department and in the School of Education in order to insure that both sets of requirements may be met. These students are advised to choose a minor which will broaden and strengthen their knowledge of social science.

B.A. Major in Sociology: 34 Credits

Lower Division Courses

SOCI 101 Introduction to Sociology 3 credits
SOCI 202 Statistics for Social Science 3 credits
SOCI - - - Lower-division electives 0-3 credits

Upper Division Courses

SOCI 304 Research Methods 4 credits
SOCI 411 Classical Social Theory 3 credits
SOCI 412 Contemporary Social Theory 3 credits
SOCI - - - Electives 12-15 credits
SOCI 499 Sociological Analysis 3 credits

Minor in Sociology: 18 Credits

Lower Division Courses

SOCI 101 Introduction to Sociology 3 credits
SOCI - - - Electives 0-6 credits

Upper Division Courses

SOCI - - - Electives 9-15 credits

Lower Division Courses

SOCI 100 Culture, Ethnicity, and Race in the United States 3 credit

This course examines issues concerned with culture, ethnicity, and race as unique to the United States experience. The course will focus on the structures and circumstances that promote racist ideology; the nature of prejudice and discrimination, as well as survival and resistance strategies. This course is designed to serve non-majors and non-minors in sociology.

SOCI 101 Introduction to Sociology 3 credits
A general survey of the field of sociology, how human society works. Materials focus on an understanding of modern societies.

SOCI 202 (PSYC 202, POLS 202, MATH 121) Statistics for Social Science 3 credits

An introduction to the basic concepts of descriptive and inferential statistics and their application to the gathering and analysis of data in the social sciences. Required for all majors. Prerequisite: SOCI 101 or permission.

SOCI 244 (WOMS 201) Sex, Gender, and Society 3 credits
Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.

Upper Division Courses

Note: unless otherwise stated, all 300-level SOCI courses have sophomore standing as prerequisite.

SOCI 304 Research Methods 4 credits
Provides training and experience designing, conducting and analyzing social research through projects using surveys, interviews, and observation. The course is useful for students contemplating careers in which knowledge concerning people (customers, clients, employees, students, etc.) is needed for testing theories, making decisions, targeting appeals, etc. Required for all majors. Prerequisite: third year standing or permission of the instructor.

SOCI 322 (INST 315) Latin American Society 3 credits
An overview of Latin American development. Several socio-economic factors are examined. Development issues are broadly conceptualized within economic, demographic, and cultural dimensions. These variables are viewed as overlapping forces influencing development.

SOCI 323 Race and Minority Relations 3 credits
A consideration, through theory and research, of the concepts of race; racial conflicts; ethnic, political, sexual, and religious minorities; and the modes of adjustment to such situations.

SOCI 325 The Mexican American Experience 3 credits
Course will study the historical development of Mexican American society and culture from 1848 to the present. Analysis of specific works of Mexican American literature and film that focus on the above themes will comprise second half of course. Diversity course. *Team-Taught in English*

SOCI 327 Social and Economic Inequalities 3 credit
Examines the distribution of such social rewards as income, power, style of life, wealth, and prestige among members of a society. Also considers a variety of sociological explanations for the distribution of rewards; compares and contrasts stratification systems across societies.

SOCI 328 Social Change 3 credits
 Studies change in both individual and social structures. Emphasis on change at the societal level, especially with regard to the emergence of the modern industrial order and the possible future of this type of society. *Taught at Gonzaga-in-Florence only.*

SOCI 329 Sociology of Culture 3 credits
 This course is a survey of the various ways sociologists have studied culture. Classic works from different sociological perspectives that address different dimensions of culture will be studied. Recent innovative approaches to the study of culture will also be reviewed.

SOCI 330 Society and the Individual 3 credits
 Social psychology introduces novelty into the ancient pastime of speculating about human behavior and human groups by attempting to use scientific methods. This course focuses on the relationship between individuals and groups. It includes an examination of the impact of groups on individuals, and the impact of individuals on the groups to which they belong. Topics covered include friendship, leadership, influence, the self concept, prejudice, and morality.

SOCI 331 Sociology of the American Character 3 credits
 This course explores what, if anything, is the American character. What makes an American an American? What are the defining cultural, social, and political values of Americanness? The class reviews the classic statements in this field, including the works of Tocqueville and Bellah, and examines how or if existing American values, such as liberty and equality, and individualism and the concern for the community, can be reconciled with themselves and with past and current inequalities and injustices. The class assesses how and why the American character may have changed over the past two hundred years and explores the implications this character has for the future of America. The strengths and weaknesses of the American character are critically evaluated from a sociological perspective.

SOCI 332 Small Groups 3 credits
 Studies the basic structure of small groups and examines the social processes that go on within them; including allocation of power, prestige, leadership, friendship, conflict, group productivity and decision making.

SOCI 334 Collective Behavior 3 credits
 Crowds, mass behavior, public opinion, riots, and social movements are forms of human behavior characterized by the spontaneous development of new norms that often contradict/reinterpret existing norms. The course examines the classical and recent research on this social behavior.

SOCI 336 Socialization 3 credit
 Much of what makes human life interesting and exciting revolves around personality – the complex cluster of traits that makes each of us unique. This course focuses on the way our experiences interacting with others in the family, school, and at work shape our personalities while preparing us to become a part of society.

SOCI 338 Social Change: Modernity & Beyond 3 credits
 Many scholars claim we are currently living in an era of modernity — a historic period covering the past few hundred years — that is distinct from earlier, more traditional times; others say we have recently entered a new epoch, an era of postmodernity. Which position is correct? What exactly are modernity and postmodernity? While scholars disagree over modernity and postmodernity, there is little disagreement when it comes to the cultural styles of modernism and postmodernism, for example in the realm of art and architecture. Scholars agree on the existence of these two distinct cultural styles. This course explores the modern and postmodern. This class critically assesses their essential qualities as found in the social, political, economic, and cultural realms. The sociological conditions underpinning the modern and the postmodern are examined, and the class assesses whether we are indeed living in a postmodern era.

SOCI 342 (WOMS 360) Gender, Family and Society 3 credits
 Examines images and practices of family life in American society. Explores how family has become a significant political topic in contemporary America. Connects family issues to struggles about gender.

SOCI 348 Sociology of Death and Dying 3 credits
 Presents perspectives on dying and death as cultural constructions and socially organized practices. Emphasizes the connections between how people live and die in America today, especially in terms of the differences due to gender, age, race, and ethnicity.

SOCI 350 Deviant Behavior 3 credits
 Knavery, skullduggery, cheating, crime, malingering, cutting corners, immorality, dishonesty, betrayal, wickedness, and all other unconventional activities are forms of deviance. All known societies have members who become deviants. This course introduces students to several theories explaining deviance and examines the life styles of a variety of deviants.

SOCI 351 Criminology 3 credits
 A study of crime and criminal offenders in America. Special attention will be given to criminal statistics, theoretical explanations, and public policy.

SOCI 353 Juvenile Delinquency 3 credits
 An investigation of the nature and extent of juvenile delinquents in America. Special attention will be given to theoretical explanations; the effect of family, peers and school; and the history of the juvenile justice system in handling juvenile offenders.

SOCI 355 (CRIM 355) Elite & White Collar Crime 3 credits
 This course examines organizational crimes and the crimes of the rich and powerful. The nature and extent of various types of white collar crime are explored. The major types of white collar crimes are described, discussed and analyzed, and methods of controlling this form of crime are presented. This course also provides a survey of various sociological explanations for white collar crime.

SOCI 381 Politics and Society 3 credits
 An empirical analysis of the major theories which attempt to describe the actual distribution of power in America. The course is primarily concerned with how power in societies is contested, given legitimacy, and sustained; it also examines political behavior of the public focusing on voting behavior.

SOCI 384 (RELI 493) Sociology of Religion 3 credits
 Studies works of classical and contemporary sociologists on the social and cultural aspects of religion. Examines how religion is influenced by social conditions and often plays an important role in shaping society.

SOCI 385 Law and Society 3 credits
 An examination of the legal process from the emergence of legal norms to the impact of legal sanctions from a sociological point of view. The course focuses on the social processes that influence the development of specific laws, the administration of the law, and the impact of legal sanctions.

SOCI 388 Sociology of Education 3 credits
 The sociology and social psychology of schooling. Topics will include race, social class and school success; functions of schooling; classroom group dynamics; the impact of grouping; and how schooling today compares to schooling in other societies and to schooling in the past.

SOCI 390 (WOMS 401, POLS 341) Feminist Thought 3 credits
 Analyzes the contributions of feminist scholars to social and political theory and shows how feminist scholarship is transforming topics, methods, and goals. Reviews the major approaches to feminist theorizing and invites students to put these to work examining contemporary social and political issues. Prerequisite: SOCI 244/WOMS 201 or permission.

SOCI 395-399 Topics in Sociology 3 credits
Specific topics to be selected by the professor. Prerequisite: second year standing.

SOCI 411 Classical Social Theory 3 credits
Analyzes the theories developed by Marx, Weber, Durkheim, and others during the nineteenth and early twentieth centuries that continue to influence the work of sociologists today. Invites students to examine their own practices of theorizing. *Fall*.

SOCI 412 Contemporary Social Theory 3 credits
Explores the major strategies for sociological theorizing developed during the twentieth century in America and Western Europe. Considers how constructions of modernity and post-modernity are central to understanding what theorizing means and what it contributes to our work as sociologists and as citizens. *Spring*.

SOCI 478 (ECON 307) Social and Economic Development of Italy 3 credits
The impact of social theories on economic problems in Italy. The Mezzogiorno treated from the economic, sociological, political, and religious points of view. Offered at Gonzaga-in-Florence. Prerequisite: third year standing.

SOCI 486-489 Seminars 1-3 credits
Topics selected by departmental faculty. Prerequisite: third year standing.

SOCI 490 Directed Readings 1-3 credits
Supervised advanced reading in one of the previously mentioned areas. Except under highly unusual circumstances, prerequisite is the student's having performed satisfactorily in a course dealing with the subject matter of the readings. Prerequisite: permission of the chairperson.

SOCI 496 Practicum in Sociology 1-3 credits
Supervised experience in a selected social agency. Credit by arrangement. Prerequisite: fourth year sociology major or permission.

SOCI 497 Independent Research Project 1-3 credits
Approved directed experience in sociological research proposed by the student. Prerequisite: third year standing and permission.

SOCI 498 Senior Honors Thesis 3 credits
Students with a 3.7 grade point average in their sociology courses who wish to be graduated with departmental honors in sociology must enroll in this course in the semester prior to the semester in which they are graduated. Work is done under the direction of a faculty member from the department. The student must pass an oral examination of the thesis administered by the department. The thesis may be theoretical or based upon empirical research. Prerequisite: 3.7 GPA in sociology and permission.

SOCI 499 Sociological Analysis 3 credits
Offers sociology majors the opportunity to review theories and research, and to consider how these might be useful for understanding current social issues. Required of all sociology majors and fulfills comprehensive examination requirement. Prerequisite: permission. *Spring*

WOMEN'S STUDIES

Women's Studies Program

Director: Cate Siejk

Gonzaga's Women's Studies Program provides students with the tools they need to participate competently in our society's current conversation about gender. This multidisciplinary program examines the historical and contemporary circumstances which have shaped the relationships between men and women. It raises fundamental questions about gender relations, explores philosophical assumptions about human nature, and considers the possibility of new social practices which will bring about greater equality and mutual understanding. The program offers a twenty-one credit concentration in Women's Studies. There are three required courses (WOMS 201, 401, and 499). Students also select four electives from courses in several disciplines, including English literature, history, modern languages, philosophy, political science, religious studies and sociology. A maximum of six elective credits may be lower-division courses with a WOMS number. Furthermore, a maximum of six elective credits may be Component courses with the remainder of electives being full Women's Studies courses. Full Women's Studies courses systematically use the methods, themes, and approaches of feminist scholarship throughout the semester. In Component courses, one-third to one-half of the course material addresses gender issues and/or uses feminist perspectives. A maximum of 9 credits may be taken in any one department. WOMS 401 will not be included in this count. Students should also note the policy in this catalogue on multiple usage of courses for meeting degree requirements in the WOMS Concentration and the core or major/minor.

Concentration in Women's Studies: 21 Credits

Lower Division Courses

WOMS 201 Sex, Gender, and Society 3 credits
WOMS 200 level -- Electives 0-6 credits

Upper Division Courses

WOMS 300 level and above Electives 6-12 credits
WOMS 401 Feminist Thought 3 credits
WOMS 499 Symposium 3 credits

Note: Component courses have a "C" suffix.

Lower Division Courses

WOMS 201 (SOCI 244) Sex, Gender, and Society 3 credits
Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.

WOMS 220C (ENGL 202) Studies in Fiction 3 credits
Explores the elements of fiction through careful examination and discussion of short stories and novels. While not all authors read are women, the focus is primarily on female characters, gender roles, and feminist themes and issues. This course satisfies the ENGL 200 requirement. Prerequisites: ENGL 101 and 102.

WOMS 237C (PHIL 301) Ethics 3 credits
Explores several approaches to ethics, including a feminist perspective, considering how each theoretical approach is grounded. Examines the process of ethical decision making and how gender affects how we approach ethical issues. Contemporary ethical issues are examined, some of which are gender related. This course satisfies the PHIL 301 requirement. Prerequisite: PHIL 201.

WOMS 251 (RELI 110A) A Feminist Introduction to the Old Testament 3 credit
 This course will introduce students to the Old Testament with special attention given to texts dealing with women. After analyzing literary types and social roles of biblical women, the course examines how their stories shaped attitudes toward women in American society. In addition to the biblical text, students read contemporary feminist and womanist commentators and study what is involved and presumed by a feminist reading of the Bible. This course satisfies the RELI 100 requirement.

WOMS 252C (RELI 210A) Christian Doctrine From A Feminist Perspective 3 credits
 Informed by the voices of contemporary feminist theologians and biblical scholars, this course examines the traditional understanding of what it means to live Christian faith in a pluralistic world. This course satisfies the RELI 200 requirement. Prerequisite: RELI 100 level.

WOMS 255C (RELI 230A) Contemporary Church- A Feminist Perspective 3 credits
 The focus of this course is to examine the identity and mission of the church as an institution and a community of faith emerging from Vatican Council II. Feminist theology will provide the lens for examining the role of women in the church in both historical and contemporary situations. Prerequisite: RELI 100 level.

WOMS 271C (HIST 101) Western Civilization 3 credits
 An introduction to women and men in the civilizations of the Mediterranean region and Europe from circa 3100 B.C. to A.D. 1648, with a focus on political, social, economic, religious and cultural matters; this course will highlight individual and group ideas and institutions. This course satisfies the HIST 100 level requirement.

Upper Division Courses

WOMS 321C (ENGL 310) American Literature I 3 credits
 This course examines a variety of genres in American Literature through the 1840s: essays, novels, short stories, sermons, poems, women's captivity narratives, and autobiographies. The course will progress from Spanish and Native American narratives of contact to the self-questioning of Puritan writers and the mythologizing tendencies of Crèvecoeur, Franklin, Cooper, and later writers. In exploring Native American and African American texts as well as works by Emerson and Hawthorne, students will consider the ways in which gender and race help to shape an American literary canon.

WOMS 323C (ENGL 311) American Literature II 3 credits
 This course analyzes the development of American literature from the romanticism of the 1830s to the full blooming of the American Renaissance of the 1850s and 1860s. Writers such as Hawthorne, Poe, Emerson, Whitman, Thoreau, and Dickinson will be read alongside less canonical writers such as Fuller, Davis, Douglass, Jacobs, and Stowe. This course seeks to broaden an understanding of American Literature by reading works from a variety of genres (short stories, poems, essays, autobiographies, novels) and from writers of different races, classes, and geographical backgrounds.

WOMS 324C (ITAL 322) The Italian Historical Novel 3 credits
 This course defines the historical novel and examines the ways women authors interpret it. We will begin by discussing "classic" historical novels written by male authors and essays related to these. We will then discuss how some women have interpreted the historical novel by examining novels written by women authors.. This class will be conducted using collaborative methods.

WOMS 325C (ENGL 318) African American Literature 3 credits
 Examining both nineteenth and twentieth century literary works, African American Literature seeks to expose students to the historical, aesthetic, and cultural backgrounds of black writers and writing in America. The course will begin with the classic slave narratives. Late nineteenth and early twentieth century black intellectuals – (e.g., Booker T. Washington and W.E.B. Dubois) – will serve to introduce the students to the social and political dissonance among advocates of black liberation. The course will examine the aesthetic flowering of writers of the Harlem Renaissance (e.g. Langston Hughes and Zora Neale Hurston) and will conclude with close reading of twentieth century plays and novels (e.g., Lorraine Hansberry, Ralph Ellison, Toni Morrison, August Wilson). Fulfills American Literature requirement.

WOMS 326C (ENGL 312) American Literature III 3 credits
 This course surveys American literature from the 1870's to 1950. We will discuss some of the following developments and authors of the 19th century: the rise of realism (James, Wharton) and naturalism (Crane, Dreiser), regional literature (Jewett, Freeman), and African American literature (Washington, DuBois, Chesnut). The survey of 20th century works includes works by several modern poets (Eliot, Frost, Hughes), novelists (Hurston, Faulkner, Welty), and dramatists (Odetts, O'Neill).

WOMS 331 (HIST 390) History of Women in Colonial Latin America 3 credits
 This course will investigate the lives of women in both the pre-contact and post-conquest societies. The first part of the course concentrates on the activities of women, and their role in society, among the Aztec, Inca, and Pueblo civilizations. The course will follow with a study of their experiences after the Spanish Conquest. The final section of the course will cover the variety of women and their experiences in the Spanish colonies, including one woman who fled a nunnery dressed as a man, served in the Spanish army and killed numerous men in duels.

WOMS 336 (PHIL 455) Gender and Health Care Ethics 3 credits
 This course considers issues of health care ethics from the perspective of gender. This involves a number of considerations and tasks, including the following; Critically examining the assumption in the discipline of health care ethics that it is "gender neutral" in perspective; Examining how the formulation of ethical concepts and issues in health care have been shaped by a predominantly masculine perspective; Providing an introduction to feminist ethics; Considering how the introduction of a gender perspective and the perspectives of feminist ethics both critiques and reconstructs health care ethics. Several specific ethical issues will be examined. WOMS 340 (POLS 322)

WOMS 340 (POLS 322) Gender and Politics 3 credits
 Survey of feminist theories and their impact on the political position of women in America. The history of the postwar women's movement in the U.S. A variety of issues raised by women will be explored, and placed in comparative context to further illuminate possible choices and consequences. *On sufficient demand.*

WOMS 342 (POLS 363, INST 326) Women in Comparative Societies 3 credits
 Through a comparative lens that uses the United States as an initial reference point, this course will focus on legal and political issues of concern to women worldwide. These include an exploration of: marriage and family laws and traditions; the gendered nature of work regimes and educational opportunities; health and reproductive policies; global patterns of violence against women; women's movements. Prerequisite: second year standing.

WOMS 343 (POLS 303) Civil Liberties: Race and Gender 3 credits
 Civil liberties is the legal face of the fundamental issue of democratic politics: how can we combine majority rule AND cultural pluralism AND protection of individual rights? This course begins by studying traditional civil rights: the tension between protection of individual rights and the power of the majority in a democracy. Then we survey how that traditional understanding has been modified to protect "individuals" who are only in court because they belong to a non-mainstream group or subculture. Then we focus in depth on two such groups – African Americans and women – reading books which argue the traditional individualistic understanding of civil rights fails to provide justice. Finally we conclude with a mainstream defense of the traditional view.

WOMS 344 (POLS 327) American Social Policy in Comparative Perspective 3 credits
 This course examines the origins, patterns, reforms, and criticisms of American social policy. Ties between knowledge and social policy are studied. The particular impact of education, health care, and welfare policies on women, children, different racial and ethnic groups, and the middle class are considered. Normative claims for the proper role of the state and capitalism are reviewed. Comparisons are made with other western, capitalist societies and their policy regimes. *On sufficient demand.*

WOMS 355 (RELI 385) Feminist Theologies 3 credits
 Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity. Prerequisite: RELI 100 and 200 level.

WOMS 356 (RELI 370A) Women and Christian Spirituality 3 credits
Explores the major theological and spiritual foundations of Christian spirituality. Considers how women have, at different points in Christian history, lived the "spiritual life." Also considers new questions that have been raised in recent years about women's experiences of God. Prerequisite: RELI 100 and 200 level.

WOMS 360 (SOVI 342) Gender, Family, and Society 3 credits
Examines images and practices of family life in American society. Explores how family has become a significant political topic in contemporary America. Connects family issues to struggles about gender. Prerequisite: second year standing.

WOMS 370 (HIST 361) Women in Early European History 3 credits
A survey of women and gender in western civilization, prehistory to c. 1600 A.D. The focus is on such topics as work, marriage, the family, sexuality, power and definitions of gender, with an emphasis on reading historical documents. Prerequisite: HIST 101, second year standing.

WOMS 382 (PSYC 332) Psychology of Gender 3 credits
Seminar provides an interface between psychological theory and research and the construct of gender by reviewing both the theoretical foundations and empirical literature investigating the psychology of gender (including biological, cognitive, developmental, and psychosocial models). Prerequisites: PSYC 101, 202, and 207.

WOMS 384 Women's Studies Internships 2-3 credits
Opportunities to work as an intern with various agencies which assist women in Spokane. Students meet to discuss their experiences and write a paper integrating their internship experience with their Women's Studies course work. Prerequisite: 12 credits WOMS. *Fall and Spring.*

WOMS 401 (SOVI 390, POLS 341) Feminist Thought 3 credits
Analyzes the contributions of feminist scholars to social and political theory and shows how feminist scholarship is transforming topics, methods, and goals. Reviews the major approaches to feminist theorizing and invites students to put these to work examining contemporary social and political issues. Prerequisite: WOMS 201/SOCI 244. *Spring.*

WOMS 416 (ENGL 436) Eighteenth Century British Novel 3 credits
The British novel from Behn to Austen.

WOMS 420C (MTSL 312) Language and Cultural Identity 3 credits
This upper division seminar is designed for students who are interested in sociocultural 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 focus on identity and language. We will also examine related theoretical and empirical research on identity and language (multicultural education, literacy education, feminist pedagogy) Ultimately this course should help prepare students to re-conceptualize their views of language, literacy and cultural practices within their local environs.

WOMS 422C (ENGL 413) Nineteenth Century American Novel 3 credits
This course explores the diverse themes, social contexts, and intellectual backgrounds of the American novel from its beginnings in romantic tradition through the realist and naturalist movements of the late nineteenth century. Works by Hawthorne, Melville, Stowe, Wharton, James, Twain, Harper, and others offer a rich opportunity to investigate issues not only of literary value but of race, class and gender in nineteenth-century America. In addition to analyzing each work's form and genre, we will ask the following questions: What accounts for the inclusion (or exclusion) of this work from the canon of American literature? In what ways does the work reflect, critique, or ignore its social context?

WOMS 423C (ENGL 414) Twentieth Century American Novel 3 credits
This course features works by Edith Wharton, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Ralph Ellison, Toni Morrison and Louise Erdrich. Although emphasis will be on close readings of the novels, we will also examine them against the backgrounds of social history, literary history, and race and gender in American culture. Students are expected to participate in class discussion, collaborate in group work, and write in-class exercises and formal critical essays.

WOMS 424C (ENGL 462) Studies in the Novel 3 credits
Focuses on thematically or historically related novels (general topic/theme of the class varies). Through close examination of texts, critical background and theory, this course explores the way gender issues, among other issues, are portrayed by various English and/or American writers. Prerequisite: ENGL core.

WOMS 426 (SPAN 440) Women Writers in Spanish Literature 3 credits
The topics of this course will change periodically. Works will be considered within their social and ideological context. We will raise questions of power/knowledge and explore the ways power impinges on being/body/tongue.

WOMS 427 (ITAL 440) Women in Italian Literature 3 credits
This course will analyze five novels by Italian women writers. The course will explore the forces that have historically disenfranchised and isolated women, and what is important and beautiful in women's writing.

WOMS 435 (PHIL 456) 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 dimension. 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.

WOMS 457 (RELI 485A) Women and the Spiritual Journey 3 credits
An exploration of the impact of the women's movement on the understanding and the experience of spirituality, issues include God-imagery, scriptural approaches, expression of prayer and ritual.

WOMS 465 (BIOL 165) Biology of Medicine 3 credits
This course investigates how medicine works. It covers various affected organ systems (e.g., immune, endocrine, reproductive), the scientific method, development of effective medicines/treatments., and the potential sex/race/culture bias of experimental results from drug trials. Various diseases (e.g., AIDS, cancer, diabetes) and treatments will be covered in the course. Three lectures and one laboratory/week. Designed for non-science majors,

WOMS 499 Symposium 3 credits
The capstone course in the Women's Studies concentration provides an opportunity for a special kind of faculty and student conversation. Responsibility for organizing and structuring this course will rotate among Women's Studies faculty. Topics will vary. Regardless of the texts or topics, the goal will be to create a conversation in which students play active roles and in which they develop collaborative process skills as well as analytic and writing skills. Students will share responsibility for initiating and facilitating class discussions. Students and faculty will work together to develop credible readings of assigned texts. Students will write regularly. Finally, where possible, faculty and students will discuss implications of the course readings and conversation for the anticipated future work worlds of the students.



THE SCHOOL OF BUSINESS ADMINISTRATION

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School of Business Administration

Dean: Clarence H. Barnes

Assistant Dean: Gary J. Weber

John L. Aram Chair of Business Ethics: L. Weber

Erwin Graue Professor of Economics: C. Wiseman

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

Professors: K. Anderson, C. Barnes, J. Beck, R. Bennett, E. Birrer, K. Carnes, C. Chen, D. Brajcich (Emeritus),

D. Elloy, J. Helgeson, K. Hickman, J. Monks (Emeritus), W. Terpening

Associate Professors: S. Bozman, M. Shrader, W. Teets,

Assistant Professors: J. Andrus, M. Beqiri, N. Chase, Ta-Tao Chuang, S. Hedin, T. Korkeamaki, D. Law, P. Loroz, M.

Rutherford, G. Weber, Q. Zhang

The School of Business was established in 1921 and is accredited by AACSB International – The Association to Advance Collegiate Schools of Business. In its Mission Statement, 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, and international communities.” To support the mission of the School of Business, the learning objectives of the programs prepare a student to:

- apply fundamental business functions and processes to any organization
- analyze challenges and opportunities critically and arrive at a best solution
- understand diverse perspectives and the global reach of business decisions
- communicate ideas and information effectively
- approach decision-making from an ethical framework and with a commitment to the common good
- adapt readily to the changing demands of new technology.

Required courses in literature, fine arts, religious studies, philosophy, mathematics, history, natural and social sciences, and communication skills are an integral part of the business curriculum. These courses foster the development of critical thinking, creative problem solving, and interpersonal communication skills that are vital to the education of future leaders.

Admission Requirements

School of Business courses numbered 300 and above may be taken by students who have: a) attained junior standing, and b) achieved a cumulative grade point average of 2.50 in the following lower division business core courses: ACCT 260-261 (Principles of Accounting I and II), BUSN 230 (Business Statistics), BMIS 235 (Management Information Systems), and ECON 201-202 (Microeconomics and Macroeconomics). Third year transfer students who have not completed all the lower-division business core courses listed above should consult their advisors.

Degree Requirements of the School of Business

In addition to the General Degree Requirements of the University, the Bachelor of Business Administration degree requires the student to:

- 1) Complete the core curriculum of the School of Business;
- 2) Complete the requirements for a major course of study in the School of Business;
- 3) Complete a comprehensive exam (BUSN 499) in the last semester prior to graduation;
- 4) Earn a minimum 2.00 grade point average in all course work taken in the major field;
- 5) Complete 55 credits of the minimum 128-credit BBA degree requirement outside the School of Business;
- 6) Complete at least 50 percent of all business courses (core and major requirements) at Gonzaga

Except for internships, courses that fulfill business core, major, concentration, and minor requirements may not be taken on a satisfactory/non-satisfactory basis.

The Core Curriculum of the School of Business Administration

The School of Business Administration curriculum consists of 97 credits which are common to, and required in, the undergraduate B.B.A. degree program: the first 31 credits form the University Core and the remaining 66

credits are common to all School of Business Administration programs. The remaining 31 credits are specific requirements in a major program and for general elective credits.

The core courses listed below are required of all business majors. Business courses at the 100- and 200-level should be completed by the end of the sophomore year.

- I. Thought & Expression (7 credits): ENGL 101, SPCO 101, and PHIL 101 (preferably taken in the same semester)
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL 400-level elective
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one course from each level
- IV. Mathematics (3-4 credits): One MATH (not CPSC) 100-level course or above: business students must take MATH 114, MATH 148, or MATH 157
- V. English Literature (3 credits): ENGL 102 (or 103H)
- VI. Business Composition (3 credits): ENGL 270
- VII. History (3 credits): HIST 101, 102, 112, or 350
- VIII. Social Sciences (3 credits): one course in CRIM, HIST, POLS, PSYC, SOCI
- IX. Science (3 credits): BIOL, or CHEM, or PHYS or MATH 258 or MATH 259
- X. Fine Arts (3 credits)
- XI. Economics (6 credits): ECON 201, ECON 202
- XII. Business Statistics (3 credits): BUSN 230
- XIII. Accounting (6 credits): ACCT 260 and ACCT 261
- XIV. Business Systems (3 credits): BUSN 111
- XV. Information Systems and Operations Management (6 credits): BMIS 235 and OPER 340
- XVI. Marketing (3 credits): MKTG 310
- XVII. Finance (3 credits): BFIN 320
- XVIII. Management (4 credits): MGMT 350 and MGMT 350L
- XIX. Business Law (3 credits): BUSN 283 or ACCT 369
- XX. General Business (5 credits): BUSN 101, BUSN 481, BUSN 499
- XXI. Non-business electives (9 credits)

Transfer students are not required to take BUSN 101 if, prior to enrolling at Gonzaga University, they have completed the equivalent of four of the following courses: ACCT 260-261, BUSN 230, ECON 201-202 and BMIS 235. In addition, students admitted with more than 45 semester credits may receive a waiver for one of the following School of Business core requirements: HIST 101, 102, or 112; social science elective, science elective, or fine arts elective.

Table of Credits For Degree Majors and Minors

B.B.A. Majors:

Accounting	24 credits
Business Administration	18 credits
<i>(All business administration majors must take one of the following 12-credit concentrations)*</i>	
Economics	
Finance	
Human Resource Management	
Marketing	
Management Information Systems	
Operations and Supply Chain Management	
Interdisciplinary Concentrations:	
International Business	
Law and Public Policy	
Individualized Study	

** Specific course requirements for each concentration are listed in the appropriate sections in the following pages.*

Minors for Non-business majors:

General Business	24 credits
Economics	18 credits
Analytical Finance	27-28 credits
Promotion	18 credits
Advertising *	27 credits

**(available to Communications majors only)*

Major Programs of Study in Business

The degree of Bachelor of Business Administration (BBA) is offered with a major in Accounting or a major in Business Administration.

The Accounting major requires completion of 24 credits, as described in the Accounting section of this catalogue.

The Business Administration major requires completion of 18 upper division credits including:

1. Six credits selected in consultation with the advisor from the following:
 - a. Integrative courses: BUSN 490, which may be repeated for up to 6 credits.
 - b. International courses: BFIN 327, ECON 311, ECON 404, MGMT 352, MKTG 417, OPER 440 (not more than 3 credits)
 - c. Experiential courses: BUS 494 or BUSN 497 Internships (not more than 3 credits)
2. Twelve credits from a designated concentration. Requirements of concentrations in Economics, Finance, Human Resource Management, Marketing, Supply Chain Management, and Management Information Systems are described in the respective sections of this catalogue. Also offered are interdisciplinary concentrations in International Business, and Law and Public Policy. Students may also design an interdisciplinary individualized concentration with the approval of a faculty advisor.

A second concentration in the School of Business may be earned by completing 12 credits required in the area. Only one course may be double-counted between two concentrations.

Students in the School of Business may also earn minors from other colleges of the University.

The B.B.A. is also offered with an Honors designation. Interested students should contact the Director of the Honors Program.

Hogan Entrepreneurial Leadership Program

The Hogan Entrepreneurial Leadership Program is a four-year undergraduate concentration that immerses students in the fundamentals of creating and managing new ventures in the private and public sectors. The Hogan program seeks students who have the desire and ability to be leaders in creating new ventures that make a positive difference in society. Four features distinguish the program:

- 1) an honors program model that attracts outstanding students;
- 2) rigorous curriculum combined with any academic major;
- 3) immersion in entrepreneurial contexts; and
- 4) based on Jesuit educational ideals and commitment to the common good.

Admission to the Hogan Entrepreneurial Leadership Program is competitive and is based on the student's entrance exam scores, grade point average, demonstrated leadership creativity, and service to others. Students are admitted in freshman year only. Requirements are listed in Section X of this catalogue.

Student Internships

An internship program is available to eligible juniors and seniors in the School of Business. This program for academic credit provides work experience in a field directly related to the student's major or area of concentration. Interns are selected by the Internship Director and are matched with participating firms which are expected to provide the resources for adequate exposure to business practices in the area of the student's major and concentration. Internship guidelines are available from the School of Business Internship Director.

Bachelor of Arts in Economics

In cooperation with the College of Arts and Sciences, a Bachelor of Arts degree with a major or minor in Economics is offered. This integrated curriculum combines the objectives of humanistic education with a concentration in economics.

Interested students should refer to the College of Arts and Sciences section for specific requirements of this degree program. Students should note two things: 1) this degree requires completion of at least 104 of the minimum 128 credits required for graduation in the College of Arts and Sciences; and, 2) the core curriculum of the College of Arts and Sciences must be fulfilled.

Minors for Non-Business Majors

The School of Business offers General Business, Analytical Finance, Economics, and Promotion minors to non-business students. These minors are recommended to students who wish to pursue a degree in another school of the University but wish some background in the business field. Students in the College of Arts and Sciences, however, are reminded that they must earn 104 credits in that College. Except in the case of B.A. Economics majors, non-business majors may not take more than 32 semester credits from the School of Business Administration.

General Business Minor: 24 credits

(Completion of ACCT 260-261 (or ACCT 263), ECON 201-202 (or ECON 200) and one 3-credit course in statistics with a minimum GPA of 2.5 must be earned to enroll in 300-level business courses required in the minor program.) Enrollment applications are available in the School of Business.

School of Business.**Lower Division Courses**

ACCT 263 Accounting Analysis or ACCT 260-261	3 credits 6 credits
ECON 200 Economic Analysis or ECON 201-202	3 credits 6 credits
BUSN 230 Business Statistics or MATH 121 Introductory Statistics	3 credits

Upper Division Courses

MKTG 310 Principles of Marketing	3 credits
BFIN 320 Principles of Finance	3 credits
MGMT 350 Management and Organization	3 credits
Electives: BMIS 235 or BUSN 283 or OPER 340	0-6 credits

Minor in Economics: 18 Credits**Lower Division Courses**

ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
Upper Division Courses	
ECON 302 Intermediate Macroeconomics	3 credits
6 credits from ECON 304, 305, 310, 311, 312	6 credits
ECON - - - Any upper division elective	3 credits

Minor in Analytical Finance: 27-28 Credits

The minor in analytical finance is intended for students with a secondary interest in either general corporate finance or investments. This field of study may be particularly useful to two groups of students, mathematics majors interested in actuarial careers and those interested in a more finance-oriented minor than the General Business Minor program. Completion of ECON 201-202, ACCT 260-261, and one 3-credit course in statistics with a minimum GPA of 2.5 is required to enroll in upper division courses required in the minor. Enrollment applications are available in the School of Business.

Lower Division Courses

ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
ACCT 260 Principles of Accounting I	3 credits
ACCT 261 Principles of Accounting II	3 credits
One of the following two courses	3-4 credits
MATH 114 Mathematical Analysis for Business	
MATH 157 Calculus & Analytical Geometry	
One of the following three courses	3 credits
BUSN 230 Business Statistics	
MATH 121 Introductory Statistics	
MATH 321 Statistics for Experimentalists	

Upper Division Courses

BFIN 320 Principles of Finance	3 credits
BFIN 322 Intermediate Finance	3 credits
BFIN 422 Investment Analysis	3 credits

Minor in Promotion: 18 credits

The minor in promotion is offered to non-business majors. The focus is how to communicate effectively and efficiently through a variety of methods with any target audience. Students must complete three required courses as well as three courses from the approved elective courses listed below.

Required Courses

MKTG 310 Principles of Marketing	3 credits
MKTG 315 Consumer Behavior	3 credits
MKTG 335 Marketing Communications	3 credits

Approved Elective Courses

PRLS 305 Writing for Public Relations	3 credits
MKTG 330 Market Research	3 credits
MKTG 342 Graphic Design	3 credits
MKTG 411 Advertising	3 credits
MKTG 418 Sales Management	3 credits
PRLS 467 Advanced Public Relations	3 credits
MKTG 490* Promotion Project	3 credits

* with marketing faculty approval

Also note that an Advertising minor is offered to Communication Arts majors through the Communication Arts Department. See that section of this catalogue under the College of Arts and Sciences.

Pre-Law Students

Students who intend to pursue the study of law are encouraged to enroll in business courses that will provide a solid understanding of the integral relationship between law and business.

Core courses such as Principles of Accounting I and II (ACCT 260 and 261), Microeconomics and Macroeconomics (ECON 201 and 202) are recommended for pre-law students with majors outside the School of Business Administration. Accounting provides basic skills to prepare and analyze financial statements and to complete case analysis; economics gives an understanding of how economics affects government fiscal policies, international trade, labor and other resource markets, political decisions, etc.

In addition, a pre-law student in the School of Business Administration will benefit from courses in the Law and Public Policy concentration. This concentration includes various courses which address legal issues such as corporate taxation, regulation of securities trading, business ethics, mergers and acquisitions, and antitrust policy and regulation. All of these courses provide pre-law students a unique insight into how business functions within the framework of the legal system.

Validation of Transfer Courses

Transfer students who took lower division business courses at another school or university that are equivalent to required upper division business courses at Gonzaga, or who took upper division business courses as a freshman or sophomore at another university, must have these courses validated for transfer.

Validation must be completed during the student's first year at Gonzaga. Validation of lower division courses may be completed by taking one of the following:

- 1) an advanced course, if available, in the same discipline to demonstrate competence. A minimum grade of "C" must be earned in the advanced course;
- 2) an equivalent CLEP exam or a departmental exam, if available, and earning a passing score. No credits are given for these validation exams.

General Business

The following general business courses are offered to all students in the School of Business Administration.

Lower Division Courses

BUSN 101 The World of Business 2 credits
This course provides an overview of the role of business in society, and of the global economic, political, social, and other environments in which businesses and other organizations operate. Students will be introduced to concepts and applications of the various business functions, including management, marketing, finance, economics, accounting, production and service operations management, and information systems. The course is designed to encourage the student's curiosity and critical thinking about the world of business. Students will prepare a business plan proposal. Business majors in the Hogan Entrepreneurial Leadership Program will take ENTR 101 (2 credits) instead of this course. *Fall and Spring.*

BUSN 111 Business Computing 3 credits
This course introduces students to an integrated set of software tools to solve business problems and to communicate results. Students learn to use spreadsheets, database systems, presentation software, Internet facilities (e.g., mail, search engines, Web browsers) to help improve problem solving skills. Additionally, students will learn about file management systems, operating systems, and how to incorporate Visual Basic for applications (VBA) with the Microsoft Office suite. Lectures and hands-on computer use are employed to enhance learning. *Fall and Spring.*

BUSN 230 Business Statistics 3 credits
This course introduces business students to the terminology, uses and underlying theory in the areas of data summarization and description, basic probability concepts and distributions, sampling methods and sampling distribution, hypotheses testing, analysis of variance, regression and correlation, and nonparametric methods. The course improves the student's awareness and ability in incorporating statistical considerations into the decision-making process and provides them with experience in using statistical software to assist in the quantitative analysis of business problems. Prerequisites: MATH 114 and BUSN 111; sophomore standing. *Fall and Spring.*

BUSN 283 Business Law 3 credits
This course addresses the legal fundamentals in running a business with particular attention to contracts, partnerships, corporations, property, commercial paper, securities, and the regulatory environment. Prerequisite: sophomore standing. *Fall and Spring.*

ACCOUNTING

Accounting

The accounting program is designed to enable students to develop an understanding of, and proficiency in, accounting concepts and techniques. Building on the principles of accounting, students study financial reporting, auditing, taxation, income determination, account valuation, accounting systems, and the role of accounting in the allocation and use of resources. The program offers several career options leading to employment in business, government, and public accounting.

CPA Certificate Track

To sit for the CPA examination, Washington State requires candidates to obtain 150 semester credit hours of acceptable educational preparation. Gonzaga offers a Masters of Accountancy (MAcc) degree tailored for students who desire to fulfill the 150-hour requirement and earn a graduate degree at the same time. A student pursuing this track will, during the junior, senior, and graduate years, acquire the technical competence in the 300- and 400-level accounting courses, while more fully developing research, communication, and presentation skills offered in graduate classes. A student planning to obtain

Upper Division Courses

BUSN 481 Strategic Management 3 credits
A capstone course which introduces strategic management concepts and practice and integrates functional areas in a broad systems-perspective approach to organizational challenges. The primary instructional tool is case analysis. Consideration is given to the international elements of strategic management and to the ethical dimensions of decision-making crucial to strategy formulation and implementation. Prerequisite: BFIN 320, MGMT 350, MKTG 310 and OPER 340 and senior standing. *Fall and Spring.*

BUSN 490 Integrative Perspectives 3 credits
This course focuses on integrating advanced topics and/or best practices from different disciplines. The course content varies over time to reflect leading edge concepts and practices, e.g., business ethics, quality management and international standards, technology infrastructure, e-business strategy, etc. Courses often involve a large-scale team project. May be repeated up to a maximum of 6 credits. Prerequisite: senior standing. *Fall and Spring.*

BUSN 491 Directed Study 1-3 credits
Credits by arrangement. Prerequisite: junior or senior standing, minimum 3.0 GPA and Dean's permission. *Summer.*

BUSN 492 Business Planning 3 credits
This course integrates business principles with business practices. Topics include assessing industry attractiveness, environment analysis, market segmentation, demand forecasting, product development, operations, financial analysis, control mechanisms, contingency planning, and implementation strategies. The preparation of a business plan is also a required component of the course as well as weekly written assignments. This course may be used to satisfy 3 credits of BUSN 490 Integrative Perspectives. Prerequisite: BFIN 320, MGMT 350, MKTG 310 and OPER 340. *Fall.*

BUSN 494 Small Business Consulting 1-3 credits
Practicum in providing management assistance to businesses and non-profit organizations in marketing, management, finance, accounting, information systems, operations and related case problems. Prerequisite: senior standing, minimum cumulative GPA of 3.0, and permission of instructor. *Fall, Spring, or Summer.*

BUSN 497 Internship 1-3 credits
Work experience directly related to the student's major and area of concentration. Guidelines are available from Internship Director. S/NS grade only. Prerequisite: junior or senior standing; minimum cumulative GPA of 3.0. *Fall, Spring, and Summer.*

BUSN 499 Comprehensive Exam 0 credit
Required of all business majors in the last semester. *Fall and Spring*

both undergraduate and graduate degrees should work closely with a faculty advisor for proper course sequencing.

Gonzaga's accounting majors may apply for the MAcc program during the second semester of the junior year. If accepted into the program, a limited number of graduate-level courses may be taken during the senior year with the permission of the Graduate Director. Before applying for admission, a student should have completed 75 credit hours (including ACCT 360) with a cumulative GPA of 2.5 and no grade less than 2.0 in any upper division accounting course. The student must be admitted to the MAcc program before enrolling in any graduate courses.

In addition to the BBA/MAcc program, a student can choose to take an undergraduate accounting degree with 150 credit hours of undergraduate course work. In order to fulfill the 150-hour requirement, a student pursuing this track would take 22 credit hours of undergraduate course work beyond the 128-credit hours required to earn a bachelor's degree at Gonzaga. A student could use these additional hours to add a second major in business administration or to take courses or a minor from other departments of the University.

Non-CPA Track

A student who does not wish to obtain CPA certification can earn the BBA degree in accounting. With this degree, a student might find employment in governmental agencies, financial institutions, and industrial firms such as Boeing and Avista. The student pursuing this track is encouraged to obtain an accounting major accompanied by elective course work in information systems. Both the Certified Internal Auditor (CIA) and Certified Managerial Accountant (CMA) designations are available to students with this degree.

B.B.A. Major in Accounting: 24 Credits

Upper Division Courses

ACCT 360 Intermediate Accounting I	3 credits
ACCT 361 Intermediate Accounting II	3 credits
ACCT 362 Accounting Information Systems	3 credits
ACCT 363 Cost Accounting	3 credits
ACCT 365 Federal Taxation	3 credits
ACCT 464 Auditing	3 credits
ACCT - - Electives*	6 credits

* ACCT 369 Business Law for Accountants may not be used to satisfy an accounting elective requirement. ACCT 466 and ACCT 467 must be taken concurrently; however, only one of these two courses may be used to satisfy an accounting elective requirement.

Lower Division Courses

ACCT 260 Principles of Accounting I 3 credits
Introduction to financial accounting with emphasis on the content and analysis of basic financial statements of business organizations. Prerequisite: second year standing. *Fall and Spring.*

ACCT 261 Principles of Accounting II 3 credits
An introduction to managerial and cost accounting concepts and techniques. Topics include cost determination, and the uses of cost data for managerial planning, control, and decision-making. Prerequisite: ACCT 260. *Fall and Spring.*

ACCT 263 Accounting Analysis 3 credits
A course for General Business minors, or undergraduate engineering majors who are applying for admission to the MBA program or students who are in the Hogan Entrepreneurial Leadership Program. The course introduces the student to accounting and reporting, including international accounting and emphasizes preparation, analysis, and interpretation of general purpose financial reports and uses of accounting information for decision-making. *Spring.*

Upper Division Courses

ACCT 360 Intermediate Accounting I 3 credits
An intensive study of financial accounting theory and practice. Topics include recognition, measurement, and reporting of assets, liabilities, corporate equity, revenues and expenses; preparation and analysis of the principal financial statements. Prerequisite: admission to junior-level business courses. *Fall.*

ACCT 361 Intermediate Accounting II 3 credits
Continuation of ACCT 360. Prerequisite: ACCT 360. *Spring.*

ACCT 362 Accounting Information Systems 3 credits
A study of the application of technology for the collection and analysis of accounting information. Includes the organization and control of business processes and the documentation and design of accounting systems. Prerequisite: admission to junior business courses. *Spring*

ACCT 363 Cost Accounting 3 credits
An examination of the mechanics and application of accounting principles and concepts for planning, control, and decision-making. Topics include cost behavior, job, process, and standard cost systems; budgeting and control; and activity-based costing. Prerequisite: admission to junior business courses. *Fall.*

ACCT 365 Federal Taxation 3 credits
Fundamentals of federal taxation with emphasis on individual taxation and tax planning. Topics include income, deductions, losses, and credits in addition to capital asset and other property transactions. Prerequisite: admission to junior business courses. *Spring.*

ACCT 366 Advanced Federal Taxation 3 credits
A study of corporate, partnership, estate and gift, and international taxation is conducted in this course. Current issues in taxation relating to both business and individual taxation will be discussed, along with an examination of tax procedure and tax practice. Prerequisite: ACCT 365. *Fall.*

ACCT 368 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.*

ACCT 369 Business Law for Accountants 3 credits
Emphasis on business and commercial law, particularly the Uniform Commercial Code. Recommended for CPA examination preparation. This course is taken by accounting majors in lieu of the BUSN 283 core requirement. Prerequisite: junior or senior standing. *Spring.*

ACCT 460 Advanced Accounting 3 credits
Advanced topics in accounting theory and practice, including inter-corporate investments, consolidated financial reports, international accounting, and governmental and NFP accounting. Prerequisite: ACCT 361. *Fall.*

ACCT 464 Auditing 3 credits
A study of auditing concepts and practices. Includes audit planning and procedures, I.T. auditing, ethical considerations, and report writing. Prerequisite: ACCT 361. *Fall.*

ACCT 466 Accounting Integration I 3 credits
Accounting theory, cases and problem solving in preparation for the uniform CPA examination. Prerequisite: senior standing. *Spring.*

ACCT 467 Accounting Integration II 3 credits
A continuation of ACCT 466. Prerequisite: Taken concurrently with ACCT 466. *Spring.*

ACCT 489 Special Topic Seminar 1-3 credits
Credit by arrangement. Prerequisite: Accounting major. Fall or Spring or Summer.

ACCT 491 Directed Study 1-3 credits
An individually designed course appropriate to a student's concentration. Prerequisite: junior or senior, minimum 3.0 GPA and Dean's permission. *Summer.*

ACCT 497 Internship 1-3 credits
Work experience directly related to the student's major. Guidelines are available from the Internship Director. S/NS grade only. Prerequisite: third, fourth or fifth year standing; minimum cumulative GPA of 3.0. *Fall, Spring, or Summer.*

Economics

The importance of having a broad background in economics is increasingly recognized by firms that confront problems requiring knowledge of the domestic and international economic systems. Economists occupy a wide range of positions in profit and non-profit enterprises as well as in government. As well as being highly recommended for pre-law students, the economics concentration is offered for students who aim for careers in banking, finance, government, or industry.

Students in the College of Arts and Sciences may also pursue a major or minor in this field. The requirements for a B.A. degree in Economics can be found under that College in this catalogue. Students expecting to pursue graduate studies in economics are encouraged to take calculus through MATH 259.

Economics Concentration: 12 credits

ECON 302 Intermediate Macroeconomics 3 credits
Six credits selected from ECON 304, 305, 310, 311, and 312 6 credits
ECON upper division elective 3 credits

Lower Division Courses

ECON 200 Economic Analysis 3 credits
A one-semester economics course for General Business minors and others interested in a one-semester survey course. 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.*

ECON 201 Microeconomics 3 credit
Economics of the firm and the consumer. Principles underlying supply and demand; analysis of competition, monopoly, and other market structures; labor and other resource markets. *Fall and Spring.*

ECON 202 Macroeconomics 3 credits
The structure and functioning of the national economy. Particular attention is given to determinants of national income, employment and the price level, fiscal and monetary policies, international trade, exchange rates, and trade restrictions. Prerequisite: ECON 201. *Fall and Spring.*

ECON 270H Honors Economics 3 credits
The fundamental concepts and approaches used in economics for analyzing problems involving the use of scarce productive resources to satisfy wants. The roles and limitations of both markets and government-directed forms of resource allocation are studied. The methodology of economics is compared to that of other social sciences. May be substituted for ECON 201 (Microeconomics). Prerequisite: Honors Program. *On sufficient demand.*

Upper Division Courses

ECON 302 Intermediate Macroeconomics 3 credits
Analysis of the determinants of the levels of national output and prices and the effects of monetary and fiscal policies. Prerequisite: ECON 202. *Spring*

ECON 304 Economics of Environmental Protection 3 credits
Explores the economic dimensions of environmental topics such as air and water pollution, deforestation, non-renewable resource depletion, recycling, global warming. The course studies the extent of environmental problems and alternative solutions. Prerequisite: ECON 201. *Fall 2004*

ECON 305 Public Finance 3 credits
Develops economic tools used to analyze government expenditures and taxation. Discussion of public policy issues such as welfare reform, health care, Social Security, tax reform, and fiscal problems of state and local governments. Prerequisite: ECON 201. *Fall 2004*

ECON 306 Comparative Economic Systems 3 credits
Economic analysis of various systems of economic organization, including Capitalism, Socialism, and Communism. Historical development of the theoretical basis and description of the institutional organization of each system. Prerequisite: ECON 201 or 202. Offered in *Florence campus only.*

ECON 307 Social and Economic Development of Italy 3 credits
The impact of social theories on economic problems in Italy; the Mezzogiorno treated from the economic, sociological, political, and religious points of view. Prerequisite: third year standing. Offered in *Florence campus only.*

ECON 310 Antitrust Policy and Regulation 3 credits
Examines the rationale for and effects of various government policies toward business. Analyzes the economic consequences of market power. Emphasis is placed on antitrust policy as a response to market power. Prerequisite: ECON 201. *Fall 2003*

ECON 311 International Economics 3 credits
A course studying the general economic environment within which governments and international businesses interact. Discusses exchange rates and trade balances, the economic reasons for trade, gains and losses to various groups resulting from trade, and government policies affecting the global economy. Prerequisite: ECON 201. *Spring.*

ECON 312 Work, Wages and Inequality 3 credits
An economic perspective on labor market issues. Explores recent controversial topics such as inequality in earnings, race and sex discrimination in labor markets, immigration, minimum wage laws and labor unions, health and safety regulation in the work place. Prerequisite: ECON 201. *Fall 2003*

ECON 401 Adam Smith and Karl Marx 3 credits
A course focused on reading and discussing the works of two opposite but highly influential economic thinkers, Smith and Marx. Supplemented with material on other important economic thinkers from 1500 to 1890. Prerequisite: ECON 202. *Spring 2004*

ECON 402 Currents in 20th Century Economics 3 credits
Emphasis on the works of Thorstein Veblen and Joseph Schumpeter, two important commentators on the capitalist system. Also explores related schools of economic thought, including the neoclassical, Austrian, Keynesian and Chicago approaches. Prerequisite: ECON 202. *Spring 2005*

ECON 404 Economic Integration of the European Union 3 credits
A survey of the origins and development of the European Union; its relation to WTO (World Trade Organization); monetary coordination; monopoly, competition, and the multi-national firms; taxation and long-run policy on quotas and balances of payments. Prerequisite: junior standing. *Florence campus only.*

ECON 489 Special Topic Seminar 1-3 credits
Topics and credit by arrangement. Prerequisite: permission.

ECON 491 Directed Study 3 credits
An individually designed course appropriate to the student's major. Prerequisite: junior or senior standing, minimum 3.0 GPA and Dean's permission. Summer.

Finance

The finance curriculum is designed to give students a solid foundation in financial theory while developing skills and techniques necessary to manage today's dynamic business environment. The globalization of both product and financial markets, rapid development in information technology, and recent advances in the field of finance have created a growing need for well-qualified graduates. Challenging career opportunities exist in the securities and finance services industry, information systems, and corporate financial management.

Finance Concentration: 12 Credits Upper Division

BFIN 322 Intermediate Finance	3 credits
BFIN 422 Investment Analysis	3 credits
BFIN 423 Financial Management Cases	3 credits
Electives chosen from BFIN 325, 327, 424, 426, or 429	3 credits

Upper Division Courses

BFIN 320 Principles of Finance 3 credits
Financial analysis and management, including time value of money, risk and return models, valuation, the cost of capital, capital budgeting techniques, and capital structure theory. Prerequisite: admission to junior-level business courses. *Fall and Spring.*

BFIN 322 Intermediate Finance 3 credits
An extension of BFIN 320; new topics include working capital policy and management, advanced capital budgeting techniques, options, and futures. Prerequisite: BFIN 320. *Fall.*

BFIN 325 Financial Institutions 3 credits
Allocation of financial flows through the markets. Topics covered include the various financial institutions, fund flows, structure of markets, financial organization. Prerequisite: BFIN 320. *On sufficient demand.*

BFIN 327 International Finance 3 credits
A study of the financial management considerations inherent to international business operations. Topics covered include foreign currency exchange markets and foreign exchange forecasting, hedging methods and strategies, and international capital markets. Attention will be given to the ways in which legal, political, and policy differences affect trade and economic integration. Prerequisite: BFIN 320. *Fall.*

BFIN 422 Investment Analysis 3 credits
Basic principles and fundamentals of securities markets. Introduction to alternative investment choices and economic factors influencing these choices. Prerequisite: BFIN 320. *Fall.*

BFIN 423 Financial Management Cases 3 credits
Case problems in corporate financial management. Topics include working capital, raising long-term capital, capital budgeting, cost of capital, and asset structure. Prerequisite: BFIN 322. *Spring.*

BFIN 424 Real Estate Principles 3 credits
A study in the principles and practices of real estate marketing and financing. Prerequisite: third or fourth year standing. *On Sufficient Demand.*

BFIN 426 Mergers and Acquisitions 3 credits
Merger types and characteristics, theoretical motivations for mergers, and principles of valuation are covered within the corporate finance framework. Prerequisite: BFIN 320. *Spring.*

BFIN 429 (A, B, C) Portfolio Management 1 credit
This is a course that runs for three consecutive semesters (1 credit per semester) beginning in the Spring semester of the student's junior year. The class will initially consist of lectures on financial theory and portfolio management from the faculty and guest investment analysts, followed in the senior year with the actual management of an equity portfolio. Prerequisite: BFIN 320, 2.75 minimum GPA, and permission of the instructor. *Spring.*

BFIN 489 Special Topic Seminar 3 credits
Credit by arrangement. Prerequisite: BFIN 320. *On sufficient demand.*

BFIN 491 Directed Study 1-3 credits
An individually designed course appropriate to the student's concentration. Prerequisite: junior or senior standing, minimum 3.0 GPA and Dean's permission. *Summer.*

Human Resource Management

This concentration provides students a broad background in the management of human resources as well as an awareness of the functional specialties within the field of human resource management. In addition to qualifying students for specific careers in human resources management and general management, this concentration also provides an excellent entry to a variety of professional positions that demand effective direction of people.

Human Resource Management Concentration: 12 Credits Upper Division Courses

MGMT 352 Strategic and International Perspectives of HRM	3 credits
MGMT 405 Assessing and Compensating Employee Performance	3 credits
MGMT 410 Developing People and Organizations	3 credits
MGMT 415 Employment Law and Employee Relations	3 credits

Upper Division Courses

MGMT 350 Management and Organization 3 credits
The study of the theory and practice of management and behavior in organizations. Topics covered include motivation, leadership, workplace diversity, conflict, decision making, employment law, and global management as applied to managerial functions of planning, organizing, leading, and controlling. Prerequisite: admission to junior-level business courses. *Fall and Spring.*

MGMT 350L Managerial Skills Lab 1 credit
This is an experiential, skill-building lab to enhance students' management and interpersonal skills. The course will engage students in various exercises to improve self-awareness, skill learning, and the application of skills to management situations. The course will focus on developing skills such as: problem solving, creative thinking, supportive communication, motivating others, managing conflict, stress, delegation and team building. To be taken concurrently with MGMT 350. *Fall and Spring.*

MGMT 352 Strategic and International Perspectives of HRM 3 credits
This course provides an overview of all human resource management activities from both a strategic and an international perspective. Particular emphasis is given to human resource planning, recruiting and staffing, and human resource information systems. Prerequisite: admission to junior-level business courses. *Fall*

MGMT 405 Assessing and Compensating Employee Performance 3 credits
This course examines the central role of job analysis in designing effective human resource management systems. Methods of job evaluation and various approaches to designing compensation and benefits systems are also presented. The course also covers the evaluative dimensions of performance appraisal. Prerequisite: MGMT 350. *Fall.*

MGMT 410 Developing People and Organizations 3 credits
This course describes techniques and strategies for improving the fit between an individual and the organization and between the organization and its environment. The focus will be on developing guidelines for designing and implementing development programs and understanding the change processes that empower individuals through involvement, participation and commitment. Prerequisite: MGMT 350. *Spring*

MGMT 415 Employment Law and Employee Relations 3 credits
This course examines the legal issues affecting human resource management. Unionization and collective bargaining processes are presented; safety and health, and other employee rights issues are also discussed. Prerequisite: MGMT 350. *Spring.*

MGMT 489 Special Topic Seminar 1-3 credits
Credit by arrangement. Prerequisite: MGMT 350. *Fall or Spring or Summer.*

MGMT 491 Directed Study 1-3 credits
An individually designed course of study appropriate to the student's concentration. Prerequisite: third or fourth year standing, minimum 3.0 GPA, and Dean's permission. *Summer.*

NOTES

Management Information Systems

Since the term “information age” came into existence, information technology has profoundly changed the way we conduct business and live our lives. Knowing how management information systems can improve the productivity and the quality of life is central to the student’s learning and preparation for the real world of business. Information systems (IS) are more than computer hardware and software. IS managers are concerned with the planning, use, and control of organizational information. In addition, IS are also used as a strategic tool to improve an organization’s competitive advantage. The most important business strategic development today is Electronic Commerce (EC). In the MIS curriculum, courses in EC infrastructure and development, database management systems (DBMS), HTML, Java, data communication software, and computer-aided software and systems engineering tool (CASE) are part of the tool package. Students who choose this concentration are required to have their own computers. They are also encouraged to pursue professional certification in A+ (Computer Competency), Certified Data Processing (CDP) or other Microsoft Certificate programs before graduation.

Management Information Systems Concentration: 12 credits

- | | |
|---|-----------|
| BMIS 331 Informetrics and File Management | 3 credits |
| BMIS 342 Business Applications with
Object-Oriented Paradigm | 3 credits |
| BMIS 441 Business Database Systems | 3 credits |
| BMIS 444 Information Systems Analysis
and Design | 3 credits |

Lower Division Courses

BMIS 221 Programming Language XML 3 credits
The course introduces the student to the basic concepts and syntax of XML (Extensible Markup Language) including its history, structure, and well-formed XML, validating XML with document type definition and schema, displaying XML using cascading style sheet, extensible style sheet and databinding. Another content of the course is parsing and manipulating XML file and sending it between applications, building XML-based Web applications. Prerequisite: BUSN 111. *Fall*

BMIS 222 Web Page Design 3 credits
The course explores the use of various application packages for developing interactive web pages. Beginning with a short history of the Internet and the World Wide Web, the course introduces students to the way Web-based information systems are developed. Using the system development life cycle (SDLC) as a framework, a variety of tools and techniques for planning and creating a well-designed and well-functioning web site are introduced. Topics include the structure of web pages, web page language (HTML), graphics, animation, and script languages (such as JavaScript and ActionScript). Prerequisite: BUSN 111. *Spring*

BMIS 235 Management Information Systems 3 credits
This course introduces fundamental concepts of information systems and develops essential skills and techniques for using information technology (IT). The emphasis is on the role of information systems in today’s organizations, including how IT changes individual work, impacts 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. Advanced software tools are used to develop the student’s ability to apply information technology to business problems. Prerequisite: BUSN 111. *Fall and Spring*

BMIS 289 Special Topics in Business Programming 3 credits
This course teaches the development of business information systems using a business-oriented programming language such as Visual Basic and ASP. Students will learn programming concepts and systems development processes to develop business applications. Prerequisite: BUSN 111. *On sufficient demand.*

Upper Division Courses

BMIS 331 Informetrics and File Management 3 credits
The course aims to equip students with the concepts and implementation techniques of problem solving with computer languages. Students are introduced to the concepts of business programming logic, basic data structures, algorithm analysis, and file organizations and access. The concept of efficiency of business applications is emphasized. Additionally, as graphic user interface (GUI) prevails on today’s business applications, the design and implementation of GUI is introduced. Although procedural programming techniques are presented, the focus of the course is on object-oriented programming technique. Consequently, object-oriented programming is employed to convey these contents. Prerequisite: BMIS 235. *Fall.*

BMIS 342 Business Applications with Object-Oriented Paradigm 3 credits
Information systems (IS) are essential to effective project planning, development, and control of projects. The course studies concepts and framework of Object-Oriented (O-O) paradigm with business applications. Students learn how to model business scenarios using Unified Modeling Language (UML) and learn to it with the new thought process in developing business applications based on the software development cycle. With the O-O characteristics of abstraction, encapsulation, objects inheritance and its reusable objects, the O-O approach improves the quality of production systems. O-O CASE tool and OO programming language tool are used throughout the class projects’ development phases. Prerequisite: BMIS 235. *Spring.*

BMIS 441 Business Data Base Systems 3 credits
Through practice, this course helps students understand the concepts of database management. Text reading provides a broader view in various aspects of system modeling, project life cycle, data structure, data normalization, and data administration. Research projects demand in-depth knowledge of databases in use. Computer projects are used to give hands-on experience on developing a workable system using Oracle in a PC client/server environment. Prerequisite: BMIS 235. *Fall.*

BMIS 443 Electronic Commerce 3 credits
A cross-functional course, it is designed to provide students with some of the most exciting concepts and technologies that are emerging in the field of electronic commerce and which are expected to shape both consumer and business applications in the coming decade. The course of study includes how electronic commerce enables new ways of conducting business across computer networks. Students are expected to learn and identify areas of opportunity, risks involved, and ethical considerations. Java or other Web development tools will be used for hands-on experience in developing Web applications. BMIS 235. *Spring.*

BMIS 444 Information Systems Analysis and Design 3 credits
The full range of business software development is covered in this course, including problem definition, system design, program development, testing documentation, and implementation. To enhance advanced concepts of the systems development life cycle, a computer-assisted system and software engineering (CASE) tool is used to develop systems and design projects. Prerequisite: BMIS 441 and senior standing. *Spring.*

BMIS 491 Directed Study 1-3 credits
An individually designed course of study appropriate to the student’s concentration. Prerequisite: third or fourth year standing, minimum 3.0 GPA and Dean’s permission. *Summer.*

Marketing

Marketing emphasizes satisfying needs and wants through the facilitation of the exchange process between and among organizations and customers. Marketing concepts and techniques apply to all types of organizations, whether they are for profit or non-profit and whether providing goods, services, experiences or ideas to their customers. An organization's long-run success is determined by understanding customer preferences and perceptions as well as how they change. Marketing is also a critical link between organizations and their environment.

The topics studied include: gathering and interpreting market information, understanding customer decision processes and the influencers of these processes, target market decisions involving segmenting markets and positioning market offerings, marketing promotion and advertising, product design and modification, pricing, distribution of products, and effective managerial decision making and planning.

Marketing is an essential, universal activity common to all individuals and organizations around the world, whether pursuing personal employment, seeking clients for an accounting firm or in marketing supertankers or soap. Marketing knowledge and skills may lead to challenging and satisfying careers in nearly any field including such activities as sales and sales management, advertising and promotion management, retail management and buying, product development and management, public relations, industrial marketing, marketing research, and international marketing.

Marketing Concentration: 12 credits

MKTG 315 Consumer Behavior	3 credits
MKTG 330 Marketing Research	3 credits
MKTG 335 Marketing Communications	3 credits
MKTG 419 Marketing Problems	3 credits

A Promotion minor is offered to non-business majors through the School of Business Administration. An Advertising minor is also offered to majors in Communication Arts through the Communication Arts Department. See that section of this catalogue under the College of Arts and Sciences

Upper Division Courses

MKTG 310 Principles of Marketing 3 credits
This course provides an overview of the dynamics of marketing. The focus is the study of exchange and its facilitation for all types of products, both tangible and intangible. The functions, institutions, problems and philosophies of modern marketing are presented in survey form. The major areas of marketing decision-making are examined including: selecting and working with target markets, product development and management, promotion and marketing communication, pricing, and distribution. Prerequisite: admission to junior-level business courses. *Fall and Spring.*

MKTG 315 Consumer Behavior 3 credits
Consumer behavior is the study of human responses to products and services and to the marketing of those products and services. The focus of the course is on achieving a deeper understanding of the psychological, social, cultural and economic dimensions of consumer judgment and decision-making. Influence factors such as attitudes, personality, memory, motivation, perception, and reference groups are explored. In addition, ethical concerns in the field are considered. Prerequisite: MKTG 310. *Fall.*

MKTG 330 Marketing Research 3 credits
This course provides a general overview of marketing research. Students will be introduced to the analytical procedures and technology most widely 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 covered 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, research reporting, and ethical dilemmas. Prerequisite: BUSN 230. *Spring.*

MKTG 335 Marketing Communications 3 credits
This course examines the strategic use of various marketing communication elements including advertising, sales promotion, public relations, personal selling, and direct marketing to build and maintain brand equity. Analysis will focus on topics such as selecting among alternative promotional tools, budgeting and allocation decisions, determining appropriate message strategy, and developing media schedules for a given product/market selection. Particular attention will be paid to the effective integration of elements across the promotional mix. Prerequisite: MKTG 315. *Spring.*

MKTG 342 Graphic Design 3 credits
A survey of recent developments, styles, techniques, and theory of graphic design as a commercial art form is the focus of this course. The class incorporates the use of professional computer software as a means to create effective visual communications. Prerequisite: MKTG 310. *Fall.*

MKTG 411 Advertising 3 credits
This course explores the role of advertising in marketing strategy. Key topics include the communication process as well as basic practices and procedures of modern media. In addition, the course focuses on the application of advertising principles to the development of advertising objectives, strategy formulation, budgeting, media selection, copy testing, and evaluating advertising results. Regulatory, social, and ethical dimensions of advertising are also explored. Prerequisite: MKTG 310. *Fall or Spring.*

MKTG 417 International Marketing 3 credits
This course explores the process of global exchange. An understanding of international commerce is imperative as previously distinct markets continue to become ever more interdependent. Techniques, operations, and ethical dilemmas that are unique to international marketing will be discussed. The impact of different cultures, geography, and discrepant regulation of exchange on basic marketing functions are also examined. Prerequisite: MKTG 310. *Fall.*

MKTG 418 Sales Management 3 credits
This class examines two different aspects of the selling process. An introduction to basic principles underlying all types of selling and the practical applications of these principles to various selling situations is provided. In addition, an introduction to problems in the management of a sales force such as recruiting, selection, training, motivation, compensation, sales analysis, and control procedures are pursued. Prerequisite: MKTG 310. *On sufficient demand.*

MKTG 419 Marketing Problems 3 credits
This is the integrative, capstone course in marketing. It focuses on comprehensive marketing problems and exercising good decision-making when faced with such problems. These problems involve strategic marketing planning with consideration of all target market and marketing mix decisions. These problems include considering: a decisions impact on all stakeholders, competitors' actions, competitive marketing advantage and profitability or other objectives. Prerequisites: MKTG 330 and senior standing. *Spring.*

MKTG 489 Special Topic Seminar 1-3 credits
Credit by arrangement. Prerequisite: MKTG 310. *Fall or Spring or Summer.*

MKTG 490 Promotion Project 3 credits
Members of the class form a marketing agency for an outside company or organization. Over the course of the project, the class designs and implements a promotional campaign, manages a budget, conducts market research, makes an agency-style presentation to the client, and develops a professional recap book which reports the results of the campaign. This course can help the student improve skills in marketing, public relations, human resources and operations management, communications, business writing, public speaking, event planning, time management, group dynamics, and teamwork. Open to all concentrations. Prerequisites: junior or senior standing and MKTG 310. *Spring.*

MKTG 491 Directed Study 1-3 credits
An individually designed course appropriate to the student's concentration. Prerequisite: junior or senior standing, minimum 3.0 GPA and Dean's permission. *Summer.*

Operations and Supply Chain Management

The growth of e-commerce and global competition and advances in information technology are some of the forces driving organizations to integrate traditionally separate business functions to meet rising customer expectations. The Operations and Supply Chain Management (OSCM) concentration examines how a global business system links suppliers, procurement, operations and distribution to the customer through the use of information technology.

This unique concentration prepares students for the challenges of tomorrow's globally integrated business environment by providing them with in-demand technical, informational and managerial skills. Career opportunities are available with organizations that provide or are dependent on fast, low-cost, accurate and uniform flows of products, information and services. Examples in the Pacific Northwest include consulting, manufacturing, health services, government, retail, insurance and banking.

Operations and Supply Chain Management Concentration: 12 credits

Four courses selected from the following:

OPER 343 Spreadsheet Modeling for Managers	3 credits
OPER 345 e-Business Strategy	3 credits
OPER 348 Quality Mgmt and Int'l Standards	3 credits
OPER 440 Global Operations and Supply Chain Mgmt	3 credits
OPER 445 Process Mgmt and Improvement	3 credits
BMIS 443 e-Commerce	3 credits

Upper Division Courses

OPER 340 Operations Management 3 credits
This core course provides an understanding of the strategic and tactical role of operations management in building a sustainable competitive advantage to support the overall business strategy of a firm. The three broad areas covered include operations strategy implementation, operations infrastructure improvement, and supply chain management. A significant emphasis is placed on discussing the impact of technology and globalization on creating and enhancing value from both the producer and consumer's perspective. The course uses a combination of lectures, Internet exercises, problem solving, computer modeling and group projects to build an understanding of the core concepts. Prerequisite: admission to junior-level business courses. *Fall and Spring.*

OPER 343 Spreadsheet Modeling for Managers 3 credits
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. Prerequisite: admission to junior-level business courses. *Fall.*

OPER 345 e-Business Strategy 3 credits
This course provides an overview of the technological infrastructure of e-commerce but concentrates on current e-business practices and remaining obstacles to the successful e-business enterprise. The focus is on the role of technology in the supply chain, along with key marketing and strategic business factors necessary to remain competitive in a rapidly changing business environment. Prerequisite: OPER 340. *Spring.*

OPER 348 Quality Management and International Standards 3 credits
This course provides an introduction to quality management practices and international quality standards as applied to service and production operations. The emphasis is on the development of a comprehensive program of quality planning and control throughout a firm's global supply chain. Topics include product and process design for quality and reliability; vendor and material selection and inspection; control and improvement of process capability; and product reliability and customer service. Prerequisite: OPER 340. *Fall.*

OPER 440 Global Operations and Supply Chain Management 3 credits
This course examines the role of technology and the impact of globalization on creating and enhancing value from both the producer and consumer's perspective. Learning objectives include understanding how cultural and contextual differences in management practice affect the efficiency and effectiveness of global operations, and how developing a global supply chain creates a sustainable competitive advantage. The course uses a combination of lectures, Internet exercises, case analysis, field research and group projects. Prerequisite: OPER 340. *Summer.*

OPER 445 Process Management and Improvement 3 credits
All organizations have business processes that produce and deliver products and services to 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 the levers that lead to process improvement. The student will be introduced to several process management tools as part of the course. Prerequisite: OPER 340. *Spring.*

OPER 489 Special Topic Seminar 1-3 credits
Credits by arrangement. Prerequisite: OPER 340. *Fall, Spring or Summer.*

OPER 491 Directed Study 1-3 credits
An individually designed course of study appropriate to the student's concentration. Prerequisite: third or fourth year standing, minimum 3.0 GPA and Dean's permission. *Summer.*
Individualized Program

Individualized Program

Students may design an interdisciplinary concentration of courses related to their individual goals and interests. This concentration must include 12 credits of upper division courses approved by a faculty advisor. A student might focus on courses geared toward financial management or consumer behavior issues. For example:

ACCT 363 Cost Accounting	3 credits
BFIN 322 Intermediate Finance	3 credits
MGMT 352 Strategic & International Aspects of HRM	3 credits
MKTG 315 Consumer Behavior	3 credits

International Business

The world has witnessed dramatic changes in international trade in the past few decades. Market reforms and the reduction of international trade barriers have converted individual domestic markets into a global economy. Breakthroughs in communications, transportation, technology, trade, and financial flows have significantly altered concepts of time, distance, and markets. Events in one part of the world profoundly affect the economics, politics, and markets in other regions of the world. Products developed in one country find increasingly enthusiastic acceptance in other countries. Although many companies have conducted international trade for decades, today's global companies are much more aggressive and expansive. Domestic companies that never considered foreign competitors now find them in their backyards. No company is isolated from this phenomenon.

The international business concentration is designed for students who want to prepare themselves to meet the challenges of a global economy. The courses in the concentration focus on the principles and practices of domestic businesses that cross national boundaries. The objective of the concentration is to give students exposure to major areas of economics, finance, human resource management, marketing, and operations management in an international context, thereby providing the student with a broad foundation that is applicable to large and small organizations serving domestic and global markets.

International Business Concentration: 12 credits

Four courses selected from the following:

ECON 311 International Economics	3 credits
BFIN 327 International Finance	3 credits
MGMT 352 Strategic and International Aspects of Human Resource Management	3 credits
MKTG 417 International Marketing	3 credits
OPER 440 Global Operations and Supply Chain Management	3 credits

Course descriptions are found in the respective disciplines.

Students with a concentration in International Business may not double-count any of the above courses to satisfy the International elective (3 credits) in the Business Administration major. Students in this concentration may count one 3-credit foreign language course to satisfy the International elective. (A course in a student's native language is not counted as an international course elective.)

Law and Public Policy

Government regulation and legislation has a major impact on business, creating a need for public policy makers to understand the workings of business and for people in the private sector to understand the public sector. This is especially relevant for people pursuing careers in corporate public affairs and professional study in law, public administration, and public policy analysis.

Law and Public Policy Concentration: 12 credits

Four courses selected with advisor approval from the following, with not more than 6 credits from one department:

ACCT 365 Federal Taxation
ECON 304 Economics of Environmental Protection
ECON 305 Public Finance
ECON 310 Antitrust Policy and Regulation
BFIN 426 Mergers and Acquisitions
MGMT 415 Employment Law and Employee Relations
POLS 302 Law as a Vocation
POLS 303 Civil Liberties
POLS 311 State and Local Government
POLS 320 Public Administration
POLS 323 American Constitutional Law
POLS 327 Current American Policy in Comparative Perspective

Course descriptions are found in the respective disciplines.



THE SCHOOL OF EDUCATION

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School of Education

Dean: Shirley J. Williams

Professors: J. Canty, T. F. McLaughlin, J. Nelson, J. Wardian (Emeritus), R. Williams

Associate Professors: R. Bialozor, J. D'Aboy (Emeritus), M. Derby, J. Dixon,

P. Hastings, J. Sunderland, D. Tunnell, K. Weber

Assistant Professors: A. Barretto, E. Bennett, J. Brougher, D. Conners, J. Cox, A. Fein, B. Foster, D. Mahoney,

S. Koffman, J. Shepard, F. Walsh, A. Wolf

Instructors: C. Lepper, D. Perry

Mission

The mission of the School of Education is to prepare socially conscious and critical practitioners to serve their community and profession by modeling and promoting exemplary leadership, academic scholarship and professional competence.

Programs of Study

The School offers two undergraduate degrees. The Department of Special Education offers the Bachelor of Education (B.Ed.) in Special Education and the Department of Sport and Physical Education offers the Bachelor of Education (B.Ed.) in Sport Management and Bachelor of Education (B.Ed.) in Physical Education. Additionally there is a comprehensive Teacher Certification Program, offered by the Department of Teacher Education, which enables students to obtain initial as well as continuing certification at the elementary or secondary level.

The School also offers initial teacher certification and advanced certification for school counselor, principal, and superintendent at the graduate level. More information on these programs can be found in the Graduate Catalogue.

Accreditation

All degree and certification programs in the School of Education are accredited by the National Council for Accreditation of Teacher Education. The School holds membership in the American Association of Colleges of Teacher Education and is recognized by the Washington State Office of the Superintendent of Public Instruction as having approved programs for the preparation of teachers, counselors, special education teachers, principals, and superintendents. Title II information may be found at the School of Education website: www.gonzaga.edu.

While this catalog provides students with the most current information regarding School of Education undergraduate 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 National Council for the Accreditation of Teacher Education. The School of Education takes seriously its responsibility to communicate all changes to education students. Students must be sure to see their Education advisors regularly to complete a plan of study in compliance with current regulations.

Core Curriculum of the School of Education

The core curriculum or common body of knowledge of the School of Education consists of 47 credits which are common to and required of all undergraduate degree programs: the first 31 credits are from the University Core; the remaining 16 credits are specific to the School of Education.

Transfer students should consult the General Degree Requirements and Procedures section of this catalogue for possible modifications to the philosophy and religious studies core requirements.

University Core

- I. Thought & Expression (7 credits): ENGL 101, SPCO 101, and PHIL 101 (preferably taken in the same semester)
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL elective
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one course from each level
- IV. Mathematics (3 credits): MATH 100 level or above. Students pursuing teaching certification should consult their education advisor for a math course that will count toward certification and satisfy this core requirement.
- V. English Literature (3 credits): ENGL 102 (or 103H)

School of Education Core

- VI. Fine Arts (3 credits): at least a total three credits in VART, MUSC, or THEA
- VII. Laboratory Science (4 credits): one course with laboratory in either BIOL, CHEM, or PHYS.
- VIII. Social Science (6 credits): A HISTORY course plus an elective from the following: ECON, SOCI, POLS, PSYC: as recommended by your education advisor
- IX. Cultural Pluralism: Diversity is a common component of all education coursework. However, EDTE 221 Differential Instruction and Assessment has specific focus on the impact of cultural pluralism in education planning. Students seeking teaching certification must take this course. Other courses that may count for this requirement include any course listed in the catalogue that has a "D" designation or a course approved by the Dean of the School of Education

Available Endorsement Areas for Teacher Certification

Courses for endorsement are offered at the undergraduate and graduate levels. Courses are consistent with the Washington State requirements for endorsements in the specific area. Endorsements available at Gonzaga University are:

Grade Level:

PRE-3: Early Childhood Special Education

Elementary: Elementary Education

Secondary: Biology, Chemistry, Physics, English, English/Language Arts, History, Mathematics, Science, and Social Studies

All Levels: Drama, General Music, Choral Music, Instrumental Music, Visual Arts, Designated World Languages, ESL, Health/Fitness, Reading, Special Education

Continuing Teacher Certification

Effective August 31, 2000, a new certification system was put in place in the State of Washington. As of September 1, 2000, the Professional Education and Certification office began issuing Residency and Professional Teaching Certificates instead of Initial and Continuing Certificates. Teachers who hold a Continuing Teaching Certificate as of August 31, 2000, will not be affected by these changes. Teachers who hold a valid Initial Teaching Certificate as of August 31, 2000, will be allowed to have one more renewal of their Initial Certificate before they must meet requirements for the Continuing Teaching

Certificate or move to the new certification requirements.

Teachers who do not hold a valid Initial Teaching Certificate as of August 31, 2000, or let their Initial Teaching Certificate expire after that date will be required to move to the new certification requirements. In order to qualify for the Continuing or Professional elementary or secondary certificate, the candidate must meet criteria established by the Washington State Office of Superintendent of Public Instruction and Gonzaga University. It is the applicant's responsibility to contact the Certification Office in the School of Education regarding those criteria prior to the start of a professional certificate program.

Effective August 31, 1987 "VALID FOR LIFE" certificates are no longer granted.

Hogan Entrepreneurial Leadership Program:

The Hogan Entrepreneurial Leadership Program at Gonzaga University is a four-year undergraduate Concentration that immerses students in the fundamentals of creating and managing new ventures in the private and public sectors. The Hogan Program seeks students who have the desire and ability to be leaders in creating new ventures that make a positive difference in society. Four features distinguish the program: 1) an honors program model that attracts outstanding students; 2) rigorous curriculum combined with any academic major; 3) immersion in entrepreneurial contexts; and 4) based on Jesuit educational ideals of ethical leadership and commitment to the common good.

Admission to the Hogan Entrepreneurial Leadership Program is competitive and is based on the student's entrance exam scores, grade point average, and demonstrated leadership, creativity and service to others. Requirements are listed in Section X of this catalogue.

SPORT & PHYSICAL EDUCATION

Sport and Physical Education

Department Chair: Jon D. Sunderland

The Department of Sport and Physical Education Program offers two program options: The Bachelor of Education in Physical Education (B.Ed.) with an emphasis in teaching physical education and the B.Ed. with an emphasis in Sport Management. The B.Ed. prepares students to pursue careers and/or graduate study in physical education (pedagogy or administration) or sport management (professional opportunities in sport-related professions and business). Teacher certification in physical education (health and fitness) K-12 is available to physical education majors who fulfill the certification requirements of the Teacher Education Program in addition to the requirements for the B.Ed. in Physical Education. A minor in physical education or sport management is also available, as is a health and fitness endorsement for those students whose primary area of teaching certification lies in an area other than physical education. Students in sport management follow a curriculum that includes taking a minor in general business, communications studies, public relations, journalism, or promotions. This track prepares students to enter the sport/athletic management field or pursue graduate studies in sport management.

Physical Education also offers a large number of activity courses each semester (EDPE 100-189) which are open to students throughout the University. Activity courses may be repeated for credit.

B.Ed. Major In Physical Education: 53 Credits

Program Director: D. Tunnell

Lower Division Courses

EDPE 190 Foundations of H.S.P.E.	3 credits
EDPE 201-204 Professional Activity Labs	8 credits
EDPE 210 Community CPR, First Aid and Safety Education	3 credits
EDPE 220 Athletic Training	3 credits
EDPE 222 Health and Human Movement	3 credits
EDPE 224 Nutrition for Health and Fitness	3 credits

Upper Division Courses

EDPE 311 Health, Fitness, and Physical Ed. Teach. Procedures	3 credits
EDPE 312 Methods in Health Education	3 credits
EDPE 315 Adapted Physical Education	3 credits
EDPE 340 Psycho-Social Aspects of Sport and Exercise	3 credits
EDPE 376 & 376L Anatomical and Physiological Principles of Health and Fitness	4 credits
EDPE 377 & 377 L Scientific Principles of Health and Physical Education	4 credits
EDPE 413 Student Evaluation and Management	3 credits
EDPE 420 Motor Development	3 credits
EDPE 496A/496B Practicum/Field Experience	2-3 credits
EDPE 499 Comprehensive Senior Exam	0 credits

B.Ed. Major in Sport Management: 38 Credits

Program Director: J. Sunderland

Lower Division Courses

EDPE 190 Foundations of H.S.P.E.	3 credits
EDPE 210 Community CPR, First Aid and Safety Education	3 credits
EDPE 202-207 Professional Activity and Officiating Labs	8 credits
EDPE 222 Health and Human Movement	3 credits

Upper Division Courses

EDPE 340 Psycho-Social Aspects of Sport and Exercise	3 credits
EDPE 400 Sport Promotions	3 credits
EDPE 412 Administration of Sport/Athletics	3 credits
EDPE 414 Trends and Issues in Sport/Athletics	3 credits
EDPE 421 Facilities in Sport/Athletics	3 credits
EDPE 496D Practicum in Sport Management	6 credits
EDPE 499 Comprehensive Senior Exam	0 credits

Students in the Sport Management program will also take courses leading to a minor in General Business, Applied Communications Studies, Public Relations, Promotion, or Journalism.

Minor in Physical Education: 32 Credits**Lower Division Courses**

EDPE 190 Foundations of H.S.P.E.	3 credits
EDPE 202 Strength and Aerobic Conditioning Pro-Lab	2 credits
EDPE 201-204 Professional Activity Labs	2 credits
EDPE 210 Community CPR, First Aid and Safety Education	3 credits
EDPE 222 Health and Human Movement	3 credit

Upper Division Courses

EDPE 311 Health, Fitness, & Physical Education Teaching Procedures	3 credits
EDPE 315 Adaptive Physical Education	3 credits
EDPE 376 & 376L Anatomical and Physiological Principles of Health and Fitness	4 credits
EDPE 377 & 377L Scientific Principles of Health and Physical Education	4 credits
EDPE 413 Student Evaluation and Management	3 credits
EDPE 496A /496B Practicum/Field Experience	2-3 credits

Minor in Sport Management: 18 Credits

EDPE 190 Foundations of H.S.P.E.	3 credits
EDPE 340 Psycho-Social Aspects of Sport and Exercise	3 credits
EDPE 400 Sport Promotions	3 credits
EDPE 412 Administration of Sport/Athletics	3 credits
EDPE 414 Trends and Issues in Sport/Athletics	3 credits
EDPE 496D Practicum in Sport Management	3 credits

Activity Courses

Note: All students may enroll in the activity courses listed below. No more than eight credits, however, in any combination of activity courses can be earned towards a bachelor's degree and no more than one of these courses can be taken in a semester. Majors in physical education, however, may take up to 12 credits from these activity courses.

Activity courses can only be taken on standard or pass/fail grading modes, and cannot be taken on audit grading mode or any "no credit" program.

Activity courses may be repeated more than once for credit.

EDPE:

100 Beginning Basketball	146 Soccer and Volleyball
101 Tai Chi	147 Softball and Volleyball
102 Basketball and Softball	151 Kayaking
103 Basketball and Flag Football	152 Racquetball and Tennis
108 Beginning Bowling	153 Tennis and Badminton
109 League Bowling	155 Soccer/Basketball
113 Archery	157 Yoga
115 Aerobics	158 Fitness and Conditioning
116 Cardiokickboxing	159 Aqua Aerobics
117 Beginning Social Dance	160 Weight Training
118 Intermediate Social Dance	162 Tennis and Volleyball
124 Beginning Fencing	163 Team LaCrosse
126 Beginning Golf	165 Beg. English Horseback Rid.
127 Inter. Advance Golf	166 Inter. English Horseback Rid.
129 Judo/Self Defense	167 Adv. English Horseback Rid.
130 Triathlon Training	168 Beg. Western Horseback Rid.
131 Beginning Karate	170 Ice Skating
132 Intermediate Karate	173 Badminton and Racquetball
133 Advance Karate	175 Beginning Rock Climbing
136 Scuba	176 Intermediate Rock Climbing
137 Ski Conditioning	178 Racquetball
138 Alpine Skiing	179 Handball
139 Ski Racing	180 Advanced Social Dance
140 Snowboarding	183 Inline Skating
141 Cross Country Skiing	

Lower Division Course

EDPE 190 Foundations of Health, Sport, and Physical Education 3 credits
Overview of the historical and philosophical foundations of health, sport and physical education. The course provides an introduction to careers in related fields and professional organizations, preparation and development. *Spring.*

EDPE 201 Team Sports and Aquatics (Pro Lab) 2 credits
Exposure to basic skills, terminology and concepts, rules, and strategies necessary to participate in selected team sports and aquatics as well as teaching techniques appropriate for instruction in team sports and aquatics. Emphasis will be placed upon both traditional and non-traditional team sports commonly taught in the public schools. Prerequisite: second year standing. *Fall, even years.*

EDPE 202 Strength and Aerobic Conditioning (Pro Lab) 2 credits
Development and perfection of skills necessary to participate in strength and endurance, cardiorespiratory training and conditioning programs, along with techniques of instructing the specifics of these skills. Prerequisite: second year standing. *Spring, even years.*

EDPE 203 Individual Sports and Dance (Pro Lab) 2 credits
Exposure to basic skills, terminology and concepts, rules, and strategies necessary to participate in selected individual sports; and exposure to several types of dance, dance terminology, positions, and movements, as well as teaching techniques appropriate for instruction in individual sports and dance. Emphasis will be placed upon both traditional and non-traditional activities commonly taught in the public schools. Prerequisite: second year standing. *Fall, odd years.*

EDPE 204 Leisure Sports and Games (Pro Lab) 2 credits
Exposure to basic skills, terminology and concepts, rules, and strategies necessary to participate in selected leisure time activities and games. Emphasis will also be given to strategies for teaching and assessing student performance in leisure activities and games commonly taught in the public schools. *Spring, odd years.*

EDPE 205A & B Officiating Sport Contests 2 credits
The mechanics, rules, governing organizations, and administrative duties related to selected athletic and sporting events. *Fall and/or Spring*

EDPE 207 Technology and Professional Readings in Sport Management 2 credits
An introduction to technology as used in the management of sport organizations and sporting events. Emphasis will also be given to published sources of professional literature which are used in the sport related industries. *Spring, odd years.*

EDPE 210 Community CPR, First Aid and Safety Education

3 credits

Preparation in the basic knowledge and skills involved in recognizing and responding to a variety of illnesses, injuries, and life-threatening situations. Includes training in how to evaluate and provide basic care for victims of injury and/or sudden illness until professional medical help arrives (CPR and First Aid Red Cross Certification). Additionally, students receive instruction and practice in the prevention of common injuries. Safety and health education issues are addressed with application to prevention in the community, home and workplace settings. *Spring.*

EDPE 211 Aerobic Exercise Instruction

2 credits

Development and perfection of skills necessary to participate in aerobic exercise activities, along with techniques of instructing the specifics of these skills. Prerequisite: second year standing. *On sufficient demand.*

EDPE 212 First Responder

3 credits

Preparation in the basic knowledge and skills involved in recognizing and responding to a variety of emergencies and life threatening situations. Includes training in how to evaluate, stabilize, and treat victims of injury and/or sudden illness. American Red Cross Certification. Prerequisite: second year standing. *Fall*

EDPE 213 Safety Education

3 credits

The fundamentals of safety education: home, fire, personal protection, motor vehicle and pedestrian, occupational, recreational, and school safety; natural and man-made disasters; particularly as these areas apply to children in the educational system and the teaching of safety in the school curriculum. *On sufficient demand.*

EDPE 220 Athletic Training

3 credits

Procedures and techniques in the prevention and care of injuries through taping and a basic introduction to treatment of common athletic injuries. Prerequisite: second year standing or permission. *Fall even years*

EDPE 222 Health and Human Movement

3 credits

Investigation of the factors affecting healthful living and well-being, including mental, emotional, physical, and environmental health; with a focus on how movement and physical fitness affect and are affected by other aspects of health. *Fall.*

EDPE 223 Lifeguard Training

3 credits

Prepares individuals to assume the duties and responsibilities of lifeguards at swimming pools and at protected (non surf) open-water beaches. Prerequisite: Successful completion of pre-course skill test. *On sufficient demand*

Upper Division Courses**EDPE 224 Nutrition for Health and Fitness**

3 credits

Provides a basis for understanding the current research and advances in nutrition for the general population, addressing recent discoveries about food and lifestyle choices interacting to promote health and well-being, or, conversely, poor health and higher risk for disease. Insight into current findings in nutrition, health, and cultural attitudes toward food, helps provide students with an understanding of the complexities of how we choose what to eat, how what we eat affects our daily performance and long-term risk for disease, and how societal norms, media promotion, and other influences direct our perceptions about diet. *Spring.*

EDPE 311 Health, Fitness, and Physical Education Teaching Procedures

3 credits

Introduction to and application of a variety of teaching styles and strategies, appropriate for health, fitness and physical education. Emphasis will be placed on daily and yearly planning, organizational components and reflection in educational settings. Particular attention will be given to national and state objectives and standards. Prerequisite: EDPE 190. *Fall.*

EDPE 312 Methods in Health Education

3 credits

This course emphasizes the development of student outcomes and assessments for health related content and material in the K-12 educational environment. *Fall and Spring.*

EDPE 315 Adapted Physical Education

3 credits

A course dealing with postural defects, body mechanics and other muscular and structural handicaps that affect the physical and emotional development of children. Physical activities for all levels of handicapped conditions, along with techniques of instructing these activities will be presented. Prerequisite: EDPE 190 or permission. *Spring.*

EDPE 316 Water Safety Instruction

3 credits

Analysis, methods of instruction and evaluation for all age levels. Course conducted to meet the requirements of the American Red Cross Instructor's Course. Certificate will be awarded to those who qualify. Prerequisite: Successful completion of the pre-course skill and written test. *On sufficient demand*

EDPE 330 Special Treatments and Rehabilitation in Athletic Training

3 credits

Experience in specific treatment and various rehabilitation techniques, proper taping and strapping of special injuries. Prerequisite: EDPE 220. *On sufficient demand.*

EDPE 340 Sociological and Psychological Aspects of Sport and Activity

3 credits

The application of psychological principles and research to the areas of physical activity and coaching. Topics of discussion will include: personality, motivation, aggression, and interaction as they relate to athletics and athletes. Prerequisite: EDPE 190. *Fall.*

EDPE 342 Coaching Volleyball and Tennis

2 credits

Coaching techniques in volleyball and tennis; the theory and practice of fundamentals necessary for coaching. Prerequisite: third year standing. *On sufficient demand.*

EDPE 343 Coaching Basketball

2 credits

Principles of defense and offense; fundamentals, special drills, rules, officiating, and equipment. Prerequisite: third year standing. *On sufficient demand.*

EDPE 345 Coaching Swimming

2 credits

The fundamentals and analysis of stroke techniques, training, conditioning, and rules pertaining to officiating aquatic events. Prerequisite: third year standing. *On sufficient demand.*

EDPE 346 Coaching Baseball

2 credits

Fundamentals, training, conditioning, rules, officiating, and equipment. Prerequisite: third year standing. *On sufficient demand.*

EDPE 348 Coaching Track and Field

2 credits

Sprinting, distance running, high and low hurdles, high and broad jump, pole vaulting, shot putting, discus and javelin throwing, and meet management. Prerequisite: third year standing. *On sufficient demand.*

EDPE 349 Coaching Soccer

2 credits

Fundamentals, strategy, game psychology; equipment, rules, and officiating. Prerequisite: third year standing. *On sufficient demand.*

EDPE 355 Wilderness Survival

2 credits

Education in the priorities, skills, and procedures necessary for survival in emergency wilderness situations, including planning and prevention, orienting, first aid, shelter construction, signaling, and survival theory through readings, case studies, and field experience. This course will help build self-confidence in one's ability to participate safely in and lay a foundation for organizing safe outdoor recreational experiences. *Spring. On sufficient demand.*

EDPE 376 Anatomical and Physiological Principles of Health and Fitness

3 credits

A study of the structure and function of the major systems of the human body, with emphasis on the musculoskeletal, nervous, circulatory, respiratory, and endocrine. Provides a basis for understanding the human body in health and disease, with primary focus is on the structure and function of various tissues, organs and organ systems in humans. *Fall.*

EDPE 376L Anatomical and Physiological Principles Lab

1 credit

Laboratory experiences dealing with the structure and function of tissues, organs, and organ systems of the human body. Taken concurrently with EDPE 376. *Fall*

EDPE 377 Scientific Principles of Health and Physical Education

3 credits

A study of the kinesiological and physiological systems that affect human health, fitness, and movement. Emphasis is placed on the systems that impact and/or respond to performance related stimuli. Basic movement patterns and activities are analyzed anatomically and functionally. Prerequisite: EDPE 376 & 376L and EDPE 190. *Spring*

EDPE 377L Scientific Principles Lab

1 credit

Laboratory techniques and exercises dealing with the evaluation, measurement, and analysis of anatomical and physiological systems as they respond to fitness and sport related activities. Taken concurrently with EDPE 377 Spring

EDPE 400 Sport Promotion

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 studied. Special emphasis will be placed on computer-aided software for financial management and business marketing. Prerequisite: EDPE 190 or permission. *Spring, even years.*

EDPE 412 Administration of Sport and Athletics

3 credits

An introduction to organizational theories and practices with an emphasis on the sport industries. Leadership styles and theories, organizational development, personnel, fiscal, and legal issues will be introduced. Prerequisite: EDPE 190 or permission. *Fall odd years.*

EDPE 413 Student Evaluation and Management in H.F.P.E.

3 credits

A continuation of EDPE 311 paying special attention to principles and procedures for student evaluation, discipline and management techniques in the classroom and gymnasium.. Prerequisite: third year standing. *Spring.*

EDPE 414 Trends and Issues of Physical Education, Athletics, and Sport

3 credits

Current issues, ideas, and trends in sport and athletics and their influence on sport/athletic related programs and settings. Emphasis will be given to legal and ethical issues related to sport, fitness, health and physical education. Prerequisite: third year standing. *Spring Odd Years.*

EDPE 415 Elementary Physical Education

1 credit

A non-SPE majors course that will introduce students to a variety of teaching styles and strategies, curriculum planning and evaluation methods appropriate for teaching elementary physical education (K-8). Prerequisite: EDTE 100 and 200 level courses or permission. *Fall, Spring, and Summer.*

EDPE 416 Health Methods

1 credit

A non-SPE majors course that will introduce students to a variety of teaching styles and strategies, curriculum planning and implementation, and evaluation methods appropriate for teaching health education at the elementary level (K-8). Prerequisite: EDTE 100 and 200 level courses or permission. *Fall, Spring and Summer.*

EDPE 417 Abuse Prevention

1 credit

Awareness of the incidence of abuse and how to deal with abuse problems within the school (K-12). Prerequisites: EDTE 100 and 200 level courses or permission. *Fall, Spring, and Summer.*

EDPE 420 Motor Development

3 credits

Introduction to the biological basis of human movement phenomena, changes in motor behavior across the life span, and principles and factors affecting the development and acquisition of motor abilities and skills. Prerequisites: EDPE 190, EDPE 376 & 376L or EXSC 242 & 242L. *Fall and Spring.*

EDPE 421 Facilities in Sports and Athletics

3 credits

The study of sport, physical education and athletic facilities. Emphasis will be placed on the planning, construction, maintenance, and scheduling of such facilities. Laws pertaining to use by all populations and safety will be discussed. Prerequisite: EDPE 190 or permission. *Fall, Even Years.*

EDPE 490 Directed Readings

variable credit

Individualized study based on readings approved by the professor. Students will develop a selected bibliography. *Fall and Spring.*

EDPE 491 Directed Study

variable credit

Individualized study that is designed by the professor. Students will follow a prescribed course outline. *Fall and Spring.*

EDPE 492 Independent Study

variable credit

Individualized study that is designed by the student in consultation with the professor for self-directed learning in a selected area of interest. *Fall and Spring.*

EDPE 494 Special Project

variable credit

Individualized study that is project based. The study will result in a practical application of educational theory. The project or a written report of the project will be submitted to the professor for evaluation. *Fall and Spring.*

EDPE 496A Practicum: Health and Physical Education

variable credit

Practical experience in the area of health and/or physical education either at the elementary or secondary level. Required of all SPE students seeking teaching certification. Prerequisite: EDPE 311, 413 or permission. *Fall and Spring.*

EDPE 496B Practicum: Athletic Coaching

variable credit

This practicum will allow students to gain practical experience in the area of athletic coaching at either the elementary or secondary level. Prerequisite: Permission. *Fall, Spring and Summer.*

EDPE 496C Practicum: Fitness and Wellness

3 credits

This practicum will allow students to gain practical experience in the areas of fitness, wellness, athletic training or other health related venues. Prerequisite: third year standing or permission. *Fall, Spring, and Summer.*

EDPE 496D Practicum: Sport Management

3 credits

Practical experiences in the areas of sport and athletic management. Prerequisite: third year standing. *Fall, Spring, and Summer.*

EDPE 499 Comprehensive Senior Exit Examination

0 credit

Required of all EDPE majors in their final year. Prerequisite: permission. *Fall and Spring.*

SPECIAL EDUCATION

Department of Special Education

Chairperson: Randy Williams

The Department in Special Education offers a major in Special Education which emphasizes learning experiences in applied settings. Public and private schools, as well as a variety of non-school settings, provide students the opportunity to combine academic training with practical experience.

Students who earn the Bachelor of Education degree with a major in Special Education are prepared to work with individuals with mild to severe disabilities, such as learning disabilities, pervasive developmental disabilities, and behavior disorders. The major focuses on skills

needed to function in a resource room, a self-contained classroom, or an inclusionary model. The Department of Special Education also individualizes for students who plan to work outside the school setting.

The Department of Special Education offers two primary teaching endorsements for the State of Washington: a primary endorsement in special education and a primary endorsement in early childhood special education, either or both of which can be completed in the Department of Special Education. Most students also choose to complete a primary endorsement in elementary education (K-8). In doing so, the student will have to meet the certification requirements of the Department of Teacher Education. All students majoring or minoring in Special Education who wish to become endorsed to teach special education in the State of Washington must complete 1) the coursework, 2) special education practica (EDSE 306 and 406), 3) student teaching in a special education classroom, and

4) State of Washington certification requirements. The State does and has made changes. Students who wish to become endorsed in early childhood special education must complete 1) the major, 2) the school practica (EDSE 306 and 406), 3) student teaching in an early childhood special education classroom, 4) certification requirements of the Department of Teacher Education, and 5) complete a series of four courses specifically addressing critical issues, background, and pedagogy for early development, methodology, physical development, and communication (EDSE 345, 350, 351, and 352). In the Early Childhood Special Education program students are taught to serve young children with disabilities from birth through the preschool years.

All Gonzaga University students may enroll in EDSE 150, 306, 307, 320, 340, 406, or 407. All other upper division courses require official acceptance into the major or minor in Special Education. Acceptance and maintenance in the major or minor is dependent on an overall Gonzaga GPA of at least a 3.0, a 3.0 average or higher in EDSE 150, 320, 340, a minimum of 3.0 in EDSE 320; a pass and positive evaluations in EDSE 306, 307, 406, or 407; recommendation by the advisor; and approval by the faculty in the Department of Special Education.

B.Ed. Major in Special Education: 44 Credits

Lower Division Courses

EDSE 150 Psychology of the Exceptional Child 3 credits

Upper Division Courses

One of the following two courses: 1 credits

EDSE 306 Special Education In-School
Experience: Elementary

EDSE 307 Special Education Application

EDSE 320 Applied Behavior Analysis 3 credits

EDSE 340 Mainstreaming 3 credits

One of the following two courses 1 credit

EDSE 406 Special Education In-School
Experience: Secondary

EDSE 407 Special Education

Application with Adults

EDSE 410 Precision Teaching 3 credits

EDSE 417 Assessment – Special Education 3 credits

EDSE 451 Direct Instruction: Reading 3 credits

EDSE 452 Direct Instruction: Mathematics 3 credits

EDSE 465 Classroom Management 3 credits

One of the following courses: 9 credits or 12 credits

EDSE 495 Extended Application of
Special Education Practicum

EDSE 496 Special Education Student
Teaching Practicum

EDSE 497 Extended Special Education
Teaching Practicum

EDSE Electives: 155 level or above 9 credits,

3 of which include one of the following courses: EDSE 345, EDSE 356, EDSE 351, or EDSE 352

Minor in Special Education: 32 Credits

Lower Division Courses

EDSE 150 Psych. of the Exceptional Child 3 credits

Upper Division Courses

One of the following two courses 1 credit

EDSE 306 Special Education In-School
Experience: Elementary

EDSE 307 Special Education Application

EDSE 320 Applied Behavior Analysis 3 credits

EDSE 340 Mainstreaming 3 credits

One of the following two courses 1 credit

EDSE 406 Special Education In-School
Experience: Secondary

EDSE 407 Special Education Application with Adults

EDSE 417 Assessment – Special Education 3 credits

EDSE 451 Direct Instruction: Reading 3 credits

EDSE 452 Direct Instruction: Math 3 credits

EDSE 465 Classroom Management 3 credits

One of the following courses 9 credits or 12 credits

EDSE 495 Extended Application of Special
Education Practicum

EDSE 496 Special Education Student
Teaching Practicum

EDSE 497 Extended Special Education Student
Teaching Practicum

B.Ed. Major in Special Education: 44 Credits

Lower Division Courses

EDSE 150 Psychology of the Exceptional Child 3 credits

This course covers litigation and legislation affecting students with special needs, the basic handicapping conditions and how they relate to the education process. Basic remediation strategies are discussed, as well as historical, medical, and psychological perspectives of the various disabilities.

EDSE 155 Signing Exact English 3 credits

A basic SEE signing course where the student acquires the initial signs to help in working with students with hearing impairments and other disabilities.

EDSE 225 Advanced Signing Exact English 3 credits

An advanced course in SEE signing. Specific techniques in teaching with special populations who require signing as a form of total communication. Prerequisite: EDSE 155 or permission.

Upper Division Courses

EDSE 306 Special Education In-School

Experience: Elementary

1 credit

Students spend 30 hours assisting a Special Education teacher at the elementary level. Arrangements are made with the instructor. Prerequisite: EDSE 150 or permission.

EDSE 307 Special Education Application

1 credit

Students complete 30 supervised hours working directly with the individuals with disabilities in non-school settings. Arrangements made with the instructor. Prerequisite: EDSE 150 or permission.

EDSE 320 Applied Behavior Analysis

3 credits

The basic principles of learning and procedures of Applied Behavior Analysis are presented. Techniques of Behavior Analysis such as effective teaching of diverse populations, objective measurement, experimental design, evaluation, and social validity are discussed in detail. A variety of real-life situations are examined. Prerequisite: EDSE 150 or permission.

EDSE 330 Psychology of Learning Disabilities

3 credits

This course covers the various types of learning disabilities. Historical foundations are presented, as well as various viewpoints on learning problems and teaching techniques for effective instruction. Prerequisite: Acceptance into the program.

EDSE 335 Psychology of the Autistic Child

3 credits

This course presents the etiology, diagnosis, and treatment of autistic behavior. Emphasis is placed on the various successful remediation techniques with such children and youth. Prerequisite: Acceptance into the program.

EDSE 340 Mainstreaming

3 credits

The legal and ethical questions regarding mainstreaming are examined in detail. Emphasis is placed on developing individualized education programs, communicating with parents and staff, and issues of due process. Recent research in mainstreaming is reviewed. Prerequisite: EDSE 150 or permission.

EDSE 344 Psychology of the Emotionally

Disturbed Child

3 credits

This course examines various behavior disorders in children. The various viewpoints as to cause and remediation are outlined. Practical solutions to behavior and emotional disorders are discussed in detail. Prerequisite: Acceptance into the program.

EDSE 345 Early Development and

Psychology of the Exceptional Child

3 credits

The course examines normal child development and etiology of exceptionalities from infancy through age 6. 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: Acceptance into the program and a 3.5 GPA in Special Education.

EDSE 346 Techniques for Teaching the Learning Disabled 3 credits

The various practical classroom techniques to measure and remediate learning disabilities are presented. The course focuses on techniques of practical use for the special and regular classroom teacher. Prerequisite: Acceptance into the program.

EDSE 350 Early Childhood Special Education 3 credits

This course overviews of principles and practical procedures involved in integrated preschool services for children with disabilities. Applied experience is provided in an integrated preschool setting. Prerequisite: Acceptance into the program and a 3.5 GPA in Special Education.

EDSE 351 Physical Development 3 credits

This course examines normal physical and neuro-motor development with an emphasis on methods for identifying and treating delayed or dysfunctional development. Applied experience is provided in an integrated preschool setting. Prerequisite: Acceptance into the program and a 3.5 GPA in Special Education.

EDSE 352 Language and Communication 3 credits

This course examines the principles of normal language development, as well as educational 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: Acceptance into the program and a 3.5 GPA in Special Education.

EDSE 400 Tutoring/Proctoring 1-3 credits

This course provides students the opportunity to work collaboratively and gives experience in teaching adults. Students may assume leadership roles and develop strategies for later application in training situations. In addition, teaching recently learned material reinforces the extension and generalization of their own knowledge. Prerequisite: Acceptance into the program.

EDSE 406 Special Education In-School Experience: Secondary 1 credit

The student spends 30 hours working in a special education classroom at the secondary level with emphasis in math and reading. Prerequisite: EDSE 150 or permission.

EDSE 407 Special Education Application with Adults 1 credit

The student spends 30 hours working in environments serving adults with developmental disabilities. Settings include group homes, sheltered workshops, supported work programs, and institutions. Prerequisite: EDSE 150 or permission.

EDSE 410 Precision Teaching 3 credits

This class covers the basic techniques and procedures of Precision Teaching (e.g., pinpointing, movement cycles, charting, etc.). Emphasis is placed on using the techniques of Precision Teaching to remediate and evaluate learning and behavior problems. Prerequisite: Acceptance into the program.

EDSE 415 Psychology of the ADHD (Hyperactive) Child 3 credits

This class covers the historical and present treatment techniques dealing with the child with attention deficits and hyperactivity in the classroom and at home. Various assessment devices to determine ADHD is examined. Practical procedures that can be implemented in the school or home are strongly emphasized. Prerequisite: Acceptance into the program.

EDSE 417 Assessment-Special Education 3 credits

This course deals with various assessment procedures, such as psychometric testing, teacher constructed tests, achievement tests, and observational scoring. Emphasis is placed on using assessments to identify instructional interventions that can be carried out in the classroom setting to remediate learning and behavior problems. Prerequisite: Acceptance into the program.

EDSE 427 Methods for Teaching the Mentally Retarded 3 credits

This course provides students with an understanding of state-of-the-science practices for serving individuals who have mental disabilities. The focus is on development of intervention within community, school, vocational, domestic, and social settings for both school-age students and adults. Prerequisite: Acceptance into the program.

EDSE 451 Direct Instruction-Reading 3 credits

This course covers how to teach special education and regular education pupils beginning through intermediate reading skills directly. Particular emphasis is placed on instructing teachers to use reading techniques which have had research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various reading skills. Prerequisite: fourth-year standing, and acceptance into the program.

EDSE 452 Direct Instruction-Mathematics 3 credits

This course covers how to teach basic mathematical skills directly to special education and regular education elementary pupils. Emphasis is placed on instructing teachers to use mathematical techniques which have research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various mathematics skills. Prerequisite: Acceptance into the program.

EDSE 465 Classroom Management 3 credits

Principles and procedures are presented to promote effective classroom discipline and teaching in either a self-contained or resource center setting. Emphasis is placed on practical techniques that can be employed by one teacher. Prerequisite: Acceptance into the program.

EDSE 470 Functional Analysis Seminar 3 credits

This course reviews functional analysis methodologies for systematically identifying environmental variables that serve to maintain aberrant behavior. The course includes a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analyses. Particular emphasis is placed on reinforcement-based interventions and dimensions of reinforcement. Prerequisites: acceptance into the program and permission.

EDSE 476 Consulting in the Classroom 3 credits

This course overviews information and skills required to consult effectively with educators and parents regarding the development and implementation of educational programs within the least restrictive environment. Prerequisite: Acceptance into the program.

EDSE 490 Directed Readings 1-3 credits

This course is an individualized study based on readings approved by the professor. The student develops a selected bibliography. Prerequisite: permission.

EDSE 491 Directed Study 1-3 credits

This course is an individualized study that is designed by the professor. Students follow a prescribed course outline. Prerequisite: permission.

EDSE 492 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. Prerequisite: permission.

EDSE 494 Special Projects 1-3 credits

This course is an individualized study that is project-based. The study requires the practical application of educational theory. The project or a written report of the project is submitted to the professor for evaluation. Prerequisite: permission.

EDSE 495 Extended Special Education Experience 3-9 credits

This practicum is designed to provide students with an intensive applied experience in community settings. The student works under the supervision of a University supervisor and a community professional. Prerequisites: acceptance into the program, EDSE 417, and EDSE 465. Application and acceptance required.

EDSE 496 Special Education Student Teaching Practicum 9 credits

This is the intensive field experience in which the student assumes the full responsibility of a special education teacher under the direction of the University supervisor and a cooperating teacher. Prerequisite: EDSE 451, 452, 465, and EDTE 496, a 3.0 cumulative overall grade point average, a 3.0 grade point average in the Special Education major or minor, and a 3.0 grade point average in Teacher Preparation courses required for Washington State Teacher Certification, and application approval. Application and acceptance required.

EDSE 497 Extended Special Education Student Teaching 12 credits (or 6 twice)

This is an intensive field experience which is at least 12 weeks in duration (12 credits). The student will systematically take over the responsibilities of the special education teacher under the direction of the University supervisor and the cooperating Special Education teacher. Prerequisites: EDSE 410, 451, 452, 465, 3.0 grade point average in the Special Education major, minor, or concentration, 3.0 grade point average in Teacher Education preparation courses required for Washington State Certification, and formal application approval by the Department of Special Education.

Teacher Education

Chairperson: To be announced

The Teacher Education Program at Gonzaga University offers a thorough preparation in academic subject matter and professional teaching at both the undergraduate and postgraduate levels.

For secondary teacher candidates the academic major must be selected from disciplines commonly taught at the middle or secondary level and is normally the primary teaching endorsement area. Additional endorsements may be obtained by completing coursework meeting the National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. The endorsement course requirements for individual academic fields can be obtained from the Certification Office in the School of Education.

The Teacher Education program provides teacher candidates with the opportunity to become reflective learners and practitioners of elementary or secondary education. As a community of reflective learners, faculty, staff, and teacher candidates are involved in a supportive relationship which encourages service for others and responsibility to one another.

The Teacher Education Program is advised by a Professional Education Advisory Board composed of area teachers, school administrators, representatives of professional organizations, teacher candidates, and faculty from the programs of Teacher Education, Special Education, and Physical Education and Teaching English as a Second Language.

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 & Certification (NASDTEC).

Requirements for Formal Admission to Teacher Education

1. All requirements outlined in Level I of the Teacher Education advising sheet
2. Cumulative GPA of 2.5 or higher
3. Passing score on all three sections of WEST-B test (contact Teacher Education Department, for current standards)
4. Character and Fitness Form
5. FBI/Washington State Patrol Fingerprint Clearance

Upon acceptance to the Teacher Education program the teacher candidate is assigned a co-advisor in Teacher Education. The teacher candidate's academic advisor will continue to advise the teacher candidate regarding degree requirements.

Criteria for Admission to Student Teaching:

1. Minimum overall GPA of 2.5
2. Minimum GPA in Professional Education courses of 3.0
3. A completed major within a degree program/G.P.A. in major determined by academic department
4. Completion of prerequisite Professional Education courses
5. Two satisfactory evaluations from faculty or K-12 professionals
6. Assessment of the teacher candidate's potential for success as a teacher by Teacher Education Faculty who have knowledge of the teacher candidate's work
7. A completed application for student teaching submitted the semester prior to student teaching
8. State standardized content testing may be required
9. FBI/Washington State Patrol Fingerprint Clearance

Elementary Certification Requirements

Level I: Admission to the University

EDTE 101 Foundations of American Education	3 credits
EDTE 101L Professional Skills Lab	0 credits
EDTE 121 Educational Technology	2 credits
*EDSE 150 Psychology of the Exceptional Child	3 credits
PE majors equivalent EDPE 315	
*ENGL 101 English Composition/Grammar	3 credits
*BIOL with Lab	4 credits
*SPCO 101 Introduction to Speech Communication	2 credits
*MATH 203 Math for Elementary Teachers	3 credits
<i>(can be taken in Level I or II)</i>	

Cumulative G.P.A. (2.5 or higher)

Passing all three sections of the Basic Skills Test Scores (WEST-B)

No teacher candidate will be allowed to take part in any type of Field Experiences, i.e. EDTE 221L, EDTE 301L, 401L in the School of Education without a current Character & Fitness Form, and FBI/Washington State Patrol Fingerprint Clearance on file.

Level II: Admission to the Teacher Education Program

EDTE 201 Learning Theories	3 credits
*EDTE 221A Differentiated Instruction & Assessment	3 credits
EDTE 221L Field Experience I	1 credit
EDTE 231 Instructional Methods Reading, Writing, Comm I	3 credits
*HIST 273 History of the U.S. I	3 credits

The following courses may be taken in either Level I or II

P.E. Majors equivalent- four science courses

*POLS 101 American Politics	3 credits
*HIST 112 Survey of World Civilization	3 credits

These courses may be taken at any time during the program.

EDTE 302 Economics/Washington State History	1 credit
EDTE 304 Physical/Earth/Space Science	1 credit

Level III: Admission to Methods

EDTE 301L Field Experience II	1 credit
<i>(P.E. majors equivalent EDPE 496, Sp Ed majors equivalent EDSE 406)</i>	
EDTE 303 Math Methods	3 credits

(Sp Ed majors equivalent EDSE 452)

EDTE 331 Instructional Methods Reading, Writing, Comm. II	3 credits
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(Sp Ed Majors equivalent EDSE 451)

EDTE 400 Music Methods	1 credit
EDTE 401L Field Experience III	1 credit

(P.E. major equivalent EDPE 496)

EDTE 402 Social Studies Methods	3 credits
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EDTE 403 Art Methods	1 credit
EDTE 404 Science Methods	1 credit
EDPE 415 Physical Education Methods <i>(P.E. majors equivalent EDPE 204)</i>	1 credit
EDPE 416 Health Education Methods	1 credit
EDPE 417 Abuse Prevention	1 credit
EDTE 460A Classroom Management and Communication <i>(*Sp Ed majors equivalent EDSE 465)</i>	2 credits

*Fulfills University Core requirement

Level IV: Approval to enter Student Teaching
EDTE 496A Elementary Student Teaching 12 credits

Level V Certification

Secondary Certification Requirements:

Level I: Admission to the University

EDTE 101 Foundations of American Education	3 credits
EDTE 101L Professional Skills Lab	0 credits
EDTE 121 Educational Technology	2 credits
EDSE 150 Psychology of the Exceptional Child <i>(P.E. majors equivalent EDPE 315)</i>	
*ENGL 101 English Composition/Grammar	3 credits
*SPCO 101 Introduction to Speech Communication	3 credits
*MATH One course	3 credits
*SCIENCE One course with Lab <i>(The Science requirement can be taken in Level I or Level II) Passing all three sections of the Basic Skills Test Scores (West B) No teacher candidate will be allowed to take part in any Field Experience, i.e. EDTE 221L, 454, in the School of Education without a current Character & Fitness form, and Fingerprint Clearance on file.</i>	4 credits

**Level II: Admission to the
Teacher Education Program**

EDTE 201 Learning Theories	3 credits
*EDTE 221B Differentiated Instruction & Assessment <i>(P.E. majors equivalent EDPE 311/413)</i>	3 credits
EDTE 221L Field Experience I	1 credit
EDTE 241 Teaching in the Middle School	3 credits

Level III: Admission to Methods

EDPE 417 Abuse Prevention	1 credit
EDTE 418 Reading & Writing Across the Curriculum	3 credits
Secondary Methods (Spring only)	(3 credits each)
EDTE 454 Secondary Field Experience II <i>(P.E. Major equivalence EDPE 496)</i>	2 credits
EDTE 454A Art Methods	3 credits
EDTE 454E English/Language Arts Methods	3 credits
EDTE 454F History/Social Studies Methods	3 credits
EDTE 454M Math Methods	3 credits
EDTE 454S Science Methods	3 credits
EDTE 454T World Language Methods <i>(Music Ed and Physical Ed majors will take methods in their degree program)</i>	3 credits
EDTE 460B Classroom Management and Communication	3 credits

Level IV: Approval to enter Student Teaching
EDTE 496B Secondary Student Teaching 12 credits

Level V: Certification

Special Offerings: Available to all teacher candidates

EDTE 469 The Five Themes of Geography	3 credits
EDTE 480 Economics for the High School Teacher	3 credits
EDTE 491 Directed Study	variable credits
EDTE 492 Independent Study	variable credits
EDTE 494 Special Project	variable credits

Available Endorsement Areas K-12

***See Certification officer**

Courses for endorsement areas are offered at the undergraduate and graduate levels. Courses are consistent with the Washington State requirements for endorsements in the specific area. Endorsements available at Gonzaga University are:

Elementary Education, Biology, Chemistry, Physics, English/Language Arts, History, Mathematics, Science, Social Studies, Drama, General Music, Choral Music, Instrumental Music, Visual Arts, Designated World Languages, ESL, Health/Fitness, Reading, Special Education and Early Childhood Special Education.

The State requires that all coursework used for an endorsement must have attained a "C" (2.0) grade or better.

request the following sentence be bolded in catalogue please Teacher Education department requirements that are listed with equivalent courses from other departments are subject to final revision and approval at time of catalogue revision.

Continuing Teacher Certification

Effective August 31, 2000, a new certification system was implemented for the State of Washington. As of September 1, 2000, the Professional Education and Certification office began issuing Residency and Professional Teaching Certificates instead of Initial and Continuing Certificates. Teachers who hold a Continuing Teaching Certificate as of August 31, 2000, will not be affected by these changes. Teachers who hold a valid Initial Teaching Certificate as of August 31, 2000, will be allowed to have one more renewal of their Initial Certificate before they must meet requirements for the Continuing Teaching Certificate or move to the new certification requirements.

Teachers who do not hold a valid Initial Teaching Certificate as of August 31, 2000, or let their Initial Teaching Certificate expire after that date will be required to move to the new certification requirements. In order to qualify for the Continuing or Professional Certificate, the student teacher candidate must meet criteria established by the Office of Superintendent of Public Instruction and Gonzaga University. It is the applicant's responsibility to contact the Certification Office in the School of Education regarding those criteria prior to the start of a professional certificate program.

Application Requirements

To apply for the Continuing/Professional Certification Program, the teacher candidate should contact the Certification Office of the School of Education. At this time the teacher candidate will be advised about current requirements. Because of the changing nature of the transition from one set of State or School of Education requirements to another, it is critical that the teacher candidate receives advisement at the beginning of the process.

At any time certification requirements may change, therefore, it is the responsibility of each teacher candidate to obtain all the necessary information surrounding the professional program process. Upon completion of the necessary requirements all student teacher candidates are responsible to submit the required paper work and fees to the Certification Office in the School of Education at Gonzaga University for processing.

Teachers Education courses, EDTE, are described below. Descriptions of courses from other departments are listed elsewhere in this catalogue under the particular program which offer them (EDPE is Physical Education and EDSE is Special Education).

Lower Division Courses

EDTE 101 Foundations of American Education 3 credits
This course provides an overview of the teaching profession. It is designed as an exploration of teaching as a career choice, serving as an introduction to various philosophical positions regarding education, the laws that effect student teacher candidates and teachers, the global and historical background of our current educational systems, and the issues concerned with recognizing, accepting, and affirming diversity. Must be taken concurrently with EDTE 101L

EDTE 101L Professional Skills Lab 0 credits
Teacher candidates have an opportunity to learn about the professional skills needed to become an effective educator and identify their own strengths and weaknesses in the area of interpersonal skills and communication. Successful completion of this lab course is a prerequisite for admission to the Teacher Education program and further advancement through other EDTE classes. This course should be taken concurrently with EDTE 101.

EDTE 121 Educational Technology 2 credits
This course addresses the nature of contemporary school curriculum and the need for the professional educator to gain a basic understanding of computers and computer technology and explores a variety of computer applications and evaluation of their use in the classroom.

EDTE 201 Learning Theories 3 credits
This course is designed to introduce the undergraduate teacher candidate to theories of learning. The contributions of behaviorism, humanistic psychology, and cognitive psychology will be examined in order to give a basis for critically analyzing how and why human development and growth occur in the teaching/learning act. Based on the dynamics of respect for individual differences within the learning community, prior learning, and authentic scholarly exploration of historical and current literature, student teacher candidates will be able to articulate, develop, and seek alternatives to their theories-in-use.

EDTE 221A Differentiated Instruction & Assessment 3 credits
This course is designed to integrate the planning, implementation and assessment of instruction across content areas at the elementary level with a special emphasis on diversity. The major focus of this course will be meeting the learning needs of a diverse population which includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds. This course must be taken concurrently with EDTE 221L.

EDTE 221B Differentiated Instruction & Assessment 3 credits
This course is designed to integrate the planning, implementation and assessment of instruction across content areas at the secondary level with a special emphasis on diversity. The major focus of this course will be meeting the learning needs of a diverse population which includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds. This course must be taken concurrently with EDTE 221L.

EDTE 221L Field Experience I 1 credit
This is a lab course to be taken concurrently with EDTE 221A or EDTE 221B and is to be taken after EDTE 201. Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, reflecting, and analyzing instructional events occurring at the school site. The course will enable teacher candidates to observe and participate in instructional decision making, strategies for differentiation, and various assessment models. Teacher candidates are required to attend an application meeting the semester prior to taking this course.

EDTE 231 Instructional Methods: Reading/Writing/Communicating I 3 credits
The primary purpose of this course is to provide understanding and opportunities for teacher candidates to create appropriate classroom curriculum through a practical application of a strong theoretical construct. Teacher candidates will develop pedagogy from an analysis of the processes of natural learning, language acquisition, multiple intelligence, and learning styles. This knowledge will become the framework for instructional methodology for reading, writing, and communication skills.

EDTE 241 Teaching in the Middle School 3 credits
The purpose of this course is to help the prospective middle level/secondary teacher develop in-depth knowledge and understanding of early adolescents. The developmental characteristics and needs of adolescents provide a framework for examining the diversity of teacher candidates in regard to their abilities and cultural background.

Upper Division Courses

EDTE 301L Field Experience II 1 credit
This course coincides with the Elementary Methods courses. Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, reflecting, and analyzing instructional events occurring at the school site. The course will enable teacher candidates to observe and participate in instructional decision making, strategies for differentiation, and various assessment models. Teacher candidates are required to attend an application meeting the semester prior to taking this course.

EDTE 303 Elementary Methods: Mathematics 3 credits
This class will focus on assessment and instruction in mathematics. The EALRs and the WASL along with other more qualitative and developmental assessment will be major topics. The course will also have a heavy field component. Units of instruction will be based upon assessment data taken from local schools. The units developed in EDTE 303 will be delivered to students in local schools

EDTE 331 Instructional Methods: Reading/Writing/Communicating II 3 credits
The purpose of this course is twofold: one, to prepare teacher candidates 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. An emphasis of this course will be the compatibility of methods of instruction and assessment with regard to the Essential Academic Learning Requirements for Washington State. Prerequisite: EDTE 231.

EDTE 400 Elementary Methods: Music 1 credit
This course presents theories and techniques appropriate to teaching Music in the elementary school. Prerequisites: EDTE 201, EDTE 221A, and EDTE 221L.

EDTE 401L Field Experience III 1 credit
This course coincides with the Elementary Methods courses. Teacher candidates will have the opportunity to explore first-hand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, reflecting, and analyzing instructional events occurring at the school site. The course will enable teacher candidates to observe and participate in instructional decision making, strategies for differentiation, and various assessment models. Teacher candidates are required to attend an application meeting the semester prior to taking this course.

EDTE 402 Elementary Methods: Social Studies 3 credits
This course presents theories and techniques appropriate to teaching Social Studies in the elementary school. Prerequisites: EDTE 201, EDTE 221A, and EDTE 221L.

EDTE 403 Elementary Methods: Art 1 credit
This course presents theories and techniques appropriate to teaching Art in the elementary school. Prerequisites: EDTE 201, EDTE 221A, and EDTE 221L.

EDTE 404 Elementary Methods: Science 1 credit
This course presents theories and techniques appropriate to teaching Science in the elementary school. Prerequisites: EDTE 201, EDTE 221A, and EDTE 221L.

EDTE 418 Reading and Writing Across the Curriculum 3 credits
This course presents the theory and practice for developing interdisciplinary literacy in secondary classrooms, including the structure and development of language and its effective expression in specific disciplines. Prerequisite: EDTE 201, 221B, and EDTE 221L.

EDTE 454 A-T Secondary Special Methods 3 credits each (A=Art, E=English, F=History/Social Studies, M=Math, S= Science, T=World Language)
Theories and techniques appropriate to secondary school instruction specifically suited to the teacher candidate's major and minor teaching areas are presented in this course. Prerequisite: EDTE 221L and EDTE 221B.

EDTE 460A Classroom Management and Communication (Elementary) 2 credits
Teacher candidates are provided with strategies to manage the elementary classroom, create a motivated classroom climate, communicate with parents, school, and community agencies, and to deal effectively with problem situations.

EDTE 460B Classroom Management and Communication (Secondary) 3 credits
Teacher candidates are provided with strategies to manage the secondary classroom, create a motivated classroom climate, communicate with Student teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations.

EDTE 461 Reading Diagnosis 3 credits
This course provides a wide range of reading assessment tools which are examined and applied to identify and diagnose reading strengths and deficiencies of K-12 student teacher candidates. Appropriate instructional strategies for remediation and extension are developed. This class incorporates field experience components. Prerequisite: EDTE 231.

EDTE 462 Children's and Adolescent Literature 3 credits
This course surveys classical and contemporary literary works for children and youth, preschool-early adolescent. Assessment and teaching strategies for the utilization of literature across the K-12 curriculum are presented. Prerequisite: EDTE 231.

EDTE 463 Reading in the Content Area (Elementary) 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. Prerequisite: EDTE 231.

EDTE 464 Practicum: Reading variable credit
This course creates and applies literacy instruction/assessment strategies in a K-12 classroom setting. A school location is arranged. 1 credit = 30 contact hours. Prerequisite: Permission of instructor.

EDTE 469 The Five Themes of Geography 3 credits
This course is an introduction to the five themes of geography; location, place, human/environment interaction, movement, regions. This course fulfills the geography requirement for a Social Studies endorsement.

EDTE 480 Economics for the High School Teacher 3 credits
This course presents theories and techniques appropriate to teaching economics at the high school level. This course fulfills the economics requirement for a Social Studies endorsement.

EDTE 491 Directed Study (variable credits)
Individualized study that is designed by the professor. Teacher candidates follow a prescribed course outline.

EDTE 492 Independent Study variable credit
Individualized study that is designed by the teacher candidate in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource.

EDTE 494 Special Projects variable credit
Individualized study that is project-based. The study results in a practical application of educational theory. The project or a written report of the project is submitted to the professor for evaluation.

EDTE 496A Elementary Student Teaching (practicum) 12 credits
This is an intensive field experience in which the teacher candidate assumes the full responsibility of an elementary teacher under the direction of a University supervisor and a co-operating teacher. Concurrent seminars are provided for student interaction, problem solving, certification requirements, and informational support.

EDTE 496B Secondary Student Teaching (practicum) 12 credits
This is an intensive field experience in which the teacher candidate assumes the full responsibility of a secondary teacher under the direction of a University supervisor and a co-operating teacher. Concurrent seminars are provided for student interaction, problem solving, certification requirements, and informational support.

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THE SCHOOL OF ENGINEERING

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School of Engineering

Dean: Dennis R. Horn

Associate Dean: Paul S. Nowak

Engineering is the profession in which a knowledge of natural sciences and mathematics is applied with judgment to develop ways to utilize, economically and with concern for the environment and society, the materials and forces of nature for the benefit of humankind. Engineers and scientists pursue a common goal of introducing new knowledge through research. The new knowledge is applied by the engineers to create new devices and systems. Engineers enjoy a unique professional satisfaction: they can usually point to tangible evidence of their efforts. For example, every bridge, skyscraper, television set, computer, robot, airplane, steam or hydro-electric plant, or automobile is a lasting testimonial to the engineers responsible for it.

The goal of the undergraduate programs in the School of Engineering at Gonzaga University is to provide an engineering education that prepares the student with a baccalaureate degree to be a professional engineer. In addition, the programs provide a base both for graduate study and for lifelong learning in support of evolving career objectives, which include being informed, effective, and responsible participants in the engineering profession and society. The objectives include:

- 1) a strong background in the fundamentals of the basic sciences, mathematics, and engineering science;
- 2) a structured program in theology, philosophy, thought and expression, with emphasis on the development of moral values, high ethical standards, and effective oral and written communication;
- 3) the development of problem-solving skills, especially those which are necessary for the practice of engineering design, and the ability to think critically and creatively;
- 4) laboratory experiences that introduce the students to state-of-the-art experimental techniques and equipment; and
- 5) the emphasis of the computer as a problem-solving tool.

The undergraduate engineering programs at Gonzaga University are designed specifically to emphasize:

- a) an engineering education that prepares students to become competent practicing professionals,
- b) an engineering education that prepares the students to attend graduate school and ultimately join academia as teachers and researchers or to join industry, and government research facilities.
- c) an engineering education that is designed to challenge the intellect of the student and help her/him learn the value and reward of analytical and logical thinking.

A concerned and well-trained faculty, small class size, easy access to faculty outside the classroom, and modern facilities provide Gonzaga University students with the knowledge and skills to become productive engineers and to assume leadership roles in business, industry, and government. A unique feature of the program is the strong emphasis on liberal arts education. A strong and rigorous technical curriculum combined with a broad liberal arts education emphasizing communication skills, critical thinking, and ethics enables Gonzaga graduates to adapt to an ever-changing engineering, social, political, and business environment.

Degree Programs and Accreditation

The School of Engineering at Gonzaga offers four-year Bachelor of Science degrees in Civil Engineering (B.S.C.E.), Computer Engineering (B.S.Cp.E.), Electrical Engineering (B.S.E.E.), General Engineering (B.S.G.E.), and Mechanical Engineering (B.S.M.E.). The Civil, Electrical, and Mechanical Engineering degree programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET), and accreditation is expected for the program in Computer Engineering by the fall of 2003.

Center for Engineering Design

Engineering is a rapidly changing profession. The fast pace of technological advances and new approaches to organizing the work place are requiring engineers to reassess their training. In addition to having a broad range of technical knowledge, today's engineers are expected to possess excellent interpersonal skills. They must be able to deal with open-ended design problems, to work cooperatively in a team environment, to communicate effectively, and to understand the technical, economical, environmental, and managerial aspects of projects.

The diverse skills required of modern engineers cannot be learned solely in a classroom or from a textbook.

Design skills are best learned through a combination of observation, emulation, analysis, and experimentation (this demands a high degree of interaction between the student and experienced design engineers). Interpersonal skills are best developed through team work. Industry has discovered that the give-and-take process that characterizes a well motivated team is a key element to a project's success. The motivation for learning new skills is further enhanced by working on problems that have real value to business, industry, and government.

The Center for Engineering Design is structured to enhance the design content of the engineering programs at Gonzaga University by promoting interaction between the industrial and academic communities. The Center's mission is to organize, support, and provide guidance to student teams. These teams undertake design projects defined by sponsors in both the private and public sectors. A project team typically consists of three to five students having a diversity of knowledge and experience that best suits the project. Together they must make effective use of their available resources to perform and manage the project activities. By working on a real engineering problem, each student has the opportunity to make decisions under risk, to work as part of a team, and to interact with professionals in the private and public sectors.

Gonzaga engineering faculty members, who advise the student teams, are ideally suited as advisors. More than half of them have at least five years of industrial experience. A faculty advisor lends knowledge and experience to the project team by guiding and counseling the students in the technical and managerial decisions required by the project.

A liaison engineer from the sponsoring organization provides technical direction and advice to the student team, monitors the project's progress, and ensures that the project meets the needs of the sponsor. The liaison engineer also assists the team in making the best use of the sponsor's resources and facilities.

Design projects related to all the engineering disciplines are sought throughout the year. Sponsors who are supportive of engineering education provide ideas, resources, and funds for projects. By identifying project topics and the technical areas that are of interest to them, they help direct students to realistic engineering problems that are important to their operations.

At the end of the spring semester, a day is dedicated to the presentation of projects, during which the student design teams present their projects and reports, and demonstrate models and prototypes. Industrial sponsors, faculty members, prospective students, and members of the community are invited to attend the event and to interact with the project teams.

The Herak Engineering Computer Center

The Herak Engineering Computer Center (HECC), located in the Herak Center for Engineering, is the central facility for general purpose computing in the School of Engineering. This fully staffed Center is available to students seven days a week, and provides general computing services over and above the extensive and diverse computer systems found in the Engineering departmental laboratories.

The Center's computer facilities include over forty CAD/CAE workstations. All systems are connected to the University network which makes them able to access Internet, the computing resources of the Computer Information Services department, and the FOLEY library system. The Center also contains numerous plotters, printers, and digitizers of all sizes.

Software is available to support all aspects of engineering taught at Gonzaga University. Computer aided drafting and solid modeling programs are available to support the engineering graphics portion of our curriculum. Finite element, structural, and mechanism analysis programs are available for the Mechanical and Civil Engineering programs. Electrical and Computer Engineering are supported by programs for controls analysis, schematic and circuit board layout and simulation, and VLSI design layout and simulation. The Center also supports several general purpose programs, including language compilers, a spreadsheet, a data base manager, three mathematics programs, a word processor, and a project management package.

Degree Requirements include:

- 1) Fulfillment of the general degree requirements of the University including the University Core Curriculum.
- 2) Completion of the common core courses in the School of Engineering.
- 3) Completion of the specific program requirements.
- 4) Attainment of an average cumulative grade point of 2.0 in all engineering course work taken at Gonzaga University.
- 5) No engineering or core courses can be taken under the Pass/Fail Option.

The Core Curriculum of the School of Engineering

The core curriculum or the common body of knowledge of the School of Engineering consists of fifty-three credits which are common to and required of all degree programs in the School: the first thirty-two credits (of which there is a more complete description in the General Degree Requirements and Procedures section of this Catalogue) form the University core requirement while the remaining twenty-one credits are required by the School of Engineering degree programs.

All undergraduate students are subject to the provisions of this core; transfer students, however, should consult the General Degree Requirements and Procedures section of this catalogue for possible modifications to the philosophy and religious studies requirements listed below. Substitutions for discontinued courses are required and authorized by the proper University authorities.

The University and School core requirements are grouped into the following nine categories:

- I. Thought & Expression (7 credits): ENGL 101, SPCO101, and PHIL 101 (preferably taken in the same semester);
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL 462 or PHIL elective;
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one elective from each level;
- IV. Mathematics (4 credits): one MATH (not CPSC) course at the 100 level or above: engineering students must use MATH 157;
- V. English Literature (3 credits): ENGL 102 (or 103H);
- VI. Mathematics (11 credits): MATH 258, 259, 260;
- VII. Physics (4 credits): PHYS 103, 103L;
- VIII. Chemistry (4 credits): CHEM 101, 101L;
- IX. Engineering Science (2 credits): ENSC 300.

Table of Credits

	Degree	Major	Minor
Civil Engineering	BSCE	133	n.a.
Computer Engineering	BSCpE	133	n.a.
Electrical Engineering	BSEE	132	n.a.
General Engineering	BSGE	130	n.a.
Mechanical Engineering	BSME	135	n.a.

Civil Engineering

Chairperson: Anwar Khattak

Professors: N. Bormann, S. Dar (Emeritus),
D. Horn (Dean), W. Ilgen (Emeritus), A. Khattak, P. Nowak

Assistant Professors: S. Ganzerli, B. Striebig
Adjunct Faculty: R. Souza, J. Finnegan, R. Mau

Civil engineers are problem solvers who utilize sophisticated technologies to find solutions to the challenges facing society. A civil engineer plans, designs and supervises construction of numerous facilities required by modern society. These facilities exist in both the public and private sectors, and vary in scope and size. Examples of civil engineering projects include space satellites and launching structures, offshore drilling platforms, bridges, highways, buildings, transportation systems, dams, irrigation systems, water supply and treatment systems, wastewater collection and treatment systems, flood control facilities, solid and hazardous waste management, and environmental restoration. Civil engineers have important roles in design, management, regulatory enforcement, and policy development. To participate in this broad scope of activities, civil engineers require technical and problem solving skills, and the ability to communicate clearly and effectively. Students completing the requirements for a degree in civil engineering have a choice of technical electives from four areas: environmental engineering, geotechnical engineering, structural engineering, and water resources engineering.

The Department of Civil Engineering, in conjunction with its various constituencies, has clearly defined five program objectives. In doing this, the department made a conscious decision to keep the objectives realistic and reflective of the continuously changing needs of the industry and the society at large. We have avoided ambiguous and overambitious goals to keep the accomplishment of these objectives within our reach, in view of the available resources and expertise in the Department of Civil Engineering.

The Department also identified program objectives which are commensurate with EAC/ABET accreditation criteria. We believe that the Civil Engineering degree requirements which are outlined in the current curriculum, when fulfilled successfully, will allow our graduates to have all of the attributes that are given in the requirements under Criterion 3 of these criteria. The Department of Civil Engineering is committed to the following program objectives:

Program Objective 1: To produce graduates with a strong background in mathematics, basic sciences and modern computation methods.

Program Objective 2: To produce graduates who are trained to think logically in terms of understanding the physics of an engineering problem. Such an approach will naturally guide them to a correct, feasible and an effective solution.

Program Objective 3: To produce graduates who are technically competent at solving engineering problems in the areas of Structures, Geotechnical Engineering, Water Resources and Environmental Engineering so that they will be able to effectively participate in the practice of civil engineering. (This ability will allow our graduates to join the national institutions as productive professionals).

Project Objective 4: To produce graduates with ability to

successfully carry a project from conception to completion. This ability includes: the formulation of the problem definition, the characterization of the key project requirements and their solutions, the dynamics of the work environment, team work, oral and written communication and ethical considerations.

Program Objective 5: To produce graduates with an understanding of the importance of their ethical responsibility both to the profession and the society and their moral obligation to function in an ethical manner.

B.S. in Civil Engineering: 133 Credits

First Year

Fall

ENSC 100 Introduction to Engineering*	1 credit
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
MATH 157 Calculus & Analytical Geometry I	4 credits
ENGL 101 English Composition	3 credits
PHIL 101 Introduction to Critical Thinking	2 credits
SPCO 101 Intro. to Speech Communication	2 credits

Spring

MATH 258 Calculus & Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103L Scientific Physics I Lab	1 credit
ENGL 102 Literary Genres	3 credits
RELI 1 - - Religion Elective	3 credits
PHIL 201 Philosophy of Human Nature	3 credits

Second Year

Fall

CENG 261 Introduction to Surveying	2 credits
ENSC 205 Statics	3 credits
MATH 259 Calculus & Analytical Geom. III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L Scientific Physics II Lab	1 credit
RELI 2 - - Religion Elective	3 credits

Spring

ENSC 101 Engineering Graphics	2 credits
ENSC 300 Engineering Economics	2 credits
ENSC 301 Mechanics of Materials I	3 credits
ENSC 306 Dynamics	3 credits
MATH 260 Ordinary Differential Equations	3 credits
PHIL 301 Ethics	3 credits

Third Year

Fall

CENG 270 Technical Writing	2 credits
CENG 301 Structural Analysis I	3 credits
CENG 331 Soil Mechanics	3 credits
CENG 331L Soil Mechanics Lab	1 credit
ENSC 352 Fluid Mechanics	3 credits
MATH 321 Statistics for Experimentalists	3 credits
RELI 3 - - Religion Elective	3 credits

Spring

CENG 303 Environmental Engineering	3 credits
CENG 340 Contracts, Specifications & Law	2 credits
CENG 351 Hydrology	3 credits
CENG 352 Water Resources Engineering	3 credits
ENSC 355 Thermal Science	3 credits
PHIL 4 - - Philosophy Elective	3 credits

Fourth Year

Fall

CENG 411 Steel Design	3 credits
CENG 473 Foundation Design	3 credits

CENG 491 Senior Design Project I	2 credits
MENG 411 Measurement Systems	3 credits
MENG 411L Measurement Systems Lab	1 credit
- - - Technical Elective **	3 credits
- - - Technical Elective	3 credits

Spring

CENG 412 Concrete Design	3 credits
CENG 492 Senior Design Project II	2 credits
MENG 415 Mechanical Engineering Lab	4 credits
- - - Technical Elective	3 credits
- - - Technical Elective	3 credits

*ENSC 100, *Introduction to Engineering*, is required of entering first year students. The course is not required of transfer students nor of students enrolled in the Honors Program or the Hogan Entrepreneurial Leadership Program.

** *Civil Engineering students enrolled in the Hogan Entrepreneurial Program can waive one technical elective.*

Technical Electives

Courses from the following list satisfy the technical elective requirements. Before selecting technical electives, students should consult with their advisor. To aid in course selection, the discipline(s) covered in each course are identified as follows: environmental engineering (E), geotechnical engineering (G), structural engineering (S), and water resources engineering (W). Students must select at least one technical elective in the environmental engineering (E) area. Other courses may be used as technical electives, but only with prior approval from the Chair of the Civil Engineering Department.

CENG 304 Water Quality Chemistry (Fall - E, W)
CENG 390 Structural Analysis II (Fall - S)
CENG 413 Groundwater (Spring - E, G, W)
CENG 414 Waste Management (Spring, - E)
CENG 415 Masonry and Timber Design (Spring - S)
CENG 416 Hydrogeology (Spring - E, W)
CENG 420 Structural Dynamics (Fall - S)
CENG 424 Physicochemical Treatment Processes (Spring - E)
CENG 434 Stormwater Management (Fall - W)
CENG 444 Air Pollution (Spring, - E)
CENG 454 Biological Treatment Processes (Fall - E)
CENG 455 Open Channel Hydraulics (Fall - W)
CENG 463 Pavement Design (Spring - G, S)
ENSC 401 Mechanics of Materials II (Fall - S)
ENSC 483 Independent Study I
MENG 434 Vibration Engineering (S)
MENG 435 Applications in Vibrations (S)
MENG 465 Introduction to Finite Elements (G, S)
MENG 467 Designing with Polymers and Composites (S)
MENG 480 Advanced Fluid Mechanics (W)

Lower Division Courses

CENG 261 Introduction to Surveying 2 credits
Theory and practice of vertical and horizontal control in plane surveying. Introduction to surveying techniques and the use of basic and advanced surveying instruments. One hour of lecture and three hours of laboratory per week. *Fall.*

CENG 270 Technical Writing 2 credits
A course in clear and effective communication for engineering purposes. Prerequisite: ENGL 101, sophomore standing. *Fall.*

Upper Division Courses

CENG 301 Structural Analysis I 3 credits
Theory and application of engineering mechanics to the solution of internal forces in statically determinate structures subjected to static and moving loads. Introduction of energy concepts for simple indeterminate structures. Prerequisite: ENSC 301. *Fall.*

CENG 302 Construction Materials Lab 2 credits
The study of construction materials and applicable code specifications. Site visits to local construction material manufacturers and material testing labs. Materials studied include concrete, timber, brick, block, asphalt, aluminum and steel. Technical writing of laboratory reports is stressed. One hour of lecture and three hours of laboratory per week. Prerequisite: ENSC 301. *Fall.*

CENG 303 Environmental Engineering 3 credits
An overview of environmental engineering. Topics include water quality management, water and wastewater treatment, solid and hazardous waste management, and air pollution control. Prerequisite: CHEM 101 and concurrent with MATH 260. *Spring.*

CENG 304 Water Quality Chemistry 4 credits
Application of physical and chemical principles to the behavior of chemicals in engineered and natural aquatic systems. Topics include acid/base chemistry, alkalinity and the carbonate system, homogeneous reactions, and interfacial processes. Three hours of lecture and three hours of laboratory per week. Prerequisite: CENG 303. *Fall.*

CENG 331 Soil Mechanics 4 credits
Principles of soil mechanics, soil classification, frost action, drainage, compaction, shear strength, and soil pressures are studied. Laboratory and field techniques for evaluating soils. Three hours of lecture and three hours of laboratory per week. Prerequisite: ENSC 301. *Fall.*

CENG 340 Contracts, Specifications and Law 2 credits
Study of how contracts, specifications, and law are related to the engineering profession. Topics include contract types, formation and conditions of contracts, contractual obligations, and termination of contracts. Specific contract clauses, incorporating general conditions, financial considerations, and the contractor selection process will be addressed. Preparation of specifications for engineering projects will highlight workmanship and materials. Engineering drawings will be integrated with specification requirements. Professional and ethical responsibilities of engineering professionals will be covered. Issues of intellectual property, liability, lawsuits, and arbitration will be addressed. Prerequisite: ENSC 205. *Spring.*

CENG 351 Hydrology 3 credits
Causes and occurrence of precipitation, analysis of infiltration and runoff using watershed characteristics. Statistical treatment of information in water resources, frequency analysis, confidence intervals for predictions, risk. Experimental investigation of the dynamic behavior and properties of water, turbulent flow of water in pipes and open channels. Flow measurement. Two hours of lecture and three hours of laboratory per week. Prerequisite: ENSC 352, concurrent with CENG 352. *Spring.*

CENG 352 Water Resources Engineering 3 credits
Uses of fluid mechanics, engineering economic analysis and statistics in the engineering analysis and design of components of water resources systems. Flow of liquids in pipes and pipe networks. Design of hydro-machinery in water systems. Steady flow of water in open channels with immobile boundaries. Reservoir sizing. Includes computer applications. Prerequisite: ENSC 352, concurrent with CENG 351. *Spring.*

CENG 390 Structural Analysis II 3 credits
Theory and application of energy methods to statically indeterminate trusses and frames. Matrix methods of structural analysis. Force and displacement methods of 2-D and 3-D structures. Prerequisite: CENG 301. *Fall.*

CENG 411 Steel Design 3 credits
Application of basic principles of mechanics applied to the design of steel members. Design of structural members and connections using the current American Institute of Steel Construction specifications. Load and Resistance Factor Design and Allowable Stress Design procedures. Prerequisite: CENG 301. *Fall.*

CENG 412 Concrete Design 3 credits
Theory and application of analytical procedures applied to the design of reinforced concrete structural members. Proportioning of beams, columns, footings, and walls in concrete structures is approached using current American Concrete Institute code specifications. Ultimate Strength Design procedures. Prerequisite: CENG 301. *Spring*.

CENG 413 Groundwater 3 credits
Principles of fluid motion in porous media. Techniques for design and construction of groundwater components in water resources systems. Introduces contaminant movement in the sub-surface and the mitigation of groundwater contamination. Computer applications. Prerequisites: CENG 303, CENG 351, and CENG 352. *Spring*.

CENG 414 Waste Management 3 credits
An overview of solid, hazardous, and industrial waste management. Topics include regulations, contaminant transport, waste sources, waste minimization, recycling, treatment and remediation technologies, landfill design and risk assessment. Prerequisite: CENG 303. *Spring*.

CENG 415 Masonry and Timber Design 3 credits
Analysis and design of masonry and timber structures. Sizing of members in masonry and timber according to applicable building codes. Prerequisite: CENG 301. *Spring*.

CENG 416 Hydrogeology 3 credits
Investigate the fundamentals of hydrogeology: the hydrologic cycle; surface water/ground water interactions; Darcy Law; principles of groundwater flow; steady-state and transient flow; regional groundwater flow; numerical solutions to the groundwater flow equation utilizing finite difference equations and Mod-flow; ground water flow to wells and aquifer testing; ground water flow to wells and aquifer testing; ground water law and management; contaminant transport. Prerequisite: ENSC 352. *Spring*.

CENG 420 Structural Dynamics 3 credits
The analysis and response of structures to dynamic loads. Emphasis is given to dynamic loads due to earthquakes. Basic principles of the seismic design of structures. Prerequisites: CENG 301 and ENSC 306. *Fall*.

CENG 424 Physicochemical Treatment Processes 3 credits
The theory and design of physical and chemical treatment processes for water and wastewater. Topics include coagulation/flocculation, sedimentation, filtration, disinfection, adsorption, ion exchange, air stripping, and membrane processes. Prerequisite: CENG 303. *Spring*.

CENG 434 Stormwater Management 3 credits
Integration of concepts from hydrology, hydraulics, water quality and economics in the development of stormwater management. Sources, transport and effects of containments in stormwater on surface and groundwater resources. Application of computer models. Prerequisites: CENG 303, CENG 351, and CENG 352. *Fall*.

CENG 444 Air Pollution 3 credits
An introduction to the field of air pollution and its control. Topics include regulations, air pollution sources, health effects, meteorology, and the theory and design of control technologies. Prerequisite: CENG 303. *Spring*.

CENG 454 Biological Treatment Processes 3 credits
The theory and design of biological processes for wastewater treatment. Topics include basic microbiology, activated sludge, trickling filters, rotating biological contactors, aerated lagoons, stabilization ponds, constructed wetlands, and small on-site treatment systems. Prerequisite: CENG 303. *Fall*.

CENG 455 Open Channel Hydraulics 3 credits
Analysis of flow characteristics and design for the conveyance of water in open channels. Gradually varied flow, rapidly varied flow, sewers, gates, transitions, spillways, bank protection, and flood routing. The functions of open channels in water resources systems. Computer applications. Prerequisite: CENG 352. *Fall*.

CENG 463 Pavement Design 3 credits
Loads on pavements, stresses in pavements, vehicle and traffic consideration, climate, environmental effects. Soils and materials characterization. Prerequisite: CENG 331. *Spring*.

CENG 473 Foundation Design 3 credits
General principles behind foundation design. Shallow and deep foundation design: spread footings and pile foundation. Retaining structures: sheet-pile walls, bulkheads and cofferdams. Prerequisite: CENG 331. *Fall*.

CENG 491 Senior Design Project I 2 credits
Introduction to civil engineering processes, planning and execution of design projects. Project proposal preparation. Review of civil engineering practice. Development of a civil engineering project under the supervision of an industrial liaison engineer and a faculty advisor. Project considers technical and non-technical aspects of the engineering problem. *Fall*.

CENG 492 Senior Design Project II 2 credits
Completion of the design project developed in CENG 491. Culminates in a comprehensive written report and oral presentation. Prerequisite: CENG 491. *Spring*.

ELECTRICAL & COMPUTER ENGINEERING

Electrical Engineering and Computer Engineering

Chairperson: Gail Allwine.
Professors: G. Allwine, J. Bala, R. Birgenheier (Emeritus), G. Braileanu, C. Tavora

Associate Professor: S. Schennum

Assistant Professors: V. Labay, X. Liu

Adjunct Faculty: P. LeCoq, C. Nelson, D. Radmer

The purpose of the electrical engineering (EE) and computer engineering (CpE) programs is to develop knowledgeable and competent engineering professionals who exemplify the humanistic, Catholic, and Jesuit tradition of education, and who are committed to social justice, service to others, life-long learning, ethical and moral

responsibility, and concern for the environment. The integration of the Gonzaga University core curriculum as an essential part of the EE and CpE curricula gives the programs their distinct and desirable characteristics.

The University core curriculum includes a structured program in theology, philosophy, thought and expression, written and oral communication skills, and English literature. Roughly half of the credits in either the EE or the CpE program are devoted to engineering topics, including at least 16 semester credits devoted to engineering design. Both programs include four technical electives to allow students to pursue specialization in one or more areas of electrical engineering and/or computer engineering. During their final year, students complete a design project, which involves both technical and non-technical aspects of an engineering problem, under faculty supervision. The senior design project culminates in a comprehensive written report and an oral presentation.

Program Educational Objectives

The EE and CpE programs have program educational objectives that are consistent with the mission of Gonzaga University and the School of Engineering, as well as with the accreditation criteria of EAC/ABET. These program objectives have been developed by the departmental faculty in response to the requirements of the programs' constituencies, and were reviewed and approved by various advisory boards and councils.

The EE and CpE programs will produce graduates with:

- Knowledge of the fundamental principles of mathematics, basic sciences, and engineering sciences, and the ability to understand, analyze, and solve engineering problems.
- Knowledge of the fundamental electrical engineering laws and principles that will enable them to enter and advance in their profession or pursue graduate studies.
- The ability to design, plan, construct, operate and maintain devices, processes, or systems that meet specifications in their areas of specialization.
- The ability to design and conduct scientific experiments and engineering tests, and to analyze and interpret the resulting data and measurements.
- A high regard for ethical standards and the impact of their work on the environment, and the ability to adapt to the work place of the future through continued professional development, to communicate effectively, and to function effectively in a team setting.

Graduates of our EE and CpE programs are well prepared to embark on careers in electrical engineering or computer engineering, or to further their education at graduate schools of their choice. Our graduates find employment with a broad segment of industry, as well as with governmental agencies. Employment opportunities include the design of electronic products, design of electrical systems, development of computer, hardware, software/firmware, computer applications, research and development, engineering consulting, electrical utilities, manufacturing, marketing, operations and maintenance, administration, and teaching. Moreover, electrical and computer engineers traditionally engage in interdisciplinary fields, such as aerospace engineering, national defense systems, global communication systems, biomedical engineering, instrumentation, transportation systems, energy conversion, robotics, and industrial automation. Many of our graduates have distinguished themselves at some of the best graduate schools in the USA. Moreover, a substantial number of our graduates have achieved high positions in academia, business, and government.

Electrical Engineering

Electrical Engineering is the profession that applies mathematics, the basic sciences, technology, and problem-solving skills to the design, construction, operation, and maintenance of electrical and electronic products, equipment, services, and information systems. Electrical engineers find innovative ways to use electricity, information, computers, and electronics to make people's lives better. Traditionally, electrical engineering involves the areas of communication systems, computer systems, control systems, electric power systems, electronics, and signal processing.

Communication systems process and transfer information from one point to another. This information includes audio and video data, as well as digital data used in computers. Computer systems includes computer design, as well as the areas of hardware and software used to con-

trol processes and equipment. Control systems use electronic circuits to regulate processes to meet specific objectives and requirements. Electric power systems generate, transmit, and distribute electricity to residential, commercial, and industrial establishments. Electronics engineers design and develop devices, components, and circuits that are used in computers, appliances, automobiles, and countless other areas. Signal processing systems transform electrical and electromagnetic signals to more usable form in such applications as computerized tomography (CT) scan and magnetic resonance imaging (MRI).

B.S. in Electrical Engineering: 132 credits**First Year***Fall*

CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab.	1 credit
ENGL 101 English Composition	3 credits
ENSC 104 Digital Computer Programming	2 credits
MATH 157 Calculus & Analyt. Geom. I	4 credits
PHIL 101 Intro. to Critical Thinking	2 credits
SPCO 101 Intro. to Speech Comm.	2 credits

Spring

ENGL 102 Literary Genres (or ENGL 103H)	3 credits
EENG 102 Electrical and Computer Engineering Applications	2 credits
MATH 258 Calculus & Analyt. Geom. II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103L Scientific Physics I Lab.	1 credit
RELI 1 - Scripture Elective	3 credits

Second Year*Fall*

CPEN 230 Intro. Digital Logic	3 credits
CPEN 230L Intro. Digital Logic Lab	1 credit
ENSC 205 Statics	3 credits
MATH 259 Calc. & Analyt. Geom. III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L Scientific Physics II Lab	1 credit
PHIL 201 Phil. of Human Nature	3 credits

Spring

CPEN 231 Microcomputer Arch. & Prog.	3 credits
CPEN 231L Microcomputer Arch. & Prog. Lab	1 credit
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab.	1 credit
EENG 201R Circuit Analysis I Rec.	0 credit
MATH 260 Ord. Differential Equations	3 credits
PHYS 205 Modern Physics	3 credits
RELI 2 - Christian Doct. Elective	3 credits

Third Year*Fall*

EENG 301 EM Fields and Materials	4 credits
EENG 302 Circuit Analysis II	3 credits
EENG 302R Circuit Analysis I Rec.	0 credit
EENG 303 Electronics Design I	3 credits
EENG 303L Electronics Design I Lab.	1 credit
PHIL 301 Ethics	3 credits
RELI 3 - Applied Theology Elective	3 credits

Spring

EENG 304 Electronics Design II	3 credits
EENG 304L Electronics Design II Lab.	1 credit
EENG 311 Signals and Systems	4 credits
EENG 322 Probabilistic Methods	3 credits
EENG 340 Intro. Electric Power Engr.	3 credits
EENG 340L Intro. Electric Power Engr. Lab.	1 credit
EENG 391 Engineering Design	1 credit

Fourth Year*Fall*

EENG 411 Intro. Control Systems	3 credits
EENG 421 Intro. Communication Systems	3 credits

EENG 425 Comm. & Controls Lab.	1 credit
EENG 491 Senior Design Project I	2 credits
Technical Elective1	3 credits
Technical Elective1	3 credits

Spring

EENG 492 Senior Design Project II	2 credits
ENSC 355 Thermal Science	3 credits
PHIL 4 - - Philosophy Elective	3 credits
ENSC 300 Engineering Economics	2 credits
Technical Elective 1	3 credits
Technical Elective1	3 credits

Note: ¹Approved EENG or CPEN elective courses

Areas of Specialization in Electrical Engineering (Required and Elective Courses)

The following list includes both required and elective courses. Only 300 and 400 level courses that are not required in the degree plan can be used to satisfy the technical elective requirements. The selection must be approved by the student's advisor, and the total package of electives must contain at least four credits of design.

Electromagnetics, Electronics and Filters

- EENG 301 Electromagnetic Fields and Materials (*Fall*)
- EENG 303/303L Electronics Design I (*Fall*)
- EENG 304/304L Electronics Design II (*Spring*)
- # EENG 401 Advanced Electronics (*On demand*)
- # EENG 402 Electromagnetic Waves and Materials (*On demand*)
- # EENG 403 Passive and Active Filter Design (*On demand*)
- # EENG 406 Introduction to Integrated Circuit Engineering (*Spring, on demand*)

Control Systems and Automation

- EENG 411 Introduction to Control Systems (*Fall*)
- # EENG 412 Digital Control Systems (*Spring, on demand*)
- # EENG 413 Automation (*On demand*)

Communication Systems and Signal Processing

- EENG 311 Signals and Systems (*Spring*)
- EENG 322 Probabilistic Methods for Elect. Engr. (*Spring*)
- EENG 421 Introduction to Communication Systems (*Fall*)
- # EENG 422 Digital Comm. Systems (*Spring, on demand*)
- # EENG 424 Digital Signal Processing (*Fall*)
- EENG 425 Communication and Controls Laboratory (*Fall*)

Electric Power and Power Systems Engineering

- EENG 340/340L Introduction to Electric Power Engineering (*Spring*)
- # EENG 441 Analysis of Power Systems (*Fall*)
- # EENG 442 Electric Power Distribution System Engineering (*On demand*)
- # EENG 443 Analysis of Electrical Machines (*On demand*)
- # EENG 444 Computational Methods for Power Systems (*Spring*)

Computer Engineering

- CPEN 230/230L Intro. to Digital Logic (*Fall and Spring*)
- CPEN 231/231L Microprocessor Architecture and Assembly Programming (*Fall and Spring*)
- # CPEN 321 Introduction to System Software (*Fall*)
- # CPEN 330 Digital System Design (*Fall*)
- # CPEN 331 Computer Architecture (*Spring*)
- # CPEN 423 (CPSC 423) Object-Oriented Modeling and Design (*Fall, on demand*)
- # CPEN 428 Real-Time Computer Sys. Eng. (*Spring, on demand*)
- # CPEN 440 Analysis of Computer Systems (*Fall*)
- # CPEN 442 Embedded Computer Systems (*Spring*)
- # CPEN 447 (CPSC 447) Data Communications (*Fall, on demand*)

Note: # Approved technical elective courses.

Computer Engineering

Computer Engineering (CpE) combines the disciplines

of electrical engineering and computer science. It encompasses computer hardware, software, and systems. The study of computer engineering is not limited to general purpose computers, but also covers embedded computer systems that control a vast multitude of devices and functions from automotive ignitions to cellular phones and various industrial controls, medical instruments, robotics, consumer electronics. Computer hardware design involves logic design, digital electronics, computer architecture, and integrated circuit design. Computer software involves the design of programs in various languages using structured and object-oriented techniques to control devices and systems. Computer systems involve the combination of hardware, software and operating system that will provide the most effective realization of a system.

Computer engineers are continually developing newer and faster computers, and they find new applications for computers every day to fill the needs of society. The computer engineer must have a broad understanding not only of computer systems, but also of basic engineering fundamentals to apply computer technology to the solution of real engineering problems.

The courses and laboratories offered in the CpE program are organized into the three disciplines of hardware, software, and system design. Technical electives that are chosen from various fields of specialization (e.g., communications, computers, controls, electronics, and power) enable CpE seniors to apply their computer engineering knowledge in selected areas in their professional career.

B.S. in Computer Engineering: 133 credits First Year

Fall

CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
CPSC 121 Computer Science I	3 credits
ENGL 101 English Composition	3 credits
EENG 102 Electrical and Computer Engineering Applications	2 credits
MATH 157 Calculus & Analytic Geom I	4 credits
SPCO 101 Intro to Speech Communications	2 credits

Spring

CPSC 122 Computer Science II	3 credits
ENGL 102 Literary Genres (or ENGL 103H)	3 credits
MATH 258 Calculus & Analytic Geom II	4 credits
PHIL 101 Intro to Critical Thinking	2 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103L Scientific Physics I Lab	1 credits

Second Year

Fall

CPEN 230 Intro. Digital Logic	3 credits
CPEN 230L Intro. Digital Logic Lab	1 credit
ENSC 300 Engineering Economics	2 credits
MATH 259 Calculus & Analytic Geom III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L Scientific Physics II Lab	1 credit
RELI 1 - - Scripture Elective	3 credits

Spring

CPEN 231 Microcomputer Arch. & Prog.	3 credits
CPEN 231L Microcomputer Arch. & Prog. Lab	1 credit
CPSC 223 Abstract Data Structures	3 credits
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab	1 credit
EENG 201R Circuit Analysis I Rec.	0 credit
MATH 260 Ord Diff Equations	3 credits
RELI 2 - - Christian Doctrine Elective	3 credits

Third Year

Fall

CPEN 321 Intro to System Software	2 credits
CPEN 321L Intro to System Software Lab	1 credit
CPEN 330 Digital System Design	3 credits
EENG 302 Circuit Analysis II	3 credits

EENG 302R Circuit Analysis II Rec.	0 credit
EENG 303 Electronics Design I	3 credits
EENG 303L Electronics Design I Lab	1 credit
PHIL 201 Phil of Human Nature	3 credits

Spring

CPEN 331 Computer Architecture	3 credits
EENG 304 Electronics Design II	3 credits
EENG 304L Electronics Design II Lab	1 credits
EENG 311 Signals and Systems	4 credits
EENG 322 Probabilistic Methods	3 credits
EENG 391 Engineering Design	1 credit
RELI 3 - - Applied Theology Elective	3 credits

Fourth Year

Fall

CPEN 440 Analysis of Computer Systems	3 credits
EENG 491 Senior Design Project I	2 credits
MATH 231 Discrete Structures	3 credits
PHIL 301 Ethics	3 credits
Technical Elective 1	3 credits
Technical Elective 1	3 credits

Spring

CPEN 442 Embedded Computer Systems	3 credits
EENG 492 Senior Design Project II	2 credits
PHIL 4 - - Philosophy Elective	3 credits
Technical Elective 1	3 credits
Technical Elective I	3 credits

Note: ¹ Approved EENG or CPEN elective courses

Computer Engineering

(Required and Elective Courses)

The following list includes both required and elective courses. Only 300 and 400 level courses that are not required in the degree plan can be used to satisfy the technical elective requirements. Approved computer science courses may also be used as electives. The selection must be approved by the student's advisor, and the total package of electives must contain at least four credits of design.

Computer Software

- CPEN 321 Introduction to System Software (*Fall*)
- # CPEN 423 (CPSC 423) Object-Oriented Modeling and Design (*Fall, on demand*)
- * CPSC 121 Computer Science I (*Fall and Spring*)
- * CPSC 122 Computer Science II (*Fall and Spring*)
- * CPSC 224 Introduction to Object-Oriented Programming (*Spring*)
- *# CPSC 421 Database Management Systems (*On demand*)
- *# CPSC 428 Compiler Theory and Design (*On demand*)
- *# CPSC 446 Operating Systems (*On demand*)

Computer Hardware

- CPEN 230/230L Introduction to Digital Logic (*Fall and Spring*)
- CPEN 231/231L Microprocessor Architecture and Assembly Programming (*Fall and Spring*)
- CPEN 330 Digital System Design (*Fall*)
- CPEN 331 Computer Architecture (*Spring*)

Computer Systems

- # CPEN 428 Real-Time Computer Sys. Eng. (*Spring, on demand*)
- CPEN 440 Analysis of Computer Systems (*Fall*)
- CPEN 442 Embedded Computer Systems (*Spring*)
- # CPEN 447 (CPSC 447) Data Communications (*Fall, on demand*)

Electrical Engineering

- # EENG 301 Electromagnetic Fields and Materials (*Fall*)
- EENG 303/303L Electronics Design I (*Fall*)
- EENG 304/304L Electronics Design II (*Spring*)
- EENG 311 Signals and Systems (*Spring*)
- EENG 322 Probabilistic Methods for Elect. Engr. (*Spring*)
- # EENG 401 Advanced Electronics (*On demand*)
- # EENG 402 Electromagnetic Waves & Materials (*On demand*)
- # EENG 403 Passive and Active Filter Design (*On demand*)
- # EENG 406 Introduction to Integrated Circuit Engineering (*Spring, on demand*)

- # EENG 411 Introduction to Control Systems (*Fall*)
- # EENG 412 Digital Control Systems (*Spring, on demand*)
- # EENG 413 Automation (*On demand*)
- # EENG 421 Introduction to Communication Systems (*Fall*)
- # EENG 422 Digital Comm. Systems (*Spring, on demand*)
- # EENG 424 Digital Signal Processing (*On demand*)
- # EENG 425 Communication and Controls Laboratory (*Fall*)
- # EENG 340/340L Introduction to Electric Power Engineering (*Spring*)
- # EENG 441 Analysis of Power Systems (*Fall*)
- # ENG 442 Electric Power Distribution System Engineering (*On demand*)
- # EENG 443 Analysis of Electrical Machines (*On demand*)
- # EENG 444 Computational Methods for Power Systems (*Spring*)

Notes: * Course description under Computer Science.
Approved technical elective courses.

Electrical Engineering Lower Division Courses

EENG 102 Electrical and Computer Engineering Applications 2 credits

A laboratory and project based course to introduce the freshman student to electrical and computer engineering professions. A survey of the field is presented through several laboratory experiments and computer software applications. Six hours lab per week *Fall and Spring*

EENG 201 Circuit Analysis I 3 credits

Fundamental electrical laws; network theorems; basic circuit elements: resistance, inductance, capacitance, independent and controlled sources, and op-amps; techniques of circuit analysis; steady-state and transient responses; first-order and second-order circuits; complex numbers; sinusoidal analysis. Three hours lecture per week. Prerequisites: MATH 259, PHYS 204. Corequisite: MATH 260. Spring. Note: EENG 201 must be passed with at least a C (2.0) grade for a student to proceed to a subsequent course for which EENG 201 is a prerequisite.

EENG 201L Circuit Analysis I Lab 1 credit

Taken concurrently with lecture course (EENG 201). Three hours laboratory per week. *Spring*.

EENG 201R Circuit Analysis I Recitation 0 credits

Must be taken concurrently with EENG 201. *Spring*.

Upper Division Courses

EENG 301 Electromagnetic Fields & Materials 4 credits

Application of vector calculus to static time-varying electric and magnetic fields; electromagnetic properties of conductors, insulators, dielectrics, and ferromagnetic materials; Maxwell's equations; electromagnetic waves; transmission lines. Four hours of lecture per week. Prerequisites: EENG 201, PHYS 204, MATH 260. Corequisite: EENG 302. *Fall*.

EENG 302 Circuit Analysis II 3 credits

Continuation of EENG 201. Sinusoidal steady-state analysis; RMS value; real, reactive, and complex powers; balanced three-phase circuits; frequency response; Bode plots; resonance; complex frequency; transfer functions; two-port circuits; magnetically coupled circuits; transformers. Three hours lecture per week. Prerequisite: EENG 201. Fall. Note: EENG 302 must be passed with at least a C (2.0) grade for a student to proceed to a subsequent course for which EENG 302 is a prerequisite.

EENG 302R Circuit Analysis II Recitation 0 credits

Must be taken concurrently with EENG 302. *Fall*.

EENG 303 Electronics Design I 3 credits

Introduction to electronics design concepts; semiconducting devices and their associated electrical behavior; amplifier modeling, design, and trade-offs; practical designing, building, testing, and analyzing of electronic circuits. Three hours lecture per week. Prerequisite: EENG 201. Corequisite: EENG 302. *Fall*.

EENG 303L Electronics Design I Lab 1 credit
Taken concurrently with EENG 302 and EENG 303. Three hours laboratory per week. *Fall*.

EENG 304 Electronics Design II 3 credits
Continuation of EENG 303. Frequency response and distortion; operational amplifiers; feedback concepts and oscillators; digital circuits; logic families; switching theory; electronic memory; data conversion; practical design and application of electronic circuits. Three hours lecture per week. Prerequisites: CPEN 230, EENG 303. *Spring*.

EENG 304L Electronics Design II Lab 1 credit
Taken concurrently with EENG 304. Three hours laboratory per week. *Spring*.

EENG 311 Signals and Systems 4 credits
Signals and systems; types of signals; properties of systems; convolution integral; Fourier series; Fourier transform and applications; Laplace transform and applications. Four hours lecture per week. Prerequisites: EENG 302, MATH 260. *Spring*.

EENG 322 Probabilistic Methods for Electrical Engineering 3 credits
Introduction to probability; random variables; multiple random variables; elements of statistics; random processes; applications in electrical engineering. Three hours of lecture per week. Corequisite: EENG 311. *Spring*.

EENG 340 Introduction to Electric Power Engineering 3 credits
Magnetic circuits; principles of electromechanical energy conversion; transformers; synchronous machines; three-phase induction machines; D.C. machines; transmission lines; power system modeling; power flow analysis. Three hours lecture per week. Prerequisites: EENG 301, EENG 302. *Spring*.

EENG 340L Introduction to Electric Power Engineering Lab 1 credit
Taken concurrently with EENG 340. Three hours laboratory per week. *Spring*.

EENG 391 Engineering Design 1 credit
Preparatory course for EENG 491 Senior Design Project. Fundamentals of the engineering design process fundamentals: project requirements analysis and specification, system design, detailed design, testing and written and oral presentations. Project management: tasks, schedules, budget, critical items and fall back options. Ethics and professionalism. One lecture hour per week. *Spring*.

EENG 401 Advanced Electronics 3 credits
Advanced topics in electronics; power switching circuits; audio power amplifiers; power devices; process technologies; switched capacitor circuits; analog integrated circuits; some design using MicroSim. Three hours lecture per week. Prerequisite: EENG 304. *On sufficient demand*.

EENG 402 Electromagnetic Waves and Materials 3 credits
Continuation of EENG 301. Time varying fields; electromagnetic waves and transmission lines; metallic waveguides and resonators; principles of photonics; antennas. Three hours of lecture per week. Prerequisite: EENG 301. *On sufficient demand*.

EENG 403 Passive and Active Filter Design 3 credits
Properties of network functions; properties and realizations of LC and RC driving point functions; passive realizations of transfer functions; Butterworth, Chebyshev, and Bessel filter approximations; design techniques for low-pass, high-pass, band-pass, and band-elimination filters; basic building blocks for active filters; direct and cascade realization approaches. Three hours lecture per week. Prerequisite: EENG 311. *On sufficient demand*.

EENG 406 Introduction to Integrated Circuit Engineering 3 credits
Structural design of digital integrated circuits in MOS technology; layout, design rules, fabrication techniques; use of computer automated design and simulation tools, and high-level description language. Three hours lecture per week. Prerequisites: CPEN 231, EENG 304. *Spring, on sufficient demand*.

EENG 411 Introduction to Control Systems 3 credits
Analysis and design of linear closed-loop systems; stability; design based on root locus and Bode plots. A package of computer programs is used for homework and design problems. Three hours lecture per week. Prerequisites: EENG 304, EENG 311. *Fall*.

EENG 412 Digital Control Systems 3 credits
Classical and modern control system analysis and design techniques; sampling; stability; frequency response; root locus; state variables in discrete time; controllability; observability; state variable feedback; pole placement and observers. A package of computer programs is used for homework and a design project. Three hours of lecture per week. Prerequisite: EENG 411. *Spring, on sufficient demand*.

EENG 413 Automation 2 credits
Use of programmable controllers to automate manufacturing processes and equipment; ladder logic and state based control languages; controller architecture and systems software; structured design using Grafset; interactive graphic operator interface design; safety considerations; sensors and instrumentation; single loop controllers. Two hours of lecture per week. Prerequisites: ENSC 104, EENG 311 or MENG 301/301L. *On sufficient demand*.

EENG 413L Automation Lab 1 credit
Must be taken concurrently with EENG 413. Three hours laboratory per week.

EENG 421 Introduction to Communication Systems 3 credits
Basic concepts in communication systems: correlation and power spectral density; pulse modulation; amplitude modulation; angle modulation; effects of noise. Three hours lecture per week. Prerequisites: EENG 311, EENG 322. *Fall*.

EENG 422 Digital Communication Systems 3 credits
Statistical communications: random processes; formatting and baseband transmission; bandpass modulation and demodulation; communication link analysis; block and convolutional channel coding; modulation and coding tradeoffs. Three hours lecture per week. Prerequisites: EENG 421. *Spring, on sufficient demand*.

EENG 424 Digital Signal Processing 3 credits
Discrete Fourier transform and circular convolution; Fast Fourier transform; use of windows in spectral estimation; filter approximations; design and realization of IIR and FIR digital filters; effects of finite word size; sampling rate conversion. Three hours lecture per week. Prerequisite: EENG 311. *Fall, on sufficient demand*.

EENG 425 Communication and Controls Laboratory 1 credit
Experimental investigation of concepts and subsystems used in communications and controls. Three hours lab per week. Concurrent with EENG 411 and EENG 421. *Fall*.

EENG 441 Analysis of Power Systems 3 credits
Per unit system; transmission line parameters; power system models; generators, transformers, lines, loads; power flow problem and solution methods; symmetrical components; symmetrical and unsymmetrical fault analysis; use of computer software package to solve power-flow and short-circuit problems. Three hours lecture per week. Prerequisite: EENG 340. *Fall*.

EENG 442 Electric Power Distribution System Engineering

3 credits

Distribution system planning; load characteristics; distribution transformer applications; design of sub-transmission lines, substations, primary and secondary distribution systems; voltage regulation; capacitor applications; protection. Three hours lecture per week. Prerequisite: EENG 340. *On sufficient demand.*

EENG 443 Analysis of Electrical Machines

3 credits

D.C. machine dynamics; D.C. motor starters and controllers; synchronous machine steady-state and transient performance; polyphase induction machine dynamics; A.C. motor starters and controllers; transformer applications; fractional horsepower A.C. motors; power electronics. Three hours lecture per week. Prerequisite: EENG 340. *On sufficient demand.*

EENG 444 Computational Methods for Power Systems

3 credits

Power system matrices; Y-bus and Z-bus matrices; computer programming considerations: sparsity, triangular factorization; computer solutions of powerflow, fault calculations; protective relays; protection of generators, transformers, and transmission lines; stability concepts; transient stability; computer simulations. Three hours lecture per week. Prerequisites: EENG 441. *Spring.*

EENG 481-482 Special Topics in Electrical Engineering

1-6 credits

Admission is based on evidence of ability to pursue independent study in depth and approval of a submitted project in electrical engineering. Prerequisite: permission of department chair and dean. *Fall and Spring.*

EENG 483-484 Independent Study in Electrical Engineering

1-6 credits

Admission is based on evidence of ability to pursue independent study in depth and approval of a submitted project in electrical engineering. Prerequisite: permission of department chair and dean. *Fall and Spring.*

EENG 491 Senior Design Project I (Project Work)

2 credits

Students work as a team to produce a project proposal. The proposal must describe the project requirements, conceptual design, management plan and project cost. Prerequisite: EENG 391. *Fall.*

EENG 492 Senior Design Project II

2 credits

Implementation, management, and completion of the project proposed in EENG 491; use of resources within and outside of the team to accomplish the project objectives; project documentation; demonstration of compliance with requirements; presentation of results and submission of comprehensive written report. Prerequisite: EENG 491. *Spring.*

Computer Engineering**Lower Division Courses****CPEN 230 Introduction to Digital Logic**

3 credits

Number systems and codes; Boolean algebra; logic gates and flip-flops; combinational and sequential logic design. Three hours lecture per week. *Fall and Spring.*

CPEN 230L Introduction to Digital Logic Lab

1 credit

Three hours lab per week. Concurrent with CPEN 230. *Fall and Spring.*

CPEN 231 Microcomputer Architecture and Assembly Programming

3 credits

Study of components of simple computer systems: CPUs, memory, registers, busses; computer control; microprogramming; assembly language programming. Three hours lecture per week. Prerequisites: CPEN 230, CPSC 121 or ENSC 104. *Fall and Spring.*

CPEN 231L Microcomputer Architecture and Assembly Programming Lab

1 credit

Three hours of lab per week. Concurrent with CPEN 231. *Fall and Spring.*

Upper Division Courses**CPEN 321 Introduction to System Software**

2 credits

Design of software that meets specific real-time requirements using a 68HC11 based microcomputer; implementation of system and application software using C and assembly language; software design considerations for optimizing memory utilization; structure of an executive program and I/O drivers; use of debuggers, in-circuit emulators and logic analyzer to troubleshoot hardware and software. Prerequisites: CPEN 231, CPSC 121 or ENSC 104

CPEN 321L Intro to Systems Software Lab

1 credit

Three hours of lab per week. Concurrent with CPEN 231. *Fall*

CPEN 231, CPSC 121 or ENSC 104. *Fall.*

CPEN 330 Digital System Design

3 credits

Modern methods of digital design realization; technology independence; designs utilizing gate arrays and custom integrated circuits; use of high level design software; use of Verilog hardware design language for system description, simulation and implementation. Three hours lecture per week. Prerequisites: CPEN 230, CPSC 121 or ENSC 104. *Fall.*

CPEN 331 Computer Architecture

3 credits

Modern CPU design; caches; pipelining; RISC vs. CISC designs; control and bus design; practical factors in circuit board layout. Three hours lecture per week. Prerequisites: CPEN 231, CPEN 330. *Spring.*

CPEN 423 (CPSC 423) Object-Oriented Modeling and Design

3 credits

Introduction to modeling as a design technique; object modeling; dynamic modeling; functional modeling; analysis; system design; object design; implementation; use of CASE tools for software development; introduction to Windows programming. Prerequisite: CPSC 224. *Fall, on sufficient demand.*

CPEN 428 Real-Time Computer System Engineering

3 credits

Review of computer hardware used in real-time systems; utilization of real-time operating systems and real-time kernels to design and implement multitasking/multiprocessing embedded programs; programs will also include intertask communication and synchronization; vxWorks RTOS; introduction to real-time scheduling theory. Prerequisites: CPEN 321 *Spring, on sufficient demand.*

CPEN 440 Analysis of Computer Systems

3 credits

Study of the modern personal computer: CPUs, local and system buses, discs, memory systems, video, I/O methods, DMA, interrupts; in depth study of the IBM compatible PC. Three hours lecture per week. Prerequisite: CPEN 331. *Fall.*

CPEN 442 Embedded Computer Systems

3 credits

The microcontroller as an engineering component; software and hardware components of real-time systems; board level design of real-time systems. A sequence of team design projects is included. Three hours lecture per week. Prerequisites: CPEN 321, EENG 304. *Spring.*

CPEN 447 (CPSC 447) Data Communications

3 credits

Study of hardware and software components of computer communications and networks; communication protocols; routing algorithms; machine addressing and network services. Prerequisites: CPEN 231, CPSC 223. *Fall, on sufficient demand.*

CPEN 481-482 Special Topics in Computer Engineering

1-6 credits

Admission is based on evidence of ability to pursue independent study in depth and approval of a submitted project in computer engineering. Prerequisite: permission of department chair and dean. *Fall and Spring.*

CPEN 483-484 Independent Study in Computer Engineering

1-6 credits

Admission is based on evidence of ability to pursue independent study in depth and approval of a submitted project in computer engineering. Prerequisite: permission of department chair and dean. *Fall and Spring.*

Mechanical Engineering

Chairperson: Gary J. Hordemann

Professors: K. Ansari, A. Aziz, G. Hordemann

Associate Professors: M. Capobianchi, J. Marciniak

Instructor, Director of CED: J. Dacquisto

Adjunct Faculty: B. Cheney, T. Hanegan, M. Keegan, G. King, K. Kracher, A. Navickis-Brasch, T. Zysk

Mechanical Engineering is about the creation of systems that harness forces and energy in nature to serve society. In dealing with forces and energy, Mechanical Engineers are usually involved with things that move. We apply principles discovered by scientists and engineers to turn envisioned concepts into real physical objects and systems through a process of problem description, creative idea generation, design, analysis, judgment, planning, and production. This process typically involves design engineers, test engineers, analysts, customer engineers, manufacturing engineers, patent attorneys, educators, managers, and a host of others who may all have been educated as Mechanical Engineers and who consider themselves as part of that profession.

Mechanical Engineers work in such diverse fields and industries as aerospace, pharmaceuticals, automobiles, law, computers, banking, agriculture, medicine, and entertainment. A Mechanical Engineer may design automobile engines, test airfoils, design artificial human implants, develop patents, design laser printers, troubleshoot customer problems, create manufacturing processes, design medical instruments, monitor space flights, educate engineers, recover sunken ships, design roller coasters, analyze thermal losses in computer chips, seek new methods for generating solar energy, or design acoustical treatments for churches. Think of any device or system that involves energy or movement—its creation probably involved one or more Mechanical Engineers.

Graduates of our Mechanical Engineering Program design fuel cells, write computer programs for orbital mechanics, practice law as patent attorneys, manage corporations, design heating and air conditioning systems, design high-performance aircraft, create virtual reality simulations to increase mine safety, design robust laptop computers, analyze aircraft airframes, design processes for manufacturing electronic instruments, help companies become more productive, design huge earth movers, and teach in colleges and universities. Indeed, our Mechanical Engineering alumni have almost as many different types of jobs as there are graduates.

Some exciting, rapidly developing fields and emerging technologies of interest to Mechanical Engineers include: fuel cells (the use of chemical fuel and an oxidant to directly produce electricity), rapid prototyping (the use of computer-controlled machines to fabricate complete objects in one step directly from computer models), mechatronics (the marriage of mechanical systems and electronic sensing and control), biomedical engineering (the application of engineering to problems in medicine and biology), nanoengineering (the creation of materials and devices at the nanometer level, i.e., at the atomic, molecular, or supramolecular levels), and MEMS (Microelectromechanical Systems—the integration of mechanical, chemical, and/or electronic systems at the chip level).

We believe it to be the twofold goal of the University, its School of Engineering, and the Department of Mechanical Engineering to develop men and women who are both competent engineers and educated, responsible human beings.

The student's evolution into an educated and responsi-

ble human being is affected by course work from both the liberal arts and the profession. A graduate who cannot communicate effectively, cannot make correct logical inferences, or who will not behave ethically is deficient not only as an educated human being, but also as a competent professional. Thus, the two aspects of our goal are interwoven, being a single, integrated fabric having many threads, contributed by many curricula. This synthesis is expressed in the Mechanical Engineering Program Objectives, which consist of the following four imperatives:

The Mechanical Engineering Program develops engineers who:

- Understand the fundamental principles of mathematics, science, and engineering science, and who can apply them to the identification, formulation, analysis, and solution of engineering problems.

- Understand and can perform effectively within the context of engineering practice.

- Understand and are able to apply the techniques of experimental design and data collection.

- Are able to synthesize viable engineering design solutions.

Diversity of opportunity and professional breadth are hallmarks of Mechanical Engineering. This translates into a need for a thorough grounding in a variety of mathematical, scientific, and engineering fundamentals. Our Program thus prepares the student in the areas of mathematics, chemistry, physics, mechanics, thermodynamics, fluid mechanics, heat transfer, materials, manufacturing, design, control theory, experimentation, and economics. We enhance these fundamentals with exposure to important engineering tools such as: mathematical techniques; computer programming; computer applications tools including computer aided design (CAD), computer aided manufacturing (CAM) finite element analysis (FEA), and computational fluid dynamics (CFD); and the use of equipment, instruments, and software typically found in manufacturing and laboratory situations.

Teamwork is an essential aspect of the modern practice of Mechanical Engineering, and our Program gives considerable attention to building personal communication skills through team design projects, reports, and presentations, as well as through communication skills courses in the University Core Curriculum.

Design is an important part of our Program. All students engage in design activities beginning in the sophomore year and continuing in courses such as machine design. The design activity culminates in a three-semester major design experience that includes the solution of real industrial problems by student design teams led jointly by faculty and industry engineers.

The degree requirements include the opportunity for breadth as well as concentration in particular engineering applications through a group of technical electives taken in the fourth year. The list of allowable technical electives is given below. The Department also has available a five-year plan for students wishing to proceed at a slower pace or for those planning to add a minor in a profession such as business or a liberal arts subject such as physics, music, or art. Information and suggested course packages are also available for students planning to work in the closely allied but more specialized fields of aerospace or biomedical engineering.

In addition to the following course requirements, all students must take the nationally administered April Fundamentals of Engineering Examination prior to graduation. Information regarding this examination, and the associated preparation course offered by the School of Engineering, may be obtained from the student's advisor or the Department chairperson.

B.S. in Mechanical Engineering: 135 credits

First Year

Fall

ENSC 100 Intro. to Engineering*	1 credit
MATH 157 Calc. & An. Geom. I	4 credits
CHEM 101 General Chem. I (or CHEM 105)	3 credits
CHEM 101L General Chem. I Lab (or 105L)	1 credit
ENGL 101 English Composition	3 credits
PHIL 101 Intro. to Critical Thinking	2 credits
RELI I – Scripture Elect.	3 credits

Spring

ENSC 104 Dig. Comp. Prog.	2 credits
ENGL - - - English Lit.	3 credits
MATH 258 Calc. & An. Geom. II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103 L&R Sci. Phys. I Lab & Rec.	1 credit
RELI 2 – Christian Doc. Elect.	3 credits
SPCO 101 Intro to Speech Comm.	2 credits

Second Year

Fall

MENG 291 Intro to Mech. Engr. Design	2 credits
ENSC 205 Statics	3 credits
MATH 259 Calculus & Analyt Geom III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L&R Sci. Phys II Lab & Rec	1 credit
PHIL 201 Phil Human Nature	3 credits

Spring

MENG 221 Materials Engineering	3 credits
ENSC 244 Computer Methods	3 credits
ENSC 306 Dynamics	3 credits
MATH 260 Ordinary Differential Eq	3 credits
MATH 321 Statistics for Experiment	3 credits
PHIL 301 Ethics	3 credits

Third Year

Fall

MENG 321 Thermodynamics I	3 credits
ENSC 300 Engineering Economics	2 credits
ENSC 301 Mechanics of Materials I	3 credits
ENSC 311 Electrical Engr Sci	3 credits
ENSC 311L Electrical Engr Sci Lab	1 credit
ENSC 371 Advanced Eng Math	3 credits
RELI 3 – Applied Theo Elect.	3 credits

Spring

MENG 301 Manufacturing Proc.	2 credits
MENG 301L Manufacturing Proc Lab	1 credit
MENG 322 Thermodynamics II	3 credits
MENG 330 Machine Design	3 credits
ENSC 352 Fluid Mechanics	3 credits
MENG 391 Engineering Design	1 credit
MENG 391L Engineering Design Lab	1 credit
PHIL 4 – Philosophy Elect.	3 credits

Fourth Year

Fall

MENG 441 Heat Transfer	3 credits
MENG 411 Measurement Systems	3 credits
MENG 411L Measurement Systems Lab	1 credit
MENG 434 Vibration Engineering	3 credits
MENG 461 Sys Dynamics & Control	3 credits
MENG 491 Mechanical Eng Design I	0 credit
MENG 491L Mechanical Eng Design I Lab	2 credits
- - - - - Technical Elective	3 credits

Spring

MENG 415 Mechanical Engineering Lab	3 credits
MENG 415L Mechanical Engineering Lab	1 credit
MENG 492 Mechanical Eng Design II	3 credits
- - - - - Technical Elective	3 credits
- - - - - Technical Elective	3 credits

Technical Electives

The courses used to satisfy the technical elective requirement must normally be selected from the following list. The selection must be approved by the student's advisor.

MENG 435 Applications in Vibrations
MENG 442 Advanced Heat Transfer
MENG 445 Heating, Ventilating, and Air Conditioning
MENG 446 Mechanical Design & Cooling of Electronic Devices
MENG 450 Topics in Machine Design

MENG 462 Gas Dynamics
MENG 463 Simulation and Optimization
MENG 465 Introduction to Finite Elements
MENG 467 Designing with Polymers and Composites
MENG 480 Advanced Fluid Mechanics
MENG 484 Manufacturing Systems
CENG 301 Structural Analysis I
CENG 390 Structural Analysis II
EENG 412 Digital Control Systems
ENSC 413 Automation
ENSC 481 Special Topics I
ENSC 482 Special Topics II
ENSC 483 Independent Study I
ENSC 484 Independent Study II
ENSC 491 Design Project I
ENSC 492 Design Project II
OPER 348 Quality Management
OPER 440 Adv. Operations Man.
OPER 445 Projects and Cont. Systems

No more than one OPER course may be used to meet the technical elective requirement. All OPER courses require OPER 340 as a prerequisite.

Students may take courses from other departments if approved by the advisor and the Mechanical Engineering department chair.

The Department tries to publish its technical elective offerings four semesters in advance. Since many of the technical electives are offered on a two-year cycle, students should try to plan their technical elective choices during their junior year.

*ENSC 100, Introduction to Engineering, is required of entering first year students. The course is not required of transfer students nor of students enrolled in the Honors Program or the Hogan

Entrepreneurial Leadership Program.

Upper Division Courses

MENG 221 Materials Engineering 3 credits
The course introduces the structure-property-processing relationship in metallic, ceramic, and polymeric materials. Students are introduced to the structure of material and structure influences on mechanical, electrical, and thermal properties. Materials are selected to meet engineering design constraints. Students will see how manufacturing processing modifies structure, and consequently changes the properties of materials. Prerequisites: Chem 101 and 101L. Corequisite: ENSC205.

MENG 291 and 291L Introduction to Mechanical Engineering Design and Design Communication 2 credits
An introduction to the practices of mechanical engineering design, with emphasis on the communication of design ideas. Methods of shape and size description used in mechanical engineering practice; development of the ability to visualize three-dimensionally and to create computer-based three-dimensional objects and proof-of-concept solid models; communication of design ideas through freehand sketching, detailed engineering drawings, design proposals, final reports, and oral presentations; design specifications and their place in the creation of designs; the evaluation of competing design concepts. Students will complete three design projects, two of which are team projects. A major portion of the course involves the utilization of high-end computer aided solid modeling facilities. Two three-hour problem laboratory sessions per week. Prerequisite: ENSC 104.

MENG301 and 301L Manufacturing Processes 3 credits
This course provides an overview of the reducing, consolidating, and shaping families of manufacturing processes and how they influence design decision making. The course emphasizes designing for manufacturing and specifying manufacturing processes. Project based laboratories provide the students opportunities to exercise creativity and solve real problems in implementing processes to make real parts. Prerequisite: MENG 221

MENG 321 Thermodynamics I 3 credits
The first and second laws of thermodynamics; ideal gases and their mixtures; concept of entropy as applied to thermal systems. Prerequisite: MATH 259. Fall. Note: MENG 321 must be passed with at least a C- (1.7) grade in order for a student to proceed to a subsequent course for which MENG 321 is a prerequisite. This grade requirement may be waived as a requirement for registration in subsequent courses if approved by the student's advisor and the chairperson. The waiver may require the completion of certain additional course work or may require that the student repeat the prerequisite course out of sequence.

- MENG 322 Thermodynamics II** 3 credits
Second Law analysis, power and refrigeration cycles, mixtures, combustion, and high speed flow. Applications of first and second law analysis to engineering systems. Prerequisite: MENG 321.
- MENG 330 Machine Design** 3 credits
Application of stress analysis and theories of failure to basic machine elements. Design of elements under static and fatigue loading. Design involving mechanical elements such as shafts, columns, flywheels, springs, and welds. Prerequisite: ENSC 301.
- MENG 391 and 391L Mechanical Engineering Design Fundamentals** 2 credits
A design project course introducing the fundamentals of the engineering design process. Two two-hour design problem laboratory sessions per week. Prerequisite: MATH 321, ENSC 101, 300, 301, and MENG 321.
- MENG 411 and 411L Measurement Systems** 4 credits
Basic concepts of measurement and analysis of measurement uncertainties and of experimental data. Study of transducers and investigation of data acquisition, signal conditioning, and data processing hardware typically utilized in performing mechanical measurements. Prerequisite for M.E. Majors: ENSC 104, ENSC 301, ENSC 306, ENSC 311, MATH 321; Co-requisite for M.E. Majors: MENG 441; Prerequisite for C.E. Majors: Knowledge of computer programming and electric circuits, MATH 321, ENSC 301, ENSC 306, ENSC 352, and ENSC 355.
- MENG 415 and 415L Mechanical Engineering Laboratory** 4 credits
Study of the techniques used for measuring displacement, velocity, acceleration, force, pressure, flow, temperature, and strain. Investigation of the proper application and the associated limitations of the techniques and of the required instruments. The topics are studied within the context of obtaining experimental solutions to engineering problems in thermodynamics, heat transfer, fluid mechanics, mechanics, and strength of materials. Three hours of lecture and three hours of laboratory each week. Prerequisites: MENG 411 and MENG 411L.
- MENG 434 Vibration Engineering** 3 credits
Elements of vibrating systems. Free, forced harmonic and transient vibrations of single-degree-of-freedom systems with and without damping. Vibration isolation and control. Two-degree-of-freedom systems and the dynamic vibration absorber. Application of matrix techniques to multi-degree-of-freedom systems. Prerequisites: ENSC 306 and ENSC 371.
- MENG 435 Applications in Vibrations** 3 credits
Continuation of MENG 434. Practical application of vibration theory to topics such as the following: Control and suppression of vibration in machinery. Vibration isolation and damping treatments. Dynamic vibration absorbers. Balancing of rotating and reciprocating machinery. Critical speed evaluation of flexible rotors. Ground vehicle response to road profile excitation and evaluation of ride performance. Vibration in electronic equipment and prevention of vibration failures. Aircraft vibration and flutter. Response of structures to earthquakes. Prerequisite: MENG 434.
- MENG 441 Heat Transfer** 3 credits
One and multidimensional steady conduction, transient conduction, internal and external forced convection, natural convection, radiative heat transfer, boiling and condensation, heat exchangers. Prerequisite: ENSC 352.
- MENG 442 Advanced Heat Transfer** 3 credits
Advanced topics in conduction, contact resistance multidimensional transients, periodic heat transfer, nonuniform heat generation, freezing and melting processes, fin heat transfer, radiation in absorbing media. Design of shell-and-tube heat exchangers. Prerequisite: MENG 441.
- MENG 445 Heating, Ventilating, and Air Conditioning** 3 credits
This course will introduce students to the techniques used in the analysis and design of heating, ventilating, and air conditioning (HVAC) systems. Topics will include the arrangement of typical air conditioning systems (i.e., all air systems, air and water systems, etc.), moist air processes, comfort and health criteria for indoor air quality, heating and cooling loads, piping system design, building air distribution, and operational principles and performance parameters of typical components (i.e., cooling towers, air washers, heating and cooling coils, etc.). Prerequisite: MENG 441.
- MENG 446 Mechanical Design and Cooling of Electronic Systems** 3 credits
This course will introduce students to the fundamentals of mechanical design and analysis of electronic systems. Topics will include packaging architectures, component and subcomponent design (i.e., chip packaging technologies, printed circuit boards, interconnections and connectors, etc.), thermal management techniques, thermomechanical analysis and design, design for dynamic environments, and design techniques for humid and/or corrosive environments. Prerequisites: MENG 441, ENSC 306, and ENSC 311.
- MENG 450 Topics in Machine Design** 3 credits
Continuation of material presented in MENG 330. Design topics involving mechanical elements such as bolts, spur and helical gears, journal bearings and flexible mechanical elements. Prerequisites: MENG 330.
- MENG 461 System Dynamics and Control** 3 credits
Principles of feedback control. Mathematical modeling and analysis of dynamic physical elements and systems. Transient and steady-state response of first and second-order systems. Use of Laplace transforms. System response with zeros and additional poles. Transfer functions and block diagrams. Stability criteria and steady-state errors. Root locus and frequency response methods. Prerequisites: ENSC 306 and ENSC 371.
- MENG 462 Gas Dynamics** 3 credits
Conservation equations, sonic velocity, and Mach number. Variable area adiabatic flow, isentropic flow. Normal and oblique shocks. Fanno and Rayleigh flows. Prandtl-Meyer flow, combined effects, experimental techniques-Schlieren, shadowgraph, interferometer, and hot-wire anemometry. Prerequisites: ENSC 244 and ENSC 352.
- MENG 463 Simulation and Optimization** 3 credits
Steps in engineering design, workable systems, economic evaluation, mathematical modeling, curve fitting, system simulation, Lagrange multipliers, search techniques, dynamic programming, linear programming, geometric programming, optimization software, engineering case studies. Prerequisite: ENSC 244.
- MENG 465 and 465L Introduction to Finite Elements** 3 credits
The development includes the stiffness matrix method applied to the bar and beam elements. The plane problem is discussed and plane elements are presented. The Isoparametric formulation is introduced. Modeling and accuracy in linear analysis is considered. The ANSYS finite element program is used in problem solving. Two hours lecture and one hour computer laboratory each week. Prerequisites: ENSC 244 and ENSC 301.
- MENG 467 Designing with Polymers and Composites** 3 credits
Background of composites, stress-strain relations for composite materials, extension and bending of symmetric laminates, failure analysis of fiber-reinforced materials, design examples and design studies, nonsymmetric laminates, micromechanics of composites. Prerequisites: ENSC 301 and ENSC 371.
- MENG 480 Advanced Fluid Mechanics** 3 credits
Ideal fluid flow. Laminar and turbulent boundary layer flows, conservation equations, and solution methods. Turbo machinery. Unsteady flow problems. Prerequisite: ENSC 352.
- MENG 484 and 484L Manufacturing Systems** 3 credits
A course designed to familiarize the student with manufacturing decisions required in the industrial sector. Developing manufacturing strategies, integrating process alternatives, equipment selection analysis, process costs, and total integration of manufacturing systems are assessed quantitatively and qualitatively to maximize outcomes. Project-based laboratories provide the students opportunities to integrate manufacturing processes with a perspective on automation and production systems. Two hours of lecture and three hours of laboratory per week. Prerequisite: MENG 301 and MENG 301L.
- MENG 491 and 491L Mechanical Engineering Design I** 2 credits
Continuation of MENG 391. Procedures and practices of engineering design. Oral and written technical presentations. Completion of a design proposal under faculty supervision involving both technical and non-technical aspects of an engineering problem. Culminates in a project plan and preliminary design work. Prerequisite: MENG 330, MENG 391, and permission of advisor and instructor.
- MENG 492 Mechanical Engineering Design II** 3 credits
Continuation of MENG 491. Completion of the design project proposed in MENG 491. Culminates in a comprehensive written report and oral presentation. Prerequisite: MENG 491.

Engineering Science

The following Engineering Science courses are service courses for all majors within the School of Engineering.

Lower Division Courses

ENSC 100 Introduction to Engineering 1 credit
A course to introduce freshman engineering students to the engineering curriculum and the engineering profession. A broad introduction to the study and practice of engineering, professional development, academic success strategies, and orientation to the engineering education system. One class meeting per week. *Fall.*

ENSC 101 Engineering Graphics 2 credits
An introduction to methods of shape and size description used in engineering practice. A major portion of the course involves the utilization of computer aided drafting (CAD) facilities. Two three-hour problem laboratory sessions per week. Prerequisite: knowledge of Microsoft Windows. *Fall and Spring.*

ENSC 104 Digital Computer Programming 2 credits
An introduction to problem solving using digital computers. Design of algorithms and their translation into well-structured computer programs. Implementation of algorithms in the C & C++ language. Instruction in the use of iteration, control, selection, subroutines and arrays. *Fall and Spring.*

ENSC 205 Statics 3 credits
A vector treatment of systems of forces and moments in equilibrium. Topics include centroids, distributed loads, effects of friction; analysis of trusses and frames and calculations of moments of inertia. Prerequisite: MATH 258, PHYS 103. *Fall and Spring.* Note: ENSC 205 must be passed with at least a C - (1.7) grade in order that a student may proceed to a subsequent course for which ENSC 205 is a prerequisite. This is a Mechanical Engineering Department requirement only. This grade requirement may be waived as a requirement for registration in subsequent courses if approved by the student's advisor and the chairperson. The waiver may require the completion of certain additional course work or may require that the student repeat the prerequisite course out of sequence.

ENSC 244 Computer Methods for Engineers 3 credits
A course to develop facility in the solution of engineering problems by numerical methods using digital computers. A practical treatment of the computational tools for solving linear and non-linear algebraic equations, and ordinary differential equations. Techniques of numerical differentiation, integration, regression analysis, and interpolation. Use of mathematics computer software. Prerequisite: ENSC 104. Corequisite: MATH 260.

Upper Division Courses

ENSC 300 Engineering Economics 2 credits
Selected topics to include: annual cost, present worth, rate of return, and benefit cost ratio in engineering decision making. Prerequisite: MATH 258. *Fall and Spring.*

ENSC 301 Mechanics of Materials I 3 credits
Behavior of materials, elementary theories of stress and strain, generalization of these theories to stress distribution, and deformation and instability in structural members. Prerequisite: ENSC 205. *Fall and Spring.*

ENSC 306 Dynamics 3 credits
A vector treatment of kinematics and kinetics. General motion of a particle, energy and momentum methods for particles and rigid bodies. Prerequisite: ENSC 205. *Fall and Spring.*

ENSC 311 Electrical Engineering Science 3 credits
An introduction to electric circuit theory for non-electrical engineering students: electrical network theorems applied to DC, transient, and AC steady-state circuits; polyphase circuits and power. Three hours lecture per week. Prerequisite: MAT 259. *Fall.*

ENSC 311L Electrical Engineering Science Lab 1 credit
Taken concurrently with ENSC 311. Three hours laboratory per week. *Fall.*

ENSC 352 Fluid Mechanics 3 credits
Fluid properties, fluid statics, fluids in motion, momentum and energy equations, dimensional analysis, boundary layers, flow in conduits, drag and lift. Prerequisite: ENSC 205. *Fall and Spring.*

ENSC 355 Thermal Science 3 credits
First and second laws of thermodynamics applied to system and control volume analysis; introduction to conduction, convection, and radiation heat transfer. For non-mechanical engineering majors only.

ENSC 371 Advanced Engineering Mathematics 3 credits
Application of advanced mathematical techniques to problems of interest to engineers and scientists. Analytical and numerical methods involving topics such as algebraic equations, ordinary and partial differential equations, complex variables and special functions. Prerequisite: MATH 260.

ENSC 401 Mechanics of Materials II 3 credits
Unsymmetrical bending, curved flexural members, shearing stress in beams, shear flow in thin webbed sections, Saint Venant's theory of torsion, thick-walled cylinders and rotating disks, and use of finite elements in analysis. Prerequisite: ENSC 301 *Fall.*

ENSC 413 Automation 2 credits
Use of programmable controllers to automate manufacturing processes and equipment. Ladder logic and state based control languages. Controller architecture and system software. Structured design using Grafset. Interactive graphic operator interface design. Safety considerations. Sensors and instrumentation. Single loop controllers. Two hours of lecture per week. Prerequisite: ENSC 104 and either EENG 311 or MENG 301/301L. *On sufficient demand.*

ENSC 413L Automation Lab 1 credit
Must be taken concurrently with ENSC 413. Three hours laboratory per week.

ENSC 481-482 Special Topics in Engineering 1-6 credits
Admission is based on evidence of ability to pursue independent study in depth and approval of a submitted project in engineering science. Prerequisite: permission of department chair and dean. *Fall and Spring.*

ENSC 483-484 Independent Study in Engineering 1-6 credits
Admission is based on evidence of ability to pursue independent study in depth and approval of a submitted project in engineering science. Prerequisite: permission of department chair and dean. *Fall and Spring.*

ENSC 491-492 Engineering Design Project 1-6 credits
Elective senior design project of an interdisciplinary or specialized nature involving both technical and non-technical aspects of an engineering problem for students in any of the engineering majors. Course usually runs two semesters. Prerequisite: fourth year standing. *Fall and Spring.*

GENERAL ENGINEERING

General Engineering

Coordinator: Paul S. Nowak, Associate Dean

General Engineering, like all engineering programs, is for the individual who possesses the dreams and aspirations to create a better world; it is especially suited to those whose talents and interests are broader than conventional engineering design and analysis.

A graduate with a B.S. in General Engineering will have the ability to understand and converse in general

engineering principles and processes. This program contains an engineering core that provides the student with a foundation in engineering principles and it leads to a B.S. in General Engineering with a business minor. It provides sufficient preparation for entry into the M.B.A. program which can be completed in only one additional calendar year.

For additional information on this M.B.A. option, see "Integrated General Engineering & M.B.A." immediately following the General Engineering program description.

Students graduating from this program will be conver-

sant in the basic scientific and engineering principles, both qualitatively and quantitatively. The successful graduate will be able to formulate concepts, develop system designs, and apply engineering problem solving skills to their solution. They will be able to see the “big picture” and interact with other engineers to develop practical, technologically achievable solutions, within the constraints of time, cost and resources. Graduates may pursue careers in sales or marketing. They will also be able to mediate between design team members, particularly in their ability to interpret requirements, explain designs and describe features for the non-technical members of the team.

The curriculum provides the same foundation in physics, chemistry, and mathematics as found in the other engineering programs. During the following years, the student completes fundamental engineering courses and develops a focus area through the selection of 18 credits of technical electives. These electives are chosen by the students from consultation with their advisors. This selection draws from a wide selection of interests within each engineering discipline, including: structures, geotechnical, the environment, water resources, power, computers, manufacturing, automation, mechanics, fluid flow, and energy, so students may custom-tailor a program that ideally fits their needs and career interests.

The General Engineering Program is not intended to provide an opportunity for students majoring in other engineering programs to earn a second engineering degree. Therefore, this degree will not be awarded in conjunction with any other engineering degree.

*B.S. in General Engineering: 130 credits

General Focus

First Year

Fall

ENSC 100 Intro. to Engineering	1 credit
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
MATH 157 Calculus & Analytical Geometry I	4 credits
ENGL 101 English Composition	3 credits
PHIL 101 Introduction to Critical Thinking	2 credits
SPCO 101 Introduction to Speech	2 credits

Spring

ENSC 104 Digital Computer Programming	2 credits
MATH 258 Calculus & Analytical Geometry II	4 credits
ENGL 102 English Literature	3 credits

PHYS 103 Scientific Physics I	3 credits
PHYS 103L Scientific Physics I Lab	1 credit
RELI 1 - - Religion Elective	3 credits

Second Year

Fall

ECON 200 Economic Analysis	3 credits
ENSC 205 Statics	3 credits
MATH 259 Calculus & Analytic Geometry III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L Scientific Physics II Lab	1 credit
PHIL 201 Philosophy of Human Nature	3 credits

Spring

CENG 303 Environmental Engineering	3 credits
ACCT 263 Accounting Analysis	3 credits
ENSC 301 Mechanics of Materials I	3 credits
MATH 260 Ordinary Differential Equations	3 credits
RELI 2 - - Religion Elective	3 credits

Third Year

Fall

ENSC 352 Fluid Mechanics	3 credits
MGMT 350 Management & Organization	3 credits
MENG 221 Materials Engineering	2 credits
ENSC 311 Electrical Engineering Science I	3 credits
ENSC 311L Electrical Eng. Science I Lab	1 credit
PHIL 301 Ethics	3 credits

Spring

Technical Elective*	3 credits
BFIN 320 Principles of Finance	3 credits
MATH 321 Statistics (or equivalent)	3 credits
ENSC 355 Thermal Science	3 credits
ENSC 306 Dynamics	3 credits
RELI 3 __ Religion Elective	3 credits

Fourth Year

Fall

ENSC 491 Senior Design Project I	2 credits
----- Technical Elective*	3 credits
----- Technical Elective*	3 credits
----- Technical Elective*	3 credits
BUSN 283 Business Law	3 credits
OPER 340 Operations Management	3 credits

Spring

ENSC 492 Senior Design Project II	3 credits
----- Technical Elective*	3 credits
----- Technical Elective*	3 credits
PHIL 4 __ Philosophy Elective	3 credits
MKTG 310 Principles of Marketing	3 credits

**technical electives must be approved by the Program Coordinator*

Integrated General Engineering & M.B.A. and B.S. In General Engineering & M.B.A.

Director: Gary Weber,

Assistant Dean, School of Business Administration

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 (M.B.A.). The joint degree program takes five years of full-time study with a General Engineering degree but longer for other engineering programs.

Students choosing this program must complete their bachelor's degree in engineering and the required preparatory courses in Business before being admitted to the Graduate School of Business. Provisional admission may be available to students who do not complete the preparatory business courses prior to receiving the B.S. in General Engineering.

Preparatory Business Courses (24 Credits)

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

Engineering students who complete BFIN 320 and ECON 200 may have ENSC 300 waived.

The M.B.A. degree program requires 33 semester hours of 600-level coursework beyond the required preparatory business courses. Additional information about the M.B.A. program is contained in the Graduate Catalogue.

NOTES



THE SCHOOL OF PROFESSIONAL STUDIES

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School of Professional Studies

Dean: Mary McFarland

The School of Professional Studies provides creative and innovative academic programs for traditional and non-traditional students. These programs, which include the Doctoral Program in Leadership Studies, Exercise Science, Nursing, Organizational Leadership, and Bachelor of General Studies, offer diverse opportunities for career advancement ranging from bachelor to graduate to doctoral degrees and certificates. In a multi-cultural world presenting complex problems, our goal is to educate leaders who are visionary; who see possibilities rather than obstacles and limitations. We seek to recruit and educate individuals able to deal with problems in a complex and dynamic environment.

Programs offered by the School of Professional Studies are a contemporary embodiment of the Jesuit tradition which for centuries has provided a comprehensive humanistic and Catholic education. At the heart of the Jesuit vision is the development of leaders. This vision and tradition is embodied within the students, the faculty and staff, the advisors, and the programs of Gonzaga's School of Professional Studies.

GENERAL STUDIES

Bachelor of General Studies (BGS)

Advisor: George Morris, S.J.,

Designed for adults and working professionals, the BGS degree is for the motivated student who is age 25 or older. Students in the BGS program are subject to all Gonzaga requirements and policies for a bachelor's degree, with the exceptions of a separate core pattern and the substitution of an area of concentration for a major field.

BGS Graduation Requirements

A total of 128 semester credits with a GPA of at least 2.0 is required for the Bachelor of General Studies (BGS) degree. The last 30 semester credits prior to graduation must be Gonzaga University courses and taken within the BGS program.

BGS students complete a minimum of 21 semester credits in a flexible, individually designed area of concentration which may be interdisciplinary and may include approved transfer credits. Each BGS student develops a personal degree plan in consultation with an advisor. A tuition scholarship is offered for qualified students enrolled in the Bachelor of General Studies.

Policies and procedures for graduation with a BGS degree are the same as for any other Gonzaga undergraduate degree. BGS students are eligible for honors if they meet the standards prescribed by the University. Just as for a major or minor in other Gonzaga schools and colleges, BGS candidates must have a cumulative GPA of 2.0 as well as a GPA of 2.0 in the concentration.

BGS Core Requirements

The BGS core consists of 40 semester credits, 35 of which must be distributed in the categories as defined below. The remaining five credits may be in any of the categories below. All students must satisfy the BGS core either by Gonzaga coursework or substantially equivalent transfer courses. Only English composition, mathematics, philosophy, and religious studies core courses are required for BGS students who have earned an AA degree.

1. English Composition (3 credits): A course in written English and composition is required. Gonzaga courses meeting this requirement are ENGL 101 and ENGL 200.
2. Speech (2 credits): A speech course in public speaking is required. BGS students normally will satisfy this requirement by taking Gonzaga courses SPCO 201 or SPCO 101 with departmental permission. Courses which do not emphasize public speaking (e.g., 'Persuasion' or 'Interpersonal and Small Group Communication') do not meet the speech core requirement.

3. Mathematics (3 credits): A course in mathematics beyond intermediate algebra is required in the BGS core. At Gonzaga, any math course with a 100 level or higher meets the requirement. Computer science, business math or social science statistics courses do not meet the math core requirement. Math for elementary teachers only satisfies the core requirement if a student earns a Teacher Certificate in Elementary Education.
4. Natural Science (3 credits): The BGS core requires a course in one of the natural sciences (such as biology, chemistry, or physics). A lab section is not required of BGS students.
5. Social Sciences (6 credits): Two courses must be completed in the social sciences (economics, history, political science, psychology, or sociology).
6. Humanities (6 credits): Two courses must be completed in the humanities (art, English, foreign culture, language, history, music, philosophy, religion, or theatre arts).
7. Religious Studies (6 credits): Two courses are required in religious studies, preferably with one of the two in scripture. To meet the BGS requirement, courses transferred from other institutions must have a religion or theology department code (thus, 'Sociology of Religion' or 'Philosophy of Religion' would not meet the core requirement).
8. Philosophy (6 credits): BGS students must satisfy the philosophy core requirement by completing two philosophy courses, preferably Gonzaga courses PHI 201 and PHI 301 or by transfer. Critical thinking (or logic, rhetoric) does not satisfy the philosophy core.

The BGS Concentration

The BGS concentration consists of a minimum of 21 semester credits. The concentration is individually designed and should demonstrate intellectual integrity and academic coherence. Concentrations must be approved by the academic advisor, and may be interdisciplinary and interdepartmental.

1. There is no minor in General Studies.
2. BGS students complete a concentration which appears on the graduation transcript. The concentration title need not be the name of an academic discipline or department.
3. A BGS concentration is individually designed and may include undergraduate courses from any academic discipline or from any Gonzaga department, school or college, so it may require special admissions. While concentrations may be interdisciplinary, the Dean of Professional Studies or an academic advisor must deter-

mine in each case that the concentration has academic coherence and intellectual integrity.

4. Transfer credits may apply toward completion of a concentration. The total number of such transfer courses is determined on a case by case basis. 12 of the 21 credits counted toward a concentration must be taken at Gonzaga.
5. Of the minimum 21 credits counting toward a concentration, normally 9 credits must be taken as upper division courses. Exceptions must be submitted in writing to the Registrar's Office by the Dean of Professional Studies.
6. A second or third concentration may be earned. The same rules are required for other concentrations as for the first one. The same course may not be used for more than one concentration.
7. A concentration in a BGS degree as a second baccalaureate degree must meet the above criteria plus these standards: (a) courses taken as part of a first degree do not transfer to a second degree; (b) courses which satisfy the BGS core but which were taken as part of a first baccalaureate degree at an accredited institution are not repeated; (c) waiver forms must be completed and filed with the Registrar for core requirements in philosophy and religious studies which were satisfied as part of a first degree; (d) a concentration as part of a BGS degree as a second baccalaureate may not duplicate a major or minor completed as part of the first degree; (e) no more than nine semester credit units of the concentration may be waived in recognition of relevant elective course work taken as part of a first degree; and (f) there is no second degree in BGS with an education concentration.
8. A tuition scholarship is offered for BGS students enrolled in 12 credits or less. The BGS tuition is in effect only while the student is a BGS student.

Transfer of Credit

University policies on transfer of credit from other accredited higher education institutions generally apply to BGS candidates. However, in recognition of the Northwest Association of Schools and Colleges accreditation guideline XXIV that transfer "policies and procedures should provide maximum consideration for the individual who has changed institutions or objectives," the following criteria apply to transfer of credit for the BGS degree.

1. At the time of admission to Gonzaga, the academic advisor shall complete a transfer evaluation, notifying both the student and the Admissions Office of the specific credits accepted in transfer to Gonzaga.
2. The Dean of School of Professional Studies or his/her designee may accept up to a maximum of sixteen semester credits of coursework which is not otherwise transferable into Gonzaga.
 - (a) such credit shall be noted on the student's transcript as "transfer credit accepted toward the BGS degree";

- (b) such credit is not transferable to another Gonzaga school or to another institution.
- (c) such credit cannot meet a core requirement;
- (d) such credit does not count toward the minimum 21 credits for a concentration;
- (e) such credit may include transcribed courses from non-accredited institutions which are determined by the Dean of Professional Studies to be equivalent to college level work, or which the Dean determines is appropriate to an individual student's degree and career objectives.

3. No "experiential learning credit" is granted for the BGS degree, nor does such credit on the transcript of another institution transfer into the BGS program.

The BGS and Other Professional Schools

1. No more than one-fourth (32 credits) of a BGS student's total undergraduate credits may be in business administration courses, or in courses normally taught in an AACSB accredited business school. This includes any business credits transferred to Gonzaga from another institution. There is no BGS concentration possible in business programs accredited by AACSB. A BGS student may not take more than six credits from any single upper division business field beyond the business core curriculum. Economics and Business Statistics do not count as part of the 32 credits. Students who desire a General Business minor must contact their advisor.
2. BGS candidates may simultaneously seek a teacher's credential, provided that (a) the student has the approval of the School of Education; (b) a credential advisor is assigned by the Gonzaga Department of Teacher Education; and (c) courses taken toward a credential must be part of the student's BGS degree plan.
3. BGS candidates may enroll in engineering courses with the permission of the Dean of Engineering; however, there is no concentration possible in engineering fields accredited by ABET.

BGS Accelerated Program

Advisor: Fr. George Morris, S.J.

This program allows working adults with previous college credit (50-56 semester credits) to complete the requirements for a bachelor's degree in two to two and one half years by attending class solely on Saturdays. Completion of the program will result in a concentration in Organizational Leadership. The program consists of 12 sessions of 8 Saturdays. Each session has breaks between Fall, Spring and Summer semesters. From the courses offered, the student chooses one course in the morning and one in the afternoon in each session. The student also engages in a minimum of 1.5 hours per week in "on-line" internet discussion. A 30% tuition reduction scholarship is offered to each admitted student.

All other requirements pertaining to the traditional BGS program must be fulfilled. Students must apply through the Admissions office after meeting with the Advisor for the Accelerated program.

Exercise Science

Chairperson: Christina A. Geithner

Associate Professors: C. Geithner, D. McCann

Instructor: A. Zink

The Department of Exercise Science offers a selection of courses that provides students an opportunity for specialized work in and original investigation of human physiological responses and adaptations to activity and exercise. The degree programs provide preparation for graduate or professional study in a variety of areas including allied health professions; business careers in health, fitness, and human performance; and research and teaching in exercise science. Laboratory experiences are emphasized to introduce students to the methods of investigation, evaluation, and remediation of human function. The programs are unique within the University because they emphasize the scientific basis and mechanisms of human function, adaptation, growth and aging, health and disease, and performance in response to physical activity and exercise.

The Bachelor of Science degree is designed for students planning to pursue graduate study in clinical allied health fields (e.g. physical and occupational therapy) or subdisciplines of exercise science such as exercise physiology, biomechanics, motor behavior, ergonomics, and biomedical engineering. The degree provides an introduction to the physical and biological sciences, a concentrated study of the acute responses and chronic adaptations to exercise, and a selection of electives which fulfill the varied prerequisites of graduate schools and/or introduce motivated students to laboratory research in exercise science. The Bachelor of Arts degree is intended for students planning to pursue careers in the health and fitness industry. The curriculum emphasizes applied work in exercise testing and prescription and is designed to furnish the basic knowledge and skills necessary for students to pursue certification options offered by the American College of Sports Medicine and the National Strength and Conditioning Association.

B.S. Major in Exercise Science: 65 credits

Lower Division Courses

BIOL 101, 101L Organismal Biology	4 credits
CHEM 101, 101L General Chemistry	4 credits
CPSC 101 Introduction to Microcomputers	3 credits
MATH 121 Statistics	3 credits
PHYS 101, 101L General Physics	4 credits
PSYC 101 General Psychology	3 credits
EXSC 202 Ess. of Strength Testing & Cond.	2 credits
EXSC 224 Nutrition	3 credits
EXSC 241, 241L Human A&P I	4 credits
EXSC 242, 242L Human A&P II	4 credits
Electives*	0-6 credits

Upper Division Courses

EXSC 301, 301L Exercise Testing & Prescription	3 credits
EXSC 305 Exp. Research: Methods & Design	3 credits
EXSC 474, 474L Kinesiology	4 credits
EXSC 475, 475L Biomechanics	4 credits
EXSC 476, 476L Physiology of Exercise	4 credits
EXSC 496 Practicum	1 credit
EXSC 499 Culminating Experience	0 credits
Electives*	6-12 credits

B.A Major in Exercise Science: 54 credits

Lower Division Courses

BIOL 101, 101L Organismal Biology	4 credits
MATH 121 Introductory Statistics	3 credits
CPSC 101 Introduction to Microcomputers	3 credits
PSYC 101 General Psychology	3 credits
EXSC 202 Ess. of Strength Testing & Cond.	2 credits
EXSC 212 First Responder	3 credits
EXSC 224 Nutrition	3 credits
EXSC 241, 241L Human A&P I	4 credits
EXSC 242, 242L Human A&P II	4 credits
Electives*	0-4 credits

Upper Division Courses

EXSC 301, 301L Exercise Testing & Prescription	3 credits
EXSC 302 Exercise Prescription for Special Pop.	3 credits
EXSC 474, 474L Kinesiology	4 credits
EXSC 476, 476L Physiology of Exercise	4 credits
EXSC 496 Practicum	1 credit
EXSC 499 Culminating Experience	0 credits
Electives*	6-10 credits

Minor in Exercise Science: 25 credits

BIOL 101, 101L Organismal Biology	4 credits
EXSC 241, 241L Human A&P I	4 credits
EXSC 242, 242L Human A&P II	4 credits
EXSC 202 Ess. of Strength Testing & Cond.	2 credits
EXSC 301, 301L Exercise Testing & Prescription	3 credits
EXSC 474, 474L Kinesiology	4 credits
EXSC 476, 476L Physiology of Exercise	4 credits

* A minimum of six elective credits must come from upper division Exercise Science courses. The remaining credits must be approved by an Exercise Science faculty member.

Students must complete the University core requirements in addition to the program requirements of either the B.S. or B.A. major in Exercise Science. Students are also required to complete core courses listed in an addendum to the catalog.

Courses recommended for Exercise Science majors pursuing career paths requiring graduate school.

Because prerequisites for admission to different graduate programs vary, students are advised to obtain the specific prerequisites from programs and schools of interest during their sophomore and junior years.

Lower Division Courses

EXSC 202 Essentials of Strength Testing and Conditioning 2 credits

Students will review the muscular system before examining basic concepts of technique, design and organization of a safe and effective strength training program. Students will develop the knowledge necessary to complete the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist exam. Prerequisite: EXSC 241. *Spring.*

EXSC 212 (EDPE 212) First Responder 3 credits

Preparation in the basic knowledge and skills involved in recognizing and responding to a variety of emergencies and life-threatening situations. Includes training in how to evaluate, stabilize, and treat victims of injury and/or sudden illness. American Red Cross certification. *Fall, Spring.*

EXSC 224 Nutrition 3 credits

An introduction to the study of the roles of carbohydrate, fat, protein, vitamins, minerals, and water in the diet and the body; and the digestion, absorption, metabolism and storage of these substances. Energy balance and weight control, nutrition and physical activity, and nutrition and disease prevention are also addressed. *Spring.*

EXSC 241 (BIOL 241) Human Anatomy and Physiology I 3 credits
An introduction to the fundamentals of anatomical and physiological science, emphasizing the role of basic physical and chemical principles in establishing the complementarity of biological structure and function. Topics include cells, tissues, muscle tissue, the nervous system, and the endocrine system. Prerequisite: BIOL 101. *Fall*.

EXSC 242 (BIOL 242) Human Anatomy and Physiology II 3 credits
A continuation of EXSC 241. Topics include: the cardiovascular system, the respiratory system, metabolism, body temperature regulation, the urinary system, fluids, electrolyte and acid base balance, and the reproductive system. Prerequisite: EXSC 241. *Spring*.

EXSC 242L (BIOL 242L) Human Anatomy and Physiology Laboratory II 1 credit
Laboratory exercises may include the cardiovascular system, the respiratory system, metabolism, body temperature regulation, the urinary system, fluid, electrolyte and acid base balance, and the reproductive system. Taken concurrently with EXSC 242. *Spring*.

Upper Division Courses

EXSC 301 Exercise Testing and Prescription 2 credits
The relationships among physical activity, fitness, and disease provide the basis for developing a knowledge and understanding of the purposes, methods, and guidelines related to fitness assessment and exercise program design. Students will learn the principles of exercise prescription and how to individualize exercise programs for the purposes of reducing disease risk, improving health and/or fitness, and meeting a client's goals. Prerequisite: EXSC 242. *Fall*.

EXSC 301L Exercise Testing and Prescription Laboratory 1 credit
The student will learn how to perform and administer multiple field and laboratory tests to assess different components of health-related fitness. Along with EXSC 301, this course will provide students with the knowledge and skills necessary to pursue the American College of Sports Medicine's Health/Fitness Instructor certification exam. Taken concurrently with EXSC 301. Prerequisite EXSC 242. *Fall*.

EXSC 302 Exercise Prescription for Special Populations 3 credits
This course extends the content of EXSC 301 to non-traditional clients with special needs and/or physically limiting conditions such as children, the elderly, and those with known disease (e.g., cardiovascular disease, diabetes, obesity, arthritis, cancer, etc.). Therapeutic applications of exercise for various physical conditions will be emphasized. Prerequisite: EXSC 301. *Spring*.

EXSC 304 Practice in Laboratory Teaching 1 credit
Students gain experience in the scheduling, directing, and quizzing of Exercise Science laboratory sections. May be repeated with departmental permission. Prerequisite: permission. *Fall and Spring*.

EXSC 305 Experimental Research: Methods and Design 3 credits
This course introduces students to the research process and peer-reviewed literature in exercise science. It also provides them with the knowledge and skills necessary to understand, interpret, and design experimental research studies. Prerequisite: MATH 121. *Fall*.

EXSC 399 Advanced Topics 2 credits
An introduction to current reviews and research literature on specific topics in exercise science. This course prepares students to study, analyze, and discuss results of exercise science research. Prerequisite: EXSC 242. *Fall or Spring*.

EXSC 474 Kinesiology 3 credits
The study of human movement with emphasis on gross anatomy, gait, movement patterns and basic analysis of sport/activity motions. Prerequisite: EXSC 242. *Fall*.

EXSC 474L Kinesiology Lab 1 credit
Laboratory techniques and exercises dealing with the analysis of human motion. Basic concepts in cinematography and two-dimensional motion analysis will be covered. Taken concurrently with EXSC 474. *Fall*.

EXSC 475 Biomechanics 3 credits
The study of human movement with special attention to the forces that act on the human body and the effects that these forces produce. Various activities will be analyzed with the intent of gaining a better understanding of the causes and effects of human movements. Prerequisite: EXSC 242. *Spring*.

EXSC 475L Biomechanics Lab 1 credit
Laboratory techniques and exercises dealing with human movement and the forces that affect the outcome of a given motion. Students will utilize cinematographical and software applications for complete motion analysis. Taken concurrently with EXSC 475. Prerequisite: EXSC 474. *Spring*.

EXSC 476 Physiology of Exercise 3 credits
A course dealing with the nature and function of neuromuscular activity, circulation, metabolism and respiration as they relate to exercise and performance. Prerequisite: EXSC 242. *Spring*.

EXSC 476L Physiology of Exercise Lab 1 credit
Laboratory techniques and exercises dealing with the evaluation of physiological capacities involved in exercise: neuromuscular interactions, metabolism, respiration, and circulation. Taken concurrently with EXSC 476. *Spring*.

EXSC 490 Directed Reading 1-3 credits
Reading materials will be selected by the student after consultation with a faculty member in the department. Course content will vary with instructor. Course may be repeated to total not more than six credits. Prerequisite: permission. *Fall, Spring, and Summer*.

EXSC 492 Research Techniques 1-3 credits
An introduction to some of the experimental techniques used in research in exercise science. Course content will vary with instructor. Course may be repeated to total not more than six credits. Prerequisite: permission. *Fall, Spring, and Summer*.

EXSC 496 Practicum 1 credit
Practical internship experience within an area of allied health sciences or exercise science. *Fall and Spring*.

EXSC 498 Directed Research 1-3 credits
This course provides the motivated student with the opportunity to conduct an independent research project under the direction of an Exercise Science faculty member. Prerequisites: permission and EXSC 305. *Fall, Spring, and Summer*.

EXSC 499 Culminating Experience 0 credits
Required of all EXSC majors in their senior or final year. Prerequisite: senior status. *Spring*.

Nursing

Chairperson: Susan L. Norwood

Professors: S. Norwood, M. McFarland

Associate Professor: G. Ray, G. Reimer

Assistant Professors: D. Abendroth,
M. Gorski, G. Hodge, D. Smith

Instructors: C. Fitzgerald, P. Hahn

The Department of Nursing offers two unique undergraduate degrees: 1) a Bachelor of Science in Nursing (BSN) for individuals seeking initial preparation and licensure as a Registered Nurse (RN) and 2) a BSN degree designed exclusively for individuals who have already earned a diploma or associate degree in nursing and are presently licensed as a RN. The Department of Nursing also offers an integrated BSN/MSN program for registered nurses who wish to achieve a graduate degree through a streamlined progression plan.

Bachelor of Science in Nursing Partnership Nursing Programs

Gonzaga University offers a prelicensure BSN degree, through partnerships with Seattle University and Washington State University. Studies lead to the Bachelor of Science in Nursing (BSN) degree and prepares graduates to obtain licensure to practice as professional registered nurses as well as pursue graduate study. Nursing is an exciting and dynamic profession with many opportunities and choices. It offers many specialties and diverse settings for practice for all nurses and these are continuing to evolve as the delivery of health care changes.

In this program, students complete the general university requirements of Gonzaga University and the courses prerequisite to nursing during their first two years of study, then complete the majority of their nursing coursework through either Seattle University or the Intercollegiate College of Nursing/Washington State University (ICN/WSU) during the second two years of study. The ICN—a consortium of Eastern Washington University, Gonzaga University, Washington State University, and Whitworth College—is the oldest and largest public/private nursing education consortium in the country. During the years at ICN/WSU, students also remain enrolled at Gonzaga University and complete additional courses on campus. At completion of the program, the BSN degree is awarded jointly by Gonzaga University and Washington State University. Students who complete their BSN degree through Seattle University, another Jesuit institution, have their degree jointly awarded by Gonzaga University and Seattle University.

Admission Requirements for the ICN Partnership Program

Students are admitted to Gonzaga University through regular undergraduate admission processes. Transfer students must complete at least 50% of the lower division (100-200 level) core courses at Gonzaga. Students must meet ICN/WSU or Seattle University admission requirements and make formal application to progress to upper division (300-400 level) nursing courses, either fall or spring semester.

Eligibility Considerations:

1. To be considered a Gonzaga University student, must compete at least 50% (34) of the credits other than WSU nursing courses at GU.
2. All courses prerequisite to the upper division nursing major, general University requirements, and junior standing must be completed by the end of the term in which the application is submitted.

3. No more than three prerequisite courses to nursing may remain to be completed during the term when the application is being reviewed.
4. A letter or numerical grade must be submitted for required prerequisite courses; pass or satisfactory grades may not be used.

Admission criteria:

Admission decision by the ICN Committee are based on the following criteria:

1. Cumulative GPA of 2.5 or higher required for consideration (competitive application process)
2. Cumulative GPA of 2.5 or higher in courses that are prerequisite to the nursing major. Minimum acceptable grade in a prerequisite course is 2.0.
3. Junior standing.
4. Favorable evaluation of all information on file by the admissions committee of the nursing major.

Curriculum:

I. Core Requirements	67 credits
A. University Core	31 credits
Thought and Expression	
ENGL 101 English Composition	3 credits
SPCO 101 Speech	2 credits
PHIL 101 Critical Thinking	2 credits
English Literature	
ENGL 102 Literary Genres	3 credits
Philosophy	
PHIL 201 Phil. of Human Nature	3 credits
PHIL 301 Ethics	3 credits
PHIL 455 Health Care Ethics	3 credits
Religion	
RELI 100 level	3 credits
RELI 200 level	3 credits
RELI 300/400 level	3 credits
Mathematics	
* NURS 320 Statistics for Health Prof.	3 credits
B. Professional Core	36 credits
Biological/Life Sciences	
BIOL 101/101L Organismal Biology	4 credits
* BIOL 170/170L Microbiology	4 credits
* BIOL 241/241L Anatomy/Physiology I	4 credits
* BIOL 242/242L Anatomy/physiology II	4 credits
* CHEM 101/101L General Chemistry	4 credits
* CHEM 230/230L Organic Chemistry	4 credits
* EXSC 224 Nutrition	3 credits
Social/Behavioral Sciences	
* PSYC 101 General Psychology	3 credits
* SOCI 101 Introduction to Sociology	3 credits
SOCI/BEHAV Elective	3 credits
* Courses prerequisite to nursing	
II. Nursing Major	67 credits
A. Gonzaga Courses	5 credits
NURS 200 Professional Nursing	2 credits
NURS 495 Senior Capstone	3 credits
B. ICN/WSU Courses	62 credits
N308 Professional Development I	2 credits
N309 Professional Development II	4 credits
N311 Pathophysiology & Pharmacology	4 credits
N314 Intro. to Nursing Practice	
in Health/Illness	4 credits
N315 Nursing Practice in Health/Illness	4 credits
N318 Growth/Develop. Across Life Span	3 credits

N322 Human Experience of Diversity and Health	2 credits
N324 Nurs. Concepts: Acute/Chronic Illness in Adult	4 credits
N325 Nurs. Practice: Acute/Chronic Illness of Adults	5 credits
N328 Intro. to Gerontological Nursing	2 credits
N408 Professional Development III	3 credits
N409 Professional Development IV	2 credits
N414 Child/Family Health Theory	3 credits
N415 Children/Families as Focus of Nursing Care	2 credits
N416 Child-bearing Health of the Family	2 credits
N417 Nursing Care of Child bearing Families	3 credits
N424 Psychiatric/Mental Health Nursing Concepts	3 credits
N425 Nursing Practice: Psychiatric/Mental Health	2 credits
N426 Comm. Health Nursing Theory	2 credits
N427 Comm. Health Nursing Practice	3 credits
N430 Senior Practicum	3 credits

(Course Descriptions for ICN/WSU classes (with a single 'N' prefix) are not in this catalog. They can be found in the ICN/WSU catalog.)

Admission Requirements: Seattle University Partnership Program:

1. To be considered a Gonzaga University student, must complete at least 50% (34) of the credits other than SU nursing courses at GU.
2. All courses prerequisite to the upper division nursing major - except PSYC 322, Psychology of Growth and Development - and general University requirements must be completed by the end of the term in which application is submitted.
3. All major program required courses must be completed with a grade of C or 2.0 or better.
4. Cumulative GPA of 2.75 or higher.
5. Cumulative GPA of 2.75 or higher for courses prerequisite to nursing.

Curriculum:

I. Core Requirements	63 credits
A. University Core	31 credits
Thought and Expression	
ENGL 101 English Composition	3 credits
SPCO 101 Speech	2 credits
PHIL 101 Critical Thinking	2 credits
English Literature	
ENGL 102 Literary Genres	3 credits
Philosophy	
PHIL 201 Philosophy of Human Nature	3 credits
PHIL 301 Ethics	3 credits
PHIL 455 Health Care Ethics	3.3 (5) credits
<i>(fulfilled by SU PHIL 352)</i>	
Religion	
RELI 100 level	3 credits
RELI 200 level	3 credits
RELI 300/400 level	3 credits
Mathematics	
*MATH 103 or 112	3 credits
Interdisciplinary	
<i>(completed at SU) 2</i>	(3) credits
B. Professional Core	32 credits
Biological/Life Sciences	
BIOL 101/101L Organismal Biology	4 credits
<i>(required by Biology Department for other biology courses)</i>	
*BIOL 170/170L Microbiology	4 credits

*BIOL 241/241L Anatomy/Physiology I	4 credits
*BIOL 242/242L Anatomy/Physiology II	4 credits
CHEM 101/101L General Chemistry	4 credits
<i>(required by Biology Department for BIOL 170/170L)</i>	
<i>Social/Behavioral Sciences</i>	
*PSYC 101 General Psychology	3 credits
*PSYC 322 Growth and Development	3.3 (5) credits
<i>(taken at SU first quarter concurrent with NURS 204 and 207)</i>	
SOCI/BEHAV Elective	
<i>(excluding psychology courses)</i>	6 credits
<i>*courses prerequisite to nursing</i>	

II. Nursing Major 63 (94.5 qtr) credits

A. GU Courses	5 (7.5) credits
NURS 200 Professional Nursing	2 (3) credits
* NURS 320 Statistics for Health Professions	3 (7.5) credits
<i>(fulfills NURS 202 and NURS 203)</i>	
B. SU Courses	58 (87) credits
NURS 204 Pathophysiology	3.3 (5) credits
NURS 207 Introduction to Pharmacology	2 (3) credits
NURS 306 Foundations of Professional Nursing	3.3 (5) credits
NURS 308 Health Assessment/Intervention I	3.3 (5) credits
NURS 309 Promoting Wellness in Families	6.7 (10) credits
NURS 311 Promoting Wellness during Altered Health I	6.7 (10) credits
NURS 324 Nursing Research & Epidemiological Methods	3.3 (5) credits
NURS 326 Health Assessment/Intervention II	3.3 (5) credits
NURS 401 Promoting Wellness during Altered Health II	6.7 (10) credits
NURS 402 Leadership and Management in Health Care	3.3 (5) credits
NURS 403 Health Care in Communities	6.7 (10) credits
NURS 416 Contemporary Issues with Vulnerable Populations	1.3 (2) credits
NURS 425 Transition to Professional Nursing Practice	6 (9) credits
NURS 490 Senior Synthesis	2 (3) credits

III. Electives 2 credits

Total Credits 128 (198 qtr) credits

Bachelor of Science in Nursing (for Registered Nurses): 128 credits

This program is designed exclusively for Registered Nurses with a diploma or associate degree in nursing. The central objective of the program is to build upon existing knowledge and expertise to promote a new level of excellence in nursing. The curriculum stresses critical inquiry and analysis in an environment conducive to adult learning. Students apply theoretical concepts and research-based knowledge in a variety of practice settings. The BSN program is accredited by the Commission on Collegiate Nursing Education.

The BSN program is designed to meet the needs of working registered nurses. The program emphasizes individualized advising and can be completed through part-time or full-time study. The program is offered through both on-campus and distance learning formats.

The distance learning (DL) format was launched in

1987 to assist registered nurses living in rural areas and other sites without access to university programs to further their education. The distance learning format is designed to reduce obstacles inherent in traditional educational programs, yet insure quality education. The distance learning format combines videotapes of actual current class sessions and clinical experiences in geographical locations within reasonable commuting distance to students' home communities with participation on campus at scheduled intervals each semester, and web-based learning activities. This format allows nurses to continue to reside in their own communities, be active family members, and maintain concurrent employment. A cornerstone of the on-campus program format is non-traditional scheduling of nursing classes to allow continued employment with minimal disruption.

Distinctive features of the BSN program for registered nurses include an emphasis on the Jesuit-inspired values of knowledge, sensitivity, excellence, integrity, and justice; pursuit of humanistic and ethical alternatives to address contemporary nursing and health care problems; critical reasoning; leadership, communication, and management skills; integration of theory and clinical practice; on-campus and distance learning formats; and course load individualized according to personal circumstances and program capability.

Admission Requirements

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

1. Completed University application;
2. An earned diploma or associate degree in nursing from a state approved or nationally accredited nursing program;
3. Current Registered Nurse license;
4. Minimum grade point average of 2.25 on a 4.0 scale;
5. Current professional vita
6. Typewritten statement describing
 - (a) interest in the program and purpose of achieving a BSN degree,
 - (b) professional goals,
 - (c) strengths,
 - (d) professional experiences
7. Satisfactory letters of reference.

Degree Requirements

The Bachelor of Science in Nursing degree requires a total of 128 semester credits. Many of these credits have already been earned in prior educational experiences and transfer to fulfill several of the degree requirements. Up to 64 semester credits earned in associate degree and diploma programs can be transferred. All credits submitted for transfer approval must have a grade of at least 2.0 on a 4.0 scale. All transfer students must complete at least 30 credits at Gonzaga University immediately preceding graduation from the University. Most registered nurses enter with third year status (60-95 transfer credits).

The BSN curriculum is comprised of four major components. Nursing requirements must be completed within seven years after acceptance into the program. An asterisk (*) denotes requirements that are frequently fulfilled or partially fulfilled with transfer credit. The curriculum is dynamic and changes may occur on a regular basis.

I. Core Requirements

University Core: 50 credits

* English composition/Speech	5 credits
Philosophy	9 credits
Religious Studies	6 credits
one course from 100 level,	
one course from 200 or 300 level	
Statistics: NURS 320	3 credits
* English Literature	3 credits
* Biological/Life Sciences	12 credits
* Social/Behavioral Sciences	12 credits

II. Lower Division Nursing: 28 credits*

III. Upper Division Nursing Requirements: 35 credits

NURS 335 Professional Concepts I	3 credits
NURS 340 Professional Communication	2 credits
NURS 360 Holistic Health Assessment	3 credits
NURS 365 Client-Centered Health Care	3 credits
NURS 380 Research Concepts	3 credits
NURS 400 Systems Concepts in Health Care	3 credits
NURS 405 Client-Based Health Care Del.	2 credits
NURS 411 Systems-Based Health Care Del.	3 credits
NURS 435 Professional Issues	3 credits
NURS 441 Professional Internship	4 credits
NURS ___ Nursing Electives	6 credits

IV. Electives* up to 15 credits

* Nursing or non-nursing courses

Total: 128 credits (including transfer credits)

**R.N. to Master of Science
in Nursing (M.S.N.) Program
(for Registered Nurses)**

The R.N. to M.S.N. Program prepares professional nurses with the knowledge, skills, and values essential for advanced nursing practice and leadership in current and evolving future health care systems. The program is grounded in the theme Leadership in Nursing. Theory and research in nursing and related fields are integrated to provide a broad base for advanced nursing practice. Graduates may function as nurse practitioners or clinical nurse specialists, managers/administrators, educators, consultants, and/or evaluators/researchers in a variety of specialties and settings. Particular emphasis is given to meeting the needs of underserved populations. Students taking graduate level courses should consult the graduate catalogue for additional policies and procedures.

The R.N. to M.S.N. Program is designed to meet the needs of working registered nurses. The program can be completed on a full-time or part-time basis and is offered through both on-campus and distance learning formats. A cornerstone of the on-campus format is non-traditional block and cluster scheduling that allows students to continue employment with minimal disruption. Distance learners receive videos of current campus classes, complete their clinical experiences at sites within commuting distance from their home community, and participate in on-campus classes at regularly scheduled intervals each semester.

Distinctive features of the R.N. to M.S.N. 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.

Admission Requirements

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 with documentation of:
 - an associate degree in nursing from an accredited college or diploma in nursing from a state approved program and
 - GPA of 2.75 or other evidence of potential to pursue graduate level study.
3. Photocopy of current RN license
4. Typewritten statement (maximum 500 words) which describe the applicant's
 - interest in the R.N. to M.S.N. Program and what he/she hopes to gain from achieving the BSN/MSN degrees,
 - professional goals,
 - personal and professional strengths, and
 - professional experiences.
5. Current Professional Vita
6. 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).
7. Satisfactory score on the Miller Analogy Test.

Students are admitted into the program when accepted into the R.N. to M.S.N. program; however, progression into the graduate level courses requires a second review of credentials. Students who have earned a 3.0 GPA in their coursework at Gonzaga and have a satisfactory faculty recommendation and MAT score are guaranteed progression.

Degree Requirements

The R.N. to M.S.N. Degree requires a total of 153 credits. Many of the undergraduate credits have already been earned in prior educational experiences and transfer to fulfill several of the degree requirements. Up to 64 semester credits earned in associate degree or diploma programs can be transferred. All credits submitted for transfer must have a grade of at least 2.0 on a 4.0 scale.

I. General Core Requirements: 50 credits

* English composition/Speech	5 credits
Philosophy	6 credits
Religious Studies	6 credits
one course from 100 level,	
one course from 200 or 300 level	
Statistics: NURS 320	3 credits
* English Literature	3 credits
* Biological/Life Sciences	12 credits
* Social/Behavioral Sciences	12 credits

II. Nursing Major (undergraduate and graduate)**A. Lower Division Nursing: 28 credits**

(Transfer credits: Basic Preparation)

B. Upper Division (BSN) Nursing: 27 credits

NURS 335 Professional Concepts I	3 credits
NURS 340 Professional Communication	2 credits
NURS 360 Holistic Health Assessment	3 credits
NURS 365 Client-Centered Health Care	3 credits
NURS 380 Research Concepts	3 credits
NURS 400 Systems Con. in Health Care	3 credits
NURS 405 Client-Based Health Care Del.	2 credits
NURS 411 Systems-Based Health Care Del.	3 credits
NURS ___ Electives	5 credits
(Undergraduate nursing/non-nursing)	

C. Other Electives up to 5 credits

D. Graduate (MSN) Nursing: 43-50 credits**Graduate Nursing Leadership Common Core: 19 semester credits**

NURS 511 Cont. Health Care Delivery System	2 credits
NURS 512 Role Concepts for Advanced Nursing Practice	3 credits
NURS 513 Theoretical Foundations of Advanced Nursing Practice	3 credits
NURS 514 Population-Based Health Care	2 credits
NURS 515 Research Strategies in Nursing	3 credits
PHIL 555 Leadership and Health Care Ethics	3 credits
NURS 675-681	3 credits

* Degree requirements frequently satisfied by prior study.

Total 150-154 credits**MSN Program Practice Core Options
Family Nurse Practitioner**

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. Graduates are eligible to take national certification examinations.

Electives	2 credits
Advanced Practice Core	
NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment*	4 credits
*(may be waived if student demonstrates competency)	
NURS 601P Primary Care Practice I	2 credits
NURS 602P Primary Care Practice II	2 credits
NURS 603P Primary Care Practice III	2-3 credits
NURS 604P Primary Care Practice IV	2-4 credits
NURS 614P Advanced Nursing Practice*	2 credits
*(completed if 603P & 604P taken for	2 credits)
NURS 621P Primary Care Concepts I	2 credits
NURS 622P Primary Care Concepts II	2 credits
NURS 623P Primary Care Concepts III	2 credits
NURS 624P Primary Care Concepts IV	2 credits
Total = 49 credits (600 clinical hours)	

Nurse Educator

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 presentation to learners' needs. Practicum experiences take place in a variety of educational settings.

Electives	5 credits
Advanced Practice Core	
NURS 621E Curriculum Development and Course Planning	2 credits
NURS 622E Teaching and Learning Strategies	2 credits
NURS 623E Evaluation Strategies for Educators	2 credits
NURS 624E Current Issues in Nursing Education	2 credits
NURS 601E Nurse Educator Practicum I	2 credits
NURS 602E Nurse Educator Practicum II	2 credits
NURS 603E Nurse Educator Practicum III	3 credits
NURS 604E Nurse Educator Practicum IV	4 credits
Total = 43 credits (450 clinical hours)	

Nursing Administration

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.

Electives	2 credits
Nursing Administration Core	
NURS 571 Leadership & Hlth. Care Finance	2 credits
NURS 578 Ethics and Law in Administration	2 credits
NURS 579 Information Systems in Admin.	2 credits
Advanced Practice Core	
NURS 621A Org. Structure & Processes	3 credits
NURS 622A Admin. Dim. of Clinical Care	2 credits
NURS 623A Human Capital Management	3 credits
NURS 624A Financial Management	2 credits
NURS 601A Nursing Admin. Practicum I	2 credits
NURS 602A Nursing Admin. Practicum II	2 credits
NURS 603A Nursing Admin. Practicum III	3 credits
NURS 604A Nursing Admin. Practicum IV	3 credits
Total = 47 credits (600 clinical hours)	

Psychiatric-Mental Health

This option prepares students to work as psychiatric-mental health nurse practitioners or clinical nurse specialist. Students gain competency in both psychotherapeutic and psychobiologic interventions. Graduates are able to provide primary mental health care to individuals with acute as well as chronic mental health problems. Graduates are eligible to take national certification examinations.

Electives	2 credits
Advanced Practice Core	
NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment*	4 credits
*(may be waived if student demonstrates competency)	
NURS 621PS Dynamic Care Formulation	3 credits
NURS 622PS Psychotherapy Interventions	2 credits
NURS 623PS Psychobiological Interventions	2 credits
NURS 624PS Psych-Mental Health	
Nursing In Healthcare Systems	2 credits
NURS 601PS Psych-Mental Health Pract. I	1 credit
NURS 602PS Psych-Mental Health Pract. II	3 credits
NURS 603PS Psych-Mental Health Pract. III	3 credits
NURS 604PS Psych-Mental Health Pract. IV	3 credits
Total = 50 credits (600 clinical hours)	

Physiological Nursing

This practice core option prepares nurses to work as clinical nurse specialists in a medical-surgical specialty area (e.g., oncology, neurology, cardiac care, trauma, perinatal care). Clinical nurse specialists integrate direct care, education, consultation, and research competencies into their practice. They are playing an increasingly important role in managed health care and work in inpatient as well as out-patient settings.

Electives	2 credits
Advanced Practice Core	
NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment *	4 credits
NURS 621PC Clinical Competency	2 credits

NURS 622PC Nurse-Managed Care	2 credits
NURS 623PC Practice Models for CNS	2 credits
NURS 624PC Issues and Trends for CNS	2 credits
NURS 601PC Physiological Nsg Practicum I	2 credits
NURS 602PC Physiological Nsg Practicum II	2 credits
NURS 603PC Physiological Nsg Practicum III	3 credits
NURS 604 PC Physiological Nsg Practicum IV	3 credits

Total = 49 credits (600 clinical hours)

* May be waived if student demonstrates competency.

Individualized Option

In this option, students work with a faculty advisor to design their own program of study and develop expertise in both a clinical specialty area and a functional role. Didactic and clinical practicum experiences are directed by individualized learning contracts. This option is intended for students whose advanced nursing goals would not be met by one of the other practice core options.

Electives	5 credits
Advanced Practice Core	
NURS 601I Advanced Nursing Practicum I	4 credits
NURS 602I Advanced Nursing Practicum II	4 credits
NURS 603I Advanced Nursing Practicum III	5 credits
NURS 604I Advanced Nursing Practicum IV	6 credits
Total = 43 credits (450 clinical hours)	

Lower Division Courses

NURS 100 Nursing Perspectives 1 credit
Designed for students who are considering nursing as a career. Exploration of career opportunities in nursing, education options and planning considerations, and facets of professional nursing. Provides a forum for support and sharing for prenursing students at Gonzaga University. *Fall.*

NURS 200 Professional Nursing 2 credits
For non-RN students who are pursuing a BSN degree through the consortium program. Introduction to nursing history, nursing theory, and issues currently confronting the nursing professions. Discussion of different roles and opportunities in professional nursing. *Spring.*

Upper Division Required Nursing Courses

NURS 320 Statistics for the Health Profession 3 credits
Emphasizes applications for interpretation of descriptive and inferential statistics. Considers frequency distributions, measures of central tendency and variability, t-tests, ANOVA, correlation, Chi-square, and regression. Fulfills University mathematics requirement for BSN students. Prerequisite: Admission to nursing program. Web-based course. *Summer, Fall.*

NURS 335 Professional Concepts I 3 credits
Considers the domain of nursing practice and its evolution. Stresses systems theory and the content of health care delivery, as well as ramifications and implications for nursing practice, providers of nursing care, and the profession of nursing. Prerequisite: admission to nursing program. *Fall, Spring.*

NURS 340 Professional Communication 2 credits
Writing and speaking skills for a variety of professional audiences and situations. Considers information science and technology as vehicle for communication. Stresses interpersonal dynamics in client/nurse, intraprofessional, and interprofessional relationships. Emphasizes negotiation, collaboration, and conflict resolution. Prerequisite or concurrent: NURS 335. *Fall.*

NURS 360 Holistic Health Assessment 3 credits
Integrated approach to assessment of health status of individuals and families taking into consideration lifespan similarities and differences. Emphasizes diagnostic reasoning and clinical decision-making. Stresses implications for care delivery. Prerequisite or concurrent: NURS 335, 340. *Spring.*

NURS 365 Client-Centered Concepts in Health Care

3 credits

Focuses on planning and managing care for individuals. Stresses physiological, pathophysiological, psychobiological, and pharmacologic concepts. Emphasizes cellular and biochemical processes. Prerequisite or concurrent: NURS 335. *Spring.*

NURS 380 Research Concepts

3 credits

Introduction to quantitative and qualitative research principles and methodologies, including evaluation research. Emphasizes critical analysis of nursing and health care research. Stresses research design, sampling, data collection strategies, and ethical considerations in research. Emphasizes informed consumerism and utilization of nursing and health care research. Stresses quantitative and qualitative data analysis, interpretation, and presentation. Emphasizes evaluation and research. Prerequisite or concurrent: NURS 320, 335.

NURS 400 Systems Concepts in Health Care

3 credits

Focuses on planning and managing care for families, groups, communities, and aggregates. Stresses epidemiological concepts, population-based care, evidence-based practice, policy development, program planning and evaluation, and integration of financial considerations with client management. Prerequisite: NURS 335, 340. Prerequisite or concurrent: 380B. *Fall.*

NURS 405 Client-Based Health Care Delivery

2 credits

Clinical practice emphasizing planning, delivering, managing, and evaluating cost effective quality care of individuals in a variety of settings. Emphasizes intra- and interdisciplinary collaboration and supervision. Prerequisite: NURS 335, 340, 360. Prerequisite or concurrent: NURS 365, 380B. *Fall, Spring, Summer - On sufficient demand.*

NURS 411 Systems-Based Health Care Delivery

3 credits

Clinical practice emphasizing planning, delivering, managing, and evaluating cost effective quality care for families, groups, communities, and aggregates in a variety of settings. Emphasizes interdisciplinary collaboration and evidence-based practice. Prerequisite: NURS 335, 340. Prerequisite or concurrent: NURS 380B, 400. *Fall, Spring, Summer - On sufficient demand.*

NURS 435 Professional Concepts II

3 credits

Examines selected leadership concepts and models that are applicable to nursing practice. Stresses theoretical foundations for role development and professional practice management. For BSN students only. Prerequisite: NURS 405, 411. *Fall, Spring, Summer - On sufficient demand.*

NURS 441 Prof. Primary Area of Choices

4 credits

Provides opportunity to synthesize and apply nursing knowledge and skills in clinical settings of choice. Emphasizes extension and refinement of selected concepts and roles. For BSN students only. Prerequisite: NURS 405, 411. Prerequisite or concurrent: NURS 435. *Fall, Spring, Summer - On sufficient demand.*

NURS 495 Senior Capstone

3 credits

For students pursuing a BSN degree through the consortium program. Synthesis of GU core and nursing content. *Fall, Spring. - On sufficient demand.*

NURS 511 The Contemporary Health Care Delivery System

2 credits

Overview of the contemporary health care delivery system and current issues related to advanced 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. Prerequisite: Admission to MSN program. *Alternating semesters.*

NURS 512 The Role Concepts for Advanced Nursing Practice

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 through power and politics. Application of concepts to personal advanced nursing roles. Prerequisite: Admission to MSN program. *Alternating semesters.*

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. Examination of selected theories that undergrad advanced 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. Prerequisite: Admission to MSN program. *Alternating semesters.*

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 concepts to personal advanced nursing role. Prerequisite: Admission to MSN program. *Alternating semesters.*

NURS 515 Research Strategies for Nurses

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. Prerequisite: Foundational research course, statistics. *Spring, Summer.*

NURS 523 Advanced Physiology and Pathophysiology

3 credits

In-depth analysis of selected pathophysiological problems with emphasis on current research. Stresses application of knowledge to nursing problems. Prerequisite: Admission to MSN program. *Summer and Fall.*

NURS 524 Advanced Pharmacology

3 credits

Examination of pharmacokinetic 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: NURS 523 or concurrent. *Fall and Spring.*

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 laws and issues in health care and academia. Emphasis given to incorporating spirit and soul in organizations and leadership. Prerequisite: 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 600 Health Assessment for Advanced Nursing Practice 4 credits
Emphasizes integrated history/physical examination as basis for patient/client management. Stresses physiology/pathophysiology, other diagnostic tests, implications of laboratory and other findings, and diagnostic reasoning. Includes laboratory application and summary competency examination. Includes 60 hours of supervised clinical practice; students in the Physiological, Forensic, and Psychiatric-Mental Health Nursing Options will complete half of these hours with patients from their clinical specialty area and half with primary care patients. Prerequisite: NURS 523. *Summer and Fall.*

NURS 621P Primary 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 nonpharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family health, and practice management. Prerequisite: NURS 523, NURS 524, NURS 600. *Fall, Spring.*

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 common problems encountered in primary health care. Stresses assessment, diagnostic reasoning, and pharmacologic and nonpharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family concepts, and practice management. Prerequisite: NURS 621P. *Spring, Summer.*

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 complex health problems encountered in primary care. Stresses assessment, diagnostic reasoning, pharmacologic and nonpharmacologic management of these disorders throughout the lifespan. Incorporates on health promotion, family health, and practice management. Prerequisite: NURS 622P. *Fall.*

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 nonpharmacologic management of these problems throughout the lifespan. Incorporates on health promotion, family health, and practice management. Prerequisite: NURS 623P. *Spring.*

NURS 675-681: 3 credits from the following

NURS 675 Research Proposal Seminar 1 credit
Development of study proposal. Credit is granted at completion of successful defense of proposal. Prerequisite: NURS 515. *Fall, Spring, Summer.*

NURS 676 Thesis 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: NURS 675. *Fall, Spring, Summer.*

NURS 677 Thesis 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: NURS 675. *Fall, Spring, Summer.*

NURS 678 Research Project 1 credit
Individual guidance in conduct of study and preparation of publishable manuscript report. Credit is granted at completion and acceptance of final report/finished manuscript. Prerequisite: NURS 675. *Fall, Spring, Summer.*

NURS 679 Research Project 1 credit
Individual guidance in conduct of study and preparation of publishable manuscript report. Credit is granted at completion and acceptance of final report/finished manuscript. Prerequisite: NURS 675. *Fall, Spring, Summer.*

NURS 680 Research Presentation Proposal 1 credit
Development of practice issue research presentation proposal. Credit is granted at completion of presentation. Prerequisite: NURS 515, 601(any option). *Fall, Spring, Summer.*

NURS 681 Research Presentation 2 credits
Presentation of synthesis of research related to practice issue and implications/strategies for practice. Credit is granted following podium presentation in public forum. Prerequisite: NURS 680. *Fall, Spring, Summer.*

Family Nurse Practitioner

NURS 601P Primary Care Practice I 2 credits
Supervised experience with common and acute health problems encountered in primary care settings. Experience laboratory and advanced physical assessment techniques as well as pharmacological and nonpharmacological intervention strategies. Application of concepts in primary care clinical practice (120 contact hours). Prerequisite: NURS 523-524, NURS 621P concurrent, PHIL 555, and Competency in health assessment*. *Fall, Spring.*

* Competency may be established in 1 of 2 ways: successful completion of NURS 600 or by competency examination.

NURS 602P Primary Care Practice II 2 credits
Supervised practicum experiences emphasize health promotion and health protection incorporating a developmental perspective. Management of well child, well adult, well older person, and pregnant and post partal woman in the context of family. Application of concepts in primary care clinical practice (120 contact hours). Prerequisite: NURS 601P, NURS 622P concurrent. *Spring, Summer.*

NURS 603P Primary Care Practice III 2-4 credits
Supervised practicum experiences focusing on conditions affecting human structure, mobility, and perception. Application of concepts in primary care clinical practice (120 - 180 contact hours). Prerequisite: all 500 level courses, NURS 602P, NURS 623P concurrent. *Fall.*

NURS 604P Primary Care Practice IV 2-4 credits
Supervised practicum experience focusing on 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: NURS 603P, NURS 624 concurrent. *Spring.*

NURS 614P Advanced Nursing Practice 2 credits
Application of primary care concepts in clinical practice in primary care (120 contact hours). Prerequisite: NURS 603P. *Fall, Spring, Summer.* (Taken if NURS 603P and NURS 604P taken for 2 credits each).

NURS 621P Primary 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 nonpharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family health, and practice management. Prerequisite: NURS 523, NURS 524, NURS 600. *Fall, Spring.*

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 common problems encountered in primary health care. Stresses assessment, diagnostic reasoning, and pharmacologic and nonpharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family concepts, and practice management. Prerequisite: NURS 621P. *Spring, Summer.*

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 complex health problems encountered in primary care. Stresses assessment, diagnostic reasoning, pharmacologic and nonpharmacologic management of these disorders throughout the lifespan. Incorporates on health promotion, family health, and practice management. Prerequisite: NURS 622P. *Fall*.

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 nonpharmacologic management of these problems throughout the lifespan. Incorporates on health promotion, family health, and practice management. Prerequisite: NURS 623P. *Spring*.

Nurse Educator

NURS 601E Nursing Education Practicum I 2 credits
Beginning application of clinical specialty and educational concepts in setting of choice. 45 contact hours of practicum experience included in course. Prerequisite: NURS 511-515, PHIL 555. Concurrent: NURS

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 contact hours) Prerequisite: NURS 601E, PHIL 555. Concurrent: NURS 621E, 622E, 623E, or 624E. *Fall, Spring, Summer*.

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 contact hours) Prerequisite: all 500 level courses, NURS 602E. Concurrent: NURS 621E, 622E, 623E, or 624E. *Fall, Spring, Summer*.

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) Prerequisite: NURS 603E. Concurrent: NURS 621E, 622E, 623E, or 624E. *Fall, Spring, Summer*.

NURS 621E Curriculum Development 2 credits
Emphasizes 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 context for their course assignments. Prerequisite: NURS 511-515. *Fall, Spring, Summer*.

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, patient, professional colleagues. Includes content on technological options available to nurse educators. Students will use their clinical specialty area as context for course assignments. Prerequisite: NURS 511-515. *Fall, Spring, Summer*.

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 course assignments. Prerequisite: NURS 511-515. *Fall, Spring, Summer*.

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 student situations, learning disabilities and students, with special needs, cultural considerations in nursing education, and educational technology. Students will particularly focus on issues related to their clinical specialty area. Prerequisite: NURS 511-515. *Fall, Spring, Summer*.

Nursing Administration

NURS 621A Organization 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 system analysis using multiple frames of reference. Exploration of hierarchy, chaos theory, role complexity, transdisciplinary roles and relationships, futures 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: NURS 511-515. Concurrent: NURS 601A, 602A, 603A, or 604A.

NURS 622A Administrative Dimensions of Effective Clinical 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. Prerequisite: NURS 571-575. Concurrent: NURS 601A, 602A, 603A, or 604A. Note: Students interested in educational administration may substitute NURS 621E or NURS 624E.

NURS 623A Human Capital Management 3 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 departments/disciplines, and transdisciplinary issues in various types of organizations. Analysis of dynamics of collective bargaining and contract management. Prerequisite: NURS 571-575. Concurrent: NURS 601A, 602A, 603A, or 604A.

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-benefit, cost-effectiveness, break even, and variance analysis and interpretation as basis for decisions. Analysis of internal and external forces affecting organizational finance and cost management mechanisms. Prerequisite: NURS 511-515, or 571. Concurrent: NURS 601A, 602A, 603A, or 604A.

NURS 601A Nursing Administration Practicum I 2 credits
Clinical application of nursing administration concepts and setting of interest to meet advanced practice goals. (120 contact hours). Concurrent: NURS 621A, 622A, 623A, or 624A.

NURS 602A Nursing Administration Practicum II 2 credits
Clinical application of concepts of nursing administration with integration, refinement, and extension of advanced specialty development in chosen area of practice. (120 contact hours). Prerequisite or Concurrent: NURS 621A, 622A, 623A, or 624A.

NURS 603A Nursing Administration Practicum III 3 credits
Clinical application of nursing administration concepts with continued integration, refinement, and extension of advanced specialty development in chosen area of practice. (180 contact hours). Prerequisite: all 500 level courses. Concurrent: NURS 621A, 622A, 623A, or 624A.

NURS 604A Nursing Administration Practicum IV 4 credits
Clinical application of nursing administration concepts 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 or Concurrent: NURS 621A, 622A, 623A, or 624A.

Psychiatric-Mental Health

NURS 621PS Dynamic Care Formulation 3 credits
Examination of scope of practice/advanced practice role in P-MH Nursing. Analysis of selected theories of psychosocial development and adaptation across lifespan for individuals, families, small groups, selected aggregates, and as basis for psychiatric disabilities. Analysis of biological processes influencing psychosocial behavior in response to internal and external stimuli. Examination of concepts, principles, and clinical approaches to assessment and diagnostic decision-making using ICD, DSM, and nursing systems. Prerequisite: NURS 511-515; PHIL 555; NURS 523, 524, 600. Concurrent: NURS 601PS.

NURS 622PS Psychotherapy Interventions 2 credits
Analysis of research on 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. Prerequisite: NURS 621PS, 601PS. Concurrent: NURS 602PS.

NURS 623PS 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: 621PS, 601PS. Concurrent: NURS 603PS.

NURS 624PS Psychiatric-Mental Health Nursing in Dynamic Health Care System 2 credits
Analysis of current driving and restraining forces for advanced practice in psychiatric-mental health nursing including similarities and differences across geographic 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: 622PS, 623PS, 602PS, 603PS. Concurrent: NURS 604PS.

NURS 601PS Psychiatric-Mental Health Practicum I 1 credit
Clinical application of concepts emphasizing development of assessment and diagnostic skills. (60 contact hours) Concurrent: NURS 621PS.

NURS 602PS Psychiatric-Mental Health Practicum II 2-3 credits
Clinical application of concepts emphasizing development of skills in individual, group, and family psychotherapies. (180 contact hours) Concurrent: NURS 622PS.

NURS 603PS Psychiatric-Mental Health Practicum III 2-3 credits
Clinical application of concepts emphasizing psychopharmacologic management and development of skills in psychobiological interventions. (180 contact hours) Concurrent: NURS 623PS.

NURS 604PS Psychiatric-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. (180 contact hours). Concurrent: NURS 624PS.

NURS 614PS Psychiatric Mental Health Practicum 2-3 credits
Taken if 602PS, 603PS, and/or 604PS taken for 2 credits.

Physiological Nursing

NURS 621PC Clinical Knowledge Competency 2 credits
Advanced assessment, pathophysiology, and pharmacology concepts within area of specialty. Content from direct practice core courses will be used to advance the learner's knowledge within their clinical specialty area. Prerequisites: NURS 523, 524, 600. Concurrent: NURS 601PC.

NURS 622PC Nurse-Managed Care 2 credits
Medical and nursing management of patients with complex health problems. Emphasis on nursing management of pain, gastrointestinal dysfunction, skin integrity disruption, sleep dysfunction, etc. Prerequisite: NURS 621PC, 601PC. Concurrent: NURS 602PC, NURS 603PC, or NURS 604PC.

NURS 623PC Practice Models for Clinical Nurse Specialists 2 credits
This course examines the CNS role across a wide variety of clinical practice settings and practice models. Exploration of innovative practice models for CNSs, including staff education departments, private practice, collaborative practice, nurse-managed clinics, consultation, community-based clinics, outpatient clinics, acute care facilities, and long-term care facilities. Prerequisites: all 500 level courses and NURS 621PC, 601PC. Concurrent: NURS 602PC, NURS 603PC, or NURS 604PC.

NURS 624PC Issues and Trends for Clinical Nurse Specialists 2 credits
Consideration of the current driving and restraining forces in CNSs practice and the differences that exist across geographical regions. Examination of issues in health care as they relate specifically to the CNS role: education, collaboration, health policy, peer support and review, organizational policy, and combined practice roles. Focus on the interface of CNSs with nursing and health care administration, including the justification and structure of the CNS role within and organization and strategies to enhance CNS role contributions in a clinical setting. Prerequisites: NURS 621PC, 601PC. Concurrent: NURS 602PC, NURS 603PC, or NURS 604PC.

NURS 601PC Physiological Nursing Practicum I 2 credits
Provides experiential basis for practice of advanced nursing in clinical specialty of choice. Emphasis on advanced health assessment skills and advanced physiological and pharmacological concepts. 120 clinical practicum hours. Prerequisite: NURS 523, 524, 600. Concurrent: NURS 621PC.

NURS 602PC Physiological Nursing Practicum II 2 credits
Continuation of NURS 601 PC with incorporation of CNS role development. Application of content in clinical practice (120 hours). Prerequisite: NURS 621PC, NURS 601PC. Concurrent: NURS 622PC, NURS 623PC, or NURS 624PC.

NURS 603PC Physiological Nursing Practicum III 3 credits
Continuation of NURS 602PC with refinement and extension of CNS role development; 180 clinical practicum hours. Prerequisite: all 500 level courses and NURS 602PC. Concurrent: NURS 622PC, NURS 623PC, or NURS 624PC.

NURS 604PC Physiological Nursing Practicum IV 3 credits
Synthesis and application of clinical specialty and CNS role knowledge and skills in select area of practice. 180 clinical practicum hours. Prerequisite: NURS 603PC. Concurrent: NURS 622PC, NURS 623PC, or NURS 624PC.

Individualized Option

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 contact hours). Prerequisite: NURS 511-515, PHIL 555. *Fall, Spring, Summer.*

NURS 602I Advanced Nursing Practice I 4 credits
Continuation of NURS 601I with incorporation of functional role development. Application of concepts in clinical practice (90 contact hours). Prerequisite: NURS 601I. *Fall, Spring, Summer.*

NURS 603I Advanced Nursing Practice III 5 credits
Continuation of NURS 602I with refinement and extension of functional role development. Application of concepts in clinical practice (135 contact hours). Prerequisite: NURS 602I. *Fall, Spring, Summer.*

NURS 604I Advanced Nursing Practice IV 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 contact hours). Prerequisite: NURS 603I. *Fall, Spring, Summer.*

Nursing Electives

NURS 305 Graceful Aging 2-3 credits
Explores physiological, psychological, socio-economic, spiritual, and cultural aspects of aging. Emphasizes the identification of own values, attitudes, and feelings regarding aging to prepare self and others to age gracefully. Prerequisite: Permission.

NURS 310 Health Promotion 2-3 credits
Analyzes the concept of health and its promotion in various age groups. Emphasizes the relationship of lifestyles with health, health seeking behaviors, stress appraisal and coping responses, and self-management. Prerequisite: Permission.

NURS 351 Cultural Dimensions of Health 2-3 credits
Examines means to create a more humanistic and just world through appreciating relationships among cultures, religion, health, and illness. Stresses increasing personal awareness of ethnocentric values and their effects on own nursing practice and relationships. Considers implications of multi cultural diversity for applying the nursing process. Prerequisite: Permission.

NURS 525 Nutrition in Health and Disease 2-3 credits
Examines basis for rational decision-making and recommendations about the role of nutrition in health and disease. Reviews biochemical properties and physiological function of nutrients. Analyzes specific claims for nutrients and food supplements. Explores basis for nutritional prescriptions as part of a therapeutic modality.

NURS 530/430 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 533 Cellular Pathophysiology and Pharmacology 3 credits
Examination of advanced physiological, pathophysiological, and pharmacological concepts, emphasizing cellular and biochemical processes. Stresses utilization of advanced concepts to understand pathophysiology of disease and rationale for pharmacological treatment and as basis for critical thinking and decision making. (Required in PO options). *Fall, Spring.*

NURS 537 Exercise in Health and Disease 2-3 credits
Analyzes impact of physical activity and inactivity on health and disease. Examines physiologic changes occurring in response to cardiovascular conditioning, utilization of metabolic measures in assessment of exercise response, physiological limitations to exercise, 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 trans-cultural practices common in Chinese medicine as well as new modalities and a blending of the two. Include 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 543 Crisis Intervention 2-3 credit
Explores crisis theory and applies intervention strategies to a variety of clinical settings. Examines universal human reactions and how the disequilibrium accompanying crises may lead to productive, individual, and aggregate outcomes.

NURS 545 Violence in the Work Place 2-3 credits
Explores the issue of violence from theoretical and historical perspectives. Examines factors that contribute to interpersonal violence and identifies populations and settings of potentially high risk. Emphasizes recognition of the violence continuum, prevention, intervention, and resolution.

NURS 547 Violence as a Health Issue 2-3 credits
Examines from an historical and clinical perspective the ethical and legal responsibilities of health care providers and agencies. Identifies populations at risk for becoming perpetrators and victims of interpersonal violence. Emphasized assessment, diagnosis, interventions, and prevention of violence.

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 550 Politics/Political Action 2-3 credits
Examines need and strategies for influencing systems and policies, both formally and informally. Emphasizes forums for involvement, lobbying and testifying, using the media, building and orchestrating coalitions, monitoring and influencing legislation, handling opposition.

NURS 552 Health Care Policy/Health Care Reform 2-3 credits
Analyzes impact of current health care policy and projected health care reform efforts on health care delivery. Both consumer and provider perspectives examined. Frameworks for analyzing health care policy stressed.

NURS 560 Women's Health 2-3 credits
Explores contemporary women's health issues - reproductive and nonreproductive 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 examined.

- NURS 562 Men's Health** 2-3 credits
Analyzes health promotion and prevention of illness and disease common to men, including implications of social context. Explores growing "men's movement" with implications for health and specific strategies for health care providers to maximize the health of adult males.
- NURS 563 Aging and Change in US Society** 2-3 credits
Focuses on the physiological and psychological changes associated with aging with particular attention to problems arising in the context of US society. Includes discussion on role changes, health illness, caregiving, and changes in life meanings related to the process of aging.
- NURS 565/465 Foray into Forensics** 2-3 credits
Examines interfaces of health care and legal systems in providing care to victims and perpetrators of crime. Explores emerging roles in forensic nursing practice and issues unique to such practice.
- NURS 567 Rural Nursing** 2-3 credits
Analyzes rural health care issues and specific needs associated with rural practice and rural populations. Emphasizes special considerations and needed adaptations when practicing in an advanced nursing role in a rural setting.
- NURS 570 Leadership and Finance in Health Care Institutions** 2-3 credits
Designed to provide a working knowledge of theory and analytical techniques of financial decision making in a hospital setting. Emphasizes methods of hospital reimbursement, cost behavior and analysis, price setting and rate analysis, expense and capital budgeting, capital financing, strategic financial planning. Explores implications of health care reform.
- NURS 571 Leadership and Finance** 2-3 credits
Designed to provide a working knowledge of theory and analytical techniques of financial decision making for organizations. Emphasizes cost behavior and analysis, price setting, expense and capital budgeting, and strategic financial planning.
- NURS 572 Leadership and Finance in Small Health Care Businesses** 2-3 credits
Designed to provide a working knowledge of theory and analytical techniques of financial decision making in solo or collaborative arrangements. Emphasizes business design and startup or termination, business arrangements, risk analysis, business plan, strategic financial planning and management, legal and insurance considerations, marketing. Explores implications of health care reform.
- 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 Leadership in Non-Profit Organizations** 2-3 credits
Examines leadership theories and behaviors applicable for leaders/managers and governing board members of non-profit organizations.
- NURS 580/480 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 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 590/490 Clinical Internship: Primary Area of Choice** 3 credits
Assists nurses in period of transition from nursing student to registered nurse or from one practice setting to another. Adaptation to role transition fostered through preceptorship with expert clinical RN and through interaction with faculty. Opportunities to both practice and master current knowledge/skills and acquire new ones. Prerequisite: Permission. *Fall, Spring, Summer.*
- NURS 605P Advanced Nursing Practice V** 4-5 credits
An opportunity for FNP students to pursue additional theory and practice (120 minimum contact hours) in a selected nurse practitioner specialty area. Prerequisite NURS 604P or concurrent. Spring, Summer. *On sufficient demand.*
- NURS 615A Nursing Administration Practicum** 1-4 credits
Application of administration concepts in the setting of one's choice; 1 credit = 60 practicum hours. Students enrolled in the Nursing Administration Area of Concentration must complete 4 credits. May be taken as elective credit by other MSN students. Prerequisite or concurrent: NURS 621A, NURS 622A, NURS 623A, or NURS 624A.
- NURS 615E Nursing Education Practicum** 1-4 credits
Application of nursing education theoretical concepts and clinical specialty knowledge in the educational setting of one's choice; 1 credit = 45 practicum hours. Students enrolled in the Nursing Education Area of Concentration must complete 4 credits. May be taken as elective credits by other MSN students. Prerequisite or concurrent: NURS 621E, 622E, 623E, or 624E.
- NURS 615P Advanced Nursing Practice** 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. Prerequisite: Permission. *Fall, Spring, Summer.*
- NURS 615PC Physiological Nursing Practicum** 1-4 credits
Application of clinical specialty and CNS role concepts in clinical setting of one's choice; 1 credit = 60 practicum hours. Students enrolled in the Physiological Area of Concentration must complete 4 credits. May be taken by other MSN students for elective credit. Prerequisite: NURS 523, 524, 600. Prerequisite or concurrent: NURS 621PC, 622PC, 623PC, or 624PC.
- NURS 615PS Psychiatric-Mental Health Nursing Practicum** 1-4 credits
Application of clinical specialty and advanced role concepts in clinical setting of one's choice; 1 credit = 60 practicum hours. Students enrolled in the Psychiatric-Mental Health Area of Concentration must complete 4 credits. May be taken by other MSN students for elective credit. Prerequisite: NURS 523, 524, 600. Prerequisite or concurrent: NURS 621PS, 622PS, 623PS, or 624PS.
- NURS 690/499 Special Topics** 1-3 credits
Seminars designed to address special topics in nursing based on student and faculty interests. *Fall, Spring, Summer. On sufficient when demand.*
- NURS 692/492 Independent Study** 1-3 credits
An opportunity to pursue a nursing project or topic under the guidance of a faculty member. Prerequisite: Permission. *Fall, Spring, Summer.*
- NURS 696/496 Independent Practicum** 1-3 credits
An opportunity to increase depth in clinical specialty. Prerequisite: Permission. *Fall, Spring, Summer.*

Organizational Leadership

Chairperson: Joseph F. Albert

Professor: M. McFarland

Associate Professors: L. Brown, M. Carey

Assistant Professors: J. Albert, P. Ballinger

The Department of Organizational Leadership offers a unique BGS concentration through the BGS Accelerated program. The Organizational Leadership concentration lays the foundation for the development of leadership abilities applicable to diverse organizational settings. Learning opportunities encourage self-appraisal, exploration, and development of leadership potential. The 400 level leadership courses may be offered in the traditional semester format for undergraduate students.

Course Offerings

ORGL 400 Introduction to Leadership 3 credits
Designed to assist the practitioner to understand a variety of theories and approaches to leadership, the course emphasizes empowerment, collaboration, participative management, and team decision making.

ORGL 401 Practice of Leadership 3 credits
This course provides an overview of leadership skills necessary in a variety of situations, including successful organization diagnosis, organizational architecture, use of power, process of change, and approaches to motivation.

ORGL 402 Leadership and Ethics 3 credits
This course is an inquiry into the philosophical foundations of interpersonal relations and values in a variety of leadership situations, emphasizing the application of ethical systems to the responsibilities of people toward society and individuals.

ORGL 403 Leadership and Conflict 3 credits
This course examines the causes, types, benefits, and management of conflict in a variety of leadership situations, and focuses on the difference between constructive and destructive conflict.

ORGL 404 Planning and Decision Making 3 credits
This course is an examination of dynamics of planning and decision making within a variety of leadership situations.

ORGL 405 Supervision and Evaluation 3 credits
This course is an examination of the dynamics of supervision and evaluation within a variety of leadership situations.

ORGL 406 Leadership and Diversity 3 credits
Examining diversity within the framework of race, culture, gender, orientation and disability awareness, this course focuses on the promotion of diversity with a variety of leadership situations.

ORGL 407 Leadership and Change 3 credits
This course is an examination of the dynamics of individual, group, and organizational change.

ORGL 408 Leader as Servant 3 credits
This course is an inquiry into the nature and dynamics of servant leadership, and includes a focus on the concepts of empowerment, collaboration and dialogue.

ORGL 409 Supervisory Ethics and Law 3 credits
This course is an examination of the ethical and legal issues facing leaders in a variety of situations.

ORGL 410 Leadership and the Liberal Arts 3 credits
This course examines leadership from the perspective of different liberal art disciplines or world views. Different disciplines will be the focus of the course in different semesters, including literature, history, science, and art.

ORGL 411 Leadership and Film 3 credits
This course is an examination of the leadership themes present in both the content and form of theatrical films.

ORGL 412 Leadership and Values 3 credits
Using biographical data of historical leaders, this course examines the nature of values in measuring and evaluating leadership.

ORGL 440 Leadership and Psychology 3 credits
This course provides an examination of psychological theories and how they influence the leader-follower relationship.

ORGL 441 Leadership and Transformation 3 credits
This course examines the concept of transformational leadership, focusing on the dynamics of individual and institutional change through historical examples.

ORGL 450 Leadership Practicum 3 credits
This integrative course examines leadership practice in contemporary situations, using actual leadership experience as the focus of critical seminar discussions.

ORGL 490 Readings in Leadership 1-3 credits
Selected readings in leadership studies

ORGL 491 Special Topics in Leadership 1-3 credits
Selected topics in leadership studies.

ORGL 497 Leadership Internship 1-3 credits
Analysis and practice of relevant work experience commensurate to the professional interests of the student.

SUMMER TERM

Summer Session

Gonzaga University's summer session is administered by the School of Professional Studies. Courses available during the various summer terms are designed to meet diverse student interests and needs. Offerings range from doctoral to graduate to undergraduate, credit to non-credit, and traditional to innovative. More detailed information on the courses available and alternative session terms may be obtained from the office of the Dean of the School of Professional Studies or the Registrar.

Admission to or attendance at a summer session neither presupposes nor implies acceptance into a degree program. Students from other colleges and universities have an opportunity to take Summer Session courses at Gonzaga

that may not be available to them at their home campus or fulfill requirements that can be transferred to that institution. Gonzaga undergraduate students may take classes that meet core curriculum requirements and other courses required for their degree programs.

Graduate students will typically find several classes applicable to their program of study and in some instances will find complete academic programs offered in the Summer Session. Attendance in graduate-level courses for summer students who have not been accepted into a degree program requires permission from the appropriate Department Chairperson. Courses, institutes, and workshops are also available to students who are interested in continuing their education. Select courses are offered on-line in the summer.



OTHER SCHOOLS AND PROGRAMS

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University Courses

The University offers courses that are not subject to any one discipline, college, or school, but recommended for all students. Pathways (UNIV 104) is a course available to first year students as an introduction to Gonzaga University, providing readings and discussions of the concepts of, and opportunities for participation and leadership that support its unique Jesuit Mission. Students are encouraged to participate in these courses which elaborate on essential parts of University life. Descriptions of the courses follow.

UNIV 104 Pathways

1 credit

An introductory course for first-semester freshmen seeking to understand why this Jesuit university is distinctive, where its roots are, what its resources and opportunities are, and how to use them effectively. Pathways provides the speedy connection of students to the university, deepening students' integration into the academic, spiritual, and social life of Gonzaga through readings and discussions of leadership, ethics, diversity and Mission. It meets for a total of ten sessions during the fall semester in classes of not more than 20 students. *Fall only.*

UNIV 115 The Strategy of College

1 credit

An introductory course for first-time college students interested in honing academic strategies such as note and test-taking, study habits, reading and writing efficiency and a knowledge of university resources. Students spend time in readings and reflective writing, in combination with major/area of interest and career assessment instruments in an effort to maximize opportunities and academic success in college. Summer only.

ACADEMIC CULTURAL EXCELLENCE

Academic Cultural Excellence (ACE) Student Leadership Courses

ACE courses are designed to prepare students to assume leadership roles in providing diversity education and training. The course objectives are: (1) To convey an understanding of servant leadership and other culture based leadership styles; (2) To develop facilitation skills in diversity training; (3) To provide a working knowledge of social justice and diversity issues within the University and Spokane communities; and (4) To examine and experience the process of creating knowledge, attitudes and skills necessary to promote social justice and create sustainable social change. These courses are intended to promote intercultural competency and improve race relations within the Gonzaga University community and in the Greater Spokane region. There are four courses in the ACE program and they need to be taken in the following developmental sequence:

ACE: UNIV 120 First World of Knowing

0 credits

This course focuses on self-knowledge and the practical significance of knowing self as a multicultural being, as a leader, and as a community activist. The notion of a Medicine Wheel or the sacred circle of life from Native America is used as a conceptual framework for analyzing the four dimensions of what it means to be a human being. Therefore, particular emphasis is placed on students discovering and developing the physical, emotional, mental, spiritual dimensions of their multicultural leadership style. *Fall.*

ACE: UNIV 121 Second World of Knowing

0 credits

This course focuses on the content knowledge associated with the sociological, psychological, pedagogical and spiritual issues in diversity education. Students examine the socio-political context of diversity and social justice issues. Particular emphasis is placed on studying the nature and causes of prejudice, oppression, identify politics, stereotyping, privilege and power. ACE students are introduced to effective practices in intercultural competency, equity education and intervention strategies (e.g., mediation, conflict resolution). *Spring.*

ACE: UNIV 200 Third World of Knowing

0 credits

This course focuses on the facilitation knowledge concerning how to effectively implement group process consultation techniques in diversity training environments. Particular emphasis is placed how to lead a group discussion that is inclusive, encourages reflective discernment, and provides an opportunity for transformative thinking. *Fall.*

ACE: UNIV 201 Fourth World of Knowing

0 credits

This course focuses on the practical knowledge critical to becoming a servant leader in diversity education. Students are given the opportunity to learn how to plan, organize, implement and evaluate a cultural educational campus-based event. ACE students are also given a field internship experience in the Spokane community. The internship is designed to provide a hands-on experience with assisting in facilitating a diversity training program. These internships occur in partnership with local businesses, schools, governmental agencies, community-based social service agencies and faith communities. *Spring.*

NOTES

Hogan Entrepreneurial Leadership Program

Director: Paul F. Buller, Ph.D.

The Hogan Entrepreneurial Leadership Program at Gonzaga University is a four-year undergraduate Concentration that immerses students in the fundamentals of creating and managing new ventures in the private and public sectors. The Hogan Program seeks students who have the desire and ability to be leaders in creating new ventures that make a positive difference in society. Four features distinguish the program:

- 1) an honors program model that attracts outstanding students;
- 2) rigorous curriculum combined with any academic major;
- 3) immersion in entrepreneurial contexts; and
- 4) based on Jesuit educational ideals of ethical leadership and commitment to the common good.

Admission to the Hogan Entrepreneurial Leadership Program is competitive based on the student's entrance exam scores, grade point average, and demonstrated leadership, creativity, and service to others.

Requirements

Students in the Hogan Entrepreneurial Leadership Program complete the requirements for a Bachelors degree in business, engineering, the arts and sciences, or education, along with a Concentration in Entrepreneurial Leadership. Students must satisfy the University and college core curricula relevant to their major.

The following courses constitute the Concentration in Entrepreneurial Leadership for students majoring in arts and sciences, business administration or accounting, education, and engineering. The program is designed flexibly so that students with any major can graduate in four years. Waivers and substitutions for department requirements may be granted to meet special academic needs. In addition, the University waives the fees for credits in excess of the usual eighteen-credit per semester limit, with a Dean's approval.

In addition to the course work below, Entrepreneurial Leadership students participate in a variety of co-curricular activities introducing them to entrepreneurial organizations, leaders, and practices. These activities include regular lectures by entrepreneurs, site visits, internships, and mentor relationships. Students are expected to participate in these co-curricular activities and events.

The following course requirements for the Entrepreneurial Leadership Concentration amount to 18 credit hours for business administration majors and 23-26 credit hours for all other majors.

First Year

- ENTR 101 The World of Entrepreneurship 2 credits
 One of the following three courses *
- ECON 101 Microeconomics (for any major)
 ECON 103 Economic Analysis
 (for engineering majors)
 ECON 270H Honors Economics
 (for any major, with permission)

* These count towards core social science requirements for Arts and Sciences majors. Can be taken in second year if necessary.

Second Year

- ENTR 201 Seminar in Entrepreneurship 1 credit
 ACCT 260 Principles of Accounting I * 3 credits
 ACCT 261 Principles of Accounting II * 3 credits

* Engineering students take ACCT 263 Accounting Analysis (3 credits) in lieu of ACCT 260 and ACCT 261. Arts and Sciences students have the option of taking ACCT 263 in lieu of ACCT 260 and ACCT 261.

Third Year

- ENTR 490 New Venture Creation 6 credits
 ENTR 497 Internship 0-3 credits

Fourth Year

- ENTR 494 Incubation Project 5 credits
 ENTR 481 Entrepreneurial Leadership 3 credits
 PHIL 400 level

Students are required to take an applied ethics course for their 400 level philosophy requirement. Examples include PHIL 444, PHIL 449, PHIL 455, PHIL 457, PHIL 458, PHIL 462, PHIL 463.

Course Descriptions

ENTR 101 The World of Entrepreneurship 2 credits
 An overview of the world of entrepreneurship including an introduction to economics, the role of society and government, legal and ethical issues, fundamentals of entrepreneurship, creating and managing new ventures, and the various functional areas of business. The course will incorporate guest lectures from entrepreneurs and others involved in the creation of new ventures. Students prepare a business plan. *Fall.*

ENTR 201 Seminar in Entrepreneurship 1 credit
 A seminar that builds on concepts presented in ENTR 101 and examines the theoretical and research foundations of entrepreneurship. *Fall.*

ENTR 481 Entrepreneurial Leadership 3 credits
 A course that examines the personal characteristics of the successful entrepreneur and the fundamentals of ethical leadership. The course emphasizes the critical need for entrepreneurial leaders to understand and contribute to the common good. *Spring; senior year.*

ENTR 490(A) New Venture Creation 1 credit
 This segment of the course focuses on marketing research and planning. Topics include: idea generation, estimation of demand, market segmentation, competitor analysis, using secondary and primary data in marketing research, and marketing strategies for new ventures. *Fall.*

ENTR 490(B) New Venture Creation 1 credit
 This segment of the course focuses on financial analysis and management. Topics include: capital budgeting, time value of money, net present and future value, risk/return, valuation, cash flow analysis, and approaches to financing new ventures. *Fall.*

ENTR 490(C) New Venture Creation 1 credit
 This segment of the course focuses on computer modeling tools for business. Topics include: spreadsheet modeling of business and operations planning, pro forma analysis, cash flow analysis, and project management. *Spring.*

ENTR 490(D) New Venture Creation 3 credits
 This summer session includes the following topics: the commercialization process, legal issues (ownership structure, intellectual property, contracts, securities), attracting and maintaining an effective team, and creating and maintaining a competitive advantage. *Summer I.*

ENTR 497 Internship 0-3 credits
 An internship provides practical experience in an entrepreneurial context and allows students to integrate theoretical knowledge with practice. Guidelines for successful completion of internship credits include a written proposal specifying objectives and activities for the work to be completed, a minimum work requirement, and a written report summarizing the entrepreneurial learning experience. *Fall, Spring, or Summer; junior standing.*

ENTR 494(A) and (B) Incubation Project 5 credits
 A two-semester incubator experience in which students apply entrepreneurial concepts and analytical tools to the creation of an actual new venture. Students can develop their own projects or work on projects for local incubators or venture capital firms. The goal of the project is to produce a fundable proposal. *Fall and Spring; senior year (2 credits Fall, 3 credits Spring).*

The Honors Program

Director: Tim Clancy S.J

For fifty years Gonzaga University has offered a challenging and inspiring four-year honors curriculum for academically gifted, and highly motivated students.

Academics

The program consists of two parts; annual honors colloquia and honors seminar sections for much of the general core curriculum. The honors colloquium classes introduce students to interdisciplinary study in areas of concrete interest and value.

The Freshman colloquium introduces students to issues of class, race, gender and sexual orientation. The course includes a twenty hour service learning component. In class students learn the social genealogy of each category, hear from a local activist how the category appears in the Spokane area and view a movie that tackles some of the issues involved.

The Sophomore colloquium is a multimedia, interdisciplinary course on American Catholicism. This course runs in tandem with the sophomore honors religion course also on American Catholicism. It is team taught by a priest, the director, and a nun from the religious studies department.

The Junior colloquium involves a course in literary and cultural studies. For example, in 2002/3 we will be doing an interdisciplinary study of the poetry and times of Gerald Manley Hopkins.

In the senior colloquium the student writes an interdisciplinary honors thesis. Each student works with a mentor they have chosen. The thesis is then publicly presented in April to fellow students in the program.

The second part of the academic program consists in a number of honors seminar sections of core classes. They break down as follows:

Philosophy: There are four honors philosophy seminars mirroring the general philosophy core: Phil 102H, Phil 201H, Phil 301H and finally a senior honors philosophy seminar (Phil 489H). The topic for the senior seminar varies from year to year.

Literature: There are three honors literature seminars: ENGL 103H, an introduction to literary genres, ENGL 206H classical world literature, and ENGL 207H modern world literature.

Math and Science: One honors science course is required in addition to a laboratory science and one semester calculus (Math 157),

Social Science: Students must choose 2 social science honors seminars. Seminars rotate through psychology, sociology and economics,

History: One of the two required history courses must be an honors seminar in American history,

Religious Studies: There are honors seminars offered for the three religious studies requirements: RELI 110H and 220H (Catholicism),

Fine Arts Honors students are required to take 6 credits in Music, Art or Drama, 3 of which may be performance credits.

Speech: There is an honors Rhetoric seminar (SPCO 270H),

Foreign Language: One year of ancient Greek or Latin or two year college proficiency in a modern language.

Honors students also spend a semester abroad (typically in their junior year). The honors program has a wide experience with a number of study abroad programs catering to every possible field of interest, including engineering, the physical sciences and business.

Student Life

One of the most popular features of the Honors Program is Hopkins House, where students can rest and relax, gather in study groups and take many of the honors classes. Hopkins has a warm living room, kitchen and the director's office on the first floor; an electronic seminar room and two study rooms with computers on the second floor and a third study area and an entertainment center in the attic. Altogether, Hopkins has five computers with high speed internet connections available for student use, as well as copier, scanner and fax capabilities. Hopkins is also wireless so that students can connect their own laptops to the internet from anywhere in the house.

The honors program also sponsors a number of social outings. This includes a weekend away in early September to begin to know one another, a Christmas party, and a second weekend away in the spring. All this is funded through a lab fee for the honors colloquia. This lab fee and books are offset by a \$500 annual honors scholarship.

A hallmark of the program is its emphasis on leadership and service. Many continue their service learning begun in freshman year to engage in a wide array of volunteer opportunities throughout their time at Gonzaga. Upon graduation, a sizable number of students end up deciding to enter the Jesuit Volunteer Corps, Americorps and other service programs before heading off to graduate school. Honors students are awarded their diplomas with a special Honors designation and are granted special recognition at commencement ceremonies.

Admission

Approximately twenty members of the entering freshman class are accepted into the program. Acceptance is based on test scores, high-school rank, extra-curricular activities, letters of recommendation, personal interview, and the quality of the essay on the Honors application form. For more information one can contact the honors program office at 509-323-6701.

Study Abroad

Director: Wanda L. Reynolds

Website: <http://www.gonzaga.edu/studyabroad>
Gonzaga University offers qualified students opportunities for foreign study in several programs usually during their junior year.

Sponsored programs include a full year of study at Gonzaga-in-Florence or Gonzaga-in-Paris and various semester programs in British West Indies, Costa Rica, Kenya, London, Oxford, Spain, Mexico, China, and Japan. Each program may have restrictions to major, completion of language study, and grade point average. Program charges are listed under "Financial Information" in this catalogue.

Gonzaga-in-Florence Program

Florence Acting Dean: Anthony P. Via, S.J.

Gonzaga-in-Florence, administered by the University, was established in 1963 and admits both Gonzaga and non-Gonzaga juniors for the full academic year.

The city of Florence was chosen because of its tradition as the intellectual and artistic center of both the Middle Ages and the Renaissance. It also was the student home of Saint Aloysius Gonzaga. Its libraries, museums, churches, and monuments provide today's students with unique opportunities for understanding the forces which shaped European civilization.

The program is located in the heart of the old city near the University of Florence. Housing is provided for students in Italian boarding hotels. The Italian language is not a requirement for acceptance into the general Florence program. However, students are strongly encouraged to study Italian before going to Florence and to continue doing so while there. Students who do not take Italian prior to acceptance into the program will be required to take two semesters of Italian while in Florence. An Intensive Italian language program is available for Italian Studies majors (see below).

Academic Program: Designed as a junior year abroad, the courses offered in this program cover a wide range of subjects in the humanities, including: art history, drawing, economics, English literature, fresco, medieval and Renaissance history, beginning through advanced Italian language (see Intensive Italian Program), philosophy, political science, sculpture, sociology, and religious studies, as well as management, marketing, finance and business law. Courses offered in Florence can be found in the departmental listings for Italian Studies and in individual departments where Florence courses are so noted. Students and their advisors should consult the Study Abroad Office in Spokane for specific courses offered each year in Florence. Students should schedule their course work in their first, second, and fourth years, so that they will be able to take advantage of the Florence courses and complete their major, optional minor, and core requirements within four years. The Florence faculty is composed of professors both from Gonzaga and from Italian universities in Florence and in Bologna.

Intensive Italian Program: A special program, exclusively for Italian Studies majors, is offered at Gonzaga-in-

Florence. It consists of twelve full hours of intensive Italian instruction per week equal to four upper division Italian classes (twelve credits). Students are required to have four semesters of Italian or take an entrance test and obtain permission from the Director of Italian Studies at Gonzaga University. Except for these requirements, the application, tuition, housing, meals, and tours are the same as the general Gonzaga-in-Florence program.

Travel: Travel is an important part of the learning experience during this junior year abroad. Students have opportunities to see other cities of Italy and also to visit some of the great capitals of other countries, such as London, Athens, Paris, and Prague.

The program, while primarily a Florentine experience, embraces both organized group travel and independent travel in Europe. Upon arrival on the continent in mid-September, the student group tours parts of Germany and Austria. The two-week Christmas Tour may be scheduled to Turkey and Greece or other countries, depending on the international situation at the time. Individual travel during the year permits students to select places which hold greater personal interest.

Financial Information: The basic cost includes: 1) a \$500 deposit, applied to program charges but otherwise non-refundable; 2) the Opening Tour through Germany, Austria, and northern Italy; 3) tuition, room, board (breakfast every day and seven other meals per week), and general fees in Florence; 4) the Christmas Tour, including transportation, lodging, and most meals. Basic charges do not cover transportation to or from Europe, books, medical insurance, or personal expenses.

Admission Requirements

- 1) a minimum grade point average of 3.0;
- 2) sophomore standing at time of application;
- 3) current transcripts of all college work;
- 4) two statements of recommendation;
- 5) payment of the \$500 deposit; and
- 6) completion of all financial arrangements by individual contract with the Gonzaga Student Accounts Office.

Further information and application forms can be obtained from the Director, Study Abroad, Gonzaga University, Spokane, WA 99258.

E-mail: reynolds@gu.gonzaga.edu

Website: <http://www.gonzaga.edu/gonzagainflorence>

Gonzaga-in-Florence Summer Program

The Gonzaga-in-Florence summer program, is an excellent opportunity for anyone 18 and over to have a fascinating European experience incorporating academics with three tours. The program begins in mid-May with an Opening Tour followed by six-weeks of courses ending in June. At the end of the program, an optional trip is offered to Africa. Selected Florence faculty and Gonzaga professors are invited to teach art, history, philosophy, and religion. Other subjects depend on the expertise of visiting faculty. An Italian language course is provided, with all other classes in English. Classes are four days per week allowing ample travel time. Guided weekend trips are offered. The program fee includes the Opening Tour, tuition for two courses, housing in Italian hotels, and some meals. Apply through Study Abroad.

Website: <http://www.gonzaga.edu/gonzagainflorence>

Other Study Abroad Programs

London Program

Gonzaga sponsors a one-semester program in London, England, during either fall or spring semesters. This program is coordinated by ILACA, a consortium arrangement of five Northwest institutions including Gonzaga, Pacific Lutheran University, University of Portland, University of Puget Sound, and Willamette University. Students live with British families. The London program holds classes in a private facility during the fall or spring semesters. Preference is given to upper-division Arts and Sciences majors. The minimum grade point average for selection is 3.0. See the Financial Information section of this catalogue for program charges. Apply through Study Abroad.

Granada Program

A fall or spring semester in Granada, Spain, through the ILACA consortium (see London) is available for students with five semesters of college-level Spanish. Classes are held at the University of Granada's Centro de Lenguas Modernas and are taught entirely in Spanish. A Spanish Placement Test determines which courses students are allowed to select. The semester begins with a group excursion to Madrid and orientation. Students have full university privileges and access to libraries, study areas, sport, cultural and recreational services, and other activities. Home stays are selected from families who live on an economic level which provides a relatively comfortable standard of living and modern home facilities. All meals are provided. Students are required to have a 3.0 grade point average and two letters of recommendation, as well as the equivalent of 5 semesters of college level Spanish. See the Financial Information section of this catalogue for program fees. Apply through Study Abroad.

Sophia Exchange

Gonzaga University and Sophia University in Tokyo each exchange three students for either a semester or full year. Except for language classes, all courses are taught in English and include many liberal arts and business options. Students pay tuition at their home campus; room and board is paid at the exchange university and students live in dormitories or with Japanese families. Gonzaga students must have one year of college-level Japanese and a 3.0 grade point average to be accepted. Apply through Study Abroad.

China Program

The Beijing Institute of Language and Culture through Loyola Marymount University offers a unique mix of study and travel in China. Humanities and business courses are taught by professors trained in the U.S. Education-based adventure and travel take students to spots of historic and cultural significance where few travelers ever visit. Except for the Chinese language, all courses are taught in English. No advance language preparation is required. Students choose either a semester or full-year option. Apply through Study Abroad.

Gonzaga-In-Paris Program

Gonzaga offers a one-semester or one-year program in Paris. Students interested in developing fluency in French take courses at the Sorbonne or the Catholic Institute and can receive 15 to 30 credits. Courses include language, French civilization, the arts, music, and much more, and are taught in French by professors from the Academy of Paris. Two full years of college-level language preparation are required to enter this program. This strong academic program leads to fluency, but it is also a program which promotes travel through France and Europe. Students interested in the program should start taking French in their freshman year. They will receive complete financial and academic information in their first semester at Gonzaga. Apply through Francoise Kuester.

Cuernavaca Summer Program

The Summer Spanish Intensive Program in Cuernavaca, Mexico offers two three-week sessions for Gonzaga students beginning in late May and ending in early July. Classes, taught by Mexican instructors, include Mexican art, history, literature, anthropology, politics, and all levels of Spanish. Guided tours to various sites of historic interest are part of the program. A Resident Director from Gonzaga's Spanish program accompanies the students and monitors their academic performance. The program cost includes tuition, room and board with Mexican families, and tours. Students must have a 3.0 cumulative grade point in all of their University course work. Apply through the Spanish Department of Modern Languages.

School for Field Studies

School for Field Studies students may apply for either a summer session, fall or spring semesters at the following sites:

The British West Indies at The Center for Marine Resource Studies;

Australia at The Center for Rainforest Studies in Queensland;

Baja, Mexico at The Center for Coastal Studies;

Pacific Northwest Canada in Vancouver and the Barkley and Clayoquot Sound regions at The Center for Coastal Rainforest and Fisheries Studies;

Costa Rica's Central Valley at The Center for Sustainable Development Studies;

Kenya at the Center for Wildlife Management Studies.

The individual cost of the programs pays for instruction, room and board, and ground transportation during the course. It also covers group equipment, medical supplies, scientific instruments and material. It does not include transportation to and from the departure point.

Admission requires prerequisite courses and permission. Apply through Study Abroad.

Military Science

Chairperson: LTC William M. Oriet

Professor: W. Oriet LTC; Joel R. Armstrong LTC (after 06/01/03)

Assistant Professors: A. Westfield, LTC (Ret); K. Crisp, MAJ; E. Cusick, MAJ; K. Scruggs, CPT

Instructors: S. Molia, MSG; D. Brown, SFC

The United States Army maintains a Military Science unit of the Reserve Officers' Training Corps (ROTC) at Gonzaga University. The ROTC program is a cooperative effort between the US Army and the University. It provides training and qualification for leadership positions in the Regular Army, the US Army Reserve or the Army National Guard. Students may earn a commission as an Army Second Lieutenant while achieving a University degree in an academic discipline of their own choosing. Cadets incur no obligation during their first two years of ROTC and are not members of the US Army (unless they are ROTC scholarship winners). Lower Division courses are open to any Gonzaga student, but the associated Leadership Labs and Physical Fitness Courses may be restricted if students are in a participating rather than enrolled status.

The objectives of the program are to prepare academically and physically qualified scholar/athlete/leaders for the exciting challenges of serving as commissioned officers in the US Army. To that end, the program stresses building leaders of character and competence to serve their country and community.

Description of the Program

The program has been designed to meet the country's requirement for officer-leaders in the Army (Active Duty, National Guard and Reserves). It is, therefore, multifaceted with distinctive sub-elements to meet individual needs and requirements. For example, ROTC is traditionally a four-year program, but individuals with prior service, members of reserve or National Guard units, participants of JROTC in high school, and summer Leader's Training Course may receive advanced placement credit and complete the program in two years. Normally all students enroll in one Military Science course, leadership laboratory, and physical fitness course per semester. Physical fitness of all cadets is closely monitored. The program consists of two phases: the Basic Course (Lower Division), normally taken during the Freshman and Sophomore years or obtained through advance placement credit, and the Advanced Course (Upper Division).

Basic Course

The Basic Course refers to first and second year courses MILS 101, 102, 201, and 202, which are designed for the leadership development of beginning students who want to qualify for entry into the Advanced Course and for those students who may want to try Military Science without obligations. In addition to their academic requirement, Basic Course cadets may participate in a variety of extracurricular activities. Placement credit for the Basic Course may be granted to students who have completed initial entry training for the Armed Forces, three years of Junior ROTC in High School or ROTC Leader's Training Course. MILS 101 and 102 concentrate on fundamental skills, concepts, values, and problem solving and provide an overview of how the Military fits into society. MILS 201 and 202 more thoroughly address problem solving, critical thinking, communication and conflict resolution skills.

Advanced Course

The Advanced Course consists of MILS 301, 302, 401, and 402. It is only open to students who have completed the Basic Course or earned placement credit (see above). Students must also enroll in Leadership Lab (301L-402L) and Military Physical Fitness (303-404). Students also attend the five-week ROTC National Advanced Leadership Camp during the summer between their junior and senior years. In addition to their academic requirements, the Advanced Course cadets provide the student leadership for the Gonzaga Cadet Battalion.

Completion of the Basic and Advanced Courses, coupled with graduation from the University, qualifies the cadet for a commission in the United States Army.

Financial Assistance

Each Advanced Course student receives a subsistence allowance based upon their academic year. Junior cadets will receive \$350 a month for up to ten months and senior cadets will receive \$400 a month for up to ten months. Freshman and sophomore cadets that are on scholarship and contracted will receive \$250 and \$300 a month respectively for up to ten months.

There are also cooperative programs with the Army Reserve and Army National Guard that will pay Advanced Course Cadets approximately \$1500.00 per year for simultaneous service.

Scholarships

Freshman and sophomore students may compete on a national basis for Army ROTC scholarships. These scholarships are applied to tuition and fees, plus an allowance for books. A student need not be enrolled in ROTC to be eligible to compete for three-year and two-year scholarships. No commitment is incurred until a scholarship is accepted, the student meets all administrative and physical criteria, and the oath for contracting is administered.

High school seniors interested in applying for a four-year scholarship normally submit applications by November 15 of their senior year to Headquarters, Cadet Command.

Fees, Uniforms, and ROTC Texts

A lab fee is the only University fee associated with participation in the ROTC program. ROTC textbooks for Advanced Course cadets are bought through the Student Bookstore; uniforms and other equipment are furnished without charge. Students are responsible for and must return all government property issued to them.

Extracurricular Activities

Color Guard: The Gonzaga University Color Guard participates in a variety of school and civic functions where precision drill or presentation of the United States Flag is appropriate.

Intramural Sports: The ROTC program sponsors teams which participate in flag football, volleyball, basketball, softball and other sports of the Gonzaga University intramural leagues.

Special Qualification Training: Advanced Course and select Basic Course Cadets may participate in confidence-building courses such as Air Assault School, Airborne School, Northern Warfare Training Center, and Cadet Troop Leadership Training.

Military Science & Leadership Courses

Lower Division Courses

MILS 101 Foundations of Officership 1-3 credits
Develop self-confidence and review basic life skills of fitness and communication through team study and activities in basic drill, physical fitness, rappelling, leadership reaction courses/team building exercises, first aid, giving presentations and basic rifle marksmanship. Learn fundamental concepts of leadership, including organization and role of the Army, Army values, and expected ethical behavior in a profession in both classroom and outdoor laboratory environments. Weekly requirements: up to three hours for class and a required leadership lab (MILS 101L), plus required participation in a minimum of 3 one hour sessions for physical fitness (MILS 103). Participation in off-campus exercises

MILS 102 Basic Leadership 1-3 credits
Learn/apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop communication skills (including active listening and feedback skills) and examine factors that influence leader and group effectiveness to improve individual performance and group interaction. Practice basic skills that underlie effective problem solving. Examine the officer experience. Weekly requirements: up to three hours for class and a required leadership lab (MILS 102L), plus required participation in a minimum of 3 one hour sessions for physical fitness (MILS 104). Participation in off-campus exercises.

MILS 190 & 191 Directed Readings 1-3 credits
 Incorporates readings in a variety of subject areas such as military history, leadership development, basic military skills, and related topics. Prerequisite: permission of the Professor of Military Science.

MILS 201 Individual Leadership Studies 1-3 credits
 Learn/apply ethics-based leadership skills including communication, feedback, and conflict resolution that develop individual abilities and contribute to the building of effective teams of people. Develop skills in problem solving, critical thinking, oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program. Weekly requirements: up to three hours for class and a required leadership lab (MILS 201L), plus required participation in a minimum of 3 one hour sessions for physical fitness (MILS 203), and participation in several mandatory off-campus exercises

MILS 202 Leadership and Teamwork 1-3 credits
 Challenge current beliefs, knowledge, and skills. Prepare for the ROTC Advanced Course with an introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and method of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Weekly requirements: up to three hours for class and a required leadership lab (MILS 202L), plus required participation in a minimum of 3 one hour sessions for physical fitness (MILS 204) and participation in several mandatory off-campus exercises.

MILS 290 & 291 Directed Readings 1-3 credits
 Incorporates readings in a variety of subject areas such as leadership assessment, comparative military systems, basic military skills, and related topics. Prerequisite: permission of the Professor of Military Science.

MILS 101L, 102L, 201L, 202L Leadership Laboratory 1 credit
 Open only to (and required of) students in the associated Military Science course. Learn and practice basic skills. Gain insight into ROTC's Advanced Course in order to make an informed decision whether to apply for it. Build self-confidence and team-building skills that can be applied throughout life. Prerequisite: permission of the Professor of Military Science.

MILS 103, 104, 203, 204 Military Physical Fitness Program 1 credit
 Intensive military physical fitness program designed to raise the level of individual physical fitness to its highest potential with emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Participate in and learn to lead a physical fitness program. Prerequisite: permission of the Professor of Military Science.

Upper Division Courses

MILS 300 Ranger Challenge 1 credit
 ROTC's "varsity sport" designed to familiarize you with the tactical and technical aspects of the professional soldier through hands-on training. Enhancing leadership traits and building teamwork skills are what ROTC is about, and Ranger Challenge does that, while providing an exciting and competitive atmosphere. The actual competition may include: a 10k rucksack run or forced march, building a one-rope bridge, a grenade assault course, M-16 rifle marksmanship, orienteering or military land navigation, a physical fitness test, and weapons assembly. Prerequisite: permission of the Professor of Military Science.

MILS 301 Leadership and Problem Solving 1-3 credits
 Series of practical opportunities to lead small groups, receive personal assessments during execution of the Leadership Development Program, and lead in situations of increasing complexity. Analyze military missions and plan military operations using squad and small unit battle drills and tactics and opportunities to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leading. Analyze the role officers played in the transition of the Army from Vietnam to the 21st Century. Weekly requirements: up to three hours for class and a required leadership lab (MILS 301L); participation in a minimum of 3 one hour sessions for physical fitness (MILS 303); and participation in several mandatory off-campus exercises. Prerequisite: permission of the Professor of Military Science.

MILS 302 Leadership and Ethics 1-3 credits
 Develop cadet leadership competencies. Prepare for success at National Advanced Leadership Camp: analyze tasks, prepare written or oral guidance for team members to accomplish tasks, delegate tasks and supervise, plan for and adapt to the unexpected while under stressful situations. Examine importance of ethical decision making by setting a positive climate that enhances team performance and accommodates subordinate spiritual needs. Weekly requirements: up to three hours for class and a required leadership lab (MILS 302L); participation in a minimum of 3 one hour sessions for physical fitness (MILS 304); and participation in several mandatory off-campus exercises. Prerequisite: MILS 301.

MILS 390 & 391 Directed Readings 1-3 credits
 Incorporates readings in a variety of subject areas such as leadership dynamics in small units, offensive and defensive tactics, and studies in leadership characteristics and traits. Prerequisite: permission of the Professor of Military Science.

MILS 395 ROTC National Advanced Leadership Camp 3 credits
 A five-week leadership practicum conducted at an Active Army installation. Only open to (and required of) students who complete MILS 301 and 302. The student will receive payment during the training. Travel, lodging and most meal costs are defrayed by the US Army. The Advanced Camp environment is highly structured and demanding, stressing leadership at small unit level under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. The leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type of commission and job opportunities given to the student upon graduation from ROTC and the University. Prerequisites: MILS 301, 302 and permission of the Professor of Military Science.

MILS 401 Leadership and Management 1-3 Credits
 Plan, conduct and evaluate activities of the ROTC cadet organization. Understand and execute staff organization, functions, and processes by articulating goals and putting plans into action to attain them. Assess organizational cohesion and develop strategies to improve it, including leader responsibilities and methods for counseling. Develop confidence in skills to lead people and manage resources, examine principles of subordinate motivation and organizational change. Apply leadership and problem solving principles to a complex case study/simulation. Weekly requirements: up to three hours for class and a required leadership lab (MILS 401L), plus required participation in a minimum of 3 one hour sessions for physical fitness (MILS 403), and participation in several mandatory off-campus exercises. Prerequisites: MILS 302 and permission of the Professor of Military Science.

MILS 402 Officership 1-3 Credits
 Examine leader responsibilities that foster an ethical command climate. Refine counseling and motivating techniques. Examine aspects of tradition, law, and legal aspects of decision making and leadership. Prepare for a future as a successful Army lieutenant by performing platoon leader actions, analyzing the Army organization for operations from the tactical to strategic level, and assessing administrative and logistics management functions. Discuss reporting and PCS procedures. Weekly requirements: up to three hours for class and a required leadership lab (MILS 402L), plus required participation in a minimum of 3 one hour sessions for physical fitness (MILS 404), and participation in several mandatory off-campus exercises. Prerequisites: MILS 401 and permission of the Professor of Military Science.

MILS 301L, 302L, 401L, 402L Leadership Laboratory 1 credit
 Open only to students in the associated Military Science course. Involves leadership responsibilities for the planning, coordination, execution, and evaluation of various training and activities with Basic Course students and the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. Prerequisite: permission of the Professor of Military Science.

MILS 303, 304, 403, and 404 Military Physical Fitness Program 1 credit
 Open only to (and required of) students in MILS 301, 302, 401, 402, of which this program is an integral part. Participate in planning and leading physical fitness programs. Develop the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Prerequisite: permission of the Professor of Military Science.

MILS 490 & 491 Directed Readings 1-3 credits
 Incorporates readings in a variety of subjects to prepare the cadet for officership. Prerequisite: permission of the Professor of Military Science.

The School of Law

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. This entitles 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 the School of Law

Gonzaga University 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 the knowledge of the past into the innovations of the present in order to better serve society. The education and development of the whole person is emphasized and there is a desire 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.

It is recognized that the School has a responsibility not only to its students but also to the public and 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 to the students. Great pride is taken in providing students with a quality legal education which includes practical, hands-on experience which 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 or five year, 90 semester credit degree. Flexible scheduling allows working students the ability to successfully balance their legal education with personal and professional lives. Of the 90 units necessary for graduation, approximately 58 are of a required nature; the remaining units may be selected from electives and seminars. All degree credits must be completed within five years of matriculation.

Curriculum

There is a deliberate and delicate balance to legal education at Gonzaga. The rigorous, full, and rounded curriculum focuses on legal analysis, problem solving, values, and ethics. Equally as important is the emphasis on practical experience to develop real-world lawyering skills. As a capstone to this innovative approach to legal education, the School of Law offers Juris Doctor degrees with special concentrations in public interest law, environment/natural resource law, and business law (including tax law). A few of the other elective courses include labor law, domestic law, criminal law, international law, and civil liberties.

The School of Law and the Graduate School of Business offer joint programs leading to the Juris Doctor/Master of Business Administration (JD/MBA) and the Juris Doctor/Master of Accountancy (JD/MACC). These programs prepare attorneys with a business background to recognize and deal with the problems affecting business operations. Application must be made to the Graduate School of Business as well as to the School of Law.

The Gonzaga-in-Florence summer program also offers law students an excellent opportunity to incorporate legal preparation with a European experience.

Center for Law and Justice

An added dimension to the legal education for many Gonzaga law students is the opportunity to practice law while in school through the award-winning clinical law program. 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, law school operated clinic and externship offerings in legal settings such as criminal prosecution and defense, child dependency, juvenile court, and legal services work. On-campus clinical offerings provided are a general practice clinic and specific subject area clinics in family law, criminal defense, elder law, and administrative 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 that 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 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 to preserve the best of traditional law teaching while introducing new methods. The law library, designed to accommodate more than 250,000 volumes, reflects the changing patterns of legal research in a warm and inviting environment filled with natural light. Gonzaga's fine tradition of advocacy training and moot court competitions are promoted in the elegant Barbieri Courtroom.

Co-Curricular Activities

Students find it easy to become involved in a broad range of co-curricular activities at the School of Law. Gonzaga is a major player in national moot court competitions. The student-run Gonzaga Law Review, more than 30 years in existence, is circulated throughout the country. The award-winning Student Bar Association is a strong, active organization which encourages student involvement. There is also opportunity to participate in an intra-school moot court competition, the client counseling competition, the negotiation competition, two legal fraternities, the Gonzaga Public Interest Law Project, the Dr. Martin Luther King, Jr. Committee, the Women's Law Caucus, the International Law Society, the Heidelberg Festival, the Environmental Law Caucus, the Hawaii Club, the law student newspaper – Bill of Particulars, and various other clubs, lectures, and series committees. Law students representing many cultural heritages join together in the Multi-Cultural Law Caucus to provide a support network on campus and into the Spokane community for those students of diverse backgrounds.

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. The consideration of applicants is not restricted to impersonal statistics. The enriching qualities of applicants such as work and life experiences, personal accomplishment, and opinions of others reflected in letters of recommendation will be considered.

The School of Law seeks to enroll a diverse student body to assure that the school and the legal profession are enriched through the participation of people from different cultural and ethnic backgrounds. Those individuals who desire diversity factors to be considered in their admission decision should include in their applications information about those diversity factors.

Students who have completed 45 semester credits or their equivalent or less and who are in good standing at another ABA law school may apply for admission to the School of Law with advanced standing.

Special Admission Program

The School of Law offers special acceptance to a limited number of applicants who do not meet regular admissions requirements but whose application file suggests there may be potential for success beyond what the statistics

would normally predict. There is no special application procedure for this program, and applicants will be considered automatically. Those accepted will be admitted to a special summer program which will consist of ten weeks commencing the summer before entrance into the first year.

For Admission information write or call:

Admissions Office
 Gonzaga University School of Law
 P.O. Box 3528
 Spokane, WA 99220-3528
 1-800-793-1710
 admissions@lawschool.gonzaga.edu
 www.law.gonzaga.edu

Graduate Programs

Gonzaga University offers graduate degree programs in the following academic areas:

College of Arts and Sciences

- Master of Arts in Philosophy
- Master of Arts (Religious Studies)
- Master of Arts (Spirituality)
- Master of Arts (Pastoral Ministry)
- Master of Divinity

School of Business Administration

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

School of Professional Studies

- Master of Arts in Organizational Leadership
- Master of Science of Nursing
- Doctor of Philosophy in Leadership Studies

School of Education

- Master of Arts Anesthesiology Education
- Master of Arts in Administration and Supervision
- Master of Arts in Sports and Athletic Administration

GRADUATE PROGRAMS

- Master of Arts in Counseling Psychology
- Master of Arts in Counseling (Canada only)
- Master of Initial Teaching
- Master of Arts in Teaching
- Master of Education in Special Education
- Master of Educational Administration
- Master of Arts in Curriculum and Instruction

English Language Center

- Master of Arts in Teaching
- English as a Second Language

Although graduate study involves a quantitative extension of knowledge, it is not a mere continuation of undergraduate or professional training. Intellectual achievement at the graduate level is different in kind, for the graduate student is expected to deepen and master knowledge by a personal and independent grasp of it in its sources and evidence, in its basic meanings and interrelationships.

In addition to offering the previously noted graduate degrees, the Academic Vice President may periodically approve a new or interdisciplinary graduate degree within an academic specialty. For detailed information on any graduate program, such as curriculum, tuition and admission procedures, students should consult the Graduate Catalogue and contact the academic area responsible for that specific graduate program.

Service-Learning

Service-learning has over a decade of development at Gonzaga. One of the nation’s most impressive movements in higher education, service-learning unites classroom theory and rigor with direct experience and thoughtful action in the larger civic community. Gonzaga’s Mission Statement commits us “to prepare our students for an enlightened dedication to the Christian ideals of justice and peace...” “...in loving service of the human community.” Service-learning is one avenue of achieving these ideals.

At Gonzaga we now have service-learning courses in eleven academic departments and the Law School. Presently, service-learning is incorporated into over a dozen courses in these academic disciplines each semester. Departments including biology, business, religious studies, education and others, are all committed to integrating community service as an instrument to achieve academic goals. A typical service-learning course

SERVICE-LEARNING

involves 15-20 hours of outside service that reinforces the course content. Students interested in taking service-learning courses can find them listed in each semester’s course schedule, designated with an ‘SL’ notation.

Research indicates that service-learning participants achieve higher levels of academic excellence (grading and degree aspirations) than do non-participants. It reveals that service reinforces and strengthens learning and that learning reinforces and strengthens service. Students learn to fulfill unmet needs in the community as well as have cross-cultural experiences.

The service-learning program is guided by the Service-Learning Advisory Board, comprised of interested faculty, staff, administrators, community partners and students. The Office of Service-Learning operates under the umbrella of the Center for Community Action and Service Learning and provides resources for students and faculty, placements in the community, and a network of campus and community connections.

English Language Center

Director: Raymond Fadeley

Assistant Professors: R. Harris, L. Huntington,
M. Jeannot, M. Runyan

Instructors: J. Hunter, M. Savage, H. Doolittle

Since 1978, the University's English Language Center (ELC) has addressed the needs of students whose native language is not English. In that time, Gonzaga's ELC has served nearly 3000 students from other countries, introducing them to higher education in the United States, and providing Gonzaga's American students with the opportunity to meet, live with and exchange ideas with the young people from over seventy nations who have made up the ELC student population.

Instructional policies and program guidelines of the Gonzaga University ELC are in accordance with the Commission on Accreditation of Teachers of Other Languages (TESOL), the national professional organization in this field, which approved Gonzaga ELC accreditation in September, 2002.

The ELC, with a faculty of six full-time instructors, offers year-round intensive classes in eight levels of instruction in English as a Second Language (ESL). These courses are designed to meet the needs of foreign students seeking undergraduate and graduate admission to Gonzaga, as well as to assist international professionals in improving their English language ability. In addition to the academic ESL Program, the ELC offers special short-term language programs for contracted groups of students and foreign visitors during the spring and summer sessions.

Applications and inquiries for the ELC may be directed to the International Student Programs Office (Please see the International Student Program section of this catalogue). While admission to the intensive language program does not in itself imply admission to the regular degree programs of the University, satisfactory completion of the program fulfills the English language proficiency requirement for admission to regular programs of study. Students wishing to learn English for their own personal or professional reasons are also welcome to apply for admission to the ELC.

In 1998, the ELC also initiated a Master's degree program in Teaching English as a Second Language (MA/TESL). Certain cross listed courses taught in the Teaching English as a Second-Language program also fulfill the requirements necessary for a Washington State ESL endorsement. The student population of the ESL Program serves as a site for practica in MA/TESL and ESL endorsement, and ESL faculty members also teach in the graduate program. Please also see the Gonzaga University Graduate Catalogue for details of the program.

The English Language Center offers a bridge course, ELCT 109, for first-term Gonzaga University international students who are not native speakers of English. The purpose of this course is to prepare students for ENGL 101 and to better prepare non-native English speaking students for successful University study.

English Language Center Courses

ELCT 101A-D

Designed for students with basic knowledge of English, the four classes in this level include basic skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight-week block.

ELCT 102A-D

Designed for students with basic knowledge of English, the four classes in this level include further basic skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight-week block. Prerequisite is Level 101 or placement through a comprehensive English test.

ELCT 103A-D

Designed for students with intermediate English ability and some formal study of English language, the four classes in this level include skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight-week block. Prerequisite is Level 102 or placement through a comprehensive English test.

ELCT 104A-D

Designed for students with intermediate English ability and some formal English study, the four classes in this level include further skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight week block. Prerequisite is Level 103 or placement through a comprehensive English test.

ELCT 105A-D

Designed for students with advanced English ability and considerable formal English study, the four classes in this level include advanced skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight-week block. Prerequisite is Level 104 or placement through a comprehensive English test.

ELCT 106A-D

Designed for students with advanced English ability and considerable formal English study, the four classes in this level include further advanced skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight-week block. Prerequisite is Level 105 or placement through a comprehensive English test.

ELCT 107A-E

Designed for students with considerable formal English study who plan to continue on at a university, the five classes in this level prepare students for writing, reading, listening and speaking, and grammar necessary for study at the university. Classes meet for 172 instructional hours within an eight-week block. Prerequisite is Level 106 with above average grades or placement through a comprehensive English test.

ELCT 108A-E

Designed for students with considerable formal English study who plan to continue on at a university, the five classes in this level prepare students for writing, reading, listening and speaking, and grammar necessary for study at the university. Classes meet for 172 instructional hours within an eight-week block. Prerequisite is Level 107 or placement through a comprehensive English test.

ELCT 109

Designed to prepare non-native English speaking undergraduate students for ENGL 101, the focus of the course is on standard academic writing, with an emphasis on note-taking, library research, reference materials, periodicals, and other outside resources. Content material will address orientation to American university study, educational standards, and expectations. Four major (5-7 pages) papers are required: compare/contrast, classification, expository, and research/argumentation. Other writing assignments will be determined by the instructor. ELCT 109 is taught by a full-time faculty member from the English Language Center. ELCT 109 is a semester-long course that is offered in all three academic terms.

ELCT 109 enrollment is determined by a thirty-minute single-prompt test on the first day of the course. Entering international visa students from non-English-speaking countries are required to take this exam unless otherwise exempted. The test is evaluated by the ELC faculty on the basis of the TOEFL Test of Written English scoring rubric. Students who receive a score of 5 or 6 are excused from taking ELCT 109.

The following students are automatically exempted from taking the writing test:

1. those having achieved a score of 600 or higher on the TOEFL examination,
2. those holding a bachelor's degree from an institution whose primary language of instruction is English,
3. and those who have completed a standard English composition course (e.g., ENL 101) with a grade of "B" or better in a post-secondary US institution of higher learning.

Unless exempt (see above), all non-native speakers of English entering matriculate undergraduate programs at Gonzaga University are required to complete ELCT 109 with a grade of "B" or higher. This includes post-baccalaureate registrants and second bachelor degree candidates.

Matriculating Gonzaga students may receive three UNIV course credits each for ELCT 109; for the combination of ELCT 105/106; and/or for the combination of ELCT 107/108. These credits are elective credits only, and while not satisfying any university core, major, minor or concentration requirement, may be used toward the total of the 128 semester credits required to graduate.

English Language Center Courses

Teaching English as a Second Language

Endorsement and Undergraduate Courses

MTSL 300 Literacy, Language and Cultural Understanding	3 credits
MTSL 312 Language & Cultural Identity	3 credits
* MTSL 400 Methods and Materials for ESL Teachers	3 credits
MTSL 401 Theory and Practice of Lang. Teaching	4-5 credits
* MTSL 404 Social Linguistics and Literacies	3 credits
* MTSL 406 Multicultural Curriculum Dev.	3 credits
* MTSL 408 Principles of Second Lang. Acquisition	3 credits
* MTSL 414 Research in Reading & Writing	3 credits
MTSL 480 ESL Language Camp	1-3 credits
* MTSL 600 Research Persp. in Second Lang. Ed.	3 credits

**Those courses that are asterisked are courses that fulfill the requirements necessary for a Washington State ESL endorsement.*

Course Description

MTSL 300 Literacy, Language and Cultural Understanding 3 credits

This is a Service Learning course that pairs Spokane Public Schools' English language learners with Gonzaga students. The course prepares students to work with linguistic minorities by providing them with methods and theories of second language acquisition.

MTSL 312 (WOMS 420) Language and Cultural Identity 3 credits

This course explores the meanings and practices of various discourse communities, the relationship between language, culture and identity, and the significance of linguistic and cultural identity in the 21st century, particularly as the themes relate to English language learners and non-standard varieties of English.

MTSL 400 Methods and Materials for ESL Teachers 3 credits

This course will familiarize students with approaches, methods, and materials currently used with second-language and bilingual students and will help students develop criteria for evaluating and choosing appropriate materials and techniques. Students will become familiar with student-centered, interactive, reflective, heterogeneous, and cooperative classroom communities through the experience of participating in a course designed on those principles.

MTSL 401 Theory and Practice of Language Teaching 4-5 credit

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 480).

MTSL 404 Social Linguistics and Literacies 3 credits

This course will examine how communication in ESL education shapes 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 406 ESL and Multicultural Curriculum Development 3 credits

This course will focus on curriculum theory, design, and resources for ESL education. It will also examine the influence of certain popular beliefs and values which constitute American worldviews on the thought and practice of educators in multicultural settings. Students will develop and evaluate units that can be implemented at all levels with an emphasis on secondary, post-secondary, collegiate, and non-collegiate settings.

MTSL 408 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 414 Research in Reading and Writing 3 credits

This course will involve discussion and review of relevant research in reading and writing. It also includes a critical investigation of research to implementation in the language classroom.

MTSL 480 ESL Language Camp 1-3 credits

This practicum opportunity is integral to MTSL 401. In conjunction with Spokane Public Schools, the Camp provides a unique opportunity for its participants to work with ESL students of various ages, nationalities, and proficiency levels.

MTSL 600 Research Perspectives in Second Language Education 3 credits

This course introduces research methods and approaches in second language development and socialization. It is a prerequisite for MTSL 602 and 604 in the Master of Teaching English as a Second Language program.



DIRECTORIES

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Robert Spitzer, S.J., 1998, *President of the University and Professor of Philosophy*— B.B.A., Gonzaga University; M.A., Saint Louis University; M.Div., Gregorian University; Th.M., The Weston School of Theology; Ph.D., Catholic University of America.

Bernard J. Coughlin, S.J., 1996, *Chancellor of the University and Professor of Sociology* — B.A., Ph.L., and S.T.L., Saint Louis University; M.S.W., University of Southern California, Ph.D., Brandeis University.

Stephen Freedman, 2002, *Academic Vice President, Professor of Biology, and Professor of Leadership Studies* — B.S., Loyola of Montreal; M.E.S., York University; Ph.D., University of California-Irvine.

Harry H. Sladich, 1983, *Vice President and Assistant Professor of Management* — B.B.A., Gonzaga University; M.B.A., Gonzaga University.

Charles J. Murphy, 1987, *Vice President for Finance* — B.B.A., Gonzaga University. CPA State of Washington.

William M. Watson, S.J., 1999, *Vice President for Mission* — B.A., Gonzaga University; M.Div. and Th.M., The Weston School of Theology.

Sue Weitz, 1987, *Vice President for Student Life* — B.A., M.Ed., College of Idaho; Ph.D., Gonzaga University.

Margot J. Stanfield, 1991, *Vice President for University Relations* — B.A., Eastern Washington University; M.A., Gonzaga University.

Clarence H. Barnes, 1979, *Dean, School of Business Administration and Professor of Economics* — B.B.A., Ohio University; M.B.A., Xavier University; Ph.D., University of Tennessee.

Dennis R. Horn, 1997, *Dean, School of Engineering and Professor of Civil Engineering* — B.S.E., Princeton University; Ph.D., The Johns Hopkins University.

Mary McFarland, 1998, *Dean, School of Professional Studies and Professor of Nursing* — B.S.N., University of Iowa; M.S., University of Portland; Ph.D., Gonzaga University.

Robert D. Prusch, 1981 (1983), *Dean of the College of*

Arts and Sciences and Professor of Biology — B.S.C., University of Portland; Ph.D., Syracuse University.

Daniel J. Morrissey, 2001, *Dean, School of Law and Professor of Law* — A.B., Georgetown University; J.D., Georgetown University.

Eileen Bell-Garrison, 1981, *Dean of Library Services and Assistant Professor, Foley Center Library* — B.A., Wittenberg University; M.A., University of Cincinnati; M.L.S., University of Kentucky; Ph.D., Gonzaga University.

Shirley J. Williams, 2002, *Dean of the School of Education and Professor of Education* — B.A., College of St. Francis; M.S., Illinois State University; Ed.D., Northern Illinois University.

Wayne D. Powel, 1989 (1995), *Chief Information Officer, Associate Academic Vice President and Associate Professor of Psychology* — B.A., New Mexico Highlands University; Ph.D., University of Arizona.

Raymond F. Reyes, 1988, *Associate Vice President for Diversity and Assistant Professor of Education* — B.A., Eastern Washington University; M.A., Baruch College of the City University of New York; Ph.D., Gonzaga University.

Thayne M. McCulloh, 1990 (1998), *Associate Academic Vice President, Dean of Student Financial Services and Assistant Professor of Psychology* — B.A., Gonzaga University; D.Phil., Oxford University.

Deborah A. McDonald, 1992 (1998), *Associate Academic Vice President and Associate Professor of Teacher Education* — B.S., University of Pittsburgh; M.A., University of Missouri; Ph.D., University of Missouri.

Philip A. Ballinger, 1992, *Dean of Admission and Assistant Professor of Organizational Leadership*, — B.A., St. Pius X College; B.A., M.A., S.T.B., S.T.L., Ph.D./S.T.D., University of Louvain.

Michael J. Casey, 2000, *Corporation Counsel* — B.A., Gonzaga University; M.A., University of Northern Colorado; J.D., Gonzaga University.

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- J. SCOTT PATNODE, 1970 (1984), *Professor of Art and Program Director/Curator of the Jundt Art Museum* — A.B., Gonzaga University, 1968; M.F.A., Pratt Institute, 1970.
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- STEPHANIE E. PLOWMAN, 1992, (2003) *Associate Professor, Foley Library* — B.A. Whitman College, 1985; M.L.S., Indiana University, 1989; M.A., Indiana University, 1989.
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- ALBERT (BERT) POWELL, 1999; *Adjunct Instructor of Counselor Education* — B.S., University of Florida, 1970; M.A., Whitworth College, 1974.
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- ROBERT D. PRUSCH, 1981 (1983), *Professor of Biology and Dean of the College of Arts and Sciences* — B.S.C., University of Portland, 1964; Ph.D., Syracuse University, 1969.
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- GARY C. RANDALL, 1973 (1999), *Professor Emeritus of Law* — B.S., University of Idaho, 1961; J.D., University of Idaho, 1964.
- GAIL J. RAY, 1989, *Associate Professor of Nursing* — B.S.N., University of Cincinnati, 1966; M.S.N., Catholic University of America, 1969; Ph.D., Gonzaga University, 1986.
- ETTORE RECCHI, 1999, *Adjunct Lecturer in Sociology, Gonzaga-in-Florence* — Dottore in Scienze Pol e Soc., Università degli Studi, Firenze, 1990; Ph.D., European University Institute, 1996.
- GLENDA REIMER, SC, 2001, *Associate Professor of Nursing* — B.S.N., Incarnate Word College, 1981; M.S.N., University of Colorado, 1981; M.B.A., Xavier University, 1983; D.N.S.c., Catholic University, 2001.
- RAYMOND F. REYES, 1988, *Assistant Professor of Teacher Education and 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.
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- JANE RINEHART, 1974 (2001), *Professor of Sociology* — B.A., Marymount Manhattan College, 1967; M.A., New York University, 1973; Ph.D., New York University, 1981.
- CHARLES PHILLIP ROSE, 1994, *Adjunct Assistant Professor of Administration, Curriculum, and Instruction* — B.Ed. University of Alberta at Calgary, 1965; M.A., University of Calgary, 1989; Ph.D., University of Alberta, 1997.
- GERALD ROTH, 1998 (2002), *Associate Professor of Mathematics and Computer Science* — B.S., Gonzaga University, 1982; M.S., Santa Clara University, 1987; M.S., Rice University, 1993; Ph.D., Rice University, 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 English as a Second Language* — B.A., Eastern Washington University, 1992; M.A., Eastern Washington University, 1994.
- GIOVANNA RUSSO, 1985, *Adjunct Associate Professor of Italian, Gonzaga in Florence* — Dottore in Sociologica, Università degli Studi, Trento, 1973.

- MATTHEW W. RUTHERFORD, 2001, *Assistant Professor of Management* — B.S., Ball State University, 1993; M.B.A., University of Southern Indiana, 1997; Ph.D., Auburn University, 2001.
- 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), Ph.D., University of Louvain, 1971.
- CHARLES (CHUCK) V. SALINA, 1987, *Adjunct Assistant Professor of Administration, Curriculum, and Instruction* — B.A., University of Washington, 1975; M.A., Gonzaga University, 1985; Ph.D., Gonzaga University, 1991.
- MARK SANTOW, 2001, *Assistant Professor of History* — B.A., Vanderbilt University, 1989; M.A., University of Massachusetts-Amherst, 1992; Ph.D., University of Pennsylvania, 2000.
- MARY MARTHA SAVAGE, 2001, *Instructor of English as a Second Language*—B.A., Cal State-Fresno, 1977; M.S.P., San Jose State University, 1983.
- EDWARD E. SCHAEFER, 1986 (1996), *Professor of Music* — B.M., Southern Methodist University, 1974; M.M., M.S.M., Southern Methodist University, 1977; D.M.A., The Catholic University of America, 1985.
- LINDA S. SCHEARING, 1993 (1997), *Associate 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.
- ROBERT E. SCHEBOR, 1999; *Adjunct Instructor of Sport and Physical Education* - B.A., Pittsburg State University, 1984.
- STEVEN D. SCHENNUM, 1992 (2000), *Associate Professor of Electrical Engineering* — B.S.E.E., Montana State University, 1983; M.S.E.E., Montana State University, 1985; Ph.D., Washington State University, 1992.
- FREDRIC W. SCHLATTER, S.J., 1952 (1974), *Professor Emeritus of the Classics* — A.B., Gonzaga University, 1949; M.A., Gonzaga University, 1950; S.T.L., Alma College, 1957; Ph.D., Princeton University, 1960.
- FRANZ K. SCHNEIDER, 1957 (1993), *Professor Emeritus of English* — B.A., Washington State University, 1952; M.A., University of Washington, 1954; Ph.D., University of Washington, 1959.
- KENNY A. SCRUGGS, CPT, 2001, *Assistant Professor of Military Science*—B.A., St. Leo University, 1999.
- BRUNO SEGATTA, 1982, *Adjunct Lecturer in Art and Dean of Students, Gonzaga-in-Florence* — S.T.B., Pontificio Ateneo Salesiano, 1972; B.F.A., Boise State University, 1976; M.S., California State University at Northridge, 1981.
- BENJAMIN SEMPLE, 1998 (2000), *Associate Professor of Modern Languages* — B.A., Hamilton College, 1983; M.A., University of Pennsylvania, 1988; Ph.D., University of Pennsylvania, 1991.
- STEPHEN SEPINUCK, 1991 (1999), *Professor of Law* — A.B., Brown University, 1981; J.D., Boston University, 1984; L.L.M., New York University School of Law, 1987.
- JOHN B. SEVERINGHAUS, 1999; *Adjunct Assistant Professor of Counselor Education* — B.A., Indiana University, 1976; M.A., University of Idaho, 1979; Ph.D., Washington State University, 1991.
- PAT SHARP-BROWN, 1979, *Adjunct Instructor of Teacher Education* — B.A., Gonzaga University; M.Ed., University of Washington.
- KEVIN G. SHELLEY, 1994, *Instructor of Law* — B.A., Auburn University, 1983; J.D. University of Alabama, 1988.
- JERRI SIMMS SHEPARD, 1990, *Assistant Professor of Administration, Curriculum, and Instruction* — B.A., Arizona State University, 1970; M.C., Arizona State University, 1976; Ed.D., University of San Francisco, 1989.
- JENNIFER N. SHEPHERD, 1998, *Assistant Professor of Chemistry* — B.S., Oregon State University, 1993; M.S., University of California at Los Angeles, 1995; Ph.D., University of California at Los Angeles, 1998.
- MAUREEN M. SHERIDAN, 1977, *Director of the Counseling Center* — A.B., Gonzaga University, 1968; M.A., Gonzaga University, 1971; Ph.D., Purdue University, 1977.
- MARK J. SHRADER, 1988 (2002), *Associate Professor of Finance* — B.B.A., University of Texas at Austin; Ph.D., Texas Technical University, 1988.
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- 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.
- KORNEL J. SKOVAJSA, 1961 (1971), *Associate Professor of English* — B.A., St. Thomas College, 1959; Ph.D., University of Oregon, 1971.
- HARRY H. SLADICH, 1962 (1984), *Assistant Professor of Management and Vice President* — B.B.A., Gonzaga University, 1959; M.B.A., Gonzaga University, 1967.
- JOANNE A. SMIEJA, 1988 (1996), *Professor of Chemistry* — B.A., College of St. Thomas, 1982; Ph.D., University of Minnesota, 1986.
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- ROBERT SPITTAL, 1992 (1999), *Associate Professor of Music* — B.M.E., The Ohio State University, 1985; M.M., Baylor University, 1990; D.M.A., University of Cincinnati, 1995.
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- BRIAN K. STEVERSON, 1992 (1996), *Associate Professor of Philosophy* — B.S., Francis Marion College, 1984; M.A., Tulane University, 1987; Ph.D., Tulane University, 1991.
- JUNE L. STEWART, 1992 (1996), *Associate Professor and Director of Chastek Law Library* — B.A., University of Colorado, 1967; J.D./M.L.L., University of Denver, 1985.
- SHARON STRAUB, 1996, *Adjunct Instructor of Teacher Education* — B.A., Whitworth College; M.Ed., Whitworth College.
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- CARLOS J. TAVORA, 1988, *Professor of Electrical Engineering* — B.S., Instituto Tecnológico de Aeronautica, 1960; M.S., University of Houston, 1963; Ph.D., University of California at Berkeley, 1970.
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- PATRICIA L. TERRY, 1989 (1995), *Associate Professor of English* — B.A., Rhodes College, 1977; M.A., University of North Carolina at Chapel Hill, 1983; Ph.D., University of North Carolina at Chapel Hill, 1989.
- DONALD H. THOMPSON, 1958 (1988), *Professor Emeritus of Chemistry* — B.S., University of Washington, 1940; M.S., University of Michigan, 1941.
- KONNY THOMPSON, 1994, *Assistant Professor, Foley Center* — B.A., Drake University, 1982; M.L.I.S., University of Iowa, 1990.
- ELIZABETH ANN THWEATT, 1979 (1988), *Associate Professor and Collection Development Librarian* — B.A., University of Washington, 1966; M.L.S., University of Washington, 1972.
- 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.
- JOHN TRAYNOR, 2002, *Adjunct Instructor of Teacher Education* — B.A., University of Washington.
- MICHAEL TRELEAVEN, S.J., 1990 (2003), *Associate Professor of Political Science* — A.B., Gonzaga University, 1977; M.A., University of Toronto, 1979; M.Div., University of Toronto (Regis College), 1983; Th.M., University of Toronto (Regis College), 1986; Ph.D., University of Toronto, 1993.
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- JOHN VANDER BEEK, 1985, *Associate Professor of Mathematics and Computer Science* — B.A., Dordt College, 1965; M.S., Oregon State University, 1970; Ph.D., Oregon State University, 1970.
- ANTHONY P. VIA, S.J., 1966 (2001), *Professor of History and Acting Dean and Director, Gonzaga-in-Florence* — A.B., Gonzaga University, 1950; M.A., Gonzaga University, 1956; S.T.L., Gregorian University, 1963; Ph.D., University of Wisconsin, 1966.
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- JEANNE F. WARDIAN, 1948 (1989), *Professor Emeritus of Education* — B.A., Gonzaga University, 1952; M.A., Columbia University, 1956; Ed.D., Washington State University, 1962.
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- 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.
- GEORGIE ANN WEATHERBY, 1996 (2001), *Associate Professor of Sociology and Criminal Justice* — B.A., Western Washington University, 1979; M.A., Western Washington University, 1984; Ph.D., University of Washington, 1990.
- GARY J. WEBER, 1995, *Assistant Professor of Accounting* — B.S., Bowling Green State University, 1981; Ph.D., Arizona State University, 1997.
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- ALAN WESTFIELD, LTC(R), 2000, *Assistant Professor of Military Science* — B.S., United States Military Academy, 1979; M.S., Central Michigan University, 1991.
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THOMAS J. ZYSK, 1998, *Adjunct Instructor of Mechanical Engineering* — B.S.C.E., University of Idaho, 1984.

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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 1 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, 2003, may be directed to the Registrar's Office or to the Academic Vice President's Office.

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Academic Calendar for 2003 — 2004

FALL SEMESTER 2003

New Faculty Conference	August 26
Fall Faculty Conference	August 27 & 28
Residence Halls Open	
For New Students	August 29
Residence Halls Open	
For Returning Students	August 31
New Student Orientation	August 29-September 13
President's Reception	August 31
Academic Convocation	September 1
New Students Meet with Assigned Advisors	September 1
Fall Validation Day	September 1
Classes Begin	September 2
Last day to Add/Drop	September 10
Mass of the Holy Spirit	September 17
(11:00 AM and Noon classes canceled)	
Labor Day Holiday Observed	September 19
Incompletes Revert to Provisional Grades	October 8
Mid-semester exams	October 13-17
Founder's Day Holiday	October 20
Mid-semester Grades Due in Registrar's Office	October 22
Fall Family Weekend	October 24-26
Last Day to Withdraw	November 14
Thanksgiving Holiday	November 26-28
Prep Week	December 8-12
Semester Examinations	December 15-18
Christmas Holiday Begins after Exams	December 19
Final Grades Due in Registrar's Office	December 23

SPRING SEMESTER 2004

Residence Halls Open	January 11
New Student Orientation	January 12
Spring Faculty Conference	January 12
Spring Validation Day	January 12
Classes Meeting Monday's ONLY Begin	January 12
Classes Begin	January 13
Last Day to Add/Drop	January 21
Martin Luther King Holiday	January 19
Incompletes Revert to Provisional Grades	February 18
President's Day Holiday	February 16
University Charrette	February 24
(Classes canceled 8:00 AM – 12:45 PM)	
Mid-semester exams	March 1-5
Spring Vacation	March 8-12
Mid-semester Grades Due in Registrar's Office	March 9
Last Day to Withdraw	March 26
Easter Holiday	Noon, April 9-12
Academic Honors Convocation	April 20
(Classes canceled from 3:15 - 4:45 PM)	
Prep Week	April 26-30
Semester Examinations (100/200 Courses)	May 3-7*
Semester Examinations (300/400 Courses)	May 3-5*
Senior Week Activities	May 5-7
Graduate and Law School Commencement	May 8
Graduate Studies Mass	May 8
Baccalaureate Mass	May 8
Undergraduate Commencement	May 9
Final Grades Due in Registrar's Office	May 11

*Exams may start on Saturday, May 1

SUMMER SESSION 2004

Session I	May 17 - June 25
Session II	June 28 - August 6

Academic Calendar for 2004 — 2005

FALL SEMESTER 2003

New Faculty Conference	August 24
Fall Faculty Conference	August 25 & 26
Residence Halls Open	
For New Students	August 27
Residence Halls Open	
For Returning Students	August 29
New Student Orientation	August 27-September 11
President's Reception	August 29
Academic Convocation	August 30
New Students Meet with Assigned Advisors	August 30
Fall Validation Day	August 30
Classes Begin	August 31
Last Day to Drop/Add	September 8
Mass of the Holy Spirit	September 15
(11:00 AM and Noon classes canceled)	
Labor Day Holiday Observed	September 17
Incompletes Revert to Provisional Grades	September 30
Mid-semester Exams	Oct 11-15
Founder's Day Holiday	October 18
Mid-semester Grades Due in Registrar's Office	October 20
Fall Family Weekend	October 22-24
Last Day to Withdraw	November 12
Thanksgiving Holiday	November 24-26
Prep Week	December 6-10
Semester Examinations	December 13-16
Christmas Holiday Begins after Exams	December 17
Final Grades Due in Registrar's Office	December 21

SPRING SEMESTER 2005

Residence Halls Open	January 9
New Student Orientation	January 10
Spring Faculty Conference	January 10
Spring Validation Day	January 10
Classes Meeting Monday's ONLY Begin	January 10
Classes Begin	January 11
Martin Luther King Holiday	January 17
Last Day to Add/Drop	January 19
Incompletes Revert to Provisional Grades	February 10
President's Day Holiday	February 21
University Charrette	February 22
(Classes canceled 8:00AM – 12:45 PM)	
Mid-semester Exams	February 28-March 4
Spring Vacation	March 7-11
Mid-semester Grades Due in Registrar's Office	March 8
Last Day to Withdraw	March 25
Easter Holiday	Noon, March 25-28
Academic Honors Convocation	April 19
(Classes canceled from 3:15 - 4:45 PM)	
Prep Week	April 25-29
Semester Examinations (100/200 Courses)	May 2-6*
Semester Examinations (300/400 Courses)	May 2-4*
Senior Week Activities	May 4-6
Graduate and Law School Commencement	May 7
Graduate Studies Mass	May 7
Baccalaureate Mass	May 7
Undergraduate Commencement	May 8
Final Grades Due in Registrar's Office	May 10

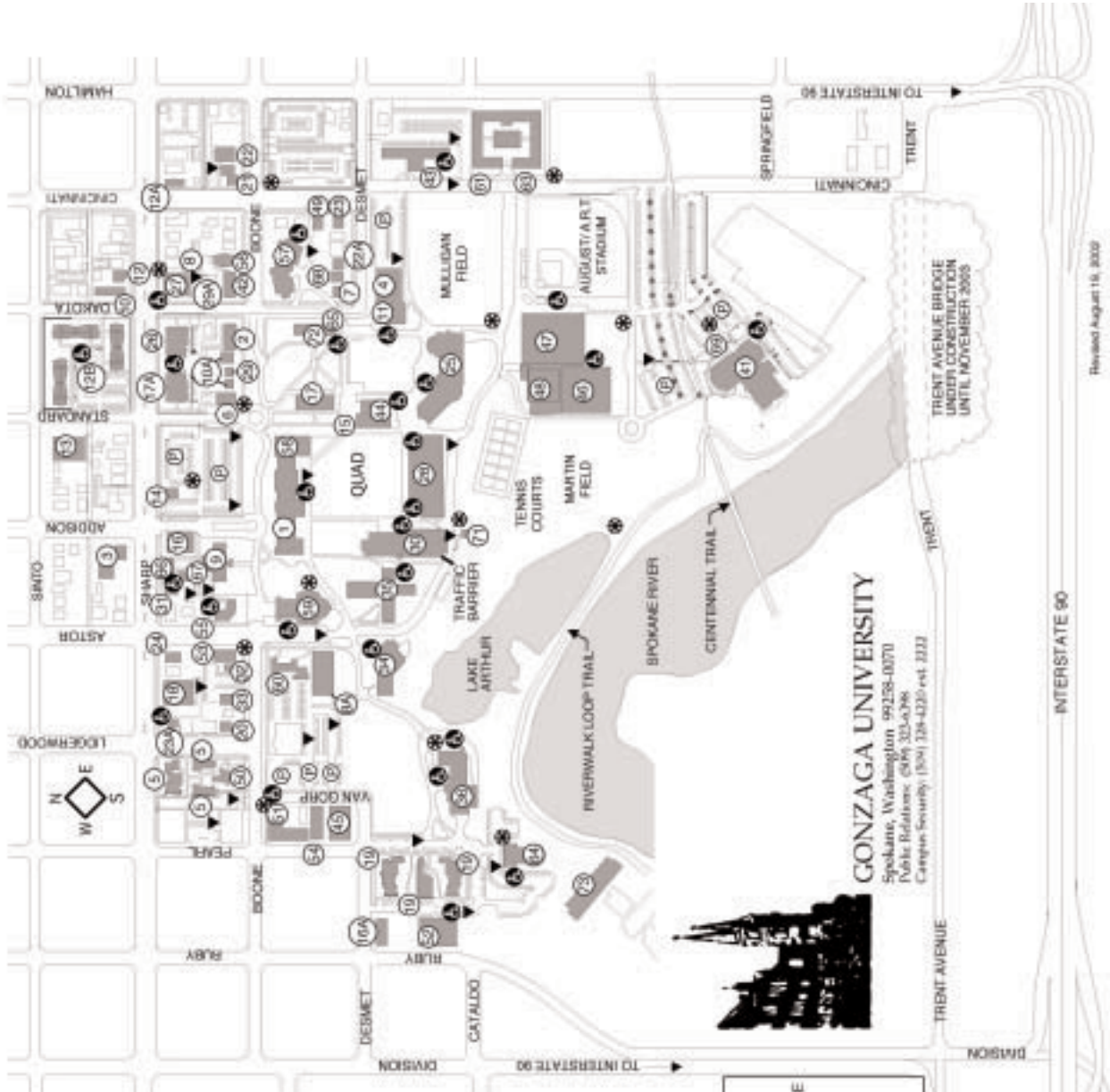
*Exams may start on Saturday, April 30

SUMMER SESSION 2005

Session I	May 16 - June 24
Session II	June 27 - August 5

GONZAGA UNIVERSITY CAMPUS

- 1. Administration Building (A) (E)
- 2. Alliance Residence Hall (E)
- 3. Bishop White Seminary (A)
- 4. Bookstore (COG) (A) (E)
- 5. Burch Apartments (A) (E)
- 6. Campion Residence Hall (A)
- 7. Campus House (A)
- 8. Campus Services (A)
- 9. Cardinal Bea House (A)
- 10A. Center for Community Action/Service Learning (CCASL) (A)
- 11. COG (A) (E)
- 12. Conway House (Debate) (A)
- 12A. COPE Logan (A)
- 12B. Conkery Apartments (A)
- 13. Crimont Residence Hall (A)
- 14. Crosby Alumni House (A)
- 15. Crosby Student Center (A) (E)
- 16. Cushing Collection (A)
- 16A. Custodial Shop (A)
- 17. DeSmet Residence Hall (A)
- 18. Doolley Residence Hall (A)
- 19. Dussault Apartments (A)
- 20. E 301 Boone Apartments (A)
- 21. E 801 Boone Apartments (A)
- 22. E 811 Boone Apartments (A)
- 22A. E 711 Desmet Apartments (A)
- 23. Encore House (A)
- 23A. English Language Center (A) (E)
- 24. Environmental Health & Safety/Employee Benefits (A) (E)
- 25. Foley Center (Library) (A) (E)
- 26. Goller Residence Hall (A)
- 27. Health Center (A)
- 28. Herak Center (Engineering) (A) (E)
- 29. Hopkins House (Honors Program) (A)
- 29A. Housing and Residence Life (A)
- 30. Hughes Hall (Sciences) (A) (E)
- 31. Human Resources/Friends in Service (A)
- 32. International Cultural Center, MA/ITESL (A)
- 33. International Student Programs (A)
- 34. Jepson Center (A) (E) (Business Administration)
- 35. Jesuit House & Chapel (A) (E)
- 36. Junot Art Center and Museum (A)
- 41. Law School (A)
- 42. Lincoln Residence Hall (A) (E)
- 43. Madonna Residence Hall (A) (E)
- 44. Mail Services (A)
- 45. Merline Building (A) (E)
- 47. Martin Centre Pavilion (Athletics) (A) (E)
- 48. Martin Centre Pool and Fitness Center (A)
- 49. Mosque (A)
- 50. Music Building (Monaghan Mansion) (A)
- 51. Music Building Annex (A)
- 52. Plant Services/Planning & Construction (A)
- 53. Reibmann Residence Hall (A)
- 54. Receiving/Warehouse (A)
- 55. Robinson House (English/Religious Studies) (A)
- 56. Roncalli Residence Hall (A)
- 57. Rosauer Center (Education) (A) (E)
- 58. Russell Theatre (A) (E) (A)
- 59. St. Aloysius Church (A)
- 60. St. Catharine Rectory (A)
- 61. St. Monica Residence Hall (A)
- 64. Schoenberg Center (Professional Studies) (A) (E)
- 65. Security (Watch) (A) (E)
- 66. Sharp Apartments (A)
- 67. Sharp House (A)
- 68. Unity House Cultural Education Center (A)
- 69. University Legal Assistance (Clinical Law Program) (A)
- 71. Vachon Art Studio (A)
- 72. Walsh Residence Hall (A)
- 73. WestCoast River Inn Residence Hall (A)



GONZAGA UNIVERSITY
 Spokane, Washington 99258-0070
 Public Relations (509) 325-6788
 Campus Security (509) 325-4220 ext. 2322

LEGEND

- ▲ ACCESSIBLE PARKING AREA
- Ⓐ ACCESSIBLE BUILDING ENTRANCE
- Ⓔ ACCESSIBLE RESIDENCE HALL
- Ⓟ PUBLIC PARKING
- Ⓔ ACCESSIBLE ELEVATOR
- ☎ BLUE SECURITY PHONE

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Admissions Office

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College of Arts and Sciences

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School of Law

Dean's Office (509) 323-5790

School of Professional Studies

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General Studies (509) 323-3568
Leadership Studies (509) 323-3486
Nursing – Undergraduate (509) 323-5542
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Organizational Leadership (509) 323-3486

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