

GONZAGA UNIVERSITY

Mission Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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



GENERAL INFORMATION	THE SCHOOL OF PROFESSIONAL STUDIES
Introduction4	Introduction69
Services8	Leadership Studies69
Programs of Study11	Communication Leadership Studies75
General Academic Information12	Nursing77
Financial Information13	Organizational Leadership86
Financial Aid14	Summer Session89
Confidentiality of Records Policy16	
COLLEGE AND SCHOOLS	ENGLISH LANGUAGE CENTER
THE COLLEGE OF ARTS AND SCIENCES	Teaching English as a Second Language .93
Philosophy19	SCHOOL OF LAW
Religious Studies22	School of Law99
THE SCHOOL OF BUSINESS ADMINISTRATION	GRADUATE FACULTY103
Introduction27	ACADEMIC CALENDAR111
Business Administration28	CAMPUS MAPBack cover
Accountancy35	APPENDIX
Business Administration/Juris Doctor37	Inquiry form113
THE SCHOOL OF EDUCATION	
Introduction41	
Counseling42	
Leadership and Administration47	
Anesthesiology Education51	
Education Administration53	
Special Education57	
Sports and Athletic Administration60	
Initial Teaching61	
Literacy62	
Teaching Certification62	
Professional Certification64	

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 23 years old. He was declared the patron saint of youth in 1726.

Quality That Earns National Recognition

Gonzaga University is the No. 3 best university in the West – and the No. 7 best value in that region – as ranked by U.S. News and World Report in its “Universities-Master’s” classification. This marks the 12th consecutive year (19th overall in the past 22 years) GU has been ranked among the West’s best universities by U.S. News.

Barron’s Best Buys in College Education and the Princeton Review have also consistently praised the academic strength and quality of education provided at Gonzaga University.

Spokane and the Inland Northwest

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

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

Spokane boasts many parks, including the 100 acre Riverfront Park in the heart of the city. In addition, there are nine 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. 76 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 6,700, of which about 4,300 are undergraduates, 1,900 are in graduate programs, and 600 law students. Our student body represents nearly every state and about 49 foreign countries. More than 50 percent of the student body come from homes at least 500 miles from Spokane. The result is an integrated, welcoming campus community, where cultures and friendships are warmly shared.

There are a total of 336 regular Jesuit, lay, and religious faculty. All classes are taught by professors, not teaching assistants. The average graduate class size is 14 students.

The Campus

Gonzaga’s campus has grown from one building which housed both students and Jesuit faculty in its early years to 98 buildings spread over 120 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

Apartment-style living units are available and the University owns several houses and apartment complexes in the neighborhood, which are rented to upper-division students. The University also recently completed construction of apartment-style residences for graduate students. Students must apply for housing with the Housing office 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 \$200 advance room deposit fee which is non-refundable after May 1st for the fall semester and December 1st for the spring semester. The \$200 room reservation deposit converts to a room damage deposit at the time of registration.

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 Crosby Student Center offers meeting rooms, lounges, and a recreation area which provides an environment for programs, study, and socialization. Also available are student mailboxes, the University mail service, a central information desk, television, lounge, espresso bar, vending machines, game room, ATM, copy machine, and courtesy phones. Offices housed in the Crosby Student Center include Campus Ministry, the Career Center, Student Activities, Gonzaga Volunteer Services, in addition to the offices of Gonzaga’s Graduate Student Advisory Council, and the Crosbyanna Room with Bing Crosby memorabilia.

Gonzaga University Athletic Facilities

The **Martin Centre** consists of more than 83,000 square feet of indoor training space which houses the majority of the offices for the Athletic Department. The Martin Centre includes two basketball or volleyball courts, a golf practice area, weight room for GU varsity athletes, locker rooms, and athletic training room. The Martin Centre is the home of the Gonzaga University volleyball team.

The **McCarthy Athletic Center**, built at a cost of 25 million dollars, was completed in October of 2004. The new arena features a seating capacity of 6,000 and is the home of the men’s and women’s basketball teams.

Martin Field is the home of the Gonzaga men’s and women’s soccer teams. The Mulligan, Hamilton and Athletic Fields are used for a variety of Gonzaga sponsored events. The **Rudolf Fitness Center** is a 38,000 sq. ft. facility with cardiovascular and weight areas containing a full line of Olympic benches, dumbbells, Hammer Strength equipment, treadmills, ellipticals, rowers, versa-climber, bikes, and stepers with 14 televisions. Also available are four racquetball courts, two aerobics rooms, a field house with three full basketball or volleyball courts, a (1/11 mile) rubberized running track, a six lanes 25-yard swimming pool. The Rudolf Fitness Center also houses a majority of the physical education classes offered by the University and is open throughout the year for use by students, staff/faculty and spouses.

Foley Center

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

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

St. Aloysius Church and the Student Chapel

The church and 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, located in the Administration Building, was refurbished in 2002.

A Century of Educational Leadership

After 40 years of pioneer missionary efforts in 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 and Applied Science 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 that encourages individual, intellectual, moral, and spiritual development.

Accreditation: The Mark of Excellence

Gonzaga University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

The School of Business is accredited by the Association to Advance Collegiate Schools of Business, a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

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

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

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

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

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

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

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

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

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

The University Seal: The Mark of Distinction

The University adapted the present form of its seal in 1914 from an earlier version used in the 1890's. Beneath the eagle of the earlier version, the 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. This represents the House of Loyola whose son, Ignatius, was the founder of the Jesuits; the pride of that house was to keep the wolf away from the door of the poor.

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

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

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

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

The escutcheon in the center portrays a white letter "G" for Gonzaga on a royal blue field. The University's colors are royal blue and immaculate white.

The scrolled A.M.D.G. at the base 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 the employment, educational programs, or activities which Gonzaga 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 further develops and maintains equal employment opportunity for all personnel and insures the representation of women and ethnic minorities at all levels and in all segments of the University, particularly where they are underrepresented in relation to their availability in the work force journal of opinion; Spires; and the Gonzaga Law Review.



Gonzaga University Strategic Planning Process

Vision Statement

Approved by the Board of Trustees on December 9, 2005

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

References

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

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

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

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

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

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

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

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

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

Services

University Ministry

The Office of University Ministry has as its primary goal to get each student what he or she needs to grow in his or her relationship with God. The habits we teach through University Ministry aim at focusing and realizing the Catholic and Jesuit mission of the University in our students and for their sake, doing so in a way that fits the development and desire of each student.

The Roman Catholic identity of Gonzaga University compels us to be skillful, competent, unitive, and collaborative in the way we practice our religious habits with and for our students, both Catholic and non-Catholic. We are Roman Catholic when we are true to ourselves, but also when we have found the proper ways to relate skillfully and profoundly to what is finest in our students and to the great religious traditions of holiness and service our students represent. After four years, and because they have been at Gonzaga, we want our students to have become better Catholics, better Protestants, better Jews, better Muslims, and our non-believers attracted to what they do not understand, and all of us having found ways to work together in God and for the good of all.

The Jesuit identity of Gonzaga University, which governs most profoundly the educational philosophy of the University, compels that we help our students understand how intellectual and spiritual growth in each of them is essential, if we are going to find a way together to unify and heal our world- "the people our world needs most."

For the sake of accomplishing these goals, the Office of University Ministry sponsors and directs a multitude of spiritual opportunities for our students, both Catholic and Protestant alike. We offer each academic year the Eucharist twice a day, six Freshmen Retreats, four Search Retreats, four Cardoner Retreats, two Spiritual Exercises of St. Ignatius Retreats, an RCIA training program for those desiring to enter the Catholic Church, an annual Pilgrimage to the Mission of the Sacred Heart at Cataldo, Idaho; we make available spiritual direction to students desiring it; we offer a multitude of opportunities for students to pray together—the Catalyst prayer groups in the residence halls, Rosary groups, Eucharistic adoration groups; we co-sponsor opportunities for Protestant-style praise and worship through the Thirst group; and we offer in every domain of University Ministry opportunities for motivated students to help lead any of these spiritual initiatives. Furthermore, we explicitly work to link University Ministry and its spiritual formation of students with the broad service initiatives sponsored and directed through Gonzaga's Center for Community Action and Service-Learning.

We will do whatever we can, in accord with our principles and alert to what fits each student, to keep our students growing spiritually, as they also grow intellectually and socially towards their vocations and careers.

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 eSIGIplus. 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, LSAT, The PRAXIS SERIES (NTE), TOEFL, PCAT, 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 Center

The Addiction Counseling Center 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, an eating disorder support group, a sexual abuse /sexual assault support group, substance-free housing options, alcohol education programs, and the law school alcohol/drug/behavioral support group

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.

Addiction Counselor

Fr. Len Sitter, S.J.

AD 120, Ext. 4100

From off campus direct dial 323-4100

The Career Center

The Career Center provides information, training and services which direct students and alumni to discover career paths which reflect their individual interests and abilities. Representatives from national corporations, school districts, local business firms, non-profit organizations and government agencies annually visit the campus to recruit students for part-time and full-time employment. Employment opportunities with regional and national organizations are posted in the office and on a state-of-the art on-line database, called the Job Source which is accessible from any PC. The Center also assembles and maintains the individual career development portfolios for students and alumni that are made available to prospective employers upon the request of the student or alumni.

The Center maintains a career library that provides information on career alternatives available with local and national corporations as well as the latest information on employment trends. Seminars on career planning, resume writing, interview skills and job search techniques are conducted throughout the year to assist students in developing a better understanding of skills and job search techniques are conducted with volunteer representatives 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 who return to campus to share employment information with students. In the spring, The Career Center joins with area colleges and universities to sponsor the Partnership Expo for students and alumni from eastern Washington. Not only are these services offered, but individual appointments with a career advisor can also be arranged for students interested in discussing career or employment options. Gonzaga University Alumni Mentor Program (GAMP) is a career development and networking resource for students and alumni. This award-winning program assists individuals in exploring alternative career fields and in developing a network of contacts by matching them with alumni mentors in their particular career field. The program has over two thousand mentors in a wide variety of career fields from different geographical locations willing to help students clarify academic and career decisions. Students acquire realistic and current information from these career practitioners and begin developing relationships that will prepare them to make a successful transition from school to the professional world. The 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. 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 you and your academic advisor to review the possibility of academic credit for your internship experience.

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 ten years. The program is supported by the Service-Learning Committee and the Office of Service-Learning. Over 35 faculty offer service-learning courses in twelve different academic departments and the Law School. Over 800 students are engaged in service-learning each academic year. Each year, the office coordinates a Service Fest where 50 non-profit agencies recruit student volunteers.

The Campus Kids Project: Campus Kids is a mentoring program for at-risk youth. The project pairs GU students with 4th, 5th and 6th grade children for tutoring activities centered on the Gonzaga campus.

Literacy Tutoring: Campus Reads includes individual literacy projects, each led by a full time AmeriCorps member. Projects include "Literary Links", 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 Fish Lake Escape. 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 and several 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 two immunizations for red measles (Rubella) prior to registration. Future enrollment will be held for noncompliance. Exceptions must be verified by the Health Center and will be granted only for specific medical or religious objections to vaccination.

An insurance plan is offered to cover the cost of services and for hospitalization. Gonzaga bills and collects the premium. This plan is provided by a private insurance carrier and may be purchased through Student Accounts.

Gonzaga's Unity House and Cultural Education Center

"Enriching Life Through Justice and Culture"

Unity House was established in the Spring of 1996 to provide service, education, support, and advocacy for all members of the Gonzaga community. Our services and programs are designed to encourage participation in cultural, cross-cultural, and social justice experiences. Our educational resources support Gonzaga's rigorous academic programs. Unity House offers many services to students, faculty, staff and to members of the larger community of Spokane. It is a drop-in place to meet, a resource center for research, a place to study, a comfortable place for meetings and a home away from home. The staff at Unity House are regularly involved in conducting cultural and justice related events that are open to the entire community. We offer a leadership course called the Academic Cultural Excellence Program (ACE), which awards annual scholarships to student participants. We also publish the Unity House News Quarterly which focuses on information about people, events, and news happening at GU and in the community.

The Center has a computer lab, a small video and paper library collection, meeting rooms, scholarship information, a big screen T.V. and a kitchen and dining room. The Center is home and used as a regular meeting place for several student clubs and houses the office of the Spokane Chapter of the National Association for the Advancement of Colored People (NAACP). It is a regular meeting place for P.I.E.R. (Program for International Education and Relief), the Black Student Union (BSU), NASO the Native American Student Organization, HERO Helping to Educate Regarding Orientation, La Raza Latina, PSU Pilipino Student Union and others. Unity House is also heavily involved in the work of the Spokane Task Force on Race Relations and Gonzaga's Institute for Action Against Hate.

Our mission is to promote the Jesuit and Catholic ideals of social justice and service.

We have a specific interest in helping those students and professionals that are least in number on campus and in the greater Spokane community.

Unity House is under the Office of the Associate Vice President for Diversity, Dr. Raymond Reyes. Its Director is Bob Bartlett, the Director of Multicultural Education and a professor in the Department of Sociology.

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.

Eligible veterans needing to apply for their benefits, approved veterans needing certification of enrollment, or students with questions about possible veteran benefits should contact the University's Veterans Coordinator in Room 229 of the Administration Building.

Disability Resources, Education, and Access Management

Disability Resources, Education, and Access Management (DREAM) provides access services to Gonzaga University's programs, services, activities and facilities for qualified students with disabilities in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and Washington State laws. DREAM 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 to DREAM. Please contact DREAM to receive a copy of the University's policy on documentation of a disability or visit the department website at www.gonzaga.edu/disabilityresources for these policies as well as other helpful information. Students should contact DREAM at least four 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 DREAM Director. Incidents which have occurred more than 120 days prior to making the complaint may or may not be given consideration. To obtain copies of GU's Informal Complaint Process for Reasonable Accommodation or the formal grievance procedure, please contact the DREAM Director or visit the department website: www.gonzaga.edu/disabilityresources.

For more information, please contact the department at 509-323-4134 or extension 4134, if you are calling from an on-campus phone or using the switchboard to direct your call.

Campus Safety and Security Department

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

Crosby Student Center

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 which provides the environment for programs, study, and socialization. Also available are student mailboxes, the University mail service, a central information desk, television, lounge, espresso bar, vending machines, ATM, and courtesy phones. Offices housed in the center include University Ministry, the Career Center, Student Activities, 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 The Bulletin, a weekly newspaper; Reflections, an annual journal of literary endeavors; Charter, an annual journal of opinion; Spires, the yearbook; and the Who's Who Undergraduate Directory.

International Students

Gonzaga welcomes applications from international students. Non-native English speaking students must present evidence of English proficiency sufficient for graduate-level work. Gonzaga University requires the Test of English as a Foreign Language (TOEFL) and that the official scores be sent from ETS. In lieu of the TOEFL, Gonzaga will accept satisfactory completion of Level 108 of the University's

English as a Second Language program with a grade point average of at least 3.00 and the recommendation of the ESL faculty. Applicants should submit transcripts in both their native language and an English translation. Photocopies are not accepted as official documents and may not be used for evaluation purposes.

In addition, Gonzaga University requests international applicants provide documentation of sufficient funds for academic and living costs while staying in the United States for at least the academic year (two consecutive full-time semesters) via the Financial Declaration form. On this form, students state they have access to a certain amount of available funds as well as the source(s) for these funds. Students must provide documentation regarding the source of funding such as written notification from a sponsor or a certified bank statement.

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

Programs of Study

College of Arts and Sciences

Master of Arts in Philosophy

Master of Arts in Religious Studies

English Language Center

Master of Arts in Teaching English as a Second Language

School of Business Administration

Master of Business Administration

Master of Business Administration/Bachelor of Science in Engineering

Business Administration/Juris Doctor

Business Administration/Master of

Accountancy

Master of Accountancy

Accountancy/Juris Doctor

School of Education

Master of Arts in Leadership and Administration

Master of Arts in Educational Administration

Principal/Superintendency Certification Program

Master of Arts in Sport and Athletic Administration

Community Counseling

Counseling

Counseling (Site-based)

Master of Arts in School

Master of Arts in

Master of Arts in Teaching

Master of Education in Literacy

Master of Education in Special Education

Master of Anesthesiology Education

Master of Initial Teaching

School of Professional Studies

Master of Arts in Communication and Leadership Studies

Master of Arts in Organizational Leadership

Master of Science in Nursing

Family Nurse Practitioner (Post Master's Certificate)

Doctor of Philosophy in Leadership Studies

Academic Honesty Guidelines

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

Disciplinary action against a student found guilty of academic dishonesty may include, but is not limited to:

- 1) A failing grade for the test or assignment in questions.
- 2) A failing grade for the course and/or
- 3) A recommendation for dismissal from the University.

A student may appeal the disciplinary action taken. The appeal shall be made in writing to the dean of the school/college within 14 days of receipt of written notification of the disciplinary action taken.

Following an appeal, a final report shall be submitted to the Academic Vice President by the dean. A final appeal by the student may be made to the Academic Vice President.

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

General Academic Information

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

Admission to Candidacy

Upon completion of 12 credit hours of approved graduate work, a student may be admitted to candidacy. Candidacy will be denied and the student dropped from the program if the GPA is less than 3.0 or if performance is otherwise unsatisfactory. Students who have not been fully admitted to a degree program may not earn beyond 12 credits without such admission. The program director will inform those students not admitted to candidacy. A student may not transfer to a new program if he/she has been admitted to candidacy. Exceptions can be made with the approval of the program director and the dean.

Challenge of Courses

Applicants to graduate programs may remove undergraduate deficiencies by following the established University challenge procedure. Graduate-level courses may not be challenged.

Individualized Study

Students may undertake individualized study if it is considered necessary to complete their program. Application for individualized study must be made on a form available from the Registrar. It is the responsibility of the student to demonstrate the relevancy of the proposed study and the ability to complete it on an agreed upon time line. For most master's programs, the student is allowed a maximum of two individualized study courses (6 credits) for degree completion.

Extension and Correspondence Courses

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

Thesis Information

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

Petition to Graduate

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

Grading

A student's scholastic standing in each subject is determined by the combined results of examinations, assignments, class participation, and general evidence of regular and consistent application. Due weight is given not only to the degree of subject mastery manifested by the student but also to the ability to communicate orally and in written form. For the purpose of certification and convenience in reporting, the following letter grades are used to express the instructor's evaluation of the student's competence in a given area.

Grade Letter	Quality Points	Description
A	4.0	Excellent
A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	Below graduate level expectation
C+	2.3	
C	2.0	
C-	0.0	Treated as an "F"
D+	0.0	
D	0.0	
F	0.0	

AU = Audit

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

F = Failing

Grade awarded to students who complete the term and the course but fail to achieve course objectives.

I = Incomplete

Given when a student with a legitimate reason (determined by the instructor) does not complete all the work of the course within the semester that he/she is registered for the course. The faculty member notifies the Registrar's Office with the reason for the "Incomplete" grade, lists the missing material, and assigns a provisional grade that will be assigned thirty (30) calendar days into the following semester (summer sessions are not included). Requests for a date extension beyond the published date for removing incompletes must be approved through the appropriate Dean's Office and sent to the Registrar's Office for processing. Forms for this action can be obtained from the Registrar's Office. If the instructor does not submit an extension or a new grade before the published date or time extension lapses, the provisional grade will be recorded on the student's transcript. If a provisional grade has not been provided, the "I" grade becomes an "F" grade and is recorded on the transcript as an "I/F". Whenever an "I" grade has been assigned, the "I" grade becomes part of the permanent record. i.e. "I/B", etc.

IP = In Progress

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

S/NS = Satisfactory/Non Satisfactory

Certain courses are designated by academic departments for Satisfactory (S)/Non Satisfactory (NS) grading only. This is not a grading option that students choose. This is the grade mode determined by a department/school. The "NS" grade indicates a grade lower than a "C" and has the same effect as an "F" (failing) on the GPA. An "S" grade is equivalent to a "C" or higher, does not affect the GPA, and the credits earned are counted toward the total needed to graduate. Courses using this grade mode will not be converted to a standard grade.

RD = Report of Grade Delayed

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

V = Unofficial Withdrawal

Grade awarded to students who have not officially dropped or withdrawn from a course and consequently have not met class attendance requirements or participation in the course through the end of a semester. The grade is given at the discretion of the professor. Students should not assume that professors will automatically initiate course drops/withdrawals for non-attendance. This grade has the same effect as "F" (Fail) on the grade point average (GPA).

W = Withdrawal

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

Grade Point Average

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

Transfer of Credits

Graduate students may transfer credits into their program with the approval of their Program Director, the Dean of the students program, and the Registrar's Office. A maximum of 1/5 of program credits (usually six credits for graduates, 12 credits for doctoral) may be transferred.

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

Change of Grade

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

Full-Time Status

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

Financial Information

Student Costs and Payment Options

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

Eight and Ten Month Installment Plans

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

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

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

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

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

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

Refunds

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

The withdrawal refund schedule and the refund schedule for dropped classes are available through the Student Accounts Office.

Tuition and Fees 2007-2008

Included in tuition is a \$25 non-refundable fee that includes the Student Activity Fee. Tuition and fees will be adjusted for the period of June 1st, 2008 through May 31st, 2009.

Doctoral tuition, per credit	\$725
Master's Programs, per credit	\$670
Postgraduate tuition, per credit	\$670
Thesis/Dissertation tuition – per credit.....	\$670

One credit course registration for students continuing their Thesis or Dissertation after core course requirements have been completed. Applies to students beginning their Thesis or Dissertation after spring semester 2003.

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

Application Fee:

Master's Programs	\$45
Doctoral Program	\$45

Deposit to Confirm Acceptance:

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

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

Departmental Fees:

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

Certification/Endorsement	\$15-\$70
Education Practicum:	
Counselor Education.....	\$260
Special Education	\$200
Teacher Education	\$200
Counseling Internship.....	\$260
Special Education Student Teaching	\$200
Orals Fee.....	\$30-105
Psych Appraisal Fee.....	\$50
Principal Internship	\$200
Program Administrator Internship	\$200
Superintendent Internship	\$200

School of Professional Studies:

Master's Thesis Fee (microfilming and binding, UMI)	\$180
Doctoral Dissertation Fee (microfilming and binding, UMI)	\$190
Copyright Option.....	\$60
Nursing Program Fee, per semester	\$17
Nursing Program Delivery Fee (Distance Format Courses Fee), per course.....	\$94
Nursing Clinical Fee, per credit	\$29

Other Fees:

Fitness Center Fee:	
Optional, per semester	\$150
Optional, entire summer	\$50
Late Registration Fee	\$50
Late Add/Drop Fee	\$50
Graduation Application Fee	\$50
Late Graduation Application Fee	\$75
Mandatory Accident Insurance, per year.....	\$42
Master's Thesis Fee (microfilming and binding, UMI)	\$180
Summer Session Administrative Fee	\$35
Technology Fees:	
Full-time Student, per semester.....	\$67
Part-time Student, per semester	\$28
Summer (including off-campus), per session	\$28
Transcript Fee, each copy	\$5
Installment Plan Application	\$65-\$100

Room and Board

For information contact the Student Accounts Office.

Miscellaneous

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

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

Financial Aid

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

Applying for Admission

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

Financial Aid Application

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

Application Deadlines

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

The Financial Aid Package

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

Loans

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

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

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

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

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

Off-Campus Employment

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

Graduate Assistantship Awards

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

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

Satisfactory Academic Progress

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

UNIVERSITY CONFIDENTIALITY OF RECORDS POLICY

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

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

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) 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 decides 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.

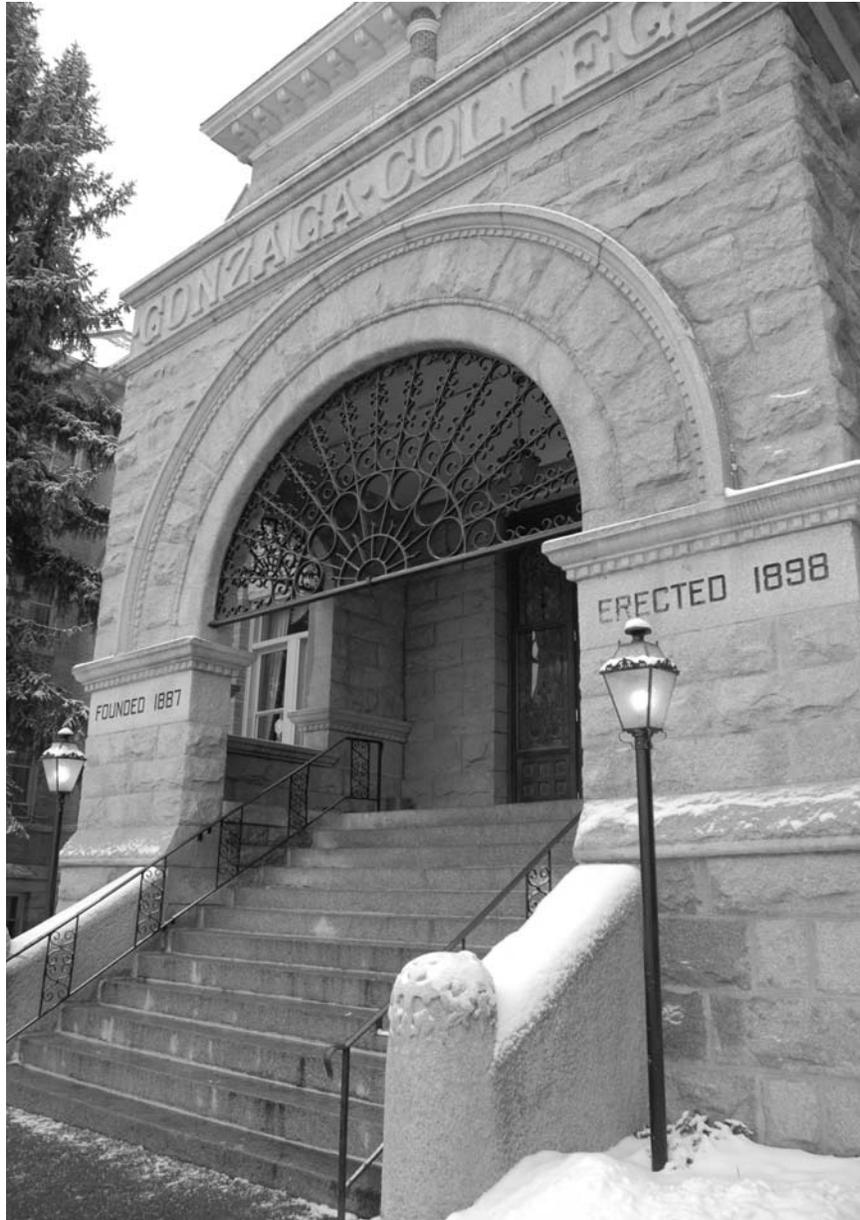
Release of Student Directory Information Policy: Certain categories of student information are considered "open" or Directory Information. Directory Information may be published in a student directory or event program and released to the media and to the public for enrolled students. Directory information 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 20202-5920

COLLEGE OF ARTS AND SCIENCES



www.gonzaga.edu



College of Arts and Sciences

Dean: Robert D. Prusch

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

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

Philosophy

Chairperson: Brian Stevenson

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

Associate Professors: D. Calhoun, B. Clayton, Q. Liu, R. McClelland, W. Ryan, S.J., B. Stevenson, M. Tkacz, J. Wagner, T. Clancy, S.J.

Assistant Professors: K. Besmer, T. DiMaria, D. Hutchins, E. Maccarone, E. Schmidt

Director of the Philosophy Graduate Program:
Dr. Ted DiMaria

Master of Arts in Philosophy

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

Through course work and required reading the department stresses:

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

Admissions

Each applicant must submit the following materials:

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

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

Prerequisite

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

Requirements

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

- 1) 30 credit-hours of philosophy: 24 hours of graduate level course work, six hours for the thesis.
- 2) Registration in the Graduate Seminar each semester in which the student is taking course work.
- 3) Successful completion of a comprehensive examination (including written and oral components).
- 4) Successful completion of a foreign language examination.

Course Descriptions

PHIL 500 Philosophical Latin	4 credits
An intensive study of the Latin language.	
PHIL 501 History of Ancient Philosophy	3 credits
A survey of major figures and developments in ancient Greek and Hellenistic philosophy from Thales to Plotinus, using texts in translations. Fall.	
PHIL 503 Contemporary Ethical Theory	3 credits
This course will explore developments in ethical theory in the later twentieth century.	
PHIL 505 History of Medieval Philosophy	3 credits
A survey of Christian philosophy in the Latin West focusing on such major figures as St. Augustine, St. Thomas Aquinas, and William of Ockham. Consideration will be given to bibliographic and research methods for the history of philosophy. Spring.	
PHIL 506 Philosophy of St. Augustine	3 credits
A survey of St. Augustine's philosophy of God and the universe with special attention to Augustine's pivotal role in summing up Greek and Roman thought and laying the foundation for Medieval thought.	
PHIL 507 St. Thomas Aquinas	3 credits
Life, works, and selected problems and texts.	
PHIL 508 Just War Theory	3 credits
This course will be divided into two parts. The first will examine the rise and the development of what has come to be known as the "just war theory." Authors from Augustine to Vittoria will be treated. In the second part of the course, the applications of the "just war theory" to modern warfare will be treated. Conflicts from World War II to Bosnia and Afghanistan will be discussed.	
PHIL 509 Social Justice	3 credits
This course will critically consider famous theories of justice, as well as their applications to some social and moral problems.	
PHIL 510 History of Modern Philosophy	3 credits
A survey from Descartes through Hegel. Fall.	
PHIL 513 Philosophy of Mysticism	3 credits
What is mysticism? Is there a common element in all forms of mysticism? What is the connection between mysticism and mental health/disease? What is the relationship between mysticism and the paranormal?	
PHIL 516 Marxism	3 credits
The major writings of Marx, Engels and Lenin. The relationship between Marxist theory and revolutionary practice. Contemporary problems in Marxism.	

- PHIL 517 C.S. Lewis 3 credits
This course examines Lewis the Christian intellectual as his participation in the Christian theistic tradition and his philosophical training exhibit themselves in his fictional, philosophical and theological works.
- PHIL 518 Walker Percy 3 credits
The course examines both fiction and non-fiction works by Walker Percy (1916-1990), with particular emphasis on his development of existential themes and C.S. Peirce's semiotics. We investigate Peter Augustine Lawler's description of Percy as a proponent of "post-modernism rightly understood."
- PHIL 519 Happiness 3 credits
In one form or another, the nature of happiness has always been a central concern of philosophical reflection. In recent years, a new body of psychological research has made interesting contributions to our understanding of happiness. Specifically, Mihaly Csikszentmihalyi's work on 'flow' and Martin Seligman's research on happiness will be considered. This course will sample some of his research and bring it into dialogue with traditional philosophical texts from Western and Eastern philosophy, such as Epicureanism, Stoicism, Taoism, and modern movements such as Existentialism, Liberalism, and Marxism. We will also consider very recent philosophical work on the nature of happiness. Along with this survey, we will ask historiographical about how the philosophical problem of happiness is temporally and culturally conditioned.
- PHIL 520 Contemporary Philosophy 3 credits
A survey of major figures from the post-Hegelian period to the present. Spring.
- PHIL 521 American Philosophy 3 credits
A study of major figures in the American philosophical tradition.
- PHIL 522 Post Modern Thought 3 credits
Postmodernism has been the single most influential philosophical movement in the late 20th century. As a response to philosophical modernism and as a broad cultural movement, affecting virtually every field of knowledge and cultural practice, postmodernism challenges us to rethink some of the most basic assumptions of the western philosophical tradition. This course begins with a review of the meaning of philosophical and cultural modernism. We then consider several of the major founding thinkers of the postmodern movement: Jacques Derrida, Michel Foucault, and Francois Lyotard. From its beginnings in the revolutionary atmosphere of the French student rebellion, we move to post-modern thinkers in the analytic and post-analytic tradition, including the later Ludwig Wittgenstein and Richard Rorty. The course concludes with a survey of postmodern culture, sampling specific developments in fields such as architecture, music, and contemporary art.
- PHIL 523 Process Philosophies 3 credits
Philosophers such as Bergson and Whitehead who regard creative process as the essence of the real.
- PHIL 524 Existentialism 3 credits
The movement from Kierkegaard to the present.
- PHIL 525 Phenomenology 3 credits
Some proponents of phenomenological philosophy stemming from Husserl.
- PHIL 526 Existential Psychology 3 credits
A study of important existentialist philosophers and their influence upon psychology.
- PHIL 527 Analytic Philosophy 3 credits
A survey of 20th century Anglo-American philosophy.
- PHIL 528 Philosophical Hermeneutics 3 credits
Allied with phenomenology, philosophical hermeneutics struggles not only with interpreting patterns of meaning in classical philosophical texts, but also with interpreting patterns of meaning in human existence based on the model of the text.
- PHIL 529 African Philosophy 3 credits
This course provides an introduction to African philosophy. This course is divided into three parts. Part I will focus on recent debates about the nature and scope of African philosophy. Issues to be examined here include: 1) philosophy and colonialism. 2) the significance of traditional African beliefs for contemporary philosophical practice. 3) individual thinkers and communal wisdom. 4) writing, versus speech as vehicles for philosophical expression. In Parts II and III we turn more explicitly to philosophical issues concerning. 5) science, technology, and modernization in Africa. 6) African moral and political theory.
- PHIL 530 Metaphysics 3 credits
A systematic ordering and development of the perennial questions concerning being and existence; unity, diversity, truth, value, causality, and transcendence; and the existence and nature of God.
- PHIL 532 Philosophy of Education 3 credits
Representative thought regarding educational agents, aims, and curricula.
- PHIL 533 Philosophy of Psychology 3 credits
A survey of recent Anglo-American philosophy, beginning around 1900 and continuing through the present.
- PHIL 534 Chinese Philosophy 3 credits
A survey of the history of Chinese philosophy focusing on the Confucian tradition and taking other traditions such as Taoism and Buddhism into account.
- PHIL 537 Philosophy of Time 3 credits
This course looks at answering the question "What is time?" This is done by looking at ancient and modern arguments surrounding the structure, experience, and models of time.
- PHIL 538 Philosophy of Love and Friendship 3 credits
Survey and analysis of influential accounts of love and friendship, including treatments of erotic/romantic love, friendship, and charity, within a framework provided by C.S. Lewis' classic study *The Four Loves*. Special attention will be given to the relation between the views of love and the nature of happiness, proper treatment of others, human desire and psychology, character, self-love, and religious devotion.
- PHIL 539 Christian Metaphysics 3 credits
This course is divided into three parts: 1) the Metaphysics of Nature which studies the principles of created being and the necessity of divine being as its source. 2) the Metaphysics of Being which studies being in its most generic characteristics. 3) the Metaphysics of God which studies the nature of divine being as far as it can be understood by human beings. Among the topics to be considered are: act and potency, causality and chance, the cosmological argument substance and accident, necessity and contingency, ontological participation, transcendentals, the analogy of being, divine simplicity, and the incarnation.
- PHIL 540 Theory of Knowledge 3 credits
Problems, positions and synthesis of the modes of human knowledge.
- PHIL 541 Symbolic Logic 3 credits
The study of modern symbolic logic (propositional and predicate). Metalogical issues (the syntax and semantics of formal systems) are discussed.

- PHIL 543 Philosophy of Science 3 credits
Examination of recent developments in the philosophy of science and its treatment of the nature and methods of the physical, biological, and social sciences.
- PHIL 544 Science, Technology, and Social Values 3 credits
Examines the relationship between science and technology, particularly modern technology, and the effect of science and technology on culture and values.
- PHIL 545 Evolution and Creation 3 credits
Readings by scientists, theologians and philosophers on issues raised by the theory of evolution. Among the questions to be discussed are: How exactly are evolution and creation related? Are they rival explanations of the same thing? What evidence is there for evolution? How does evolution work? What implications does it have for our understanding of human nature and the place of human beings in nature?
- PHIL 546 Philosophical Reflections on Christianity and Science 3 credits
Philosophical inquiry into the historical relationship between Christian religious doctrine and the knowledge imparted by the sciences, with focus on particular episodes such as the Galileo affair and the Darwinian revolution.
- PHIL 548 Philosophy of Mind 3 credits
Treatment of the nature and functional capacities of the mind and the philosophical problems raised by analysis of mind, including mind and body, materialistic reductionism, other minds, freedom, and personality.
- PHIL 549 African American Philosophy 3 credits
This course will examine core issues in African American philosophy. These issues will include: 1) the nature and purpose of African American philosophy. 2) questions concerning racial, cultural, and ethnic identity. 3) the varied forms, causes, and consequences of racism. 4) "separatist" vs. "assimilationist" strategies for addressing racial injustice. 5) debates concerning reparations and affirmative action.
- PHIL 551 Political Philosophy 3 credits
An examination of the nature and norms of political life with attention to major historical themes in the light of contemporary relevance.
- PHIL 552 Social Ethics 3 credits
A consideration of the moral implications of communal life, including such topics as individual rights and distributive justice. Issues such as pornography, capital punishment, and affirmative action are treated.
- PHIL 553 International Ethics 3 credits
The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration.
- PHIL 554 Metaethics 3 credits
This course is an advanced study of contemporary disputes in 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 555 Leadership in Health Care Ethics 3 credits
This required ethics course (for MSN students) is designed to consider health care issues from both an individual and organizational perspective and others in health care contexts. Emphasizes preparation for active participation in communities' dialogues about health care values. Fall.
- PHIL 556 Feminist Ethics 3 credits
Explores women's experiences of oppression and some of the ways which this has marginalized their concerns and their perceptions of the moral dimensions. Feminist contributions to rethinking the concept of moral agency, the traditionally sharp distinction between the public and private domains, the relevance of personal relationships to ethics, and the process of moral development and moral decision making are considered. Spring, odd years.
- PHIL 557 Business Ethics 3 credits
The philosophic basis of business and its relation to social development, responsibilities of the business community to society and the individual, and the relationship between economic theories and philosophical approaches.
- PHIL 558 Environmental Ethics 3 credits
The detailed philosophical study of humanity's understanding of its relationship to the natural environment, concentrating on historically prominent conceptions of that relationship, the philosophical foundation of the contemporary "environmental movement," and attempts to construct a philosophical defensible environmental ethics. Annually.
- PHIL 560 Gender and Health Care Ethics 3 credits
This course will explore issues in health care with an emphasis on gender. The course will explore both traditional and feminist approaches to health care ethics, considering how a feminist ethics perspective challenges, expands, and sometimes transforms the discipline of health care ethics.
- PHIL 564 Magic/Mysticism Medieval Renaissance Culture 3 credits
This course examines the philosophical and cultural understandings of magic and mysticism in the transition from medieval to renaissance culture, especially the emerging culture of scientific practices. We will begin by looking at some late Roman and early Christian attitudes toward magic and some aspects of mystical thought in the Medieval period. The course considers magic and mysticism from a philosophical point of view and in connection with the Medieval Christian Philosophy, as well as examining similarities and differences between magical practices and scientific practices. The class will learn about magical symbolism in Renaissance art and visit museum sites for this purpose.
- PHIL 565 Philosophy of Religion 3 credits
Philosophical investigation of the rational justification of religious faith.
- PHIL 566 Philosophy of God 3 credits
A philosophical investigation of God's existence, nature, and actions with particular attention to human knowledge of God.
- PHIL 567 Faith and Reason 3 credits
A philosophical investigation of the grounds for integrating traditional Christian theism with 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 570 Philosophy of Law 3 credits
The sources, structure, and function of human law and its relation to moral law.
- PHIL 571 Philosophy of Literature 3 credits
What is literature and what is it for? This course considers a variety of answers to these questions by both philosophers and writers. The course is sometimes organized historically covering major developments in Western thought about literature including Platonic, Renaissance, Romantic, and Contemporary. During other semesters the course is organized systematically with a heavy emphasis on theories of interpretation, each of which entails a view of the nature of literary language.

PHIL 572 Philosophy of Art	3 credits	PHIL 585 Philosophy in Film	3 credits
An analysis of beauty, creativity, and taste according to 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.		Many current films raise first-order philosophical questions or issues, though few films are particularly good at solving those same problems or resolving the conflict underlying the issues. This course seeks to explore many contemporary films (none older than "Blade Runner") and the philosophical issues they raise, both by their explicit content and by their implicit content. Metaphysical issues about the mind and body relationship, the nature and extent of freewill, the nature of personal identity will be included. Some epistemological issues having to do with how well we can expect to have access to reality, and what might be among the impediments to the access, will also be included. The course generally avoids treating ethical or moral issues, but also takes an interest in the use of the emotions in films, the treatment of violence and human sexuality in films, the nature of comedy in films. Some attention will also be given to film techniques, especially from the point of view of the audience.	
PHIL 573 Philosophy of History	3 credits	PHIL 586-588 Seminar	1-3 credits
A study of the philosophical presuppositions of historical method and of the meaning of goal of historical process.		Topics will vary.	
PHIL 574 Philosophy of Sport	3 credits	PHIL 611 Continuing Research	1 credit
A study of sport as an important, unique, and fundamental activity of human beings, exploring how experiences encountered in athletic activity shed light on classical philosophical problems.		PHIL 690 Directed Study	1-7 credits
PHIL 575 Philosophy of the Visual Arts	3 credits	Credits and material to be arranged. Must have form completed before registering.	
Examines contemporary applied theories of art in a variety of visual art media including painting, sculpture, film, and photography.		PHIL 696 Foreign Language Requirement	0 credit
PHIL 576 Racism, Slavery and Evil	3 credits	PHIL 697 Comprehensive Examination	0 credit
A seminar will be scheduled for graduate students in philosophy each semester. Topics will vary. Class size is limited to allow for greater student participation, and writing responses to the evils we study.		PHIL 698 Research	1-9 credits
PHIL 577 Graduate Seminar	3 credits	PHIL 699 Thesis	6 credits
A seminar will be scheduled for graduate students in philosophy each semester. Topics will vary. Class size is limited to allow for greater student participation and writing.		Students must register during regular registration for comprehensives.	

Religious Studies

Chairperson: P. McCormick

Professors: M. Cook, S.J., J. Dallen, J. Downey, P. Hartin, P. McCormick, L. Schearing

Associate Professors: S. Kuder, S.J., R. Large, J. Milos, C.S.J., J. Mossi, S.J., C. Siejk

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

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

Master of Arts in Religious Studies

Concentration areas:

Biblical Studies

Spirituality

Theological Foundations

The Department of Religious Studies at Gonzaga University offers the Master of Arts in Religious Studies to meet the needs of persons seeking greater understanding and practical knowledge of biblical studies, systematic theology and spirituality. These programs are designed as terminal degrees or as preparation for doctoral studies. Courses usually required for degrees can be waived by the director of graduate programs when these areas have been previously studied in depth. Academic advisors ensure that the programs have the flexibility to meet the personal and professional needs and interests of each student.

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

semester and one class in the summer session. Students can also complete the program by taking one course each session over a longer period of time.

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

Admissions

Each applicant must submit the following materials:

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

Prerequisites

Applicants must have a bachelor's degree from an accredited college or university with a major in religious studies or with introductory courses in Old Testament, New Testament and systematic theology. If an applicant for entrance into a program has a B.A. degree without a major in religious studies, or has not completed the introductory course work, they can take two courses, Theological Foundations and Biblical Foundations offered by the Department of Religious Studies, or approved on-line courses in advance of full acceptance into the degree program. The Director of Graduate Programs can give advanced standing or waive required courses when applicants have previously studied the areas in depth.

Financial Aid

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

Master of Arts in Religious Studies

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

Requirements: 36 credits

Core Courses: 21 credits

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

Concentration requirement: 12 credits

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

Systematic Theology	
RELI 540 Ecclesiology	3 credits
RELI 569 Liturgy and Sacraments	3 credits
RELI 539 Contemporary Ethical Issues	3 credits
RELI 547 American Church History	3 credits
RELI 520 Trends in Contemporary Theology	3 credits
RELI 525 Political Theology	3 credits
RELI 526 Comparative Theologies	3 credits
Biblical Studies	
RELI 511 Pentateuch	3 credits
RELI 512 Prophets	3 credits
RELI 518 Apocalyptic Literature	3 credits
RELI 513 Wisdom Literature	3 credits
RELI 515 Synoptics	3 credits
RELI 516 Johannine Literature	3 credits
RELI 517 Paul	3 credits
Spirituality	
RELI 572 Christian Spiritual Traditions	3 credits
RELI 573 Contemporary Christian Spirituality	3 credits
RELI 582 Spirituality and the Life Cycle	3 credits
RELI 579A Spirituality and Ministry	3 credits
RELI 581 Ignatian Spirituality	3 credits
RELI 562 Liturgical and Sacramental Spirituality	3 credits

Graduate Integration Seminar

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

The Ministry Institute

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

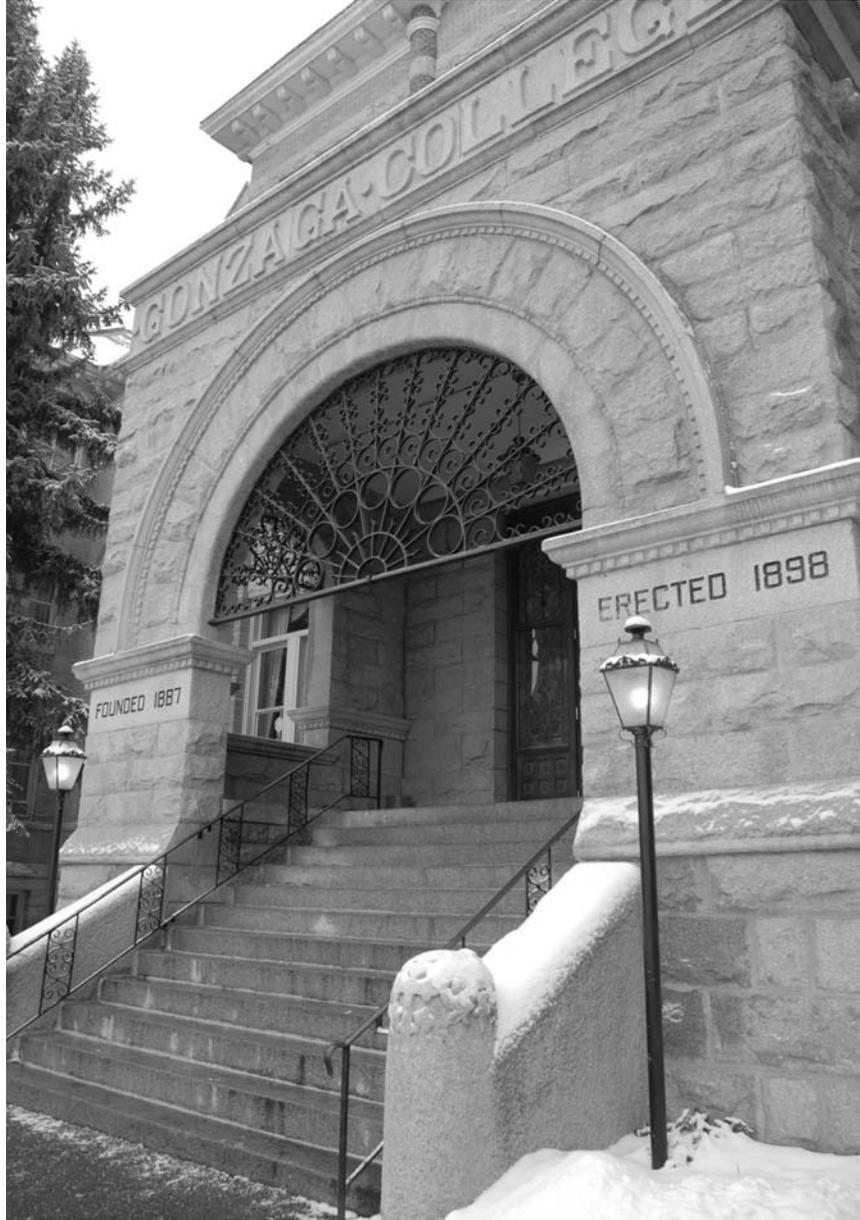
The department encourages participants in its program to reside at the Institute which is located two blocks from the campus.

Course Descriptions

RELI 500 Research Methods in Religious Studies	0 credit
An orientation to techniques and resources for research and writing in religious studies. Taken on a pass/fail basis.	
RELI 501 Studies in Old and New Testament	3 credits
An introduction to scholarly issues concerning the historical context, history of composition, and pastoral application of the Old and New Testaments. [pre-requisite for those needing background].	
RELI 502 Studies in Theology	3 credits
A survey of the history, methods, issues, and patterns of questioning typical of theological inquiry. [pre-requisite for those needing background]	
RELI 509 Special Topics: Foundational Theology	3 credits
RELI 510 Old Testament	3 credits
Examines the theological issues, major themes and development of the Hebrew scriptures.	
RELI 511 Pentateuch	3 credits
An historical-critical and theological study of the documents which constituted Israel's understanding of covenant with God.	
RELI 513 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 512 Wisdom Literature	3 credits
A study of literacy, theological, and historical dimensions of the book of Proverbs, Job, Ecclesiastes, Sirach, and the wisdom of Solomon and their place in the development in Hebrew thought.	
RELI 514 Special Topic: Hebrew Scriptures	3 credits
RELI 515 Synoptic Gospels	3 credits
Matthew, Mark, and Luke in their interrelationship and their independent development.	
RELI 516 Johannine Literature	3 credits
The Gospel of John and the Johannine letters.	

- RELI 517 Letters of Paul 3 credits
Paul's life and theology as reflected in his letters.
- RELI 518 Apocalyptic Literature 3 credits
How to interpret the various books of Apocalyptic Literature in the Old and New Testament
- RELI 519 Special Topic: New Testament 3 credits
RELI 520 Trends in Contemporary Theology 3 credits
A selective engagement of current themes and authors who are setting the course for theology in the 21st century.
- RELI 521 Theological Anthropology 3 credits
An investigation into Christian understandings of the human person before God. Topics include creation, image of God, covenant, freedom, sin and grace, incarnation, community, reconciliation, and consummation. Perspectives will include liberationist, feminist, and inter-religious anthropologies.
- RELI 522 Christology 3 credits
The key movements in Christology today in the light of scriptural and conciliar teachings.
- RELI 525 Political Theology 3 credits
The critical relationship of religious and political values as foundational; memory, narrative, and solidarity as theological categories. Special emphasis on the work of Johann Baptist Metz with some attention to J. Moltmann and D. Soelle.
- RELI 529 Special Topic: Systemic Theology 3 credits
RELI 530 Christian Moral Theology 3 credits
How does moral theology inform a Christian understanding of our practical moral life? This course will examine the fundamental concepts of Christian morality and study their application to specific issues and problems.
- RELI 535 Theologies of Social Justice 3 credits
The theologies of justice viewed from multiple perspectives as they understand church and society locally, nationally, and internationally.
- RELI 537A 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 539 Special Topic: Ethics 3 credits
RELI 540 Ecclesiology 3 credits
Study of the church's ecumenical self-understanding of its nature and function in the contemporary world as reflected in official documents and theological writings.
- RELI 545 Church History to the Reformation 3 credits
The historical origins of the Church and its development to the Reformation.
- RELI 546A The Reformation 3 credits
The figures, ideas, and events that produced the religious challenge to medieval Christendom in the sixteenth century.
- RELI 547 American Religious History 3 credits
The role of religion in the development of American culture from the colonial period to the present.
- RELI 548 Special Topic: Church History 3 credits
RELI 549 Special Topic: Church 3 credits
RELI 552 Introduction to Spiritual Direction 3 credits
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 557 Supervised Ministry 3 credits
Ministerial experience under supervision and assistance in the theological reflection. Prerequisite: Permission of the department.
- RELI 558 Practicum 3 credits
A field-based experience involving demonstrated competence in ministry. Prerequisite: permission.
- RELI 559 Special Topic: Ministry 3 credits
RELI 561 Sacraments 3 credits
Theological study of the scriptural, doctrinal, and systematic presentation of sacramental life and worship.
- RELI 562 Liturgical-Sacramental Spirituality 3 credits
The interrelation of liturgical celebration, personal spirituality, and Christian living.
- RELI 569 Special Topic: Liturgy and Sacraments 3 credits
RELI 572 Christian Spiritual Traditions 3 credits
A study of themes, issues, and selected classic texts in the history of Christian spirituality.
- RELI 573 Contemporary Christian Spirituality 3 credits
A contemporary exploration of human relationships--self, community, world, and God through the lens of Christian spirituality.
- RELI 576 Prayer and Discernment 3 credits
Practical spiritual and personal development: contemplative prayer, discernment, spiritual direction, and healing ministry.
- RELI 577 Contemporary Issues in Spirituality 3 credits
A dialogue on particular issues in contemporary Christian spirituality based on student research.
- RELI 579 Special Topic: Spirituality 3 credits
RELI 580 Spirituality and Ministry 3 credits
An exploration of spirituality as formative and foundational to contemporary ministry.
- RELI 581 Ignatian Spirituality 3 credits
The personal spirituality and legacy of St. Ignatius Loyola.
- RELI 582 Spirituality and the Adult Life Cycle 3 credits
The dynamics of Christian growth in connection with contemporary life-cycle research.
- RELI 611 Continuing Research 1 credit
RELI 690 Directed Readings 1-3 credits
RELI 698 Research 3 credits
A research paper is required as the culminating project of the degree program. A director and second reader will assist the student in focusing, developing and completing this paper.

SCHOOL OF BUSINESS ADMINISTRATION



www.gonzaga.edu



School of Business Administration

Dean: Clarence H. Barnes

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

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

Associate Professors: T. Chuang, P. Loro, M. Shrader, W. Teets, G. Weber

Assistant Professors: G. Barone, M. Beqiri, N. Chase, D. Friesner, D. Hackney, S. Hedin, K. Hendrickson, L. Kurpis, D. Law, M. McPherson, S. Melendy, V. Patil, M. Pepper, D. Stewart, A. Thatte, D. Xu.

Degrees Offered

Master of Business Administration (MBA)

Master of Accountancy (MACC)

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

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

Master of Accountancy/Juris Doctor (MACC/JD)

Master of Business Administration/Bachelor of Science Engineering (MBA/BS)

Gonzaga University's School of Business Administration is an exciting place to study and learn. We are committed to developing leaders who possess a solid base for critical thinking, communication and leadership skills, along with a keen sense of and ethical decision making. Both the Master of Business Administration (MBA) and the Master of Accountancy (MACC) degree programs are characterized by a personal learning environment, quality students from diverse backgrounds, and a faculty committed to excellence in teaching and scholarship. Graduate classes are offered during the day and early evening to allow students to complete degree requirements on either a part-time or full-time basis.

The Graduate School of Business strives to develop in graduates:

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

Gonzaga's graduate programs are fully accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

Admission Requirements

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

- 1) A completed application form and a non-refundable fee (see www.jepson.gonzaga.edu/graduate).
- 2) Two recommendation letters sent directly from the recommending individuals to the Graduate School of Business using the Confidential Recommendation forms.
- 3) Two official transcripts from each college or university attended (international students must submit foreign transcripts in the original language and an English copy).
- 4) Official Graduate Management Admissions Test (GMAT) score.
- 5) A resume detailing relevant work experience and professional objectives.
- 6) A written statement of purpose.
- 7) An official TOEFL score of at least 88 (IBT), 230 (CPT), 570 (paper) or an IELTS score of 6.5 or above by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 8) A financial declaration and supporting documentation by each international applicant.

In addition, the Graduate School of Business may require a personal interview with incoming international applicants. A deficiency in written or spoken English may be remedied by the successful completion of English and speech courses. Graduate business programs are open to qualified holders of a baccalaureate degree from an accredited college regardless of undergraduate major field of study. The goal of our admission policy is to select degree candidates who demonstrate high potential for academic and professional success. Students of promise normally exhibit a GMAT score in excess of 500 and at least a 3.00 undergraduate grade point average.

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

Foundation Requirements

Prior to enrolling in graduate coursework required for the degree program, some students may need to take preparatory courses in specific business subjects. Foundation courses may be waived on a course-by-course basis for students who have recently completed equivalent coursework or who have demonstrated competence by passing an examination. Significant work experience in a given business area may also be a basis for waiving a foundation course. Foundation course credits are not counted toward the graduate degree program. Applicants must consult with an adviser before registering the first semester. Foundation courses required of all MBA and MACC students are:

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

Master of Business Administration (MBA)

The MBA of Choice

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

Degree Requirements

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

Core Courses: 22 credits

MBUS 600 Orientation Workshop	0 credit
MBUS 610 Economic Environment of the Firm	2 credits
MBUS 612 Management Skills Development	2 credits
MBUS 613 Quantitative and Statistical Analysis	2 credits
MBUS 614 Business Ethics	2 credits
MBUS 616 Strategic Management	2 credits
MBUS 624 Finance Theory and Practice	2 credits
MBUS 625 Operations Theory and Practice	2 credits
MBUS 626 Information Systems Theory and Practice	2 credits
MBUS 627 Marketing Theory and Practice	2 credits
MBUS 628 Managerial Accounting	2 credits
MBUS 629 Corporate Financial Reporting	2 credits
Elective Courses (11 credits)	
Total Credits Required – 33 credits	

MBA Concentrations

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

Accounting Concentration*

(11 credits)

MACC 665 Assurance Services	3 credits
MACC 663 Accounting Theory	3 credits
One of the following two courses:	
MACC 660 Advanced Accounting	3 credits
MACC 666 Advanced Federal Taxation	3 credits
Accounting Electives	2 credits
Additional foundation requirements and accounting GPA minimum.	
Intermediate Accounting I and II	6 credits
Cost Accounting	3 credits
Federal Taxation	3 credits
Auditing	3 credits

Entrepreneurship Concentration

(9 credits + 2 electives)

MBUS 642 Business Planning	3 credits
MBUS 643 Entrepreneurial Strategy	1 credit
MBUS 639 Current Issues in Entrepreneurship	1 credit
Four credits from the following:	
MBUS 630 Intellectual Property	2 credits
MBUS 638 Economics of Gambling	1 credit
MBUS 650 Competitive Advantage in a Global Economy	1 credit
MBUS 651 Strategic Change	1 credit
MBUS 657 Negotiations	2 credits
MBUS 682 Buyer Behavior	2 credits
MBUS 684 Research Methods	2 credits

Finance Concentration

(9 credits + 2 electives)

MBUS 660 Investments	2 credits
MBUS 662 Advanced Corporate Finance	2 credits
One of the following three courses:	
MBUS 663 International Finance	2 credits
MBUS 665 Mergers and Acquisitions	2 credits
MBUS 668 Financial Institutions	2 credits
Finance Electives	3 credits

Management Information Systems Concentration

(9 credits + 2 electives)

MBUS 673 Business Database Systems	3 credits
MBUS 676 Electronic Commerce Strategy and Communications	3 credits
One of the following two courses:	3 credits
MBUS 672 Systems Analysis and Design	3 credits
MBUS 674 Web-Based Applications and Architecture	3 credits

Marketing Concentration

(9 credits + 2 electives)

MBUS 682 Buyer Behavior	2 credits
MBUS 684 Research Methods	2 credits
One of the following two courses:	2 credits
MBUS 685 International Marketing	2 credits
MBUS 687 Marketing Management	2 credits
Marketing Electives	3 credits

**Sports Management Concentration
(9 credits + 2 electives)**

EDPE 525 Sport in the Social Context	3 credits
MBUS 697 Sports Management Internship	3 credits
Three credits from the following:	
EDPE 514 Trends and Issues in Sport	3 credits
EDPE 500 Sport Promotions	3 credits
MBUS 699 Sports Economics	3 credits

**Supply Chain Management Concentration
(9 credits + 2 electives)**

MBUS 640 Global Operations and Supply Chain	2 credits
MBUS 645 Business Process Management and Improvement	2 credits
MBUS 641 Supply Chain Design and Logistics	2 credits
Three credits from the following:	
MBUS 644 Service Management	1 credit
MBUS 646 Project Management	1 credit
MBUS 647 Quality Management	1 credit
MBUS 648 Lean Thinking	1 credit
MBUS 649 Current Issues in Supply Chain Management	1 credit
MBUS 699 Spreadsheet Management	1 credit

Course Descriptions

- MBUS 500 Economic Analysis** 3 credits
Key micro and macroeconomic models which are critical to the development of modern economics are explored. Analysis includes theories of supply and demand, theory of the firm, pricing, employment, monetary and fiscal policy, and international trade and finance. Fall.
- MBUS 510 Marketing Analysis** 3 credits
This course explores the process of exchange. Class lectures and assignments will be used to acquaint students with important decision criteria used in satisfying consumer wants and needs. The completion of a marketing plan is used to reinforce marketing techniques that are introduced as well as enhance student analytical and decision making skills.
- MBUS 520 Financial Management** 3 credits
The course develops the skills and intuition needed to make financial decisions. Estimation of relevant cash flows, time value mathematics, estimation of appropriate return requirements, and the techniques for assessing projects and investment opportunities are focal skills covered in this class. Additionally, intuitive concepts such as the trade off between risk and return, the nature of the agency problem, the benefits and perils associated with leverage, and the implications of market efficiency are developed in order to add to the students' business judgment. Summer. Prerequisite: ACCT 261.
- MBUS 530 Managerial Statistics** 3 credits
The focus of this course will be on the analysis of business data and the application of statistical thinking in managerial decision making. The premise of the course is that effective decision making often requires an understanding of scientific and statistical principles as well as good judgment. Topics covered include descriptive statistics, sampling distributions, confidence intervals and hypothesis testing, analysis of variance and simple regression. Summer.
- MBUS 535 Fundamentals of Information Systems** 3 credits
This course introduces fundamental concepts of information systems and essential skills and techniques of using information technology (IT). The emphasis is on the roles of information systems in today's organizations, including how IT changes individual work, affects organizational structure and processes, and shapes competition in the business environment. Topics include the system concept, hardware, software, communication tools, database management systems, components of information

- systems, e-commerce (EC), technologies for developing EC, and systems development approaches. Students learn to use software tools (e.g., MS/Office suite and other advanced tools) to help improve problem solving skills using information technologies.
- MBUS 540 Operations Management** 3 credits
This course provides a broad overview of issues in operations and supply chain management, emphasizing a strategic orientation toward design and improvement issues. Topics include structuring, improving and integrating information technology, processes, suppliers, and logistics providers. Summer.
- MBUS 560 Accounting Analysis** 3 credits
This course is an introduction to accounting and reporting, including international accounting. Emphasis is on preparation, analysis, and interpretation of general purpose financial reports and uses of accounting information for decision-making. Spring.
- MBUS 583 Legal Environment** 3 credits
This course addresses the legal fundamentals of running a business with particular attention to contracts, partnerships, corporations, property, commercial paper, securities, and the regulatory environment.
- MBUS 600 (MACC 600) Orientation Workshop** 0 credit
This zero credit workshop is held one evening per semester just prior to the start of classes. It must be taken during the student's first semester in either the Master of Accountancy or Master of Business Administration programs. Topics include an orientation to the Graduate School of Business programs, University facilities available to students, team-building, communications, and case analysis. Fall, Spring, Summer.
- MBUS 604 (MACC 604) Corporate Taxation** 3 credits
This course explores the fundamentals of federal taxation as it relates to corporate formation, operations, distributions, and liquidations. Particular attention is given to the operation of S Corporations. The course concludes with a discussion of mergers and spin-offs, particularly in the context of small business corporations. Fall.
- MBUS 606 (MACC 606) Tax Planning for Wealth Transfers** 3 credits
This is a survey course involving the federal tax effects of gifts during life and transfers at death. Some work is done in actual planning principles and how federal transfer taxes can be reduced by proper planning. A discussion of estate planning will combine all aspects of the transmission of wealth, both by testate and intestate methods. Consideration will be given to the tax and non-tax problems inherent in property transmission. Fall.
- MBUS 607 (MACC 607) Tax Planning for Business Transactions** 3 credits
This course deals with detailed examination of corporate and partnership acquisitions and dispositions. Both taxable and nontaxable events will be explored concentrating upon the small business aspects of such transactions. Spring.
- MBUS 608 Introductory Real Estate Investment** 1 credit
This course is designed to provide an introduction to real estate finance and investments. Topics covered include an overview of the language, products, historical background, and core concepts in real asset investment and management. Also covered are analytical tools and decision-making techniques in property asset valuation and financing options for various development projects.
- MBUS 609 (MACC 609) Financial Statement Analysis** 1 credit
This is a short course introducing managers to the benefits of analyzing financial statements. The main objective is to improve students' familiarity with and competence in understanding an organization's current and past performance from applying various qualitative and quantitative analysis techniques.

- MBUS 610 Economic Environment of the Firm** 2 credits
This course will deal with the nature and objectives of the firm, including its interface with markets, society, government and the global economy. Topics selected from: competitive markets, market imperfections, the economic model of human behavior, compensation and incentives, social responsibility, government regulation, fiscal and monetary policy, foreign exchange, and trade policy. Fall and Spring.
- MBUS 612 Management Skills Development** 2 credits
This course is an experiential, skill-building course designed to enhance students' management and interpersonal skills. The course will present basic concepts and theory underlying effective management practices. Students will be involved in various exercises to improve self-awareness, learn new skills, and practice the application of those skills in management situations. The course will focus on skills such as problem solving, creative thinking, supportive communication, managing conflict, managing cultural diversity, and project management. Fall and Spring.
- MBUS 613 Quantitative and Statistical Analysis** 2 credits
The purpose of this course is to familiarize graduate business students with methods that can be used to predict the uncertain nature of business trends in order to make more effective decisions. The course discusses such issues as hypotheses testing, ANOVA, simple linear regression, multiple regression analysis and theory building. Moreover, the course introduces students to methods used to explore data patterns and choose an appropriate forecasting technique. Fall and Spring.
- MBUS 614 Business Ethics** 2 credits
This course examines the literature of business ethics and corporate social responsibility and explores specific cases and issues related to employee and management responsibilities. The course includes contributions from the arts and sciences which deepen the student's understanding of the issues or brings new insights to business ethics inquiry. Specific issues may vary from semester to semester. Topics are likely to include environmental issues, cross-cultural and multicultural issues, and consumer and workplace issues. Fall and Spring.
- MBUS 615 Small Business Marketing** 3 credits
This course presents practical marketing techniques with a strong theoretical basis. Students will acquire an understanding of how marketing techniques may be adapted effectively for efficient use in small business environments. Issues in buyer behavior and marketing research will be discussed.
- MBUS 616 Strategic Management** 2 credits
This is a capstone course designed to apply and integrate concepts and analytical tools that students have studied in their MBA or MACC coursework. This course adopts a general management perspective to analyze complex business situations, identify critical issues, and develop effective solutions. Consideration is given to ethical dimensions of strategic decision making. The emphasis throughout is on developing strategic thinking skills and understanding the fundamentals for achieving competitive advantage in a dynamic global environment. Prerequisites: Completion of the functional core courses; This course should be taken in the student's final semester. Fall and Spring.
- MBUS 624 (MACC 624) Finance Theory and Practice** 2 credits
This course is designed to develop students' understanding of financial theory and how it can be applied to financial decisions a business must make. Included are such topics as cost of capital, capital budgeting, capital structure and working capital management. Fall and Spring.
- MBUS 625 Operations Theory and Practice** 2 credits
This course examines the current state of the art in the theory and practice in the management of the operations function in the organization. The course covers the main principles and concepts pertaining to such issues as the development of a manufacturing strategy, order winners and order qualifiers, process choice, product profiling, supply chain management, and service operations. Fall and Spring.
- MBUS 626 Information Systems Theory and Practice** 2 credits
This course explores some issues of Information Systems (IS) theories related to managing and administering the IS functions and resources from a managerial perspective. The course also investigates the overall information needs of an organization and the strategic role of IS in providing for these needs. Case examples which show how companies have put ideas into practice are examined and discussed. Fall and Spring.
- MBUS 627 Marketing Theory and Practice** 2 credits
The emphasis in this course is on marketing decision-making based upon an evaluation of the market, the product, promotion effort, price, and channels of distribution. The course provides essential knowledge of marketing needed by the modern executive. Fall and Spring.
- MBUS 628 Managerial Accounting** 2 credits
This course primarily examines decision making using accounting information. Emphases include cost measurement and control, financial modeling, differential costs for marketing and production decisions, profit planning and budgeting, and performance evaluations. Fall and Spring.
- MBUS 629 Corporate Financial Reporting** 2 credits
Corporate financial accounting theory and reporting practice will be studied, using lectures, discussions, and projects, both individual and group. The emphasis will be on the preparation and use of corporate financial reports for decision-making. Ethical dimensions of corporate financial reporting will be considered, as well as more traditional technical topics, drawn from areas including investments, leases, pensions, revenue recognition, fair value measurement, stock option accounting, and financial derivatives. Fall and Spring.
- MBUS 630 Intellectual Property** 2 credits
This course covers four substantive areas of intellectual property (IP): trade secrets, patents, trademarks, and copyrights. Each IP area is presented and followed by case presentations that illustrate real world examples of the lecture topics. The goal for this course is to substantively and thoroughly expose students to the four areas in a manner that will enable them to bring value to their organization by being able to: (1) identify what constitutes a trade secret, patent, trademark, and copyright and how each differs in its bundle of protections, (2) spot IP issues that might arise in their area of expertise or practice in the business world, and perhaps most importantly, (3) properly act on issues to both (a) mitigate the effects of possibly infringing on another's IP rights, and (b) maximize the chances that their own organization's IP rights are not lost.
- MBUS 631 Advanced Communication Skills** 2 credits
This course is designed to sharpen speaking and writing skills. Attention will be paid to various forms of public speaking such as expository and persuasive as well as speaking in small groups. In addition, students will focus on writing papers, reports and exams in clear, concise English. Other topics include: dealing with writer's block, organizing material, writing first and final drafts, and editing.

- MBUS 632 Personal Financial Planning** 1-3 credits
 A study of financial planning from the perspective of both the individual and the financial planning consultant is the focus of this course. Emphasis is placed on education and retirement planning, including applications of Federal tax law. Topics include: the financial planning process; present value analysis; investment strategies and asset allocation; risk management; estate planning; wills, and medical directives. Summer.
- MBUS 633 Decision Support Systems** 1 credit
 This course begins with an overall introduction to the field of decision support systems (DSS) and proceeds to explain how decision support technology supports managerial decision-making. Although characteristics of different types of DSS and enabling technologies are discussed, the focus of the course is placed on data-driven and model-based systems. Multiple-criteria decision-making techniques (e.g., Analytical Hierarchy Process) and tools (e.g., MS/EXCEL) are part of the course. While theoretical aspects of DSS are addressed, the emphasis is on hands-on experiences and on cultivating students' capability of using available technologies to develop personal DSS.
- MBUS 634 (MACC 634) Behavioral Issues in Managerial Accounting** 2 credits
 This course examines potential human resource and behavioral problems faced by managers who use accounting numbers in business planning and evaluation. Summer.
- MBUS 635 (MACC 635) Business Behaving Badly** 1 credit
 This course examines the psychological and behavioral problems faced by managers. Students will study job burnout, budgetary slack, and the potential unintended consequences of using accounting numbers in incentive systems. Fall and Spring.
- MBUS 636 International Ethics** 1 credit
 This course extends a discussion of ethics with an emphasis on the relationship between business strategy and ethics in an international context. Cultural values, global media, intellectual property, and corruption are examples of topics that may be covered.
- MBUS 637 Efficiency Measurement in Business** 1 credit
 Cutting costs and increasing productive efficiency have become vital to the success of businesses operating in today's economy. Economists and operations researchers have recently developed a number of user friendly computer packages that make the measurement of potential efficiency gains and cost savings more viable. The purpose of this course is to introduce students to one (or more) of these programs and demonstrate how to successfully operate the program and interpret its results.
- MBUS 638 The Economics of Gambling** 1 credit
 The use of competitive strategy is a key for the survival and success of firms operating in today's economy. Students learn effective techniques and concepts that allow business managers to make efficient decisions that anticipate a rational response on the part of competitors. The purpose of this course is two-fold; it intends to provide students with extra practice and skill in developing and employing competitive strategy. As such, this course can be considered as an extension of the tools taught in MBUS 610. Additionally, it intends to give students exposure to other fields that employ strategic decision making, most notably games and gambling.
- MBUS 639 Current Issues in Entrepreneurship** 1 credit
 These seminars offer coverage of current topics of importance to entrepreneurs. This course may be repeated for credit with a change in subject matter.
- MBUS 640 Global Operations and Supply Chains** 2-3 credits
 This course examines the current state of the art in theory and practice in the management of the operations function in the organization. The course covers the main principles and concepts pertaining to such issues as the development of a manufacturing strategy, order winners and order qualifiers, process choice, product profiling, supply chain management, and service operations.
- MBUS 641 Supply Chain Design and Logistics** 2 credits
 In today's global fast-paced customer-oriented business environment, supply chain choices are having an increasingly critical influence on strategic business outcomes. This course examines frameworks for structuring the key issues and trade-offs in supply chain system design, forces that influence supply chain structure, and methods for the design of logistic networks. Consideration is also given to new opportunities and issues introduced by the Internet and advanced information technologies.
- MBUS 642 Business Planning** 3 credits
 This course integrates business principles with business practice. Topics will include: assessing industry attractiveness, environment analysis, market segmentation, demand forecasting, product development, operations, financial analysis, contingency planning, and implementation strategies. The preparation of a commercial quality business plan is a course requirement.
- MBUS 643 Entrepreneurial Strategy** 1 credit
 The purpose of this course is to introduce students to the general theories, principles, concepts, and practices of entrepreneurship. Concentrating in the starting, financing, and managing of a new enterprise, this course examines the myriad conditions surrounding new venture initiation and growth. This class is not a study of small business management technique.
- MBUS 644 Service Management** 1 credit
 The main purpose of this course is to introduce business students to service operations, service strategy, and the role of information technology on services. The course focuses on understanding the distinctive characteristics of service operations and their managerial implications. Discussion includes such issues as the role and nature of services; competitive environment of services and competitive service strategies; service quality, service failure, and service recovery; service encounter triad (the interaction of the customer, service organization, and contact personnel) and service escapes; yield management; the economics and psychology of waiting in lines, and the impact of IT on service operations.
- MBUS 645 Business Process Management and Improvement** 2 credits
 One view of a business enterprise is as a set of processes that create value for internal or external customers. This course examines the design and management of key business processes by focusing on the process flow, key performance measures, and the management of levers that lead to process improvement. The student will be introduced to process management tools such as simulation as part of the course.
- MBUS 646 Project Management** 1 credit
 Managers are charged with planning and controlling a variety of projects. This course provides students with the requisite skills necessary to manage a wide-range of projects including: project planning, task scheduling, resource management, and project reporting. The course provides students with the knowledge of how to use project software to plan and control multiple projects utilizing finite resources.

- MBUS 647 Quality Management** 1 credit
This course provides an introduction to management practices aimed at quality improvement and relevant international quality standards. Topics include product and process design for quality and reliability, vendor selection and quality defect prevention throughout the supply chain, control and improvement of process capability for all supply chain processes, ISO 9000 and ISO 14000 standards, and customer relationship management.
- MBUS 648 Lean Thinking** 1 credit
This course extends the benefits of lean thinking outward from the factory floor to encompass the entire global supply-chain. The principles of lean thinking are applied to each stage of supply-chain management including the make-vs.-buy decision, sourcing, product and process design, facility location and management, and relationship management. Practical methods for enhancing a firm's core competencies by identifying and eliminating waste are presented along with recommendations for building an integrated supply-chain through the use of Internet-based strategies and software solutions.
- MBUS 649 Current Issues in Supply Chain Management** 1 credit
These seminars offer coverage of current topics of importance to the supply chain management profession. This course may be repeated for credit with a change in subject matter.
- MBUS 650 Competitive Advantage in a Global Economy** 1 credit
This course introduces concepts and analytical frameworks for understanding the fundamentals of competitive advantage in a global context. The course is designed to provide an opportunity for students to apply concepts and frameworks to actual company situations. The course covers industry analysis, value chain analysis, and the fundamentals of crafting generic business strategies of low cost, differentiation, and focus. The course also explains how to forge effective strategic interrelationships with business partners, suppliers and customers.
- MBUS 651 Strategic Change** 1 credit
This course examines the strategic importance of an organization's capacity to deal effectively with change from the "outside in" and the "inside out." "Outside in" change refers to an organization's capacity to respond and adapt to an increasingly turbulent external environment. Managing change from the "inside out" refers to planned organizational transformations required to renew, reconfigure, or reposition the organization for sustained competitive advantage. Both perspectives of strategic change are interrelated and involve analyses of environment, leadership, strategy, structure, process, and human resource dimensions of organizations.
- MBUS 652 Organization Development and Change** 2 credits
An examination of techniques and methods for increasing organizational effectiveness and enhancing the overall quality of work life of employees. The course will focus on the planning, designing, and management of intervention programs aimed at change efforts to increase the effectiveness of organizations and the development of employees.
- MBUS 653 Current Issues in Management** 1 credit
An in depth examination and discussion of topics that are important to managers in the twenty first century. Topics include, but not limited to, the following: empowerment, cross cultural management, employment relationships in changing organizations, diverse cognitive styles in teams and organization transformation.
- MBUS 655 Performance Appraisal** 1 credit
This course is designed to introduce the students to the concepts and fundamentals of performance appraisal. Emphasis is placed on understanding the theoretical background and the practical mechanics of performance appraisal in today's organizations. Measurement, job analysis, and performance appraisal and the law are some of the topics covered in this course.
- MBUS 656 Dynamics of Industries** 1 credit
Graduate-level seminar on the evolution of organizations and industries. Introduction to sociological and economic perspectives on change processes within organizations and industries. Special emphasis will be given to the use of demographic and ecological measures as tools for industry and competitive analyses.
- MBUS 657 Negotiation** 2 credits
This course focuses on the science and the art of negotiation. It will combine lecture, case, and experiential techniques in introducing the student to such topics as preparation for negotiation, the role of emotion in negotiation, and negotiating in teams.
- MBUS 658 HR Exam Preparation** 1 credit
This course reviews of the body of knowledge of human resource management in preparation for the PHR certification exam. A membership in the Society for Human Resource Management (SHRM) is a course requirement. Passage of the PHR exam, combined with two years HR work experience, confers the Professional in Human Resources certification. Certification recognizes professionals who have met a high level of training and work experience.
- MBUS 659 Current Issues in Human Resources** 1 credit
These seminars offer coverage of current topics of importance to the human resources profession. This course may be repeated for credit with a change in subject matter.
- MBUS 660 Investments** 2 credits
This course covers the fundamentals of security valuation and analysis, market efficiency, the scientific evidence surrounding investment strategies, and the relationship between risk and return. Trading mechanics, types of trades, and alternative investment vehicles will be discussed.
- MBUS 661 Raising Capital** 1 credit
This course addresses the theory and practice related to corporate financing practices, both in the U.S. and globally. The coverage includes the financial market system, the underwriting process, the choice between different financing instruments, and financial engineering. Typical features of stock, bond, and hybrid offerings are also covered.
- MBUS 662 Advanced Corporate Finance** 2 credits
The course covers both the theoretical background and practical implications of the central issues in corporate financial management, including capital structure decisions, dividend payout decisions, and asset valuation. Real options are considered as an enhancement to traditional capital budgeting methods. Also, issues related to security design are covered.
- MBUS 663 International Finance** 2 credits
This course is designed to give the student an understanding of the basic terminology, structure, and importance of international finance. This includes study of foreign exchange (FX) markets and instruments, FX risk, political risk, hedging of these risks, and multinational capital budgeting.

MBUS 664 Derivatives 1 credit

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

MBUS 665 Mergers and Acquisitions 2 credits

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

MBUS 666 Introductory Personal Investing 1 credit

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

MBUS 667 Business Valuation 1 credit

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

MBUS 668 Financial Institutions 2 credits

This course will examine the role that financial intermediaries play in the allocation of financial resources through the economy. Topics covered include the various types of institutions, their regulation, fund flows, and the structure of financial markets.

MBUS 669 Current Issues in Finance 1 credit

These seminars offer coverage of current topics of importance to the finance profession. This course may be repeated for credit with a change in subject matter.

MBUS 670 (MACC 670) Fraud Prevention and Detection 1 credit

This course is designed to sensitize students to the various types of fraud that take place within organizations. Participants will gain the ability to recognize common frauds, understand the characteristics of the perpetrators, and evaluate methods by which such frauds might be deterred.

MBUS 672 System Analysis and Design 3 credits

This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems, characteristics, managing information systems projects, prototyping, CASE tools, and systems development life cycle phases. Spring. Prerequisite: MBUS 626.

MBUS 673 Business Database Systems 3 credits

This course helps students understand, through practice, the concepts of database management. Text reading provides a broader view in aspects of data modeling and system modeling, project life cycle, data structure, data normalization, and data administration. Research projects demand students have in-depth knowledge of databases that are in use. Computer projects are used to give students hands-on experience developing a workable system using Oracle or MS/Access in a PC environment. Fall. Prerequisite: MBUS 626.

MBUS 674 Web Based Applications and Architecture 3 credits

The course is intended to introduce the architecture and development of web-based applications. The course presents an overall introduction to major components of

web-based applications, including communication protocols, web servers, database server, programming (script) language, and development tools for web-based applications. The course provides a general coverage of alternative platforms and their associated technologies for developing web-based applications. In-depth surveys on alternative platforms and standards will be assigned for further study. Popular web languages and standards are introduced as a vehicle to familiarize students with practical skills and development techniques. Spring. Prerequisite: MBUS 626.

MBUS 675 Fundamentals of Business Ethics 2 credits

This ten-module course offers a comprehensive, practical approach to business ethics. Online.

MBUS 676 Spreadsheet Modeling 1 credit

This course involves building, solving and interpreting analytical models of managerial problems from operations, finance, marketing, and statistics using Microsoft Excel, specialized add-ins and the Visual Basic for Applications programming language. This is a "hands on" course where you will learn advanced Excel skills and how to create spreadsheet models of business processes and solve them to generate quality solutions.

MBUS 677 Principle-Based Ethics 1 credit

This course is intended as the introduction to the nine credit ethics concentration. The subject matter addresses today's increased need for ethical commitment in organizations. Comparisons of principles based vs. utilitarian ethics are explained. Online.

MBUS 678 Ethics in Accounting 1 credit

This five module course is intended to provide those who are not accounting professionals with an overview of the challenges and dilemmas faced by those who prepare and audit financial statements. Practical models of decision making are discussed. Online.

MBUS 679 Ethics in Marketing 1 credit

This five module course addresses ethical principals and professional codes of conduct within the marketing environment. Students will increase their awareness of and sensitivity to ethical issues surrounding product, price, promotion, and distribution decisions. Students will also learn a process that will allow them to analyze the context of marketing decisions to reach ethical conclusions.

MBUS 680 Ethics in Human Resources 1 credit

This one unit course investigates ethical behavior in the context of the human resources profession. Consideration is given to the tension between fulfilling the needs of employees and the preservation of the firm's best interests. The course will examine ethical decision making in all aspects of the employee's life cycle -- from recruitment through selection, performance appraisal, career management, and discipline to the end of the employment relationship through retirement, firing, layoff or voluntary separation. Online.

MBUS 681 New Product Development 1 credit

Methods are introduced that improve the new product development process. Integrated practices which are important to the success of new products are discussed within the contexts of idea assessment, product design, product testing, product introduction, and organizing the new product development process.

MBUS 682 Buyer Behavior 2 credits

Managers wishing to serve customers' needs can build effectively upon a solid grounding in the field of consumer behavior. The focus of this course is on achieving a deeper understanding of the psychological, social, cultural and economic dimensions of consumer judgment and decision-making. Students will use this theoretical foundation as a body of knowledge with which to evaluate marketing strategies.

- MBUS 683 Persuasion** 1 credit
This course is designed to introduce students to classic and contemporary theories of persuasion. Knowledge of the persuasion process, social influence, and other persuasion techniques should enable students to make more informed decisions as a sender and receiver of persuasive messages.
- MBUS 684 Research Methods** 2 credits
This course presents an overview of the marketing research process. Analytical procedures and technology will be introduced that expose students to the most widely used methods employed by marketing professionals. Students will acquire an appreciation of the marketing research process and become knowledgeable users of information provided by this form of inquiry. Specific topics include: alternative methods of obtaining information, problem identification, research design, measurement scales, questionnaire construction, validity and reliability issues, sampling error, sampling procedures, statistics, computer data analysis, ethical dilemmas, and report preparation.
- MBUS 685 International Marketing** 2 credits
The course focuses on management of marketing activities to and in foreign countries. The course emphasizes assessment and decision-making related to the task of effectively adapting marketing strategy to the dynamic environment of international business. Contemporary developments in the theory and practice of international marketing are discussed. The course aims at developing managerial skills of cultural sensitivity and ability to perform marketing functions in diverse cultural environments.
- MBUS 686 Business Forecasting** 1 credit
The purpose of this course is to expose graduate business students to methods that can be used when exploring data patterns and selecting the appropriate forecasting technique. Such methods as moving averages, exponential smoothing (simple, Holt's and Winter's), regression-based trend, as well as time-series decomposition are introduced. Finally, the course discusses the idea of combining forecast results as well as key issues to be considered to obtain a better forecast. Prerequisite: MBUS 613.
- MBUS 687 Marketing Management** 2 credits
Alternative methods used to create value and enhance customer satisfaction are presented and discussed. Advanced techniques employed by professional marketers are applied in the contexts of buyer behavior, market segmentation, product development policy, pricing strategy, distribution, sales and advertising management as well as implementation and control processes.
- MBUS 688 Creativity and Intuition** 1 credit
This course examines the qualitative aspects of decision-making. It looks at the "soft" side of decision-making. Topics include: 1) the general decision process. 2) whole brain decision-making. 3) creativity. 4) the use of intuition and affect in decision-making. 5) the "rightness" of decisions, and so forth. Current articles on decision-making and thinking are read and techniques to enhance creativity presented. A contrast is presented between the affective "right-brain" aspects and the cognitive "left-brain" aspects of decision-making.
- MBUS 689 Current Issues in Marketing** 1 credit
These seminars offer coverage of current topics of importance to the marketing profession. This course may be repeated for credit with a change in subject matter.
- MBUS 690 Directed Study** 1-4 credits
Guidelines are available in the Graduate School of Business office. Requirements must be met before registration. Summer.
- MBUS 691 (MACC 691) Team Building I** 1 credit
Friday evening, indoors, Saturday, all-day, outdoors, off-campus (includes a hike of 3-7 miles or other suitable outdoor activity). Leadership models and styles, work style diversity, and stages of team development are introduced. Highly interactive challenge activities are designed to enhance critical thinking skills, creativity, problem-solving ability, and ability to work effectively as a team. Students are required to provide their own meals and transportation on Saturday.
- MBUS 692 (MACC 692) Team Building II** 1 credit
The second course in the series focuses on characteristics of leaders and principle-centered, ethical, and creative leadership. Advanced cooperative, challenge activities are utilized to apply, examine, and discuss course content. Participants develop a personal mission statement (clarifying individual values, roles, and goals) and the course concludes with presentations of mission statements. Students are required to provide their own meals. Prerequisite: MBUS 691.
- MBUS 693 (MACC 693) Team Building III** 1 credit
The final offering in the series begins with a brief review of Level I and II topics and exercises, followed by new team building exercises and discussion. In addition to the class meeting, several on-line assignments involving reflection on experience, self-evaluation relative to leadership and team-building, and a plan for further development, are required to be completed. Prerequisite: MBUS 692.
- MBUS 694 (MACC 694) Team Building Intensive** 3 credits
This intensive, three credit course combines the highly interactive, challenge activities and in-class and outside assignments of Levels I, II, and III (see course descriptions above). Students may not have taken MBUS 691, 692 or 693 prior to taking this course. Summer.
- MBUS 695 (MACC 695) Small Business Consulting** 3 credits
Practicum in providing management assistance to businesses and non-profit organizations in marketing, management, finance, accounting, information systems, operations and related case problems. The course will also examine the management of the consulting process and the role of the consultant as an agent of organizational change.
- MBUS 696 (MACC 696) New Venture Lab** 1-3 credits
The New Venture Lab (NVL) Internship provides graduate students with a venue to apply the skills they have developed during their educational endeavors by allowing them to collaborate with local entrepreneurs on a variety of consulting projects. Students can choose to do the internship for one to three credits; each credit requires 60 hours of work. The NVL is an unpaid internship. As with any internship, students must complete an application and interview process in order to be considered for the NVL internship program.
- MBUS 697 Internship** 1-3 credits
Relevant work experience is required that is commensurate with a student's professional interests. Guidelines and criteria are available from the School of Business Administration Internship Director.
- MBUS 698 Research Project** 1-3 credits
Research guidelines are available in the School of Business Administration office. Research Project requires completion of a form, and department permission and cannot be registered for via Zagweb.
- MBUS 699 Special Topics** 1-3 credits
These seminars cover topics of importance to business professionals. This course may be repeated for credit with a change in subject matter.

Master of Accountancy (MACC)

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

Current Gonzaga undergraduate accounting majors may apply for the MACC program during the second semester of their junior year. If accepted into the program, they may take up to nine credits of graduate-level courses during their senior year with the permission of their graduate advisor. Before applying for admission, students should have completed 75 credit hours (including ACCT 360) with a cumulative GPA of 2.50 and at least 2.50 in each upper-division accounting course. Students must be admitted to the MACC program before enrolling in any graduate-level class.

Foundation Courses

The foundation courses for the MACC degree include both business and accounting courses. In addition to the business foundation courses required for the MBA degree, specific accounting foundation courses include the following:

Intermediate Accounting I and II
 Cost Accounting
 Federal Taxation
 Auditing

Degree Requirements

A total of thirty credits of graduate coursework is required for the Master of Accountancy degree. Students must maintain a 3.00 or better grade point average. There are 13 credits which are common to all areas of specialization within the MACC degree.

MACC 600 Orientation Workshop	0 credit
MACC 661 Professional Practice Seminar	3 credits
MBUS 612 Management Skills Development	2 credits
MACC 664 Professional Ethics	2 credits
MACC 663 Accounting Theory	3 credits
MACC 665 Assurance Services	3 credits

Areas of Specialization (17 credits)

Taxation

MACC 604 Corporate Taxation	3 credits
MACC 605 Partnership Taxation	3 credits
MACC 606 Tax Planning for Wealth Transfer	3 credits
MACC 607 Tax Planning for Business Transactions	3 credits
Electives	5 credits*

Professional Accounting

MACC 624 Finance Theory and Practice	2 credits
MBUS 626 Information Systems Theory and Practice	2 credits
MACC Electives	3 credits
Electives*	6 credits

*Electives must be approved by the graduate advisor

Course Descriptions

- MACC 600 (MBUS 600) Orientation Workshop 0 credit
 This zero credit workshop is held one evening per semester just prior to the start of classes. It must be taken during the student's first semester in either the Master of Accountancy or Master of Business Administration programs. Topics include an orientation to the Graduate School of Business programs, University facilities available to students, team-building, communications, and case analysis. Fall and Spring.
- MACC 604 (MBUS 604) Corporate Taxation 3 credits
 This course explores the fundamentals of federal taxation as it relates to corporate formation, operations, distributions, and liquidations. Particular attention is given to the operation of S Corporations. The course concludes with a discussion of mergers and spin-offs, particularly in the context of small business corporations. Fall.
- MACC 605 Partnership Taxation 3 credits
 This course deals with the federal income tax fundamentals of partnership and limited liability company taxation. The course covers formation of, operation of, and distributions from partnerships and LLC's, and provides contrast to the problems associated with corporate operations. Spring.
- MACC 606 (MBUS 606) Tax Planning for Wealth Transfers 3 credits
 This is a survey course involving the federal tax effects of gifts during life and transfers at death. Some work is done in actual planning principles and how federal transfer taxes can be reduced by proper planning. A discussion of estate planning will combine all aspects of the transmission of wealth, both by testate and intestate methods. Consideration will be given to the tax and non-tax problems inherent in property transmission. Fall.
- MACC 607 (MBUS 607) Tax Planning for Business Transactions 3 credits
 This course deals with detailed examination of corporate and partnership acquisitions and dispositions. Both taxable and nontaxable events will be explored concentrating upon the small business aspects of such transactions. Spring.
- MACC 609 (MBUS 609) Financial Statement Analysis 1 credit
 This is a short course introducing managers to the benefits of analyzing financial statements. The main objective is to improve students' familiarity with and competence in understanding an organization's current and past performance from applying various qualitative and quantitative analysis techniques.
- MACC 624 (MBUS 624) Finance Theory and Practice 2 credits
 Theoretical development and practical applications of corporate finance management techniques. Designed specifically for MACC students, this course covers major decision areas in corporate finance including cost of capital, capital budgeting, capital structure, and general financial analysis. Fall and Spring.
- MACC 634 (MBUS 634) Behavioral Issues in Managerial Accounting 2 credits
 This course examines potential human resource and behavioral problems faced by managers who use accounting numbers in business planning and evaluation. Summer.
- MACC 635 (MBUS 635) Business Behaving Badly 1 credit
 This course examines the psychological and behavioral problems faced by managers. Students will study job burnout, budgetary slack, and the potential unintended consequences of using accounting numbers in incentive systems. Fall and Spring.

- MACC 660 Advanced Accounting 3 credits
This course covers advanced problems in financial accounting, governmental accounting, reporting theory and accounting practice. Other topics will include inter-
corporate investments, consolidated financial statements, foreign currency operations and transactions, and partnership accounting. Fall.
- MACC 661 Professional Practices Seminar 3 credits
This course focuses on developing students' research skills across three areas: Financial Accounting (FASB pronouncements, technical releases, etc.), Auditing (GAAS) and Tax. Students will focus on identifying pertinent issues, using research aides to locate relevant authority, and communicating the conclusions of their research to clients and/or documenting them for the client file. Emphasis is on developing critical thinking skills, research skills, and communication skills. Skills from this class can be utilized in all MACC classes. Fall.
- MACC 663 Accounting Theory 3 credits
This course examines the hypothetical, conceptual, and pragmatic principles which form the general frame of reference for financial accounting and reporting. Fall.
- MACC 664 Professional Ethics 2 credits
This course examines the literature of general and business ethics as well as codes developed specifically for practicing accountants. Attention is given to challenges faced by accounting professionals in both public and corporate practice. Case studies are used extensively to challenge and sensitize students to the issues they are likely to encounter in practice; various methods of understanding and solving ethical dilemmas are considered. Fall and Summer.
- MACC 665 Assurance Services 3 credits
This course examines various theoretical and practical applications of the changing auditing discipline. Authoritative attestation and auditing literature is studied as well as recent PCAOB pronouncements. Case studies are used to consider risk assessment, independence issues, internal control evaluation, and audit processes. Spring.
- MACC 666 Advanced Federal Taxation 3 credits
This course covers corporate, partnership, estate and gift, and international taxation. Current issues in taxation relating to both business and individual taxation will be discussed, along with an examination of tax procedure and tax practice. Fall.
- MACC 668 Not-For-Profit Accounting 3 credits
This course investigates accounting principles and procedures as applied to governmental and not-for-profit organizations such as universities, health care agencies, and health and welfare organizations. On sufficient demand.
- MACC 669 Accounting Integration 3 credits
This course includes an intensive study of accounting theory and practice for corporations and not-for-profit organizations, including integration of financial and managerial analysis and control. Spring.
- MACC 670 (MBUS 670) Fraud Prevention and Detection 1 credit
This course is designed to sensitize students to the various types of fraud that take place within organizations. Participants will gain the ability to recognize common frauds, understand the characteristics of the perpetrators, and evaluate methods by which such frauds might be deterred. Fall.
- MACC 672 Law and Regulation 2 credits
This course will include coverage of current legal and regulatory issues applicable to practicing accountants. Common law and statutory liability, UCC and contracts, partnership taxation, and antitrust regulation are some of the topics which will be discussed. Spring.
- MACC 690 Directed Study 1-3 credits
Guidelines are available in the Graduate School of Business office. Requirements must be met before registration. Summer.
- MACC 691 (MBUS 691) Team Building I 1 credit
Friday evening indoors, Saturday, all-day outdoors, off-campus (includes a hike of 3-7 miles or other suitable outdoor activity). Leadership models and styles, work style diversity, and stages of team development are introduced. Highly interactive challenge activities are designed to enhance critical thinking skills, creativity, problem-solving ability, and ability to work effectively as a team. Students are required to provide their own meals and transportation on Saturday.
- MACC 692 (MBUS 692) Team Building II 1 credit
The second course in the series focuses on characteristics of leaders and principle-centered, ethical, and creative leadership. Advanced cooperative, challenge activities are utilized to apply, examine, and discuss course content. Participants develop a personal mission statement (clarifying individual values, roles, and goals) and the course concludes with presentations of mission statements. Students are required to provide their own meals. Prerequisite: MACC 691.
- MACC 693 (MBUS 693) Team Building III 1 credit
The final offering in the series begins with a brief review of Level I and II topics and exercises, followed by new team building exercises and discussion. In addition to the class meeting, several on-line assignments involving reflection on experience, self-evaluation relative to leadership and team-building, and a plan for further development, are required to be completed. Prerequisite: MACC 692.
- MACC 694 (MBUS 694) Team Building Intensive 3 credits
This intensive, three credit course combines the highly interactive, challenge activities and in-class and outside assignments of Levels I, II, and III (see course descriptions above). Students may not have taken Level I, II, or III prior to taking this course. Summer.
- MACC 695 (MBUS 695) Small Business Consulting 3 credits
Practicum in providing management assistance to businesses and non-profit organizations in marketing, management, finance, accounting, information systems, operations and related case problems. The course will also examine the management of the consulting process and the role of the consultant as an agent of organizational change.
- MACC 696 (MBUS 696) New Venture Lab 1-3 credits
The New Venture Lab (NVL) internship provides graduate students with a venue to apply the skills they have developed during their educational endeavors by allowing them to collaborate with local entrepreneurs on a variety of consulting projects. Students can choose to do the internship for one to three credits; each credit requires 60 hours of work. The NVL is an unpaid internship. As with any internship, students must complete an application and interview process in order to be considered for the NVL internship program.
- MACC 697 Internship 0-3 credits
Relevant work experience is required that is commensurate with a student's professional interests. Guidelines and criteria are available from the School of Business Administration Internship Director.
- MACC 699 Special Topics 1-3 credits
These seminars offer coverage of current topics of importance to the accounting profession. This course may be repeated for credit with a change in subject matter.

Master of Business Administration/ Master of Accountancy

Upon completion of either the MBA or MACC degree requirements, a student may apply for entry into the other degree program. Nine credit hours previously earned in either the MBA or MACC program may be transferred into the other program. The result is that the total credit hours required for both the MBA and MACC degrees will be reduced by nine. Consequently, the total graduate level credit hours required for both degrees would be reduced from 63 (33 plus 30) to 54.

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

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

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

Degree Requirements

Normally the student will complete one year of law before beginning MBA or MACC classes. The total combined credits must be 111 for the MACC/JD and 114 for the MBA/JD. In both cases, this represents a reduction of nine credits from the 120 or 123 which would be required if the student were to take both degrees separately. No more than six of these nine may be omitted from either program. With the exception of the reduction in the total number of credits described, all requirements of both schools must be satisfied. In order to obtain the JD and be certified to sit for the bar exam, students must either complete all requirements for the MBA/JD or MACC/JD, or have completed 90 JD credits. This must be done by June (summer 1) for the July bar exam or December (fall) for the February bar exam.

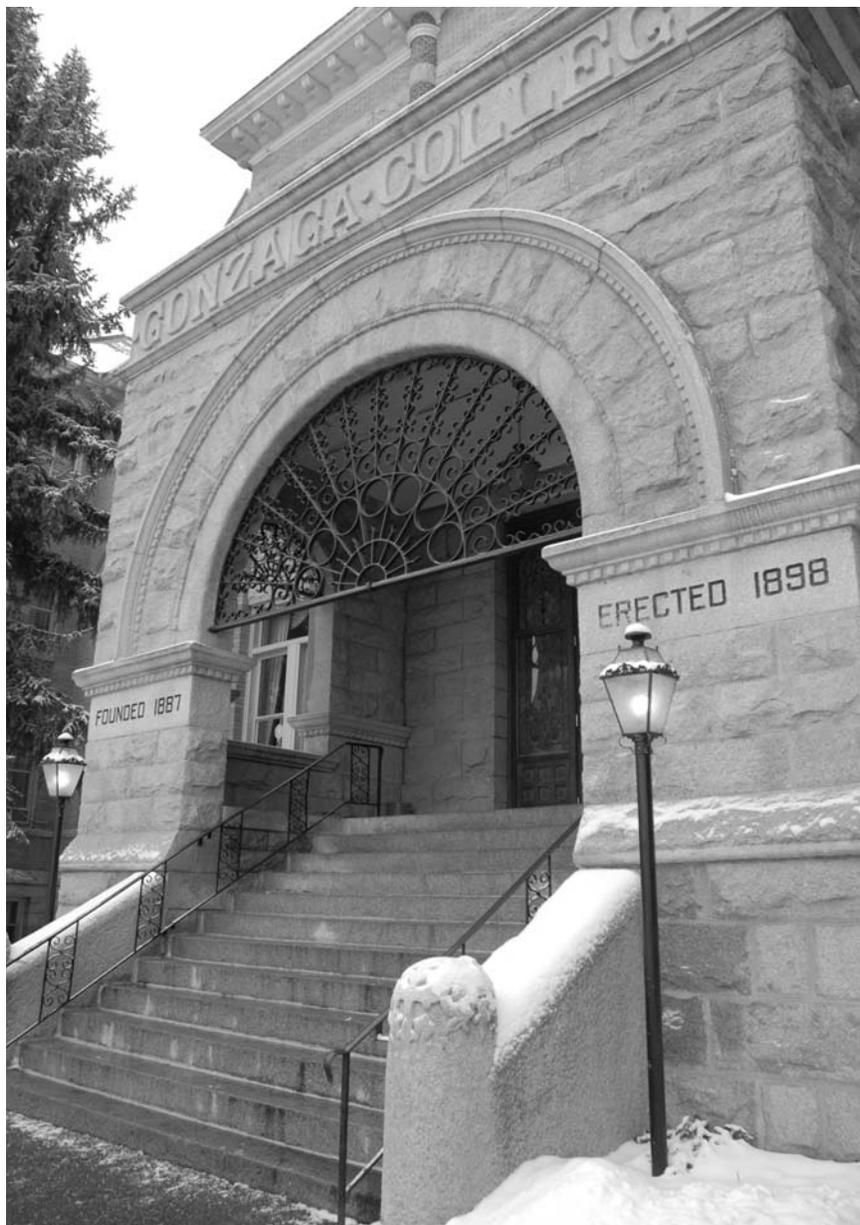
Master of Business Administration/ Bachelor of Science Engineering (MBA/BS)

The School of Business provides foundation courses for engineering students who desire to pursue an MBA in addition to their B.S. in Engineering. To complete both takes five years of full-time study versus six years if the programs are completed separately. Students will be required to complete the graduate requirements for the MBA. Foundation courses required for the joint program are:

ACCT	263	Accounting Analysis
ECON	103	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

For further information on this program, please consult either the School of Engineering and Applied Science or the Graduate School of Business.

SCHOOL OF EDUCATION



www.gonzaga.edu



School of Education

Dean: Jon D. Sunderland

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

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

Assistant Professors: J. Brougher, M. Brown, B. Foster, S. Koffman, C. Salina

Instructors: L. Embrey, S. Girtz, J. Traynor

School of Education Mission Statement

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

We model and promote leadership, scholarship and professional competence in multiple specializations.

We support an environment that is challenging, inclusive, reflective, and collegial.

We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society.

We provide academic excellence in teaching, advising, service, and scholarship.

We promote, support and respect diversity.

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

Accreditation

All degree and certification programs in the School of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE). The School holds membership in the American Association of Colleges of Teacher Education (AACTE) and is recognized by the Washington State Office of the Superintendent of Public Instruction (OSPI) as having approved programs for the preparation of teachers, counselors, and administrators. Title II information may be found at the School of Education website: www.gonzaga.edu.

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

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

The Department of Counselor Education

Master of Arts in Community Counseling

Master of Arts in School Counseling

Master of Arts in Counseling, (site-based)

The Department of Educational Leadership and Administration

Master of Arts in Leadership and Administration

Master of Anesthesiology Education

Master of Arts in Educational Administration

Master of Arts in Teaching: at-Risk Children

The Department of Special Education

Master of Education in Special Education

The Department of Sport and Physical Education

Master of Arts in Sport and Athletic Administration

The Department of Teacher Education

Master of Initial Teaching

Master of Education in Literacy

Time Requirements for Degrees

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

Advanced Credit

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

Transfer Credit

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

Department of Counselor Education

Chairperson: Lisa Bennett

Degrees:

- Master of Arts in Community Counseling
- Master of Arts in School Counseling
- Master of Arts in Counseling—Site Based (Canada Only)

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions office prior to one of the two admission period deadlines for campus classes—January 1st, March 1st; or for site based, January 15th, March 1st.

- 1) A completed application form (see the School of Education website: www.gonzaga.edu/soe/grad) and non-refundable fee.
- 2) A written statement of purpose addressing the following two topics (one typed page, single spaced): a. a description of interests in graduate studies in counseling and relation to the desire to become a counselor; and b. an assessment of current strengths as a potential counselor and description of benefits in gaining a counseling master's degree.
- 3) A minimum of two letters of recommendation to be sent directly from the recommending persons (your employer, professor, supervisor, or colleague) to the School of Education Graduate Admissions office using the Confidential Recommendation forms (see the School of Education website: www.gonzaga.edu).
- 4) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy), final transcripts must bear a posted bachelor's degree from an accredited university.
- 5) Official scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree.
- 6) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 7) Submission of a financial declaration form and supporting documentation by each international applicant.
- 8) Final acceptance will be based on selected candidates' interviews.

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

Master of Arts in Community Counseling

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

Program Description

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

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

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

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

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

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

Recognition of Impact

Counselors must be aware of how their actions may affect the client. This not only includes communication, but also confidentiality and professional standards. The

counselor must take professional responsibility for providing the best possible counseling environment to assist a client's progress.

Personal Growth

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

Conflict Resolution

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

Approach

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

Cultural Differences

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

Consultation and Referral

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

Program Outline: 53 credits

Core Required Courses

EDCE 550 Multicultural Counseling	3 credits
EDCE 560 Critical Issues in Community Counseling	3 credits
EDCE 565 Assessment in Community Counseling	3 credits
EDCE 586 Introduction to Community Counseling	2 credits
One of the following two courses	
EDCE 587 Child and Adolescent Counseling	3 credits
EDCE 589 Marriage and Family Counseling	3 credits
EDCE 588 Human Growth and Development	3 credits
EDCE 605 Occupational Choice and Career Development in Counseling	2 credits
EDCE 616 Psychopathology/ Psychopharmacology	4 credits
EDCE 639 Counseling Theories	3 credits
EDCE 650 Group Process	2 credits
EDCE 664 Group Facilitation	2 credits
EDCE 689 Professional Seminar	3 credits
EDCE 695 Counseling Pre-Practicum	3 credits
EDCE 696 Counseling Practicum	3 credits
EDCE 697A Counseling Internship	5 credits
EDCE 697B Counseling Internship	5 credits
EDCE 698 Research and Statistics	4 credits
EDCE 699 Comprehensive Oral Examination	0 credit

Elective Courses

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

Master of Arts in School Counseling

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

Program Description

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

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

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

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

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

The following skills are essential for successful counseling:

Counselor-Student Communication

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

Recognition of Impact

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

Personal Growth

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

Conflict Resolution

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

Approach

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

Cultural Differences

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

Consultation and Referral

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

Program Outline: 53 credits**Core Required Courses**

EDCE 550 Multicultural Counseling	3 credits
EDCE 559 Critical Issues in School Counseling	3 credits
EDCE 564 Assessment in School Counseling	2 credits
EDCE 585 Introduction to School Counseling	2 credits
EDCE 587 Child and Adolescent Counseling	3 credits
EDCE 588 Human Growth and Development	3 credits
EDCE 595 Special Issues in School Counseling	1 credit
EDCE 605 Occupational Choice and Career Development in Counseling	2 credits
EDCE 616 Psychopathology/ Psychopharmacology	4 credits
EDCE 639 Counseling Theories	3 credits
EDCE 650 Group Process	2 credits
EDCE 664 Group Facilitation	2 credits
EDCE 689 Professional Seminar	3 credits
EDCE 693 Comprehensive Orals for School Counselors	0 credit
EDCE 695 Counseling Pre-Practicum	3 credits
EDCE 696 Counseling Practicum	3 credits
EDCE 697A Counseling Internship	5 credits
EDCE 697B Counseling Internship	5 credits
EDCE 698 Research and Statistics	4 credits
EDCE 699 Comprehensive Oral Examination	0 credit

Elective Courses

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

Master of Arts in Counseling (Site Based)

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

Program Outline: 36 credits**Core Required Courses**

EDCE 551 Diversity in Counseling	2 credits
EDCE 560 Critical Issues in Community Counseling	3 credits
EDCE 565 Assessment in Community Counseling	3 credits
EDCE 587 Child and Adolescent Counseling	3 credits
EDCE 616 Psychopathology	3 credits
EDCE 639 Counseling Theories	3 credits
EDCE 658 Group Process and Facilitation	3 credits
EDCE 689 Professional Seminar	3 credits
EDCE 685 Counseling Pre-Practicum	4 credits
EDCE 686 Counseling Practicum	5 credits
EDCE 698 Research and Statistics	4 credits
EDCE 699 Comprehensive Oral Examination	0 credit

Elective Courses

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

Course Descriptions

EDCE 550 Multicultural Counseling 3 credits
Students gain insight into the significance of culture and how it relates to behavior and mental health. Students also become adept in several counseling styles that are successful with diverse ethnicities. There are presentations by representatives of various ethnic groups.

EDCE 551 Diversity in Counseling 2 credits
Students gain insight into the significance of culture and how it relates to behavior and mental health. Students also become adept in several counseling styles that are successful with diverse populations.

EDCE 559 Critical Issues in School Counseling 3 credits
This course will introduce students to ethical codes adopted by the counseling profession and help them apply these standards in a school setting. An emphasis is placed on helping each student to examine and become aware of their beliefs and values and the potential impact these might have on the way they provide counseling.

EDCE 560 Critical Issues in Counseling 3 credits
Graduates of the Master of Arts program in counseling at Gonzaga University are expected to be at the forefront in demonstrating the highest ethical standards possible in the counseling profession. In a time when the helping profession is increasingly being held accountable for the behavior of its members, the development and implementation of personal and professional standards that exemplify the best in role models and leadership is imperative. Through discussion, assigned reading, and written work, students develop and present their understanding of and response to critical issues in the counseling field.

EDCE 564 Assessment in School Counseling 2 credits
This course is intended to familiarize students with test and non-test methods of appraisal, including administration, scoring, and interpretation of tests. Individual and group tests in schools are surveyed. It is stressed that this course is not intended to qualify students to perform psychological assessments or to otherwise perform assessment services to the public. Its purpose is to familiarize students with appraisal methods and instruments typically used in schools and to assist them in the process of performing assessment and facilitate individual planning with/for students.

- EDCE 565 Assessment in Community Counseling** 3 credits
This course is intended to familiarize students with test and non-test methods of appraisal, including administration, scoring, and interpretation of tests. Individual and group tests and clinical procedures widely used to appraise intelligence, aptitudes, interests, achievement, development, personality, and learning approaches are surveyed. It is stressed that this course is not intended to qualify students to perform psychological assessments or to otherwise perform assessment services to the public. Its purpose is to familiarize students with appraisal methods and instruments typically used in counseling and to assist students in the process of performing assessments appropriate to the counseling profession.
- EDCE 585 Introduction to School Counseling** 2 credits
This course introduces school counseling and provides an overview of the profession. The role of the counselor is examined in the content of the K-12 school environment and education's counseling reform. The ASCA framework for comprehensive school counseling programs is introduced. Student achievement and personal/social and career development are discussed in relation to current societal and educational issues. In addition, history and trends in the profession, structure of the K-12 setting, school climate, guidance curriculum facilitation, and counselor collaboration and advocacy are addressed.
- EDCE 586 Introduction to Community Counseling** 2 credits
This course provides an orientation to community counseling. This includes an orientation to community counseling and familiarization with role and function, standard of care, professional ethical guidelines, and an understanding of the historical, philosophical, and social roots of counseling and consultation practices of the counseling profession.
- EDCE 587 Child - Adolescent Counseling** 3 credits
This course is designed to provide students with an in-depth exploration of the mental health issues specific to this population. Special emphasis is placed on "normal" development versus "pathological" development, and there is special sensitivity to the issues of child abuse, multicultural awareness, and at-risk populations. Students are introduced to a variety of counseling procedures and interventions appropriate to both agency and school settings.
- EDCE 588 Human Growth and Development** 3 credits
Through this course, students review theories of individual and family development and transitions across the life-span; theories of learning and personality development, and human behavior, including an understanding of developmental crises, disability, addictive behavior, and environmental factors as they affect both normal and abnormal behavior.
- EDCE 589 Marriage and Family Counseling** 3 credits
Students examine the major contemporary theories and approaches in marriage and family counseling. Major theories and concepts of family dynamics, family life cycle, and lifestyles in general are examined.
- EDCE 595 Special Issues in School Counseling** 1 credit
This course is intended to extend the knowledge and skills introduced in EDCE 585 as students begin the application of this knowledge and skill base in their practicum settings. Barriers that impede K-12 student achievement and personal success as well as legal and ethical transition and other relevant topics will be explored through a discussion format. Prerequisite: EDCE 585.
- EDCE 605 Occupational Choice and Career Development in Counseling** 2 credits
This course is designed to acquaint students with the theory practice, and pragmatic aspects of vocational and life planning counseling. Students develop their own theoretical assumptions regarding vocational development and choice, integrate their theory into counseling practice, become familiar with information systems and centers, and prepare a comprehensive life planning program appropriate for use in future employment settings.
- EDCE 611 Continuing Research** 1 credit
- EDCE 616 Psychopathology and Psychopharmacology** 3-4 credits
This course is designed to provide a cognitive foundation in theoretical and treatment perspectives on psychopathological disorders of adults, including an understanding of the application of these perspectives in clinical settings for diagnostic and treatment purposes. Attention is given to identifying the specific symptoms associated with common psychological disorders, the multi-axial evaluation system of the DSM IV, differential diagnostic considerations, and psychopharmacological issues and interventions. The issues of severity of psychosocial stressors as well as the importance of actual adaptive functioning levels associated with each disorder are covered.
- EDCE 639 Counseling Theories** 3 credits
Attempting to counsel without a solid philosophical base is counterproductive. In addition to developing their own theories, students in this course have the opportunity to examine what other leaders in the counseling field have written and how a theory of counseling affects quality of service.
- EDCE 650 Group Process** 2 credits
This course is an introduction to the theory and practice of group counseling and psychotherapy. The development of an understanding of group dynamics and group process are stressed. In order to provide the required experiential component to this course, it is offered in conjunction with EDCE 664 Group Facilitation.
- EDCE 658 Group Process and Facilitation** 3 credits
This course is an introduction to the theory and practice of group counseling. Students will gain experience in developing and refining group leadership techniques with emphasis on group process and dynamics. This course will focus on both historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factors, leadership orientations and styles, process, counseling theories, group counseling methods, and skills. Students will refine their theory and skills, and they will integrate the theoretical and experiential understandings of group theory and practice.
- EDCE 664 Group Facilitation** 2 credits
This course provides experience in developing and refining group leadership techniques with emphasis on group simulations and demonstrations. Prerequisites: EDCE 560 and EDCE 639 and EDCE 650 and EDCE 696.
- EDCE 685 Counseling Pre-Practicum** 4 credits
Through this course, students develop skills, techniques, and process critical to counseling. The historical development of counseling theories will be discussed with an exploration of affective, behavioral, and cognitive theories; essential interviewing and counseling skills that assist the student in creating appropriate professionally boundaried therapeutic relationships, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will learn and begin to personalize a general framework for understanding and practicing counseling and consultation. EDCE 685 Pre-Practicum requires 80 hours of field placement work during the fall semester immediately preceding the spring semester EDCE 686 Counseling Practicum. Those 80 hours shall be a combination of experiences including such activities as: orientation, shadowing, co-counseling (if permitted). In general, the pre-practicum placement is a time to get acclimated to your agency placement, learning the protocols, paperwork requirements, and other needs. This course serves as a pre-requisite to Counseling Practicum (EDCE 686).
Fall.

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

The Department of Leadership and Administration

Chairperson: Janet Z. Brougher

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

This department offers four master's degree programs:

- The Master of Arts in Leadership and Administration
- The Master of Arts in Educational Administration
- The Master of Arts in Anesthesiology Education
- The Master of Arts in Teaching: At Risk Students

Master of Arts in Leadership and Administration

The Master of Arts in Leadership and Administration (MALA) program is designed for educators preparing for leadership roles in their schools, as school administrators or as educational leaders in their academic departments, schools and/or communities. The Master of Arts in Leadership and Administration provides two options; school administration (principal preparation) or educational leadership for teachers. The program incorporates both the ELCC Professional Standards and the Washington State Administration Benchmarks and includes five goals to give direction and meaning for the integrated courses and experiences.

Admissions

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

- 1) A completed application form (see the School of Education website: www.gonzaga.edu/soe/grad) and non-refundable fee.
- 2) A written statement of purpose addressing the applicant's interest in graduate studies which relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program.
- 3) Two letters of recommendation (from immediate or past supervisors) sent directly from the recommending persons to the School of Education Graduate Admission Office with the Confidential Recommendation forms attached (see the School of Education website).
- 4) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy) final transcripts must bear a posted bachelor's degree from an accredited university.
- 5) A résumé.
- 6) An interview.
- 7) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 8) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisite

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

Program Outline: 34 credits

The Master of Arts in Leadership and Administration is a 34 credits degree program. It includes 15 credits in core leadership courses, 12 credits of role specific courses, and seven credits of research and exit requirements for the completion of the degree.

School Administration Option

During the first two semesters of the program, students participate in a set of core experiences that investigate their readiness and commitment for an educational leadership role. Students in the program participate in a number of courses beyond the initial learning experiences. Students then select from a variety of role-specific courses that will help them learn, in depth, about areas of educational leadership related to the particular relevance of their professional goals.

A research component and exit requirements, (oral comprehensive examination and the presentation of a professional portfolio,) are included for the completion of the MALA.

Core Courses: 15 credits

EDLA 633 Administrative Theory	3 credits
EDLA 638 Human Resource Management	3 credits
EDLA 641 Community Relations	3 credits
EDLA 651 Supervision of Instruction	3 credits
EDLA 653 Curriculum Development	3 credits

Role Specific Courses: 12 credits

The candidates and/or cohorts, in dialogue with their academic advisors, select from a series of courses those that will most appropriately meet their career needs. The candidates are not limited to the courses listed. They will have opportunities to identify and select relevant course and/or topics that meet their professional growth needs.

Courses listed with "variable credit" facilitate options for teachers seeking professional certification and/or the Master's degree.

EDLA 540 Ethical Dimensions of Education	3 credits
EDLA 548 Program Evaluation	3 credits
EDLA 565 Educational Evaluation	3 credits
EDLA 635 Principalship	3 credits
EDLA 662 Leadership and Finance	3 credits
EDLA 663 Leadership and Law	3 credits
EDLA 695 Professional Experience	variable

Research/Exit Requirements: 7 credits

It is expected that master degree candidates in the MALA program would identify relevant leadership topics for their research investigation and master level papers.

EDLA 689: Professional Seminar	3 credits
EDLA 698: Research and Statistics	4 credits
EDLA 699: Oral Comprehensive Exam	0 credit

Research and Exit Procedures

- 1) At the mid-point of the program, the four credit EDLA 698 Research and Statistics course will be offered. In this course, students will become knowledgeable about both the quantitative and qualitative research processes, and will be able to read research critically. The emphasis and focus on action research will enable program participants to conduct studies in their schools or organizations and to then use the results of those studies to improve their instructional setting or their professional practice.
- 2) In the course, EDLA 689: Professional Seminar, the advisor will work closely with all advisees throughout the data collection and data analysis stages of the research project, and throughout the entire writing process, understanding that multiple drafts are typically required to help students create a product that meets graduate standards.
- 3) For the culmination portion of the program, EDLA 699: Comprehensive Oral Exam, there will be a piece of original scholarly work, such as a completed research project, a completed curriculum project, a personal position paper, or other evidence of original and scholarly work.
- 4) During the Professional Portfolio Presentation, candidates will submit a compilation of course artifacts and reflection papers.

Educational Leadership for Teachers Option

During the first two semesters of the program, students participate in a set of core experiences that investigate their readiness and commitment for an educational leadership role. Students in the program participate in a number of courses beyond the initial learning experiences. Students then select from a variety of role-specific courses that will help them learn, in depth, about areas of educational leadership related to the particular relevance of their professional goals.

A research component and exit requirements, (oral comprehensive examination and the presentation of a professional portfolio,) are included for the completion of the MALA.

Core Courses: 15 credits

EDLA 648 Teacher as Leader	3 credits
EDLA 653 Curriculum Development	3 credits
EDLA 651 Supervision of Instruction	3 credits
EDLA 564 Psychology of Learning	3 credits
EDLA 565 Educational Evaluation	3 credits

Role Specific Courses: 12 credits

The candidates and/or cohorts, in dialogue with their academic advisors, select from a series of courses those that will most appropriately meet their career needs. The candidates are not limited to the courses listed. They will have opportunities to identify and select relevant course and/or topics that meet their professional growth needs.

Courses listed with "variable credit" facilitate options for teachers seeking professional certification and/or the master's degree.

EDLA 546 Advanced Learning Strategies	3 credits
EDLA 597 Instructional Practicum	variable
EDLA 623 Risk and Protective Factors	3 credits
EDLA 646 Staff Development	3 credits
EDLA 695 Professional Experience	3 credits

Research/Exit Requirements: 7 credits

It is expected that master degree candidates in the MALA program would identify relevant leadership topics for their research investigation and master level papers.

EDLA 689: Professional Seminar	3 credits
EDLA 698: Research and Statistics	4 credits
EDLA 699: Oral Comprehensive Exam	0 credit

Research and Exit Procedures

- 1) At the mid-point of the program, the four credit EDLA 698 Research and Statistics course will be offered. In this course, students will become knowledgeable about both the quantitative and qualitative research processes, and will be able to read research critically. The emphasis and focus on action research will enable program participants to conduct studies in their schools or organizations and to then use the results of those studies to improve their instructional setting or their professional practice.
- 2) In the course, EDLA 689: Professional Seminar, the advisor will work closely with all advisees throughout the data collection and data analysis stages of the research project, and throughout the entire writing process, understanding that multiple drafts are typically required to help students create a product that meets graduate standards.
- 3) For the culmination portion of the program, EDLA 699: Comprehensive Oral Exam, there will be a piece of original scholarly work, such as a completed research project, a completed curriculum project, a personal position paper, or other evidence of original and scholarly work.
- 4) During the Professional Portfolio Presentation, candidates will submit a compilation of course artifacts and reflection papers.

Master of Arts in Teaching: Teaching At Risk Students

Concentration Coordinator: Jerri Shepard

The Master of Arts in Leadership Administration with an emphasis on teaching at-risk students meets the needs of today's teachers and agency personnel who face multi-problematic issues in the classroom. The dynamics in the modern classroom are intensified by individual issues of each child. Family violence and child abuse, attention difficulties, emotional problems, and learning disabilities can greatly interfere with student's academic and interpersonal performance. Teachers struggle with significant challenges for which they often have limited training and few resources. This concentration provides the tools teachers need to reach their students. The program includes a minimum of 34 semester credits of graduate work with 15 of these credits in the area of concentration.

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

- 1) A completed application form (see the School of Education website: www.gonzaga.edu/soe/grad) and non-refundable fee.
- 2) A written statement of purpose addressing the applicant's interest in graduate studies which relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program.
- 3) A résumé.

- 4) Two letters of recommendation sent directly from the recommending persons to the School of Education Graduate Admissions Office using the Confidential Recommendation forms (see the School of Education website).
- 5) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy), final transcripts must bear a posted bachelor's degree from an accredited university.
- 6) Official scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (must be less than five year old), a requirement which may be waived if the applicant has an advanced degree.
- 7) An interview with the coordinator after all written materials has been submitted.
- 8) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 9) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisite

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

Program Outline: 34 credits

Core Courses: 19 credits

EDLA 546 Advanced Learning Strategies	3 credits
EDLA 564 Psychology of Learning	3 credits
EDLA 630 Critical Issues in Education	3 credits
EDLA 653 Curriculum Development	3 credits
EDLA 565 Educational Evaluation and Measurement	3 credits
EDLA 689 Professional Seminar	3 credits
EDLA 698 Research and Statistics	4 credits
EDLA 699 Comprehensive Oral Examination	0 credit

Area of concentration: 15 credits

Teaching At-Risk Students Concentration Courses:

EDLA 623 Risk and Protective Factors	3 credits
EDLA 625 Intervention Skills in the Classroom	3 credits
EDLA 626 School, Family and Community: Issues in Multiculturalism	3 credits
EDLA 627 Teacher as Counselor	3 credits
EDLA 628 Managing and Enhancing the Instructional Culture	3 credits

Course Descriptions

EDLA 501 Professional Development 1-5 credits

This course provides for continuing certification standards of competencies that are deemed essential for experienced teachers. The course involves both in-class and field-based learning. Alternative course work can satisfy the generic standards.

EDLA 520 Computers in School Curriculum 3 credits

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

EDLA 525 Appropriate Use of Technology 3 credits

This hands-on, project-based course consists of some direct instruction in which the professor devotes instructional time to incorporating technology into different curricular areas, and some lab time in which participants will develop technology-rich, subject area enhancement projects in order to incorporate them into their own professional practice.

EDLA 540 Ethical Dimensions in Education 3 credits

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

EDLA 546 Advanced Learning Strategies 3 credits

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

EDLA 548 Program Evaluation 3 credits

Study and development of strategies for determining the quality of instructional programs. Topics include specifying and auditing program inputs, process, and outcomes, evaluating the quality of measures, and conducting actual program evaluations, both formatively and summatively.

EDLA 553 Teaching Thinking Skills 3 credits

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

EDLA 554 Cooperative Learning 3 credits

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

EDLA 564 Psychology of Learning 3 credits

Based on the respect for the prior knowledge and teaching experience of the educational practitioner this course has been designed to engender a higher order of professional competence and satisfaction in teaching. The format allows for inquiry-orientation sessions so students may engage in a cycle of thought and reflection about their actions and classroom experiences. Through a systematic investigation of historical and current research, use of multiple texts and group discussion students will explore the quantitative and qualitative relationships that exist in the teaching-learning act. They will be provided opportunities and challenges to explore and describe their teaching behaviors, to articulate the principles of their theories-in-use and to seek alternatives in classroom interactions.

EDLA 565 Education Evaluation and Measurement 3 credits

This course focuses on the role of evaluation in education and the necessity of validity in measurement. The development of valid tools for measurement in education and assessment of the quality of those tools as well as standardized instruments are also studied.

- EDLA 566 Effective Teacher-Student Interaction 3 credits
Various approaches to classroom management and teacher-student interaction: major assumptions, goals and characteristics of classroom management systems; psychological and philosophical foundations underlying each system are the foci of this course.
- EDLA 567 Multi-Cultural Global Education 2-3 credits
This course examines issues concerned with recognizing, accepting, and affirming cultural, ethnic, racial, religious, and physical diversity. The cognitive and affective goals are rooted in a search for an understanding of our common humanity within diversity and focus on the development of attitudes and convictions that shows respect for all people regardless of background or frame of reference. This content addresses the development of educators who exercise leadership in the design of culturally appropriate curriculum and instruction.
- EDLA 597 Instructional Practicum 3 credits
This is a field-based experience for practicing teachers. The focus is on the development and documentation of growth standards from research on teaching. Teachers use peer coaching, effective schools research, climate expectations, and goal setting strategies. Some application of specific models, social styles, and positive growth strategies may be involved.
- EDLA 623 Risk and Protective Factors 3 credits
This course addresses the interdependency of family, school and community as they impact the school-aged child. Risk factors are addressed, as well as protective factors that can support family, school, and community in fostering resiliency in children.
- EDLA 625 Classroom Intervention Skills 3 credits
This course offers teachers the opportunity to learn communication and counseling skills that can be used within the instructional settings. Supportive classroom management techniques that result in logical consequences and assist the child in accepting responsibility for behavior are addressed. This course focuses on a multitude of methods and modalities in order to address various learning styles reduce non-academic stressors.
- EDLA 626 Multiculturalism: School, Community and Family 3 credits
This course acquaints teachers with the dynamics of today's family and helps educators gain insight into the significance of community and culture. The course focuses on interactional processes and addresses the ever-changing structure of the family and the influence of social factors such as diversity, divorce, loss, trauma, abuse, and socio-economics. Teachers learn methods of working within the school and community systems in order to support and enhance the family. The course addresses "culture" from a global perspective.
- EDLA 627 Teacher as Counselor 3 credits
This introductory course addresses the metacognitive aspects of the teacher as person and counseling skill development for classroom teacher use. Areas of emphasis will include self-awareness, awareness of impact on others, recognizing and attending to different learning styles and personality types, maintaining healthy relationships with others, and creating a vision for the future. It will focus on personal and academic growth.
- EDLA 628 Managing and Enhancing the Instructional Culture 3 credits
This course includes methods and strategies teachers can use to match pedagogy to the various learning styles of students. Teachers translate theory into practice through experiences within the classroom as well as collaborate with families and community agencies. The course focuses on practical application of theory by the creation of curricula using methods, strategies, and resources that have been designed to facilitate child resiliency, involve family, and utilize school and community resources.
- EDLA 633 Administrative Theory 3 credits
This course is competency-oriented, focusing upon administration issues such as describing management and decision-making theories, understanding social issues, identifying goals and action steps, and promoting a positive climate. Prerequisite: Postgraduate standing or permission from department.
- EDLA 635 Principalship 3 credits
This is a competency-oriented course which investigates the role of the principal in professional leadership, community service, shared decision making, personnel development, and the meeting of student needs.
- EDLA 638 Human Resource Management 3 credits
This course presents a broad view of the human relations function as one of the critical and interrelated subsystems involved in the administration of a school or a school system. The major topics for consideration and investigation include knowledge of the processes and attitudes that facilitate the integration of a professional into the school organization, promotion of the instructional leadership of the individual and the enhancement of his/her work satisfaction and the awareness of the legal and ethical environment of personnel administration. The course challenges the student to respond to the changing needs in personnel administration by adopting new ways of working that can enhance the human resource capabilities of schools.
- EDLA 641 Community Relations 3 credits
This course focuses on the skills of promoting effective cooperation between community and school. It also includes discussion of communication strategies, team building, and meeting patron need.
- EDLA 646 Staff Development 3 credits
This course provides the professional teacher with an understanding of the concepts of adult learning and development and an awareness of some of the components, processes, and techniques of staff development programs. The focus is on the underlying theme of staff development programs that the professional teacher perceives learning and the acquisition of new competencies as a life-long process.
- EDLA 648 Teacher Leadership 3 credits
This course focuses on the skills of promoting effective cooperation between community and school. It also includes discussion of communication strategies, team building, and meeting patron need. Prerequisite: Postgraduate standing or permission from department. (Canada only)
- EDLA 651 Supervision of Instruction 3 credits
This course is designed to support the position that the primary purpose of supervision is to provide the means for teachers and supervisors to increase their understanding of the teaching-learning process through collaborative inquiry that can increase classroom effectiveness and student learning. The primary assumption on which this course rests is given a democratic setting; all teachers have the potential for growth and are capable of making appropriate instructional decisions based on relevant classroom data. Teachers are perceived as active constructors of their own knowledge about learning and teaching and supervision is viewed as a collaborative means in creating this knowledge. The emphasis is on multiple methods of collecting objective data during instruction that can be used to make inferences and interpretations regarding the effectiveness of the teaching process.

EDLA 653 Curriculum Development	3 credits	EDLA 690 Directed Readings	1-3 credits
The basic approaches to planning and modifying school learning activities are covered in this course. Topics include the diagnosis of needs, selection and organization of learning experiences, and evaluating curricular systems.		This is an individualized study based on readings approved by professor. Student develops a selected bibliography.	
EDLA 662 Leadership and Finance	3 credits	EDLA 692 Independent Study	1-3 credits
This course presents a thorough overview of the economics and financing of education. This course also presents, and prepares participants for using, standard budgeting procedures for managing schools and school systems.		This is an individualized study designed by the student in consultation with the professor. It requires self-directed learning in a selected area of interest; the professor serves as resource.	
EDLA 663 Leadership and Law	3 credits	EDLA 694 Special Project	1-3 credits
The course is designed for graduate students in education without prior formal training in school law, but who have experience working in schools. Through multiple activities students are expected to be able to identify legal issues which may arise in their jobs in school, be familiar with the legal rules which govern these issues, and be able to make an educated guess about how a court might apply these legal standards to their situation.		This is an individualized and project-based study, which results in a practical application of educational theory. The project or written report of project is submitted to the professor for evaluation.	
EDLA 689 Professional Seminar	3 credits	EDLA 695 Professional Experience	1-3 credits
This seminar is intended to be a culminating experience in the Master degree program. During the semester, the candidate works with his/her academic advisor to complete the research and/or position paper. The final paper is presented to a small group of peers in a seminar setting. The time for the seminar is scheduled for five days dependent on the number of students needing to present. Each student has approximately 50 minutes for their presentation. The presentation should be viewed as a discussion time for peer interaction about the topic of the paper, rather than a formal lecture or teaching session.		This is a planned series of field experiences in settings related to education, junior colleges, court services, social agencies, etc.	
		EDLA 698 Research and Statistics	4 credits
		This course helps the student develop competencies in research and statistics. Students are required to review and abstract research articles and develop ad research proposal. Statistical theory and techniques are developed in the areas of distribution, central tendency, variance, inference, tests of hypotheses, regression and correlation.	
		EDLA 698A Research Project	3 credits
		This is a research project for a master's degree.	
		EDLA 698B Research Seminar	3 credits
		This basic concepts of internal and external validity; focus on action/evaluative research designs, and stress on interpretation and application of research findings within the classroom are presented in this course.	
		EDLA 698C Research Seminar	1 credits
		An analysis of basic elements of research proposal design.	
		EDLA 699 Comprehensive Oral Examination	0 credit

Master of Anesthesiology Education

University Program Director: Janet Brougher

Sacred Heart Medical Center Program Director:
Margaret Meyers

This program is designed for registered nurses who wish to assume an educational leadership role within the profession of nurse anesthesia. In addition to preparing students to be competent, skilled nurse anesthesia practitioners, it is the mission of the program to nurture and develop innovative, creative leaders for the advancement of the profession. Each applicant must submit the following materials to the School of Education Graduate Admissions Office:

- 1) A completed application form (see the School of Education website: www.gonzaga.edu/soe/grad) and non-refundable fee.
- 2) A professional résumé.
- 3) A written statement describing what the applicant has done to prepare for beginning a career in nurse anesthesia.
- 4) Two letters of recommendation (one from an immediate supervisor, and one from a nurse or M.D. with whom the applicant is working) sent directly from the recommending persons to the School of Education Graduate Admission office using the confidential recommendation forms (see the School of Education website).
- 5) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy), final transcripts must bear a posted bachelor's degree from an accredited university.

- 6) The official score from the Graduate Records Exam (GRE) general aptitude test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree.
 - 7) A photocopy of the applicant's current registered nurse license.
 - 8) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.
 - 9) Submission of a financial declaration and supporting documentation by each international applicant.
- Applicants who meet the basic qualifications will be invited to participate in an interview process.

Prerequisites

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

- 1) Applicants must have a cumulative grade point average of 3.20 on a 4.00 scale.
- 2) A minimum of two years experience as a registered nurse is required prior to interviewing for the MAE program.
- 3) Applicants must have one year of adult critical care experience prior to application with two years preferred.

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

Program Outline: 64 credits	
EDAE 501 Basic Principles of Anesthesia I	6 credits
EDAE 502 Basic Principles of Anesthesia II	2 credits
EDAE 520 Anatomy and Physiology	4 credits
EDAE 521 Anatomy and Physiology	2 credits
EDAE 551 Chemistry and Pharmacology	6 credits
EDAE 552 Chemistry and Pharmacology	2 credits
EDAE 553 Chemistry and Pharmacology	4 credits
EDAE 560 Theories of Adult Learning	3 credits
EDAE 561 Instructional Strategies for Adults	3 credits
EDAE 570 Integrated Data Base Systems Design	3 credits
EDAE 595 Professional Seminar/Teaching Project	1 credit
EDAE 603 Regional and Pediatric Anesthesia	2 credits
EDAE 604 Obstetrics and Neonatal Anesthesia	2 credits
EDAE 605 Cardiovascular/Thoracic/Neuro Anesthesia	2 credits
EDAE 606 Integration of Advanced Principles of Anesthesiology	2 credits
EDAE 621 General Practicum	1 credit
EDAE 622 Specialty Practicum	1 credit
EDAE 623 Integrated Practicum	2 credits
EDAE 670 Medical Ethics	3 credits
EDAE 671 Law and Medicine	2 credits
EDAE 672 Professional Leadership	3 credits
EDAE 689 Research and Data Analysis	4 credits
EDAE 690 Research Seminar	1 credit
EDAE 691 Research Seminar	1 credit
EDAE 695 Professional Seminar/Continuing Education	1 credit
EDAE 698 Professional Seminar/Integration	1 credit
EDAE 699 Comprehensive Oral Examination	0 credit

Course Descriptions

EDAE 501 Basic Principles of Anesthesia I	6 credits
This course assists the student in learning the methods, techniques, and agents in general anesthesia. Specific type of anesthetic machines are demonstrated. The course includes pre and post-anesthetic assessment of the patient, drugs which augment anesthesia, common complications related to anesthesia, and the importance of initiating and maintaining the patient's anesthesia record. Throughout the course the student has a variety of experiences administering anesthesia under the supervision of a qualified anesthetist.	
EDAE 502 Basic Principles of Anesthesia II	2 credits
A continuation of ED AE 501. Throughout the course the student has a variety of experiences administering anesthesia under the supervision of a qualified anesthetist. Prerequisite: ED AE 501.	
EDAE 520 Anatomy and Physiology	4 credits
This course provides an intensive study of the structure, functions, and functional processes of the human body. Topics include the respiratory system, central nervous system, endocrine glands, smooth muscle, skeletal muscle, review of intermediate metabolism, liver and gall bladder. It also includes a review of year's work via "clinical cases" to integrate all systems. It is intended primarily for nurse anesthetists.	
EDAE 521 Anatomy and Physiology	2 credits
A continuation of ED AE 520. Prerequisite: ED AE 520.	
EDAE 551 Chemistry and Pharmacology	6 credits
This course covers the basic fundamentals of blood, respiratory, and pharmaceutical chemistries and the principles of general anesthesia and autonomic pharmacology including all pharmaceutical agents used for these purposes and their application in diseased state.	
EDAE 552 Chemistry and Pharmacology	2 credits
A continuation of ED AE 551. Prerequisite: ED AE 551.	

EDAE 553 Chemistry and Pharmacology	4 credits
A continuation of ED AE 551 and 552. Prerequisites: ED AE 551 and ED AE 552.	
EDAE 560 Theories of Adult Learning	3 credits
Students explore current research and theories of adult development and learning. This course is designed for those who work with adults in most educational settings. Serves as a basis for ED AE 561.	
EDAE 561 Instructional Strategies for Adults	3 credits
This course focuses on instruction, curriculum, development, course planning, instructional strategies, and evaluation models for adult learners. Prerequisite: ED AE 560.	
EDAE 570 Integrated Software System Design	3 credits
Students examine the relationship between integrated, presentation, and online applications. Course projects focus on practical approaches to educational environments.	
EDAE 595 Professional Seminar: Teaching	1 credit
This course provides an opportunity to synthesize the knowledge and skills in anesthesia and education within the context of professional leadership.	
EDAE 603 Regional and Pediatric Anesthesia	2 credits
A study of regional anesthesia theory and clinical practicum begin this semester as well as pediatric anesthesia theory and practicum.	
EDAE 604 Obstetrics and Neonatal Anesthesia	2 credits
This course focuses on anesthesia for the obstetric patient for routine and complicated patients, and includes epidural anesthesia theory and practicum. A study of clinical anesthesia for neonatal patients for routine and high risk patients begins in this course.	
EDAE 605 Cardiovascular/Thoracic/Neuro Anesthesia	2 credits
This course covers the didactic and clinical practicum of cardio-vascular and neuro-surgical anesthesia.	
EDAE 606 Integration of Advanced Principles of Anesthesiology	2 credits
This course provides a review and synthesis of general and specialty anesthesia content including pharmacology, pathophysiology and drug and technique selection for all types of patients and procedures.	
EDAE 621 General Practicum	1 credit
In this practicum students learn the actual administration of anesthesia under the supervision of certified registered nurse anesthetists and physician anesthesiologists. Pre-operative and post-operative assessment of the patient is made by the student. S/he is responsible for selecting the appropriate anesthetic, administering needed pharmaceutical agents, and maintaining homeostasis during general surgical procedures. Monitoring, positioning, and recovery are stressed. Each student will be assigned anesthesia in obstetrics, pediatrics, VAMC in addition to general practice.	
EDAE 622 Specialty Practicum	1 credit
This is a continuation of ED AE 621. Students rotate through obstetrics, pediatrics, vascular surgery, neuro surgery, and evening trauma rotations, in addition to general practice. Prerequisite: ED AE 621.	
EDAE 623 Integrated Practicum	2 credits
This is a continuation of ED AE 621 and 622. Students rotate to the specialties of neurosurgical and cardiovascular services. Prerequisite: ED AE 622.	
EDAE 670 Medical Ethics	3 credits
This course examines the duties and obligations of persons in the medical field. Issues studied include cooperation, abortion, mutilation, sterilization, transplants, and genetic engineering.	
EDAE 671 Law and Medicine	2 credits
The critical issues pertaining to liability and legal responsibilities as related to the practice of medicine are studied and current cases are reviewed.	

EDAE 672 Professional Leadership	3 credits	EDAE 691 Research Seminar	1 credit
The critical analysis of components inherent in professional leadership is provided in this course through an exploration of literature and situational analysis. A modified seminar approach is employed.		A seminar designed for students who are writing and presenting their final research report.	
EDAE 689 Research and Data Analysis	4 credits	EDAE 695 Professional Seminar/ Continuing Education	1 credit
This course is designed to help students understand the research process through the development of a research proposal including selecting a topic, reviewing the relevant literature, choosing an appropriate data collection methodology, and determining the appropriate method to analyze the data. Proposals are submitted to an Institutional Review Board.		This course focuses on issues in continuing education for nurse anesthetists. Prerequisite: ED AE 595.	
EDAE 690 Research Seminar	1 credit	EDAE 698 Professional Seminar/ Integration	1 credit
A seminar designed for students who are in the data collection and analysis stages of their research project.		This course focuses on the integrating of education and anesthesia. Must also register for ED AE 699 Oral Exam. Prerequisites: ED AE 595 and ED AE 695.	
		EDAE 699 Comprehensive Oral Examination	0 credit
		The oral exam consists of three areas of focus: the research project, the integration of anesthesia, teaching and leadership, clinical practice.	

Master of Arts in Educational Administration

Program Director: Dennis Conners

Programs

Leadership Formation Program
Principal Certification
Program Administrator
Superintendent Certification

The mission of the Leadership Formation Program is to provide instruction and experience to all selected degree and certification candidates so that they graduate with the knowledge, character and motivation essential to leadership as educational administrators. The purpose of the Leadership Formation Program is to form educational administrators devoted to enhancing the learning experiences for all persons within their respective educational organizations. Graduates of the Leadership Formation program enter administration with a unique combination of experiences - intellectual, ethical, intra as well as interpersonal-designed to produce leaders with a special set of qualities.

Knowledge

- 1) Educational leaders who have the skills provided by a sound, integrated, and rigorous graduate academic curriculum and the ability to formulate problems and devise and implement solutions in diverse and ambiguous situations.
- 2) Educational leaders who have a firm understanding of the role of education in society, the history and traditions of their profession, and an appreciation for the need to nurture intellect.
- 3) Educational leaders who can meet the varied challenges that are the hallmark of the teaching profession, including the ability to communicate and work effectively and compassionately with others.

Character

- 1) Educational leaders with high moral standards who recognize the ethical aspects of situations, determine the right thing to do and then do it.
- 2) Educational leaders who have the self-discipline, adaptability, and courage to perform a variety of duties responsibly.
- 3) Educational leaders who subordinate themselves to the service of students, staff, and community.

Motivation

- 1) Educational leaders who inspire pride within their organizations and are predisposed to a life of the mind and spirit.
- 2) Educational leaders who are committed to lifelong personal and professional development and growth.

The arena in which today's principals, program administrators, and superintendents work is constantly being reshaped by societal forces and conditions. Static patterns are out; so too, is the notion that solving today's problems automatically prepares candidates for future challenges. Accordingly, Gonzaga University's Leadership Formation program approaches the preparation of educational administrators from a balanced perspective. It seeks to focus on self knowledge as well as the development of a broadly applicable knowledge and skill base that is timeless and that emphasizes, through classroom format, clinical practice, and field experience, reflective behaviors educational leaders need to address the daily challenges they will face.

The Leadership Formation Program utilizes simulations, scenarios, and case studies, interactive media, practice in safe environments, mentorships, and field experiences to form a professional repertoire for future leaders which include self knowledge, knowledge of how to act as well as knowing about important concepts. Our program is different from most others and requires a variety of challenges which require a higher level of dedication than do other programs. The result is a superior administrative candidate committed to excellence in education and the nurturing of the intellect for all.

Admission standards assure that each candidate selected has the academic, personal qualities and characteristics, and leadership ability to fulfill all the goals of the program and who will thrive in a realistic administrative team setting where the learning environment is challenging and reflects the real world of practice.

Admissions

The Leadership Formation Program accepts applications for the Master of Arts degree in Educational Administration and/or post-master's principal, program administrator, and superintendent certification beginning in January. Decisions concerning admission into the program are made in May of each year. Students admitted to the program become a cohort group and work as an administrative team for the duration of their studies. The overall goal of the admission process is to identify and select students who are most likely to fulfill program goals and who will thrive in a realistic administrative team setting where the learning environment is relatively unstructured. Selection of students for a cohort group is based on the basic qualifications outlined below. In addition, attempts are made to establish cohort groups that are heterogeneous based on variables such as type of school (public or private), size of district, location of district, and level of certification sought (principal, superintendent, program administrator).

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

- 1) A completed application form (see the School of Education website: www.gonzaga.edu/soe/grad) and non-refundable fee.
- 2) An autobiographical letter of application that addresses: formal education and professional teaching experience; academic achievements and honors; other professional experience; and personal characteristics and abilities specified in the program application.
- 3) Two letters of recommendation sent directly from the recommending persons to the School of Education Graduate Admissions Office using the Confidential Recommendation forms (see the School of Education website).
- 4) Nomination letter from a school principal or district superintendent that addresses the applicant's potential for educational administration.
- 5) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy), final transcript must bear a posted bachelor's degree from an accredited university.
- 6) The official score from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogies Test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree.
- 7) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 8) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisites

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

Admission Decision Criteria

Students must meet the eligibility requirements as set forth by the Gonzaga University Graduate Catalogue. A three-member admissions team reviews and recommends candidates for the program. Information reviewed by the faculty team in making a decision about an application include:

- 1) Undergraduate and graduate degree status.
- 2) Previous professional experience.
- 3) G.R.E. or M.A.T. scores that imply applicant's ability to succeed in the program.
- 4) Nomination letter from a school principal or district superintendent that addresses the applicant's potential for educational administration.
- 5) Two letters of recommendation selected from among colleagues who have worked with the applicant during the last three years.
- 6) An autobiographical letter of application that addresses: formal education, professional teaching experience, academic achievements and honors, other professional experience, and personal characteristics and abilities specified in the program application.

Based on a review of application files, applicants are selected to participate in two interviews with the admissions team. The first interview focuses on the personal and professional characteristics of the applicant. The second interview involves a simulated administrative team meeting centered around an educational problem. Applicants are assessed for group skills and contributions to group problem-solving. All interviews are reviewed by the admissions team for final decision of acceptance. The applicant is notified in writing by the program coordinator regarding the final decision.

Master of Arts in Educational Administration: 30 credits With Principal Certification: 36 credits

Program Course of Study

Phase One: Integrative Administrative Core: 17 credits

EDAD 602 Understanding Self: A Personal Vision for Principal Leadership	3 credits
EDAD 604 Understanding People: Professional Development and Educational Leadership	3 credits
EDAD 606 Understanding Environments: Social, Political, Economic and Legal Influences in Educational Organizations	3 credits
EDAD 608 Shaping Organizations: Leadership in Schools	3 credits
EDAD 610 Programmatic Leadership: Instruction and the Learning Environment	3 credits
EDAD 612 Principal Role Seminar	2 credits

Phase Two: Research and Exit Requirement: 7 credits

EDAD 650 Methods of Educational Research	4 credits
EDAD 680 Issue Analysis Research	3 credits
EDAD 699 Professional Seminar and Final Oral Exam	0 credit

Phase Three: Role Specific Elective Courses: 6 credits

Based upon the educational plan, and with approval of the advisor, six credits of electives must be chosen from among any graduate level courses which fit into the student's program of studies.

Phase Four: Internship: 6 credits

EDAD 620/625 Principal Internship	6 credits
-----------------------------------	-----------

Post-Master's Principal

Certification Program Outline: 23 credits

Phase One: Integrative Administrative Core: 17 credits

EDAD 602 Understanding Self: A Personal Vision for Principal Leadership	3 credits
EDAD 604 Understanding People: Professional Development and Educational Leadership	3 credits
EDAD 606 Understanding Environments: Social, Political, Economic and Legal Influences in Educational Organizations	3 credits
EDAD 608 Shaping Organizations: Leadership in Schools	3 credits
EDAD 610 Programmatic Leadership: Instruction and the Learning Environment	3 credits
EDAD 612 Principal Role Seminar	2 credits

Phase Two: Internship: 6 credits

EDAD 620/625 Principal Internship	6 credits
-----------------------------------	-----------

Program Administrator Certification Program Outline: 23 credits

Integrative Administrative Core: 17 credits

EDAD 502 Understanding Self: A Personal Vision for Program Administration	3 credits
EDAD 604 Understanding People: Professional Development and Educational Leadership	3 credits
EDAD 706 Political and Community Leadership	3 credits
EDAD 608 Shaping Organizations: Leadership in Schools	3 credits
EDAD 710 Instructional Leadership	3 credits
EDAD 512 Program Administrator Role Seminar	2 credits

Internship: 6 credits

EDAD 520/525 Program Administrator Internship	6 credits
---	-----------

Superintendent Certification Program Outline: 23 credits

Integrative Administrative Core: 17 credits

EDAD 702 Understanding Self: A Personal Vision for Superintendent Leadership	3 credits
EDAD 704 Strategic Leadership	3 credits
EDAD 706 Political and Community Leadership	3 credits
EDAD 708 Organizational Leadership	3 credits
EDAD 710 Instructional Leadership	3 credits
EDAD 712 Superintendent Role Seminar	2 credits

Internship: 6 credits

EDAD 720/725 Superintendent Internship	6 credits
--	-----------

Course Descriptions

EDAD 502 Program Administrator Leadership 3 credits

This initial course is designed to assist program administrator formation students in gaining a deeper understanding of their own belief and an understanding of leadership issues through concentrated study as administrative team members within a cohort group. This introductory core experience, conducted during an intensive, academic-like summer session, focuses on the investigation of personal beliefs, strengths, and mission; and an understanding of the literature on effective central office leadership behavior. Summer.

EDAD 512 Role Seminar Program Administration 2 credits

This final course in the Integrative Core will be a three day, retreat-like experience with program administrator formation students immersed in individual and collaborative study and reflection on their calling to the educational leadership as an administrator. The seminar will employ a variety of planned readings and experiences to include the administrative performance portfolio and personal journal. Summer.

EDAD 520 Program Administrator Internship 3 credits

This internship is planned for students after they have completed the integrative core series of courses. The purpose of the internship is to provide experiences capable of bringing insight to professional educators contemplating a calling to central office administration. This two semester course field experience places the student-administrator in a first hand work experience in which academic knowledge can be applied in the educational setting. The minimum requirements for academic credit include: completing planned program administrator administrative duties; completing a district-wide improvement project; completing a school board analysis; detailing involvement in a community organization; and attendance at Saturday seminars. Fall.

EDAD 525 Program Administrator Internship 3 credits

EDAD 602 Personal Vision: Principalship 3 credits

This initial course is designed to assist students in gaining a deeper understanding of their own beliefs and of principal leadership issues. Students begin to formulate a personal vision for principal leadership.

EDAD 604 Understanding People 3 credits

Theories on personal empowerment, staff development, team building, and adult development as they apply to the role of school principal are the focus of this course. Students analyze how principals might effectively work with faculty and staff members in the school setting.

EDAD 606 Understanding Environments 3 credits

Social, political, economic, and legal influences on educational organizations are discussed. Also analyzed are school and community power bases on how they can positively and negatively impact school effectiveness.

EDAD 608 Shaping Organizations 3 credits

Principal behavior and compliant patterns found in the practices of school administration and how these behaviors and patterns shape the school as an organization are the focus of this course. Also investigated are relationships between various organizational structures that typically exist in schools and how these structures help or hinder educational reform.

EDAD 610 Programmatic Leadership 3 credits

This course centers on the role of school principal in establishing a positive learning environment for students. Emphasis is placed on situational leadership, school improvement and issues of quality, local implementation of state learning goals, program evaluation, and technology to assist learning.

EDAD 611 Continuing Education 1 credit

EDAD 612 Principal Role Seminar 2 credits

The role seminar is a one week, retreat-like experience with principal formation students. The seminar provides opportunities for students to reflect on their calling to educational leadership as principal. The seminar incorporates a variety of planned readings and experiences to include in the student's leadership portfolio.

EDAD 620 Principal Internship 3 credits

The internship is planned for student after they have completed courses numbered EDAD 602 through EDAD 612. This two-semester field experience places the student-administrator in a first-hand experience in which academic knowledge can be applied to the educational setting.

EDAD 625 Principal Internship 3 credits

See EDAD 620.

EDAD 630 Independent Study 1-5 credits

Individualized study designed by the student in consultation with an instructional team member. Self-directed learning in a selected area of interest related to a problem of practice is the process employed. The instructional team member serves as a resource. An Issue Analysis paper is the product produced from such a study. Fall, Spring and Summer.

EDAD 635 Directed Readings 1-3 credits

EDAD 636 Reading in Contextual Domain 1-3 credits

EDAD 640 Leadership Formation Project 3-4 credits

A formal research project investigating a particular problem related to one or more of the program domains conducted under the tutelage of the Leadership Formation Program Advisor is the focus of this seminar.

EDAD 650 Methods of Education Research 4 credits

A comprehensive perspective on reading and understanding quantitative education research is provided. Emphasis is placed on utilizing library resources to review, interpret, and abstract research appropriate for the professional seminar paper. Students plan, conduct, write, and present an in-depth review of literature on an administrative problem approved by the Program Director.

EDAD 680 Issue Analysis Research 3 credits

Candidates must register for this course following EDAD 650 (Research Methods) to research and apply what is known in the analysis of the issue chosen for the analysis paper. Registration can occur for more than one semester.

- EDAD 690 Professional Seminar and Orals 1 credit
This capstone experience has two components. The first is the professional seminar in which degree students are responsible for presenting results of a research project begun during the research course. The second component is the oral examination in which degree students present their leadership portfolio to the faculty team.
- EDAD 691 Directed Readings 1-6 credits
- EDAD 692 Independent Study 1-6 credits
- EDAD 702 Personal Vision: Superintendent 3 credits
This initial course is designed to assist student in gaining a deeper understanding of their own beliefs and of superintendent leadership issues. Students begin to formulate a personal vision for superintendent leadership.
- EDAD 704 Strategic Leadership 3 credits
The importance of establishing a shared vision and strategic plan for a district is the focus of this course. In addition, the course discusses conditions that can enhance motivation of teachers, staff, students, and parents in the community to achieve the vision. Emphasis is placed on decision making based on reasoned understanding of major historical, philosophical, ethical, social, and economic influences on education.
- EDAD 706 Political and Community Leadership 3 credits
The core experiences of this course reflect the world of ideas and forces within which the school district operates. Knowledge and skills concerning public relations, education law, public policy, and political systems are integral to this course.
- EDAD 708 Organizational Leadership 3 credits
Understanding districts as an organization and as a system is a primary focus of this course. In addition, discussions of how organizations can be developed for a better future are inherent to the course.
- EDAD 710 Instructional Leadership 3 credits
Curriculum design models, needs analysis, instructional planning, and program evaluation are presented. In addition, superintendent formation students discuss how to mobilize the participation of appropriate people or groups to develop programs and establish a positive learning environment.
- EDAD 712 Superintendent Role Seminar 2 credits
The role seminar is a one week, retreat-like experience with superintendent formation students. The seminar provides opportunities for students to reflect on their calling to educational leadership as superintendent. The seminar incorporates a variety of planned readings and experiences to include in the student's Leadership Portfolio.
- EDAD 720 Superintendent Internship 3 credits
The internship is planned for students after they have completed courses EDAD 702 through EDAD 712. This two semester field experience places the student-administrator in a first-hand experience in which academic knowledge can be applied to the educational setting.
- EDAD 725 Superintendent Internship 3 credits

Department of Special Education

Chairperson: Kimberly Weber

Master of Education in Special Education

Program Director: K. Mark Derby

The Department of Special Education offers preparation for special educators within schools and other agencies. Students gain core competencies and then specialize in areas of interest. Individual field experiences are available to meet special needs. Three tracks of study are offered: Track One in Functional Analysis, Track Two in Early Childhood Special Education, and Track Three in General Special Education (usually completed for students seeking an endorsement in special education). The Department of Special Education offers a teaching endorsement in Special Education and a teaching endorsement in Early Childhood Special Education. The candidate may add these endorsements to an existing Washington State teaching certificate or may complete an initial residency certificate with the endorsement(s).

Candidacy requirements: application for candidacy after completion of nine credits, 3.00 GPA or higher in each course, advisor recommendation, and faculty review.

Admissions

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

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

Prerequisite

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

Program Outline: 32 credits

Core: 18-20 credits

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

One of the three following tracks:

Track One: 14 credits (Functional Analysis)

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

Track Two: 12 credits (Early Childhood Special Education)

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

Track Three: 12 credits (General Special Education)

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

Students wishing to be endorsed in Special Education must take EDSE 520, EDSE 545, EDSE 575, and EDSE 604 from the core and all track three courses, and the following:

EDSE 101L Special Education Professional Skills Lab	0 credit
EDSE 306 Special Education In-School Experience - Elementary	1 credit
EDSE 406 Special Education In-School Experience - Secondary	1 credit
One of the following early childhood special education courses:	
EDSE 560, EDSE 561, EDSE 562, or EDSE 565	6 credits
One of the following two courses:	
EDSE 696 Student Teaching in Special Education	
EDSE 697 Extended Student Teaching in Special Education (if student is not certified previously)	

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

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

Electives

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

Course Descriptions

- EDSE 501 Psychology of Children with Exceptionalities** 3 credits
The purpose of this course is to provide students with an overview of special education. Etiology, characteristics, and treatment of major disabling conditions will be covered. Philosophical, political, and pedagogical implications of past, current, and future services are analyzed.
- EDSE 520 Applied Behavior Analysis** 3 credits
An advanced introduction to the basic principles of learning and effective and practical procedures based upon those principles. Students read seminal articles in the field of behavior analysis and conduct and write up their own applied research study, implementing some of the procedures to remediate socially significant problems of children. Co-requisite: EDSE 101L.
- EDSE 522 Precision Teaching** 3 credits
This course covers basic procedures of precision teaching (e.g., movement cycles, pinpointing behaviors, setting aims, charting, planning curricula development for precision teaching, and methods of remediating learning disabilities). Prerequisite: EDSE 520, minimum grade: B.
- EDSE 523 Theory of Instruction** 3 credits
This course covers a detailed analysis of direct instruction principles and their application to curriculum development. Requires an in-depth knowledge of and experience with direct instruction curriculum materials.
- EDSE 527 Teaching Persons with Developmental Disabilities** 3 credits
This course provides students with an understanding of the state-of-the-science practices in serving individuals who are mentally handicapped. Focus is on development of intervention within community, school, vocational, domestic, and social settings for both school-age students and adults.
- EDSE 535 Autism** 3 credits
This course overviews the major characteristics of persons with autism, with focus on effective treatment, functional goals and curricula, objective assessment, teacher/parent training, classroom integration, and generalization and maintenance of treatment gains. Particular emphasis is placed on developing effective applied skills through course work, practicum, and an applied research study and write-up. Prerequisite: EDSE 520, minimum grade: B or EDSE 320, minimum grade: B.
- EDSE 545 Special Education Policies and Procedures** 3 credits
This course covers issues involved in providing I.E.P. provisions including goals, strategies, and legal and ethical implications.
- EDSE 551 Direct Instruction Reading** 3 credits
This course focuses on the teaching of reading directly to students with special needs. Emphasis is placed on procedures with a strong database of support.
- EDSE 552 Direct Instruction Mathematics** 3 credits
This course focuses on the teaching of mathematics directly to students with special needs. Emphasis is placed on procedures with a strong database of support.
- EDSE 560 Early Childhood Special Education** 3 credits
This course overviews of the principles and practical procedures involved in infant and preschool services integrating children with disabilities. Applied experience is provided in an integrated preschool setting. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 561 Physical Development** 3 credits
This course examines the principles of normal physical and neuromotor development with an emphasis on methods for identifying and treating delayed and dysfunctional development. Treatment approaches address designing interventions and adapting the environment. Applied experience is provided in an integrated preschool setting. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 562 Language and Communication** 3 credits
This course examines the principles of normal language development as well as guidance for facilitating functional language development in infants, toddlers, and preschoolers. The focus is on intervention programs designed for enhancing generalization of functional language usage. Applied experience is provided in an integrated preschool setting. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 565 Development of Children with Exceptionalities** 3 credits
This course emphasizes normal child development and etiology of exceptionalities from infancy through age six. History and philosophy of early childhood special education, as well as relevant legislation, are studied. Applied experience is provided in an integrated preschool setting. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 575 Advanced Seminar in Classroom Management** 3 credits
This course examines strategies of Applied Behavior Analysis for controlling various inappropriate behaviors that interfere with the learning process. The emphasis is on practical procedures that can be implemented by a single teacher in a special education or regular classroom setting. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 577 Examination of Youth with Behavior Disorders or ADHD** 3 credits
This course overviews practical strategies to deal with children's behavioral and emotional disturbances in the classroom. Etiology of behavior disorders and emotional problems in children and youth are discussed. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 580 Techniques for Teaching Students with Learning Disabilities** 3 credits
This course examines various techniques and approaches to remediate learning disabilities in school settings. Emphasis is placed on successful treatment and diagnostic procedures. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 604 Assessment in Special Education** 3 credits
This course covers various methods of assessing student progress and social behaviors as well as actual classroom observations and assessment. Data gathered in assessment are used to develop an individualized program for special students. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 611 Continuing Research Education** 1 credit
- EDSE 670 Functional Analysis Seminar** 3 credits
This course reviews functional analysis methodologies as developed by Iwata et. al (1982) for systematically identifying environmental variables that serve to maintain aberrant behavior. This course includes a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analysis. Particular emphasis is placed on reinforcement-based interventions and dimensions of reinforcement. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 671 Behavioral Treatment in the Clinical Setting** 3 credits
This course is experiential in nature and requires students to apply the functional analysis methodologies studied in EDSE 670 in a "hands on" manner. Under direct supervision of faculty, students will conduct weekly assessments to determine the environmental variables maintaining children's inappropriate behavior (EDSE 671L=1 credit). Students will also collect and graph data, write reports that summarize their findings, and meet regularly with faculty and classmates to discuss their findings and their relationship to the literature. Students will be required to use and discuss single case design in the evaluation of treatment components. Prerequisites: EDSE 520, minimum grade: B and EDSE 670, minimum grade: B. Co-requisite: EDSE 671L.

- EDSE 671L Behavioral Treatment in the Clinical Setting Lab** 1 credit
This course is experiential in nature and should be taken in the semester immediately following EDSE 670. Students in this course will conduct assessments and implement behavioral interventions in the clinical settings. Under the supervision of faculty, students will conduct in-home treatment evaluations of children seen in the clinic and will train parents and teachers in the implementation of such interventions. Prerequisites: EDSE 520, minimum grade: B and EDSE 670, minimum grade: B.
- EDSE 672 Behavioral Interventions in Natural Settings** 3 credits
This course is experiential in nature and should be taken in the semester immediately following EDSE 671. Students in this course will implement behavioral interventions designed in the clinical settings. Students will also collect and graph data, write reports that summarize their findings, and meet regularly with faculty and classmates to discuss their findings and their relationship to the literature. Students will be required to use and discuss single case design in the evaluation of treatment components. Prerequisite: EDSE 671, minimum grade: B. Co-requisite: EDSE 672L.
- EDSE 672L Behavior Interventions in the Natural Setting Lab** 2 credits
This course is experiential in nature and should be taken in the semester immediately following EDSE 671. Students in this course will conduct behavioral assessments and implement behavioral interventions designed in the natural environment. Under the supervision of faculty, students will conduct long-term follow-up evaluations of children originally evaluated in the clinic and will train parents and teachers in the implementation of such interventions. Prerequisite: EDSE 671, minimum grade: B.
- EDSE 673 Supervision and Consultation** 3 credits
This course is experimental in nature. Students in this course provide supervision of functional analysis procedures to others wishing to learn about functional analysis procedures. Students consult with classroom teachers and others as they provide instruction on assessment methodologies and procedures, data collection, graphing, report writing, and intervention recommendations. Students meet regularly with faculty to discuss teaching, supervision, and consultation techniques and issues. Prerequisite: EDSE 672, minimum grade: B.
- EDSE 675 Advanced Applied Behavior Analysis** 3 credits
The most recently developed and refined principles and data-based effective procedures developed within the field of Applied Behavior Analysis are discussed. This course promotes graduate students analytic and practical skills in teaching and management procedures in a variety of settings. The course focuses on state-of-art advancements through recently published applied research studies and reviews. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 680 Best Practices** 3 credits
This course provides students with the rationales and strategies for implementing intervention technologies for research-based educational best practices. Best practices include precision teaching, cooperative learning, direct instruction, self-management, class wide peer tutoring, and opportunities-to-respond. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 689 Professional Seminar** 1-3 credits
A culminating course where the student develops and conducts and writes an applied research study or completes and writes a comprehensive review of the literature. The formal write-up must be in APA style and format and ready for submission to a journal outlet. Prerequisites: EDSE 520, minimum grade: B and admission to candidacy
- EDSE 690 Directed Readings** 1-3 credits
This course is an individualized study based on readings approved by the professor. Each student develops a selected bibliography. Prerequisite: EDSE 520, minimum grade: B.
- EDSE 691 Directed Study** 1-3 credits
This course is an individualized study that is designed by the professor. Students follow a prescribed course outline.
- EDSE 692 Independent Study** 1-3 credits
This course is an individualized study that is designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource.
- EDSE 694 Special Project** 1-6 credits
This course is an individualized study that is project based. The study results in a practical application of educational theory. The project or written report of project is submitted to the professor for evaluation.
- EDSE 696 Advanced Special Education Teaching Practicum** 6 credits
This is an intensive field experience which is at least nine weeks in duration. The graduate student will systematically take over the responsibilities of the special education teacher for at least three weeks under the direction of the University supervisor and the cooperating special education teacher. Prerequisites: EDSE 551, minimum grade: B, EDSE 552, minimum grade: B, EDSE 575, minimum grade: B, admission to teacher certification, and admission to student teaching. Prerequisite or Co-requisite: EDSE 522, minimum grade: B, and EDSE 604, minimum grade: B.
- EDSE 697 Extended Advanced Special Education Teaching Practice** 6 credits
This is an intensive field experience which is at least 12 weeks in duration. The graduate student will systematically take over all the responsibilities of the special education teacher for at least five weeks under the direction of the University supervisor and the cooperating special education teacher. Prerequisites: EDSE 551, minimum grade: B, EDSE 552, minimum grade: B, EDSE 575, minimum grade: B, admission to teacher certification, and admission to student teaching. Prerequisite or Co-requisite: EDSE 522, minimum grade: B, and EDSE 604, minimum grade: B.
- EDSE 698 Research in Special Education** 3 or 5 credits
This course presents the various procedures for carrying out classroom research by the teacher in order to evaluate the effectiveness of various classroom intervention strategies. The course teaches students ways to collect data, examine data for functional relationships, graph, and write up a research report in APA style.
- EDSE 699 Comprehensive Oral Examination** 0 credit
This course requires the student to present orally and in a professional manner a summary of the major research project. Prerequisite or Co-requisite: EDSE 689.

Department of Sport and Physical Education

Chairperson: Diane Tunnell

Master of Arts in Sport and Athletic Administration

This 34 credit graduate program prepares individuals for administrative/management careers in athletic and sport industry environments. The emphasis of this program is on training candidates to administer athletic and sport programs in accordance with best practices. An integral part of the program is the field-based experiences (practicum) in which the candidate acquires skills and experience under the supervision of an advisor and a field administrator.

Admissions

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

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

For Information on graduate assistantships, contact the program director.

Prerequisite

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

Program Outline: 34 credits

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

Course Descriptions

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

- EDPE 571 Sport and Athletic Finance 3 credits
Analysis of budget techniques and strategies for financial planning and decision making in sport and athletic programs. Emphasis will be given to revenue productions and fundraising relevant to both private and school supported sport programs.
- EDPE 590 Directed Readings 1-3 credits
Directed readings requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDPE 591 Directed Study 1-4 credits
Directed study requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDPE 592 Independent Study 1-3 credits
Independent Study requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDPE 594 Special Projects 1-3 credits
Special Projects requires completion of a form, and department permission and cannot be registered for via Zagweb.
- EDPE 611 Continuing Research 1 credit
Required of all graduate students to maintain continuous enrollment in the program while completing their final project.
- EDPE 613 Administration of Physical Education, Athletics and Sport Administration 3 credits
Investigation of the theories, practices and functions of personnel involved in the administration of physical education, athletic and sport programs.
- EDPE 621 Facilities in Physical Education, Athletics and Sport Administration 3 credits
Functional planning, construction, maintaining, and expanding indoor and outdoor facilities relative to equitable programs in the elementary and secondary schools as well as those facilities for sport and recreation in the private sector.
- EDPE 689 Master's Research Project 3 credits
This course involves the identification and in-depth exploration of a topic or issue in physical education, athletics, or sports administration in preparation for the final oral presentation. The project must be completed and submitted in a written form or manuscript suitable for publication. Prerequisite: EDPE 565.
- EDPE 696A Practicum: Athletic and Sports Administration 3 credits
An intensive field supervised experience in the administration of sport, physical education, and athletic programs. The experience is developed by the individual under the direction of an on-site coordinator and graduate advisor.
- EDPE 696B Practicum: Physical Education, Athletics and Sport Administration II 3 credits
A continuation of EDPE 696. An intensive field supervised experience in the administration of sport, physical education and athletic programs. The experience is developed by the individual under the direction of an on-site coordinator and graduate advisor.
- EDPE 696C Practicum: Physical Education, Athletics and Sport Administration III 3 credits
A continuation of 696B. An intensive field supervised experience in the administration of sport, physical education and athletic programs. The experience is developed by the individual under the direction of an on-site coordinator and graduate advisor.
- EDPE 699 Comprehensive Oral Examination 0 credit
This is a student's final exit experience demonstrating competency in content knowledge and oral and written communication and presentation skills. A comprehensive written examination must be passed once all program courses are completed. The student will also present his/her completed works from EDPE 689 to invited faculty, staff, students, and friends.

The Department of Teacher Education

Chairperson: Diane Tunnell and Kimberly Weber

Master of Initial Teaching (MIT)

Program Coordinator: Jonas Cox

The MIT program is designed for students seeking a master's degree and initial teacher certification. Gonzaga University's MIT program emphasizes effective instructional models, scholarly insight into the teaching act, integrated field experiences, and a semester-long teaching internship. The program utilizes a cohort group structure in which entering students proceed through a prescribed sequence of classes together. Course offerings are generally scheduled twice a week during evening hours to accommodate the working adult.

Washington State Certification and Endorsement Requirements

The MIT program is comprised of two routes: elementary education and secondary education. Those applicants seeking elementary education certification are certified to teach grades K-8 as generalists in a self-contained classroom. Those applicants seeking secondary education certification are certified to teach grades 5-12 and need to choose a specific content area (endorsement) to teach. The content areas must be selected from one of the following disciplines; Biology, Chemistry, Physics, English/Language Arts, Social

Studies, Health and Fitness, Mathematics, Music, and Designated World Languages. Additional endorsements are encouraged.

It is the applicant's responsibility to obtain all necessary information regarding certification. For certification information, please check with the Certification Office, the School of Education advisors and the Certification Advisement Handbook.

Admission Requirements

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

- 1) A completed application form (see the School of Education website: www.gonzaga.edu/soe/grad) and non-refundable fee.
- 2) Two official transcripts from each college or university attended bearing a bachelors degree. International applicants must submit foreign transcripts in the original language and an English copy).
- 3) A statement of purpose that specifically addresses:
 - a) Commitment to becoming a K-12 educator.
 - b) Past and present academic experiences.
 - c) Interest in learning.
 - d) ability to work with children or youth.
- 4) Two letters of recommendation from recent individuals who have knowledge of the applicant's capabilities. Individuals recommending the applicant should be selected with care and be able to attest to the qualities listed on the Confidential Recommendation forms (see the School of Education website).
- 5) A personal interview with the MIT admissions committee.
- 6) In order to assure that candidates entering Gonzaga's

MIT program will meet the legislated licensing requirements in the State of Washington for testing, all candidates must pass two recently approved competency tests to be fully admitted to the program:

- a) WEST-B (Washington Educator Skills Test-Basic) - www.west.nesinc.com.
- b) PRAXIS II (Subject Assessment Test) - www.ets.org/praxis.
- 7) Submission of an official TOEFL score of at least 550 (minimum score of 80 if taken via internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 8) Submission of a financial declaration and supporting documentation by each international applicant.

Elementary Education Certification: 44 credits

Fall I		
EDTE 511	Instructional Foundations	3 credits
EDTE 505	Field Experience I	1 credit
EDTE 512	Planning for Differentiated Instruction and Assessment	4 credits
EDPE 517	Abuse Prevention	1 credit

Spring I		
EDTE 506	Field Experience II	1 credit
EDTE 509	Math and Science Methods	3 credits
EDTE 540	Foundations of Reading and Language Arts	3 credits
EDTE 550	Social Studies Methods	3 credits

Summer 1		
EDSE 501	Psychology of the Exceptional Child	3 credits
EDPE 518	PE and Health Methods	3 credits
EDTE 537	Integrated Instruction: Language Arts, Art, Music, and Drama	3 credits

Fall II		
EDTE 507	Field Experience III	1 credit
EDTE 555A	Classroom Environment, Management Procedures, Routines	3 credits
EDTE 630	Educational Research Methods	3 credits

Spring II		
EDTE 696	Student Teaching	6 credits

Summer II		
EDTE 689	Professional Seminar A	3 credits

Total Credits for Elementary Certification and Master's Degree 44

Secondary Education Certification: 39 credits

Fall I		
EDTE 505	Field Experience I	1 credit
EDTE 511	Instructional Foundations	3 credits
EDTE 512	Planning for Differentiated Instruction and Assessment	4 credits
EDPE 517	Abuse Prevention	1 credit

Spring I		
EDTE 506	Field Experience II	1 credit
EDTE 518	Reading and Writing Across the Curriculum	3 credits
EDTE 554	Discipline Specific Methods	4 credits

Summer 1		
EDSE 501	Psychology of the Exceptional Child	3 credits
EDTE 520	The Middle School	3 credits

Fall II		
EDTE 507	Field Experience III	1 credit
EDTE 555B	Classroom Environment, Management Procedures, Routines	3 credits
EDTE 630	Educational Research Methods	3 credits

Spring II		
EDTE 696	Student Teaching	6 credits

Summer II		
EDTE 689	Professional Seminar B	3 credits

Total Credits for Secondary Certification and Master's Degree 39

Master of Education in Literacy (MEd)

Program Director: Ann A. Wolf

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

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

Admissions

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

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

Program Outline: 34 credits

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

Course Descriptions

- EDTE 505 Field Experience I** 1 credit
Graduate students engage in 30 hours of classroom observation and application associated with the foundations course. This experience exposes students to contemporary educational methods and assists in identifying issues and methods of research. Students need to complete a Field Experience Request form at the time of enrollment and also attend two seminars.
- EDTE 506 Field Experience II** 1 credit
Graduate students engage in 30 hours of classroom observation and application associated with the foundations courses. This experience exposes students to contemporary educational methods and assists in identifying issues and methods research. Students need to complete a Field Experience request form at the time of enrollment and also attend two seminars. Prerequisite: EDTE 505.
- EDTE 507 Field Experience III** 1 credit
Graduate students engage in a third semester of 30 hours of observation and application associated with the courses taken concurrently. This experience exposes students to contemporary educational methods and assist in identifying issues and methods for research. Students will also be engaged in teaching lessons in the classroom. This field experience will be in the same location as EDTE 696. Students will apply for EDTE 507 at the beginning of the spring term preceding it. Prerequisites: EDTE 505 and EDTE 506.
- EDTE 509 Math and Science Methods** 3 credits
This course is designed to engage student teacher candidates in the process of building integrated science and mathematics units of study for students in grades K-8. It takes into consideration knowledge of child development, learning theories, and methods in instruction as well as relevant concepts and skills pertaining to mathematics and science.
- EDTE 511 Instructional Foundations** 3 credits
This course examines the philosophical foundations of learning, intelligence, and instruction in the context of culturally diverse populations. The course also addresses issues and needs pertaining to contemporary American society from both ethical and legal perspectives.
- EDTE 512 Plan for Differentiated Instruction and Assessment** 4 credits
This course is designed to engage student teacher candidates in developing competencies and strategies for successful teaching within multiple content areas and with a range of student learning abilities: race, color, national origin, gender, native language, age, social or economic status, family structure and lifestyle, religious preference, or disability. The course will cover the essential elements of K-12 instruction: planning, implementation, accommodations, differentiation and assessment of instruction, considering the Washington State's Essential Academic Learnings and the integration of technology as applied in K-12 classrooms.
- EDTE 518 Reading-Writing Across the Curriculum** 3 credits
This course presents the theory and practice for developing interdisciplinary literacy including the structure and development of language and its effective expression in specific disciplines are presented in this course.
- EDTE 520 The Middle School** 3 credits
This course presents current theory and specific applications of the middle school concept. The course will address how those middle years can best be structured and adapted to meet the developmental needs of middle school students.
- EDTE 537 Integrated Instruction: Language Arts, Art, Music, and Drama** 3 credits
The course is designed to introduce and apply curriculum integration by connecting language arts, art, music, and drama at the elementary level.
- EDTE 540 Foundations of Reading and Language Arts** 3 credits
Through the examination of theories and practices supporting reading and language arts instruction in K-8 schools, students develop referenced rationale for the development of instructional practices in reading development, writing, grammar, and spelling. Practical approaches to assessment are addressed.
- EDTE 550 Social Studies Methods** 3 credits
Theories and techniques for developmentally appropriate units of study in the K-8 social sciences researched and evaluated. Teaching strategies addressing the broad range of social science concepts such as unit planning, map making, interviewing, historical research, and global education are developed. A process approach for developing critical thinking skills and problem solving is emphasized.
- Discipline Specific Methods** 4 credits
Individual sections of this course are developed for each discipline, such as science, mathematics, English, history, and foreign language, typically included as an endorsement area in secondary instruction. Subject area specialists focus on theoretical and practical approaches for each discipline. Students analyze cognitive development and strategic instruction from a theoretical perspective and also from field experiences specific to that content area. Students will design appropriate content instruction based on the practices in their areas of concentration.
- EDTE 554E Secondary Methods-English** 4 credits
EDTE 554F Secondary Methods-Social Studies 4 credits
EDTE 554M Secondary Methods-Math 4 credits
EDTE 554S Secondary Methods-Science 4 credits
EDTE 554T Secondary Methods-World Language 4 credits
EDTE 555A Classroom Environment: Management Procedures, Routines Elementary 3 credits
The contributions of foundational theories and application models are critically analyzed with a view toward the development of a personal, comprehensive system of classroom leadership in the elementary school setting, including preventive classroom management, instructional approaches, corrective measures and communication with other professionals and parents. The teacher as leader is the primary metaphor and requires students to investigate the role of power and communication in teaching.
- EDTE 555B Classroom Environment Management, Procedures, Routines Secondary** 3 credits
The contributions of foundational theories and application models are critically analyzed with a view toward the development of a personal, comprehensive system of classroom leadership in the secondary school setting, including preventive classroom management, instructional approaches, corrective measures and communication with other professionals and parents. The teacher as leader is the primary metaphor and requires students to investigate the role of power and communication in teaching.
- EDTE 561 Reading Diagnosis** 3 credits
A wide range of reading assessment tools are examined and applied to identify and diagnose reading strengths and deficiencies of K-12 students. Appropriate instructional strategies for remediation and extension are developed. This class incorporates field experience components.

EDTE 562 Child and Adolescent Literature	3 credits	EDTE 622 Clinical Practicum	4 credits
Survey of classical and contemporary literary works for children and youth, preschool-early adolescent. Assessment and teaching strategies for the utilization of literature across K-12 curriculum.		This course involves one-to-one instructional sessions in literacy development. Appropriate diagnostic literacy assessment procedures are administered. The results are interpreted and used to plan and implement effective tutoring sessions. A total of 50 contact hours with children is required.	
EDTE 563 Reading in the Content Area	3 credits	EDTE 630 Educational Research Methods	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.		This course is designed to provide graduate students with basic knowledge and skills in quantitative and qualitative educational research. Students are required to review and abstract research articles and develop a research proposal. The focus is on teacher as researcher and on reflection as an integral part of teaching and research. Competencies in the gathering and analysis of classroom observations, interviews, and documentary data as well as the skills of scholarly writing are developed.	
EDTE 564 Practicum Reading	1-4 credits	EDTE 689 Professional Seminar	3 credits
This course creates and applies literacy instruction/assessment strategies in a K-12 classroom setting. School location arranged. Practicum requires completion of a form, and department permission and cannot be registered for via Zagweb.		This seminar focuses on the final preparation and presentation of a capstone curriculum project. It provides the opportunity for critical review by peers and professors. The professional seminar is the formal presentation of the completed curriculum project. Graduate students present their curriculum project before a committee of graduate faculty, peers, and members of the University community. Successful completion of the curriculum project is required for granting of the MIT degree.	
EDTE 565 History of Reading/Critical Literacy	3 credits	EDTE 696 Student Teaching-Elementary	6 credits
This course is designed with an emphasis on the relationship of critical reading to critical thinking. An emphasis will be placed on the development of critical thinking skills with application in the interpretation, analysis, criticism and advocacy of ideas encountered in academic readings. Included in the course will be a background in the major theoretical approaches and changes in reading research.		Application must be completed in conjunction with the application to EDTE 507. This is an intensive field-supervised teaching experience in which the student teacher assumes full responsibility of elementary or secondary classroom teaching under the direction of University supervisor and a master teacher. Graduate students demonstrate competency in instructional planning, implementation of teaching strategies, content delivery, student evaluation, parent communication, and day-to-day management - in alignment with the Performance-Based Pedagogy Assessment of Teacher Candidates. Successful completion of student teaching is required for granting of the MIT degree. This class includes five evening seminars. Student teaching will be completed within a 35 mile radius of Spokane, Washington. Prerequisites: EDTE 505, 506 and 507.	
EDTE 566 (MTSL 514) Literacy and th English Language Learner	3 credits	EDTE 699 Comprehensive Oral Examination	0 credit
This course provides literacy knowledge related to working with English as a second language learners. Teacher candidates and tutors will create classroom materials for kindergarten to adult learners to support their learning of literacy knowledge. Students will develop knowledge, translated into practical application through the creation of lesson plans, stories and tutoring.			
EDTE 567 Teaching the Writing Process	3 credits		
The purpose of this course is for students to understand children's writing development and to design and implement instructional strategies for teaching composition in an integrated language arts curriculum.			
EDTE 568 Psychology of Reading	3 credits		
This course develops knowledge about the principles of learning and readiness, perception, psychological and physiological aspects of reading.			
EDTE 611 Continuing Thesis Education	1 credit		

The Professional Certification Program at Gonzaga University

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

The program is configured to connect with and support the professional responsibilities of a beginning educator while inquiring into the nature of those responsibilities. The program uses a cohort structure for improved personal contact, increased professional relationships, and certification conti-

nity. After the initial course, students pursue a core of individualized activities which develop their capacity to improve student learning. Candidates prepare, with the support of the University, a professional portfolio demonstrating their growth. A culminating seminar evaluates the professional portfolio, celebrates the accomplishment of the program goals, finalizes the certification process, and sets the direction for continued growth and development.

Program Outline

The first course in the program, the Pre-Assessment Seminar (EDPL 505) develops the model of professional practice we support as a School of Education. During the Pre-Assessment Seminar, candidates will explore the nature and dynamics of reflective practice, convene and equip a Professional Growth Team (including a University advisor) to support his/her professional development, become familiar with the state requirements for professional certification, and create a viable and meaningful Professional Growth Plan (PGP).

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

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

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

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

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

Connection to Master's Programs

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

Admissions Process

In addition to the School of Education Graduate Application form, a candidate must submit:

- 1) A copy of his or her valid Washington State Teaching Certificate (Initial, Continuing, Residency or Conditional).
- 2) Washington State form 4421, Provisional Status/Employer Support Verification.
- 3) An autobiographical statement of purpose which addresses the candidate's professional experience, decision to pursue the professional teaching certificate and professional aspirations.
- 4) Transcripts showing the baccalaureate degree and subsequent professional coursework.
- 5) Tuition deposit.

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

Certification Requirements

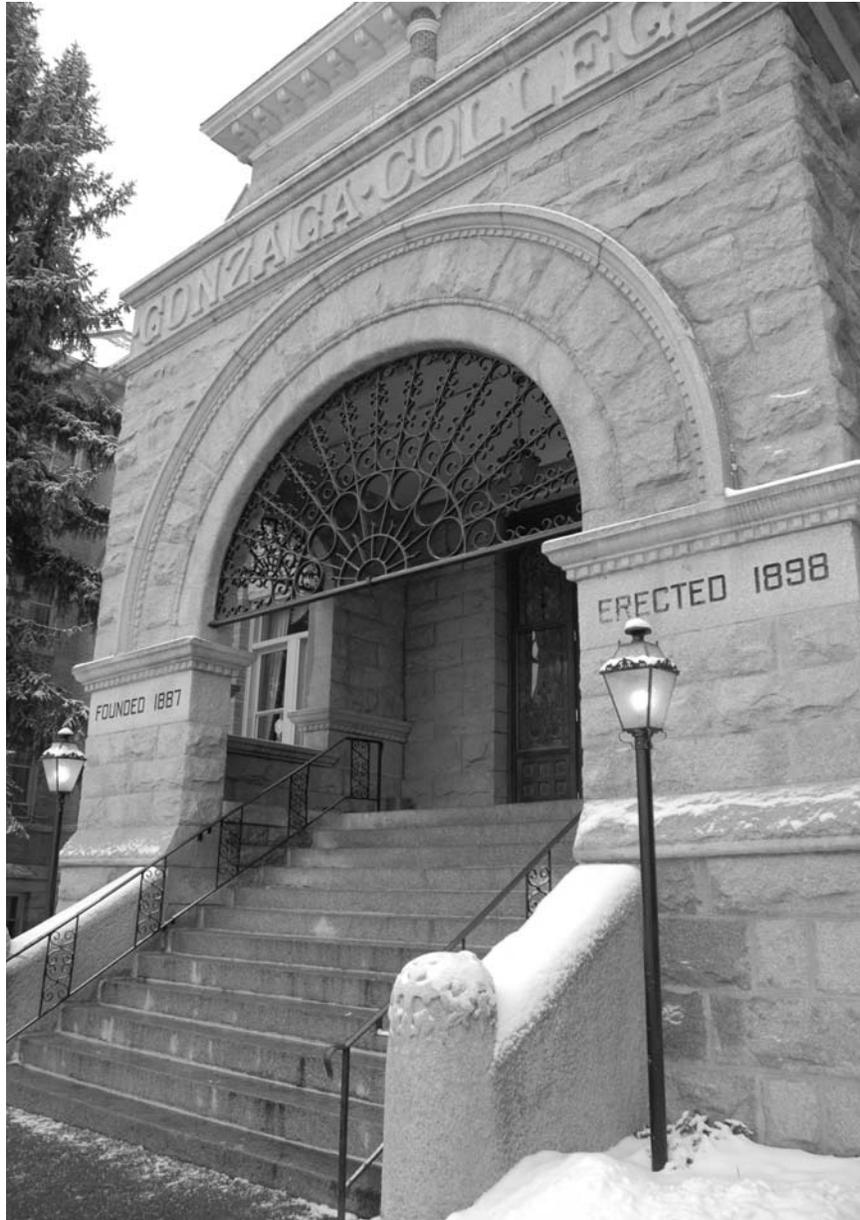
In order for certification applications to be processed at the end of the program, each candidate will need to have on file with our certification office the following:

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

Course Descriptions

- EDPL 501 Professional Development 1-5 credits
This course provides for continuing certification standards of competencies that are deemed essential for experienced teachers. The course involves both in-class and field-based learning.
- EDPL 505 Pre-Assessment Seminar 3 credits
The pre-assessment seminar lays the foundation for the sort of professional practice supported by the School of Education. In addition to building values essential to the program, the outcomes of the pre-assessment seminar include increasing the teacher's understanding of and capacity for reflective, collegial practice; convening and equipping the Professional Growth Team; familiarizing candidates with state requirements for professional certification; and supporting and directing each candidate in the development of a viable and meaningful Professional Growth Plan (PGP).
- EDPL 525 Appropriate Use of Technology 3 credits
- EDPL 540 Ethics in Education 3 credits
- EDPL 920 Instructional Practicum 2 credits
Candidates in EDPL 597 will study effective classroom practice while fulfilling the professional development goals of their own growth plan and preparing state-mandated performance indicators. This course uses research on teaching and learning to improve practice. Emphasis will be placed on effective instructional design and delivery, classroom management, and assessment strategies.
- EDPL 627 Teacher as Counselor 3 credits
- EDPL 921 Leadership Practicum 2 credits
This course challenges the professional educator to leadership. In addition to fulfilling the professional development goals of their own growth plan and preparing state-mandated performance indicators, candidates will recognize and apply their influence in classrooms, schools and the community to support improved student learning.
- EDPL 689 (EDPL 990) Culminating Seminar 1-3 credits
The culminating seminar is the capstone of the professional certification program. Fulfillment of the professional growth plan and satisfaction the state requirements will be certified and celebrated.
- EDPL 692 Independent Study 1-5 credits
Independent instruction covering topics decided by the faculty and the student.
- EDPL 900 Workshop Seminar 1-12 credits
Topic to be determine by faculty and department.
- EDPL 901 Pre-Assessment Seminar 2 credits
This course provides a review and syntheses of professional certification in the State of Washington. A professional growth plan is developed around the standards of effective teaching, professional development and educational leadership. It also includes the sharing of methods, strategies and resources for best practices by other classroom teachers.
- EDPL 920-921 Professional Certification Instructional Practice 1-3 credits
Prerequisite: EDPL 505 or EDPL 901.
- EDPL 990 (EDPL 689) Culminating Seminar 2 credits
Prerequisite: EDPL 901 or EDPL 901.

SCHOOL OF PROFESSIONAL STUDIES



www.gonzaga.edu



School of Professional Studies

Dean: Mary McFarland

Mission

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

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

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

Degree Programs in the School of Professional Studies

Doctoral Program in Leadership Studies (Ph.D.)

M.A. Communication and Leadership Studies

M.A. Organizational Leadership

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

Doctor of Philosophy in Leadership Studies

Chairperson: Sandra M. Wilson

Professors: J. Abi-Nader (Emeritus), J. Beebe,

S. Freedman, M. McFarland, R. Spitzer, S.J., S. Ferch

Associate Professors: K. Norum, S. Wilson

Assistant Professor: C. Francovich

The Doctor of Philosophy in Leadership Studies is based on the Jesuit tradition of educating the whole person. The program is designed for working professionals across an entire range of professions, including K-12 education, higher education, health care, social services, theology, engineering, government, law enforcement, and business. The program is interdisciplinary and designed to develop scholarship and professional competencies while encouraging self-reflection and strengthening a commitment of service to others.

The program can be completed in as few as 2 1/2 years by students who can attend full time and year-round, or in four to seven years by students who can attend part-time or during summers. Courses are conducted at convenient times; evenings, weekends, and summers.

The Doctoral program centers on three dimensions of leadership:

- 1) The leader as person.
- 2) The leader in organizational systems.
- 3) The leader in global systems.

Each dimension emphasizes the nature of change and the development of human capacities for life that are healthy and sustainable. Principles of research designed to honor humanity are threaded throughout the program and provide doctoral students a structured way of thinking and coming to understand leadership from personal, organizational, and global systems perspectives.

Because the use of computers is integrated into many courses, students need to have access to email and have a general familiarity with navigating the Web. For the most current information, as well as the conceptual framework, detailing the theoretical foundation of the program please consult the Doctoral program website (<http://www.gonzaga.edu/doctoral>).

Mission of the Doctoral Program

The Doctoral Program in Leadership at Gonzaga University is premised on the belief that leadership is based on a deep understanding of the self and of the core values that drive one's actions, thus effective leadership requires the development of a compelling personal vision that engages others by offering meaning, dignity, and purpose. The ultimate aim of leadership is the building of more humane relationships, organizations, and societies. Effective leaders need to develop the critical imagination required to embrace individual, organizational, and global change from a stance of hope and courage.

In the Jesuit tradition, the Doctoral program provides a learning community in which students can develop the personal qualities of self-knowledge, self-acceptance, a restless curiosity, a desire for truth, a mature concern for others, respect for human individuality, and a thirst for justice. The program promotes academic excellence and facilitates the strengthening of conceptual, scholarly, and professional competencies for use in leadership roles that serve others.

Goals of the Doctoral Program

As part of the Doctoral program learning community, graduates of the program will be able to:

- Understand principles of contemplation and discernment in order to facilitate personal development and to become more authentic leaders.
- Understand the role of ethics in leadership, and develop ethical reasoning and reflection skills that will enhance positive, healthy relationships and that will move self and others toward the goodness of life.
- Inspire, create, and lead based on respect for and accountability to others, their organizations, and humanity as a whole.
- Understand organizations as social constructions that are living, dynamic systems. This leads to purposeful thought, words, and action regarding the change process at the individual, organizational, and global levels.
- Through the practice of positive organizational leadership, develop the ability to seek social justice and goodness, engender and amplify it, in personal, organizational, and global systems.
- Understand and prize diversity and promote international and global approaches to issues, with special attention to the implications of diversity for individuals.
- Demonstrate research competencies that are founded on practices of rigorous scholarship and that inform a practice of seeking truth in social science.

Admissions

Prior to filing an application to the program, it is advisable to secure an appointment for an interview with the program chairperson. (This interview can be conducted by phone for individuals who reside outside the geographic area). During this interview, potential applicants will be counseled on factors they need to carefully consider before considering an application to the program, issues to be considered regarding program fit, the relationship between their career goals and the Gonzaga Doctoral program, and their possibilities for meeting the application requirements.

Requirements for Admission:

- 1) A master's degree (or its equivalent) with a minimum 3.50 GPA.
- 2) A minimum of two years professional experience.
- 3) A score of 50th percentile (or higher) on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
- 4) Letters of recommendation from sources knowledgeable about the applicant's skills. Admission is based on a review of a total profile with careful attention to the fit between the needs of the applicant and the mission of the program. Additional factors taken into consideration include motivation, character, commitment to social justice, and writing ability.

Applicants can download the application materials from the Doctoral website (<http://www.gonzaga.edu/doctoral>) or obtain an application packet from the Doctoral program coordinator. Each applicant must submit a completed application packet with the following materials to the Doctoral program:

- 1) A completed application form (see Doctoral website or Doctoral program coordinator) and non-refundable fee.
- 2) A written statement of purpose that includes the reasons why the applicant is seeking a doctorate in leadership studies as well as a description of critical issues of concern to the applicant. The statement must be typed and is limited to 500 words.
- 3) A minimum of three recommendations using the Confidential Recommendation Form (see website or Doctoral program coordinator). References must be selected from among supervisors, instructors, and colleagues who have worked with the applicant during the past five years. Two recommendations should come from the area of work experience and at least one from the applicant's academic experience.
- 4) A resume that includes: formal education, professional experience, academic achievements and honors, scholarly activity, and relevant non-professional experience.
- 5) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy).
- 6) Official score from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within five years of the date of application.
- 7) Submission of an official TOEFL score of at least 550 by each international applicant who graduated from a foreign college or university and whose native language is not English.
- 8) A financial declaration and supporting documentation by each international applicant.

Applications are reviewed by the Doctoral faculty throughout the year. Applicants are notified of decisions within 45 days of the submission of a completed application file.

Provisional Admission

If a careful review of an applicant's portfolio suggests a strong possibility of success in the program despite weaknesses in one or more areas, the Doctoral faculty may grant provisional admission to the program. Students admitted provisionally are not eligible for financial assistance. A letter offering provisional admission will state the conditions that must be satisfied before the admission status will be changed to regular admission (at which time the student may apply for financial assistance). Students who are admitted provisionally will not be allowed to enroll in courses beyond one semester unless their admission status has been changed to regular admission. The decision to convert a provisional admission to regular admission is made by the Doctoral program faculty.

General Academic Information

Time Requirements for the Degree

Consistent with Doctoral program policy, students are to complete the Doctoral degree within seven years of the first day of the semester in which a student first enrolls in a Doctoral program class. To assure this timeline is met students are advised to gain candidacy status as early as possible. In the event of extraordinary circumstances, a student may petition for additional time to complete the degree. The Doctoral faculty will consider this petition; and make its recommendation to the dean of the School of Professional Studies who will make the final decision.

Advancement to Candidacy

Advancement to candidacy is a critical part of the program and is designed to provide an opportunity to reaffirm the appropriateness of the program relative to the needs and abilities of the students. Upon successful completion of the core courses (Leadership Theory, Organizational Theory, Policy and Global Systems, and Principles of Research) each student should see his or her pre-candidacy advisor to review the policies and procedures regarding candidacy. In order to protect the interests of students who may not be advanced to candidacy, students must apply for candidacy before completing 22 credits and must complete the process by 28 credits or they will be blocked from taking classes. More specific information about advancement to candidacy is available on the doctoral homepage.

The method of achieving candidacy is the written response to a specified question or topic that is determined jointly by the student and his or her pre-candidacy advisor. The candidacy topic is to align with the core curriculum framework. One or more of the program dimensions, personal, organizational, or global systems, provides the conceptual framework for the paper. The paper must be of the quality acceptable for publication in a peer-reviewed journal. The paper is to be submitted to the journal for review, although advancement to candidacy is not contingent upon the paper being accepted. The journal to be used as a reference point is selected by the student and approved by the pre-candidacy advisor.

Once the topic has been designated, the student has up to four months to submit two copies of the paper to the pre-candidacy advisor. The pre-candidacy advisor and one other Doctoral faculty member will review the paper. The decision to award candidacy is based on: (a) the student's demonstration of competence in conceptualizing significant and complex theoretical subject matter, and (b) the student's abilities to write with coherence, relevance, appropriate mechanics, scholarly tone, and veracity. If the candidacy paper is found to be unacceptable, the student will be asked to rewrite the paper and resubmit it, according to departmental guidelines. Failure to pass a third attempt at writing this paper will result in the student's separation from the program. The student will receive a written notice of advancement or non-advancement to candidacy.

Transfer Credit

Although it is presumed that all work for the doctorate will be completed at Gonzaga University, the Doctoral program may accept up to 12 credit hours from another college or university for coursework in which a grade of "B" or higher was awarded. The acceptance of transfer credits requires the recommendation of the Doctoral program chairperson. No course for which a grade less than "B" has been awarded may be accepted in transfer, and transfer credits are not entered onto a student's transcript until the student is advanced to Doctoral candidacy.

The limitations on transfer credit for the Doctoral program are as follows:

- 1) Work to be transferred must clearly be Doctoral-level coursework as defined by the granting institution.
- 2) Coursework must have been completed while the individual was accepted in a Doctoral program accredited by a regional accrediting agency.
- 3) Coursework must have been completed within five years prior to the date of acceptance into the Doctoral program at Gonzaga University.
- 4) Courses may not be transferred for the four core courses (DPLS 700, 701, 703, & 720), or Proposal Seminar (DPLS 730).
- 5) Transfer of other required courses will require faculty approval.
- 6) Transfer credits will be applied to the elective 18 credits (which include individualized study credits).
- 7) Coursework to be transferred must fit the mission of the Doctoral program.

After an initial conference with a student or potential student who wishes to transfer credit, the program chairperson will send a letter (with a copy placed in the student's file) informing him or her as to what credits will be accepted and what stipulations, if any, have been made. Note that, based on historical precedence up to 12 credits from Gonzaga's Leadership Formation Program (in the School of Education) can be transferred into the Doctoral program. Transferable credits from this program must be at the 700 level.

Pass/Fail Option

Doctoral students may opt either for a letter grade or for a pass/fail option in each course. Students wishing to explore this option should consult their advisor. The student is responsible for filing a pass/fail petition with the Registrar prior to the published deadline. A pass/fail request is considered a private matter between the student and the Registrar. If this request is filed, the Registrar will substitute a "P" or an "F" in place of the assigned grade. A "P" will be recorded for an assigned grade of C or higher, while an "F" will be recorded for an assigned grade of C- or lower. The decision to put a course on a pass/fail basis is irrevocable, and once made cannot be changed for any reason.

Individualized Study

Students may undertake individualized study to acquire more advanced knowledge in an area or to pursue topics not currently covered in regularly scheduled classes. Application for individualized study must be made on a form available from the program secretary. It is the responsibility of the student to demonstrate the relevancy of the proposed study and to negotiate the course content and time lines with a qualified instructor. A maximum of 12 credits of individualized study is permitted.

Internship/Mentorship

Students enrolled in the Doctoral program may complete an internship/field experience or mentorship as an elective by registering for one to three hours of DPLS 766. For internship or mentorship credit, students must submit a proposal at the beginning of the course and attach it to the "Application for Individualized Study" form marked for DPLS 766. A report or project must be submitted at the end of the internship/mentorship to complete the course. For internship credit, the proposal may be to gain experience in another work setting or to complete a work project that will require the application of DPLS coursework. For mentorship credit, the proposal should describe the purpose of the mentorship, identify the mentor, and explain how the mentorship will enhance leadership abilities in the personal, organizational, or global dimensions. In both cases, the proposal should show that the student will be challenged in some way and explain how it will be related to their DPLS coursework. Proposals must be submitted to the instructor who will be the "professor of record". At the end of the internship/mentorship, the student will submit a report and/or products developed as a result of the experience to the "professor of record." The grading mode for this course is Satisfactory/Non-satisfactory. A maximum of three credits of internship/mentorship is permitted.

Advanced Credits

Credit for Doctoral-level courses completed at Gonzaga University prior to admission of a student to regular status may be accepted by the Doctoral program upon recommendation of the program chairperson as credits toward a degree. Such credits are termed "advanced credits" and are normally limited in number to 12 credits.

Residence

Residence is defined as work taken in a recognized Gonzaga graduate program. In the Doctoral program, the matriculation policy is defined as three out of four consecutive semesters of study on campus upon admission to the Doctoral program. For students who are admitted to the Doctoral program with the intent to attend summers only, the continuity of matriculation requirement may be satisfied by attending three out of four consecutive summer sessions upon being admitted to the program.

Students enrolled in the Doctoral program in the School of Professional Studies will have satisfied all continuity of matriculation requirements for the doctoral degree when they have completed three out of four consecutive semesters of graduate study earning a minimum of six credit hours per semester.

It is the student's responsibility to adhere to the tenets of the continuity of matriculation policy, with the student's temporary and permanent advisor(s) monitoring the compliance process from the date of admission to the completion of the Doctoral program. Any deviation from this policy must be entered as a formal request for a "Leave of Absence." The formal request for a leave of absence must be submitted by the student and approved by the temporary or permanent advisor and the program chairperson in the semester prior to the semester in which the leave will take effect.

Doctoral Advisors and Committee Members

A pre-candidacy advisor is assigned to each student at the time of admission to the program. Advisor's responsibilities are to assist the student in making program decisions and to facilitate the student through the candidacy process. Once students have been advanced to candidacy, they select a chairperson and two or more additional committee members for their dissertation committee. Students should realize that it is not unusual for a chairperson or other committee members to change as a result of changes in the faculty or in response to the needs of the student. Before the defense of the proposal, students reach final agreement with their dissertation chairperson and with two or more additional dissertation committee members. Students who are not making timely progress on their proposal or dissertation and have had no contact with their dissertation chairperson for a semester or more should expect to confirm whether the individual is still available to work with them.

It is expected that the chairperson of the committee and at least one of the remaining committee members will be selected from among the core faculty of the Doctoral program. A student may petition to 1) have a core faculty member of the program as the chairperson of the committee and all other committee members from outside the program or 2) have the chairperson of the committee from outside the program and at least two of the remaining members from the program. Given the importance of the committee chairperson in facilitating the student's completion of the dissertation, chairpersons selected from outside the core faculty must be prepared to work closely with committee members from the program and invest sufficient time to fully understand the unique requirements of the Gonzaga Doctoral program. Any exceptions to the expected committee configuration should be carefully discussed with the advisor before individuals from outside the program are approached about participation on the committee. Written approval of the entire core Doctoral faculty is required for any exceptions.

Admission to Proposal Seminar

The purpose of DPLS 730: Proposal Seminar is to craft the structure of the student's dissertation. Before students can enroll in DPLS 730 they must have achieved candidacy and have completed or be enrolled in DPLS 722 and DPLS 723. In addition, enrollment in DPLS 730 requires a written petition to the Doctoral faculty, submitted through a student's dissertation chairperson at least 60 days before enrolling in the class. (Specifications for the petition are available on the Doctoral program website, from the Doctoral faculty, or from the program secretary). Students who anticipate taking DPLS 730 should discuss timing with their dissertation committee chairperson. Ideally, students should be able to defend the dissertation proposal soon after taking this course.

Doctoral dissertation

A scholarly research study must be completed by each student under the guidance of a dissertation committee. The dissertation process in the Gonzaga Doctoral program includes a formal defense of the dissertation proposal (defined as the first three chapters of the dissertation). The dissertation committee will also review and approve the final copy of the dissertation, which then must be filed with the appropriate administrative office for final approval and acceptance by the University. Specific arrangements should be made with the Doctoral program for microfilming and binding of the dissertation.

Detailed dissertation procedures can be obtained from the program coordinator or dissertation chairperson.

Outline: 60 credits

Required Courses

DPLS 700 Leadership Theory	3 credits
DPLS 701 Organizational Theory	3 credits
DPLS 703 Global Systems and Policy Analysis	3 credits
DPLS 720 Principles of Research	3 credits
DPLS 722 Quantitative Data Analysis	3 credits
DPLS 723 Qualitative Research	3 credits
DPLS 730 Proposal Seminar	3 credits
DPLS 735 Proposal Defense	1 credit
DPLS 736 Dissertation	5 credits
DPLS 737 Dissertation Extension	1 credit
DPLS 745 Leadership and Personal Ethics	2 credits

An additional 2 credits of ethics is required from the following courses:

DPLS 746 Leadership and Applied Ethics	2 credits
DPLS 747 Leadership and Classical Ethics	2 credits
DPLS 748 Leadership and Feminist Ethics	2 credits
DPLS 749 Leadership and Eco Ethics	2 credits

Electives:

DPLS 705 Leadership and Social Justice	3 credits
DPLS 706 Leadership and Diversity	3 credits
DPLS 707 Leadership and Technology	3 credits
DPLS 708 Leadership, Forgiveness and Restorative Justice	3 credits
DPLS 709 Leadership and Spirituality	3 credits
DPLS 710 Planning for Change	3 credits
DPLS 711 Human Resources and Organization Community	3 credits
DPLS 712 Leadership and Financial Stewardship	3 credits
DPLS 713 Leadership and Law	3 credits
DPLS 714 Writing for Publication	1 credit
DPLS 715 Writing for Funding	1 credit
DPLS 718 Ways of Knowing: Teaching, Learning, and Leadership	3 credits
DPLS 719 Systemic Organizational Change	3 credits
DPLS 721 Leadership and Arts Based Understanding	3 credits
DPLS 724 Advanced Quantitative Data Analysis	2 credits
DPLS 726 Advanced Qualitative Research	2 credits
DPLS 728 Literature Review	3 credits
DPLS 742 Organizational Change and Appreciative Inquiry	3 credits
DPLS 743 Leadership and Consulting	3 credits
DPLS 744 Leadership, Language and culture	3 credits
DPLS 751 Leadership and History	3 credits
DPLS 752 Leadership and Philosophy	3 credits
DPLS 753 Leadership and Religious Studies	3 credits
DPLS 754 Leadership and Sociology	3 credits
DPLS 755 Leadership and Communications	3 credits
DPLS 756 Leadership and Psychology	3 credits
DPLS 757 Leadership and the Nature of Politics	3 credits
DPLS 758 Leadership and Literature	3 credits
DPLS 759 Leadership and Economics	3 credits

Certificate in Advanced Leadership Studies

A general plan of study based on the objectives of the student is developed with the chair of the Doctoral program before the student is admitted into the certificate program. Students are required to take Leadership Theory (DPLS 700) and Organizational Theory (DPLS 701), as well as additional courses relevant to their needs. General expectations include that a student will participate for two years, take classes during the fall, spring, and summer terms, and enroll in a minimum of 18 credits. Students can start any term. There is also a "summer's only" option that allows students to enroll in 18 credits over a four calendar year period. Students in the certificate program will be considered non-degree seeking and will not be eligible for student loans or graduate assistantships. For participation in this program:

- 1) Applicants must have completed a master's degree (or its equivalent) with a minimum 3.50 GPA.
- 2) Submit an application form to the Doctoral program in Leadership Studies.
- 3) Provide the official transcript for the highest degree they have completed.
- 4) Submit one letter of recommendation.
- 5) Submit a personal statement of not more than 500 words detailing the student's interest in obtaining the certificate.

Additional Considerations

Students that start the certificate program are eligible to change their educational objective and move into the Doctoral program upon completing the Doctoral admission process. Once the certificate is granted it cannot be revoked, therefore students interested in pursuing the Ph.D. are encouraged to make that decision prior to completing more than 12 credits in the certificate program. Students that complete the certificate program and then choose to move forward into the Doctoral program are allowed to transfer a maximum of 12 credits into the Doctoral program, and will take 48 additional doctoral credits to meet the 60-credit degree requirement.

Courses taken more than five years previous will not be accepted into the Doctoral program. Students enroll in regular Doctoral classes, complete the same assignments, pay regular Doctoral tuition, and receive a Gonzaga University transcript. Students must maintain good academic standing for the entire 18 credits of the certificate program. After completing 18 credits and based on the recommendation of the faculty of the Doctoral program, Gonzaga University will grant students a certificate in Advanced Leadership Studies. Participation in the certificate program is limited to six students a year. This limitation is necessary because certificate students take regular classes and Doctoral classes are limited to 15 or fewer students.

Course Descriptions

- DPLS 700 Leadership Theory 3 credits
The major goal of this course is to gain understanding in the concept of leadership historically, philosophically, psychologically, and morally, and to test these understandings against one's own values and experiences. Emphasis will be placed on issues of contemporary leadership in times of organizational and societal turmoil.
- DPLS 701 Organizational Theory 3 credits
Emphasis on contemporary organizational theory, examining organizations as living, dynamic systems. Organizations are explored through the frames of structure, human resources, politics, symbols, chaos and complexity, and appreciative inquiry. Students are acquainted with classical organizational theory as well.
- DPLS 703 Global Issues and Policy Analysis 3 credits
This course is designed to provide students with a solid understanding of the concepts linking leadership to global and social systems with special attention to the role of policy analysis as a critical connection between leadership and systems.
- DPLS 705 Leadership and Social Justice 3 credits
Examines issues of leadership and social justice beginning with an understanding of social justice, its theories, principles, tenets, and shortcomings. The course discusses social justice issues as they relate to hate, equality, distribution, and deserts.
- DPLS 706 Leadership and Diversity 3 credits
Leaders are in a privileged position to effect a transformation of perspectives on race, ethnicity, and lifestyle. This course gives participants the opportunity to explore this potential, and, through life experiences and current literature, to assess their personal leadership styles and attitudes toward diversity.
- DPLS 707 Leadership and Technology 3 credits
Technology is one aspect of the accelerating change that leaders must deal with. Leadership responsibilities in organizations will increasingly influence and be influenced by technology. This course is designed to provide a foundation for understanding technology in today's societies and the role of leadership in enhancing organizations through technology.
- DPLS 708 Leadership, Forgive and Restorative Justice 3 credits
In this course students will begin the process of understanding leadership, justice, and forgiveness in the context of purposeful systems change. Servant-leadership and restorative vs. retributive justice are important aspects of the learning community. The course engages students toward self-responsibility in the context of reconciliation, and the depth of heart, mind, and spirit that leads to healing and growth in community with others. Students will work to apply the interior leadership necessary for discernment and action within oppressive systems.
- DPLS 709 Leadership and Spirituality 3 credits
This course is based on the premise that spiritual development is essential to human development, and emphasizes the importance of leaders awakening their own spirit in management and in life. Students are required to analyze theoretical and philosophical perspectives on spirituality in general and on spirituality as it applies to workplace. Students are invited to examine the condition of their own inner lives and how their lives can become more whole.
- DPLS 710 Planning for Change 3 credits
Planned change provides a holistic vision of the future and outlines procedures for moving toward the future. This course focuses on the nature of change and the capacity of organizations to engage in system-wide change.

- DPLS 711 Human Resource and Organizational Community** 3 credits
This course covers basic understandings of managing human resources, but focuses primarily on more critical and social meanings associated with the development of human resources. An etymological approach to human resource development is pursued and provides the foundation for deep examination of leadership and the nature of community.
- DPLS 712 Leadership and Financial Stewardship** 3 credits
The focus of this course is on being a good steward of the organization's resources, with an emphasis on financial resources. Fiscal leadership strategies are examined as well as the effective management of other organizational resources.
- DPLS 713 Leadership and Law** 3 credits
An analysis of selected legal principles affecting leaders in educational institutions. The principles illustrated are derived from decisions and opinions of the U.S. Supreme Court. Stress is also placed on an analysis of the leadership function exercised by the court in such areas as freedom of speech and press, freedom of religion, personal civil rights, and the rights of criminal defendants.
- DPLS 714 Writing for Publication** 1 credit
Students learn how to identify outlets for various kinds of writing, prepare publishable work in different categories of writing, discuss ethical issues related to authorship, and work effectively in an editorial relationship.
- DPLS 715 Writing for Funding** 1 credit
Students learn how to identify private and governmental sources of grant funding and prepare fundable proposals.
- DPLS 718 Ways to Know: Teaching, Learning, and Leadership** 3 credits
This course is designed to explore learning styles, adult learners, and strategies for working with adults. The leader's role in facilitating the learning, growth, and development of adults in organizational settings is examined. Beliefs about the nature of teaching, learning, and leadership are articulated in the form of a personal philosophy.
- DPLS 719 Systemic Organizational Change** 3 credits
This course explores theories of organizational change with an emphasis on transformational change (change that occurs at a fundamental level of the system). Strategies for identifying and positively affecting the core of the organization will be discussed.
- DPLS 720 Principles of Research** 3 credits
Focusing on the pursuit of truth, this course gives a comprehensive perspective on research design, including both quantitative and qualitative methods. Emphasis is on self-understanding in the context of research and the pursuit of truth, and the appropriate use of various research methodologies. Students conceptualize their own research design as well as become more knowledgeable consumers of extant literature.
- DPLS 721 Leadership and Arts Based Understanding** 3 credits
Students are invited to consider how different forms generate different kinds of understandings. They are introduced to qualitative research methods known as arts-based, arts-informed, or alternative methods. The topic of leadership is explored through stories and narrative, dance and theater, music and poetry, film, and visual arts data.
- DPLS 722 Quantitative Data Analysis** 3 credits
Quantitative data analyses require the use of statistics (descriptive and inferential) to summarize data collected, to make comparisons of data sets, and to generalize results obtained for a sample back to the populations from which the sample was drawn. Knowledge about data analyses can help a researcher interpret data for the purpose of providing meaningful insights about the problem being investigated. Prerequisite: DPLS 720.
- DPLS 723 Qualitative Research** 3 credits
This course is designed to provide opportunities for developing specific qualitative research skills while gaining familiarity with theories, issues, and problems in qualitative research. The course examines the relationships between the theories and purposes of qualitative inquiry. There is considerable focus on practicing selected research skills and the analysis and write-up of the results from these activities. Prerequisite: DPLS 720.
- DPLS 724 Advanced Quantitative Research** 1 credit
Advanced data analysis such as multiple regression, factor analysis, repeated measures, and discriminate analysis will be the focus of this course. The SPSS computer program will be used to facilitate data analysis and interpretation. Prerequisites: DPLS 720 and DPLS 722.
- DPLS 726 Advanced Qualitative Research** 3 credits
Building upon the knowledge and experience acquired in DPLS 723, this course provides students with structured opportunities to analyze, interpret, and report qualitative research, using their own or sample data banks. Prerequisites: DPLS 720 and DPLS 723.
- DPLS 728 Literature Review** 3 credits
The goal of this course is to assist students to create a structure for the reading and analysis necessary for composition of chapter two of the dissertation.
- DPLS 729 Computer Analysis of Qualitative Data** 1 credit
Prerequisites: DPLS 720 and DPLS 723.
- DPLS 730 Proposal Seminar** 3 credits
Development of the dissertation research proposal is the focus of this course. Prerequisite: DPLS 722 or DPLS 723.
- DPLS 735 Proposal Defense** 1 credit
Students are to enroll in this course the semester in which they plan to defend their dissertation proposal.
- DPLS 736 Dissertation** 1-5 credits
Students must register for a total of five credits for this course.
- DPLS 737 Dissertation Extension** 1 credit
Credit registration for student continuing after core course requirements have been completed.
- DPLS 742 Organizational Change and Appreciative Inquiry** 3 credits
This course will include instruction in design, graphics and an introduction to new media with an emphasis on visual elements that are an informative, integral part of news delivery. Gain proficiency in Quark. Learn to construct basic informational graphics. Explore New Media. Visual presentation is a critical part of connecting with readers. Class presentations focus on the use of visual elements in news and other publications.
- DPLS 743 Leadership and Consulting** 3 credits
This course examines the philosophy of consulting to include the "main body of the leadership mind": ethics, courage, reality, and vision as intelligence tools. It also examines the consulting domain as it relates to internal and external barriers of organizational entities, such as structural concerns, gaps in leaders' skills and knowledge, effectiveness of collective intelligence.
- DPLS 744 Leadership Language and Culture** 3 credits
This course is designed for students who are interested in sociocultural and critical perspectives on identity and language and their intersection in diverse cultural communities. Our goal will be to explore the theoretical and methodological issues and substantive findings surrounding current research on identity and language.
- DPLS 745 Leadership and Personal Ethics** 2 credits
This course looks at leadership from the perspectives of personal character of the leader and his or her ability to make decisions and take actions that can be considered to be good and right. Application to leadership issues are made throughout the course.

DPLS 746 Leadership and Applied Ethics	2 credits	DPLS 755 Leadership and Communication	3 credits
This course centers on a variety of moral dilemmas that prevail in societies and organizations. Students gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of ethical principles. This course presupposes a good grasp of ethical theory either through DPLS 750 Leadership and Ethics or through extensive background readings.		This course focuses on the relation of the theories and techniques of group processes and persuasion to styles of leadership.	
DPLS 747 Leadership and Classical Ethics	2 credits	DPLS 756 Leadership and Psychology	3 credits
Several classical ethical models are examined through out the course. Critical analysis of how these models might apply to leadership today is made.		Systems and developmental approaches to psychology are integrated with personal and interpersonal understandings of leadership in this course. Dialogue regarding the nature is engaged in order to strengthen critical knowledge of psychology, social justice, and the leader as servant.	
DPLS 748 Leadership and Feminist Ethics	2 credits	DPLS 757 Leadership and Nature of Politics	3 credits
Ethics and ethical decision making is viewed from a feminist perspective. Application to leadership is made throughout the course. A question of interest is how the feminist perspective might yield different outcomes than do more traditional decision-making models.		This course centers on the importance of political theory to leadership style both in the world of politics and organizations.	
DPLS 749 Leadership and Eco Ethics	2 credits	DPLS 758 Leadership and Literature	3 credits
This course provides in-depth thoughts on principles of ethics and ethical decision making regarding ecology at global, national, and local levels.		This course invites students to fall in love with various forms of literature which speak of leading and leadership. The course draws students into a deeper understanding of leadership through critical reviews and intellectual discoveries of such literature.	
DPLS 751 Leadership and History	3 credits	DPLS 759 Leadership and Economics	3 credits
This course focuses on the theme of leadership within unique historical contexts. The course considers the significant issues and dilemmas confronted by religious leaders, civic leaders, political leadership, reform leadership, female leadership, and business leadership. The historical contexts span from the 17th century Massachusetts Bay Colony to the 20th century using a biographical and case study approach to examine leadership dilemmas.		The application of economic principles to the solution of current problems with emphasis on capitalism and North American economies are the focuses of this course. Additionally, on the consequences of human actions, specifically, the actions of leaders at both macro and micro levels.	
DPLS 752 Leadership and Philosophy	3 credits	DPLS 760-763 Readings	1-3 credits
This reviews the major schools of philosophical thought as they relate to leadership development and style.		Curriculum, reading lists, and credit are determined based on an individual proposal.	
DPLS 753 Leadership and Religious Studies	3 credits	DPLS 764-765 Projects	1-3 credits
Approaches to the nature of religion and its resulting impact on leadership are discussed. Emphasis is placed on leadership styles in religion.		Curriculum, reading lists, and credit are determined based on an individual proposal.	
DPLS 754 Leadership and Sociology	3 credits	DPLS 766 Internship/Mentorship	1-3 credits
The focus is on a range of sociological theories available for use in the understanding of leadership in social relations or organizations.		Credits determined based on individual proposal.	
		DPLS 767-769 Non-Dissertation Research	1-3 credits
		Research and design are based on an individual proposal.	
		DPLS 772-779 Special Topics	1-3 credits
		Special topics seminars are designed based on individual student and faculty interests.	
		DPLS 795 Continuing Research	1 credit

Master of Arts in Communication and Leadership Studies

Chairperson: John S. Caputo
 Professors: J. Caputo, H. Hazel
 Associate Professors: M. Carey, P. DePalma
 Assistant Professor: J. Albert
 Adjuncts: C. Desautel, M. Hazel, D. Osborne

The Master of Arts in Communication and Leadership Studies is designed to provide graduate-level expertise for solving communication problems in modern organizations and social systems from a communication and leadership perspective. By their very nature, organizations depend upon complex communication functions for effective operation - formal and informal, and increasingly technologically-based, communication networks. What is likely to distinguish the 21st century from the 20th is the unprecedented degree to which communication and information technology enable creation of active networks linking individuals, functions and organizations that exchange messages and data on a regular basis. The program is grounded in both scientific and humanistic

theory and methodology, global communication and ethics and is relevant for those seeking leadership in corporate communications, public relations, media management, media criticism, human resources, marketing, strategic planners, training and consulting, media literacy, community college teaching or Ph.D. work in communication.

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

The Communication and Leadership Studies master's degree is designed to meet the needs and schedules of working adults as well as continuing students from undergraduate programs. Flexible scheduling, weekend, evening, and Internet courses will be offered. The program consists of 36 credits.

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

Admissions

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

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

Prerequisite

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

Program Outline: 36 credits

Required: 24 credits

COML (ORGL 500) Organizational Leadership	3 credits
COML (ORGL 502) Leadership and Imagination	3 credits
COML (ORGL 503) Communication and Organizational Ethics	3 credits
COML (ORGL 504) Organizational Communication and Leadership	3 credits
COML (ORGL 505) Organizational Theory	3 credits
COML (ORGL 506) International and Intercultural Communication	3 credits
COML 508 Theorizing Communication	3 credits
COML 509 Social Dynamics of Communication Technology	3 credits

Research and Thesis Component: 6 credits

COML (ORGL 501) Communication and Organizational Research	3 credits
COML (ORGL 680)* Communication and Leadership Seminar/Thesis	1-3 credits

Electives: 6 credits

COML 511 Seminar in Communication Consulting and Training	3 credits
COML 512 Seminar in Strategic and Corporate Communication	3 credits
COML 513 Seminar in Advanced Topics in Communication	3 credits
COML 514 Seminar in Advanced Criticism	3 credits
COML 515 Seminar in Interpersonal and Small Group Communication	3 credits
COML 516 Seminar in Media Literacy	3 credits
COML 517 Communication Practicum: Speech	1 credit
COML 518 Communication Practicum: Writing	1 credit
COML 519 Communication Practicum: Multi-Media	1 credit
COML 520 Internship	1-3 credits

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

Course Descriptions

- COML 500 (ORGL 500) Organizational Leadership 3 credits
Drawing on material from various social science disciplines, this integrated course focuses on research and models of leadership relevant to defining and achieving collective goals in a variety of organizational settings.
- COML 501 (ORGL 501) Communication and Organizational Research 3 credits
Study of the inquiry process, emphasizing research design and methodologies appropriate to investigation of organizational dynamics and human behavior; both qualitative and quantitative methods are explored.
- COML 502 (ORGL 502) Leadership and Imagination 3 credits
An examination of creativity through analysis of leadership themes in literature, drama, biography, and the arts; emphasizes the role of imagination in forming cultural images and perceptions of leaders and their functions.
- COML 503 (ORGL 503) Communication and Organizational Ethics 3 credits
Inquiry into the philosophical foundations of interpersonal relations and values in organizational contexts with emphasis on applications of ethical systems to the responsibilities of people in organizations toward society and individuals.
- COML 504 (ORGL 504) Organizational Communication and Leadership 3 credits
Study of research findings, theories, and models of communication in organizations and examination of the impact of organizational culture and structure on the communication process, including factors maximizing effective communication and overcoming communication barriers.
- COML 505 (ORGL 505) Organizational Theory 3 credits
This course will serve as an introduction to the study of organizations. Students will be exposed to a synthesis and integration of major traditions in organizational theory. Emphasis will be placed on a grounding in theoretical concepts and their practical applications so students can learn to understand the chaotic and constantly changing world of organizations.
- COML 506 (ORGL 506) Seminar in International and Intercultural Communication 3 credits
Course provides students with an opportunity for reflection on experience, examination of theory and practical application of organizational leadership in the context of diversity. Diversity will be studied within the framework of race, culture, gender, orientation and disability awareness. The goal of the class is to assist students in developing their own understanding and skills in becoming more effective leaders in organizations that acknowledge, value, and incorporate differences.
- COML 508 Theorizing Communication 3 credits
This course investigates the major social scientific theories of communication, with emphasis on understanding theorizing as a process of constructing visions of reality. Additionally, advanced study of the relationship between communication, media language, and human perception will be explored.
- COML 509 (ORGL 509) Social Dynamics of Communication and Technology 3 credits
Does communication technology cause social change or do social factors cause change in communication technologies? Examination of relationships between mass media and community and computers and the self.

COML 511 Seminar in Communication Consulting and Training	3 credits	COML 518 Communication Practicum: Writing	1 credit
This seminar is about communication training and consulting. Based on communication theory and research, our goal will be to understand and explore the factors that help communication effectiveness in organizational settings and develop your rhetorical skills to become effective trainers and consultants. There will be practice in developing resources, marketing, proposal writing, workshop development, and evaluation.		This practicum is designed to merge theory and praxis and provide practical application of communication knowledge and action with a focus on writing in communications.	
COML 512 Seminar in Strategic and Corporate Leadership	3 credits	COML 519 Communication Practicum: Multi-Media	1 credit
Using communication theory and public relations practices, this seminar will focus on strategic and corporate communication in profit and not-for-profit corporate settings.		This practicum is designed to merge theory and praxis and provide practical application of communication knowledge and action with a focus on creation of multi-media products.	
COML 513 Seminar in Advanced Topics in Communication	3 credits	COML 520 Communication Leadership Internship	1-6 credits
COML 514 Seminar in Advanced Criticism	3 credits	The graduate internship is designed for students who enter the degree program without prior practical work in the communications industries, or are looking for updating their in situ knowledge of communication practices the opportunity to work in a communication industry either locally, nationally or internationally. Additional possibilities exist in educational or organizational contexts, beyond the students normal work experience.	
COML 515 Seminar in Interpersonal and Small Group Communication	3 credits	COML 680 (ORGL 680) Communication and Leadership Seminar/Thesis	3 credits
COML 516 Seminar in Media Literacy	3 credits	COML 690 Directed Study	1-3 credits
COML 517 Communication Practicum: Speech	1 credit	Arranged with faculty.	
This practicum is designed to merge theory and praxis and provide practical application of communication knowledge and action with a focus on public speaking and group processes.			

Master of Science in Nursing

Chairperson: M. Gorski
 Professors: S. Norwood, M. McFarland
 Associate Professor: G. Ray Springer,
 Assistant Professors: D. Abendroth, M. Gorski,
 G. Hodge, D. Smith, C. Fitzgerald, L. Rogers,
 N. Beckham
 Instructors: J. Tiedt, S. Healy

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

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

The nursing faculty believe accessible and flexible nursing education programs are necessary to a) improve individual, family, community, and societal health and b) increase qual-

ity and accessibility of health and nursing care services. Special attention is given to structuring the program and program delivery methods to address the needs of underserved populations: registered nurses with unmet educational needs and consumers/communities with unmet health care needs.

The MSN degree programs use a non-traditional design to prepare individuals as nurse practitioners or clinical nurse specialists, managers/administrators, educators, consultants, and/or evaluators/researchers to assume positions in a variety of specialties and settings. The degree consists of 43-50 semester credits organized into two key components. The nursing leadership core provides the theoretical foundation for role development and concepts common to all areas of practice. The nursing practice core provides the theoretical foundation for a specialty and application of both the specialty and role concepts. In some instances, depending upon the student's background and practice core or course selection, additional credits may be encouraged or required. In other instances, depending on the student's background and goals, some undergraduate or foundational graduate coursework may be required prior to enrolling in selected graduate courses. Such requirements may be fulfilled while completing other graduate courses.

All students complete the same nursing leadership core. The nursing practice core consists of the following options: family nurse practitioners, clinical nurse specialists, individualized option, psychiatric-mental health nursing, nursing administration, and nursing education.

Graduates are qualified to take the national certification examinations for their areas of specialty if tests are available. National certification is a credential required by many states for advanced practice licensure.

In an effort to meet the needs of working registered nurses, the program is delivered through flexible delivery formats. A cornerstone of the on-campus format is non-traditional scheduling of nursing classes to accommodate the needs of working adults. The unique flexible learning format provides an opportunity for registered nurses living in rural areas and

other sites without access to University programs to further their education in nursing and utilizes a blend of distant and on-campus study and experiences. It combines DVDs of actual current campus classes, Web-based learning activities, and clinical experiences in geographic locations within reasonable commuting distance to students' home communities with participation on campus at scheduled intervals each semester. The flexible delivery formats allow students to proceed at their own pace, full-time or part-time.

The Master of Science in Nursing degree programs offer these distinctive features: pursuit of humanistic and ethical alternatives to solve contemporary nursing and health care problems; critical reasoning vital to professional judgment and ethical decision making; study of health care ethics from both individual and organizational perspectives; emphasis on Jesuit-inspired values of knowledge, sensitivity, integrity, excellence, and justice; active involvement of students in designing individual program and learning experiences; on-campus and distance learning formats; course load and degree timeline adjusted to personal circumstances; elective courses available in most Gonzaga graduate departments in addition to those in nursing; and maximization of career mobility. The curriculum is dynamic and changes may occur on a yearly basis.

RN to MSN Program (for Registered Nurses)

Distinctive features of the RN to MSN Program include a dual emphasis on role preparation and advanced clinical preparation; emphasis on the Jesuit-inspired values of knowledge, sensitivity, excellence, integrity, and justice; the development of critical reasoning and ethical decision-making skills; flexibility; and the ability to earn a master's degree in less time and with fewer credits than would be needed in separate BSN and MSN degrees were earned.

Admission Requirements RN to MSN Program

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

- 1) Complete Gonzaga University application for admission.
- 2) One official transcript from every college and university or nursing school attended.
- 3) An associate degree in nursing from an accredited college or diploma in nursing from a state approved program.
- 4) GPA of 2.75 or other evidence of potential to pursue graduate level study.
- 5) Photocopy of current unencumbered RN license.
- 6) Typewritten statement (maximum 500 words) which describe the applicant's:
 - a) Interest in the RN to MSN Program and what he/she hopes to gain from achieving the RN to MSN degrees.
 - b) Professional goals.
 - c) Personal and professional strengths.
 - d) Professional experiences.
- 7) Current professional vita.
- 8) Satisfactory letters of recommendation from two individuals who can evaluate the applicant's leadership, interpersonal skills, professional practice, critical thinking and judgment, and potential for advanced study (e.g., employer, professional colleague, professor).
- 9) Satisfactory score on the Miller Analogy Test.

Degree Requirements

The RN to MSN degree requires a total of 153 credits. Many of the undergraduate credits, as designated below by *, 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 2.00 on a 4.00 scale.

I. General Core Requirements: 47 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 Concepts in Health Care	3 credits
NURS 405 Client-Based Health Care Delivery	2 credits
NURS 411 Systems-Based Health Care Delivery	3 credits
NURS ___ Electives	5 credits

 (Undergraduate nursing/non-nursing)
- C. Other Electives up to 5 credits
- D. Graduate (MSN) Nursing:

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

Admissions MSN Program

Application forms may be obtained from the Department of Nursing or the department's Web page. In special circumstances students applying for admission will be permitted to take graduate courses for one semester while graduate admission materials are completed and considered. Admission decisions are based upon the applicant's total profile and space availability. Application deadlines are April 1st for summer or fall semester and November 1st for spring semester.

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

- 1) Completed application form (see appendix for inquiry form) and non-refundable fee.
- 2) Typewritten statement (maximum 500 words) which describes the applicant's:
 - a) Interest in the MSN program and what he/she hopes to gain from the graduate degree.
 - b) Professional goals.
 - c) Personal and professional strengths.
 - d) Professional experiences.
- 3) Two letters of recommendation from individuals who can evaluate the applicant's leadership, interpersonal skills, professional practice, critical thinking and judgment, and potential for graduate study (e.g., employer, professional colleague, professor).
- 4) Copy of current unencumbered RN license.

- 5) Current professional vita (format included in application packet).
- 6) One official transcript from each college or university attended (international applicants must submit foreign transcripts in the original language and English copy),
- 7) Official score from the Miller Analogy Test (MAT) taken within the last five years.
- 8) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 9) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisites

A Bachelor's degree from an accredited college or university is required. In some instances, depending on the applicant's background and goals, some undergraduate or foundational graduate coursework may be required prior to enrolling in selected graduate courses. Such requirements may be fulfilled while completing other graduate courses.

Program Outline: 43-50 credits

Leadership Core: 19 credits

NURS 511 Contemporary Health Care Delivery	2 credits
NURS 512 Role Concepts for Advanced Practice	3 credits
NURS 513 Foundations for Advanced Practice	3 credits
NURS 514 Population-Based Health Care	2 credits
NURS 515 Research Strategies in Nursing	3 credits
PHIL 555 Health Care Ethics	3 credits
Three credits of the following combination	
NURS 516, 676,677 Thesis	3 credits
NURS 678 Advanced Research Strategies (option for FNP students only)	3 credits

Nursing Administration Option: 28 credits

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

Nursing Administration Core

NURS 571 Leadership and Health Care Finance	2 credits
NURS 578 Ethics and Law in Administration	2 credits
NURS 579 Information Systems in Administration	2 credits

Advanced Practice Core

NURS 621A Organizational Structure and Processes	3 credits
NURS 622A Administrative Dimensions of Clinical Care	2 credits
NURS 623A Human Capital Management	3 credits
NURS 624A Financial Management	2 credits
NURS 601A Nursing Administration Practicum I	2 credits
NURS 602A Nursing Administration Practicum II	2 credits
NURS 603A Nursing Administration Practicum III	3 credits
NURS 604A Nursing Administration Practicum IV	3 credits
Electives	2 credits

Total = 47 credits (600 Practicum hours)

Family Nurse Practitioner Option: 30 credits

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

Advanced Practice Core

NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Advanced Health Assessment	4 credits
NURS 601P Advanced Practice Nursing I	2 credits
NURS 602P Advanced Practice Nursing II	2 credits
NURS 603P Advanced Practice Nursing III	2-3 credits
NURS 604P Advanced Practice Nursing IV	2-4 credits
NURS 614 P Advanced Nursing Practice*	2 credit
*(completed if 603P and 604P taken for 4 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
Electives	2 credits

Total = 49 credits (600 Clinical hours)

Clinical Nurse Specialist Option: 31 credits

Using advanced knowledge and clinical expertise in a defined clinical specialty, clinical nurse specialists provide care to individuals or families with complex health problems, advance the practice of other nurses and nursing personnel, and develop organizational/system modifications to support or improve nursing practice. They are playing an increasingly important role in health care and work in inpatient as well as out-patient settings.

Advanced Practice Core

NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Advanced Health Assessment	4 credits
NURS 621C Clinical Foundations	3 credits
NURS 622C Nurse Managed Care	2 credits
NURS 623C System Perspectives	2 credits
NURS 624C Issues and Trends for CNS	2 credits
NURS 601C Advanced Nursing Practice I	2 credits
NURS 602C Advanced Nursing Practice II	2 credits
NURS 603C Advanced Nursing Practice III	2-3 credits
NURS 604C Advanced Nursing Practice IV	2-3 credits
NURS 614C Advanced Nursing Practice*	2 credits
*(completed if 603C and 604C taken for 2 credits)	
Elective	2 credits

Total - 50 credits (600 clinical hours)

Psychiatric Mental Health Nursing Option: 30 credits

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

Advanced Practice Core

NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment	4 credits
NURS 621M Dynamic Care Formulation	3 credits
NURS 622M Psychotherapy Interventions	2 credits
NURS 623M Psychobiological Interventions	2 credits
NURS 624M Psychiatric Mental Health Nursing in Healthcare Systems	2 credits
NURS 601M Psychiatric Mental Health Practice I	1 credit
NURS 602M Psychiatric Mental Health Practice II	2-3 credits
NURS 603M Psychiatric Mental Health Practice III	2-3 credits
NURS 604M Psychiatric Mental Health Practice IV	2-3 credits
NURS 614M Psychiatric Mental Health Practice*	2-3 credit
*(completed if 602M, 603M, and/or 604M taken for 2 credits)	
Electives	2 credits

Total = 49 credits (600 Practicum hours)

Nurse Educator Option: 24 credits

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

Advanced Practice Core

NURS 621E Current 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
Electives	5 credits

Total = 43 credits (450 Practicum hours)

Individualized Option: 30 credits

In this option, students work with a faculty advisor to design their program of study to develop advanced knowledge and practice expertise in a specialty of choice. Theory acquisition and practicum experiences are directed by individual learning contracts. This option is intended for students whose advanced nursing goals would not be met by one of the other practice core options.

Advanced Practice Core

Specialties with direct care focus:

NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Advanced Health Assessment	4 credits
NURS 601I Advanced Nursing Practice I	4 credits
NURS 602I Advanced Nursing Practice II	4 credits
NURS 603I Advanced Nursing Practice III	4-5 credits
NURS 604I Advanced Nursing Practice IV	4-6 credits
NURS 614I Advanced Nursing Practice*	2-3 credits
*(completed if 603I and 604I taken for 4 credits)	
Electives	2 credits

Total = 49 credits (600 clinical hours)

Other specialties: 24 credits

NURS 601I Advanced Nursing Practice I	4 credits
NURS 602I Advanced Nursing Practice II	4 credits
NURS 603I Advanced Nursing Practice III	5 credits
NURS 604I Advanced Nursing Practice IV	6 credits
Electives	2-5 credits

Total = 43 credits (450 clinical hours)

Post-Master's Certificate in Nursing Programs

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

The PMCN programs consist of 22-32 semester credits and provide both theoretical and clinical application components. In some instances, depending on the learner's background, additional credits may be encouraged or required. Graduates are qualified to take the national certification examinations in their specialty if tests are available. National certification is a credential needed in many states to obtain advanced practice licensure.

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

Admission

Application packets may be obtained from the Department of Nursing or the department's Web page. In special circumstances, individuals applying for admission may be permitted to take courses for one semester while the admission process is completed. The designated fee must accompany the application form. Admission decisions are based upon the applicant's total profile and space available. Application deadlines are April 1st for summer or fall semester and November 15th for spring semester.

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

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

Prerequisites

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

PMCN Program Options: 22-32 credits**Family Nurse Practitioner Option:**

Prerequisite: master's degree in Nursing

Required Courses:

PHIL 555 Health Care Ethics	3 credits
NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Advanced Health Assessment	4 credits
NURS 601P Advanced Practice Nursing I	4 credits
NURS 602P Advanced Practice Nursing II	4 credits
NURS 603P Advanced Practice Nursing III	4-5 credits
NURS 604P Advanced Practice Nursing IV	4-6 credits
NURS 614P Advanced Nursing Practice*	2 credits

*(completed if 603P and 604P taken for 4 credits)

Total = 31 credits (600 Practicum hours)

Nurse Educator Option:

Prerequisite: master's degree in Nursing

Required Courses:

PHIL 555 Health Care Ethics	3 credits
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 = 22 credits (450 Practicum hours)

Nursing Administration Option:

Prerequisite: master's degree in Nursing

Required Courses:

PHIL 555 Health Care Ethics	3 credits
NURS 571 Leadership and Health Care Finance	2 credits
NURS 578 Ethics and Law in Administration	2 credits
NURS 579 Information Systems in Administration	2 credits
NURS 621A Organizational Structure and Processes	3 credits
NURS 622A Administrative Dimensions of Clinical Care	2 credits
NURS 623A Human Capital Management	3 credits
NURS 624A Financial Management	2 credits
NURS 601A Nursing Administration Practicum I	2 credits
NURS 602A Nursing Administration Practicum II	2 credits
NURS 603A Nursing Administration Practicum III	3 credits
NURS 604A Nursing Administration Practicum IV	3 credits

Total = 29 credits (600 Practicum hours)

Clinical Nurse Specialist Option

Prerequisite: master's degree in nursing

Required courses

PHIL 555 Health Care Ethics	3 credits
NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Advanced Health Assessment	4 credits
NURS 621C Clinical Foundations	3 credits
NURS 622C Nurse Managed Care	2 credits
NURS 623C System Perspectives	2 credits
NURS 624C Issues and Trends for CNS	2 credits
NURS 601C Advanced Nursing Practice I	2 credits
NURS 602C Advanced Nursing Practice II	2 credits
NURS 603C Advanced Nursing Practice III	2-3 credits
NURS 604C Advanced Nursing Practice IV	2-3 credits
NURS 614C Advanced Nursing Practice*	2 credits

(completed if 603C and 604C taken for 2 credits)

Total = 32 credits (600 Clinical hours)

Psychiatric Mental-Health Nursing Option:

Prerequisite: master's degree in Nursing

Required Courses

PHIL 555 Health Care Ethics	3 credits
NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Advanced Health Assessment	4 credits
NURS 621M Dynamic Care Formulation	3 credits
NURS 622M Psychotherapy Interventions	2 credits
NURS 623M Psychobiological Interventions	2 credits
NURS 624M Psychiatric-Mental Health Nursing in Healthcare Systems	2 credits
NURS 601M Psychiatric Mental Health Practice I	1 credit
NURS 602M Psychiatric Mental Health Practice II	2-3 credits
NURS 603M Psychiatric Mental Health Practice III	2-3 credits
NURS 604M Psychiatric Mental Health Practice IV	2-3 credits
NURS 614M Psychiatric Mental Health Practice*	2-3 credits

*(completed taken if 602M, 603M, and/or 604M taken for 2 credits)

Total = 31 credits (600 Clinical hours)

Course Descriptions**NURS 511 Contemporary Health Care Delivery System**

2 credits

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

NURS 512 Role Concept for Advanced Nurse 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, as well as opportunities for influencing advanced nursing practice through power and politics. Application of concepts to personal advanced nursing roles.

NURS 513 Theoretical Foundations for Advanced Nurse Practice

3 credits

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

NURS 514 Population-Based Health Care

2 credits

Examination of principles and theories of health promotion and disease prevention, population-based health care delivery, and community-based practice. Consideration of human diversity and social issues and the needs of special/vulnerable populations. Emphasis on evidence-based practice and the need for community assessment, program planning and quality management. Application of concept to personal advanced nursing role.

NURS 515 Research Strategies

3 credits

Study of the research process emphasizing designs, methodologies, principles of measurement, and strategies for data analysis appropriate in the investigation of nursing problems.

NURS 516 Proposal Seminar

1 credit

Is designed to assist students as they develop their proposals for the thesis. The Department of Nursing and Gonzaga University's research processes and expectations are presented. Students develop problem and purpose statements to guide their research. Throughout the semester, students critique the work of other students and assist one another in developing their study plans. Students explore strategies for the completion of a comprehensive review of the literature and suggest research methodology to accomplish their research goals. A final grade is submitted and credit is earned when the student successfully defends their thesis proposal in a subsequent semester. Prerequisite: NURS 515.

NURS 523 Advanced Pathophysiology

3 credits

In-depth analysis of selected pathophysiological problems with emphasis on current research. Stresses application of knowledge to nursing problems.

NURS 524 Advanced Pharmacology

3 credits

Examination of pharmacokinetics and pharmacotherapeutic principles. Analysis of the use of pharmacologic agents in the prevention of illness, restoration and maintenance of health. Consideration of federal and state regulations in regards to prescription writing and medication dispensing, patient safety and education issues, polypharmacy, cost/economics of pharmacotherapy, current resources, and ethical/professional issues. Prerequisite: NURS 523.

NURS 530 Dying With Dignity

2-3 credits

Emphasizes psychological, spiritual, and socio-cultural aspects of death and dying in various situations encountered by nurses. Considers variations across the age span and perspectives in caring for individuals, families, and groups stresses identification of own values, attitudes, and feelings regarding death and dying to prepare self to assist others.

NURS 537 Exercise and Health

2-3 credits

Analyzes impact of physical activity and inactivity on health and disease. Examines physiologic changes occurring in cardiovascular conditioning, utilization of metabolic measures in assessment of exercise response, physiological limitations to exercise, and benefits and risks of various types of exercise for selected patient populations. Stresses strategies for devising exercise programs for selected patient groups.

NURS 540 Alternative Health Modalities

2-3 credits

Explores alternative modalities including ancient transcultural practices common in Chinese medicine as well as new modalities and a blending of the two. Includes limited practical experience in selected modalities. Emphasizes alternative health practices that have been integrated into western health care as well as those not widely sanctioned or utilized.

NURS 548 Cultural Competency in Nursing

2-3 credits

Examines ethnicity, culture, cultural sensitivity, health and illness, and issues surrounding delivery and acceptance of health care. Stresses culturally appropriate nursing interventions that can be incorporated into care delivery.

NURS 550 (ORGL 550) Policy and 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, and handling opposition.

NURS 560 Women's Health

2-3 credits

Explores contemporary women's health issues including 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 are examined.

NURS 563 Geriatric and Long Term Care

2-3 credits

This course will have two distinct elements presented in discrete modules; 1) geriatric pharmacological principles, and 2) comprehensive geriatric assessment. Pharmacological principles specific to the elderly individual will be discussed including, alterations in drug clearance, adverse reactions, drug interactions, and polypharmacy. Each of the pharmacological principles will be discussed as they relate to the elderly in the community as well as those in long term care settings. The second component of the course is comprehensive geriatric assessment. Normal aging changes will be presented as a foundation for the discussion of common diseases, abnormalities, and symptomatology in the elderly population. There will be an emphasis on physical and functional assessment with appreciation for expected decline, quality of life and ethical principles.

NURS 571 (ORGL 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 Business

2-3 credits

- NURS 573 (ORGL 573) Legal Tort and Malpractice** 2-3 credits
This course provides an introduction to tort law, negligence law, and civil procedures. Concepts covered include vicarious liability, strict liability, premises liability, and both professional and contributory negligence. Insurance law is reviewed and guidelines for serving as an expert witness and legal consultant are provided.
- NURS 574 Practice Management** 2-3 credits
Examines issues and strategies related to practice in an advanced nursing practice role. Emphasizes types of practice arrangements, contracting, quality management, inter- and intra-professional relationships including peer review and mentoring, economics, and legal considerations.
- NURS 575 (ORGL 519) Leadership in Non-Profit Organizations** 2-3 credits
Examines leadership theories and behaviors applicable for leaders/managers and governing board members of non-profit organizations.
- NURS 578 Ethics and Law in Administration** 2 credits
Examination of scope of practice and role of nurse executives in current and future health care system. Analysis of ethical and legal frameworks for administration including examination of selected laws, strategies for managing legal risks, and ethical implications of law and issues in health care and academia. Emphasis given to incorporating spirit and soul in organizations and leadership. Prerequisite: PHIL 555.
- NURS 579 Information Systems in Administration** 2 credits
Analysis of issues surrounding technology and information management in health care environment. Examination of technologies to improve clinical care and business management, health care classification and coding systems with emphasis on nursing. Consideration given to design and implementation of health care information and decision systems with emphasis on needs in nursing/clinical care. Utilization of data for decisions is stressed.
- NURS 580 Writing for Publication** 2-3 credits
Examines the process of writing and marketing articles for professional publication. Considers each step from conception through publication. Includes preparation of a manuscript for submission.
- NURS 582 (ORGL 582) Grant Writing-Project Management** 2-3 credits
Examines beneficial strategies for focusing proposal efforts including organizing time invested in grant seeking. Stresses developing proposal ideas, determining priorities, documenting needs, organizing materials into a proposal, identifying potential funding sources, and managing funded project.
- NURS 590 Clinical Internship** 3 credits
Internship requires completion of a form, and department permission and cannot be registered for via Zagweb.
- NURS 600 Health Assessment: Advanced Nurse Practice** 4 credits
Emphasizes integrated history/physical examination as basis for patient/client management. Stresses physiology/pathophysiology, advanced physical assessment techniques, considerations for other diagnostic tests, implications of laboratory and other findings, diagnostic reasoning. Includes laboratory application and summary competency examination and 60 practicum hours. (foundational course for PO options). Prerequisite: NURS 523.
- NURS 601A Nursing Administration Practice I** 2 credits
Clinical application of concepts of NURS 621A and prerequisite courses in area and setting of interest to meet advanced practice goals. (120 contact hours). Concurrent: NURS 621A. Prerequisite: NURS 578.
- NURS 601C Advanced Nursing Practice I** 2 credits
Clinical application of concepts for care management for individuals/families with complex health problems in chosen clinical specialty. Emphases advanced practice nursing role and perspectives. (120 hours) Prerequisites: NURS 513, NURS 512, NURS 514, NURS 621C, NURS 523, NURS 524 and NURS 600.
- NURS 601E Nursing Education Practicum I** 2 credits
Beginning application of clinical specialty and educational concepts in setting of choice. Forty-five contact hours of practicum experience included in course. Requires concurrent enrollment in Nurse 621E, 622E, 623E, 624E or by permission. Prerequisite: NURS 621E or NURS 622E or NURS 623E or NURS 624E.
- NURS 601I Advanced Nursing Practice I** 4 credits
Provides theoretical and experiential basis for practice of nursing in clinical specialty of choice. Application of concepts in clinical practice (45 or 60 contact hours). Prerequisites: NURS 511, NURS 512, NURS 513, NURS 514, NURS 523, NURS 524 and PHIL 555.
- NURS 601M Psychiatric Mental Health Practice I** 1 credit
Clinical application of concepts emphasizing development of assessment and diagnostic skills. (60 contact hours). Prerequisites: NURS 512, NURS 513, NURS 523, NURS 600, NURS 621M and NURS 621M.
- NURS 601P Advanced Nursing Practice I** 2 credits
Analysis of selected assessment and management strategies for common and acute health problems encountered in primary care settings. Emphasizes physiological processes of selected common and acute health problems across life span. Stresses laboratory and advanced physical assessment techniques as well as pharmacological and nonpharmacological intervention strategies. Application of concepts in primary care clinical practice (120 contact hours). Fall, Spring. Prerequisites: NURS 500, NURS 533 and NURS 621P.
- NURS 602A Nursing Administration Practice II** 2 credits
Clinical application of concepts of NURS 622A with integration, refinement, and extension of advanced specialty development in chosen area of practice. (120 contact hours). Prerequisite: NURS 601A.
- NURS 602C Advanced Nursing Practice II** 2 credits
Clinical application of concepts emphasizes strategies care improvement. Stresses expansion into clinical support role expectations. (120 contact hours) Prerequisites: NURS 515, NURS 601C, NURS 621C, NURS 622C and PHIL 555.
- NURS 602E Nursing Education Practicum II** 2 credits
Continuation of NURS 601E with incorporation of functional role development. Application of concepts in educational setting of choice. Ninety practicum hours required. Prerequisites: NURS 601E and (NURS 621E or NURS 622E or NURS 624E).
- NURS 602I Advanced Nursing Practice II** 4 credits
Continuation of NURS 601I with incorporation of functional role development. Application of concepts in clinical practice. (90 or 120 practicum hours). Prerequisites: NURS 514, PHIL 555, NURS 601I, NURS 511 and NURS 515.
- NURS 602M Psychiatric Mental Health Practice II** 2-3 credits
Clinical application of concepts emphasizing development of skills in individual, group, and family psychotherapies. Prerequisites: NURS 515, PHIL 555, NURS 601M, NURS 621M and NURS 622M.

- NURS 602P Advanced Nursing Practice II** 2 credits
Analysis of health promotion assessment and management strategies for individuals and families throughout the life span. Analysis of theories salient to health promotion and health protection incorporating a developmental perspective. Assessment and intervention strategies for pharmacological and nonpharmacological 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 practicum hours). Prerequisites: NURS 600 and NURS 524.
- NURS 603A Nursing Administration Practice** 3 credits
Clinical application of concepts of NURS 623A with continued integration, refinement, and extension of advanced specialty development in chosen area of practice. (120 contact hours). Prerequisite: NURS 621A and NURS 601A. Concurrent: NURS 623A.
- NURS 603C Advanced Nursing Practice III** 2-3 credits
Clinical application of concepts emphasizing organizational responsibilities. Stresses expansion into system negotiation role expectations. (120-180 contact hours). Prerequisites: NURS 511, NURS 602C, NURS 623C and NURS 622C.
- NURS 603E Nursing Education Practice III** 3 credits
Continuation of NURS 602E with refinement and extension of functional role development. Application of concepts in educational setting of choice. (One hundred thirty-five practicum hours.) Prerequisites: NURS 602E and (NURS 621E or NURS 622E or NURS 624E).
- NURS 603I Advanced Nursing Practice III** 4-5 credits
Continuation of NURS 602I with refinement and extension of functional role development. Application of concepts in clinical practice (135 or 120-180 contact hours). Prerequisites: NURS 602I, NURS 511 and NURS 515.
- NURS 603M Psychiatric Mental Health Practice III** 2-3 credits
Clinical application of concepts emphasizing psychopharmacologic management and development of skills in psychotherapies. Prerequisites: NURS 514, NURS 524, NURS 622M, NURS 623M and NURS 602M.
- NURS 603P Advanced Nursing Practice III** 2-3 credits
Analysis of selected assessment and management strategies including pharmacological and nonpharmacological interventions for conditions affecting human structure, mobility, and perception. Application of concepts in primary care clinical practice (120-180 contact hours). Prerequisites: NURS 601P, NURS 621P, NURS 602P and NURS 622P.
- NURS 604A Nursing Administration Practice IV** 3 credits
Clinical application of concepts of NURS 624A with continued integration, refinement, and extension of advanced specialty development in chosen area of practice. During the semester, a period of intense practice arranged to facilitate synthesis of role development in specialty. (180 contact hours). Prerequisites: NURS 622A, 623A, 602A, 603A. Concurrent: NURS 624A. Prerequisites: NURS 603A, NURS 622A, NURS 623A and NURS 624A.
- NURS 604C Advanced Nursing Practice IV** 2-3 credits
Clinical application of concepts emphasizing synthesis of prior learning for refinement and extension of practice. Stresses integration of role components and practice management. (120 - 180 contact hours) Prerequisites: NURS 603C, NURS 624C and NURS 623C.
- NURS 604E Nursing Education Practicum IV** 4 credits
Synthesis and application of clinical specialty and functional role knowledge and skills in select area of practice. Application of concepts in nursing education practice. (One hundred eighty contact hours required). Prerequisite: NURS 603E.
- NURS 604I Advanced Nursing Practice IV** 4-6 credits
Synthesis and application of clinical specialty and functional role knowledge and skills in select area of practice. Application of concepts in clinical practice (180 or 120-240 contact hours). Prerequisite: NURS 603I.
- NURS 604M Psychiatric Mental Health Practice IV** 2-3 credits
Clinical application of concepts emphasizing synthesis of prior learning for refinement and extension of practice with selected population of interest and integration of role components, relationships, and practice management skills. (120-180 contact hours). Prerequisites: NURS 623M, NURS 603M and NURS 624M.
- NURS 604P Advanced Nursing Practice IV** 2-4 credits
Analysis of selected assessment and management strategies including pharmacological and nonpharmacological interventions for clients with chronic and complex disease. Examination of primary care practice management in various settings. Application of concepts in primary care clinical practice (120-240 contact hours). Prerequisites: NURS 601P, NURS 602P, NURS 621P, NURS 622P and NURS 624P.
- NURS 611 Continuing Research** 1 credit
- NURS 614C Advanced Nursing Practice** 2 credits
This course is a continuation of NURS 604C and should be taken only if NURS 603C and 604C were taken for two credits each. Prerequisites: NURS 604C and NURS 624C.
- NURS 614I Advanced Nursing Practice** 2-3 credits
This course is a continuation of NURS 604I and should only be completed if NURS 603I and NURS 604I taken for two credits each. Prerequisite: NURS 604I.
- NURS 614M Psychiatric Mental-Health Practice** 2-3 credits
Continuation of NURS 604M. Completed only if NURS 602M, NURS 603M and/or NURS 604M taken for two to three credits. (120-180 contact hours). Prerequisite: NURS 604M.
- NURS 614P Advanced Nursing Practice** 2-3 credits
Continuation of practicum hours. 120-180 supervised practicum hours. Prerequisite: NURS 602P.
- NURS 615A Nursing Administration Practice** 1-4 credits
Application of nursing administration concepts in practice.
- NURS 615C Advanced Nursing Practice** 1-4 credits
Application of theoretical concepts and clinical role concepts in psychiatric mental health clinical practice. (60-240 contact hours).
- NURS 615E Nursing Education Practicum** 1-4 credits
Application of theoretical educational concepts to practice. (60-240 contact hours).
- NURS 615M Advanced Nursing Practice** 1-4 credits
Application of theoretical clinical concepts and clinical specialist role concepts in chosen clinical specialty. (60-240 contact hours).
- NURS 615P Advanced Nurse 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.
- NURS 621A Organizational Structure and Processes** 3 credits
Examination of organization structure and theories with implications for leadership strategies, organizational dynamics and politics in health care and academic organizations, and strategies for systems analysis using multiple frames of reference. Exploration of hierarchy, chaos theory, role complexity, transdisciplinary roles and relationships, future thinking and creativity and their implications. Analysis of strategic management process including organizational and policy development, relationship building and communication systems and strategies for complex systems. Need for theory and evidence based administration stressed. Prerequisite: NURS 511-515, NURS 571, NURS 578, NURS 579 and PHIL 555. Concurrent: NURS 601A.

- NURS 621C Clinical Foundations** 3 credits
Examination of advanced concepts in complex care management in chosen clinical specialty. Emphasizes phenomena of concern for specialty and holistic assessment and management. Analysis of specialty and CNS role expectations, standards, and competencies. Prerequisites: NURS 601C, NURS 512, NURS 513, NURS 514, NURS 523, NURS 524 and NURS 600.
- NURS 621E Curriculum Development** 2 credits
Emphasis the necessity of congruence between course content, institutional and program mission, philosophy, and goals; professional standards; and needs and expectations of a program's communities of interest. Considers current educational paradigms and their implications for curricula and individual courses. Students will use their clinical specialty area as content for their course assignments.
- NURS 621M Dynamic Care Formulation** 3 credits
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. Prerequisites: NURS 512, NURS 513, NURS 523, NURS 600 and NURS 601M.
- NURS 621P Primary Care Concepts I** 2 credits
First in the series of didactic courses for MSN students in the FNP option. Emphasis is on selected acute and common health problems encountered in primary health care. Stresses assessment, diagnostic, reasoning, and pharmacologic and nonpharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family health, and practice management. Prerequisites: NURS 600 and NURS 524.
- 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. Note: Students interested in educational administration may substitute NURS 621E or NURS 624E.
- NURS 622C Dynamic Care Formulation** 2 credits
Examination of concepts and strategies used by CNSs to advance nursing practice and improve patient/client outcomes. Emphasizes clinical support strategies and activities to advance nursing practices and improve outcomes. Prerequisites: NURS 515, NURS 600, NURS 602C, NURS 621C and PHIL 555.
- NURS 622E Teaching-Learning Strategies** 2 credits
Considers strategies for clinical teaching, classroom teaching, and teaching in community settings. Address altering content and strategies for different audiences (students, patients, professional colleagues). Includes content on technological options available to nurse educators. Students will use their clinical specialty area as context for course assignments.
- NURS 622M Psychotherapy Interventions** 2 credits
Analysis of research of therapeutic relationships and interpersonal processes with exploration of therapeutic use of self. Examinations of models and principles of individual therapies, group therapies, and family therapies. Exploration of indications for and selection of appropriate models for presenting issues.
- NURS 622P Primary Care Concepts II** 2 credits
Second in the series of didactic courses for MSN students in the FNP option. Continued emphasis on selected acute and common problems encountered in primary health care. Stresses assessment, diagnostic reasoning and pharmacologic and non-pharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family, concepts, and practice management. Prerequisites: NURS 600 and NURS 524.
- NURS 623A Human Capital Management** 2 credits
Examination of work design and implications for staffing, scheduling, standards of performance, differentiated practice, and performance management. Exploration of empowerment strategies, culture building, boundaries, needs of knowledge workers, managing across department/disciplines and transdisciplinary issues in various types of organizations. Analysis of dynamics of collective bargaining and contract management. Prerequisite: NURS 621A. Concurrent: NURS 603A.
- NURS 623C System Perspectives** 2 credits
Examination of concepts and strategies used by CNSs to address patient/client needs across the full continuum of care. Emphasizes system considerations and negotiation. Stresses use of clinical knowledge/expertise to effect system changes to improve programs of care. Prerequisites: NURS 511, NURS 602C, NURS 603C and NURS 622C.
- NURS 623E Evaluation Strategies** 2 credits
Addresses evaluation strategies for patients, students, peers, and programs. Includes content on test development and evaluation considers strategies for evaluation of clinical skills as well as didactic learning. Students will use their clinical specialty area as context for their course assignments.
- NURS 623M Psychobiological Interventions** 2 credits
Analysis of models and principles of psychobiological interventions, including, psychopharmacologic management and selected alternative therapies. Exploration of indications for and selection of appropriate models for presenting issues. Prerequisites: NURS 524, NURS 622M, NURS 602M, NURS 603M and NURS 514.
- NURS 623P Primary Care Concepts III** 2 credits
Third in the series of didactic courses for students in the family nurse practitioner option. Emphasis is on chronic and complete health problems encountered in primary care. Stresses assessment, diagnostic reasoning, pharmacologic and non-pharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family health, and practice management. Prerequisites: NURS 601P, NURS 602P, NURS 621P and NURS 622P.
- NURS 624A Financial Management** 2 credits
Cost/quality accountability and creative management of resources emphasized. Examination of budget preparation and management strategies including forecasting and planning; costing of services and staffing models; cost estimation; cost-benefits; cost-effectiveness, break even, and variance analyses and interpretation as basis for decisions. Analysis of internal and external forces affecting organizational finance and cost management mechanisms.
- NURS 624C Issue and Trends for CNS** 2 credits
Consideration of driving and restraining forces for advanced nursing practice and the CNS role. Emphasizes issues and trends in health care, nursing, and regulation as they relate to CNS practice. Stresses integration of clinical and role concepts for personal practice model. Prerequisites: NURS 603C, NURS 604C and NURS 623C.

NURS 624E Current Issues in Nursing Education 2 credits
Specific content determined by trends and interests of students. Representative topics include accreditation issues and policies, academic policies, legal issues in nursing education, dealing with problematic students, situations, learning disabilities and students with special needs, cultural considerations in nursing education, and educational technology. Students will particularly focus issues related to their clinical specialty area.

NURS 624M Psychiatric Mental Health Nursing: Dynamic Health Care 2 credits
Analysis of current driving and restraining forces for advanced practice in psychiatric-mental health nursing including similarities and differences across geographical regions. Examination of interdisciplinary and intradisciplinary relationship settings for practice, practice management consideration and legal and ethical concerns. Exploration of health care issues and interface with P-MH nursing practice including health policy, regulation, reimbursement, prescriptive authority, professional/organizational dynamics. Integration of clinical and role concepts for personal practice model. Prerequisites: NURS 623M, NURS 603M and NURS 604M.

NURS 624P Primary Care Concepts IV 2 credits
Final didactic course in FNP option. Emphasizes chronic and complex problems encountered in primary care. Stresses assessment, diagnostic reasoning, and pharmacologic and non-pharmacologic management of these problems throughout the lifespan. Incorporates content on health promotion, family health, and practice management. Prerequisites: NURS 601P, NURS 602P, NURS 621P and NURS 622P.

NURS 676 Data Collection 1 credit
Individual guidance in conduct of study and preparation of report. Credit is granted at completion and acceptance of final report of thesis. Prerequisite: NURS 515.

NURS 677 Data Analysis and Thesis Completion 1 credit
Individual guidance in conduct of study and preparation of report. Credit is granted at completion and acceptance of final report of thesis. Prerequisite: NURS 676.

NURS 678 Advanced Research Strategies 2-3 credits
This course builds on the content and competencies developed in NURS 515 to assist students to develop substantive skills in the analysis and evaluation of a body of research data. The course emphasizes an enhanced understanding of multivariate statistical techniques, as well as on the ability to analyze complex research designs and measurement techniques to determine the applicability of research findings to advanced practice. The course will also present models of research utilization and strategies for adapting research findings to a selected practice setting. This course may be taken by students in the family nurse practitioner option to fill the MSN program's research alternative requirement; it may be taken as an elective by MSN students in other practice core options. Prerequisites: NURS 515, NURS 602P, NURS 622P.

NURS 679 Research Project 1 credit
Individual guidance in conduct of study and preparation of a manuscript for publication. Credit is granted at completion and acceptance of final manuscript. Prerequisites: NURS 505, NURS 675 and NURS 678.

NURS 685 Diabetes Management 2-3 credits
This on-line course offers BSN and MSN students an opportunity to develop competence in on-going management of patients with diabetes mellitus in a variety of healthcare settings. Students will explore strategies for incorporating disease state management models into clinical practice. Management of medication and blood glucose monitoring, goal setting, motivational strategies, teaching/educational techniques, reducing the incidence of long-term complication will be emphasized. Course content will include current pharmacological principles and selection of oral agents and insulin therapies.

NURS 690 Special Topics 1-3 credits
Courses designed to address special topics in nursing, based on student and faculty interests.

NURS 692 Independent Study 1-4 credits
Independent Study requires completion of a form, and department permission and cannot be registered for via Zagweb. (cannot be used to fulfill elective requirement).

NURS 696 Independent Practicum 1-6 credits
Practicum requires completion of a form, and department permission and cannot be registered for via Zagweb (cannot be used to fulfill elective requirement).

Master of Arts in Organizational Leadership

Chairperson: Michael Carey

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

Associate Professor: L. Brown, M. Carey

Assistant Professor: J. Albert, A. Popa

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

The Organizational Leadership master's degree is intended to meet the needs and schedules of working adults. Required courses in the degree program are offered exclusively on an evening or weekend basis. The program consists of 36 semester credits. A required sequence of 24 credits is supplemented by electives totaling 12 credits, which are chosen by each student from a list of selected graduate courses. Students are permitted to take up to six credits of individualized readings, research projects or an internship as part of the elective component. The curriculum is dynamic and changes may occur on a yearly basis. Graduates of the M.A. in Organizational Leadership program are able to: understand the relationship of liberal arts study to leadership; develop effective strategies to be social change agents; develop and enact a leadership approach that acknowledges values and incorporates differences; create and utilize an integrated vision as a leader; understand and analyze organizations from multiple frameworks and, become an agent for productive change; be a knowledgeable consumer and effective practitioner of organizational research; and understand how to form and apply ethical systems within organizational settings.

Admissions

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

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

Prerequisite

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

Program Outline: 36 credits

Required Courses: 24 credits

ORGL 500 (COML 500) Organizational Leadership	3 credits
ORGL 501 (COML 501) Methods of Organizational Research	3 credits
ORGL 502 (COML 502) Leadership and Imagination	3 credits
ORGL 503 (COML 503) Organizational Ethics	3 credits
ORGL 504 (COML 504) Organizational Communication	3 credits
ORGL 505 (COML 505) Organizational Theory	3 credits
ORGL 506 (COML 506) Leadership and Diversity	3 credits
ORGL 680 Leadership Seminar	3 credits
Electives	12 credits

Graduate electives complete the Organizational Leadership degree program. Students may choose graduate-level courses from a list of electives provided in this catalogue offered by the Department of Organizational Leadership or by other graduate divisions of Gonzaga University. Up to six credits may be selected within the elective component from the independent professional study options (ORGL 650-ORGL 671).

Course Descriptions

- ORGL 500 (COML 500) Organizational Leadership 3 credits
 Drawing on material from various social science disciplines, this integrated course focuses on research and models of leadership relevant to defining and achieving collective goals in a variety of organizational settings.
- ORGL 501 (COML 501) Methods of Organizational Research 3 credits
 Study of the inquiry process, emphasizing research design and methodologies appropriate to investigation of organizational dynamics and human behavior; both qualitative and quantitative methods are explored.
- ORGL 502 (COML 502) Leadership and Imagination 3 credits
 An examination of creativity through analysis of leadership themes in literature, drama, biography, and the arts; emphasizes the role of imagination in forming cultural images and perceptions of leaders and their functions.
- ORGL 503 (COML 503) Organizational Ethics 3 credits
 Inquiry into the philosophic foundations of interpersonal relations and values in organizational contexts with emphasis on applications of ethical systems to the responsibilities of people in organizations toward society and individuals.
- ORGL 504 (COML 504) Organizational Communication 3 credits
 Study of research findings, theories, and models of communication in organizations and examination of the impact of organizational culture and structure on the communication process, including factors maximizing effective communication and overcoming communication barriers.
- ORGL 505 (COML 505) Organizational Theory 3 credits
 This course will serve as an introduction to the study of organizations. Students will be exposed to a synthesis and integration of major traditions in organizational theory. Emphasis will be placed on a grounding in theoretical concepts and their practical applications so students can learn to understand the chaotic and constantly changing world of organizations.
- ORGL 506 (COML 506) Leadership and Diversity 3 credits
 Course provides students with an opportunity for reflection on experience, examination of theory and practical application of organizational leadership in the context of diversity. Diversity will be studied within the framework of race, culture, gender, orientation and disability awareness. The goal of the class is to assist students in developing their own understanding and skills in becoming more effective leaders in organizations that acknowledge, value, and incorporate differences.
- ORGL 509 (COML 509) Social Dynamics of Communication Technology 3 credits
 Does communication technology cause social change or do social factors cause change in communication technologies? Examination of relationships between mass media and community and computers and the self.
- ORGL 510 Renaissance Leadership for the 21st Century 3 credits
 This course provides an examination of Renaissance leadership as it applies to contemporary organizations. Course study is designed for an interdisciplinary group of students to explore the power of Renaissance thinking as it applies to renewal, rediscovery, invention and creativity. This course will help emerging leaders develop new perspectives and strategies to bring health, creativity and energy to their organizations. Learners will draw upon the creative processes of artists, painters, architects, musicians, and writers) and apply the same dynamics of creative thinking to the practical work of leaders in today's organizations. Special emphasis will be given to the artists of the Italian Renaissance, especially as developed in the city of Florence.

- ORGL 513 Advanced Topics in Communications** 3 credits
The specific theme of this course varies each time it is offered because communication is constantly evolving. Some would say we are in the fourth communication revolution in the history of human experience. This seminar will explore cutting edge new technologies, theory and issues.
- ORGL 516 Organizational Development** 3 credits
This course serves as an introduction to the study of organizational development. The focus of the course is to provide students with a basic understanding of the field, history, approaches and techniques involved in utilizing this approach to system-wide organizational change and improvement. Issues related to ethics, diagnosis, change and uses of training will be explored.
- ORGL 517 Organizational Change and Transformation** 3 credits
Students will be exposed to the concepts of organizational change, health, and transformation. After developing a profile of a healthy organization, students will use this as a guide, practicing methods of organizational diagnosis and intervention.
- ORGL 518 Transforming Leadership** 3 credits
A comparison of transactional and transforming leadership by examining past leaders and events. Emphasis is given to determine how contemporary leaders can go beyond the social exchange theory to convert followers into leaders and leaders into moral agents.
- ORGL 519 (NURS 575) Leadership in Non-Profit Organizations** 3 credits
Designed for students preparing to assume the role and duties of a leader, supervisor, or governing board member of a non-profit organization. This course will review theory and investigate specific methods of behaviors of non-profit organization leaders.
- ORGL 520 Negotiation and Conflict Resolution** 3 credits
Theory, structure, and practice of collaborative negotiation and mediated negotiations. Application of the skills used to prevent and resolve conflict is emphasized. This approach to conflict resolution is generic and therefore appropriate for all professions whether formally or informally involved in resolving conflict.
- ORGL 522 Leadership and Community Empowerment, Collaboration and Dialogue** 3 credits
An appreciation for and an understanding of the leadership processes of empowerment, collaboration, and dialogue in the context of creating and transforming community. Emphasis is given to understanding individual and group development, structures of collaboration and dialogue, and leadership which is oriented toward process rather than product.
- ORGL 523 Psychology of Leadership** 3 credits
Review of psychological theories and how they influence the leader-follower relationship. Emphasis will be placed on the psychological/emotional capacities inherent in each individual, how each capacity appears developed and impaired, and the importance of the development of those capacities for effective leadership.
- ORGL 524 Leadership in Human Resources** 3 credits
In this survey course students will explore the changing role of the human resource leader in organizations. The growing emergence of the human resource leader as an organizational change agent will be examined as well as the skills necessary for success. A unique aspect of the course will involve a visiting panel format in which students will focus on and discuss current special topics in human resource leadership with practitioners.
- ORGL 525 Legal and Ethical Issues in Employment Relations** 3 credits
This course provides students the opportunity to explore and analyze the many complex legal issues involved in the employer-employee relationship, and how an organization's unique cultural and ethical framework affects that relationship.
- ORGL 526 Employer Development** 3 credits
This course focuses on employees as an organization's most valuable resource. Through such issues and tasks as: evaluation, job design, organizational development, team building, training, supervision and feedback systems, students will explore current trends and then develop their own approach to creating and empowering and motivating work environment.
- ORGL 530 Servant Leadership** 3 credits
An examination of the foundation, principles and practice of servant leadership.
- ORGL 531 Leadership and Spirituality** 3 credits
- ORGL 532 Leadership, Justice and Forgiveness** 3 credits
In this course students will begin the process of understanding leadership, justice, and forgiveness in the context of purposeful systems change. Servant-leadership and restorative vs. retributive justice are important aspects of the learning community. The course engages students toward self-responsibility in the context of reconciliation, and the depth of heart, mind, and spirit that leads to healing and growth in community with others. Students will work to apply the interior leadership necessary for discernment and action within oppressive systems.
- ORGL 550 (NURS 550) Political Action** 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, and handling opposition.
- ORGL 550A Team Building and Leadership** 3 credits
- ORGL 550B Advanced Team Building and Leadership** 3 credits
Prerequisite: ORGL 550A.
- ORGL 551 Team Building and Leadership Intensive** 3 credits
This three-day intensive program is designed to increase student's knowledge and understanding of leadership and team development through a combination of information sessions and active participation in cooperative, challenge activities.
- ORGL 552 Civic Leadership** 3 credits
This three-day intensive program is designed to increase participants' knowledge about facilitating team building and leadership development activities. Learning will take place through sessions, involvement in cooperative, challenge activities as both a participant and facilitator, with opportunities for feedback, and group discussion.
- ORGL 571 (NURS 571) Leadership and Financial Responsibility** 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.
- ORGL 573 (NURS 573) Legal Tort and Malpractice** 2-3 credits
This course provides an introduction to tort law, negligence law, and civil procedures. Concepts covered include vicarious liability, strict liability, premises liability, and both professional and contributory negligence. Insurance law is reviewed and guidelines for serving as an expert witness and legal consultant are provided.

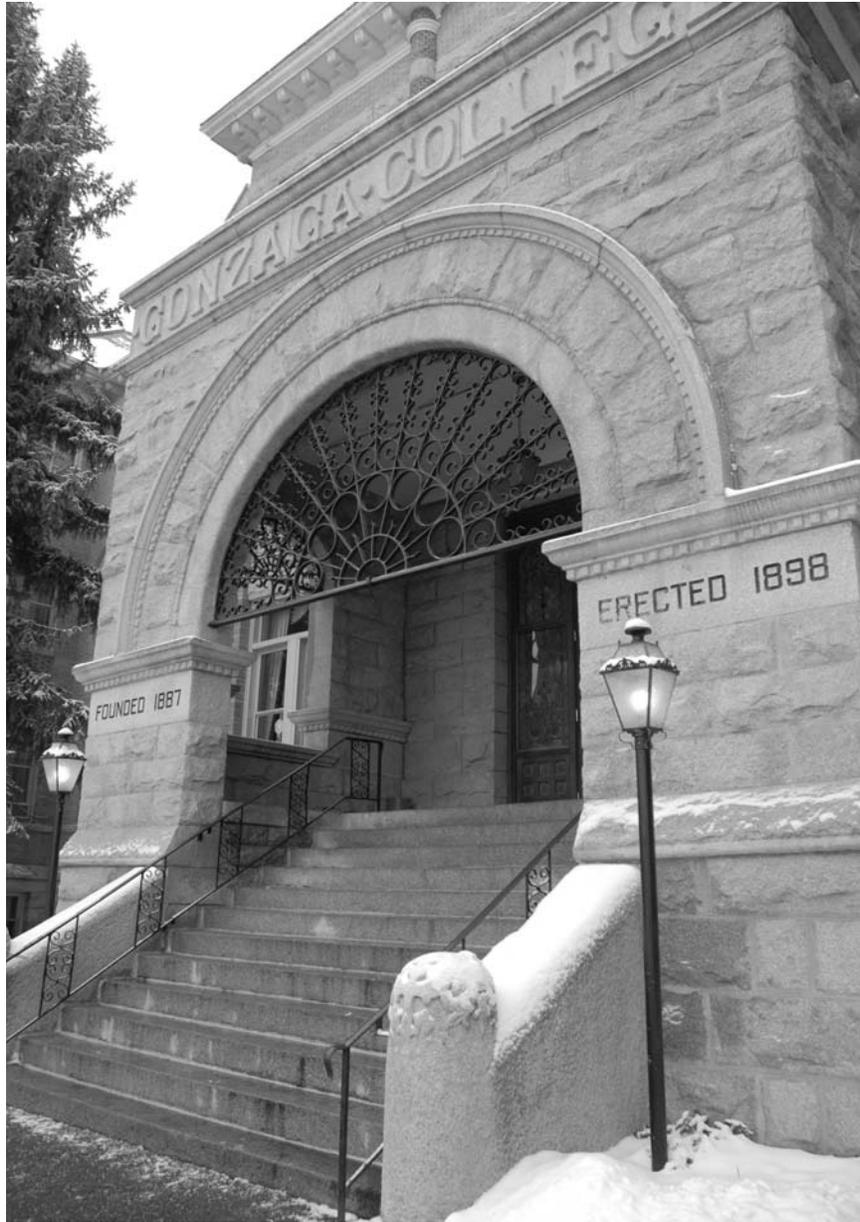
- ORGL 582 (NURS 582) Grant Writing and Project Management 3 credits
Examines beneficial strategies for focusing proposal efforts including organizing time invested in grant seeking. Stresses developing proposal ideas, determining priorities, documenting needs, organizing materials into a proposal, identifying potential funding sources, and managing a funded project.
- ORGL 590 Independent Study 1-3 credits
- ORGL 623 Qualitative Research Theory and Design 3 credits
The assumptions, theories, and practice of qualitative research are introduced. Students design, conduct, and report a pilot study that demonstrates basic research skills.
- ORGL 650 Internship in Organizational Leadership 3 credits
On-site leadership experience for students under supervision of a site supervisor and professor.
- ORGL 659 Leadership and Economics 3 credits
The application of economic principles to the solution of current problems with emphasis on capitalism and North American economies are the foci of this course.
- ORGL 660 Readings in Social Systems 1-3 credits
Individualized study based on readings in a specific topic designed in consultation with the instructor; student discusses the selected readings on a tutorial basis with the instructor and prepares an annotated bibliography or bibliographical essay.
- ORGL 661 Readings in Human Behavior 1-3 credits
Individualized study investigating scholarly research findings in an aspect of the behavioral sciences defined by the student and instructor; student prepares a written report of findings on the research problem selected.
- ORGL 670 Projects in Organizational Leadership 1-3 credits
A formal research project investigating a problem in applied organizational or social research conducted under the tutelage of the instructor.
- ORGL 671 Projects in Group Behavior 1-3 credits
A formal project of original research in a topic of group behavior that proceeds from a research design approved and monitored by the instructor.
- ORGL 680 Leadership Seminar 3 credits
There are two basic components of this capstone experience: first, peer evaluation and discussion of readings, research projects, and internships under the direction of the seminar leader; second, a class community service project with requires application of organizational leadership skills.
- ORGL 681 Special Topics in Organizational Leadership 1-3 credits
- ORGL 689 Special Topics 1-3 credits
- ORGL 690 Directed Study 1-3 credits

Summer Session

Gonzaga University's summer session for the College of Arts and Science, School of Engineering and Applied Science, MATESL and School of Professional Studies, 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. 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. See the summer sessions Web page for additional information on courses offered abroad.

THE ENGLISH LANGUAGE CENTER



www.gonzaga.edu



English Language Center

Director, International Student Programs and English Language Center: Raymond Fadeley

The Master of Arts in Teaching English as a Second Language (MA/TESL) program offers studies and a practicum for students who are interested in the learning and teaching of English to speakers of other languages. The MA/TESL degree is designed to prepare professional and knowledgeable ESL teachers as well as language specialists who help students develop competencies for participating in a pluralistic world. In addition to persons interested in pursuing TESL education preparation, current and future teachers of foreign languages are also invited to enroll in coursework dealing with language acquisition and language teaching methodology, which have broad applicability in a variety of settings.

The MA/TESL knowledge base examines these areas:

Knowledge about language, language use and culture and their interrelationship; understanding of how the target language is taught.

Knowledge of both the theoretical and practical bases for language teaching and learning in schools and communities.

Knowledge of the process of language acquisition as it concerns first and subsequent language learning and an understanding of the principles of language pedagogy.

In the Gonzaga University MA/TESL program, theory and practice are integrated rather than sequenced. Courses and projects aim to provide authentic, holistic, and integrated opportunities to plan, teach, reflect, research and lead in the schools, community and within the university.

MA/TESL courses and experiences are rich and complex enough to support students from diverse backgrounds, with diverse goals, at varying stages of development. In addition, students from the diverse cultures and perspectives represented in the program are important resources, helping us to better understand issues of second language acquisition and learning and teaching in a pluralistic world.

Students and faculty work together to explore new ideas on learning and teaching. Students work with ESL faculty members on classroom projects. Students are introduced to, and encouraged to participate in professional organizations, other ESL programs and schools.

In consultation with a faculty advisor and peers, students select experiences and courses that will meet their own goals, the stated goals of the MA TESL program, and the University requirements for a Master's degree.

The program encourages the students and faculty to engage in research and critical reflection on the form and substance of language learning and teaching in order to understand the factors of communication and community building.

Master of Arts in Teaching English as a Second Language

Director of Graduate Program: Mary T. Jeannot

Associate Professor: M. Jeannot

Assistant Professors: R. Harris, M. Runyan, J. Hunter, M. Savage

Instructors: J Akins, H. Doolittle, J. Sevedge

Prerequisites

Applicants are required to have a bachelor's degree from an accredited U.S. college or university. Students from other countries must have the equivalent of an American bachelor's degree. The undergraduate GPA should be at least a 3.00 on a 4.00 scale. Applicants should also have two years of successful university-level instruction in a modern language, or other evidence of second language competence deemed satisfactory by the program director. This requirement is waived for students whose first language is not English. Students may be admitted without this language background, but they will be required to gain it while enrolled in the program.

Admissions

Each applicant must submit the following materials:

- 1) A completed application form (see appendix) and a non-refundable fee.
- 2) A written statement of purpose (750-1000) words addressing the applicant's interest in graduate studies, outlining the applicant's current strengths and what the applicant hopes to gain from MA/TESL study.
- 3) Two letters of recommendation sent directly from the recommending persons using the official confidential recommendation form (see appendix).

- 4) Two official transcripts from each college or university attended (International applicants must submit foreign transcripts in the original language and in English). International students must also provide official TOEFL score of at least 550 if English is not the student's native language or a recommendation from Gonzaga University's English Language Center.
- 5) Completed Financial Declaration form (see appendix) with original supporting bank statements.
- 6) Upon completion of all above requirements, students will be asked to come to campus for an interview. When this is not possible, applicants are asked to submit a video responding to the interview questions, which will be provided to the applicant via email. Interviews and the procedures for the interviews will be arranged by invitation by the program director.

Program Outline: 35-36 credits

Required Courses: 32-33 credits

One of the following two options:

MTSL 500 Methods and Materials for ESL Teachers*	3 credits
MTSL 501 & 580 Summer Institute*	4 credits
MTSL 502 Pedagogical Grammar*	3 credits
MTSL 504 Introduction to Sociolinguistics*	3 credits
MTSL 508 Principles of Second Language*	3 credits
MTSL 510 Assessment in the ESL Classroom	3 credits
MTSL 514 (EDTE 566) Literacy and English Language Learners*	3 credits
MTSL 517 Phonology Workshop	1 credit
MTSL 570 History of the English Language	3 credits
MTSL 600 Research Perspectives in Second Language Education	3 credits

One of the following two courses:

MTSL 602 Master's Research Thesis	3 credits
MTSL 604 Master's Research Project	3 credits
MTSL 610 Practicum	3 credits
MTSL 680 Professional Seminar	1 credit
Elective	3 credits

ESL K-12 Endorsement *

In conjunction with Gonzaga's School of Education, the MA/TESL Program also offers a 15 credit ESL endorsement which consists of a combination of the asterisked courses shown above. In consultation with an advisor, the K-12 teacher candidate will design a hands-on course of study that examines the following:

- 1) Contexts and orientations for TESOL and bilingual education.
- 2) An introduction to fundamental concepts of first and second language acquisition.
- 3) Ideas for teaching language through content and developing materials for the content-based classrooms
- 4) Strategies for working with English language learners in classrooms.
- 5) Cross-cultural training for working with diverse populations.
- 6) Strategies for incorporating state standards into instruction and assessment for English language learners.

TESL Summer Institute

In conjunction with the public schools, Gonzaga MA/TESL also offers a three-week intensive Summer Institute each year. The Institute consists of coursework (MTSL 501) and a Language Camp for ESL students (MTSL 580). Students receive a certificate of attendance at the completion of this institute.

Course Descriptions**MTSL 500 Methods and Materials for ESL**

Teachers 3 credits
Includes familiarization with approaches, methods and materials used in ESL and EFL instruction. Assists students in developing criteria for evaluating and choosing appropriate materials and techniques. (MTSL Summer Institute 4 credits can substitute for this course).

MTSL 501 Theory and Practice of Language

Teaching 3 credits
This intensive course investigates current theories in second language acquisition and ESL/EFL methodology. While observing, assisting and teaching in MA/TESL Language Camp, students focus on their particular teaching situations, areas of interest, or research field.

MTSL 502 Pedagogical Grammar

3 credits
Focuses on language analysis, dealing with issues of interlanguage development, contrastive analysis, and discourse analysis. Students learn how to approach grammar from a variety of pedagogical perspectives.

MTSL 503 Immigrant and Refugee Perspective

3 credits
Designed for students interested in sociocultural perspectives on identity and language and their intersection in diverse cultural communities.

MTSL 504 Introduction to Sociolinguistics

3 credits
This course will examine how communication in ESL education shape relationships with non members and members of a community. In particular, it will examine how the control of communication in bilingual and ESL education affects cognitive, social-cultural, affective, and linguistic development in bilingual and ESL classrooms. Theories studied in this course will help build an understanding of how to observe and analyze the effects of communication patterns on learning opportunities for ESL students.

MTSL 508 Principles of Second Language

Acquisition 3 credits
Examines major theoretical concepts in the field, such as input and interaction, language learner strategies and routines, negotiating meaning, L2 motivation and investment, and linguistic, cognitive and social developmental processes within sociocultural contexts.

MTSL 510 Assessment in the ESL Classroom

3 credits
Focuses on familiarization with the principles of assessment design for language instruction at various levels. Includes readings in assessment theory and opportunities to create and evaluate assessment instruments.

MTSL 512 Language and Cultural Identity

3 credits
Explores the meanings and practices of various discourse communities, the relationship between language, culture and identity, and the significance of the linguistic and cultural identity in the 21st century, particularly as the themes relate to English language learners and non-standard varieties of English.

MTSL 514 (EDTE 566) Literacy and English

Language Learners 3 credits
This course examines literacy practices as complex activities related to English as second language learners. Students will create classroom materials for K to adult learners to support multiple literacy's.

MTSL 516 Technology in Second Language

Education 3 credits
Explores current trends in technological approaches to second-language teaching and learning. Hands-on component will enable students to practice searching for and retrieving information for classroom use with a focus on teaching with technology in the language classroom.

MTSL 517 Phonology

1-3 credits
Introduces the International Phonetic Alphabet and covers basic techniques for improving second-language learners' pronunciation, using recording analysis to plan strategies and design materials.

MTSL 550 Language Awareness

1 credit
This course will cover the basics of syntax along with the common metalanguage that enables teachers to talk about grammar, as well as broader issues of language structure in general. Required for MTSL 502.

MTSL 570 History of the English Language

3 credits
This course will provide background in basic concepts of linguistics, principles of language change and historical linguistic study and the development of the English language.

MTSL 580 TESL Language Camp Practicum

1 credit
An integral feature of the Institute is a one credit language camp. 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. Included in this enhanced hands-on experience are opportunities for observation, teaching, and participation in social activities with ESL students.

MTSL 600 Research Perspectives in Second

Language Education 3 credits
Introduces research methods and resources in the discipline with a focus on qualitative classroom-based approaches. A required prerequisite for MTSL 602 and MTSL 604.

<p>MTSL 602 Thesis 3 credits Involves the identification and explanation of a topic or issue in TESL. Includes a comprehensive literature review, statement of purpose, description of methodology, presentation of findings, and discussion of implication and relevance of research. When approved, the thesis must be printed and bound to standards appropriate for graduate publications. Upon completion, the candidate will be required to give an oral presentation.</p>	<p>MTSL 610 Practicum in TESL 3 credits The culminating experience of MA/TESL study, the Practicum is a 10 to 14 week exercise in applied TESL. Having completed all prerequisites, students are assigned to a Gonzaga University ESL faculty member for the duration of the practicum. Following a period of observation, the intern moves to increased levels of responsibility for planning and teaching.</p>
<p>MTSL 604 Master's Research Project 3 credits Involves the identification and explanation of a topic or issue in TESL for the final oral presentation. The project is to contribute to TESL, multicultural, and/or multilingual development. The project must be completed and submitted in written form suitable for publication. Upon completion, the candidate will be required to give an oral presentation.</p>	<p>MTSL 680 Professional Seminar 1 credit Professional seminar is a complementary course to either MTSL 610 (Practicum) or MTSL 602 or 604 (Thesis or Project). Students meet to discuss practical and theoretical issues related to their teaching or research site. Students also develop a professional portfolio consisting of a philosophy of teaching, a videotape of lesson, an ESOL curriculum unit with assessments and evaluations.</p>
	<p>MTSL 690-691 Independent Study 0-6 credits</p>

THE SCHOOL OF LAW



www.law.gonzaga.edu



The School of Law

Dean: Earl F. Martin

Gonzaga University School of Law was established in 1912 by the trustees of Gonzaga University with the active support of many prominent members of the bench and bar in Washington State. The School of Law has produced many exceptional lawyers. It is fully accredited by the American Bar Association, which entitles Gonzaga School of Law graduates to take the bar exam in any state. The School of Law is also a member of the Association of American Law Schools.

Objectives of Gonzaga University School of Law

Gonzaga School of Law belongs to a long and distinguished tradition of humanistic, Jesuit education. The school is committed to preserving that tradition and communicating it to the students. Accordingly, the School of Law seeks to challenge its students to incorporate knowledge of the past with the innovations of the present in order to better serve society. The education and development of the whole person is emphasized and an effort made to instill in the students a strong commitment to social justice and to encourage them to assume personal responsibility for and take individual initiative in the betterment of society.

The school recognizes its responsibility not only to the students, but also to the public and to the legal profession. As a result, the School of Law endeavors to graduate attorneys who, as capable problem-solvers, will be able to translate their thoughts into effective, productive action on behalf of their clients. Toward this end, an emphasis is placed on providing students with personal, individual attention.

One of the school's greatest strengths is the dedication and commitment the faculty and staff. Gonzaga takes pride in providing students with a quality legal education which includes practical, hands-on experience that will ease their transition from the academic world to the world of legal practice.

Full and Part-Time Programs

The School of Law offers a full-time, three-year, 90 semester credit degree along with a part-time, four-year or five-year, 90 semester credit degree. Flexible scheduling allows working students to successfully balance their legal education with their personal and professional lives. Of the 90 units necessary for graduation, 44 are required: the remaining units may be selected from electives and seminars. All degree credits must be completed within five years of matriculation.

Curriculum

Gonzaga's legal education program is deliberately and delicately balanced. The rigorous, rounded curriculum focuses on legal analysis, problem-solving, values, and ethics. Equally important is the emphasis on practical experience enabling students to develop real-world lawyering skills. As a complement to this innovative approach to legal education, the School of Law offers concentrations in public interest law, environment/natural resource law, and business law (including tax law). Other elective courses include labor law, family law, criminal law, international law, and civil liberties.

Dual Degree Programs

The School of Law and the Graduate School of Business offer dual-degree programs leading to the Juris Doctor/Master of Business Administration (JD/MBA), and the Juris Doctor/Master of Accountancy (JD/MACC). These programs train attorneys with a business background to provide skilled leadership in the sophisticated and challenging world of modern business transactions. Application must be made to the Graduate School of Business as well as to the School of Law.

There is also a JD/MSW dual-degree program which is designed to prepare law and social work professionals to practice either profession competently, and to enable them to use this unique amalgamation of skills in new and enriched ways. This four-year program (three years for students with "Advanced Standing" in Social Work) will lead successful students to a J.D. from Gonzaga University School of Law, and a Master's in Social Work from Eastern Washington University. Graduates of the JD/MSW dual-degree program will be skilled professionals who can make significant contributions in areas such as public benefits, mental health services, children's services, services for people with disabilities, education, elder law and services, and public health. The program meets all applicable American Bar Association and Council on Social Work Education accreditation guidelines. Admission to the JD/MSW program is highly selective, and is currently limited to a maximum of four students per year. Students must apply and be admitted to both Gonzaga University School of Law and the Eastern Washington University School of Social Work, and must meet each school's established admissions criteria. This includes qualifying scores on standardized tests, such as the Law School Admissions Test (LSAT). A candidate's application must be approved by both institutions before they are considered for this dual-degree program.

Center for Law and Justice

Gonzaga School of Law also offers its students the opportunity to practice law while in school. Rule 9 of the Washington State Bar Association allows students who have completed two years of course work (60 semester credits) to practice law under the supervision of a licensed attorney. Clinical experiences are available through an on-campus clinic and through externship offerings in legal settings such as criminal prosecution and defense, child dependency, juvenile court, and legal services work. On-campus clinical offerings include a general practice clinic and specific subject area clinics in family law, criminal defense, elder law, and tax law.

Physical Facilities and Library

Rising from the banks of the beautiful Spokane River, the Gonzaga Law Center, which opened in May 2000, provides a stunning setting for research and learning. The law center offers a variety of classroom and library environments which support today's interactive teaching methods. Features throughout the building encourage students to greet each other and linger to talk and debate ideas in beautiful outdoor spaces, roof plazas and balconies, and comfortable lounges. Miles of state-of-the-art voice, data and video cable and a school-wide wireless network provide the "highway" for audio-visual, computer, and telecommunications technology throughout the building. The mix of classrooms, rooms for simulations of various sizes, and clinical teaching spaces provide flexibility which preserves the best of tradi-

tional law teaching while encouraging the introduction of new methods. The law library is designed to accommodate more than 250,000 volumes, and reflects the changing patterns of legal research. The library is a warm and inviting environment filled with natural light. Gonzaga's fine traditions of advocacy training and moot court competitions are promoted in the impressive Barbieri Courtroom.

Co-Curricular Activities

Students find it easy to become involved in a broad range of co-curricular activities at the School of Law. Gonzaga continually fields highly competitive teams who participate in numerous national moot court competitions. The student-run Gonzaga Law Review in existence more than thirty years circulates throughout the country. The award-winning Student Bar Association is a strong, active organization that encourages student involvement. Students also have an opportunity to participate in the Linden Cup, Gonzaga's prestigious intra-school moot court competition, a client counseling competition, a negotiation competition, legal fraternities, the Gonzaga Public Interest Law Project, the Women's Law Caucus, the International Law Society, Heidelberg, the Environmental Law Caucus, the Asian Pacific Islander Law Caucus, and various other organizations and lecture committees. All law students are invited to join together in the Multi-Cultural Law Caucus to create a community that celebrates the diversity at Gonzaga and within the Spokane community.

Admissions

The School of Law endeavors to attract students with ambitious minds, professional motivation, and commitment to the highest ethics and values of the legal profession. A faculty committee reviews all applications, and does not restrict their consideration to impersonal statistics. An applicant's unique qualities, such as work and life experiences, personal accomplishments, and the opinions of others as reflected in letters of recommendation, will also be considered.

The School of Law seeks to enroll a diverse student body to ensure that the school and the legal profession are enriched through the participation of people from different cultural and ethnic backgrounds. Those individuals who want the admission review committee to consider diversity factors in their application process should provide information about their experiences and background in their applications.

Students who are in good standing at another ABA law school may apply for admission to the School of Law with advanced standing .

Special Admission Program

The Summer Academic Resource Program at Gonzaga grants admission to a limited number of applicants whose application file suggests there may be a potential for success beyond normal statistical prediction. Those accepted attend a ten-week summer program consisting of a graded course and a legal research and writing seminar. There is no special application procedure for this program and all applicants are considered candidates for the program.

Students admitted directly to the fall program also have the opportunity to attend classes during the summer and complete one first-year course. The Early Start Summer Program offers an excellent opportunity to transition into law school and to lessen the course load during the subsequent fall and spring semesters.

For admission information, write or call:

Admissions Office
Gonzaga University School of Law
PO Box 3528
Spokane, WA 99220-3528
1-800-793-1710
admissions@lawschool.gonzaga.edu
www.law.gonzaga.edu

GRADUATE FACULTY



www.gonzaga.edu



University Graduate Faculty

As of January, 2007.

A single date following the name indicates the beginning of service in the University. When two dates are given, the second, in parentheses, is the date of promotion to the present academic rank.

- DALE ABENDROTH, 1989, Assistant Professor of Nursing - A.A., Los Angeles Valley College, 1972; B.S.N., California State University at Los Angeles, 1976; M.N., University of California at Los Angeles, 1985; Ph.D., Gonzaga University, 2005.
- JEANNETTE ABI-NADER, H.M., 1988 (2002), Professor Emerita of Education and Associate Professor of Leadership Studies - B.A., Seton Hill College, 1961; M.A., University of Notre Dame, 1969; Ph.D., Georgia State University, 1987.
- UPENDRA ACHARYA, 2005, Assistant Professor of Law - LL.B., Tribhuvan University, 1985; M.C.L., University of Delhi, 1990; LL.M., University of Utah, 1996; S.J.D., University of Wisconsin Madison, 2002.
- JENNIFER W. AKINS, 2006, Instructor of English as a Second Language - B.A., Westmont College, 1982; M.A., Washington State University, 1986.
- JOSEPH F. ALBERT, 1994, Assistant Professor of Organizational Leadership - B.S., St. Joseph's University, 1974; M.A., Gonzaga University, 1984; Ph.D., Gonzaga University, 1993.
- MARK ALFINO, 1989 (2001), Professor of Philosophy - B.A., George Washington University, 1981; M.A., University of Texas at Austin, 1984; Ph.D., University of Texas at Austin, 1989.
- KENNETH S. ANDERSON, 1986 (2000), Professor of Management - B.B.A., Gonzaga University, 1981; M.B.A., Gonzaga University, 1982; Ph.D., University of Nebraska, 1988.
- JOSHUA P. ARMSTRONG, 2006, Assistant Professor of the Comprehensive Leadership Program - B.A., Whitworth College, 1995; M.Ed., The University of Vermont, 1997; Ph.D., Michigan State University, 2004.
- CLARENCE H. BARNES, 1973 (1996), Professor of Economics and Dean of the School of Business Administration - B.B.A., Ohio University, 1963; M.B.A., Xavier University, 1967; Ph.D., University of Tennessee, 1973.
- GERHARD J. BARONE, 2006, Assistant Professor of Accounting - B.A., Haverford College, 1991; B.B.A., University of Alaska-Anchorage, 1995; Ph.D., University of Wisconsin-Madison, 2002.
- ANJALI BARRETTO, 2001 (2006), Associate Professor of Special Education - B.A., Goa University, 1991; M.A., Gonzaga University, 1997; Ph.D., University of Iowa, 2001.
- JOHN H. BECK, 1988 (2003), Professor of Economics - B.A., Michigan State University, 1971; M.A., Michigan State University, 1973; Ph.D., Michigan State University, 1976.
- NANCY BECKHAM, 2004, Assistant Professor of Nursing - B.S.N., Mary College, 1980; M.S.N., Idaho State University, 1997; Ph.D., University of Utah, 2003.
- JAMES BEEBE, 1996, Professor of Leadership Studies - B.A., New York University, 1968; M.A., Stanford University, 1976; M.A., Stanford University, 1976; Ph.D., Stanford University, 1978.
- ELISABETH D. BENNETT, 1998 (2006), Associate Professor of Counselor Education - B.S., Brigham Young University, 1983; M.S., University of Utah, 1989; Ph.D., University of Utah, 1994.
- RANDALL W. BENNETT, 1988 (1999), Professor of Economics - B.A., Washington State University, 1974; M.A., Washington State University, 1977; Ph.D., Michigan State University, 1984.
- MIRJETA S. BEQIRI, 2002, Assistant Professor of Operations Management -- B.B.A., University of Tirana, 1988; M.B.A., Southern Illinois University at Carbondale, 1996; Ph.D., Southern Illinois University, 2004.
- SUSAN BERG, 2006, Assistant Professor of Nursing - B.S.N., University of San Francisco, 1968; M.S.N., University of California-San Francisco, 1971; Ed.D., University of San Francisco, 1990.
- JAMES K. BERRY, 2001; Adjunct Instructor of Educational Leadership and Administration - B.S., Montana State University, 1968; M.A. Whitworth College, 1972.
- KIRK M. BESMER, 2003, Assistant Professor of Philosophy - B.A., University of Dallas, 1993; M.A., University of Notre Dame, 1995; Ph.D., University of Notre Dame, 2002.
- ROBERT C. BIALOZOR, 1975, Associate Professor of Educational Leadership and Administration - B.S., University of Wisconsin, 1964; M.S.Ed., Northern Illinois University, 1966; Ed.D., Northern Illinois University, 1970.
- G. EDDY BIRRER, 1984, Professor of Accounting - A.B., Carroll College, 1966; M.B.A., Gonzaga University, 1969; Ph.D., University of North Dakota, 1981.
- DEBORAH A. BOOTH, 1992 (1998), Associate Professor of Education - B.S., University of Pittsburgh, 1976; M.A., University of Missouri, 1980; Ph.D., University of Missouri, 1991.

- CARL SCOTT BOZMAN, 1990 (2004), Professor of Marketing - B.Sc., University of Idaho, 1980; M.A., University of Victoria, 1983; Ph.D., Washington State University, 1990.
- JANET Z. BROUGHER, 1978 (1985), Assistant Professor of Educational Leadership and Administration - B.A., Linfield College, 1964; M.A., Gonzaga University, 1978; Ph.D., Gonzaga University, 1984.
- LISA BROWN, 2001, Associate Professor of Organizational Leadership - B.A., University of Illinois, 1978; M.A., University of Colorado, 1981; Ph.D., University of Colorado, 1986.
- MARY A. BROWN, 1999, Instructor of Counselor Education - B.A., Gonzaga University, 1968; M.Ed., Gonzaga University, 1975.
- PATRICIA B. BULLER, 1999, Adjunct Instructor of Sport and Physical Education - B.S., University of Utah, 1975; M.A., Gonzaga University, 1992.
- PAUL F. BULLER, 1989, (1993), Professor of Management and Kinsey Robinson Professor of Business - B.S., University of Utah, 1974; M.S.W., University of Utah, 1976; M.B.A., University of Washington, 1981; Ph.D., University of Washington, 1982.
- JANET BURCALOW, 1986 (2001), Professor Emerita of Teacher Education - B.S., Winona State University, 1969; M.S., Winona State University, 1977; Ph.D., University of Minnesota, 1982.
- DAVID CALHOUN, 1989 (1996), Associate Professor of Philosophy - B.A., Louisiana State University, 1981; M.A., Northwestern University, 1985; Ph.D., Northwestern University, 1989.
- JOHN S. CAPUTO, 1990, Professor of Communication Arts - B.A., California State University at Long Beach, 1969; M.A., California State University at Long Beach, 1971; M.A., Claremont Graduate School and University Center, 1976; Ph.D., Claremont Graduate School and University Center, 1977.
- MICHAEL LIEBERMAN CAREY, 1987 (1992), Associate Professor of Organizational Leadership - B.A., Loyola Marymount University, 1974; M.A., Gonzaga University, 1984; Ph.D., Gonzaga University, 1987.
- KAY C. CARNES, C.P.A., 1978 (2000), Professor of Accounting, Coordinator, Accounting Programs, and Director, Graduate Programs - B.A., University of Washington, 1960; B.B.A., Idaho State University, 1977; M.B.A., Idaho State University, 1978; Ph.D., Saint Louis University, 1990.
- RONALD (RON) CARSWELL, 1991 Adjunct Associate Professor of Educational Leadership and Administration - B.A., University of British Columbia, 1960; M.A.T., University of Florida, 1964; Ed.D., University of Florida, 1968.
- NANCY M. CHASE, 1999 (2002), Assistant Professor of Management Information Systems - B.M., Indiana University, 1974; M.M., Indiana University, 1976, Ph.D., Gonzaga University, 2002.
- CHOU-HONG JASON CHEN, 1985 (2001), Professor of Management Information Systems - B.S., National Taiwan Normal University, 1975; M.S., Eastern Washington University, 1981; Ph.D., University of Texas at Austin, 1985.
- TA-TAO CHUANG, 2001 (2004), Associate Professor of Management Information Systems -- B.S., National Chung-Hsing University, 1982; M.B.A., National Chiao Tung University, 1988; Ph.D., Texas Tech University, 1998.
- TIMOTHY R. CLANCY, S.J., 1998 (2004), Associate Professor of Philosophy - B.A., Gonzaga University, 1980; M.A., Loyola University of Chicago, 1982; M.Div., Jesuit School of Theology at Berkeley, 1989; S.T.L., Jesuit School of Theology at Berkeley, 1991; Ph.D., Loyola University of Chicago, 1999.
- BRIAN B. CLAYTON, 1986 (1993), Associate Professor of Philosophy - B.A., Trinity College, 1978; M.A., University of Notre Dame, 1980; Ph.D., University of Notre Dame, 1987.
- GORDON ALLEN COCHRANE, 1999, Adjunct Assistant Professor of Counselor Education - B.A., Simon Fraser University, 1984; M.A., Gonzaga University, 1994; Ph.D., University of Calgary, 1998.
- DENNIS A. CONNERS, 1992 (2007), Associate Professor of Educational Leadership and Administration - B.A., University of Dayton, 1971; M.Ed., University of Houston, 1977; Ed.D., University of Houston, 1980.
- MICHAEL L. COOK, S.J., 1989 (1995), Professor of Religious Studies - A.B., Gonzaga University, 1959; M.A., Gonzaga University, 1960; S.T.L., Alma College, 1967; S.T.M., Santa Clara University, 1967; Th.D., Graduate Theological Union, 1974.
- BERNARD J. COUGHLIN, S.J., 1974, Professor of Sociology and Chancellor of the University - A.B., Saint Louis University, 1946; Ph.L., Saint Louis University, 1949; S.T.L., Saint Louis University, 1956; M.S.W., University of Southern California, 1959; Ph.D., Brandeis University, 1963.
- JONAS A. COX, 2001 (2006), Associate Professor of Teacher Education - B.S., Oregon State University, 1983; M.A.T., Lewis and Clark College, 1989; Ph.D., University of Iowa, 1997.
- GEORGE A. CRITCHLOW, 1988 (1995), Associate Professor of Law and Co-Director of the Clinical Law Program - B.A., University of Washington, 1972; J.D., Gonzaga University, 1977.

- CANDACE CURRY-LITTLE, 1999; Adjunct Assistant Professor of Counselor Education - B.E., University of Calgary, 1977; M.A., Gonzaga University 1991.
- JOHN D'ABOY, 1979, Professor Emeritus of Education - B.D., American Baptist Seminary of the West, 1962; M.A., Fresno State College, 1969; Ph.D., Arizona State University, 1972.
- JAMES DALLEN, 1982 (1994), Professor of Religious Studies - A.B., Saint Mary's College, 1965; S.T.B., Catholic University of America, 1968; M.A., Catholic University of America, 1969; S.T.D., Catholic University of America, 1976.
- K. MARK DERBY, 1996 (2004), Professor of Special Education - B.A., Eastern Washington University, 1988; Ph.D., The University of Iowa, 1994.
- THEODORE DIMARIA, Jr., 1999, Assistant Professor of Philosophy - B.A., Northern Illinois University, 1986; M.A., Northern Illinois University, 1988; Ph.D., Marquette University, 1999.
- JOAN DIXON, S.N.J.M., 1982 (2006), Professor Emerita of Educational Leadership and Administration - B.S., Marylhurst College, M.Ed., Portland State University, 1967; Ph.D., Gonzaga University, 1987.
- HELEN DOOHAN, 1976 (2003), Professor Emerita of Religious Studies - B.S.N., Adelphi University, 1971; M.A., Gonzaga University, 1976; Ph.D., Gonzaga University, 1983.
- LEONARD DOOHAN, 1975 (2002), Professor Emeritus of Religious Studies - B.A., International Theological Institute, 1968; S.T.L., Teresianum, 1970; S.T.D., Teresianum, 1971.
- JOHN K. DOWNEY, 1982 (2000), Professor of Religious Studies - A.B., Marquette University, 1971; M.A., Marquette University, 1975; Ph.D., Marquette University, 1981.
- ROBERT J. EGAN, S.J., 1984 (1994), Assistant Professor of Religious Studies- B.S., Loyola University of Chicago, 1964; M.A., Loyola University of Chicago, 1967; M.Div., The Jesuit School of Theology of Chicago, 1976; Ph.D., The Graduate Theological Union, 1993.
- DAVID F. ELLOY, 1985 (1997), Professor of Management - B.A., University of Calcutta, 1967; B.S., Saint Joseph's University, 1971; M.B.A., University of Oregon, 1976; Ph.D., University of South Carolina, 1984.
- LU EMBREY, 2005, Instructor of Educational Leadership and Administration - B.A., Central Washington University, 1966; M.Ed., Whitworth College, 1983.
- RAYMOND J. FADELEY, 1982, Director, International Student Programs - B.A., Eastern Washington University, 1971; M.A.T., Gonzaga University, 1985.
- NADINE FARID, 2006, Assistant Professor of Law - B.A., DePauw University, 1995; J.D., Tulane Law School, 1998.
- ALBERT H. FEIN, 1998 (2004), Associate Professor of Educational Leadership and Administration - B.A., University of Washington, 1968; M.ED., University of Washington, 1974; Ph.D., Gonzaga University, 2001.
- SHANN R. FERCH, 1996, (2005) Professor of Leadership Studies - B.A., Pepperdine University, 1990; M.A., Pepperdine University, 1993; Ph.D., University of Alberta, Edmonton, 1995.
- CYNTHIA FITZGERALD, 2000, (2004) Assistant Professor of Nursing - B.A., Central Washington University, 1977; B.S.N., Washington State University, 1978; M.S.N., Gonzaga University, 1997.
- BOYD FOSTER, 2001, Assistant Professor of Sport and Physical Education - B.S., Judson College, 1983; M.S., University of South Alabama, 1984; M.S., United States Sports Academy, 1985; Ph.D., Arizona State University, 1999.
- CHRIS E. FRANCOVICH, 2006, Assistant Professor of Doctoral Studies - B.B.A., Gonzaga University, 1980; Ed.D., Boise State University, 1997.
- STEPHEN FREEDMAN, 2002, Academic Vice President, Professor of Biology, and Professor of Leadership Studies - B.S., Loyola of Montreal, 1971; M.E.S., York University, 1974; Ph.D., University of California-Irvine, 1978.
- DANIEL FRIESNER, 2004, Assistant Professor of Economics-B.A., Gustavus Adolphus College, 1996; Ph.D., Washington State University, 2000.
- MARY K. GARVIN, S.N.J.M., 1991, Assistant Professor of Religious Studies - B.A., Marylhurst College, 1962; M.A., University of Washington, 1971; M.A., Gonzaga University, 1981; D.Min., Andover Newton Theological School, 1990.
- SUZANN GIRTZ, 2005, Instructor of Educational Leadership and Administration - B.S., Eastern Washington University, 1996; M.A., Whitworth College, 1997.
- MARY SUE GORSKI, 1998, Assistant Professor of Nursing - B.S.N., University of San Francisco, 1978; M.N., University of Washington, 1983; Ph.D., Loyola University Chicago, 2004.
- DONALD D. HACKNEY, 2006, Assistant Professor of Business - B.B.A., Gonzaga University, 1969; J.D., Gonzaga University School of Law, 1974; M.B.A., Gonzaga University, 1980.

- RONALD H. HARRIS, 1980 (2001), Assistant Professor of MA/TESL - B.A., University of California at Los Angeles, 1965; M.A., University of California at Los Angeles, 1967; Ph.D., University of California at Los Angeles, 1969.
- PATRICK J. HARTIN, 1995 (1999), Professor of Religious Studies - B.A., UNISA, 1966; STB, Gregorian, 1969; STL, Gregorian, 1971; D.Th, UNISA, 1981; D.Th, UNISA, 1988.
- PAUL B. HASTINGS, 1979 (1985), Associate Professor of Counselor Education - B.A., Western Washington University, 1973; M.Ed., Western Washington University, 1974; Ph.D., Washington State University, 1978.
- ROBERT J. HAUCK, 2002, Assistant Professor of Religious Studies - B.A., Seattle Pacific University, 1978; M.A., Trinity Evangelical Divinity School, 1980; Ph.D., Duke University, 1985.
- CLEDWYN (CLED) HAYDN-JONES, 1986; Adjunct Assistant Professor of Educational Leadership and Administration - B.S., Honours Degree, The University of London, 1969; B.Ed., The University of Saskatchewan, 1977; M.A., Gonzaga University, 1986; Ph.D., Somerset University, 1997.
- HARRY C. HAZEL, 1971 (1991), Professor of Communication Arts - A.B., Gonzaga University, 1960; Ph.L., Mount Saint Michael's, 1961; M.A., University of Washington, 1966; Ph.D., Washington State University, 1972.
- SCOTT R. HEDIN, 1992, Assistant Professor of Operations Management - B.S./M.B.A., University of Idaho, 1982; Ph.D., University of South Carolina, 1993.
- JAMES G. HELGESON, 1983 (1998), Professor of Marketing - B.A., Eastern Washington University, 1969; M.B.A., Eastern Washington University, 1980; Ph.D., University of Oregon, 1984.
- KEVIN E. HENRICKSON, 2006, Assistant Professor of Economics - B.A., Pacific Lutheran University, 2001; M.S., University of Oregon, 2003; Ph.D., University of Oregon, 2006.
- KENT A. HICKMAN, 1989 (2000), Professor of Finance - B.A., California State University, 1973; M.S., University of Northern Colorado, 1986; Ph.D., Washington State University, 1990.
- GEOFFREY HODGE, 1998, Assistant Professor of Nursing - A.D.N., College of the Desert, 1975; B.S.N., Sonoma State College, 1977; M.A., University of Iowa, 1980; P.M.C.N., Gonzaga University, 1995.
- BROOKS R. HOLLAND, 2005, Assistant Professor of Law - B.A., San Francisco State University, 1991; J.D., Boston University, 1994.
- CHERYL L. HOLLENBACK, 2006, Instructor of Nursing - B.S.N., Brigham Young University, 1977; M.S.N., University of Washington, 1991.
- JAMES HUNTER, 1997 (2004), Assistant Professor of MA/TESL - B.A., University of Sheffield, 1990; R.S.A.C., Godmer House School of English, Oxford University, 1990; M.A., Eastern Washington University, 1997.
- DEBBY D. HUTCHINS, 2006, Assistant Professor of Philosophy - B.A., Sam Houston State University, 1985; Ph.D., Boston College, 2004.
- MARY T. JEANNOT, 1992 (2004), Associate Professor of MA/TESL - B.A., Seattle University, 1982; M.Ed., University of Massachusetts at Amherst, 1989; Ed.D., University of Massachusetts at Amherst, 1997.
- THOMAS M. JEANNOT, 1986, (2003), Professor of Philosophy - A.B., Saint Louis University, 1978; Ph.D., Saint Louis University, 1992.
- STEVEN D. KOFFMAN, 2001, Assistant Professor of Counselor Education - B.A., Eastern Washington University, 1991; M.S., Eastern Washington University, 1993; Ph.D., Ball State University, 1998.
- TIMO KORKEAMAKI, 2001 (2006), Associate Professor Finance -- B.B.A., Umea Universitet, 1994; M.B.A., Gonzaga University, 1996; Ph.D., University of South Carolina, 2001.
- JOLANTA A. KOZYRA, 2001; Assistant Academic Vice President, University Registrar, Director of Institutional Research and Adjunct Instructor of Counselor Education - B.A., Gonzaga University, 1991; M.A., Gonzaga University, 1994; Ph.D., candidate, Gonzaga University.
- DOUGLAS L. KRIES, 1990 (2007), Professor of Philosophy - B.A., Seattle University, 1982; Ph.D., Boston College, 1988.
- STEPHEN R. KUDER, S.J., 1977 (1983), Associate Professor of Religious Studies, - A.B., Gonzaga University, 1966; M.A., Boston College, 1970; Ph.D., Graduate Theological Union, 1975.
- LADA KURPIS, 2004, Assistant Professor of Marketing-B.S., Urals State University of Economics, 1989; Master of Science, Marketing, Urals State University of Economics, 1995; Ph.D., University of Oregon, 2004.
- WILLIAM R. LARGE, 1988 (1993), Associate Professor of Religious Studies - B.A., University of Virginia, 1972; M.Div., Princeton Theological Seminary, 1975; Ph.D., Graduate Theological Union, 1985.
- DANIEL W. LAW, 2002, C.P.A., Assistant Professor of Accounting -- B.S., Brigham Young University, 1991; M.A., Washington State University, 2001; Ph.D., Washington State University, 2003.

- QUANHUA LIU, 1995 (1999), Associate Professor of Philosophy - B.A., Beijing University, 1982; M.A., Beijing University, 1984; Ph.D., Duke University, 1994.
- PEGGY SUE LOROZ, 2000 (2006), Associate Professor of Marketing - B.B.A., Gonzaga University, 1995; Ph.D., University of Colorado-Boulder, 2000.
- ELLEN M. MACCARONE, 2005, Assistant Professor of Philosophy - B.A., George Washington University, 1995; M.A., Colorado State University, 1998; Ph.D., University of Florida, 2004.
- DANIEL J. MAHONEY, 1992 (2007), Professor of Teacher Education - B.A., Evergreen State College, 1976; M.A., Gonzaga University, 1986; Ph.D., Gonzaga University, 1995.
- EARL F. MARTIN, 2005, Professor and Dean of the School of Law - B.A., University of Kentucky College of Communications, 1984; J.D., University of Kentucky College of Law, 1987; LL.M., Yale Law School, 1996.
- RICHARD T. McCLELLAND, 1999 (2002), Associate Professor of Philosophy - B.A., Reed College, 1970; B.A., Oxford University, 1975; M.A., Oxford University, 1980; Ph.D., Cambridge University, 1985.
- PATRICK T. McCORMICK, 1994 (2003), Professor of Religious Studies - B.A., Niagara University, 1975; M.Div., Mary Immaculate Seminary, 1978; Th.M., Mary Immaculate Seminary, 1979; S.T.L., Gregorian University, 1981; S.T.D., Gregorian University, 1984.
- KEVIN B. McCREDEN, 2003, Assistant Professor of Religious Studies - B.A. New York University, 1991; M.Div., Yale Divinity School, 1994; S.T.M., Yale Divinity School, 1995; Ph.D., Loyola University Chicago, 2002.
- MARY McFARLAND, 1998, Professor and Dean of the School of Professional Studies - B.S.N., University of Iowa, 1978; M.S., University of Portland, 1984; Ph.D., Gonzaga University, 1993.
- THOMAS F. McLAUGHLIN, 1976 (1982), Professor of Special Education - B.A., Eastern Washington State College, 1966; M.S., Eastern Washington State College, 1972; Ph.D., University of Kansas, 1975.
- MATTHEW Q. McPHERSON, 2004, Assistant Professor of Economics-B.S., West Virginia University, 1994; M.S., West Virginia University, 1996; M.A., West Virginia University, 2001; Ph.D., West Virginia University, 2003.
- SARA R. MELENDY, 2005, Assistant Professor of Accounting - B.S., Cornell University, 1990; Ph.D., The State University of New York at Buffalo, 2005.
- DOSS B. MELLON, 1980, Instructor of MA/TESL - B.A., University of Washington, 1973; M.A., Gonzaga University, 1984.
- AMY C. MERRILL WILLIS, 2004, Instructor of Religious Studies - A.B., Erskine College, 1990; M.Div., Union Theological Seminary in Virginia, 1994; (Ph.D.), Emory University, ABD.
- MARGARET R. MEYERS, 2006, Clinical Faculty of Education - B.G.S., Gonzaga University, 1980; R.N., Sacred Heart Hospital, 1971; R.N.A., Sacred Heart Hospital, 1973; M.A.E., Gonzaga University, 1981.
- JOY M. MILOS, C.S.J., 1987 (1996), Associate Professor of Religious Studies - B.A., College of St. Rose, 1971; M.A., St. Bonaventure University, 1976; M.A., Catholic University of America, 1983; Ph.D., Catholic University of America, 1988.
- JOSEPH G. MONKS, 1977 (1998), Professor Emeritus of Operations Management - B.S., Gonzaga University, 1955; M.B.A., University of Washington, 1965; Ph.D., University of Washington, 1967.
- JOHN P. MOSSI, S.J., 1990 (1998), Associate Professor of Religious Studies - A.B. Gonzaga University, 1968; M.Div., Jesuit School of Theology at Berkeley, 1973; Th.M., Jesuit School of Theology at Berkeley, 1974; D.Min., Catholic University of America, 1985.
- JENNIFER T. NELSON, 1991 (2002), Professor of Teacher Education - B.A. (HONS), University of Natal, 1970; B.A., University of South Africa; M.Ed., Eastern Washington University, 1988; Ed.D., Washington State University, 1991.
- GARRY NESTRANSKY, 2003; Adjunct Instructor of Educational Leadership and Administration - B.A., University of Alberta 1971; M.A., Gonzaga University, 1987.
- ARMAND M. NIGRO, S.J., 1965 (1999), Professor Emeritus of Religious Studies - A.B., Gonzaga University, 1950; M.A., Gonzaga University, 1951; S.T.L., Alma College, 1957; Ph.D., Gregorian University, 1963.
- KAREN E. NORUM, 2003 (2007), Associate Professor of Leadership Studies - B.S., University of Wisconsin, 1981; M.A., Denver Seminary, 1985; Ph.D., University of Colorado at Denver, 1997.
- SUSAN L. NORWOOD, 1991 (1999), Professor of Nursing - B.S.N., Pacific Lutheran University, 1976; M.N., University of Washington, 1979; Ed.D., Gonzaga University, 1991.
- VIVEK H. PATIL, 2005, Assistant Professor of Marketing - M.M.S., Birla Institute of Technology and Science, 1997; M.E., Birla Institute of Technology and Science, 2000; Ph.D., University of Kansas, Lawrence, 2006.

- MOLLY PEPPER, 2003, Assistant Professor of Management-B.A., Texas A&M University, 1987; M.B.A., University of Southern Mississippi, 1997; Ph.D., Arizona State University, 2004.
- ROSANNA M. PETERSON, 2005, Assistant Professor of Law – B.A., University of North Dakota, 1977; M.A., University of North Dakota, 1983; J.D., University of North Dakota, 1991.
- WAYNE P. POMERLEAU, 1977 (1998), Professor of Philosophy - A.B., Georgetown University, 1968; M.A., Northwestern University, 1972; Ph.D., Northwestern University, 1977.
- ADRIAN B. POPA, 2005, Assistant Professor of Organizational Leadership-Online Program – B.A., University of California Irvine, 1996; M.S.W., California State University of Long Beach, 1998; M.P.A., University of Utah, 2005.
- ALBERT (BERT) POWELL, 1999; Adjunct Instructor of Counselor Education - B.S., University of Florida, 1970; M.A., Whitworth College, 1974.
- GAIL J. RAY SPRINGER, 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.
- 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.
- LIN ROGERS, 2004, Assistant Professor of Nursing - B.S.N., St. Louis University, 1970; M.S.N., St. Louis University, 1972, Ph.D. (c), Gonzaga University.
- CHARLES PHILLIP ROSE, 1994, Adjunct Assistant Professor of Educational Leadership and Administration - B.Ed. University of Alberta at Calgary, 1965; M.A., University of Calgary, 1989; Ph.D., University of Alberta, 1997.
- THOMAS F. RUKAVINA, 1958 (1999), Professor Emeritus of Philosophy - Ph.L., Gregorian University, 1944; M.A., Indiana University, 1957; Ph.D., Indiana University, 1959.
- MARILYN JACKSON RUNYAN, 1996 (2002), Assistant Professor of Instructor of MA/TESL - B.A., Eastern Washington University, 1992; M.A., Eastern Washington University, 1994.
- LINDA J. RUSCH, 2005, Frederick N. and Barbara T. Curley Professor of Commercial Law – B.A., Augustana College, 1980; J.D., University of Iowa, 1983.
- WILLIAM F. RYAN, S.J., 1971 (1993), Associate Professor of Philosophy - A.B., Gonzaga University, 1955; M.A., Gonzaga University, 1961; M.A., St. Mary's University (Halifax), 1963; S.T.L., Regis College (Toronto), 1963; Ph.D., University of Louvain, 1971.
- CHARLES V. SALINA, 2005, Assistant Professor of Educational Leadership and Administration – B.A., University of Washington, 1975; M.E., Gonzaga University, 1985; Ph.D., Gonzaga University, 1991.
- MARY MARTHA SAVAGE, 2001 (2007), Assistant Professor of English as a Second Language-B.A., Cal State-Fresno, 1977; M.S.P., San Jose State University, 1983.
- DUANE F. SCHÄFER, 2003; Adjunct Assistant Professor of Educational Leadership and Administration - B.A., University of Akron, 1968; M.A., University of Akron, 1982; Ph.D., Gonzaga University, 2002.
- LINDA S. SCHEARING, 1993 (2004), Professor of Religious Studies - B.A., Southeastern College, 1968; M.A.T., Rollins College, 1970; M.Div., Candler School of Theology, 1981; Ph.D., Emory University, 1992.
- ROBERT E. SCHEBOR, 1999; Adjunct Instructor of Sport and Physical Education - B.A., Pittsburg State University, 1984.
- JENNIFER L. SEVEDGE, 2006, Instructor of English as a Second Language – B.A., University of Alabama, 1995; M.A., University of Alabama, 2001.
- JOHN N. SHEVELAND, 2006, Assistant Professor of Religious Studies – B.A., University of Portland, 1996; M.A., Yale University Divinity School, 1999; Ph.D., Boston College, 2006.
- ERIK SCHMIDT, 2003, Assistant Professor of Philosophy - B.A. Wheaton College, 1993; Ph.D., Syracuse University, 2003.
- JERRI SIMMS SHEPARD, 1990 (2003), Associate Professor of Teacher Education - B.A., Arizona State University, 1970; M.C., Arizona State University, 1976; Ed.D., University of San Francisco, 1989.
- 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 Tech University, 1988.
- CATHERINE L. SIEJK, 1991 (1997), Associate Professor of Religious Studies - B.A., Duquesne University, 1972; M.A., Duquesne University, 1974; Ph.D., Boston College, 1992.
- CHARLES D. SKOK, 1980 (1992), Professor Emeritus of Religious Studies - B.A., St. Edward's Seminary, 1948; M.Div., St. Edward's Seminary, 1952; B.Ed., Gonzaga University, 1956; S.T.L., University of Saint Thomas Aquinas (Rome), 1961; S.T.D., University of Saint Thomas Aquinas, 1962.

- HARRY H. SLADICH, 1962 (1984), University Vice President and Assistant Professor of Management - B.B.A., Gonzaga University, 1959; M.B.A., Gonzaga University, 1967.
- DEBORAH W. SMITH, 2001, Assistant Professor of Nursing - B.A., Washington State University, 1973; B.S.N., Washington State University, 1975; M.S.N., University of Washington, 1981.
- ROBERT SPITZER, S.J., 1998, Professor of Philosophy and President of the University - B.B.A., Gonzaga University, 1974; M.A., Saint Louis University, 1978; M.Div., Gregorian University, 1983; Th.M., The Western School of Theology, 1984; Ph.D., Catholic University of America, 1989.
- J. MICHAEL STEBBINS, 2000, Adjunct Instructor of Business Ethics -- A.B., Gonzaga University, 1977; B.S.N., University of Washington, 1981; Ph.D., Boston College, 1991.
- 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.
- DANIEL STEWART, 2006, Assistant Professor of Management – B.A., Washington State University, 1992; M.A., Stanford University, 2000; Ph.D., Stanford University, 2002.
- SHARON STRAUB, 1996, Adjunct Instructor of Teacher Education - B.A., Whitworth College, 1968; M.Ed., Whitworth College, 1970.
- JON D. SUNDERLAND, 1979 (2007), Associate Professor of Sport and Physical Education and Dean of the School of Education - B.A., California Polytechnic State University, 1968; M.A., California Polytechnic State University, 1971; Ph.D., University of Oregon, 1981.
- WALTER R. TEETS, C.P.A.-Inactive, 1994 (1999), Associate Professor of Accounting - B.Mus.Ed., University of Colorado, 1973; M.Mus., University of Wisconsin, 1976; M.S., University of Wisconsin, 1981; M.S., University of Wisconsin, 1985; Ph.D., University of Chicago, 1989.
- WILLBANN D. TERPENING, 1985 (2003), Professor of Operations Management - B.A., University of Montana, 1970; M.A., Southern Illinois University at Carbondale, 1974; Ph.D., Southern Illinois University at Carbondale, 1976.
- ASHISH THATTE, 2006, Assistant Professor of Operations Management – B.E., University of Pune, India, 1996; M.B.A., University of Pune, India, 1999; M.S., The University of Toledo, 2001; Ph.D., University of Toledo, 2006.
- VIRGIL F. THOMPSON, 2003, Instructor of Religious Studies-- B.A., Luther College, 1969; M.Div. Luther Seminary, 1973; Th.M., Princeton Seminary, 1977.
- JANE TIEDT, 2004, Instructor of Nursing – B.S.N., University of Iowa, 1983; M.S.N., Gonzaga University, 1994.
- MICHAEL W. TKACZ, 1991 (1997), Associate Professor of Philosophy - B.A., Valparaiso University, 1975; M.M.S., University of Notre Dame, 1982; M.A., The Catholic University of America, 1989; Ph.D., The Catholic University of America, 1993.
- JOHN TRAYNOR, 2004, Instructor of Teacher Education - B.A., University of Washington, 1993; MA, Seattle University, 1997.
- DIANE C. TUNNELL, 1987 (1991), Associate Professor of Sport and Physical Education - B.S., Northeastern Oklahoma State University, 1975; M.S., Northeastern Oklahoma State University, 1976; Ed.D., Oklahoma State University, 1987.
- BERNARD J. TYRRELL, S.J., 1971 (1982), Professor Emeritus of Philosophy and of Religious Studies - A.B., Gonzaga University, 1957; M.A., Gonzaga University, 1958; M.A., University of Santa Clara, 1966; Ph.D., Fordham University, 1972.
- EDWARD F. VACHA, 1981 (1992), Professor of Sociology - B.A., University of California at Santa Cruz, 1968; M.A., University of California at Santa Barbara, 1970; Ph.D., University of California at Santa Barbara, 1975.
- ROSE MARY VOLBRECHT, 1981 (2002), Professor of Philosophy - B.A., Houghton College, 1974; M.A., Trinity Evangelical Divinity School, 1977; Ph.D., Notre Dame University, 1983.
- JOHN V. WAGNER, 1981 (1989), Associate Professor of Philosophy - B.A., Catholic University of America, 1970; M.A., Catholic University of America, 1971; Ph.D., Catholic University of America, 1979.
- FOSTER WALSH, 2001 (2006), Associate Professor of Teacher Education - B.A., Whitworth College, 1968; M.Ed., Whitworth College, 1971; Ph.D., Washington State University, 1992.
- J. KEVIN WATERS, S.J., 1983 (1996), Professor of Music and Dean Emeritus of the College of Arts and Sciences - A.B., Gonzaga University, 1957; M.A., Gonzaga University, 1958; B.A., University of Washington, 1964; S.T.B., University of Santa Clara, 1964; M.A., University of Santa Clara, 1965; D.M.A., University of Washington, 1970.

GARY J. WEBER, 1995 (2004), Associate Academic Vice President and Associate Professor of Accounting - B.S., Bowling Green State University, 1981; Ph.D., Arizona State University, 1997.

KIMBERLY P. WEBER, 1998 (2002), Associate Professor of Special Education - A.A., Sacramento City College, 1985; B.A., California State University, 1987; M.A., University of the Pacific, 1988; Ph.D., The Ohio State University, 1995.

JOHN G. WEISBROD, 2006; Clinical Faculty, Educational Leadership and Administration - B.S.N., University of Wisconsin-Milwaukee, 1976; M.A.E., Gonzaga University, 1983.

RANDY L. WILLIAMS, 1979 (1987), Professor of Special Education - B.A., Pomona College, 1970; M.A., Western Michigan University, 1973; Ph.D., University of Kansas, 1976.

SANDRA M. WILSON, 1982 (1986), Associate Professor of Leadership Studies- B.S., Michigan State University, 1966; M.Ed., Michigan State University, 1973; Ph.D., Michigan State University, 1980.

ANN A. WOLF, 2002 (2007), Associate Professor of Teacher Education - B.A., Rutgers University, 1977; M.S., Syracuse University, 1981; Ed.D., University of Northern Colorado, 1997.

DANIELLE (DAN) XU, 2005, Assistant Professor of Finance – B.A., Jilin University, 1993; M.S., University of Arizona, 2000; Ph.D., University of Arizona, 2005

**ACADEMIC CALENDAR FOR 2007-2008
FALL SEMESTER 2007**

Law School Classes Begin	August 20
New Faculty Conference	August 21
Fall Faculty Conference	August 22 - August 23
Residence Halls Open	
New Students	August 24 and August 25
Returning Students	August 26
New Student Orientation	August 26 - September 3
President's Reception	August 26
Academic Convocation	August 27
New Students Meet with Assigned Advisors	August 27
Fall Validation	August 27
Classes Begin	August 28
Last Day to Add/Drop	September 5
Mass of the Holy Spirit (11:00am & Noon classes canceled)	September 19
Labor Day Observed	September 21
Incompletes Revert to Provisional Grades	September 28
Mid-semester Exams	October 8 - October 12
Founder's Day Holiday	October 15
Fall Family Weekend	October 19 - October 21
Mid-semester Grades Due in Registrar's Office	October 17
Last Day to Withdraw	November 9
Thanksgiving Holiday	November 21 - November 23
Prep Week	December 3 - December 7
Semester Examinations	December 10 - December 13
Christmas Holiday Begins	December 14
Grades Due in Registrar's Office	December 19

SPRING SEMESTER 2008

Law School Classes Begin	January 8
Residence Halls Open	January 13
New Student Orientation	January 14
Spring Faculty Conference	January 14
Spring Validation	January 14
Classes which meet on Monday's ONLY begin	January 14
Classes Begin	January 15
Martin Luther King Holiday	January 21
Last Day to Add/Drop	January 23
Incompletes Revert to Provisional Grades	February 14
President's Day Holiday	February 18
Mid-semester Exams	March 3 - March 7
Spring Vacation	March 10 - March 14
Mid-semester Grades Due in Registrar's Office	March 11
Good Friday Holiday	March 21
Easter Holiday	March 24
Last Day to Withdraw	March 28
Academic Honors Convocation (classes canceled 3:15-4:45 pm)	April 22
Prep Week	April 28 - May 2
Semester Examinations	
100/200 classes	May 5 - May 9
300/400 classes	May 5 - May 7
Senior Week Activities	May 7 - May 9
Law School Commencement	May 10
Graduate School Commencement	May 10
Baccalaureate Mass	May 10
Graduate School Mass	May 10
Undergraduate Commencement	May 11
Grades Due in Registrar's Office	May 13
*Exams may start on Saturday, May 3	

SUMMER

Session I Begins	May 19
Session I Ends	June 27
Session II Begins	June 30
Session II Ends	August 8

**ACADEMIC CALENDAR FOR 2007-2008
FALL SEMESTER 2008**

New Faculty Conference	August 26
Fall Faculty Conference	August 27 and August 28
Residence Halls Open	
New Students	August 29 and August 30
Returning Students	August 31
New Student Orientation	August 31 - September 15
President's Reception	August 31
Academic Convocation	September 1
New Students Meet with Assigned Advisors	September 1
Fall Validation	September 1
Classes Begin	September 2
Last Day to Add/Drop	September 10
Mass of the Holy Spirit (11:00am & Noon classes canceled)	September 17
Labor Day Observed	September 26
Incompletes Revert to Provisional Grades	October 3
Mid-semester Exams	October 20 - October 24
Founder's Day Holiday	October 27
Fall Family Weekend	October 31 - November 1
Mid-semester Grades Due in Registrar's Office	November 4
Last Day to Withdraw	November 14
Thanksgiving Holiday	November 26 - November 28
Prep Week	December 8 - December 12
Semester Examinations	December 15 - December 18
Christmas Holiday Begins	December 19
Grades Due in Registrar's Office	December 23

SPRING SEMESTER 2009

Residence Halls Open	January 11
New Student Orientation	January 12
Spring Faculty Conference	January 12
Spring Validation	January 12
Classes which meet on Monday's ONLY begin	January 12
Classes Begin	January 13
Martin Luther King Holiday	January 19
Last Day to Add/Drop	January 21
Incompletes Revert to Provisional Grades	February 13
President's Day Holiday	February 16
Mid-semester Exams	March 2 - March 6
Spring Vacation	March 9 - March 13
Mid-semester Grades Due in Registrar's Office	March 10
Last Day to Withdraw	March 27
Good Friday Holiday	April 10
Easter Holiday	April 13
Academic Honors Convocation (classes canceled 3:15-4:45 pm)	April 21
Prep Week	April 27 - May 1
Semester Examinations	
100/200 classes	May 4 - May 8
300/400 classes	May 4 - May 6
Senior Week Activities	May 6 - May 8
Law School Commencement	May 9
Graduate School Commencement	May 9
Baccalaureate Mass	May 9
Graduate School Mass	May 9
Undergraduate Commencement	May 10
Grades Due in Registrar's Office	May 12
*Exams may start on Saturday, May 2	

SUMMER

Session I Begins	May 18
Session I Ends	June 26
Session II Begins	June 29
Session II Ends	August 7

Gonzaga University

Graduate Program

Spokane, WA 99258 – 0102

(509) 323-6572 — (800) 322-3584

www.gonzaga.edu/admissions/graduate/inquire

Inquiry Form

Student Name _____ SS# / SIN# _____
Last First M. Initial

Former Last Name(s), if any _____

Mailing Address _____ Phone _____

Permanent Address _____ Phone _____
street city state zip

E-Mail Address _____ Fax # _____

Employer _____ Title _____

Employer Address _____ Phone _____
street city state zip

Male Female Country of Citizenship _____

Date of Birth ____/____/____ Visa Type or Alien Registration # _____
(mo/day/year)

Anticipated start Term: Fall _____ Spring _____ Summer _____
year year year

Have you ever attended Gonzaga University? Yes No If yes, when? _____

INDICATE DEGREE PROGRAM: _____

College of Arts and Sciences

– Master of Arts in

- Philosophy
- Religious Studies
 - Biblical Studies
 - Spirituality
 - Theological Foundations

School of Business

– Master of

- Accountancy
- Business Administration
- Business Administration/B.S. Engineering
- Business Administration/JD
- Accountancy/JD

English Language Center

– Master of Arts in

- Teaching English as a Second Language

School of Education

– Master of Arts in

- Community Counseling
- School Counseling
- Administration and Supervision
- Educational Administration
- Sport and Athletic Administration
- Teaching
- Counseling (Canada only)
- Curriculum and Instruction

– Master of Education in

- Special Education
- Literacy

– Master of

- Anesthesiology Education
- Initial Teaching

– Certification

- Professional Certification

School of Professional Studies

– Doctor of Philosophy in

- Leadership Studies
- Certification in Advanced Leadership

– Master of

- Arts in Organizational Leadership
- Communication and Leadership Studies
- Science in Nursing

– Post-Master's Certificate

- Family Nurse Practitioner
- Nurse Education
- Nursing Administration
- Physiological Nursing
- Psychiatric Mental Health

The security of all members of the campus community is of vital concern to Gonzaga University. Information regarding crime prevention advice, the law enforcement authority of Campus Security, policies concerning the reporting of any crimes which may occur on the campus, and the crime statistics for the most recent may be requested from the Gonzaga University Campus Security Department, 502 E Boone Ave, MSC 2468, Spokane, WA 99258, (509) 323-4150.

**ADMISSIONS
GONZAGA UNIVERSITY
502 E BOONE AVE
SPOKANE WA 99258-0102**
