



Graduate Catalogue

2016-2017

Mission Statement

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

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

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

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Introduction

What's in a Name?

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

Quality That Earns National Recognition

U.S. News and World Report's most recent America's Best Colleges ranked Gonzaga among the top comprehensive regional universities in the West. Fiske Guide to Colleges, Kiplingers Best Colleges 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 city's businesses, services and transportation amenities. With a population exceeding 600,000 in the Spokane-Coeur d'Alene, Idaho corridor, Spokane offers many opportunities for work, service and relaxation for Gonzaga students.

Campus overlooks the Spokane River, where the Washington Centennial Trail extends 39-miles between northwest Spokane and Coeur d'Alene. Students enjoy biking, rollerblading, running and walking along the trail. Downtown Spokane is just a few blocks' walk from the campus. The city's skywalk system, the nation's second largest, provides easy access to shopping, dining and entertainment. A 12,000-seat civic entertainment arena is also within walking distance of campus. The University basketball team plays occasional games there, and it is the site of Gonzaga's undergraduate commencement ceremonies.

Spokane boasts many parks, including the 100-acre Riverfront Park in the heart of the city. In addition, there are 21 public golf courses within an hour's drive, 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 urban core.

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

Students: The Center of the University

Total enrollment each semester at Gonzaga is approximately 7,352 of which about 4,837 are undergraduates and 2,515 are in graduate programs, including the School of Law, two doctoral programs, and master's degree programs. Our student body represents nearly every state and

over thirty foreign countries. More than fifty percent of the student body comes from homes at least 250 hundred miles from Spokane. The result is a diverse, welcoming campus community, where cultures and friendships are shared warmly.

There are a total of 729 regular Jesuit, lay, and religious faculty, and classes are taught by professors, not teaching assistants. The ratio of students to faculty is about 11 to 1. More than 70% of undergraduates ranked in the top quarter of their graduating class. Approximately 25% hold student leadership positions in Gonzaga student government, residence halls, clubs and organizations.

Finance: An Important Part of Your Education

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

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

The Campus: Your Home Away From Home

Gonzaga's campus has grown from one building which housed both students and Jesuit faculty in its early years to 105 buildings spread over 152 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:

The Department of Housing and Residence Life provides living options for more than 3,000 undergraduate students, including men's, women's or coeducational residence halls with capacities ranging from 15 to 420. Residence halls are staffed by Resident Assistants who provide services ranging from personal advising to planning activities. Full-time first and second year students who are under age 21, unmarried, and not living at home, must live in on-campus residence halls. Upper-division, law and graduate students have access to apartment-style living units, and the University owns three apartment complexes and 12-18 houses in the neighborhood depending upon the year.

John J. Hemmingson Center provides over 167,000 square feet of contemporary space that supports a fun, healthy living and engaged community. It is a living and learning environment where students, faculty, staff, alumni and members of the larger community interact. Dining options include the COG with two floors of diverse resident dining with six restaurant-style platforms, Starbucks, Einstein Bros. Bagels, the Marketplace convenience store and The Bulldog, a full-service restaurant. A state-of-the-art rooftop hydroponic greenhouse grows organic produce that is served in resident dining. Additionally, the Hemmingson Center offers U.S. Bank, a grand ballroom, auditorium, meetings room and spaces for events, a reflection room, pop-up retail alcove, outdoor fire pit, and many places for students to meet and study. Administrative offices within the building include University Ministry, Unity Multicultural Education Center, Center for Global Engagement (including Study Abroad and International

Student and Scholar Services), Payne Center for Leadership Development, Student Involvement and Leadership, Gonzaga Outdoors (including bike and ski repair shop), Gonzaga Student Body Association, Transfer, Veteran and Returning Adult Services (TVRAS), LGBT Resource Center and GUEST Services.

Gonzaga University Athletic Facilities

The Charlotte Y. Martin Centre is the home of Gonzaga volleyball. The gym, which is the birthplace of the Kennel, seats 2,000 fans. As a whole, the Martin Centre is 136,000 square feet and houses the volleyball gym, but is also the location of athletic offices and the newly renovated Academic Lab and Diedrick & DeLong Athletic Training Facility. The athletic training facility is a wonder on its own, covering nearly 5,000 square feet and featuring two state-of-the-art rehabilitation whirlpools.

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

The McCarthy Athletic Center is home to the Gonzaga men's and women's basketball teams as well as the Harry A. Green Indoor Rowing Facility. The facility, which features a 6,000-seat arena, is 144,000 square feet of screaming fans come basketball season and lives and breathes the legacy of past basketball greats, such as John Stockton.

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

Luger Field is home to Gonzaga's Men's and Women's soccer programs. Phase I of the new facility was finished in fall 2008. Phase II of the facility was completed in the fall of 2015 with the addition of state of the art lighting which will allow our soccer teams to play their home games under the lights. The new facility provides not only a playing field, but a practice field for both the men's and women's teams as well as a press box and ticket booth. Phase III and IV will include the installation of permanent seating and a locker room for the home and visiting teams.

The Stevens Center, Gonzaga University's new state-of-the-art indoor tennis and golf facility, opened in January 2014. This 72,000-square-foot facility includes six regulation tennis courts and a golf practice area with putting green, chipping area and four TrackMan simulators. Other prominent features include locker rooms, training rooms, team lounge, offices and balcony seating overlooking the tennis courts.

Campus Buildings

The Gonzaga University Campus includes 105 buildings and over 152 acres of landscaped grounds. Among these buildings are several new buildings, including a new tennis and golf practice facility and a new bookstore. A new University Center will house the Center for Global Engagement, the Campus Ministry offices, the Center for Community Action and Service Learning, the Unity Multicultural Education Center, a student leadership center, student government offices, multiple meeting rooms and lounges, a branch bank, a ballroom, as well as multiple food venues. Since 2000, twelve new buildings have been constructed, including the bookstore and parking facility, the Corkery and Kennedy Apartments; Coughlin, Dillon, Goller, and Twohy Residence Halls; the Law School; the McCarthy Athletic Center; the Paccar Center for Engineering; the Patterson Baseball Complex; and the Stevens Center for Tennis and Golf. A new fitness center was also added to the Martin Centre sports facility, and the Tilford Center for Nursing and Human Physiology, as well as Professional Studies, was created from a purchased facility. The Magnuson Theater was also renovated during this time frame.

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. It also contains one of the finest rare book rooms in the country.

In addition to the library, Foley is now the home for the Writing Center, the Center for Teaching and Advising, the Center for the Virtual Campus digital Design and Production Center, and the Center for Student Academic Success, including Academic Advising & Assistance, Disability Access, Learning Strategies Management, and the Academic Testing Center.

Other Buildings: New buildings as well as historic ones grace the Gonzaga campus. The Jundt Art Center and Museum was completed in 1995. The Jepson Center for the School of Business was remodeled and expanded in 2004. The Rosauer School of Education building was completed in 1994. The historic Huetter Mansion was relocated to the University Campus and renovated as the home for the Alumni Association, and the graceful 1902 Monaghan Mansion continues to house offices and practice rooms for the Music department.

The University is planning the construction of a new Performing Arts Center, the Myrtle Woldson Center for the Performing Arts, scheduled to open in the fall of 2018.

St. Aloysius Church and the Student Chapel

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

A Century of Educational Leadership

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

The College became Gonzaga University with the opening of the School of Law in 1912. In 1916 the School of Philosophy of Letters for Jesuit Scholastics became part of the University. In 1921 the University opened the School of Business Administration and in 1928 the School of Education. The School of Engineering was established in 1934 and in 1975 the School of

Continuing Education was established, now named the School of Professional Studies. Gonzaga is an independent, Roman Catholic and Jesuit university committed to ensuring our students an educational experience which encourages individual intellectual, moral, and spiritual development.

Campus Visit

The Office of Admission offers an extensive visit program for those interested in attending Gonzaga. Gonzaga offers several Campus Preview Days (group oriented, pre-scheduled days) throughout the year, along with individualized visits. These visits may include a campus tour, residence hall tour, admission interview, class visit or faculty meeting, and an overnight stay. To schedule a visit, fill out the visit request form online or contact the Visit Office. A notice of at least two weeks is appreciated and necessary when requesting class visits or faculty meetings.

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 (AACSB), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education. The accounting programs are also separately accredited by the AACSB.
- The School of Law is accredited by Council and the Accreditation Committee 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 and the Accreditation Committee as the accrediting agency for programs leading to the first professional degree in law.
- Programs in English as a Second Language are accredited by the Commission on English Language Program Accreditation (CEA), a specialized accrediting board recognized by the U.S. Secretary of Education as a national accrediting agency for English language programs and institutions.
- The baccalaureate degree in nursing, master's degree in nursing, and Doctor of Nursing Practice program at Gonzaga University are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036, (202) 887-6791. CCNE is a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.
- The Nurse Anesthetist program is accredited by the Council of Accreditation of Nurse Anesthesia Education Programs (COA), 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 ABET, <http://www.abet.org>, a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education. The program in Computer Science is accredited by the Computing Accreditation Commission of ABET.
- All teacher preparation degree programs and elementary, secondary, and advanced certification programs in the School of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting board recognized by the Council for Higher Education and the Secretary of the U.S. Department of Education and fully approved by the Washington State Professional Educators Board (PESB).
- The School Counseling, Clinical Mental Health Counseling, and Marriage and Family Counseling master's programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.
- Masters programs offered in British Columbia, Canada have received consent from the British Columbia Ministry of Advanced Education and the Degree Quality Assessment Board (DQAB). Master's programs offered in Alberta, Canada are approved by the Alberta Ministry of Education and Technology, and the Campus Alberta Quality Council (CAQC).
- The Music Department in the College of Arts and Sciences holds Associate Membership with the National Association of Schools of Music (NASM), a specialized accrediting board recognized by the U.S. Secretary of Education as the institutional and specialized accrediting body for the field of music.

The University Seal: The Mark of Distinction

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

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

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



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

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

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

The escutcheon in the center of all is a royal blue field on which the white letter "G" stands for Gonzaga; the university's colors are Royal Blue and Immaculate White. The scrolled A.M.D.G. stands for Ad Majorem Dei Gloriam, "For the Greater Glory of God," the motto of the Society of Jesus. Below this is the date of incorporation of Gonzaga College. The wreath of bay leaves on the right represents classic renown, and the wreath of oak on the left signifies civic pride.

Our Commitment to Non-Discrimination

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

As a church-related institution, in conformity with federal and state law Gonzaga reserves the right to take religious faith into consideration where it is deemed appropriate. Gonzaga University's Equal Employment Opportunity and Affirmative Action Plan is designed to further develop and maintain equal employment opportunity for all personnel and to insure the utilization of women, ethnic minorities, veterans and persons with disabilities at all levels and in all segments of the university, particularly where they are underutilized in relation to their availability in the work force.

Gonzaga University Strategic Planning Process

Vision Statement

Gonzaga is a premier liberal-arts based university recognized nationally for providing an exemplary Jesuit education that empowers its graduates to lead, shape and serve their chosen fields and the communities to which they belong.

Institutional Priorities and Strategic Objectives

Gonzaga University is a complex organization that encompasses multiple channels of accountability, functions in a shifting competitive environment, serves a variety of constituencies and pursues a wide array of goals. Additionally, the University is increasingly being asked to become more sophisticated in how it makes decisions, delivers educational content, supports students and approaches its strategic planning. Meeting these expectations currently involves the work of more than 1,300 full-time employees, involves in excess of 2.6 million square feet of facilities, and operates with a gross annual operating budget surpassing a quarter of a billion dollars.

At the beginning of the current administration, the President set forth three institutional priorities to guide decision-making and resource allocation:

- Gonzaga University an exemplar of American Jesuit higher education,
- of academic and educational excellence across the institution,
- with a commitment to institutional viability and sustainability.

In the current plan, these three institutional priorities have been further elaborated in the form of four “commitments” – an acknowledgment that we do our work in an active, relational context, possessed of mutual accountabilities.

Each institutional commitment, in turn, contains strategic objectives that serve as declarations of continuous institutional improvement. The objectives are distinct from, but related to, goals and strategic initiatives. Goals provide a means of defining institutional success in achieving the objectives, and strategic initiatives constitute specific activities undertaken in service of the goals.

Commitment 1: Foster Responsibility for Shared Mission

The Catholic, Jesuit University is a place that facilitates the constructive dialogue between the Church and the culture. Today – at a time of great change in higher education, as well as the Society of Jesus – Gonzaga University seeks to participate fully in the mission of the Jesuits by leading both at the center and at the frontiers, fostering engagement between and across faith traditions and cultural groups, and embracing the tensions that accompany the search for awareness, compassion and inclusivity. Gonzaga will facilitate opportunities that afford all members of its community a chance to gain a common understanding of, and commitment to, the distinctively Catholic and Jesuit mission of the institution as it is reflected in their work.

1. **Promote Formation of Community Members:** Gonzaga will promote the formation of its community members by instilling an understanding of, and commitment to, the University's mission of holistic education in accord with the institution's Catholic, Jesuit and humanistic traditions and values. This includes the Jesuit commitment to collaborative apostolic leadership, interfaith and intercultural dialogue, and engagement. This will shape the hiring of new employees and will continue through orientation and continuing education about the Jesuit mission and way of proceeding. All members of the Gonzaga community will be engaged in ongoing action and reflection on the implications of the mission on the full scope of institutional life.
2. **Actively Recruit and Retain Jesuits, and Lay Colleagues with a Desire to Engage in Jesuit Higher Education:** Having an engaged group of Jesuits is vital to the continued health and welfare of Gonzaga as an apostolate of the Society of Jesus and of the Church. The University will strive to be a welcoming and vibrant community that is a preferred location for Jesuits to be missioned. It will further work to develop the kinds of physical and intellectual environments attractive to the development of higher education leadership opportunities for both Jesuits and their lay companions.
3. **Maintain and Promote a Vibrant Relationship with the Catholic Church:** Appreciating the vital relationship that must exist between the Diocese of Spokane and Gonzaga University, the institution will continue to develop opportunities for partnership initiatives that will promote and strengthen the mission of the Church and the current relationship – particularly in areas related to the educational and formative dimensions of the work.

Commitment 2: Animate Academic Excellence Across the Institution

Academic excellence is an imperative of the Ignatian magis, the powerful desire for the more and the better on behalf of our students and the world. Academic excellence thrives when skilled and accomplished teacher-scholars and aspiring students come together to explore human knowledge, traditions and value systems from around the world, through a multitude of disciplinary and interdisciplinary conversations. It is distinguished by a vision of education as profoundly liberating for the human spirit and by an embrace of the practices of adaptation, innovation and risk in service to mission that have marked Jesuit higher education from its beginning. Academic excellence grows when faculty and staff are committed to advancing the creation and integration of knowledge, refining pedagogies to improve student learning, adopting appropriate technologies in teaching and research, and extending opportunities for civic, entrepreneurial, scholarly and global engagement to provide our students with the most transformative educational experience possible. The practice of critical and reflective inquiry, ongoing pursuit of pedagogical and scholarly excellence, and extensive engagement with local and global contexts, prepare Gonzaga University students so that they may transform the contemporary world.

1. **Provide a Challenging Academic Experience appropriate to each academic program:** An uncompromising commitment to intellectual inquiry, participation in innovative curricula informed by advances in disciplines and by world issues, engagement with networks and resources to sustain student research, student civic and entrepreneurial activities, and global encounter converge to create challenging academic experiences. From individual courses through the University core, majors and minors, and post-

baccalaureate programs, students confront new ideas, wrestle with new problems, recognize unanticipated opportunities and develop the intellectual, technological and practical skills that will enable them to excel in their fields of study and their desired professions.

2. **Cultivate an Excellent Faculty across baccalaureate and post-baccalaureate programs:** An excellent faculty is committed to institutional mission and, as part of that mission, to academic inquiry of the highest caliber. Its members aspire to excellence across all dimensions of faculty life—teaching, scholarship, creative and professional activity, advising, and academic citizenship. They engage in robust conversations about pedagogy and student learning, and revise their practice to strengthen the learning environment. Excellent faculty remain current in their fields and advance the boundaries of knowledge in their disciplines and professions. They are forward thinking in their participation in shared governance. Excellent faculty are active locally, nationally and often internationally in their fields. They consider the implications of scientific, geopolitical, technical and cultural developments for their research, curricula, students' learning, and the institution. Through their teaching, research, and professional and creative engagement with the business, civic, and nonprofit sectors, faculty bring the university's expertise to bear on the local, national and global challenges and opportunities of our time
3. **Foster a Community of Critical and Reflective Inquiry:** Through its baccalaureate and post-baccalaureate programs, Gonzaga is dedicated to forming men and women who engage critically and reflectively in disciplines, professions, and personal and public life for the betterment of the world. Guided by Ignatian pedagogy and a commitment to advancing state-of-the-art scholarship across the disciplines, students and faculty come together to analyze and reflect on the issues of our time. Their subject matter is the environmental, political, and moral challenges and opportunities emerging across political and cultural borders daily, to which faculty and students bring integrated, disciplinary expertise. These conversations foster the intellectual curiosity that sparks imagination and inspires joy in the pursuit of knowledge, understanding, seeking solutions to significant problems of our time, and professional success.
4. **Cultivate Global Perspectives and Enable Global Engagement:** As a Jesuit, Catholic, humanistic institution Gonzaga is obligated to cultivate global perspectives and intercultural competence in its faculty, staff, and baccalaureate and post-baccalaureate students. This entails acquiring and contributing to theoretical and conceptual knowledge about the world around us. That, in turn, requires developing the personal maturity, self-awareness, empathy, and intercultural skills necessary to engage people from around the globe, and to do so insightfully, and with openness to the self-transformation that often results from intercultural engagement. These skills are essential to our graduates' ability to communicate effectively across cultural difference and social groups, and to embrace novel situations thoughtfully and with personal integrity. Through global subject matter across curricula and opportunities for international study, research, innovation and civic projects, especially collaborative work with students, scholars and communities in other countries, the university seeks to

provide students, faculty and staff the opportunity to advance global justice, enhance opportunity for historically marginalized peoples, and further the welfare of the planet.

5. **Develop Refined Enrollment Management Strategies:** Premier universities actively engage enrollment strategies considering capacity, demand, strategic goals, and aspirational distribution of enrollments among the disciplines. Such strategies provide three critical advantages in support of the objectives outlined above. First, they align prospective and current students' educational aspirations, professors' talents and interests, facilities' capacity and an array of other financial, material, human, and intangible resources, as critical elements of assuring excellence at the baccalaureate and post-baccalaureate levels. Second, they provide opportunity to strive to develop a student body that reflects the talents and diversity of the human condition. Third, such strategies contribute to garnering resources for strategic initiatives and help avoid erosion of program quality and distraction from institutional strategic goals that results when resources of time, attention, and money must be diverted to respond to unanticipated deviation from enrollment goals.

Commitment 3: Providing an Integrative Jesuit Educational Experience for Our

Students

Gonzaga University exists to guide, challenge and support its students in the Jesuit tradition, from the beginning of their relationship with the University through a course of study and co-curricular experience that leads to graduation and the granting of a degree or credential. Integral to this work is the conviction that a Gonzaga education must join the development of characteristics emblematic of mature persons with a rich academic experience to form the "whole person." The institution is bold, reflective and deliberate in supporting students as they secure their academic credentials while taking advantage of an integrative learning process that prepares them both for the immediate future and for a life of service and leadership in a constantly changing global society.

Jesuit education holds two priorities in relationship to one another: care for, and attention to, the individual student (*cura personalis*) and a belief that education is about increasing individuals' capacities for engagement with the world. In recognition of this, Gonzaga University strives to create an environment in which students learn to integrate the totality of the educational experience into a mature, sound and moral basis for transformative action beyond the campus setting.

Strategic Objectives

1. **Function as a Caring, Challenging and Supportive Community:** With the goal of developing women and men for and with others, the University will foster a caring campus climate that values the balance between challenge and support for students, faculty, staff, and administrators. The campus community will be distinguished by encouraging individual mentoring relationships, in addition to high-caliber curricular and co-curricular experiences that embolden an integrated approach to the individual's intellectual, professional, personal, and faith development. The University will encourage all members of the community to take personal responsibility for their

growth and to strive to increase their capacities for leadership, personal well-being, critical thinking, and a mature faith.

2. **Cultivate the Development of the Whole Person:** In seeking to develop the whole person, Gonzaga University, cultivates a growing intellectual, social, emotional, ethical, physical, and spiritual maturity in each student. Intellectual maturity is expressed through a capacity for: critical thinking; incisive, creative and ethical employment of knowledge; a thirst for, and achievement of, well-developed life-long learning skills; and, imagination demonstrated in personal and interpersonal interactions. Social, emotional and physical maturity is characterized by a respect for self and for other people, a commitment to the common good, a recognition of human rights with their concomitant responsibilities and care for the planet, and a developed ability for self-care, well-being and resilience. Spiritual and ethical maturity is evidenced by exploring personal experiences of faith, while consistently living their faith, whether understood in a religious context or arrived at via philosophical reflection. The University does this through a commitment to its Catholic, Jesuit, humanistic mission in a manner respectful of the religious diversity of its students, faculty, staff, administrators, and alumni, but with an explicit emphasis on a faith that manifests justice.
1. **Develop a Cultural, Civic, and Global Identity:** Forging relationships with individuals whose experiences, beliefs, and perspectives are different from our own, enriches the overall educational experience and promotes personal growth. The University recognizes that all students, faculty, staff, and administrators bring a unique cultural identity to the community that needs to be developed, supported and celebrated. As a result, individuals will bring their own unique experiences and learn to communicate effectively across cultures and various interest groups to embrace novel situations thoughtfully and with personal integrity. With the goal of honoring and promoting the value of human dignity, members of our community will strive to acquire the theoretical and conceptual knowledge and skills, as well as the personal characteristics to analyze and engage insightfully with local and global issues. Additionally, with its commitments to social justice and solidarity with the poor and vulnerable, Gonzaga will engage with community partners locally and globally to create opportunities for mutually beneficial engagement that address critical social needs.

Commitment 4: Optimizing Institutional Stewardship and Sustainability

A healthy institution evidences a strong connection between individual capacity and organizational culture, as well as between infrastructure and individual and organizational performance. The University's faculty and staff are the repository of institutional knowledge and skill. In a climate of rapid social, demographic and technological change, it is critical that faculty and staff be supported in efforts both individually and collectively to adapt to and master the changing environment. Additionally, the institution must attend to those platforms and functions that are essential to the creation and maintenance of the dynamic learning and living environment that comprises the integrative Jesuit educational experience. These necessities are made possible by the University meeting revenue and fundraising goals, efficiently deploying resources against institutional needs, and effectively managing our assets,

all with the overarching goal of generating sufficient wherewithal to feed our basic needs and fund the path to premier status.

Strategic Objectives

1. Provide the Sources of Funding Required for Financial Sustainability and Achievement of Strategic Initiatives: The University will consistently grow its financial capacity by achieving annual financial results as measured by:
 - a. Operating results which reflect sound financial decision-making as measured by increased net operating revenue, cost effective operations, and professional management of its critical assets, including basic infrastructure (human capital, plant, facilities, and information technology) to support the mission and strategic vision of the University.
 - b. Increased donor support that achieves the appropriate balance between funding immediate and longer term institutional priorities from a donor base that is cultivated and supported through a life cycle of commitment to the institution.
 - c. A growing endowment through the effective management of all endowment assets in accordance with policy objectives, and increased giving in support of strategic endowment initiatives.
2. Strengthen Student Profile: In service of creating a vibrant and challenging academic and co-curricular environment, Gonzaga will matriculate highly qualified, talented and diverse students as one means of enhancing institutional sustainability.
3. Enhance Knowledge and Skills: The efficiency and effectiveness of the institution depend upon both the individual and collective capacity of its faculty and staff as well as collective fluency in the art and science of data-driven decision making. To this end, we will attract, retain and develop faculty and staff who inspire and motivate others, who challenge the status quo, who animate Gonzaga University values in their daily work, and who acquire and manifest the fluency and skills associated with translating data into information, information into insight, and insight into sustainable and effective decisions.
4. Strengthen Brand Image: Communicate Gonzaga University's mission, vision, brand and value proposition to key audiences and differentiate the University from its peers to drive student enrollment, retention, alumni and constituent engagement and donor investment. Establish reasonable, measurable metrics that can be updated on a regular basis to monitor the output, effectiveness and integrity of Gonzaga's branding and communications efforts.

Accountability

To ensure that this Strategic Institutional Plan remains relevant, the Board of Trustees will annually review the Plan and progress towards Goals at its regular meeting in July. The administration will be responsible for proposing changes and other amendments to the Plan as deemed appropriate. The Vice Presidents will ensure that plans relevant to their specific areas are aligned with and help drive success towards achieving and sustaining the Institutional Plan.

Services

University Ministry

University Ministry supports the faith development of all members of the Gonzaga community, regardless of religious affiliation and tradition. University Ministry provides opportunities and resources for spiritual growth and fellowship through retreats, service projects, liturgies, music ministry, small groups, spiritual direction, residence hall programs and more. These activities invite participants into a deeper understanding of Gonzaga's Jesuit and Catholic identity as well as a profound respect for other religious and spiritual traditions.

Retreats: University Ministry's retreat programs provide opportunities to practice reflection, leadership, fellowship and self-examination according to our Ignatian heritage. More than a thousand students participate in these retreats each year. We coordinate one Pilgrimage, two First Year Retreats, one Pre-Orientation First Year Retreat, four Search Retreats, two Cardoner Retreats, one Senior GRADitude Night, one Men's Retreat, one Women's Retreat and two Montserrat Retreats every academic year. Each retreat is coordinated by a University Ministry staff member and many are led by student crews.

CLC/Life Groups: These are intentional small groups that meet weekly to reflect, share life, pray, laugh and grow. Each year, roughly 500 students gather in these small groups to deepen their relationship with God, form lasting relationships with others, and walk through the valleys and peaks of college life together. CLC/Life Groups also gather regularly for large-group activities, social events, and service projects.

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

Not only are students invited to come to Mass, but they are also invited to take on leadership positions, such as Eucharistic Minister, Lector, Server, or Sacristan. University Ministry also offers students the Sacrament of Reconciliation through appointment or before Sunday evening Mass.

If you have questions about other University Ministry events and programs, please contact the office at (509) 313-4242 or umin@gonzaga.edu. University Ministry is located on the main floor of the Hemmingson Center (Suite 104) and online at www.gonzaga.edu/um.

Veterans

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

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

credits equals a full-time status of three (3) credits for a non-standard term of eight (8) weeks duration).

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

Disability Access

Disability Access 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. Disability Access serves students with permanent or temporary disabilities. Disability Access may arrange or provide appropriate and reasonable academic accommodations, auxiliary aids, assistive technology, physical/mobility aids and other types of accommodations for students with disabilities. Students should contact Disability Access to inquire about the procedure for requesting accommodations. The University recommends the student contact Disability Access at least four weeks prior to the semester for which they are requesting services. However, Disability Access continuously evaluates student documentation and requests for accommodation throughout the school year.

If at any time during the process of application, admission, and enrollment, individuals feel that they have been discriminated against because of disability, they are encouraged to notify Disability Access. 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 Disability Access office.

Disability Access is located in Foley Center Library, 2nd floor, Room 209 and is at extension 4134.

Academic Testing Center

If you need to use the ATC due to either accommodations or to take an exam outside regularly scheduled course hours, please contact the ATC in advance. The Academic Testing Center is located in Foley Center Library, Second Floor, Room 203 and is at extension 5535.

International Students

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

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

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

Student Development

College Hall, Office 120

509-313-4100

www.gonzaga.edu/student-development

Mission Statement

Grounded by the University Missions, the Division of Student Development provides educational opportunities and services that transform student's lives.

We achieve this through shared values of:

- Finding Purpose
- Developing resilience
- Cultivating intercultural competence
- Promoting well-being and healthy living

As Student Development professionals we are committed to this work because we believe Gonzaga students, as individuals and in community, are on a quest for self-knowledge and character formation. We live out our calling to journey with them during this life-long transformation: **"Transforming Together"**

Student Development Vision Statement

We envision a community where students **LIVE** the University's mission.

Offices

The Division of Student Development is led by the Vice President of Student Development and includes the Assistant Vice President for Career & Professional Development, Dean of Well-Being and Healthy Living, Dean of Student Engagement, and the Director of Campus Security & Public Safety. The following programs, offices, and departments:

The Office of Community Standards (OCS)

202 Crosby

509-313-4009

ocs@gonzaga.edu

www.gonzaga.edu/Student-Development/Community-Standards

The Center for Cura Personalis (CCP)

717 East Boone Ave. & 1111 North

Cincinnati Street

509-313-2227

ccp@gonzaga.edu

www.gonzaga.edu/ccp

Health and Counseling Services

704 East Sharp Ave.

509-313-4052

www.gonzaga.edu/healthandcounseling

The Office of Housing and Residence Life

Crosby, Suite 201

509-313-4103

housing@gonzaga.edu

www.gonzaga.edu/Student-Development/Residence-Life-and-Dining-Services/

Lincoln LGBTQ+ Resource Center

Hemmingson Center (3rd Floor)

509-313-5847

lgbt@gonzaga.edu

www.gonzaga.edu/LGBT

Center for Community Action & Service Learning (CCASL)

Hemmingson Center (2nd Floor)

509-313-6824

www.gonzaga.edu/service

Unity Multicultural Education Center (UMEC)

Hemmingson Center (3rd Floor)

509-313-5836

umec@gonzaga.edu

www.gonzaga.edu/UMEC

Transfer, Veterans, and Returning Adult Services

Hemmingson Center (3rd Floor)

509-313-5606

nontrad@gonzaga.edu

<https://www.gonzaga.edu/Student-Development/Transfer-Veteran-Returning-Adult-Services/>

Student Publications

College Hall, Office 433

509-313-6875

www.gonzaga.edu/Student-Development/Student-Publications

Student Involvement and Leadership

Hemmingson Center (3rd Floor)

509-313-6123

studentactivities@gonzaga.edu

www.gonzaga.edu/Student-Development/Student-Activities

Career & Professional Development

Crosby First & Second Floors

509-313-4234

careers@gonzaga.edu

www.gonzaga.edu/careers

Campus Security & Public Safety

1117 North Dakota

509-313-6147

509-313-2222 (Emergency)

www.gonzaga.edu/Student-Development/Campus-Public-Safety-and-Security

Office of Institutional Inquiry

729 E. Boone

509-313-3998

<http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Human-Resources/TitleIX/Default.asp>

The Office of Community Standards

The Office of Community Standards is responsible for the administration of the Student Code of Conduct. The office provides formative and developmental conduct processes and outcomes within the framework of Gonzaga's Jesuit identity and student conduct best practices. The Student Code of Conduct contains the University's standards of conduct and the accountability processes that address allegations of misconduct.

Gonzaga University's expectations for conduct go beyond what is minimally required for maintaining public order, both on and off-campus; and our student conduct processes are educational in nature as we actively seek to create an environment conducive to living and learning together. Our processes are not civil or criminal proceedings and our standard for determining a finding of misconduct is based upon what is "more likely than not" to have occurred.

By attending Gonzaga University, you agree to abide by University standards of conduct, expectations and policies. All students should be familiar with the Student Code of Conduct which is published at: www.gonzaga.edu/studentcodeofconduct.

The Center for Cura Personalis (CCP)

The Center for Cura Personalis provides services and programs to enhance student wellness and connect students to resources with the goal of helping students to be their best selves. The Center serves the Gonzaga community in many ways including through outreach and education about healthy choices, referrals to on and off campus resources, and designated case managers to provide support for student who may need a little extra assistance along the way. The goal of the Center is to find numerous ways to provide education on healthy living so that students never find themselves in crisis, but if they do, we are here to help. Below you will find a little bit more about the functional areas within the Center for Cura Personalis.

- **Case Management**, supports students experiencing challenges, connects them to resources, and helps build coping skills, resiliency, and self-advocacy.
- **Collegiate Recovery Community (OUR HOUSE)**, a supportive environment to promote healing and on-going sobriety for students in recovery or at risk for substance abuse disorders.
- **Wellness and Prevention Education**, utilizes a student-centered harm reduction approach to living healthy and balanced lifestyles, and advocates for an environment that empowers students to make choices in support of their personal goals.

If you or someone you know may need some extra support or just wants to enhance their wellness, the Center for Cura Personalis is a great place to start. Learn more by visiting gonzaga.edu/CCP or calling us at (509) 313-2227.

Health & Counseling Services

Health & Counseling Services functions as your private physician's office and counseling center. The Health & Counseling Services staff have a strong focus on wellness and want students to fully benefit from Gonzaga's Jesuit education. Our Board Certified Family Physicians,

Psychiatrist, Psychologist, Nurse Practitioners, Registered Nurses and Counselors are here to give you our expertise and care in a confidential setting. Our clinicians are able to diagnose and treat illnesses, prescribe medications, provide psychological counseling, and support students with long-term health concerns. For our hours, more details on available services, costs and billing, please visit our website.

Lincoln LGBTQ+ Resource Center

The Lincoln LGBTQ+ Resource Center at Gonzaga University is inspired and guided by the university mission and values of faith, service, justice, leadership, and ethics. It aims to serve as a center for supporting community, networking, research, and education related to concerns shared by students, staff, and faculty of diverse sexual orientations, gender identities, and expressions. The center welcomes all to participate in upcoming events and programs in an effort to collectively learn and actively promote social justice. The Lincoln LGBTQ+ Resource Center is located in Hemmingson Center, Suite 315.

Center for Community Action and Service Learning (CCASL)

For over twenty years CCASL has been putting Gonzaga's mission into action through a wide spectrum of volunteer and service-learning projects. CCASL's programs offer you the opportunity to develop a personal commitment to service, social justice, and leadership. We take seriously the Jesuit mission of forming, "women and men for and with others." You can find our office in the Hemmingson Center. CCASL serves as a resource center for students, faculty, alumni, and community partners.

Housed within CCASL are the following initiatives:

The Office of Community-Engaged Learning:

Gonzaga University has offered community-engaged learning (also known as service-learning) courses for over 15 years. These classes are taught across the curriculum and offered by the various schools, including the Law School. Over 1500 students are actively engaged in community-engaged learning each year. This office coordinates service fairs each semester which invite non-profit agencies to campus to share opportunities and recruit student volunteers.

Gonzaga Mentoring Initiative:

For over 20 years, the Center for Community Action and Service Learning (CCASL) has paired well-trained and passionate college students together with the school youth in the Spokane community. Started in 1995 with the creation of Campus Kids at Stevens and Logan Elementary, CCASL's Mentoring Programs have expanded by leaps and bounds. Today, we run 6 distinct mentoring programs in 12 Spokane Public Schools, with approximately 350 Gonzaga students serving over 700 youth.

Co-Curricular Student Engagement:

Student Engagement programs seek to provide students with a diversity of hands-on service and engagement experiences within the local Spokane community. These programs vary widely, from one-day experiences through the Zag Volunteer Corps, to ongoing service commitments with programs like Gonzaga Specialized Recreation and Homeless Outreach.

Service Immersion:

The CCASL service immersion programs strive to create awareness among students about the importance of service with and for others. Through week long trips students gain a better understanding of their personal values, those of their small group, and the community in which they serve. By employing the heads, hearts and hands of our students we hope to develop the mission-centered qualities of self-knowledge, a restless curiosity, a mature concern for others, and a thirst for justice. Immersion programs including Reality Camp; a pre-orientation experience, Justice in January, Mission Possible Spring Break, and the Amate International Summer Immersion.

Unity Multicultural Education Center (UMEC)

UMEC provides educational opportunities that cultivate mindfulness, intercultural development, and support the benefits of a pluralistic and inclusive environment. This office desires to meet the needs of a fluid demographic and provide the Gonzaga community with educational and social opportunities to raise cultural awareness. UMEC welcomes all to participate in upcoming events and programs in an effort to collectively learn and actively promote social justice. UMEC is located in Hemmingson Center, Suite 317.

On-going programs throughout the year include:

- BRIDGE (pre-orientation)
- LEADS Mentoring
- Multicultural Honors Society
- Speakers Series
- Diversity Monologues
- Spring Break Alternatives (immersion programs)

Transfer, Veteran, and Returning Adult Services

This office serves as your central point of information and provides you with the opportunity and resources to address any questions or concerns you may have about being a transfer, veteran, or returning adult student at Gonzaga University. We understand that transfer, veteran, and returning adult students face unique challenges when returning to college. We are committed to supporting your successful transition to college and to connecting you to the services available at Gonzaga to support your educational journey. We value and appreciate the diverse skills, talent, and knowledge that you bring to Gonzaga University.

Student Involvement and Leadership

The Department of Student Involvement is home to:

- The Graduate Student Council (GSC)
- The Gonzaga Student Body Association (GSBA)
- Student Clubs and Organizations
- Gonzaga Outdoors
- Payne Center for Leadership Development
- SpikeNites

The Graduate Student Council (GSC) is comprised of a president and council, who represent the various graduate programs at Gonzaga, the GSC acts as the conduit for voicing student (both on campus and online) concerns to the administration and seeks to improve graduate education and student life at Gonzaga University. The GSC encourages scholarship and professional development by administering scholarships to students attending and/or presenting at conferences. The GSC also organizes many academic and social events throughout the year.

Gonzaga Student Body Association (GSBA) is committed to helping students. Through programs, sponsorships, events, and other academic and social activities, GSBA strives to meet the student's needs. Gonzaga Activities Board (GAB) offers an array of events, from weekly coffeehouse artists, to guest speakers and lectures, and even big name concerts like Yellowcard and Ben Folds. GSBA also offers everyday programs like the Partnership in Education Readership Program, Safe Ride, the Wall, and much more! Most importantly, GSBA acts as the voice of the students to the administration. GSBA prides itself on a strong relationship with the faculty and administration which helps students' voice their concerns and suggestions. Need more information, a GSBA form, curious about GSBA funding or painting the wall? Visit the GSBA website at <http://gogsba.org/>

Student Clubs and Organizations: Gonzaga currently has over 130 active and recognized student clubs that cover a wide range of interest. GSBA and the office of Student Involvement and Leadership work together to provide support and services for all student clubs and their members.

Visit the Zagtivities site to view all the clubs and organizations that are available, and to learn how to sign up! Curious about starting a club? Check out Gonzaga's Student Group Policy. If you have questions about guidelines, policies, processes and/or resources for Gonzaga University Student Groups, check out the Gonzaga University Student Group Manual. For more information visit our website at www.gonzaga.edu/getinvolved

Gonzaga Outdoors strives to keep the outdoors as accessible as possible by providing inexpensive gear rentals, subsidized outdoor adventures, and educational clinics. Their goal is to give as many students as possible the opportunity to enjoy the beautiful local surroundings. A few of the activities offered by Gonzaga Outdoors focus on: Skiing/snowboarding, snowshoeing, hiking, backpacking, kayaking, biking, fishing, rock climbing, and more. The Gonzaga Outdoors office is located in lower Hemmingson. Contact us at 509-313-4189 or outdoors@gonzaga.edu

The Terry Payne Leadership Resource Center engages and supports all students seeking to develop their leadership potential and inspire positive change on campus and in their local and global communities. Our programs, services and resources offer students a deeper understanding of leadership in the Jesuit context of knowing self, building community, and impacting our world. We are also home to the Experiential Leadership Institute, a year-long leadership program for sophomore students.

Gonzaga's Community of Leaders is comprised of over 800 student leaders who facilitate, manage, and impact positive change for over 100 student clubs and organizations. The Payne Center helps students make meaning from their leadership experience and transform that learning into valuable lifelong leadership skills.

The Payne Center for Leadership Development offers a variety of services including:

Student Leadership Summits
SIL interns
Leadership Workshops and Consulting
Access to personal leadership inventories
Guest speakers and professionals in the field
Library of Leadership Resources

For more information visit our web-site at www.gonzaga.edu/Student-Development/leadership-resouce-center

SpikeNites is the late night programming series in Hemmingson Center. Every Friday and Saturday from 10pm-2am SpikeNites will feature free movies, video game tournaments, comedians, special events and late night food options. Learn more about SpikeNites on Zagtivities.

Career and Professional Development

Career and Professional Development (CPD) helps students clarify and attain their educational and career goals by 1) developing a collaborative, community-wide network of career educators, 2) offering relevant and meaningful services and programs to foster and support their success, and 3) teaching them how to navigate lifelong career development

CPD Services

- Individual Career Counseling & Advising: Schedule an appointment over the phone, by email or online at www.zagtrax.net. Open hours: 1-4pm Monday-Friday
- RESUMANIA: Monthly lunch hour resume review with free pizza!
- Career Assessment: Strong Interest Inventory, Myers Briggs Type Indicator
- Etiquette Dinner: Event highlighting proper dining and business etiquette
- Speed Mock Interviews: Practice your interview skills with employer representatives
- Workshops and Presentations: Representatives from Career & Professional Development regularly conduct workshops and seminars on career development around campus
- Internship Program: Learn how to prepare yourself, and find and develop internship opportunities related to your career goals
- Business Cards: Order Gonzaga branded student business cards through CPD

On-line Resources

- Career Beam: Job & internship posting board with career development guides and tools
- CareerShift: Job and internship posting board that facilitates communication with employers and serves as a job search document repository and disseminator
- GlassDoor: Online community that offers insight into employers based on employee generated content
- GoInGlobal: International job and internship posting board and database
- What Can I do With This Major: Database of career paths related to academic major

- ZagTrax powered by Handshake: Gonzaga's online career tool kit that lists job openings and employers specifically for Gonzaga students and alumni

Career Fairs

CPD hosts several career fairs throughout the year including:

- All Majors Career & Internship Fair
- Engineering & Computer Science Career & Internship Fair
- Partnership in Employment Career Fair

Career Treks

CPD organizes regional career development and networking events in popular geographic areas. Treks include visits to employers and opportunities for students to network with alumni and parents in the following locations:

- New York City (September/October)
- Spokane (October)
- Portland (January)
- Seattle (January)
- San Francisco (March)
- Silicon Valley (March)
- Denver (June)

Gonzaga Alumni Mentor Program (GAMP) is a career development and networking resource for students and alumni. This award winning program assists you in exploring alternative career fields and in developing a personal network of contacts by matching you with alumni mentors. The program has over 2000 participating alumni that represent a broad range of careers, experiences, and geographical locations. These mentors are willing to help you clarify academic and career decisions with real-world knowledge and experience. By taking part in this program you will gain realistic and current information from these Gonzaga graduates. You will also begin to develop the relationships you'll need to help you in the transition from school to the professional world of work. This program is intended for all majors and you are encouraged to use these services throughout your college experience.

Campus Security & Public Safety Department

This department facilitates the safety and security of students, staff, faculty, visitors and the property of the university. As part of the Division of Student Development, the Campus Security and Public Safety (CSPS) Department supports the educational and developmental missions outlined by the VP of Student Development. The department is open 24 hours a day, 365 days a year. Officers make regular checks of all university buildings and grounds with an emphasis on the residence halls and areas where students gather. Other services provided from this office are: safe escorts from location to location (on campus), jump starts, alarm checks, and suspicious activity investigations. CSPS works closely with the Spokane Police Department to coordinate criminal investigations and for requests of police services outside the authority of

this department. They also work collaboratively with all local law enforcement and emergency service providers. To contact the office of Campus Security & Public Safety dial (509) 313-2222.

Office of Institutional Inquiry

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance". (Title IX 1972)

Students, faculty, and staff are protected from any sex-based discrimination, harassment or violence. Sexual violence includes attempted or completed rape or sexual assault, as well as sexual harassment, stalking, voyeurism, exhibitionism, verbal or physical sexuality-based threats or abuse, and intimate partner violence.

Title IX protects any person from sex-based discrimination, regardless of their real or perceived sex, gender identity, and/or gender expression.

Programs of Study

College of Arts and Sciences

Master of Arts in Philosophy
Master of Arts in Theology and Leadership

School of Business Administration

Master of Accountancy
Master of Accountancy/Juris Doctor
Master of Business Administration
Master of Business Administration in American Indian Entrepreneurship
Master of Business Administration/Bachelor of Science in Engineering
Master of Business Administration/Juris Doctor
Master of Science in Taxation

School of Education

Master of Arts in Clinical Mental Health Counseling
Master of Arts in Leadership and Administration
Master of Arts in Marriage and Family Counseling
Master of Arts in School Counseling
Master of Arts in Sports and Athletic Administration
Master of Arts in Teaching English as a Second Language
Master of Counselling (site based)
Master of Education (School Administration) (Alberta)
Master of Education in Leadership and Administration (British Columbia)
Master of Education in Special Education
Master of Initial Teaching
Master of Initial Teaching, Special Education

School of Engineering and Applied Science

Master of Engineering in Transmission and Distribution Engineering

School of Nursing and Human Physiology

Master of Science in Nursing
Doctor of Nurse Anesthesia Practice
Doctor of Nursing Practice

School of Professional Studies

Master of Arts in Communication and Leadership
Master of Arts in Organizational Leadership
Doctor of Philosophy in Leadership Studies

Academic Citizenship

Academic Freedom of Students

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

Academic Honesty

A complete copy of the policy can be found at <https://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf>.

Grade Appeal

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

Minimum/Maximum Course Loads

Full-Time Status: The normal course load of a regular full-time graduate student is six semester credits.

Good Academic Standing, Unsatisfactory Academic Progress, Probation, and Academic Dismissal

Students are on **Academic Probation** whenever the *term and/or cumulative GPA* earned falls below a 3.00. To be in **Good Academic Standing** with the University, students must maintain a term *GPA* of 3.00 as determined at the end of every semester, beginning with the completion of the student's second semester at Gonzaga University. Good Academic Standing is required for all graduating students, and it may impact a student's ability to receive financial aid, or to represent Gonzaga in extra-curricular activities.

Students with unsatisfactory progress, may be subject to academic dismissal from the University. A notation of "Academic Dismissal" will appear on transcripts. Dismissed students have an opportunity for appeal.

Those receiving financial aid also may be subject to Financial Aid Satisfactory Academic Progress Probation and/or Suspension, which may result in additional financial consequences.

Satisfactory Academic Progress for Veterans

Veterans failing to achieve minimum standards of academic progress are placed on probation for the following semester and notified via email by the University's Veterans' Advisor. Should satisfactory academic progress not be achieved by the following term, certification of veteran benefits will be suspended and the VA Regional Processing Office will be notified. Certification of veteran benefits can resume once satisfactory progress standing is attained.

Class Attendance Policy

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

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

Participation in school activities or athletics does not exempt students from this standard policy on absences. The fact that a student has met the other course requirements (such as papers) is not sufficient to change a "V" to a passing grade. The University Class Attendance Policy may be modified for qualified students with documented short or long term disabilities. For more information or case consultation, contact Disability Resources, Education, and Access Management (DREAM).

Final Examinations

Final examinations are held at the end of each semester. Final examination times are listed for each semester on the [Registrar's Office web pages](#). Students making their travel arrangements for the end of each semester must take into account these final examination times.

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

Enrollment Verifications

On average, six times each semester the Registrar's Office transmits enrollment data to the National Student Clearinghouse for enrollment verification of students with federal and state loans. The Registrar's Office, upon timely notice, will also provide to any student a letter verifying his/her enrollment status to any agency. Students may print out their verification for insurance providers by accessing the National Student Loan Clearinghouse link through ZAGWEB.

General Academic Information

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

Admission to Candidacy

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

Degree Requirements

1. Earn a minimum cumulative grade point average of 3.00.
2. Only degrees and courses from a regionally accredited institution will be accepted.
3. For most programs undergraduate and post-baccalaureate level courses may not be counted toward a graduate or doctoral degree. Students majoring in the post-baccalaureate DNP degree program may use post baccalaureate coursework toward completion of the post-baccalaureate DNP degree unless the coursework was used toward completion of another academic credential (i.e. degree or certificate).
4. Courses used in the completion of a previous degree program may not be reused.
5. Fractional credit is never rounded on a cumulative GPA and major GPA. Credit is not waived toward the total minimum credits required for a Gonzaga degree.
6. Course attendance is not allowed without official registration and financial confirmation.
7. Payment of all indebtedness to Gonzaga University, the return of all equipment to the appropriate entity, and the return of all books to Foley Library are required prior to a prospective graduate's departure from Gonzaga. Holds may be placed on transcripts and diplomas for any of these or other deficiencies.
8. Formal application for graduation: students must file an application and pay the graduation application fee according to the instructions and dates published by the University Registrar. Degrees will be awarded upon completion of all requirements as of March, May, June, August, October, or December, with one public commencement ceremony held on the second Saturday in May.
9. Once a student has graduated from the University and a degree has been posted, no further change can be made to the academic record (i.e. grade changes).

Time Requirements for Degrees

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

advanced credit, whichever comes first. Students who wish to appeal to use course work older than five years will need to appeal to their Dean.

The Doctor of Nursing Practice (DNP) program requires completion of the post-master's DNP within a five-year period from the date of acceptance into the DNP program or from the first semester of enrollment into the DNP program. Students who wish to appeal to use course work older than five years will need to appeal to their Dean. Students in the post-baccalaureate DNP option have seven years from the date of acceptance into the DNP program or from the first semester of enrollment to complete degree requirements. Students who wish to appeal to use course work older than seven years will need to appeal to their Dean.

Challenge of Courses

Graduate-level courses may not be challenged.

Repeating Courses for Improved Grade

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

Academic departments are permitted to have more restrictive policies regarding repeating and/or withdrawing from courses. Students are advised to work carefully with their academic advisors and departments regarding departmental policies.

Individualized Study

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

Extension and Correspondence Courses

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

Thesis Information

Graduate students who are preparing their thesis for publication will work with their respective Program Directors.

International Graduate/PhD students:

To comply with immigration and reporting regulations, graduate international students on an F-1 or J-1 visa who have completed all required coursework, but remain on campus to complete their dissertation/thesis are required to enroll in a 1-credit thesis or dissertation course every fall or spring semester until completion. Please contact the International Student & Scholar Services Office for more information.

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.

Faculty are expected to be able to explain how final grades are calculated through the accumulation of points or percentages assigned in the evaluation of graded work. To indicate a student's quality of achievement in a given subject, final grades, in the form of letters and plus/minus indicators, are used by all instructors in the University's graduate programs. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F and V are assigned a "quality point value" for purposes of cumulative grade point average calculations, certification and consistency of grade assignment and reporting.

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

F	0.0	(computed in GPA)
	Grade awarded to students who complete the term and the course but fail to achieve course objectives.	
V	0.0	Failing (computed in GPA)
	Grade awarded to students who have not officially dropped or withdrawn from a course and consequently have not met class attendance requirements or participation in the course through the end of a semester. The grade is given at the discretion of the professor. Students should not assume that professors will automatically initiate course drops/withdrawals for non-attendance.	
S (Satisfactory)		Passing (not computed in GPA)
	grade of B or higher	
P (Pass)	Passing	(not computed in GPA)
	grade of B or higher	
NS (Non Satisfactory)		Failing (computed in GPA)
	grade of B- or lower	
W (Withdrawal)		(not computed in GPA)
RD (Report Delayed)		(not computed in GPA)

AU – Audit: No credit hours earned; does not apply toward a degree; the “AU” grade is not an option for instructors. Students must register for this grade mode no later than the close of the drop/add period.

I – Incomplete: May be 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 the Academic Vice President’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 730, 735-736, 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 within one year, an “IP” automatically becomes a “W” (unofficial withdrawal). Requests for time extension beyond the deadline must be submitted by the instructor to the Registrar’s Office by completing the Extension form and obtaining signatures from the Dean of the school the course falls under as well as the Academic Vice President. Once the course is complete and graded, the Change of Grade form needs to be processed and the grade will be entered on the student academic record by the Registrar’s Office.

P – Pass: Designated elective courses may be taken on the Pass/Fail grading option by student request, not that of the instructor. Students select this option before the drop/add registration period closes by completing the appropriate paperwork in the Registrar's Office. Letter grades assigned by instructors that are 'B' or higher are converted to 'P' grades at the end of the semester and grades of B- or below are converted to 'F' grades. The 'P' grade does not calculate into the grade-point average and the credits earned count toward the minimum number of credits required to graduate. The 'F' (fail) grade affects the cumulative GPA as a standard 'F' grade.

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 has the same effect as an “F” (failing) on the GPA. An “S” grade does not affect the GPA, and the credits earned are counted toward the total needed to graduate. Courses using this grade mode will not be converted to a standard grade.

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

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

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

Grade Point Average

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

Transfer of Credits

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

Course work must be advertised as distinctively graduate level by the transfer institution and must have been taken within the last five years from a regionally accredited institution. A minimum grade of a B (P grades must be defined as B or better) must be earned. Courses applied to a degree or certificate previously awarded are not transferable to the student's current program. It is important to note that all credits converted to semester credits, are not rounded up and are awarded only after signature approval for transfer of the course have been obtained on the Permission to Transfer Graduate Credit form. Transfer credits are used in the calculation of the graduate grade point average but are not entered on the student's transcript until the student has been admitted to candidacy.

Non-Gonzaga Transcripts

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

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 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 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.

Financial Aid Application

The Free Application for Federal Student Aid (FAFSA) is the required application for most financial aid programs. In order for Gonzaga to receive FAFSA data to determine eligibility for financial aid, applicants must list Gonzaga University, Spokane, Washington, federal school code "003778" in the School section of the FAFSA. The FAFSA is available on the internet 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 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 accepted for admission, the Financial Aid Office makes an award offer to the student via email. This offer generally includes loan funds and any scholarships or graduate assistantships of which the Financial Aid Office has been notified.

Loans

Federal Direct Unsubsidized Stafford Student Loans: The Unsubsidized Stafford Loan is a non-need based loan where the student is responsible for interest that accrues. The interest may be paid while in school or capitalized by adding it to the principal balance. The maximum loan is \$20,500 per year, but may be adjusted due to receiving other financial aid, or by the student's total cost of attendance. The FAFSA and a separate promissory note are required. The interest rate for the Federal Direct Unsubsidized Stafford Loan is established each June, and starts

accruing from the time funds are disbursed. The promissory note can be completed online at www.studentloans.gov.

Graduate Direct 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 established each June. 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 Direct Stafford Loan program before applying for a Graduate PLUS loan. The FAFSA and a separate application and promissory note are required. Students can apply for this loan and complete the promissory note at www.studentloans.gov around mid-April.

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. Approval of the private loans by the lender is based upon the creditworthiness of the student. For a list of lenders that have helped Gonzaga students in the past, please see our [website](#).

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 Development. Assistantships pay board, room, and in certain cases, a monthly stipend. Please contact the Student Development Office.

Satisfactory Academic Progress

The Higher Education Amendments of 1992, and the Washington State Higher Education Coordinating Board, require that a student receiving federal and/or state assistance must demonstrate satisfactory academic progress (SAP). In general, SAP is defined as "proceeding

toward successful completion of degree within a specified period.” The policies and procedures governing SAP and its relationship to financial aid are available from the Financial Aid Office, College Hall Room 129. Students with additional questions regarding this policy are invited to inquire at the Financial Aid Office. For more about SAP please refer to these [policies](#).

Financial Information

Student Costs and Payment Options

The University’s cost of providing a Gonzaga education is not borne solely by student tuition and fees. The annual Jesuit community gift, endowment income, and gifts of many types from individuals, firms, and foundations constitute some of the other revenue sources essential for a balanced budget.

However, revenue from student charges constitutes most of Gonzaga’s income. Student charges (less verified financial aid) are payable in full in U.S. dollars on a per semester basis, 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.

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, Discover and VISA with a 2.75% service fee. For additional information, go to: www.gonzaga.edu/studentaccounts and click on the ‘Billing and Payment’ link.

Third Party Sponsors

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

Refunds

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

The tuition adjustment schedules for dropped courses and complete withdrawals is posted at www.gonzaga.edu/studentaccounts and is also available in the Student Accounts and Financial Aid Offices.

Tuition and Fees 2016 - 2017

Included in tuition is a \$30 non-refundable Student Development Fee.

Tuition, per credit:

Doctoral Programs: (per credit)

Doctor of Philosophy in Leadership Studies.....	\$995
Doctor of Nursing Practice	\$975
Doctor of Nurse Anesthesia Practice	\$955

Master's Programs: (per credit)

Business	\$955
Communications and Organizational Leadership	\$920
Education, Sport and Athletic Administration	\$945
Engineering.....	\$950
MA/TESL - Fall/Spring.....	\$920
Nursing	
RN or BSN to MSN.....	\$935
FNP, AGNP, PMHNP	\$975
Philosophy	\$830
Theology and Leadership	\$700
Post Baccalaureate.....	\$945

Application Fee:

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

Deposit to Confirm Acceptance:

Doctor of Nurse Anesthesia Practice	\$1,000
Doctoral Programs	\$200
Masters	\$100

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)

Assessment	\$150
Assessment in Counseling.....	\$60
Counselor Education Practicum/Internship.....	\$260
Counselor Ed Career Development	\$40-\$60
Education Leadership and Administration	\$125-\$400
Education Field Experience (per credit).....	\$150
Orals	\$100-\$150
Professional Seminar	\$100-\$125
Special Education	\$15
Special Education Student Teaching.....	\$180
Teacher Education Methods.....	\$10
Teacher Education Student Teaching	\$180

School of Nursing and Human Physiology:

FNP Program Delivery:	\$150
NURS 605P, 606P, 607P, 661P, 662P, 663P, 664P, 665P, 683P	
FNP On-Campus Immersion:	\$150
NURS 605P, 606P, 607P, 661P, 662P, 663P, 664P, 665P	
PMHNP On-Campus Immersion:	\$100
NURS 601M, 631M, 632M, 633M	
PMHNP On-Campus Immersion Fee:	\$75
NURS 661M	
PMHNP Program Delivery NW (ID,MT,OR,WA):	\$150
NURS 631M, 632M, 633M, 661M, 662M, 663M, 683M	
PMHNP Program Delivery (National):	\$390
NURS 631M, 632M, 633M, 661M, 662M, 663M, 683M	
Advanced Health Assessment On-Campus Immersion:	\$275
NURS 600	
NE/HSL On-Campus Immersion:	\$85
NURS 633A, 633E 646E, 652E	
Clinical Administration Fee:	\$120
NURS 631A, 632A, 633A, 605P, 606P, 607P, 661P, 662P, 663P, 664P, 665P, 683P, 601M, 631M, 632M, 633M, 661M, 662M, 663M, 683M, 603E, 604E, 645E, 646E	
DNP Program Delivery Fee:	\$120
NURS 702	
DNP Immersion Fee:	\$200
NURS 705	

DNAP Program Delivery Fee: \$500
DNAP 704, 705, 706, 707, 708, 709

School of Professional Studies:

Doctoral Dissertation Fee \$245
Communication Leadership \$79-\$89
Organizational Leadership \$45-\$96

Other Fees:

Fitness Center Fee optional (per semester) \$150
Late Add/Drop Fee \$50
Degree Application Fee \$75
Late Degree Application Fee \$100
Mandatory Accident Insurance and Wellness Fee, per year \$50
Summer Session Administrative Fee \$45

Technology Fees:

Full-time Student, per semester \$130
Part-time Student, per semester \$70
All Students, Summer \$64

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 and/or provisions 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 \$2.00, whichever is greater, will be added to a student's account. A no payment/no arrangement fee of 3% of the total amount due will be charged to a student not meeting the established payment deadlines.

University Confidentiality of Records Policy

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, is a federal law regarding the privacy of student education records and the obligations of the institution, primarily in the areas of release of records and access provided to these records.

The intent of the legislation is to protect the rights of students, and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are recipients of federal aid administered by the Secretary of Education.

EDUCATION RECORDS

Any record maintained by Gonzaga that contains information that is personally identifiable to a student (in whatever format or medium) is considered to be an education record with some narrowly defined exceptions to include the following:

- Sole possession records or private notes held by a school official that are not accessible or released to other personnel.
- Law enforcement or campus security records created and maintained by a law enforcement agency for a law enforcement purpose.
- Employment records of an individual who is employed by the institution unless the employment is contingent on student status.
- Medical/psychological treatment records.
- Alumni records created after the student has graduated or left the institution.

STUDENT RIGHTS

At Gonzaga, FERPA rights belong to the student who is in attendance beginning with his/her first day of class regardless of age. The definition of a student applies to all students including continuing education students, students auditing a class, distance education students, and former students.

FERPA affords students the following basic rights in respect to their education record:

- Right to inspect and review their education record maintained by the school.
- Right to request an amendment to the record that the student believes are inaccurate or misleading.
- Right to consent to disclosure of personally identifiable information.
- Right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA.

CHALLENGING THE CONTENT OF EDUCATION RECORDS

A student who wishes to challenge information in their records must submit, in writing, a request for a hearing to the appropriate office maintaining the record, listing the specific information in question and the reasons for the challenge.

Hearings will be conducted by a university official who has no direct interest in the outcome of the hearing.

Students shall be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge.

The hearing officer will render a decision, in writing, noting the reason and summarizing all evidence presented within a reasonable time frame after the challenge is filled.

Should the hearing be in favor of the student, the record shall be amended accordingly. Should the request be denied, an appeal may be made in writing, and submitted to the university registrar within 10 days of the student's notification of the decision of the hearing officer. The appeal shall be heard by an appeals board of three senior university officials and a decision rendered, in writing, within a reasonable period of time.

Should the appeal be in favor of the student, the record shall be amended accordingly. Should the request be denied, the student may choose to place a statement with the record commenting on the accuracy of the information in the record and/or setting forth any basis for inaccuracy. When disclosed to an authorized party, the record will always include the student's statement and notice of the board's decision, as long as the student's record is maintained by the University.

PARENT RIGHTS

Once a student reaches the age of 18 or begins their attendance at a postsecondary institution regardless of age, FERPA rights transfer from the parent to the student. Parents can obtain information from their child's education record if the student has submitted a signed consent form to the Registrar's Office or if proof of dependency status has been provided through the receipt of a copy of the most recent income tax statement by the Registrar's Office.

SCHOOL OFFICIAL

A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

LEGITIMATE EDUCATIONAL INTEREST

When a school official requires access to a student's record in order to perform their instructional, supervisory, advisory, or administrative duties. FERPA allows universities to give school officials who have legitimate educational interest access to education records without the written and signed consent of the student.

DIRECTORY INFORMATION

Those data items that are generally not considered harmful or an invasion of privacy if disclosed. Each institution establishes what it considers to be directory information. Gonzaga University does not authorize distribution of listings of student names with addresses and/or telephone numbers to any entity outside of the University unless it is required by law or otherwise allowed by FERPA. Gonzaga has deemed the following information as directory information:

Student name	Year in school (class)
Addresses & phone numbers	Degree(s) received
E-mail addresses	Scholastic honors and awards received
Place of birth	Other educational institutions attended
Major field of study	Visual images (through photographs or videos)
Dates of attendance	Height and weight of athletic team member
Full or part time enrollment status	

Directory information may be published in a student directory or event program and released to the media and to the public for enrolled students.

Every student is given the opportunity to have directory information suppressed from public release through their signed consent on a form available from the Registrar's Office. With this agreement, the information will not be disclosed unless authorized under the Family Educational Rights and Privacy Act of 1974 (FERPA).

ANNUAL NOTIFICATION

Gonzaga notifies eligible students annually of their rights under FERPA. Gonzaga provides this notification to each student via e-mail and through publications such as the University catalogues.

FERPA ADMINISTRATION

GU Registrar's
Office College Hall 229
(509) 313-6592
(509) 313-5828 fax
registrar@gonzaga.edu
<http://www.gonzaga.edu/registrar>

AACRAO

<http://ferpa.aacrao.org>

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

<http://www2.ed.gov/policy/gen/guid/fpco>

College of Arts and Sciences

Dean: Elisabeth Mermann-Jozwiak

Associate Deans: Matt Bahr, Patricia Terry

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

Philosophy

Chairperson: Jay Ciaffa

Director of the Philosophy Graduate Program: David Calhoun

Professors: M. Alfino, B. Henning, T. Jeannot, D. Kries, W. Pomerleau, T. Rukavina (Emeritus), M. Tkacz, R.M. Volbrecht

Associate Professors: K. Besmer, D. Calhoun, J. Ciaffa, T. Clancy, S.J., B. Clayton, T. Di Maria, Q. Liu, E. Maccarone, W. Ryan, S.J. (Emeritus), E. Schmidt, J. Wagner

Assistant Professors: D. Bradley, C. Lassiter, D. Layne

Master of Arts in Philosophy

The Master of Arts program in Philosophy builds on the central place of philosophical study in Gonzaga's Jesuit, Catholic, humanistic identity. Through coursework, supervised study, examinations, and a thesis, the program stresses understanding of the main problems of philosophy as they emerge in the history of philosophy, knowledge of the major figures and movements of the history of philosophy, and attention to contemporary philosophy and social and applied ethics. The program's focus on fundamental questions of reality, knowledge, and the good promotes skills of reflection and self-examination, and prepares students for critical engagement with and across human cultures. These goals reflect the mission of the Philosophy Department and the mission and identity of Gonzaga University, particularly the goals of intellectual inquiry, development and discipline of the faculties of intelligence and moral judgment, and intelligent and morally informed leadership. The program provides students with resources to make use of philosophical concepts and skills in a variety of career contexts, including Ph.D. studies in philosophy and related disciplines, such as theology, law, and politics, and philosophy teaching at the introductory university or community college level.

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 Arts program are cross-listed with undergraduate courses, a Graduate Seminar restricted to graduate students only is offered each fall and spring semester. A limited set of graduate-level philosophy courses is also available during summer.

Admissions

Each applicant must submit the following materials:

1. A completed application form and a non-refundable application 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). Only degrees and courses from a regionally accredited institution will be accepted.
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 100 ibt or 250 cbt or 600 pbt 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.
7. Personal statement of philosophical background and interest.
8. A sample of philosophical writing (no more than 3500 words).

Prerequisite

B.A. with major (or acceptable background) in Philosophy from a regionally 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 (PHIL 699).
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)(PHIL 697).
4. Successful completion of a logic exam, testing skills up to and including the predicate calculus (PHIL 695).
5. The M.A. program has no foreign language requirement, but a thesis director may require a student to have competency in translating texts from a foreign language into English depending on the student's thesis topic.

PHIL 505 - History of Ancient Philosophy credits: 3

A survey of major figures and developments in ancient Greek and Hellenistic philosophy from Thales to Plotinus, using texts in translations. Fall.

PHIL 509 - Social Justice credits: 3

This course will critically consider famous theories of justice, as well as their applications to some social and moral problems.

PHIL 510 - History of Medieval Philosophy credits: 3

A survey of the major philosophical movements in the Latin, Greek, and Arabic traditions from the seventh to the fourteenth centuries. Attention is given to bibliography and methodology for research in medieval philosophy. Spring.

PHIL 513 - Theory of Knowledge credits: 3

Problems, positions and synthesis of the modes of human knowledge.

PHIL 516 - Marxism credits: 3

Some major writings of Marx, the social and intellectual history of Marxism, the relationship between Marxist theory and revolutionary practice, and contemporary problems in Marxism.

PHIL 520 - History of Modern Philosophy credits: 3

A survey from Descartes through Hegel. Fall.

PHIL 521 - American Philosophy credits: 3

- A study of major figures in the American philosophical tradition.
- PHIL 525** - Phenomenology credits: 3
Some proponents of phenomenological philosophy stemming from Husserl.
- PHIL 528** - Philosophical Hermeneutics credits: 3
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 530** - Metaphysics credits: 3
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 534** - Chinese Philosophy credits: 3
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 535** - C.S. Lewis credits: 3
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 536** - Walker Percy credits: 3
This course examines both fiction and non-fiction works by Walker Percy (1916-1990), with particular emphasis on his development of existential themes and C.S. Peirce's semiotics. We investigate Peter Augustine Lawler's description of Percy as a proponent of "postmodernism rightly understood."
- PHIL 538** - Philosophy of Love and Friendship credits: 3
Survey and analysis of influential accounts of love and friendship, including treatments of erotic/romantic love, friendship, and charity, within a framework provided by C.S. Lewis classic study 'The Four Loves'. Special attention will be given to the relation between views of love and the nature of happiness, proper treatment of others, human desire and psychology, character, self-love, and religious devotion.
- PHIL 541** - Symbolic Logic credits: 3
The study of modern symbolic logic (propositional and predicate). Metalogical issues (the syntax and semantics of formal systems) are discussed.
- PHIL 546** - Philosophical Reflections on Christianity and Science credits: 3
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 554** - Existentialism credits: 3
The movement from Kierkegaard to the present.
- PHIL 565** - Philosophy of Religion credits: 3
A study of the nature of religious experience and practice, and how religious language and belief relate to science, morality and aesthetics. Included is also a study of what is meant by 'God,' divine attributes and proofs for and against God's existence.
- PHIL 567** - Faith and Reason credits: 3
This course will address a cluster of fundamental problems of faith and reason--the nature of knowledge, especially in connection with religious claims, evidence for the existence of God,

the relevance of recent advances in cosmology to the Christian world view, the problem of evil and suffering, and the challenge of atheism.

PHIL 577 - Graduate Seminar credits: 3

A seminar will be scheduled for graduate students in philosophy each fall and spring semester. Topics will vary. Class size is limited to allow for greater student participation and writing.

PHIL 578 - Philosophy of Technology credits: 3

This course in applied philosophy involves reflection and self-understanding of our technology-saturated world. Examinations of well-known philosophers' writings on technology will be covered. Course goals include a deeper, more reflective understanding of the nature of technology, its role in our lives, its ethical implications, its political ramifications and its relation to society.

PHIL 579 - Graduate Seminar credits: 3

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.

PHIL 585 - Philosophy in Film credits: 3

Many current films raise first-order philosophical questions or issues, though few films are particularly good at solving those same problems or resolving the conflict underlying the issues. This course seeks to explore many contemporary films (none older than "Blade Runner") and the philosophical issues they raise, both by their explicit content and by their implicit content. Metaphysical issues about the mind and body relationship, the nature and extent of free will, and the nature of personal identity will be included. Some epistemological issues having to do with how well we can expect to have access to reality, and what might be among the impediments to the access, will also be included. The course generally avoids treating ethical or moral issues, but also takes an interest in the use of the emotions in films, the treatment of violence and human sexuality in films, the nature of comedy in films. Some attention will also be given to film techniques, especially from the point of view of the audience.

PHIL 586 - Seminar credits: 1-3

Topics will vary.

PHIL 587 - Seminar credits: 3

Topics will vary.

PHIL 588 - Seminar credits: 3

Topics will vary.

PHIL 611 - Continuing Research credit: 1

PHIL 690 - Directed Study credit: 1-7

Credits and material to be arranged. Must have form completed before registering.

PHIL 695 - Logic Requirement credits: 0

PHIL 697 - Comprehensive Examination credits: 0

Students must register via ZAGWEB for comprehensive exams.

PHIL 698 - Research credits: 1-9

PHIL 699 - Thesis credits: 6

Students must register via ZAGWEB for Thesis credits.

Religious Studies

Chairperson: Robert Hauck

Professors: M. Cook, S.J.(Emeritus), J. Dallen (Emeritus), H. Doohan (Emerita), L. Doohan (Emeritus), J. Downey, P. Hartin, R. Large, K. McCruden, P. McCormick, J. Milos, C.S.J, A. Nigro, S.J. (Emeritus), L. Schearing, C. Siejk, C. Skok (Emeritus), B. Tyrrell, S.J. (Emeritus)

Associate Professors: R. Hauck, S. Kuder, S.J., M. Rindge, J. Sheveland, A. Wendlinger

Assistant Professors: E. Clark, S. Dunn, E. Goldstein, A. Hughes, J. Mudd

Senior Lecturer: P. Baraza, V. Thompson

Lecturer: A. Bass, T. McKenzie, J. Nguyen, S.J., S. Starbuck

Master of Arts in Theology and Leadership

The Department of Religious Studies at Gonzaga University offers the Master of Arts in Theology and Leadership degree to meet the needs of persons seeking greater understanding and practical knowledge of theology and leadership. This program is designed as a terminal degree or as preparation for doctoral studies. Students enter the program as members of a cohort and progress through the program together. Students gather on campus during the summer for two residency experiences. Courses usually required for a degree can be waived by a Graduate Program Director when these areas have been previously studied in depth. This program provides graduate theological education and leadership formation 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. Graduates of these programs have combined their theological work with diverse career commitments, including church ministry, journalism, medicine, community service, chaplaincy, business and law, among others.

Admissions

Applicants must submit the following materials:

1. A completed Gonzaga University Master of Arts in Theology and Leadership application.
2. \$50.00 non-refundable application fee.
3. Two confidential letters of recommendation sent by the recommending persons directly to Gonzaga University using the official Religious Studies Confidential Recommendation Form.
4. A three to five page piece of the applicant's written academic work (in English). A complete paper is not required; it should be a piece of what the applicant considers a good example of his/her writing/research ability.
5. A one page statement of purpose (in English) responding to the following:
 - a. Describe your interests in Theology and Leadership.
 - b. Assess your current strengths and describe what you hope to gain from the Master of Arts in Theology and Leadership program.
6. The official score from either the Miller Analogies Test or the GRE general aptitude test (must be less than five years old). This requirement may be waived at the discretion of the program director.

7. Two official transcripts from each college or university attended. **International applicants must submit foreign transcripts in the original language and also in English. Only degrees and courses from a regionally accredited institution will be accepted.

International students must also provide the following:

1. Proof of English proficiency which can be satisfied by one of the following options:
 - a. TOEFL score of 550 or more if graduated from foreign college and where the native language is not English.
 - b. Proof of undergraduate studies (transcript) in the United States
2. Completed Financial Declaration with original supporting bank statements.

Prerequisites

An application is not complete and will not be evaluated until all materials have been received by the Office of the Dean of the Virtual Campus. Materials or fees submitted to another party do not constitute application to the program.

Applicants should have a B.A. in Religious Studies, Theology, or related area.

Applicants may be eligible for advanced standing of up to 6 credits for related graduate work as determined by the graduate program director(s). Applicants seeking advanced standing must petition the graduate director(s) in writing at the time of application.

Program Requirements

Students enter the program as members of a cohort and register for six credits per semester.

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 date of the earliest course accepted transfer credits, whichever occurs first.

Students in a degree program are required to maintain a minimum grade point average of 3.0. Students who fail to maintain a 3.0 cumulative grade point average may be put on probation or dismissed from the program. Credits which carry a letter grade of C-, D, F, AU, X, V, IP, RD or I will not be counted toward a graduate degree.

Only authorized courses for a degree will be counted in computing the grade point average. Courses not authorized will appear on the transcript with a letter grade awarded but will not affect the graduate grade point average.

Residency Experiences

- Students will participate in two residency experiences during the summer.
- During the first residency experience students will participate in the intensive residency portion of the 3-credit Christian Leadership core course.
- During the second residency experience students will participate in a 1-credit Leadership Seminar of their choice.

Comprehensive Exam

- Students who have completed their core courses will take a comprehensive exam.
- The comprehensive exam will be based on a bibliography developed in consultation with the student's advisor. The exam will be administered online, and assessed by a three person faculty committee including the student's advisor, and graded pass/fail.
- Students who fail the exam will have one opportunity to retake the exam within six months.

Financial Aid

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

Program Outline: 40 credits

RELI 505 (Summer On-site)	Introduction to Christian Leadership	1 credits
RELI 506	Systematic Theology I: God, Humanity, Christ	3 credits
RELI 507	Systematic Theology II: Spirit, Church, World	3 credits
RELI 510	Hebrew Bible/Old Testament	3 credits
RELI 519	New Testament	3 credits
RELI 530	Christian Moral Theology	3 credits
RELI 545	Church History	3 credits
RELI 581	Ignatian Spirituality	3 credits
Two of the following	Religion courses:	6 credits
RELI 526	Comparative Theologies	
RELI 539	Contemporary Ethical Issues	
RELI 562	Liturgy and Sacraments	
RELI 580	Spirituality and Ministry	
Two of the following	Leadership courses:	6 credits
ORGL 504	Organizational Communication and Leadership	
ORGL 505	Organizational Theory	
ORGL 506	Leadership and Intercultural Communications	
ORGL 518	Transforming Leadership	
One of the following	summer seminars: (Summer On-site)	3 credits
RELI 606	Mission Leadership Seminar	
RELI 607	Ministry Leadership Seminar	
RELI 698	Thesis	1 credit
RELI 699	Thesis	2 credits

RELI 500 - Research Methods in Religious Studies credits: 0

An orientation to techniques and resources for research and writing in religious studies. Taken on a pass/fail basis.

RELI 505 - Introduction to Christian Leadership credits: 3

Taken during summer orientation at the beginning of the student's entry into the program, this course provides an introduction to foundational theological questions related to Christian leadership and organizational theory. Summer.

RELI 506 - Systematic Theology I: God, Humanity, and Christ credits: 3

The first of a two course sequence, this course explores systematic questions regarding the nature of God, God's relationship with humanity, and the person and mission of Christ. Beginning with a consideration of theological method, the course introduces students to both classical texts and contemporary approaches to theological reflection, with a special emphasis on theologies of liberation and social justice. Fall.

RELI 507 - Systematic Theology I: Spirit, Church, and World credits: 3

The second in a two course sequence, this course explores systematic questions regarding the mission of the Spirit in the church and the world, including theologies of history and eschatology, but with special attention to the liturgical life of the church. The course provides a foundation for further studies in ecclesiology, liturgical theology, and ministry through an examination of classical and contemporary texts, paying particular attention to theological methods. Spring.

Pre-requisites: RELI 506

RELI 509 - Foundational Theology-Special Topics credits: 3

RELI 510 - Hebrew Bible/ Old Testament credits: 3

Examines the theological issues, major themes and development of the Hebrew scriptures.

Restrictions:

Must be in the following Field(s) of Study:

Theology and Leadership

RELI 514 - Hebrew Scriptures Special Topics credits: 3

RELI 519 - New Testament-Special Topics credits: 3

RELI 520 - Trends in Contemporary Theology credits: 3

A selective engagement of current themes and authors who are setting the course for theology in the 21st century.

RELI 526 - Comparative Theologies credits: 3

This course explores comparative theologies as 'faith seeking understanding' in the context and presence of the persons, texts and wisdom of one or more other religious traditions, with the aims of enacting solidarity with others and encountering fresh theological insights. The course rehearses the history of Christian views of other traditions (Theologies of Religions) and promptly moves forward with concrete experiments in comparison. Possible dialogue partners include Hindu, Buddhist, Jewish and Muslim texts and persons.

RELI 529 - Systemic Theology Special Topics credits: 3

RELI 530 - Christian Moral Theology credits: 3

How does theological ethics inform a Christian understanding of our practical moral life? This course will examine the fundamental concepts of Christian theological ethics and study their application to specific ethical issues and problems.

RELI 539 - Contemporary Ethical Issues credits: 3

- RELI 545** - Early Church History credits: 3
 The historical origins of Christianity and its development to the Reformation.
- RELI 549** - Church-Special Topics credits: 3
- RELI 569** - Liturgy- Sacraments-Special Topics credits: 3
- RELI 579** - Spirituality - Special Topics credits: 3
- RELI 581** - Ignatian Spirituality credits: 3
 The personal spirituality and legacy of St. Ignatius Loyola.
- RELI 606** - Mission Leadership Seminar credit: 1
 This seminar brings together graduate faculty and professionals in the field of mission leadership to discuss the challenges and strategies for mission integration in complex mission-based organizations including Health Care, Education, and Non-profit organizations. Students earning credit for the seminar will produce a major paper during the following Fall semester in consultation with the instructor. Summer.
- Pre-requisites:** RELI 505 and RELI 506 and RELI 507 and (RELI 510 or RELI 519)
- RELI 607** - Ministry Leadership Seminar credit: 1
 This seminar brings together graduate faculty and ministry professionals to explore challenges and opportunities in ministry leadership in the fields of liturgical ministry, parish ministry, and teaching. Students earning credit for the seminar will produce a major paper during the following Fall Semester in consultation with the instructor. Summer.
- Pre-requisites:** RELI 505 and RELI 506 and RELI 507 and (RELI 510 or RELI 519)
- RELI 611** - Continuing Research credit: 1
- RELI 690** - Directed Readings credits: 1-3
- RELI 698** - Thesis credit: 1
 The Thesis will be either a substantial work of theological scholarship or a detailed project (e.g., curriculum, program grant, mission integration initiative) related to the student's particular interest in ministry or leadership in the community. During fall semester, the student will develop a thesis/project outline in consultation with a faculty advisor.
- RELI 699** - Thesis credits: 2
 The Thesis will be either a substantial work of theological scholarship or a detailed project (e.g., curriculum, program grant, mission integration initiative) related to the student's particular interest in ministry or leadership in the community. During spring semester, students will complete their thesis/project and participate in an Online peer review forum.

Graduate School of Business Administration

Dean: Kenneth Anderson

Director of Graduate Accounting Programs: Gary Weber

MBA Programs Director: Christopher Stevens

Associate Dean for Undergraduate Programs: Molly Pepper

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

Erwin Graue Professor of Economics: K. Henrickson

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

Pigott Professor of Entrepreneurship: T. Finkle

Professors: K. Anderson, C. Barnes (Dean Emeritus), J. Beck, R. Bennett, E. Birrer, S. Bozman, K. Carnes (Emerita), C. Chen, T. Chuang, D. Elloy, J. Helgeson, K. Hickman, D. Law, P. Loroz, M. McPherson, J. Monks (Emeritus), M. Shrader, D. Stewart, W. Teets, W. Terpening (Emeritus)

Associate Professors: G. Barone, M. Beqiri, R. Bull Schaefer, N. Chase (Emerita), D. Hackney, K. Henrickson, R. Herzog, E. Johnson, S. Kern, L. Kurpis, V. Patil, M. Pepper, C. Stevens, A. Thatte, G. Weber, A. Voy, D. Xu

Assistant Professors: A. Brajcich, S. Hedin, M. Hoag, J. Morscheck, T. Olsen

Lecturers: C. DeHart, M. Joy, C. Lipsker

The School of Business was established in 1921 and is accredited by AACSB International - The Association to Advance Collegiate Schools of Business. As stated in its Mission, the School "develops professionally competent and intellectually curious graduates who exemplify the humanistic, ethical, and moral values of a Jesuit institution. We provide a challenging and supportive learning environment, with quality students and faculty marking our excellence. As part of a global environment, we promote relationships with regional, national, and international business and scholarly communities." To support the mission of the School of Business, the Graduate School of Business strives to develop in graduates the following competencies and qualities:

1. An ability to appropriately apply the advanced technical and analytical skills required for effective managerial decision-making.
2. An ability to integrate ethical perspectives and principles as well as a commitment to the common good into their conception of how business decisions ought to be made.
3. An ability to possess the interpersonal and organizational skills required to effectively manage within organizations.
4. An ability to understand diverse perspectives and the global reach of business decisions.

The majority of graduate classes are offered in the evening with some offerings in the early morning and late afternoons. Students can complete degree requirements on either a part-time or full-time basis.

Degrees Offered

Master of Accountancy (MAcc)

Master of Business Administration (MBA)

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

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

Master of Accountancy/Juris Doctorate (MAcc/JD)

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

For more information visit: www.gonzaga.edu/MBA or www.gonzaga.edu/MAcc

Admission Requirements

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

1. A completed application form and a non-refundable application fee (see www.gonzaga.edu/MBA or www.gonzaga.edu/MAcc).
2. Two online recommendations from professors, supervisors or managers.
3. One official set of transcripts from each college or university attended. International students must submit foreign transcripts in the original language and an English copy. A course-by-course report from ECE (Educational Credentials Evaluators) or WES(World Education Services) is to be sent directly to the Graduate School of Business. Only degrees and courses from a regionally accredited institution will be accepted. We will accept e-scrip transcripts.
4. Official Graduate Management Admissions Test (GMAT) score.
5. A professional resume detailing relevant work experience and professional objectives.
6. Answers to the three essay questions on the application.

International Applicants must also submit:

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

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

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

Tuition refunds are dependent upon the relevant Academic Calendar. Courses offered outside of the advertised semester-long schedule are subject to a refund of tuition that may be different from the standard University schedule.

Prerequisite Requirements

MBA Requirements

In order to enroll in all MBA course content, MBA students are required to complete the following pre-requisite coursework:

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

Many prerequisites can be completed alongside MBA level course content.

To be waived out of each of the eight pre-requisites below, students must have completed equivalent coursework in the past seven years with a minimum grade of a "C" or have significant work experience in the field.

- Microeconomics
- Macroeconomics
- Principles of Management
- Principles of Marketing
- Operations Management
- Managerial Accounting
- Business Law
- Management Information Systems

To be waived out of the three quantitative pre-requisites below, students must have completed them in the past four years with a minimum grade of a "B" or have significant work experience in the field.

- Statistics
- Principles of Finance
- Financial Accounting

Admitted students must consult with their advisor before registering for their first semester in order to evaluate their pre-requisites and to develop a plan for completing them. Pre-requisites can be fulfilled by:

- Successfully completing the appropriate three credit pre-requisite course.
- Successfully completing the appropriate one credit review course (only available for pre-requisites in Statistics, Principles of Finance, and Financial Accounting - must be pre-approved by the advisor).
- Successfully completing a proficiency exam offered by Gonzaga's School of Business or CLEP exam.

Pre-requisite course credits are not counted toward the graduate degree program credits. They must be taken in addition to the 33 credits required for the MBA degree.

MAcc Pre-Requisite Requirements

Prior to enrolling in graduate coursework required for the degree program, MAcc students are required to complete the following pre-requisite coursework:

- Microeconomics
- Macroeconomics
- Principles of Management
- Principles of Marketing
- Operations Management
- Financial Accounting
- Managerial Accounting
- Business Law
- Management Information Systems
- Statistics
- Principles of Finance
- Intermediate Financial Accounting 1 & 2
- Cost Accounting
- Principles of Taxation
- Auditing

To be waived out of these pre-requisites, students must have completed equivalent coursework in the past four years with a minimum grade of a "C." Alternatively, students must have completed equivalent coursework in the past seven years with a minimum grade of "B," or have significant work experience in the field.

Admitted students must consult with their advisor before registering for their first semester in order to evaluate their pre-requisites and to develop a plan for completing any that are needed. Pre-requisites can be fulfilled by:

- Successfully completing the appropriate three credit pre-requisite course.
- Successfully completing the appropriate one credit review course (only available for pre-requisites in Statistics and Principles of Finance - must be pre-approved by the advisor).
- Successfully completing a proficiency exam offered by Gonzaga's School of Business or CLEP exam.

Pre-requisite course credits are not counted toward the graduate degree program credits. They must be taken in addition to the 31 credits required for the MAcc degree.

MBUS Pre-Requisite Grading Policy:

All 500 level MBUS courses are graded as Satisfactory/Non-Satisfactory. If a student fails the MBUS 500 level course, it will be treated as an "F" and will calculate into the overall graduate GPA on the transcript. If a student re-takes the MBUS 500 level class and successfully passes it, then the fail grade "NS" will remain on the transcript, but will be removed from the overall graduate GPA calculation.

MACC Pre-requisite Grading Policy:

The MACC 500 pre-requisite courses are not Satisfactory/Non-Satisfactory. The grading policy will remain the same with traditional letter grades. If a student earns a "C-" or lower in a MACC 500 level course, it will be treated as an "F" and no credit will be given. The failing grade will be calculated into the overall graduate GPA on the student transcript. If a student re-takes the MACC 500 level class and successfully passes it the second time, then the failing grade will remain on the transcript, but will be removed from the overall graduate GPA calculation and credit will be given.

MBA Proficiency Exams Grading Policy

A "C" or better is required to receive a passing grade (professor discretion or 75%)

CLEP Exam Grading Policy

A 50 scaled score is required to pass (75%)

Master of Accountancy (MAcc)

The Gonzaga Master of Accountancy program provides a strong framework of courses promoting development and enhancement of the intellectual, technical, and interpersonal skills which are critical in today's business environment. The MAcc program is intended for those who are looking to pursue a career in the audit function of public accounting or in industry.

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 3.20 and at least 2.30 in each upper-division accounting course. Students must be admitted to the MAcc program before enrolling in any graduate-level class.

Foundation Courses

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

- MACC 560 Intermediate Accounting I
- MACC 561 Intermediate Accounting II
- MACC 563 Cost Accounting
- MACC 565 Federal Taxation
- MACC 564 Auditing

Degree Requirements

A total of thirty-one (31) credits of graduate coursework is required for the Master of Accountancy degree. Students must maintain a 3.00 or better grade point average.

MACC 600 Orientation Workshop	0 credit
MACC 603 Financial Accounting for Income Taxes	3 credits
MACC 640 Accounting Research and Practice	2 credits
MACC 641 Financial Statement Analysis	3 credits
MACC 661 Professional Writing Workshop	1 credits
MACC 663 Accounting Theory	3 credits
MACC 664 Professional Ethics	2 credits
MACC 665 Audit Research and Practice	3 credits
MACC 669 Integrating U.S. GAAP and IFRS	3 credits
MACC 672 Law and Regulation	3 credits

One of the following two courses 3 credits

MACC 670 Fraud and Forensic Exam

MACC 671 Forensic Accounting Lab

Electives* 5 credits

*Electives must be approved by the graduate advisor

MACC 561 - Intermediate Accounting II credits: 3

Continuation of MACC 560. Spring and Summer.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 560

MACC 563 - Cost Accounting credits: 3

An examination of the mechanics and application of accounting principles and concepts for planning, control, and decision making. Topics include cost behavior, job, process, and standard cost systems; budgeting and control; and activity-based costing. Fall and Summer.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 560

MACC 564 - Auditing credits: 3

A study of auditing concepts and practices. Includes audit planning and procedures, EDP auditing, statistical sampling, ethical considerations, and report writing. Fall.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 561

MACC 565 - Federal Taxation credits: 3

Fundamentals of federal taxation with emphasis on individual taxation and tax planning. Topics include income, deductions, losses, and credits in addition to capital asset and other property transactions. Spring.

Restrictions:

Must be in the following College(s):

School of Business

MACC 590 - Independent Study credits: 0-3

Restrictions:

Must be in the following College(s):

School of Business

MACC 600 - Orientation credits: 0

This zero credit Orientation is held one evening per semester just prior to the start of classes. It must be taken during the student's first semester in either the Master of Accountancy or Master of Business Administration programs. Topics include an orientation to the Graduate

School of Business programs, University facilities available to students, team-building, communications, and case analysis. Fall, Spring, and Summer.

Equivalent(s): MBUS 600, MTAX 600

Restrictions:

Must be in the following College(s):

School of Business

Must not be the following:

MACC 603 - Financial Accounting for Income Taxes credits: 3

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

Restrictions:

Must be in the following College(s):

School of Business

Equivalent(s): MACC 603

Prerequisite: MACC 561 and MACC 565

MACC 634 - Behavior Issues in Managerial Accounting credits: 1-2

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 502 or MBUS 560

MACC 635 - Business Behaving Badly credit: 1

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.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 502 or MBUS 560

MACC 640 – Financial Accounting Research and Practice credits: 2

This course emphasizes the development of research and professional writing skills in the context of the financial accounting standards and relevant interpretations. Fall.

Restrictions:

Must be in the following College(s):

School of Business

MACC 641 - Financial Statement Analysis credits: 3

This course provides an overview of the use of financial statement information in business analysis. As such, it will attempt to increase comprehension of financial statements in their related footnotes, introduce several tools and procedures common to financial statement analysis, expand understanding of the relationship between business transactions, environmental forces (e.g., political, economic, social) and reported financial information, examine how financial statement information can help solve certain business problems, and encourage logical and creative thinking about the strengths and weaknesses of information

available to decision-makers.

Restrictions:

Must be in the following College(s):

School of Business

MACC 660 - Advanced Financial Accounting credits: 3

Advanced topics in financial accounting, theory and practice. Subjects include incorporate investments, consolidated financial statements, international accounting, partnerships, and accounting for governmental and NFP entities. Fall.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 561

MACC 661 - Professional Writing Workshop credit: 1

This course will emphasize the fundamentals of business writing in a professional accounting environment. Fall and Spring.

Equivalent(s): MTAX 661

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 560 and MACC 561 and MACC 563 and MACC 564 and MACC 565

MACC 662 - Advanced Managerial Accounting credits: 3

A study of managerial accounting topics using the case methods. Students are required to apply analytic reasoning in designing and evaluating management accounting systems.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 560 and MACC 561 and MACC 563 and MACC 564 and MACC 565

MACC 663 - Accounting Theory credits: 3

This course examines the hypothetical, conceptual, and pragmatic principles which form the general frame of reference for financial accounting and reporting. Fall.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 560 and MACC 561 and MACC 563 and MACC 564 and MACC 565

MACC 664 - Professional Ethics credits: 2

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.

Equivalent(s): MTAX 664

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 560 and MACC 561

MACC 665 - Audit Research and Practice credits: 3

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. This course also emphasizes the development of research and professional writing skills in the context of the assurance function. Spring.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 564

MACC 666 - Advanced Federal Taxation credits: 3

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.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 565

MACC 668 - Not-For-Profit Accounting credits: 2

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. Spring.

Restrictions:

Must be in the following College(s):

School of Business

MACC 669 - IFRS and U.S. GAAP credits: 3

This course builds on intermediate-level coverage of various U.S. Generally Accepted Accounting Principles (GAAP) theory and practice issues dealing with accounting for business, adding coverage of selected advanced topics, then helping students integrate into their understanding of financial accounting similarities and differences between U.S. GAAP and International Financial Reporting Standards (IFRS). Related financial and managerial analysis and control topics will also be covered. Spring.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 561 and MACC 563

MACC 670 - Fraud and Forensic Examination credits: 3

This class provides prospective auditors, accountants, and managers with an awareness of the extent and significance of fraudulent activity, and an understanding of the methods and techniques of prevention and detection. Consideration is given to (1) asset misappropriations and other fraud against the company, committed by employees, suppliers, and others, (2) consumer fraud, and (3) fraudulent financial reporting, along with the role of ethics and corporate governance in minimizing fraud. Fall.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 564

MACC 671 - Forensic Accounting Lab credits: 3

Called the "Justice for Victims Project," this class is a joint program with members of the community (law enforcement, prosecutors, and local certified fraud examiners), that provides a select group of students with an opportunity to investigate real cases of suspected fraud that are referred by local law enforcement. Students are assigned to teams and are supervised by faculty and by mentors from the Spokane Chapter of the Association of Certified Fraud Examiners. The cases are selected based on financial need of the victim (primarily local small businesses and non-profit organizations). Student teams must complete a written forensic accounting report on their case, an internal control recommendation report for the client, and a formal presentation to law enforcement outlining their results. Enrollment is by application only. Fall and Spring.

Restrictions:

Must be in the following College(s):

School of Business

MACC 672 - Law and Regulation credits: 3

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.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 560 and MACC 561 and MACC 563 and MACC 564 and MACC 565

MACC 679 - International Accounting credits: 2 or 3

This course will compare and contrast accounting and financial reporting under International Financial Reporting Standards and U.S. GAAP, using official pronouncements, cases, and problems.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MACC 560 and MACC 561

MACC 690 - Directed Study credits: 1-3

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

Restrictions:

Must be in the following College(s):

School of Business

MACC 694 - Team Building Intensive credits: 2

This intensive, 2-credit course combines the highly interactive, challenge activities and in-class and outside assignments. Summer.

Equivalent(s): MACC 694

Restrictions:

Must be in the following College(s):

School of Business

MACC 695 - Management Consulting credits: 3

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.

Restrictions:

Must be in the following College(s):

School of Business

MACC 696 - New Venture Lab credits: 1-3

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

Restrictions:

Must be in the following College(s):

School of Business

MACC 697 - Internship credits: 0-3

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.

Restrictions:

Must be in the following College(s):

School of Business

MACC 699 - Special Topics credits: 1-3

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 (MBA)

The MBA of Choice

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

Degree Requirements

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

For more information visit: www.gonzaga.edu/MBA

Core Courses: 22 credits

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

Total Credits Required – 33 credits

MBA Concentration

In addition to the MBA of Choice, the Graduate School of Business offers the MBA with concentration in Finance (nine credits). Students can complete an emphasis in Ethics, MIS, Supply Chain Management or Sports Management (six credits). The MBA concentration permits a student to tailor coursework to match career and educational goals and interests. The core courses are the same for the concentration as they are for the MBA of Choice. Instead of 11 hours of electives, however, each of this program substitutes additional course requirements. These courses are offered on a two year cycle.

Finance Concentration

9 finance credits + 2 general electives/non-finance

Two of the following three courses: 4 credits

MBUS 660	Investments
MBUS 662	Advanced Corporate Finance
MBUS 665	Mergers and Acquisitions

Five credits from the following courses:

MBUS 660	Investments	2 credits
MBUS 662	Advanced Corporate Finance	2 credit
MBUS 665	Mergers and Acquisitions	2 credits
MBUS 683 *	Current Issues in Ethics	1 credit
MBUS 689 *	Current Issues in Finance	1 credit
MBUS 690 * (International Finance Only)	Current International Issues	1 credit

* Current issues courses covering different finance topics may be taken multiple times with the approval of your MBA advisor.

MBA in American Indian Entrepreneurship (MBA/AIE)

The MBA/AIE program prepares leaders to effectively manage and support sustainable business on American Indian reservations. The MBA in AIE program expands student's analytical skills, critical thinking, and tribal leadership skills in order to successfully address the unique demands facing tribal organizations and communities in a global economy.

The MBA in AIE program was created for faculty and staff at tribal colleges. There are strict criteria for eligibility that ensures students are working for tribal colleges and giving back to their Native American communities. The MBA in AIE is a two year cohort program that requires students come to campus for six weeks in the summer and one weekend during the fall and spring semesters. The remaining course work is completed via distance learning.

Admissions Requirements

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

1. A completed application form and a non-refundable application fee (see www.gonzaga.edu/MBA-AIE).
2. Two online recommendations from professors, supervisors or managers.
3. One official set of transcripts from each college or university attended. Only degrees and courses from a regionally accredited institution will be accepted. We now accept e-scrip transcripts.
4. Official Graduate Management Admissions Test (GMAT) score.
5. A professional resume detailing relevant work experience and professional objectives.
6. Answers to three essay questions.
7. Copy of Tribal Enrollment Verification Card (unless teaching at a tribal college)

*To be eligible students must be an enrolled member of a federally recognized American Indian tribe unless they are non-natives working at tribal colleges or native owned businesses.

For more information visit: www.gonzaga.edu/mba-aie

Degree Requirements

To complete the MBA/AIE degree program, thirty-five credit hours of 500 and 600-level graduate business administration courses are required beyond the pre-requisite courses. Students are expected to maintain a minimum grade point average of 3.00.

Curriculum: 35 credits

Summer 1 - Delivered On-Campus

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

Fall 1 – Delivered On-Line

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

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

Summer 2 – Delivered On-Campus

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

Fall 2 – Delivered On-Line

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

Spring 2 – Delivered On-Line

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

Total Credits Required: 35 credits

MBUS 500 - Economic Analysis credits: 3

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.

Restrictions:

Must be in the following College(s):

School of Business

MBUS 500T - Economic Analysis credits: 3

To familiarize the student with the concepts and tools of microeconomics and macroeconomics.

MBUS 501 - Review of Statistical Concepts credit: 1

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

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 502 - Review of Financial Accounting Concepts credit: 1

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

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 503 - Review of Finance Concepts credit: 1

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

Restrictions:

Must be in the following College(s):

School of Business

MBUS 510 - Marketing Analysis credits: 3

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

Restrictions:

Must be in the following College(s):

School of Business

MBUS 510T - Marketing Analysis credits: 3

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

MBUS 520 - Financial Management credits: 2

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

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 and (MBUS 560 or MBUS 502)

MBUS 520T - Financial Analysis credits: 3

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

MBUS 560 - Accounting Analysis credits: 3

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

Restrictions:

Must be in the following College(s):

School of Business

MBUS 560T - Accounting Analysis credits: 3

Professionals in many disciplines are likely to confront accounting and financial management issues regularly in their careers. This course is intended as an introduction to financial and managerial accounting concepts.

MBUS 583 - Legal Environment credits: 3

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.

Restrictions:

Must be in the following College(s):

School of Business

MBUS 590 - Directed Study

credits: 1-3

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

MBUS 600 - Orientation

credits: 0

This zero credit Orientation is held one evening per semester just prior to the start of classes. It must be taken during the student's first semester in either the Master of Accountancy or Master of Business Administration programs. Topics include an orientation to the Graduate School of Business programs, University facilities available to students, team-building, communication skills, and students will receive pertinent information regarding academic honesty, professional standards, and networking. Fall, Spring, and Summer.

Equivalent(s): MACC 600, MTAX 600

Restrictions:

Must be in the following College(s):

School of Business

MBUS 608 - Introduction Real Estate Investment

credit: 1

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

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: (MBUS 503 or MBUS 520) and MBUS 600

MBUS 610 - Econ Environment of the Firm

credits: 2

Managers must understand the nature and objectives of the firm in the economy. This course emphasizes how firms are affected by their market structure and how they interface with society, government and the global economy. Topics are selected from: competitive markets, market imperfections, pricing strategies, game theory, the economic model of human behavior, compensation and incentives, government regulation, fiscal and monetary policy, foreign exchange, and trade policy. Spring.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 500 and (MBUS 501 or MBUS 530) and (MBUS 600 and MACC 600)

MBUS 610H - Healthcare Economics

credits: 3

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

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 505H and (MBUS 600 or MACC 600)

MBUS 612 - Managing People and Performance credits: 2

This course focuses on understanding behavioral concepts necessary for the effective management of people in organizations. Current literature, case studies and simulations will be used to demonstrate application of concepts. Topics covered include perception, motivation, leadership, managing teams and conflict, supportive communication, leveraging diversity and performance management. Fall and Spring.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 530 and (MBUS 600 or MACC 600)

MBUS 612H - Healthcare Management credits: 2

Presentation of the basic concepts and theory underlying effective management practices, particularly those specifically necessary for managing in the healthcare arena. The course will focus on skill such as problem solving, creative thinking, supportive communication, managing conflict, and project management.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 505H and (MBUS 600 or MACC 600)

MBUS 613 - Quantitative and Stats Analysis credits: 2

This course is designed to expose students to the use of spreadsheet-based models and the scientific research process to support problem solving and decision making in a business environment. Emphasis is on the acquisition, analysis, and interpretation of data to solve business problems. Topics include an overview of statistical thinking and basic statistical analysis, analysis of variance techniques, and regression analysis. Case problems may be used to provide practical experience in data analysis and interpretation. Fall and Spring.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 530 and (MBUS 600 or MACC 600)

MBUS 614 - Business Ethics credits: 2

In general, business ethics is the study of ethical concerns that arise in connection with business as it is currently practiced, typically in a capitalist setting. This particular course, given the audience, will focus on a handful of basic points of interest that relate essentially to the business lives of managers, especially entrepreneurial managers.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 614H - Healthcare Ethics credits: 2

Consideration of the ethical issues facing healthcare managers. Students will have the opportunity to apply ethical principles to the practical management problems frequently found in healthcare settings.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 505H and (MBUS 600 or MACC 600)

MBUS 615H - Healthcare Law credits: 2

The course will ensure a student learns about how we currently deliver healthcare in the United States, and the legal challenges facing healthcare providers, consumers, and regulators. The course will cover national healthcare policy, control of and access to healthcare, costs of delivering healthcare, private health insurance and managed care, public healthcare programs (Medicare and Medicaid), the structure of the healthcare enterprise, forms of healthcare business enterprises, and conflicts of interest in healthcare delivery.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 505H and (MBUS 600 or MACC 600)

MBUS 615T - Small Business Marketing credits: 3

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.

Restrictions:

Must be in the following College(s):

School of Business

Pre-requisites: MBUS 510

MBUS 616 - Strategic Management credits: 2

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. Completion of the functional core courses required prior to registration and is preferably taken in the student's final semester. Fall and Spring.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 530 and (MBUS 600 or MACC 600)

MBUS 616T - Tribal Strategic Management credit: 1

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. Completion of the functional core courses required prior to registration and is preferably taken in the student's final semester. Summer.

Restrictions:

Must be in the following College(s):

School of Business

MBUS 617 - Tribal Leadership credit: 1

This course offers an interdisciplinary and cross-cultural examination of leadership in tribal communities. It will examine the cultural and business implications of the leadership challenge in tribal economic and political systems by addressing the fundamental questions: What are distinguishing theories and practices of effective tribal leadership that define its cultural acumen in postmodern times? Using critical pedagogical strategies, students will study the history causes, structures and consequences of this notion called "tribal leadership."

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 624 - Finance Theory and Practice credits: 2

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.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 502 and MBUS 520 and (MBUS 600 or MACC 600) and MBUS 629

MBUS 624H – Management of Healthcare Finance credits: 2

Application of financial theory and advanced techniques to the managerial decisions of healthcare organizations. Included are topics such as working capital management, cost of capital, risk evaluation, investment decisions, and mergers and acquisitions.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 502 and MBUS 505H and (MBUS 600 or MACC 600)

MBUS 625 - Operations Theory and Practice credits: 2 or 3

The main purpose of this course is to help graduate business students understand the impact of operations in determining the best strategies for the business as a whole. The course covers the main principles and concepts pertaining to such issues as the development of a manufacturing strategy, order winners and order qualifiers, lean manufacturing/thinking and six sigma, process choice and product profiling, supply chain management, manufacturing planning and control systems (MPC), etc.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: (MBUS 501 or MBUS 530) and MBUS 540 and (MBUS 600 or MACC 600)

MBUS 625H - Healthcare Operations credits: 3

The purpose of this course is to help graduate business students understand the impact of operations in determining the best strategies in healthcare. The course covers the main principles and concepts pertaining to such issues as the development of service strategy, order winners and order qualifiers, lean thinking and six sigma, benchmarking, service supply chain management and outsourcing.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: (MBUS 501 or MBUS 530 or MBUS 505H) and (MBUS 600 or MACC 600)

MBUS 626 - Information Systems Theory and Practice credits: 2 or 3

This course introduces information system theories and explores issues related to managing and using IS functions and resources from a managerial perspective. The course also investigates the overall information resources of an organization and the strategic role of IS in improving/creating competitive advantages. Real world cases that show how companies have put ideas into practice are examined and discussed.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 535 and (MBUS 600 or MACC 600)

MBUS 626H - Healthcare Information Systems credits: 2

This course is designed to introduce students to the complex and diverse world of healthcare by exploring the history, current applications, and the future of information, information management and information technology within the healthcare field. Topics may include: Healthcare information technologies to support clinical processes and decision support; trends in electronic health records and computerized physician order entry systems; integrating digital imaging, laboratory, and pharmacy system for different contexts; patient privacy; system security, and ethical issues. Industry leaders will be invited to share their ideas and experiences with students throughout the course.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 505H and MBUS 535 and (MBUS 600 or MACC 600)

MBUS 627 - Marketing Theory and Practice credits: 2

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.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 510 and (MBUS 600 or MACC 600)

MBUS 628 - Managerial Accounting credits: 2

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

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 502 or MBUS 560) and MBUS 501 and (MBUS 600 or MACC 600)

MBUS 629 - Corporate Financial Reporting credits: 2

Corporate financial accounting theory and reporting practice will be studied. The emphasis will be on the analysis and use of corporate financial reports in business decision-making. Ethical dimensions of corporate financial reporting will be considered, as well as more traditional technical topics, which may include receivables, inventory, long-lived assets, investments, leases, pensions, revenue, recognition, fair value measurements, stock option accounting, or financial derivatives.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: (MBUS 502 or MBUS 560) and (MBUS 600 or MACC 600)

MBUS 629H - Financial Reporting for HCM credits: 2

The objective of this course is to guide students in understanding healthcare organizations, their accounting and reporting characteristics, as well as the issues pertaining to: performance evaluation, financial reporting analysis, valuation, budgeting, auditing and control. This course will emphasize the understanding of the role of Healthcare Organizations (HCO) and their unique characteristics as well as how financial statements are created, interpreted and analyzed. Thus, this course will teach the theory emphasizing the use of accounting in HCOs as a tool for decision-making and problem solving through the use of analytical and critical thinking. Therefore, students will be expected to demonstrate their knowledge of accounting and financial reporting issues through written and oral analysis.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: (MBUS 502 or MBUS 560) and (MBUS 600 or MACC 600)

MBUS 641 - Sports Economics credits: 2

Explores the economic incentives present in professional and amateur sports. Specifically, the business of sports is examined including: revenue maximization, ticket pricing, league structure, stadium financing, advertising, labor relations/player pay, federal anti-trust exemptions, and Title IX.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 500 and (MBUS 600 or MACC 600)

MBUS 647T - Entrepreneurship credit: 1

The primary objective of this course is to give the student an understanding of the entrepreneurial process. This includes: An understanding of the entrepreneur, an analysis of the role of the entrepreneurship in the economy, business plan development, financing concerns, strategic issues. This objective will be accomplished with a special emphasis on the process as it applies to the American Indian community.

Restrictions:

Must be in the following College(s):

School of Business

MBUS 651H - Change Management credit: 1

This course examines the strategic importance of a healthcare organization's ability to deal

effectively within a framework of complex organizational change. Perspectives of the environment, leadership, culture, process, and human resources will be considered.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 505H and (MBUS 600 or MACC 600)

MBUS 654H - Community Health Promotions

credit: 1

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

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 505H and (MBUS 600 or MACC 600)

MBUS 655 - Insurance Topics for HCM

credit: 1

Topics in this course include the economics of insurance and information. We will discuss strategies to manage risk and uncertainty and how profit is affected in an environment of uncertainty. We will learn about how hidden actions and information can lead to moral hazard and adverse selection and how to mitigate these problems. We will discuss how this specifically applies to the health insurance industry. Finally, we will learn about different types of auctions, the optimal bid in these auctions, and the expected revenues from these auctions.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 660 - Investments

credits: 2

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.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: (MBUS 501 or MBUS 530) and (MBUS 503 or MBUS 520) and (MBUS 600 or MACC 600)

MBUS 661 - Sustainable Business

credit: 1

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

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: (MBUS 503 or MBUS 520) and (MBUS 600 or MACC 600)

MBUS 662 - Advanced Corporate Finance credits: 2

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.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: (MBUS 503 or MBUS 520) and (MBUS 600 or MACC 600)

MBUS 664 - Derivatives credit: 1

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.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: (MBUS 503 or MBUS 520) and (MBUS 600 or MACC 600)

MBUS 665 - Mergers and Acquisitions credits: 2

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.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: (MBUS 503 or MBUS 520) and (MBUS 600 or MACC 600)

MBUS 680 - Current Issues in Operations credit: 1

This course will address a variety of topics related to the subject of Operations. Subjects may include, but will not be limited to: logistics, supply chain management, process flow, project management, quality and operational research methods. The subject of Current Issues in Operations will vary between the Fall and Spring semesters of each year.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 681 - Current Issues in Information Systems credit: 1

This course will address a variety of topics related to the subject of Information Systems. Subjects may include, but will not be limited to: the use of systems in decision making, information systems design, the use of data in organizations, and e-commerce and information tools. The subject of Current Issues in Information Systems will vary between the Fall and

Spring semesters of each year.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 510 and (MBUS 600 or MACC 600)

MBUS 682 - Current Issues in Managerial Accounting credit: 1

This course will address a variety of topics related to the subject of Managerial Accounting.

Subjects may include, but will not be limited to: accounting decision-making tools, the accounting behavior of organizations, forensic accounting, and the communication of accounting information. The subject of Current Issues in Managerial Accounting will vary between the Fall and Spring semesters of each year.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 510 and (MBUS 600 or MACC 600)

MBUS 683 - Current Issues in Ethics credit: 1

This course will address a variety of topics related to the subject of Ethics. Subjects may include, but will not be limited to; ethical decision-making, the application of ethics in disciplinary or cultural contexts, and case studies in ethical and unethical business practices. The subject of Current Issues in Ethics will vary between the Fall and Spring semesters of each year.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 510 and (MBUS 600 or MACC 600)

MBUS 683T - Legal Environment: Indian Coutry credits: 2

This course provides an introduction to the basic principles of the legal environment within which business operates. The course will cover the historical and cultural development of law, as well as practical applications to current business issues. Although the readings will be highlighted in class, students will bear the major responsibility for text assignments. Classroom discussions should focus more on specific legal issues involving doing business on Indian reservations.

Restrictions:

Must be in the following College(s):

School of Business

MBUS 684 - Current Issues in Marketing credit: 1

This course will address a variety of topics related to the subject of Marketing. Subjects may include, but will not be limited to; buyer behavior, new product promotion, advertising, digital media, creativity, and marketing communications. The subject of Current Issues in Marketing will vary between the Fall and Spring semesters of each year.

Restrictions:

Must be in the following College(s):

School of Business

Must be assigned one of the following Student Attribute(s):

Prerequisite: MBUS 510 and (MBUS 600 or MACC 600) and MBUS 613

MBUS 685 - Current Issues in Financial Reporting credit: 1

This course will address a variety of topics related to the subject of Financial Reporting. Subjects may include, but will not be limited to: the use of financial reporting systems, communication of financial data to stakeholders, and financial strategy. The subject of Current Issues in Financial Reporting will vary between the Fall and Spring semesters of each year.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 510 and (MBUS 600 or MACC 600)

MBUS 686 - Current Issues in Management credit: 1

This course will address a variety of topics related to the subject of Management. Subjects may include, but will not be limited to: strategic decision-making, human resources, performance appraisal, negotiations, organizational effectiveness. and conflict resolution. The subject of Current Issues in Management will vary between the Fall and Spring semesters of each year.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: (MBUS 501 or MBUS 530) and (MBUS 600 or MACC 600) and MBUS 613

MBUS 687 - Current Issues: Entrepreneurship credit: 1

This course will address a variety of topics related to the subject of Entrepreneurship. Subjects may include, but will not be limited to; idea development and appraisal, entrepreneurial decision-making, new venture strategy, sales, small business management, and not-for-profit organizational development. The subject of Current Issues in Entrepreneurship will vary between the Fall and Spring semesters of each year.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 510 and (MBUS 600 or MACC 600)

MBUS 688 - Current Issues in Economics credit: 1

This course will address a variety of topics related to the subject of Economics. Subjects may include, but will not be limited to: emerging economies, global markets, economic analysis, economic behavior, and economic models of industries and cultures. The subject of Current Issues in Economics will vary between the Fall and Spring semesters of each year.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 510 and (MBUS 600 or MACC 600)

MBUS 689 - Current Issues in Finance credit: 1

This course will address a variety of topics related to the subject of Finance. Subjects may include, but will not be limited to; real estate, investments, financial markets, the use of financial modelling tools, valuation, and the role of risk. The subject of Current Issues in Finance will vary between the Fall and Spring semesters of each year.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 690 - Current International Issues credit: 1

This course will address a variety of topics related to the subject of International Business. Subjects may include, but will not be limited to: international markets, the impact of government and culture on business, doing business internationally, global logistics, international finance, and ethical decision making in a global economy. The subject of Current International Issues will vary between the Fall and Spring semesters of each year.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 690H - Special Topics in Healthcare credits: 1-3

These seminars cover topics of importance to healthcare professionals. This course may be repeated for credit with a change in subject matter.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 505H and (MBUS 600 or MACC 600)

MBUS 694 - Team Building Intensive credits: 2

This intensive, 2-credit course combines the highly interactive, challenge activities and in-class and outside assignments. Summer.

Equivalent(s): MACC 694

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 695 - Small Business Consulting credits: 1-3

Practicum in providing management assistance to small business and nonprofit organizations in marketing, management, finance, accounting, information systems, operations, and related business areas. Student teams will meet with clients and develop a proposal outlining specific objectives and expected outcomes to be achieved. A final written report will be presented to the client outlining their analyses and recommendations along with implementation strategies. The course will also examine the management of the consulting process, and the role of the consultant as an agent for organization change.

Restrictions:

Must be in the following College(s):

School of Business

MBUS 697 - Internship credits: 1-3

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.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 698 - Research Project

credits: 1-3

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.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 699 - Special Topics

credits: 1-3

These seminars cover topics of importance to business professionals. This course may be repeated for credit with a change in subject matter.

Restrictions:

Must be in the following College(s):

School of Business

Prerequisite: MBUS 600 or MACC 600

MBUS 699T - Tribal Seminar Topics

credit: 1

This course will bring Native American Entrepreneurs and Business Leaders together in the summer to meet with and talk about the issues in tribal business and learn about their successes and obstacles.

Restrictions:

Must be in the following College(s):

School of Business

Master of Science in Taxation

The Gonzaga Master of Science in Taxation (MST) program is designed to equip students with a strong technical skill set, enhanced communication skills and a framework with which to approach the complex problems and issues faced by taxpayers in today's global economy. Significant emphasis is placed on issue identification, problem solving, and tax planning. The program also seeks to assist students in the preparation for the CPA examination.

Current Gonzaga undergraduate accounting majors may apply for the MST 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 3.20 and at least 2.30 in each upper-division accounting course. Students must be admitted to the MST program before enrolling in any graduate-level class.

Foundation Courses

The foundation (pre-requisite) courses for the MST 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:

- MACC 560 Intermediate Accounting I
- MACC 561 Intermediate Accounting II
- MACC 563 Cost Accounting
- MACC 565 Federal Taxation
- MACC 564 Auditing

Degree Requirements

A total of thirty-one (31) credits of graduate coursework is required for the Master of Science in Taxation degree. Students must maintain a 3.00 or better grade point average in order to progress through and to graduate from the program.

MTAX 600 Orientation Workshop	0 credit
MTAX 603 Financial Accounting for Income Taxes	3 credits
MTAX 604 C Corporation Taxation	2 credits
MTAX 605 Partnership Taxation	3 credits
MTAX 606 Wealth Transfer Taxation	2 credits
MTAX 607 Taxation of Property Transactions	3 credits
MTAX 608 State & Local Tax Concepts	1 credit
MTAX 610 International Taxation	2 credits

MTAX 612 Tax Theory	2 credits
MTAX 614 S Corporation Taxation	1 credit
MTAX 616 Income Tax of Estates and Trusts	1 credit
MTAX 620 Tax Planning for Business Transactions	3 credits
MTAX 621 Tax Periods & Methods	1 credit
MTAX 661 Professional Writing Workshop	1 credit
MTAX 664 Professional Ethics	2 credits
MTAX 667 Tax Research & Practice	2 credits
Tax Electives*	2 credits

*Electives must be approved by the graduate advisor

MTAX 600 - Orientation credits: 0

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

Equivalent(s): MACC 600, MBUS 600

MTAX 603 - Financial Accounting for Income Taxes credits: 3

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

Equivalent(s): MACC 603

Prerequisite: MACC 561 and MACC 565

MTAX 604 - Corporate Taxation credits: 3

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

Prerequisite: MACC 565

MTAX 605 - Partnership Taxation credits: 3

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

Prerequisite: MACC 565

MTAX 606 - Estate and Gift Taxation credits: 3

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

Prerequisite: MACC 565

MTAX 607 - Taxation of Property Trans credits: 3

This course will survey several important areas related to the federal income taxation of property transactions. Emphasis will be on federal income tax treatment of sales and other dispositions of property, including deferred payment sales and non-recognition transactions. Potential specific topics include depreciation, the effect of debt on basis and amount realized calculations, characterization, limitations on loss allowances, like kind exchanges, involuntary conversions, installment sales and leasing.

Prerequisite: MACC 565

MTAX 608 - State and Local Tax Concepts credit: 1

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

Prerequisite: MACC 565

MTAX 610 - International Tax Concepts credits: 2

This course covers the basics of the taxation of foreign income of U.S. citizens and corporations, and of U.S. source income of foreign persons and corporations. In addition, there is discussion of planning for organization of foreign operations under the tax laws.

Prerequisite: MACC 565

MTAX 612 - Tax Theory credits: 2

This course examines some of the key tax doctrines and concepts that underpin the taxation of businesses and individuals, as well as the court cases that created them. Emphasis will be on how those concepts and theories affect taxpayers today.

Prerequisite: MACC 565

MTAX 613 - IRS Practice and Procedure credits: 2

This course studies a wide range of tax procedure and IRS practice, including an analysis of the laws pertaining to tax procedure and how the IRS interprets and applies those laws. The course will include descriptions of how the IRS operates. Suggested techniques for representing clients before the IRS are also presented.

Prerequisite: MACC 565

MTAX 620 - Tax Plans for Business Trans credits: 3

This course examines the tax and business planning aspects of taxable and nontaxable transfers of businesses and real estate. Particular attention will be given to planning whether to use asset sales or stock sales, structuring financing for acquisitions and techniques for compensating investors. The course will also explore the taxation of partnerships, S corporations and limited liability companies and their special application to corporate and real estate acquisitions.

Prerequisite: MACC 565

MTAX 621 - Tax Periods and Methods credit: 1

This course examines timing issues related to the Federal income tax, including adoption of the

changes in accounting periods, cash and accrual methods of accounting, tax consequences of changing from one method of accounting to another, installment methods of accounting, time value of money issues (original issue discount), the Uniform Capitalization Rules, and accounting for long-term contracts.

Prerequisite: MACC 565

MTAX 661 - Professional Writing Workshop credit: 1

This course will emphasize the fundamentals of business writing in a professional accounting environment.

Equivalent(s): MACC 661

Prerequisite: MACC 560 and MACC 561 and MACC 563 and MACC 564 and MACC 565

MTAX 664 - Professional Ethics credits: 2

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.

Equivalent(s): MACC 664

Prerequisite: MACC 560 and MACC 561

MTAX 667 - Tax Research and Practice credits: 2

This course encompasses a study of tax research methodology, tax policy, and tax practice. Topic areas include various tax research techniques, tax administration and professional responsibilities, as well as international taxation.

Prerequisite: MACC 565

Dual Degree Programs

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

Students who wish to pursue both the MBA and MAcc degrees may do so through the dual MBA/MAcc program. Students must apply to both programs. Nine credit hours previously earned in either the MBA or MAcc program may be transferred into the other program. The result is that the total credit hours required for both the MBA and MAcc degrees will be reduced by nine. Consequently, the total graduate level credit hours required for both degrees would be reduced from 64 (33 plus 31) to 55.

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

Master of Accountancy/Juris Doctor (MAcc/JD)

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

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

Degree Requirements

Normally, the student will complete one year of Law School before beginning MBA or MAcc classes. The total combined credits must be 112 for the MACC/JD and 114 for the MBA/JD. In both cases, this represents a reduction of nine credits from the 121 or 123, which would be required if the student were to take both degrees separately. No more than six of these nine credits may be waived from either program. With the exception of the reduction in the total number of credits described, all requirements of both schools must be satisfied.

Master of Business Administration and B.S. in Engineering

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

take the MBA pre-requisite courses during their sophomore, junior and senior years and apply for the MBA program during their senior year.

Undergraduate students will not be accepted into the MBA program until they have completed their undergraduate degree and are not allowed to take any 600 level courses until their undergraduate degree is granted. Foundation courses required for the MBA program are:

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

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

School of Education

Dean: Vincent C. Alfonso

Associate Dean: Diane C. Tunnell

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

Associate Professors: R. Bialozor (Emeritus), J. Cox, J. D'Abov (Emeritus), J. Dixon (Emerita), S. Girtz, P. Hastings, J. Hunter, M. Jeannot, C. Johnson, D. Nieding, K. Rickel, C. Salina, M. Savage, J. Shepard, J. Sunderland (Emeritus) , J. Traynor, M. Young

Assistant Professors: N. Calkins, A. Case, D. Garrett, M. Ghoston, H. Nordstrom, M. Person, E. Radmer, J. Smith, A. Wissel

Lecturers: C. Caniglia, C. Dieter, J. Hamilton, J. Neyman, K. Nitta

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 and this tradition and mission are embodied in our theme statement: Preparing socially responsible professionals who serve with care, competence, and commitment.

Accreditation

All teacher preparation degree programs and elementary, secondary, and advanced certification programs in the School of Education are accredited 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 fully approved by the Washington State Professional Educators Board (PESB).

The School Counseling, Clinical Mental Health Counseling, and Marriage and Family Counseling master's programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is an accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Master's programs offered in British Columbia, Canada have received consent from the British Columbia Ministry of Advanced Education and the Degree Quality Assessment Board (DQAB). Master's programs offered in Alberta, Canada have been approved by the Alberta Ministry of Advanced Education and Technology, and the Campus Alberta Quality Council (CAQC).

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 of Superintendent of Public Instruction (OSPI), and outside accreditation agencies. The School of Education takes seriously its responsibility to communicate all changes to students. Students must be sure to meet with 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 Clinical Mental Health Counseling
- Master of Arts in Marriage and Family Counseling
- Master of Arts in School Counseling
- Master of Counselling (site-based, Canada)

The Department of Educational Leadership and Administration

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

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 (site-based and online)

The Department of Teacher Education

- Master of Arts in Teaching English as a Second Language
- Master of Initial Teaching

Graduate Admission

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

The application process for School of Education online graduate programs can be found on the Virtual Campus website <http://online.gonzaga.edu/online-masters-sport-and-athletic-administration>

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: Mark Young

Degrees:

Master of Arts in Clinical Mental Health Counseling

Master of Arts in Marriage and Family Counseling

Master of Arts in School Counseling

Master of Counselling—Site Based (Canada Only)

Mission Statement for the Department of Counselor Education

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

Department Theme Statement

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

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions office prior to one of the two admission period deadlines for campus classes—

Early admissions deadline: January 15th

Regular admissions deadline: March 15th

Site Based Program deadline (Canada): March 15th

1. A completed application form (see the School of Education Website: <http://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: <http://www.gonzaga.edu>).

4. One official transcript from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy), final transcripts must bear a posted bachelor's degree. Only degrees and courses from a regionally accredited institution will be accepted.
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.
9. Site-Based: Although a bachelor's degree in psychology is not a pre-requisite for admission to the site-based Master of Counseling program, it is highly recommended. For applicants without said degree, a reading list will be provided and students must pass a knowledge-based competency exam prior to advancement to candidacy.

Credit Transfer Information

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 Clinical Mental Health Counseling

Clinical Mental Health Counseling Mission

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

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

Program Description

The Master of Arts in Clinical Mental Health 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 community as qualified counselors who will enhance their community through service and leadership.

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

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

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

The following skills are essential for successful counseling:

- **Counselor-Client Communication**
Counselors must be able to demonstrate paraphrasing, reflection of feelings, clarification, silence, attending, minimal verbal response, and identification of affect. The counselor must recognize the congruence of the client's communication as demonstrated by verbal, non-verbal, and extra-verbal cues.
- **Recognition of Impact**
Counselors must be aware of how their actions may affect the client. This not only includes communication, but also confidentiality and professional standards. The counselor must take professional responsibility for providing the best possible counseling environment to assist a client's progress.
- **Personal Growth**
Counselors should take responsibility for their own personal growth and must be able to deal with personal issues in healthy ways.

- **Conflict Resolution**
Counselors should be able to use productive methods for resolving conflicts with and between others.
- **Approach**
Client issues may be accessed cognitively, affectively, spiritually, and/or behaviorally. Counselors should be aware of traditional and innovative counseling methods.
- **Cultural Differences**
Counselors should be sensitive to the needs of multicultural populations in providing counseling intervention.
- **Consultation and Referral**
Counselors must be able to identify their areas of expertise and know when and how to consult and refer clients to specialized resources.

Program Outline: 60 credits

Core Required Courses

FIRST YEAR:

Fall Semester

EDCE 560 Critical Issues in Counseling	3 credits
EDCE 570 Special Issues in Counseling	1 credit
EDCE 639 Counseling Theories	3 credits
EDCE 695 Counseling Pre-Practicum	4 credits
EDCE 698 Research and Statistics	4 credits
EDCE 586 Introduction to Clinical Mental Health Counseling	2 credits

Spring Semester

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

Summer Semester

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

SECOND YEAR:

Fall Semester

EDCE 697A Counseling Internship 5 credits

EDCE 664 Group Facilitation 2 credits

EDCE 581 Chemical Dependency in Counseling 2 credits

Spring Semester

EDCE 697B Counseling Internship 5 credits

EDCE 550 Multicultural Counseling 3 credits

Summer Semester

EDCE 689 Professional Seminar 3 credits

EDCE 699 Comprehensive Oral Examination 0 credits

Elective Courses

EDCE 690 Directed Readings variable credit

EDCE 691 Directed Study variable credit

EDCE 692 Independent Study variable credit

EDCE 694 Special Project variable credit

Students must complete an additional two elective credits to complete the required 60 credits. Electives can be taken in courses offered in Marriage and Family or School Counseling programs, summer practicum/internship course, optional electives offered through the department, or directed study in an area pertinent to the student's needs.

Master of Arts in Marriage and Family Counseling

Marriage and Family Mission

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

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

A major focus of the program is the development and operationalization of the student's personal theory of counseling.

Program Description

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

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

Another major focus of the program is personal growth and development. It is the belief of the faculty that students must possess insight and awareness and must be clear about the boundaries between personal issues and those of the client. To that end, students are presented with a number of opportunities for self-discovery and process and are referred outside the program for counseling when necessary. Solid mental health is the foundation to providing 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, nonverbal, and extra-verbal cues.
- **Recognition of Impact**
Counselors must be aware of how their actions may affect the client. This not only includes communication, but also confidentiality and professional standards. The counselor must take professional responsibility for providing the best possible counseling environment to assist a client's progress.

- **Personal Growth**
Counselors should take responsibility for their own personal growth and must be able to deal with personal issues in healthy ways.
- **Conflict Resolution**
Counselors should be able to use productive methods for resolving conflicts with and between others.
- **Approach**
Client issues may be accessed cognitively, affectively, spiritually, and/or behaviorally. Counselors should be aware of traditional and innovative counseling methods.
- **Cultural Differences**
Counselors should be sensitive to the needs of multicultural populations in providing counseling intervention.
- **Consultation and Referral**
Counselors must be able to identify their areas of expertise and know when and how to consult and refer clients to specialized resources.

Program Outline: 60 credits

Core Required Courses

FIRST YEAR:

Fall Semester

EDCE 560 Critical Issues in Counseling	3 credits
EDCE 639 Counseling Theories	3 credits
EDCE 695 Counseling Pre-Practicum	3 credits
EDCE 698 Research and Statistics	4 credits
EDCE 583 Introduction to Marriage and Family Counseling	2 credits

Spring Semester

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

Summer Semester

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

SECOND YEAR:**Fall Semester**

EDCE 697A Counseling Internship 5 credits

EDCE 664 Group Facilitation 2 credits

EDCE 592 Advanced Family Systems 3 credits

Spring Semester

EDCE 697B Counseling Internship 5 credits

EDCE 550 Multicultural Counseling 3 credits

EDCE 638 Theories of Couples Counseling 2 credits

Summer Semester

EDCE 689 Professional Seminar 3 credits

EDCE 699 Comprehensive Oral Examination 0 credits

Master of Arts in School Counseling

School Counseling Mission

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

This program offers preparation for professional counselors who will serve in the K-12 school setting. School counselor candidates are competent in core knowledge, skills, and practice 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 to 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, leadership, 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 extra-verbal 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 multicultural populations in providing counseling intervention.
- Consultation and Referral
Counselors must be able to identify their areas of expertise and know when and how to consult and refer students for specialized resources.

Program Outline: 53 credits

Core Required Courses

FIRST YEAR:

Fall Semester

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

Spring Semester

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

Summer Semester

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

SECOND YEAR:

Fall Semester

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

Spring Semester

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

Summer Semester

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

Elective Courses

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

Master of Counselling (Site Based)

Master of Counselling, Site-Based Program Mission Statement

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

This program offers preparation for professional counsellors 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 counselling. This degree is a two-year program for students and is provided in a cohort model.

Notice for Students and Public (site-based Alberta):

This program is offered pursuant to the written approval of the Minister of Advanced Education and Technology effective September 1, 2009, having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Notice for Students and Public (site-based British Columbia):

This program is offered under the written consent of the Minister of Advanced Education effective June 2012, has undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for

example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Program Outline: 43 credits

Core Required Courses:

EDCE 525 Introduction to Canadian Counselling	1 credit
EDCE 551 Diversity in Counselling	2 credits
EDCE 558 Canadian Counselling Issues and Ethics	3 credits
EDCE 567 Career Development and Assessment in Counselling	4 credits
EDCE 584 Counselling Across the Life Span	3 credits
EDCE 590 Marriage and Family Counselling	3 credits
EDCE 616 Psychopathology and Psychopharmacology	3 credits
EDCE 640 Counselling Theories	3 credits
EDCE 658 Group Process and Facilitation	3 credits
EDCE 684 Pre-Practicum A in Counselling	2 credits
EDCE 685 Pre-Practicum B in Counselling	4 credits
EDCE 686 Practicum in Counselling	5 credits
EDCE 689 Professional Seminar	3 credits
EDCE 698 Research and Statistics	4 credits
EDCE 699 Comprehensive Oral Examination	0 credits

Comprehensive Written Examination

Elective Courses

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

EDCE 525 - Introduction to Canadian Counselling credit: 1

This course provides information and insight into the roles and functions of various counselling specialties within the provinces of British Columbia and Alberta. This course serves as a prerequisite for EDCE 640 Counselling Theories and EDCE 558 Canadian Counselling Issues and Ethics. Summer.

EDCE 550 - Multicultural Counseling credits: 3

This course provides an opportunity for students to gain insight into the significance of culture and how it relates to behavior and mental health. This course includes readings and discussions of culturally sensitive diagnostic and treatment issues with respect to race, ethnicity, gender, sexual orientation, physical status, age, socioeconomic status and religion. It is essential for future counselors to understand the unique nature of interpersonal distress and happiness on pathogenesis and health functioning. Diagnosis and treatment without consideration of such factors may constitute unethical behavior.

EDCE 551 - Diversity in Counselling credits: 2

Students gain an understanding of behavior and mental health given the cultural context of relationships, issues and trends, and between multicultural and pluralistic national and international societies related to such factors as attitudes, beliefs, understandings, and acculturative experiences of culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities. Through learning the theories of multicultural counseling, theories of identity development, and multicultural competencies, students will understand the advocacy process needed to address institutional and social barriers that impede access, equity, and success of clients. Spring.

EDCE 558 - Canadian Counselling Issues and Ethics credits: 3

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

EDCE 559 - Critical Issues in School Counseling credits: 3

This course introduces students to ethical and legal considerations specifically related to school counseling. Students become familiar with school law, including policies and procedures related to Student Rights and Responsibilities, students with disabilities education, child abuse

prevention, and mandatory reporting. Students are exposed to both the American Counseling Association and the American School Counseling Association, codes of ethics, and the application of such in a school setting. An emphasis is placed on helping students 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 credits: 3

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 are 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 credits: 2

This course is designed to provide students with an understanding and working knowledge of test and non-test methods of individual appraisal, including the selection, administration, scoring, interpretation, and application of various assessments. Individual and group measures used in schools will be reviewed and discussed. This course is not intended to qualify students to perform psychological assessments or to otherwise provide assessment services to the general public. Rather, this course is intended to familiarize students with appraisal methods and instruments used in school counseling

EDCE 565 - Assessment in Counseling credits: 3

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.

Pre-requisites: EDCE 588 and EDCE 616

EDCE 567 - Career Development and Assessment in Counseling credits: 4

This course is designed to acquaint students with the theories, practice, and pragmatic aspects of vocational and life planning counselling. Students will develop their own synthesis of theoretical assumptions regarding vocational development and choice, integrate their theory into counselling practice, become familiar with information systems and centers, and prepare a comprehensive life planning program appropriate for use in the students' employment setting. Students will also become familiar with test and non-test methods of appraisal, including technical and methodological principles, administration, scoring, and interpretation of tests used in counselling with a particular focus on career assessment tools. This course is not intended to qualify student to perform assessments using psychological testing or to otherwise perform assessment services to the public without further education, training, and supervision. Rather, this course is intended to familiarize students so that they can identify and understand instruments typically used in counselling and have more expertise in the application of career assessment tools.

EDCE 570 - Special Issues in Counseling credit: 1

This course is designed to provide students with specific education regarding the following five specialty topics in relation to the profession of counseling via a monthly seminar: 1) Suicide Prevention and Assessment, 2) Consultation, 3) Trauma Response and Crisis Intervention, and 4) Models of Supervision.

Restrictions:

EDCE 581 - Chemical Dependency and Addiction credits: 2

This class is designed to provide students with specific education regarding chemical dependency recognition, diagnosis, co-occurring disorders, and impact on medical and mental health issues. Specifically, as a result of this course and in accordance with the CACREP standards, students will know the disease concept and etiology of addiction and co-occurring disorders. They will learn appropriate counseling strategies when working with clients with addiction and co-occurring disorders. They will learn to identify standard screening and assessment instruments for substance use disorders and process addictions, as well as know the impact of co-occurring substance use disorders on medical and psychological disorders.

EDCE 583 – Introduction to Marital Couple Family credits: 2

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

EDCE 584 - Counselling across Lifespan credits: 3

This course is designed to provide students with an in-depth exploration of the mental health issues specific to various populations across the lifespan. This course will thoroughly represent human growth and development with specific and current interventions appropriate to different developmental levels and stages. Special emphasis is placed on 'normal' development compared to 'pathological' development. Students study human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. There is special sensitivity to the issues of child abuse, multicultural awareness, and at-risk populations. Students are introduced to a variety of counseling procedures and interventions appropriate to both agency and school settings. Spring.

EDCE 585 - Introduction to School Counseling credits: 2

This course introduces the field of school counseling and provides an overview of the profession, role and function of the counselor in the school, history and trends, and school counselor professional identity. A basic framework for comprehensive school counseling programs is introduced. Student achievement and personal/social and career development are discussed in relation to current societal and educational issues, barriers, and opportunities that may affect student success. Education reform and structure of school, guidance lesson planning and delivery, social advocacy, and counselor as consultant are among other topics covered.

EDCE 586 - Introduction to Clinical Mental Health Counseling credits: 2

This course includes an orientation to Clinical Mental Health Counseling and familiarization with role and function, standards of care, professional ethical guidelines, and an understanding of the historical, philosophical, and social roots of counseling and consultation practices of the counseling profession.

EDCE 587 - Child and Adolescent Counseling credits: 3

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 compared to "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 credits: 3

Through this course, students review, analyze, and interpret 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 and ability to evaluate developmental crises, disability, addictive behaviors, and environmental factors as they affect both normal and abnormal behavior. Human Growth and Development involves aspects of cognitive, behavioral, social, spiritual, physical, and emotional realms. Ethical and legal concerns will be examined, and students will be asked to assess these as they relate to human growth and development. Students will also identify and evaluate aspects at different times across the life span. This course will also explain and interpret the effects of crisis, disaster, and trauma across the life span. Effects of situational versus enduring influences will be assessed, and students will be expected to defend their judgments. Associated with human growth and development will be discussions and interpretations of resiliency in a multicultural world. Application, summary, and evaluation to those we serve will be an emphasis and will receive constant attention.

EDCE 589 - Marriage and Family Counseling credits: 3

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 are examined.

EDCE 590 - Marriage and Family Counselling credits: 3

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

EDCE 592 - Advanced Family Systems credits: 3

Students will engage in an advanced theoretical study with an emphasis on researched applications of family counseling.

EDCE 594 - Special Topics Marriage, Couple, and Family Systems credits: 1-3

The effects of violence, chemical dependency, and related family concerns on family dynamics and their impact on couple and family counseling. Students will understand family development and the family life cycle and the impact of specific problems and challenges on family functioning.

EDCE 595 - Special Issues in School Counseling credit: 1

This course extends the knowledge and skill introduced in EDCE 585 as students begin the application of learning in their practicum. Emerging issues in the school setting are covered in a discussion format. Instructional and counseling strategies (multiple intelligences, solution focused counseling, resilience research, and other related topics) that support student academic and personal/social success are taught. Spring.

Co-requisites: EDCE 696

EDCE 603 - Human Sexuality credits: 2

Students will learn a basic understanding of human sexuality. Normal psycho-sexual development, sexual functioning and its physiological aspects and sexual dysfunction along with it's treatment will be covered.

EDCE 604 - Prevention and Parent Education credits: 3

Current prevention programs for relationship enhancement and parent education. Students will examine research effectiveness, counselor/leader roles and program formats.

EDCE 605 - Occupational Choice and Career Development in Counseling credits: 2

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 credit: 1

EDCE 616 - Psychopathology and Psychopharmacology credits: 3 -4

This course is designed to provide a cognitive foundation in theoretical and treatment perspectives on psychopathological disorders of adults, including an understanding of the application of these perspectives in clinical settings for diagnostic and treatment purposes. Attention is given to identifying the specific symptoms associated with common psychological disorders, the multi-axial evaluation system of the DSM IV, differential diagnostic considerations, and psychopharmacological issues and interventions. The issues of severity of psychosocial stressors as well as the importance of actual adaptive functioning levels associated with each disorder are covered.

EDCE 638 - Theories in Couples Counseling credits: 2

The study of the development of the couple-counseling field and the issues and theories related to its practice.

EDCE 639 - Counseling Theories credits: 3

Students in this course will have the opportunity to examine historic and current cognitive, affective, spiritual, and behavioral theoretical orientations to counseling psychology and the application of theory to counseling service, case conceptualization, and counseling interventions. From this historical and current exploration, students will begin to develop a personal model of counseling, a general framework for understanding and practicing counseling. Additionally, students will examine the historical development of consultation, explore the stages of consultation and the major models of consultation, and apply the theoretical material to case presentations. Students will also begin to develop a personal model of consultation. Fall.

EDCE 640 - Canadian Counselling Theories credits: 3

Canadian students will have the opportunity to examine historic and current cognitive,

affective, spiritual, and behavioral theoretical orientations to counselling psychology and the application of theory to counselling service, case conceptualization, and counselling interventions. From this historical and current exploration, students will begin to develop a personal model of counselling, a general framework for understanding and practicing counseling. Additionally, students will examine the historical development of consultation, explore the stages of consultation and the major models of consultation, and apply the theoretical material to case presentations. Canadian students will also begin to develop a personal model of consultation. Fall.

EDCE 650 - Group Process credits: 2

This course was designed to prepare students for the potential ethical and legal dilemmas that may arise in the counseling profession. This two credit graduate level course is intended to assist students with developing knowledge about the ethical standards associated with this profession. Additionally, the identification of core values is essential to personal development. Exploration of these core values, in combination with the development of an ethical decision making model, will challenge students to be prepared for the various dilemmas they may encounter in the workforce. 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 credits: 3

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 credits: 2

This course provides experience in developing and refining group leadership techniques with emphasis on group simulations and demonstrations. Students experience a minimum of 10 clock hours of membership in small group activity as well as experience in leaders of small group.

Pre-requisites: EDCE 650

EDCE 684 - Counselling Pre-practicum (A) credits: 2

Prior to beginning the full fall semester pre-practicum, students are introduced to the basic counselling skills of attending. Students are prepared to begin the placement experience, primarily by shadowing and observing clinical practice and receiving supervision at their site. This course serves as prerequisite for 685 Counselling Pre-practicum (B). Summer.

EDCE 685 - Counselling Pre-Practicum (B) credits: 4

Through this course, students develop skills, techniques, and the 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 counselling skills that assist the student in creating appropriate professional boundaries 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 100 hours of field placement work during the fall semester immediately preceding the spring semester EDCE 686 Practicum. Those 100 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 the agency placement, learning the protocols, paperwork requirements, and other needs. Students may begin to accrue supervised hours. With Program Director approval and Site-Supervisor permission, some experience may be applied to the direct contact hours criteria-generally done during EDCE 686 Practicum in the spring semester (or 250 total hours). This course serves as a pre-requisite to Counseling Practicum (EDCE 686). Fall.

EDCE 686 - Counseling Practicum credits: 5

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 diversity of the community. Students must complete supervised practicum experiences that total a minimum of 350 clock hours (100 hour pre-practicum plus 250 hour practicum). The practicum includes all of the following: a minimum of 250 hours of direct service with clients, including experience in individual counseling and group work, weekly interaction with an average of one hour per week of individual and/or triadic supervision with an onsite supervisor. Forty hours of class time in the spring semester consists of group supervision and other further didactic 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.

Pre-requisites: EDCE 685, minimum grade: B-

EDCE 689 - Professional Seminar credits: 3

This course is designed to prepare students for the culminating experiences in the Masters of Arts Program, the final Professional Seminar and Oral Examination. Students work with their primary professors and with their small groups to revise and refine their personal theories of counseling. Students are given the opportunity to "defend" this personal theory in a format similar to that of the actual final oral.

Pre-requisites: EDCE 697B or EDCE 686

EDCE 690 - Directed Reading credits: 1-4

Directed Reading requires completion of a form, and departmental permission and cannot be registered for via ZAGWEB.

EDCE 691 - Directed Study credits: 1-5

Directed Study requires completion of a form, and departmental permission and cannot be registered for via ZAGWEB.

EDCE 692 - Independent Study credits: 1-5

Independent Study requires completion of a form, and departmental permission and cannot be registered for via ZAGWEB.

EDCE 693 - Comprehensive Orals for School Counselors credits: 0

EDCE 694 - Special Project credits: 1-4

Special Project requires completion of a form, and departmental permission and cannot be registered for via ZAGWEB.

EDCE 695 - Counseling Pre-Practicum credits: 3-4

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 credits: 3-4

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 case load of clients by the middle of the semester.

EDCE 697 - Counseling Internship credits: 1-5

A minimum of 600 hours (240 hours minimum of direct service). Internship requires completion of a form, and departmental permission and cannot be registered for via ZAGWEB.

Pre-requisites: EDCE 696

EDCE 697A - Internship credits: 5

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.

Pre-requisites: EDCE 695 and EDCE 696

EDCE 697B - Internship credits: 5

A second semester continuation of 697A. A further 300 hours of field experience, with 120 hours of direct service is required.

Pre-requisites: EDCE 697A

EDCE 698 - Research and Statistics credits: 4

This course is designed to acquaint students with the language and tools of research and statistics as they serve to inform the counseling practitioner. Students often do not come to this course with a strong background in research and, as a result, have a real fear of this subject area. A specific goal of this course is to make research and statistics a subject with which students become comfortable and find application value in professional practice. Students will review and abstract research articles, present the outcomes of this review at a professional conference, and develop a research proposal. Statistical theory and techniques will be developed in the areas of descriptive statistics (e.g., scales of measurement, distribution, central tendency) and inferential statistics (e.g., variance, confidence intervals, tests of hypotheses, t-tests, ANOVA, correlation and regression, chi square). This course requires a minimal math background of basic arithmetic, beginning algebra, use of square roots, and order of operations. Having a personal calculator that adds, subtracts, multiplies, divides, and computes square roots (X2) can be helpful and save time.

EDCE 699 - Comprehensive Oral Examination credits: 0

Permission of Chairperson

Pre-requisites: EDCE 697B or EDCE 685

Department of Educational Leadership and Administration

Chairperson: Charles V. Salina

The Department of Educational Leadership and Administration bases its graduate 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 transformation in educational settings.

This department offers three master's degree programs:

- Master of Arts in Leadership and Administration - Washington State
- Master of Education in Leadership and Administration - British Columbia, Canada
- Master of Education (School Administration) - Alberta, Canada

Admissions

Selection of candidates is based on the information gathered from the materials identified below. Each applicant should submit the following materials to the School of Education Graduate Admissions Office:

1. A completed application form (see the School of Education website: <http://www.gonzaga.edu/soe/grad>)
2. A non-refundable fee.
3. A written statement of purpose. Gonzaga University belongs to a long and distinguished tradition of humanistic Catholic, and Jesuit education. The School of Education upholds the University tradition and exemplifies it through its dedication to preparing socially responsive professionals who serve with competence, commitment, and care. Additionally, the department's mission is to prepare reflective educational leaders who promote student, professional, and organizational learning to address challenges and opportunities inherent in a changing world. With these perspectives in mind, please submit a typed statement of purpose that:
 - a) Briefly describes your background.
 - b) Describes why you are interested in the Gonzaga graduate program.
 - c) Describes and gives examples of the strengths that you bring to the program that will help you as an educational leader.
 - d) Describes leadership experiences that you have had in or out of the school setting, including examples from leadership experiences.
 - e) Describes and gives examples of your personal commitment to working/teaching students, service to others, and advocate for all students.
 - f) Shares with us what you expect to accomplish in acquiring a master's degree and what you hope you will accomplish once you have received your degree.
4. Two letters of recommendation, from recent 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).

a) Written Recommendation:

Please write your letter of recommendation on school or district letterhead. It is crucial that you address all of the items; we score the candidate's likelihood of success in graduate work and "fit" to our program against all of these criteria.

i) Describe and give examples of the candidate's ability to lead or leadership experiences in the school setting.

ii) Describe and give examples of the candidate's commitment to serving students.

iii) Describe and give examples of the candidate's teaching ability.

iv) Describe and give examples of the candidate's commitment to diversity and ability to advocate) for the success of all students.

b) Professional Dispositions

* Please rate the candidate according to the scale five (5) strongly agree to one (1) strongly disagree. The last column on the rating sheet may be checked if you feel you have "insufficient knowledge" of the candidate to make a judgment.

5. One official transcript from each college or university attended. International applicants must submit foreign transcripts in the original language and an English copy. Final transcripts must bear a posted Bachelor's degree. Only degrees and courses from a regionally accredited institution will be accepted.
6. A resume that shows career history and highlights leadership experiences. **List and describe** any specific training and / or experiences you have had as a group / project leader, co-coordinator of change initiatives, or trainer. **Please include length of service.** Applicants, please structure your vita as shown below and explicitly address each of the bulleted items:
 - Work Experience
Describe your work history (most recent first), including location, length of service, and position
 - Professional Development/Training
List career related training and professional development programs completed within the past four years. Include the source of training, and the duration and year completed.
 - Technology Training
Briefly describe your level of training and experience in using information technology including computers, software and telecommunications networks as tools for business, education, teaching and personal use.
 - Volunteer/unpaid service
List and describe and voluntary/unpaid post-secondary employment and/or community service experience. Please include name of organization, length of service, and a brief description of duties.
 - Leadership Experience
Please describe any specific training and/or experiences you have had as a group/project leader, co-coordinator of change initiatives, or as a trainer.
7. An official TOEFL score of at least 550 (minimum score of 80 if taken via Internet) by each international applicant who has graduated from a foreign college or university and whose native language is not English.

Master of Arts in Leadership and Administration - Washington State

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

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

Prerequisite

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

Program Outline: 34 credits

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

EDLA 525	Educational Leadership and Inquiry	3 credits
EDLA 690	Professional Literature Review	1 credit
EDLA 633	Organizations and Educational Leadership	3 credits
EDLA 564	Art and Science of Teaching	3 credits
EDLA 548	Educational Leadership and School Improvement	3 credits
EDLA 698	Research and Data Analysis	3 credits
EDLA 565	Assessment and Learning	3 credits
EDLA 653	Curriculum Development	3 credits
EDLA 641	Educational Leadership and Community	3 credits
EDLA 626	Culture and Diversity	3 credits
EDLA	Elective	3 credits
EDLA 689	Professional Seminar	3 credits

EDLA 699 Comprehensive Oral Exam 0 credits

The Master of Arts in Leadership and Administration with Principal or Program Administrative Certification is designed for those individuals that wish to complete their master's degree with certification.

EDLA 612 Leadership Role Seminar (fall) 3 credits

EDLA 613 Leadership Role Seminar (spring) 3 credits

EDLA 620 Certification Internship (fall) 3 credits

EDLA 630 Certification Internship (spring) 3 credits

Master of Education (School Administration) Alberta, Canada

The Master of Education (School Administration) Program is designed as an integrated program for educators who aspire to be effective educational leaders. The program is designed for working educators with a focus on linking theory and research to practical issues in leadership using candidate's local districts as the context for their study. Candidates are admitted into a cohort of educators from their local area and experience the benefits of a collaborative learning community. Faculty travel to the candidates' location. Courses are held in the evenings or on weekends depending on the needs of the cohort. As candidates work on assignments for each of the program courses, they have the opportunity to explore issues important to them in their own classrooms, schools, and districts. Each cohort is assigned a faculty advisor who works with them through the entire program. Currently, the program is approved to be delivered in the province of Alberta, Canada.

Notice for Students and Public:

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

Prerequisite

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

Program Outline: 34 credits

The Master of Education (School Administration) is a 34 credit degree program.

EDLA 525 Educational Leadership and Inquiry 3 credits

EDLA 690	Professional Literature Review	1 credit
EDLA 633	Organizations and Educational Leadership	3 credits
EDLA 564	Art and Science of Teaching	3 credits
EDLA 548	Educational Leadership and School Improvement	3 credits
EDLA 698	Research and Data Analysis	3 credits
EDLA 565	Assessment and Learning	3 credits
EDLA 653	Curriculum Development	3 credits
EDLA 641	Educational Leadership and Community	3 credits
EDLA 626	Culture and Diversity	3 credits
EDLA	Elective	3 credits
EDLA 689	Professional Seminar	3 credits
EDLA 699	Comprehensive Oral Exam	0 credits

Master of Education in Leadership and Administration - British Columbia, Canada

The Master of Education in Leadership and Administration Program is designed as an integrated program for educators who aspire to be effective educational leaders. The program is designed for working educators with a focus on linking theory and research to practical issues in leadership using candidate's local districts as the context for their study. Candidates are admitted into a cohort of educators from their local area and experience the benefits of a collaborative learning community. Faculty travel to the candidates' location. Courses are held in the evenings or on weekends depending on the needs of the cohort. As candidates work on assignments for each of the program courses, they have the opportunity to explore issues important to them in their own classrooms, schools, and districts. Each cohort is assigned a faculty advisor who works with them through the entire program. Currently, the program is approved to be delivered in the province of British Columbia, Canada.

Notice for Students and Public:

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

Prerequisite

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

Program Outline: 34 credits

The Master of Education (School Administration) is a 34 credit degree program.

EDLA 525	Educational Leadership and Inquiry	3 credits
EDLA 690	Professional Literature Review	1 credit
EDLA 633	Organizations and Educational Leadership	3 credits
EDLA 564	Art and Science of Teaching	3 credits
EDLA 548	Educational Leadership and School Improvement	3 credits
EDLA 698	Research and Data Analysis	3 credits
EDLA 565	Assessment and Learning	3 credits
EDLA 653	Curriculum Development	3 credits
EDLA 641	Educational Leadership and Community	3 credits
EDLA 626	Culture and Diversity	3 credits
EDLA	Elective	3 credits
EDLA 689	Professional Seminar	3 credits
EDLA 699	Comprehensive Oral Exam	0 credits

EDLA 501 - Professional Development credits: 1-5

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

EDLA 520 - Computers in School Curriculum credits: 3

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 - Ed Leadership and Inquiry credits: 3

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

EDLA 540 - Ethical Dimensions in Education credits: 3

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

EDLA 546 - Advanced Learning Strategies credits: 3

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

EDLA 548 - Educational Leadership and School Improvement credits: 3

This course will examine the beliefs, knowledge, and skills that promote collaboration with all stakeholders toward creating a school improvement plan that promotes student success. The course will address practical elements of dynamic school leadership applied to research based practices regarding change, team building, staff development models, and supervisory processes that foster the improvement of schools.

EDLA 553 - Teaching Thinking Skills credits: 3

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 credits: 3

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

EDLA 564 - Art and Science of Teaching credits: 3

This course examines frameworks for enhancing student learning from the perspectives of leadership in the classroom and at the building or district level. The course will build on the educational applications of brain research and on strategies for creating safe and effective learning environments. Candidates will be asked to apply course content at the classroom level and school leadership level.

EDLA 565 - Assessment and Learning credits: 3

This course is designed to help candidates extend their expertise in applied educational measurement at the classroom, building, district, state, provincial, and national levels. The philosophical, cultural, ethical, and political issues surrounding assessment and evaluation will be examined from the perspectives of classroom practitioners and school leaders. Candidates will also focus on involving students in a variety of rigorous assessment methods to promote a fair, supportive, and reciprocal learning environment.

EDLA 597 - Instructional Practicum credits: 3

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 600 - Program Administrator Intern credits: 3

The internship is planned for candidates contemplating a calling to central office administration. This two semester course field experience places the candidate-administrator in a firsthand work experience in which academic knowledge can be applied in the educational setting. The candidate's experience is aligned to Washington State Program Administrator Certification requirements.

EDLA 609 - Program Administrator Role Seminar credits: 2

This course is delivered through a series of five seminars during the candidates' internship year. Attendance of each seminar in the specific sequence is mandatory. Seminar topics include budget allocation and distribution, staffing, ASB funds, special education law, personnel, public relations and the job search process.

EDLA 610 - Program Administrator Intern credits: 3

The internship is planned for candidates contemplating a calling to central office administration. This two semester course field experience places the candidate administrator in a firsthand work experience in which academic knowledge can be applied in the educational setting. The candidate's experience is aligned to Washington State Program Administrator Certification requirements.

EDLA 611 - Continuing Education credit: 1

EDLA 612 - Leadership Role Seminar credits: 3

This course is delivered through a series of five seminars during the candidate's internship year. Attendance of each seminar in the specific sequence is mandatory. Seminar topics include budget allocation and distribution, staffing, ASB funds, special education law, personnel, public reflections and the job search process. Fall.

EDLA 613 - Leadership Role Seminar credits: 3

This course is delivered through a series of five seminars during the candidate's internship year. Attendance of each seminar in the specific sequence is mandatory. Seminar topics include budget allocation and distribution, staffing, ASB funds, special education law, personnel, public reflections and the job search process. Spring.

EDLA 620 - Principal Internship credits: 3

The internship is planned for the candidate's second year in the program. The field experience places the candidate-administrator in a firsthand experience in which academic knowledge can be applied to the educational setting. The candidate's experience is aligned to Washington State principal certification requirements.

EDLA 623 - Risk and Protective Factors credits: 3

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 credits: 3

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 to reduce non-academic stressors.

EDLA 626 - Culture and Diversity credits: 3

This course addresses culture and diversity from local and global perspectives and explores various life/world views with practical application for educators. Candidates will develop cultural competencies that support effective and appropriate interaction in a variety of educational and community cultural contexts. These competencies involve developing knowledge, skills, and attitudes that promote human rights, celebrate human differences, and accommodate students from diverse cultural backgrounds.

EDLA 627 - Teacher as Counselor credits: 3

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 credits: 3

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 630 - Principal Internship credits: 3

The internship is planned for the candidate's second year in the program. The field experience places the candidate-administrator in a firsthand experience in which academic knowledge can be applied to the educational setting. The candidate's experience is aligned to Washington State Principal Certification requirements.

EDLA 633 - Organizations and Educational Leadership credits: 3

This course is designed to enhance candidates' understanding of organizations and to build their capacity as leaders with and without authority to help their organization achieve its goals. Candidates will apply leadership theories in an analysis of their problem of practice.

EDLA 635 - Principalship credits: 3

This course explores the role of the building administrator. It examines the nature of school leadership in today's schools; core values and beliefs; and the relationships of the principal with students, teachers, parents, and the community.

EDLA 638 - Human Resource Management credits: 3

This course presents a broad view of the human relations function as one of the critical and interrelated subsystems involved in the administration of a school or a school system. The major topics for consideration and investigation include knowledge of the processes and attitudes that facilitate the integration of a professional into the school organization, promotion of the instructional leadership of the individual and the enhancement of his/her work satisfaction and the awareness of the legal and ethical environment of personnel administration. The course challenges the student to respond to the changing needs in personnel administration by adopting new ways of working that can enhance the human resource capabilities of schools.

EDLA 641 - Educational Leadership and Community credits: 3

The purpose of this course is to advance candidate understanding of school and community relationships by applying and promoting a culture of learning that is respectful of all stakeholders. The course will address the significant aspects of developing school and community partnerships that create supports for the academic, social, and emotional needs of students.

EDLA 646 - Staff Development credits: 3

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 credits: 3

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. (Canada only)

EDLA 651 - Supervision of Instruction credits: 3

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 credits: 3

This course addresses the basic approaches to planning and modifying school curricula and places these in historical, ideological, and political contexts. Topics include the diagnosis of needs, selection and organization of learning experiences, evaluating curricular systems, and the elements of the change process that promote equity and access to learning. Candidates will explore the implications of course concepts at the classroom, school, and district levels.

EDLA 662 - Leadership and Finance credits: 3

This course presents a thorough overview of the economics and financing of education. This course also presents, and prepares participants for using, standard budgeting procedures for managing schools and school systems.

EDLA 663 - Leadership and Law credits: 3

The course is designed for graduate students in education without prior formal training in school law, but who have experience working in schools. Through multiple activities students are expected to be able to identify legal issues which may arise in their jobs in school, be familiar with the legal rules which govern these issues, and be able to make an educated guess about how a court might apply these legal standards to their situation.

EDLA 670 - Leadership and Change Planning credits: 3

This course consists of one module that can be taken in either the fall or spring semesters. The module topic addresses planning for school change. The course is designed for those candidates that already hold a master's degree in the field of education and is primarily developed for those individuals that have a Principal or Program Administrator Certification.

EDLA 671 - Leadership and Capacity Building credits: 3

This course consists of one module that can be taken in either the fall or spring semesters. The module topic addresses Leadership and Building Capacity in others. The course is designed for those candidates that already hold a master's degree in the field of education and is primarily developed for those individuals that have a Principal or Program Administrator Certification.

EDLA 672 - Educational Leadership and Student Success credits: 3

This course is designed for candidates that already hold a Masters' degree in the field of education and addresses leading for student success.

EDLA 689 - Professional Seminar credits: 3

In this course, candidates will demonstrate the integration of the knowledge and skills gained throughout the program. They will also articulate their translation of theory into continuous improvement of professional practice.

EDLA 690 - Directed Readings credits: 1-3

This is an individualized study based on readings approved by professor. Student develops a selected bibliography.

EDLA 692 - Independent Study credits: 0-3

This is an individualized study designed by the student in consultation with the professor. It requires self-directed learning in a selected area of interest; the professor serves as resource.

EDLA 694 - Special Project credits: 1-3

This is an individualized and project-based study, which results in a practical application of educational theory. The project or written report of project is submitted to the professor for evaluation.

EDLA 695 - Professional Experience credits: 1-3

This is a planned series of field experiences in settings related to education, junior colleges, court services, social agencies, etc.

EDLA 698 - Research and Data Analysis credits: 3

This course will address research processes and system-wide data collection. Emphasis will be placed on critically evaluating educational research and on analyzing data as a way to mobilize action steps towards improved student learning or school environments. Data from a variety of sources will be summarized in graphs, tables, and oral or written narrative.

EDLA 698A - Research Project credits: 3

This is a research project for a master's degree.

EDLA 698C - Research Seminar credit: 1

An analysis of basic elements of research proposal design.

EDLA 699 - Comprehensive Oral Exam credits: 0

The Oral Exam is the opportunity to demonstrate your knowledge acquisition, your ability to use knowledge to solve problems, and a chance to focus on yourself as a leader: how you believe you have grown—in response to each program outcome or goal. Review your work from the program that you think provides evidence of meeting the program outcomes and come prepared to discuss what you have done to meet these outcomes. You may bring notes or evidence that support your self-assessment. Bring a hard copy of the Oral Exam Reflection and email a copy to your advisor in advance of the Oral Exam. (Note: One project/assignment/experience may provide evidence for several of the outcomes or goals).

Department of Special Education

Chairperson: Kimberly Weber

Master of Education in Special Education

Program Director: Kimberly Weber

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

Admissions

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

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

8. Submission of a financial declaration form and supporting documentation by each international applicant.
9. An interview with the special education faculty.

Prerequisite

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

Program Outline: 32 credits

Core: 18-20 credits

EDSE 520	Applied Behavior Analysis	3 credits
EDSE 545	Special Education Policies and Procedures	3 credits
EDSE 575	Advanced Classroom Management	3 credits
EDSE 604	Assessment in Special Education	3 credits
EDSE 689	Professional Seminar	3 credits
EDSE 698	Research in Special Education	3 or 5 credits

(Three (3) credits for Track One and five (5) credits for Tracks Two and Three)

EDSE 699	Oral Comprehensive Examination	0 credit
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One of the three following tracks:

Track One: 14-17 credits (Functional Analysis)

EDSE 670	Advanced Seminar in Functional Analysis	3 credits
EDSE 671	Behavioral Treatment in Clinical Settings	4 credits
EDSE 672	Behavior Interventions in Natural Settings	4 credits
EDSE 673	Supervision and Consultation	3 credits

For those seeking BCBA certification the following additional courses must be taken to meet course content requirements.

EDSE 669	Ethics on Behavior Analysis I	1 credit
EDSE 674	Ethics on Behavior Analysis II	2 credits

Track Two: 12 credits (Early Childhood Special Education)

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

Track Three: 12 credits (General Special Education)

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

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

EDSE 520	Applied Behavior Analysis	3 credits
EDSE 545	Special Education Policies and Procedures	3 credits
EDSE 575	Advanced Classroom Management	3 credits
EDSE 604	Assessment in Special Education	3 credits

All track three courses: 12 credits

EDSE 500	Graduate Teaching Certification	0 credit
EDSE 505	Special Education Applied Classroom Experience: Elementary	1 credit
EDSE 506	Special Education Applied Classroom Experience	1 credit
EDSE 507	Special Education Applied Classroom Experience: Secondary	1 credit

One of the following early childhood special education courses: 3 credits

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

One of the following two courses: 6 credits

EDSE 696	Student Teaching in Special Education
EDSE 697	Extended Student Teaching in Special Education (if student is not certified previously)

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

Additional requirements will include:

1. Completion of the Character and Fitness form.
2. WSP/FBI clearances.
3. Passing the Washington State West B (basic competency test) if the student is not already certified in the State of Washington.

4. Acceptance into teacher certification.
5. Completion of all other State of Washington certification requirements, such as passing the WEST E in each endorsement area the candidate is completing.

Electives

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

Master of Initial Teaching (MIT) in Special Education

Program Director: Anjali Barretto

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

Admissions

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

1. A completed application form (see the School of Education Website: <http://www.gonzaga.edu/soe/grad>) and non-refundable fee.
2. A written statement of purpose addressing the applicant's interest in graduate studies that relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program.
3. Two letters of recommendation sent directly from the recommending persons to the School of Education Graduate Admissions Office using the Confidential Recommendation form (see the School of Education website).
4. A resume.
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. Only degrees and courses from a regionally accredited institution will be accepted.
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.
10. A bachelor's degree from an accredited college or university is required.
11. Passing score on all three areas of the WEST B exam (content tested: reading, math, and writing).
12. Provisional acceptance may be given in some cases for one semester in order for candidates to complete necessary admission requirements.

Prerequisites

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

Program Outline: 46 credits

1st Summer

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

1st Fall

EDSE 500	Graduate Teaching Certification	0 credit
EDSE 505	Special Education Applied Classroom Experience: Elementary	1 credit
EDSE 520	Applied Behavior Analysis	3 credits
EDSE 545	Special Education Policies and Procedures	3 credits

1st Spring

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

2nd Summer

EDSE 698	Research in Special Education	4 credits
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2nd Fall

EDSE 560	Early Childhood Special Education	3 credits
EDSE 575	Advanced Classroom Management	3 credits
EDSE 507	Special Education Applied Classroom Experience: Secondary	1 credit

2nd Spring

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

3rd Summer

EDSE 689	Professional Seminar	2 credits
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Certification

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

EDSE 500 - Graduate Teaching and Certification Orientation credits: 0

This course is required for candidates pursuing an endorsement to teach special education in the State of Washington. Basic requirements for Washington State certification including Washington State Patrol and FBI clearances, West B competency testing, Praxis II/West E competency testing, professional standards and expectations of special education teacher candidates, including residency and professional certification are covered.

Co-requisites: EDSE 520

EDSE 501 - Psychology of Children with Exceptionalities credits: 3

The purpose of this course is to provide candidates with an overview of special education. Etiology, characteristics, and treatment of major disabling conditions will be covered. Philosophical, political, and pedagogical implications of past, current, and future services are analyzed.

EDSE 505 - Special Education Applied Classroom Experience: Elementary credit: 1

Graduate candidates obtain experience in applied special education classroom settings at the elementary/preschool level. Appropriate clearance is required prior to entering the school setting. A minimum of 30 hours of supervised work in school setting is required to meet course standards.

EDSE 506 - Special Education Applied Classroom Experience credit: 1

Graduate candidates obtain experience in applied special education classroom settings either at the elementary/preschool level or at the middle/high school level. Opportunities to provide experiences in inclusive settings with special needs students will be sought. Appropriate clearance is required prior to entering the school setting. A minimum of 30 hours of supervised work in school setting is required to meet course standards.

EDSE 507 - Special Education Applied Classroom Experience: Secondary credit: 1

Graduate candidates obtain experience in applied special education classroom settings at the middle/high school level. Appropriate clearance is required prior to entering the school setting. A minimum of 30 hours of supervised work in school setting is required to meet course standards.

EDSE 520 - Applied Behavior Analysis credits: 3

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.

EDSE 522 - Precision Teaching credits: 3

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).

Pre-requisites: EDSE 520, minimum grade: B- or EDSE 320

EDSE 523 - Theory of Instruction credits: 3

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 535 - Autism credits: 3

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.

EDSE 545 - Special Education Policies and Procedures credits: 3

This course covers issues involved in providing I.E.P. provisions including goals, strategies, and legal and ethical implications.

EDSE 551 - Direct Instruction-Reading credits: 3

This course trains prospective teachers how to teach special education and regular education pupils to read. Content covers beginning through intermediate reading. Particular emphasis is placed on instructing teachers to use reading techniques that have research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate reading deficits regarding various reading skills.

EDSE 552 - Direct Instruction-Mathematics credits: 3

This course focuses on the teaching of mathematics directly to students with special needs and regular education elementary pupils. Emphasis is placed on procedures with a strong research base supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate skill deficits regarding various mathematical skills.

EDSE 560 - Early Childhood Special Education credits: 3

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.

Pre-requisites: EDSE 520, minimum grade: B-

EDSE 561 - Physical Development credits: 3

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.

Pre-requisites: EDSE 520, minimum grade: B-

EDSE 562 - Language and Communication credits: 3

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.

Pre-requisites: (EDSE 520, minimum grade: B- or EDSE 320, minimum grade: B-)

EDSE 565 - Development of Children with Exceptionalities credits: 3

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.

Pre-requisites: EDSE 520, minimum grade: B- or EDSE 320 or EDSE 320

EDSE 575 - Advanced Seminar in Classroom Management credits: 3

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.

Pre-requisites: EDSE 520 or EDSE 320

EDSE 576 - Consultation in the Classroom credits: 3

This course covers advanced information and skills required to consult effectively with educators and parents regarding the development and implementation of educational programs within the least restrictive environment.

EDSE 577 – Examining Youth with Behavioral Disabilities or ADHD credits: 3

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.

Restrictions:

EDSE 580 - Technology for Teaching the Learning Disabled credits: 3

This course examines various techniques and approaches to remediate learning disabilities in school settings. Emphasis is placed on successful treatment and diagnostic procedures.

EDSE 604 - Assessment in Special Education credits: 3

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.

Restrictions:

EDSE 611 - Continuing Research Education credit: 1

EDSE 669 - Ethics on Behavior Analysis I credit: 1

This course was designed to provide students an understanding of the expectations of ethical behavior required by the Behavior Analyst Certification Board (BACB). The course will cover content found in the "Professional and Ethical Compliance Code for Behavior Analysis." Specific content areas included but are not limited to responsible conduct, responsibility to clients, assessing behavior, and individualized behavior change programs. This course will focus on client centered ethical responsibilities.

EDSE 670 - Functional Analysis Seminar credits: 3

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.

Pre-requisites: EDSE 520, minimum grade: B or EDSE 320, minimum grade: B

EDSE 671 - Behavioral Treatments in Clinical Setting credits: 4

This course is experimental in nature and requires students to apply the functional analysis methodologies studied in EDSE 670 in a "hands on" manner. Under direct supervision of faculty, students will conduct weekly assessments to determine the environmental variables maintaining children's inappropriate behavior (EDSE 671L=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.

Pre-requisites: EDSE 670

EDSE 672 - Behavioral Interventions in Natural Setting credits: 4

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.

Pre-requisites: EDSE 671

EDSE 673 - Supervision and Consultation credits: 3

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.

Pre-requisites: EDSE 672

EDSE 674 - Ethics on Behavior Analysis II credits: 2

This course was designed to provide students an understanding of the expectations of ethical behavior required by the Behavior Analyst Certification Board (BACB). It is imperative that professionals conduct themselves in ways that highlight the highest ethical standards. This course will cover a portion of the content found in the "Professional and Ethical Compliance Code for Behavior Analysis." Specific content areas included but are not limited to supervision, ethical responsibility to the profession, ethical responsibility to colleagues, public statements, research, and responsibility to BACB. This course will focus on the behavior analysis' ethical responsibilities.

EDSE 675 - Advanced Applied Behavior Analysis credits: 3

The most recently developed and refined principles and data-based effective procedures developed within the field of Applied Behavior Analysis are discussed. This course promotes graduate students' analytic and practical skills in teaching and management procedures in a variety of settings. The course focuses on state-of-art advancements through recently published applied research studies and reviews.

EDSE 680 - Best Practices credits: 3

This course provides students with the rationales and strategies for implementing intervention technologies for research-based educational best practices. Best practices include precision teaching, cooperative learning, direct instruction, self-management, class wide peer tutoring, and opportunities-to-respond.

EDSE 689 - Professional Seminar credits: 1-3

A culminating course where the student develops and conducts and writes an applied research study or completes and writes a comprehensive review of the literature. The formal write-up must be in APA style and format and ready for submission to a journal outlet.

EDSE 690 - Directed Readings credits: 1-3

This course is an individualized study based on readings approved by the professor. Each student develops a selected bibliography.

Restrictions:

EDSE 691 - Directed Study credits: 1-3

This course is an individualized study that is designed by the professor. Students follow a prescribed course outline.

EDSE 692 - Independent Study credits: 1-3

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 a resource.

EDSE 694 - Special Project credits: 1-6

This course is an individualized study that is project based. The study results in a practical application of educational theory. The project or written report of project is submitted to the professor for evaluation.

EDSE 696 - Special Education Teaching Practicum credits: 6

This is an intensive field experience which is at least eight 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.

Restrictions:

Must be in the following College(s):

School of Education

Pre-requisites: EDSE 551 and EDSE 552 and EDSE 575

EDSE 697 - Extended Advanced Special Education Teaching Practicum credits: 6

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.

Restrictions:

Must be in the following College(s):

School of Education

Pre-requisites: EDSE 551 and EDSE 552 and EDSE 575

EDSE 698 - Research in Special Education credits: 3-5

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 credits: 0

This course requires the student to present orally and in a professional manner a summary of the major research project.

Department of Sport and Physical Education

Co-Chair: Diane Tunnell

Co-Chair: Kristen Kavon

Master of Arts in Sport and Athletic Administration

Gonzaga University's M.A. in Sport and Athletic Administration (MASAA) program prepares candidates to be leaders in sport, athletic, and health related professions. This campus based and online program is designed as an interdisciplinary curriculum, grounded in the liberal arts, drawing on studies in educational and organizational theory. An integral part of the program is the internship, in which candidates acquire skills and experience under the supervision of an advisor and a site administrator. The emphasis is on training candidates to administer programs in accordance with best professional practices. Graduates of the program earn a degree from an academically respected university with a top 10 NCAA brand.

Students move through the program as a cohort, with a new cohort starting each fall. The on-campus curriculum is designed as a 31 semester credit program with an average five semesters completion time for full time students. The online program differs as classes are offered in an accelerated fashion with two courses (approximately 8 weeks in duration) taken each semester. Students can usually complete the program in six semesters, provided they follow the recommended course sequence schedule.

During the past few years, some of the institutions and organizations which have hired our alumni, include: The University of Oklahoma Athletics, Georgetown University, Washington State University, University of Arizona, Illinois State University, Boise State University, Drake University, Ohio University, Texas State University, Lewis and Clark State College, North Idaho College, Lake Forest College, Gonzaga University, Oregon School Activities Association (OSAA), Whitworth University, Dixie State College of Utah, Spokane Community Colleges, Washington Nationals (MLB), Hillsboro Hops (Minor League Baseball), Spokane Indians (Minor League Baseball), Spokane Chiefs (Western Hockey League), Lethbridge Hurricanes (Western Hockey League), Mizuno, Spokane Regional Sport Commission, Spokane Youth Sports Association (SYSA), Volleyball of the Rockies, The Dirty Dash, and more.

Campus and Online Admissions Guidelines

You can also find this information at the following link: <https://online.gonzaga.edu/online-masters-sport-and-athletic-administration/apply-now-masaa2>

1. Complete the online application and pay the \$50 application fee (pay at the end of the online application). See the MASAA "Apply Now" button at online.gonzaga.edu and follow the instructions.
2. Provide official transcript from each college or university attended. A cumulative grade point average (GPA) must be above a 3.0 on a 4.0 scale.
 - a. If your GPA falls below a 3.0, please include an explanation of GPA statement.
 - b. If you previously attended Gonzaga or are a current student, please note that Gonzaga University transcripts are ordered by the Graduate Admissions Office on your behalf.

- c. Mail official transcripts to:
 Gonzaga University
 Virtual Campus Admissions
 502 E. Boone Avenue
 Spokane, WA 99258-0068
3. Provide a minimum of two recommenders Request letters of recommendation through the online application. Your references will be contacted directly by us via email with directions for submitting their letters of recommendation and evaluation checklist on your behalf. Provide a minimum of two recommenders who can evaluate your leadership, interpersonal skills, critical thinking, judgment, professional practice, and your ability and capacity to complete a graduate degree. Please note: recommendations from family members are not accepted. Additional details regarding recommendations can be found at <https://online.gonzaga.edu/online-masters-sport-and-athletic-administration/apply-now-masaa2>.

International Students

International students must submit the above documentation and the following items:

- Submission of foreign transcripts in the original language and a certified English copy
- An official TOEFL score of 88 ibt, 580 (written) OR an IELTS score of 6.5 or higher OR successful completion of Gonzaga University’s ESL program
- Copy of passport
- Completed financial declaration form (<https://online.gonzaga.edu/wp-content/uploads/2015/02/Basic-GraduateFinancial-Dec-14-15.pdf>) with original supporting bank statements (showing at least US \$22,900) or official letter from sponsoring agency.

Prerequisite

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

Program Outline: 31 credits

EDPE 500	Sport and Athletic Promotions	3 credits
EDPE 501	Sport Media and Communication	3 credits
EDPE 514	Ethical and Legal Aspects in Sport and Athletic Administration	3 credits
EDPE 525	Sport and Athletics in the Social Context	3 credits
EDPE 565	Research Methods and Statistics in Sport and Athletics	3 credits
EDPE 571	Sport and Athletic Finance	3 credits
EDPE 613	Administration of Physical Education, Athletics and Sports	3 credits
EDPE 696A-B*	Sport and Athletic Administration Internships I – III	6 credits
EDPE 699	Capstone Experience	1 credit
EDPE 621	Facilities Management in Sport and Athletics	3 credits

*The online program only consists of one internship (696A) and the other 3 credits are replaced with special topic classes that are decided at the beginning of each new cohort.

EDPE 500 - Sport and Athletic Promotions credits: 3

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.

EDPE 501 - Sport Media and Communication credits: 3

This course will examine today's world of communication by examining the converging industries of journalism, public relations, marketing and advertising as expressed in the new commercial reality of sport. The student will be provided with a history of the sport media and the changes the media has undergone in recent years. The students will also have the opportunity to be placed in the media chair and produce written material as a reporter covering an athlete program or sporting event.

EDPE 514 – Ethical and Legal Aspects in Sport credits: 3

To familiarize students with the legal and ethical aspects surrounding sport organizations. Topics such as tort law, contract law, agency law, constitutional law, Title IX and IX, ethical theories within the work place are thoroughly covered.

EDPE 515 - Elementary Physical Education credit: 1

This course will provide students both theoretical and practical experience in learning how to design and implement a physical education program at an elementary level. It will introduce the students to objectives of physical education, activities that can be implemented at specific grade levels, general fitness concepts, and techniques of teaching in a physical activity environment, assessment protocol, and the importance of physical education as an integral part of general education. An experimental and cross disciplinary approach will be taken to developing and implementing effective learning experiences in physical education for students K-8. Permission only; On Demand.

EDPE 516 - Elementary Health Methods credit: 1

This course will provide students both theoretical and practical experience in learning how to design and implement a health education program at an elementary level. It will introduce the students to objectives of health education, activities that can be implemented at specific grade levels, teaching strategies, assessment protocol, and the importance of health education as an integral part of general education. An experimental and cross disciplinary approach will be taken to developing and implementing effective learning experiences for students K-8. Permission only. On demand.

EDPE 517 - Abuse Prevention credit: 1

This course will provide students an awareness of the incidence of abuse and the knowledge and skills needed to execute their professional roles and responsibilities, as K-12 educators, in dealing with children who have suffered abuse and neglect. Reporting mandates and legal protection afforded in executing these mandates will also be covered.

EDPE 518 – Health and Fitness Methods credits: 3

This course will provide students both theoretical and practical experience in learning how to design and implement a health and fitness education program at an elementary level. It will introduce the students to objectives of health and fitness education, activities that can be implemented at specific grade levels, teaching strategies, assessment protocol, and the importance of health and fitness education as an integral part of general education. An experimental and cross disciplinary approach will be taken to developing and implementing effective learning experiences for students K-8. Permission only; on demand.

EDPE 525 - Sport and Athletics in Social Context credits: 3

An analysis of historical sport and athletic events, the structure of sport in societies, and the social factors influencing the positive and negative outcomes of those events. Topics such as

diversity, economics, politics, media, and religion will be covered and investigation of the social impact of these issues on sport and athletic environments.

EDPE 565 - Research Methods and Statistics in Sport Athletics credits: 3

This course focuses on the research methods, statistical techniques and applications of social research and evaluation process using SPSS in the context of sport and athletics. Students are required to complete his/her individual research proposal by the end of semester consisting of three chapters (introduction, review of literature, and methodology) and also are given the opportunity to learn and practice SPSS, statistical computer software for social science.

EDPE 571 - Sport and Athletic Finance credits: 3

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 community and school supported sport programs.

Restrictions:

Must be in the following College(s):

School of Education

EDPE 590 - Directed Readings credits: 1-3

Directed readings requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

EDPE 591 - Directed Study credits: 1-4

Directed Study requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

EDPE 592 - Independent Study credits: 1-4

Independent Study requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

EDPE 594 - Special Projects credits: 1-3

Special Projects requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

EDPE 611 - Continuing Research credit: 1

Required of all graduate students to maintain continuous enrollment in the program while completing their final project.

EDPE 613 - Admin in Sport and Athletics credits: 3

Students will study organizational theories and practices with an emphasis on the sport industries. Leadership styles and theories, organizational development, personnel, fiscal, and legal issues will be covered.

EDPE 621 - Facilities Management in Sport and Athletics credits: 3

This course covers theories, policies, principles, and practical applications of facility management and operations with the special emphasis on designing, planning, operating, maintaining of the sport facility. Students will develop and utilize a variety of materials reflective of sport event and venue operations such as an event bidding proposal, a facility review evaluation report, area of expert papers and case studies.

EDPE 689 - Master's Research Project credits: 3

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.

Pre-requisites: EDPE 565

EDPE 696A - Sport and Athletic Administration: Intern I credits: 3

An intensive field supervised experience in a sport or athletic related organization approved by the instructor of record.

EDPE 696B - Sport and Athletic Administration: Intern II credits: 3

A continuation of EDPE 696A. An intensive field supervised experience in a sport or athletic related organization approved by the instructor of record.

Pre-requisites: EDPE 696A

EDPE 696C - Sport and Athletic Administration: Intern III credits: 3

A continuation of 696B. An intensive field supervised experience in the sport or athletic organization approved by the instructor of record.

Pre-requisites: EDPE 696B

EDPE 699 - Capstone Experience credits: 1

This is a student's final experience demonstrating competency in content knowledge through an oral or written project. The student will prepare a final portfolio of work accomplished throughout the program and present it to a designated audience.

The Department of Teacher Education

Chairperson: Deborah Nieding

Elementary Program Director: Deborah Nieding

Secondary Program Director: John Traynor

Directed by our Jesuit mission, the School of Education develops socially responsible professionals who serve with care, competence, and commitment. The department of teacher education offers a thorough preparation in professional teaching at the graduate level. It is committed to the development of exemplary educators through the integration of knowledge, skills, and dispositions necessary for teaching and learning in a global and democratic society. The program utilizes a cohort group structure in which entering candidates proceed through a prescribed sequence of classes together. The Masters of Initial Teaching program leads to an elementary or secondary teacher certification in a one (1) or two (2) year program.

Applicants seeking elementary education certification will receive an elementary endorsement and teach grades K-8 as generalists in a self-contained classroom. Secondary education certification candidates teach grades 5-12 and choose a specific content area (endorsement) to teach. The content areas must be selected from one of the following approved endorsements offered at Gonzaga: biology, chemistry, physics, English language arts, social studies, health and fitness, mathematics, music, and designated world languages. Additional endorsements are encouraged. For additional endorsements, visit the certification office for requirements.

The Teacher Education program is advised by a Professional Education Advisory Board (PEAB) composed of area teachers, school administrators, educational staff associates, representatives of professional organizations, teacher candidates, and faculty.

The teacher certification program meets standards specified by the Washington Professional Education Standards Board (PESB), The National Council for Accreditation of Teacher Education (NCATE) and the Northwest Association of State Directors of Teacher Education and Certification (NASDTEC).

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

Admission Requirements

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

1. A baccalaureate degree from an accredited institution.
2. A completed application form (see the School of Education website: <http://www.gonzaga.edu/soe/grad>).
3. A \$50.00 non-refundable application fee.
4. One (1) official transcript from all colleges or universities attended. Transcript analysis for endorsement is required. International applicants must submit foreign transcripts in

the original language and an English copy. Only degrees and courses from a regionally accredited institution will be accepted.

5. A written statement of purpose addressing the applicant's: a) commitment to becoming a K-12 educator, b) past and present academic experiences and, c) ability to work with children or youth.
6. Two (2) confidential letters of recommendation from individuals who have current knowledge of the applicants' teaching capabilities. Gonzaga University Recommendation forms are required. 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).
7. A completed declaration of endorsement form.
8. A personal interview with the MIT admissions committee.
9. Passing score for the Basic Skill Requirement in each category: Reading, Writing, and Math with minimum scores in either the WEST B, SAT, ACT or CBEST test.
10. Passing score for the WEST E or NES test in the applicants primary content area
11. 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 who native language is not English.
12. Submission of a financial declaration and supporting documentation by each international applicant.

Elementary Education Certification: 43 credits

12-Month Program

1st Summer

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

1st Fall

EDTE 505	Field Experience I	1 credit
EDTE 506	Field Experience II	1 credit
EDTE 507	Field Experience III	1 credit
EDTE 509	Mathematics Methods	3 credits
EDPE 517	Abuse Prevention	1 credit
EDPE 518	Physical Education and Health Methods	3 credits
EDTE 540	Foundations of Reading and Language Arts	3 credits
EDTE 555E	Classroom Environment: Management/Procedures/Routines	3 credits
EDTE 632	Educational Research and Assessment	2 credits

1st Spring

EDTE 510	Science Methods	2 credits
EDTE 537	Integrated Instruction: Language Arts, Art, Music and Drama	2 credits
EDTE 550	Social Studies Methods	2 credits
EDTE 633	Research and Evaluation	2 credits
EDTE 696A	Elementary Student Teaching	6 credits

2nd Summer

EDTE 689	Professional Seminar A/B	1 credit
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Elementary - 24-Month Program**1st Summer**

EDTE 511	Instructional Foundations	3 credits
EDTE 512E	Elementary Differentiated Instruction and Assessment	3 credits
EDTE 631	Introduction to Research Methods	1 credit

1st Fall

EDTE 505	Field Experience I	1 credit
EDPE 518	Physical Education and Health Methods	3 credits
EDTE 540	Foundations of Reading and Language Arts	3 credits
EDTE 632	Educational Research and Assessment	2 credits

1st Spring

EDTE 506	Field Experience II	1 credit
EDTE 510	Science Methods	2 credits
EDTE 537	Integrated Instruction: Language Arts, Art, Music and Drama	2 credits
EDTE 550	Social Studies Methods	2 credits

2nd Summer

EDSE 501	Psychology of the Exceptional Child	3 credits
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2nd Fall

EDPE 517	Abuse Prevention	1 credit
EDTE 507	Field Experience III	1 credit
EDTE 509	Mathematics Methods	3 credits
EDTE 555	Classroom Environment: Management/Procedures/Routines	3 credit

2nd Spring

EDTE 633	Research and Evaluation	2 credits
EDTE 696A	Elementary Student Teaching	6 credits

3rd Summer

EDTE 689	Professional Seminar	1 credit
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Secondary Education Certification: 37 credits

12-Month Program

1st Summer

EDTE 511	Instructional Foundations	3 credits
EDTE 512S	Secondary Differentiated Instruction and Assessment	3 credits
EDTE 520	Teaching in the Middle School	3 credits
EDTE 631	Introduction to Research Methods	1 credit

1st Fall

EDSE 501	Psychology of Children with Exceptionalities	3 credits
EDTE 505	Field Experience I	1 credit
EDTE 506	Field Experience II	1 credit
EDTE 507	Field Experience III	1 credit
EDPE 517	Abuse Prevention	1 credit
EDTE 554	Discipline Specific Methods	3 credits
EDTE 555S	Classroom Environment: Management Procedures/Methods	3 credits
EDTE 632	Educational Research and Assessment	2 credits

1st Spring

EDTE 518	Discipline Specific Literacy	3 credits
EDTE 633	Research and Evaluation	2 credits
EDTE 696B	Secondary Student Teaching	6 credits

2nd Summer

EDTE 689	Professional Seminar	1 credit
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Secondary Education Certification: 37 credits

24-Month Program

1st Summer

EDTE 511	Instructional Foundations	3 credits
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EDTE 512S	Secondary Differentiated Instruction and Assessment	3 credits
EDTE 520	Teaching in the Middle School	3 credits
EDTE 631	Introduction to Research Methods	1 credit
1st Fall		
EDSE 501	Psychology of Children with Exceptionalities	3 credits
EDTE 505	Field Experience I	1 credit
EDTE 632	Education Research and Assessment	2 credits
1st Spring		
EDTE 506	Field Experience II	1 credit
EDTE 518	Discipline Specific Literacy	3 credits
2nd Fall		
EDTE 507	Field Experience III	1 credit
EDPE 517	Abuse Prevention	1 credit
EDTE 554	Discipline Specific Methods	3 credits
EDTE 555S	Classroom Environment: Management Procedures/Routines	3 credits
2nd Spring		
EDTE 696B	Secondary Student Teaching	6 credits
EDTE 633	Research and Evaluation	2 credits
EDTE 689	Professional Seminar	1 credit

EDTE 505 - Field Experience I credit: 1

Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. The course will aid the teacher candidate to focus and integrate learning by observing, reflecting and analyzing instructional events in the school site. The course will enable teacher candidates to observe and participate in instructional decision-making strategies for differentiation, and various assessment models. Teacher candidates are required to submit a Field Experience Request form to the Field Experience Office a minimum of a month prior to the semester they are taking the course. This form can be found on the Gonzaga School of Education website under Field Experience. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and a Character and Fitness form on file is required.

Restrictions:

Must be in the following College(s):

School of Education

EDTE 506 - Field Experience II credit: 1

Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. The course will aid the teacher candidate

to focus and integrate learning by observing, reflecting and analyzing instructional events in the school site. The course will enable teacher candidates to observe and participate in instructional decision-making strategies for differentiation, and various assessment models. Teacher candidates are required to submit a Field Experience Request form to the Field Experience office a minimum of a month prior to the semester they are taking the course. This form can be found on the Gonzaga School of Education website under Field Experience. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and a Character and Fitness form on file is required.

Restrictions:

Must be in the following College(s):

School of Education

EDTE 507 - Field Experience III credit: 1

Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. The course will aid the teacher candidate to focus and integrate learning by observing, reflecting and analyzing instructional events in the school site. The course will enable teacher candidates to observe and participate in instructional decision-making strategies for differentiation, and various assessment models. Teacher candidates are required to submit a Field Experience Request form to the Field Experience Office a minimum of a month prior to the semester they are taking the course. This form can be found on the Gonzaga School of Education website under Field Experience. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and a Character and Fitness form on file is required.

Restrictions:

Must be in the following College(s):

School of Education

EDTE 509 - Mathematics Methods credits: 3

This course is designed to prepare teacher candidates for teaching mathematics to elementary students. The course will present current theory and practice in mathematics education. Specifically candidates will develop the knowledge, skills and disposition to teach mathematics to all children.

EDTE 510 – Science Methods credits: 2

This course is designed to prepare teacher candidates for teaching science to elementary students. The course will present current theory and practice in science education. Specifically candidates will understand how students develop understanding of scientific concepts and learn and apply science specific pedagogy in instructional planning assessment. Spring.

EDTE 511 - Instructional Foundations credits: 3

This course examines the philosophical social, historical and theoretical 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. Themes include learning theory and human development, philosophy and history of education, cultural competency, ethics, and law as they relate to the classroom teacher.

EDTE 512E - Elementary Differential Instruction and Assessment credits: 3

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-8 instruction: planning, implementation, accommodations, differentiation and assessment of instruction, and the integration of technology to meet the Washington State's Common Core.

EDTE 512S - Sec Differential Instruction and Assessment credits: 3

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 diverse learners. The course will cover the essential elements of 6-12 instruction: planning, implementation, accommodations, differentiation and assessment of instruction, and the integration of technology to meet the Washington State's Common Core.

EDTE 518 - Discipline Specific Literacy credits: 3

This course presents the theory and practice for developing interdisciplinary literacy in secondary classrooms including the structure and development of language and its effective expression in specific disciplines are presented in this course. In particular, students gain competencies in working with texts, supporting academic language development, and adapting instruction to make it accessible to English language learners.

EDTE 520 - Teaching in the Middle School credits: 3

The purpose of this course is to help the prospective middle level/secondary teacher candidate develop in-depth knowledge and understanding of early adolescents. The middle school reform movement and the developmental characteristics and the needs of adolescents provide a framework for this course.

EDTE 531 - Instructional Methods: Reading, Writing, and Communications II credits: 3

The purpose of this course is twofold: one, to prepare teachers to create appropriate methods for teaching literacy which provide opportunities for children to become involved with literacy in a purposeful and meaningful manner and, second, to become aware of available literary resources, including technology for thematic teaching.

EDTE 537 - Integrated Instruction credits: 2

Candidates will become proficient in creating appropriate opportunities for children to engage in a meaningful way with authentic literature through a variety of methods. Students will develop an integrated curriculum for classroom implementation at a designated grade level, K-12 which appeals to different learning styles and is compatible with state mandates. This integrated curriculum will be in a thematic format which will connect the content areas through the fine arts and the language arts.

EDTE 540 - Foundations of Reading and Language credits: 3

This course provides candidates with the opportunity to investigate theories and practices supporting reading and language arts instruction in K-8 schools. Teacher candidates develop a repertoire of instructional practices to plan for student learning in reading development, writing, grammar, and spelling. Practical approaches to assessment incorporated in the lesson plan.

EDTE 550 - Social Studies Methods credits: 2

This course presents a global approach to the teaching of social studies at the elementary level with an emphasis on age appropriate strategies for teaching major concepts in the variety of social science disciplines.

EDTE 554 - Discipline Specific Methods credits: 3

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved of for endorsements. Washington State standards are met and candidates are prepared for the Teacher Preparation Assessment.

EDTE 554E - Secondary Methods-English credits: 3

See EDTE 554A.

EDTE 554F – Secondary Methods-Social Studies credits: 3

See EDTE 554A.

EDTE 554L - Field Experience: Add-On Endorsement credit: 1

This is a lab course which will accommodate teacher candidates who add-on and additional endorsement. Teacher candidates are required complete a Field Experience Request form prior to taking this course which can be found on the Gonzaga School of Education website under Field Experience. This course must be taken concurrently with an EDTE 554A—T Discipline Specific Methods course. Requires current fingerprint clearance throughout semester and Character and Fitness form on file. Fall only.

EDTE 554M - Secondary Methods-Math credits: 3

See EDTE 554A.

EDTE 554S - Secondary Methods-Science credits: 3

See EDTE 554A.

EDTE 554T - Secondary Methods-World Lang credits: 3

See EDTE 554A.

EDTE 555E – Classroom Environment: Elementary Management, Procedures, and Routine credits: 3

Teacher candidates are provided with strategies to manage the elementary classroom to create a motivated classroom climate, communicate with teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations, management, instructional approaches, and corrective measures. Teacher as leader will be the primary metaphor which requires candidates to investigate the role of power and communication in teaching.

EDTE 555S - Classroom Environment: Secondary Management, Procedures, and Routine credits: 3

Teacher candidates are provided with strategies to manage the elementary classroom to create a motivated classroom climate, communicate with teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations, management, instructional approaches, and corrective measures. Teacher as leader will be the primary metaphor which requires candidates to investigate the role of power and communication in teaching.

EDTE 561 - Reading Diagnosis credits: 3

The course provides teacher candidates with the in-depth skills and knowledge to identify and diagnose reading strengths and deficiencies of K-12 students. Appropriate instructional strategies for remediation and extension are developed and implemented. This class incorporates field experience components and is intended for the reading endorsement.

Restrictions:

EDTE 562 - Child and Adolescent Literature credits: 3

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 is intended for the reading endorsement.

Restrictions:

EDTE 564 - Practicum Reading credits: 1-4

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 Dept. permission and cannot be registered for via ZAGWEB. This course is intended for the reading endorsement.

EDTE 566 - Literacy and English Language Learner credits: 3

This course provides literacy knowledge related to working with English learners. Teacher candidates and tutors will create classroom materials for English language learners to support their learning of literacy knowledge. Teacher candidates will take theoretical knowledge that will be translated into practical application through the creation of lesson plans, stories and tutoring. This course is intended for the reading endorsement.

Equivalent(s): MTSL 514

EDTE 590 - Directed Readings credits: 1-3

Directed Readings requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

EDTE 591 - Directed Study credits: 1-3

Directed Study requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

EDTE 592 - Independent Study credits: 0-6

Independent Study requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

EDTE 594 - Special Project credits: 1-6

Independent Study requires completion of a form, and departmental permission and cannot be registered for via ZAGWEB.

EDTE 611 - Continuing Thesis Education credit: 1

EDTE 631 - Education Research Introduction credit: 1

This introduction to practitioner based research will lay the groundwork and expectation for a master's level research project to be completed by the end of the MIT program. Content to be introduced include: characteristics of practitioner research, applicable research terminology, qualitative and quantitative methodologies, topic selection, teacher-as-researcher skills and the literature review structure.

EDTE 632 - Education Research and Assessment credits: 2

This course, a two-credit continuation of educational research, is the second of four research classes offered to Masters of Initial Teaching (MIT) candidates over the span of one year. It is designed to provide the knowledge and skills in qualitative/action research and continue to explain the components of the Student Impact Project (SIP), as well as their connection to the Teacher Performance Assessment, especially the Assessment Task. Course topics to include examples of practitioner-based research, activities to further clarify professional identity and knowledge of students, opportunities to collect and analyze study work samples and assignments to integrate artifacts into a personalized research plan.

EDTE 633 - Education Research and Data Evaluation credits: 2

This course, a two-credit continuation of EDTE 631 and EDTE 632, is the third of four research courses offered to Masters of Initial Teaching (MIT) candidates over the span of one year. It is designed to provide a review of the knowledge and skills in qualitative/action research, an overview of data analysis methodologies, and a forum to support the organization and completion of the final Student Impact Project (SIP).

EDTE 689 - Professional Seminar credit: 1

This seminar focuses on the final preparation and presentation of capstone research 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 Research Project before a committee of graduate faculty, peers, and members of the University community. Successful completion of the curriculum project is required for granting of the MIT degree.

EDTE 696A - Student Teaching - Elementary credits: 6

This is a culminating 16 week capstone experience in which the teacher candidate assumes the full responsibility of an elementary teacher under the direction of a University supervisor and a co-operating teacher. Concurrent seminars are provided for student interaction, problem solving, certification requirements and informational support.

EDTE 696B - Student Teaching - Secondary credits: 6

This is a culminating 16 week capstone experience in which the teacher candidate assumes the full responsibility of a secondary teacher under the direction of a University supervisor and a co-operating teacher. Concurrent seminars are provided for student interaction, problem solving, certification requirements and informational support.

EDTE 699 - Comprehensive Oral Exam credits: 0

Orals are the formal presentation of the completed major research project in its final written form. Graduate students present their research before a committee of graduate faculty, peers, and members of the University community. Students describe how their research extends the knowledge base of education in their field. Successful completion of the orals is required for granting of the MIT degree.

Principal or Program Administrator Certification (for specific program information, please contact the Program Director, Dr. Cynthia Johnson, johnsonc2@gonzaga.edu.) Principal or Program Administrator Certification for candidates who have a graduate degree in educational leadership or educational administration is available through the completion of a 12 credit professional development program consisting of leadership role seminars and internships.

Program Outline: 12 credits

Principal or Program Administrator Certification

EDPC 912	Leadership Role Seminar (fall)	3 credits
EDPC 913	Leadership Role Seminar (spring)	3 credits
EDPC 920	Certification Internship (fall)	3 credits
EDPC 930	Certification Internship (spring)	3 credits

Master of Arts in Teaching English as a Second Language

Director of Graduate Program: James D. Hunter

The Master of Arts in Teaching English as a Second Language (MA/TESL) program offers courses 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 linguistic and intercultural communication skills. 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, and 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.

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 nonrefundable 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).
5. International students must also provide:
6. An official TOEFL score of 88 iBT (580 written) OR an IELTS score of 6.5 or higher or a recommendation from Gonzaga University's English Language Center if English is not the student's native language.
7. Completed Financial Declaration form (see appendix) with original supporting bank statements.
8. Passport Copy

Master of Arts in Teaching English as a Second Language

Program Outline: 35-36 credits

Required Courses: 30-31 credits

One of the following two options:

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

One of the following two courses:

MTSL 602	Thesis	3 credits
MTSL 604	Master's Portfolio	3 credits
MTSL 610	Practicum in Teaching English as a Second Language	3 credits
MTSL 680	Professional Seminar	1 credit
Elective		6 credits

ESLK-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.

MTSL 501 - Theory and Practice of Language Teaching credits: 3

This course investigates current theories in second language acquisition and ESL/EFL methodology. Students learn how to apply these methods to the specific needs of language learners while observing, assisting and teaching. The summer offering is an intensive 4 week course where students apply specific methods during a language camp practicum co-requisite course (MTSL 580).

MTSL 502 - Pedagogical Grammar credits: 3

This course will focus on language analysis for ESL teachers. Issues and insights of interlanguage development, contrastive analysis, discourse, analysis, and pedagogical grammar will be interwoven throughout this course. Students will apply this knowledge to some of the tasks of teaching a second or foreign language including providing corrective feedback, selecting and designing presentation materials, and form-focused activities.

Pre-requisites: MTSL 550, minimum grade: B

MTSL 503 - Immigrant and Refugee Perspectives credits: 3

Designed for students interested in sociocultural perspectives on identity and language and their intersection in diverse cultural communities, this course looks at the experience of immigrant populations in the USA and in the Spokane area, through the lens of their cultural and linguistic adjustment. An average of one hour of service per week is expected of all participants in this course.

MTSL 504 - Introduction to Sociolinguistics credits: 3

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 in Second Language Acquisition credits: 3

This course will investigate some of the major theoretical concepts that have developed in the field of second language learning and teaching with emphases on the concepts of interaction, learner strategies, routines, negotiating meaning, motivation and developmental processes within sociocultural contexts.

MTSL 509 - Academic Writing Grad Students credits: 3

MTSL 510 - Design, Evaluation and Assessment in ESL credits: 3

This course will familiarize students with the principles of test design and construction for all language skills at various levels including both standardized and teacher made tests for a variety of purposes. The course will include reading and testing theories and opportunities to create and administer testing instruments and practice in interpreting the results.

MTSL 512 - Language and Cultural Identity credits: 3

Students will explore the relationship between language and cultural identity.

MTSL 514 - Literacy and English Language Learner credits: 3

This course will involve discussion and review of relevant research in second-language reading and writing. It also includes a critical investigation of research to implementation in the language classroom.

Equivalent(s): EDTE 566

MTSL 516 - Technology in Second Language Education credits: 3

This course explores current trends in technological approaches to second-language teaching and learning. It familiarizes students with tools available on the Internet and World Wide Web. Hands on components will enable students to practice searching and retrieving information for classroom use. Student projects include student produced web pages and materials.

MTSL 517 - Phonology credit: 1

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 credit: 1

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

MTSL 570 - History of the English Language credits: 3

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 credit: 1

An integral feature of the Summer Institute (MTSL 501) is the TESL Language Camp which provides a unique opportunity for its participants to work with ESL students of various ages, nationalities, and proficiency levels. Included in this enhanced hands-on experience are opportunities for observation, teaching, and participation in social activities with ESL students.

MTSL 600 - Research Perspective in Second Language Education credits: 3

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

MTSL 602 - Thesis credits: 3

This course involves the identification and in-depth exploration of a topic or issue in TESL. The thesis will include a comprehensive literature review, statement of purpose, description of methodology, presentation of findings, and discussion of implications and relevance of the research.

- MTSL 604 - Master's Portfolio** credits: 3
 This course involves the identification and in-depth exploration of a topic or issue in TESL for the final oral presentation. The project is one that contributes to TESL, multicultural, multilingual development. The project must be completed and submitted in written form or as a manuscript suitable for publication.
- MTSL 610 - Practicum in Teaching English as a Second Language** credits: 3
 The culminating experience of MA/TESL study, the Practicum is a 10 to 14 week exercise in applied TESL. Having completed all prerequisites, students are assigned to a Gonzaga University ESL faculty member for the duration of the practicum. Following a period of observation, the intern moves to increased levels of responsibility for planning and teaching.
- MTSL 611 - Continuing Research** credit: 1
- MTSL 680 - Professional Seminar** credit: 1
 This course (ProSem) is a complementary course to either MTSL 610 (Practicum) or MTSL 602 (Thesis) or 604 (Project). Students meet to discuss practical and theoretical issues related to their teaching or research site. Students also develop a professional portfolio consisting of a philosophy of teaching, a videotape of lesson, an ESOL curriculum unit with assessments and evaluations.
- MTSL 683 - Peace Corps Training and Reflection** credits: 3
 Peace Corps Trainees/Volunteers undergo at least 10 weeks of training in country-language, cross-culture and technical (i.e., TESL/TEFL training). This experience is one of the most substantive educational experiences that a PCV will have given the following: training expertise, in-country experience, PC trainee motivation and investment, theory/practice integration. We can only mimic this quality of experience in an MA program; therefore, the GU PCMI program would be significantly enhanced if students are required to document this training experience.
- MTSL 684 - Peace Corps Field Research** credits: 3
 PCVs are well poised to conduct research in country. PCVs will use their MTSL 600 research course combined with their MTSL 683-PC training and reflection-to collect and analyze data using ethnographic, action and teacher-research methodologies. PCVs will be assigned and advisor who will work with students in country if it is PC appropriate (e.g. suitable technology, related to assignment).
- MTSL 685 - Peace Corps Service** credits: 0
 Peace Corps Service (27months).
- MTSL 687 - Peace Corps Culminating Project** credits: 4
 This course is one that bridges the divide between the initial Gonzaga experience and the PC experience. Since students often face more culture shock and dissonance upon their return home, the capstone course would include a readjustment phase, building on the completion of service orientation and the in-country reflection journals.
- MTSL 690 - Independent Study** credits: 0-6
- MTSL 691 - Independent Study** credits: 0-6

School of Engineering and Applied Science

Dean: Stephen Silliman

The School of Engineering & Applied Science (SEAS) was established in 1934 and offers both a Master of Engineering in Transmission & Distribution (T&D) Engineering degree and a 15-credit T&D Certificate for engineers in the power industry.

The School of Engineering & Applied Science produces broadly educated and capable engineers ready to contribute innovative solutions for a better world. The T&D program exemplifies this mission statement by offering online, graduate level courses to utility engineering professionals who are interested in pursuing an advanced degree but are unable to participate in traditional (on-site) graduate programs.

The multi-disciplined program has been designed in collaboration with power industry experts to provide students with necessary technical and managerial skills for advancement in their engineering careers. The courses are taught by experienced engineering faculty and power industry engineers to ensure students learn the most relevant design and maintenance standards. The multi-disciplined program blends academic rigor with engineering practicum in a series of courses that include civil, electrical, and mechanical engineering, along with engineering leadership topics, to form an advanced degree or Certificate in Transmission and Distribution Engineering.

Transmission and Distribution Program

Director: Peter McKenny

Assistant Director: Jilliene McKinstry

Master of Engineering - Transmission and Distribution Engineering

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

Admissions:

Admission to the program will be administered by faculty and staff of the School of Engineering and Applied Science. For the M.E. degree, an undergraduate degree in engineering, two letters of recommendation (preferably from immediate managers/supervisors in a power-related industry), and a letter of intent expressing the student's qualifications, professional goals, and employment experience will be required to enter the program. Preferred consideration for admission will be given to applications with industry experience that have completed the T&D Certificate Program.

Admission Checklist:

- Letter of intent
- Transcripts of all relevant university coursework. Only degrees and courses from a regionally accredited institution will be accepted.
- GRE test score (waived for those with a T&D Certificate or current PE license)
- Two letters of recommendation
- Application form submitted
- Application fee
- Professional Resume

Prerequisites:

B.S. Degree in Civil, Mechanical, Electrical or other engineering field. Employment in electric utility or related industry recommended.

Course Requirements:

Thirty-six (36) credits total:

- 33 in T&D courses, Students may substitute six credits from pre-approved graduate courses.
- TADP 556 Capstone - 3 credits.

Degree Requirements:

The Master of Engineering in T&D Engineering is a 36-credit hour degree program. Students are required to complete a total of 36 credits- three from the TADP 556 capstone course and at least 27 credits from other T&D courses. The final six credits may be from the T&D program, approved courses from GU's Business or Organizational Leadership programs, or approved graduate courses from other universities. Once admitted to the T&D degree program students will be given six years to complete their degree.

To receive an M.E. Degree in T&D Engineering the student must have an average cumulative grade point of 3.0 or better in the T&D program. Prior to being awarded their degree, each student is encouraged to participate in the campus visit associated with the Engineering Leadership capstone course.

Basic requirements for completion and award of the degree are 36 credits of graduate coursework including:

- A cumulative grade point average of at least 3.0 in the program
- TADP 556 Engineering Leadership Capstone course
- At least 27 credits of T&D coursework
- Six credits of electives from either T&D coursework or other pre-approved graduate courses
- A portfolio of final projects is required as the culminating project

Transmission Track Courses:

TADP 540 Transmission Line Design-Introduction	3 credits
TADP 543 Electric Grid Operations	3 credits
TADP 544 Project Development & Construction Methods	3 credits
TADP 547 Underground System Design	3 credits
TADP 548 Transmission Line Design-Electrical Aspects	3 credits
TADP 640 Transmission Line Design-Advanced*	3 credits

Distribution Track Courses:

TADP 541 Distribution System Design	3 credits
TADP 542 Substation Design	3 credits
TADP 545 System Protection**	3 credits
TADP 547 Underground System Design	3 credits
TADP 553 System Automation	3 credits
TADP 641 Power System Analysis	3 credits

Capstone Course:

TADP 556 Engineering Leadership	3 credits
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*Prerequisite TADP 540

** Prerequisite TADP 641 or Program Director permission

Graduate Certificate in T&D Engineering:

The 15 credit T&D Engineering certificate program consists of any five (3 credit) Gonzaga T&D graduate courses. Each course may be taken individually, or students may take any sequence of five (3-credit) courses that fit their professional needs to obtain the graduate level certificate in T&D Engineering. A cumulative GPA of 3.00 from the T&D Program and good standing with the University will be required for the award of the certificate. Admission is administered through the T&D program with director approval needed for registration in TADP 545 and TADP 640.

Courses:

These courses are an ideal fit for engineers looking for utility related professional development opportunities at the graduate level. The courses also offer engineers the technical insight they will need to be successful in the utility field. Course topics include transmission line design and construction, project management and construction methods, power system analysis,

protective relaying, distribution system design, and power system design (including regional and national power infrastructure and regulations).

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

For more information about this program and current courses offerings, please visit our website at: <http://eng.gonzaga.edu/tandd/>.

TADP 521 - Utility Communications credits: 3

This course is an introduction into the world of communications, with an emphasis on applications in the electrical utility space. The course is intended for those whose specialty is not communications engineering but need an overview of the evolving communications technology as a pre-requisite for the future Smart Grid; this includes power-track engineers, project managers, etc.

Restrictions:

Transmission Distribution Program

TADP 540 - Introduction Transmission Line Design credits: 3

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

Restrictions:

Transmission Distribution Program

TADP 541 - Electronic Distribution System Design credits: 3

Network planning, protection/fusing, conductor sizing, transformer specification and connections, arrestors, reactive compensation, underground cabling, substation overview. Students will learn the characteristics of distribution devices and how to select devices which contribute to the desired system performance. The course will cover the requirements of acceptable power quality and how to identify the different types of loads and their requirements for service.

Restrictions:

Transmission Distribution Program

TADP 542 - Substation Design credits: 3

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

Restrictions:

Transmission Distribution Program

TADP 543 - Electrical Grid Operations credits: 3

NERC/WECC reliability standards, control area operation, outage coordination planning, switch theory and devices, reactive load balancing, generation load balancing, economic dispatch, transmission marketing (OASIS), seasonal ratings. The student will acquire the expertise needed for the inner-workings of a large, interconnected utility system. In addition, the students will

develop a skill set that includes knowledge of how electricity is generated, transmitted, and consumed, as well as the ability to analyze complex transmission operational situations and make qualified judgments and recommendations to mitigate transmission related problems.

Restrictions:

Transmission Distribution Program

TADP 544 - Project Development and Construction Method credits: 3

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

Restrictions:

Transmission Distribution Program

TADP 545 - System Protection credits: 3

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

Restrictions:

Transmission Distribution Program

TADP 547 - Underground System Design credits: 3

Introduction to cable systems: history of cables, solid dielectrics, comparison of overhead vs underground. Types of cable systems, cable manufacturing, accessories, basic cable design. Installation practice: pulling tensions, side wall pressures, t-line installation, distribution installation, tunnel installation, directional boring. Application considerations: hydraulic pressures/volumes, commissioning, operation and maintenance practice, industry guides/specifications, IEEE standards. Case studies and special topics.

Restrictions:

Transmission Distribution Program

TADP 548 - T-Line Design - Elect Aspects credits: 3

This course covers the electrical aspects of transmission line design which ensure acceptable reliability, safety and code compliance for transmission facilities. Topics include an introduction to the electrical aspects of a transmission line design, rules and requirements, design criteria and voltage levels, conductor selection and ratings, required clearances, REA manual, insulation, voltage flashover, EMF fields, corona, induction coordination, grounding requirements, pole grounding, guy wire grounding, and grounding measurements.

Restrictions:

Transmission Distribution Program

TADP 549 - TLD: Structures and Foundations credits: 3

The course covers in-depth design of steel poles, concrete poles, and associated foundations. The major topics include: review of steel pole specifications, development of loading trees, design of steel poles including arms, attachment details, base plate, anchor bolts and connections, manufacturing process, inspections of weld details, testing of steel poles, review of concrete pole specifications, design of concrete poles, comparison of steel vs. concrete poles, associated industry national standards, direct embedment and pier foundations, foundation optimization, and anchor foundations.

TADP 553 - System Automation credits: 3

Students will learn economic benefits, reliability, safety, equipment costs, communication,

transmission automation, distribution automation, under frequency load shedding, radial overhead, radial loop underground, demand side management, remote connect/disconnect, SmartGrid, consumer automation, and network design aspects.

Restrictions:

Transmission Distribution Program

TADP 556 - Engineering Leadership credits: 3

Four broad areas of leadership will be covered: leadership roles and responsibilities (sponsor appreciation); communication; systems thinking and breakthrough leadership; leadership, change and ethics.

Restrictions:

Transmission Distribution Program

TADP 640 - Advanced Transmission Line Design credits: 3

The course further develops strategies covered in T-Line course and introduces advanced concepts for designing overhead transmission lines.

Restrictions:

Transmission Distribution Program

TADP 641 - Power System Analysis credits: 3

This course will begin with a review of basic concepts of power systems, their components and how they are inter-related. An overview of the topology and members of the North American power grid will then be covered. The main portion of the course will refer to modeling of power systems, short circuit calculations, and load flow algorithms and methods. Students will learn how to apply the algorithms and methods using case studies in topics such as voltage regulation, VAR control, and relay setting and coordination. The course will wrap up with a brief segment on harmonic analysis and filter design.

Restrictions:

Transmission Distribution Program

TADP 680 - Special Topics credits: 0 TO 4

Topic to be determined by instructor.

Restrictions:

Transmission Distribution Program

School of Nursing and Human Physiology

Dean: Brenda Stevenson Marshall

Assistant Dean: Jennifer Towers

Welcome to the School of Nursing and Human Physiology (SNHP). The school is new, having been established in 2013, in response to growing need and building on two departments with a long history at Gonzaga. Consistent with the mission of Gonzaga University, our message is that of making a difference through excellence in education and scholarly pursuits in the Jesuit, Catholic tradition.

Students choosing to enroll in one of our programs will be taught by faculty with exemplary records in teaching, research and service. Many faculty maintain clinical schedules to enrich their integration of theory and practice in the classroom. Our research is translational - designed to bring the benefits of scholarly work to the improvement of individual and population health practices. Service is an important component of what we do as it provides the school with the opportunity to fulfill the Jesuit commitment of social justice through helping others.

Through the virtual campus we make educational programs available to a broader array of non-traditional students who wish to pursue a career in nursing but require flexible scheduling. The new approach to health services delivery highlights the use of trained and skilled professionals who perform services formerly reserved for physicians. The Doctorate in Nursing Practice (DNP) the SNHP currently offered and the Doctorate in Nursing Anesthesia Practice (DNAP) schedule to be offered in the fall of 2015 provide an opportunity for qualified students to pursue these career pathways.

Degree Programs in the School of Nursing and Human Physiology

M.S. Nursing (R.N. to M.S.N., M.S.N., Second Master's Degree Programs)

Doctor in Nurse Practice

Doctor of Nurse Anesthesia Practice

Master of Science in Nursing

Chairperson: Jeffrey Ramirez

Professors: N. Crogan, S. Boysen, M. McFarland

Associate Professors: N. Beckham, L. Murphy, J. Ramirez, J. Tiedt

Assistant Professors: J. Isaacson, C. Kottwitz, J. Owens, B. Senger

Senior Lecturer: D. Smith

Lecturers: J. Derzay, J. Garrity, K. Manion, J. Miller, D. Ogorek, K. Slater, L. Tochterman, L. Torretta

Introduction

The Department of Nursing offers three advanced education nursing programs: the accelerated RN to MSN (Master of Science in Nursing) program, the MSN program, and second Master's in Nursing program. These programs emphasize leadership, the integration of theoretical concepts from nursing and related disciplines, and the application of these theories to practice. Both role development and preparation in a specialty focus area are emphasized. Grounded in Jesuit and nursing values, the MSN program prepares Registered Nurses to assume roles as Family Nurse Practitioners, Adult/Gerontology Nurse Practitioners, Psychiatric-Mental Health Nurse Practitioners, Nurse Educators, or Health Systems Leaders. With Complex Adaptive Systems (CAS) as the organizing framework for the curriculum, the program builds on the themes of servant leadership, social justice, community, and reflective practice. Gonzaga's MSN program is offered in an online distance delivery format with scheduled on-campus immersions. This format enables nurses in geographically isolated areas and those who would not be able to attend an on-campus program to pursue advanced nursing education and still continue to provide much-needed nursing services in their home communities while completing graduate studies. Graduates are qualified to take the national certification examinations for their areas of specialization. National certification is a requirement for licensure as a nurse practitioner in most states. Students are responsible for checking state mandates for practice while in the student role and in an advanced nursing role.

Program Overview

Students who enter the master's program through the accelerated RN to MSN pathway complete a total of five courses (15 credits) that "bridge" them to the graduate-level courses. After completing these "bridge" courses, they progress directly to the core courses in the MSN program provided they have successfully completed all bridge courses with a grade of "C" or better and have maintained a minimum GPA of 3.0. They have the option of pursuing either the Health Systems Leader or the Nurse Educator track in the MSN program.

Students with a Bachelor of Science in Nursing degree are admitted directly into the Master of Science in Nursing (MSN) program. Students with a non-nursing bachelor's degree and Registered Nurse license are also able to be admitted directly into the Master of Science in Nursing program, but must complete a minimum of four pre-requisite courses prior to starting the master's-level courses. Students apply for admission to one of five specialty tracks: Family Nurse Practitioner (47 credits), Adult/Gerontology Nurse Practitioner (45 credits), Psychiatric-Mental Health Nurse Practitioner (47 credits), Nurse Educator (36 credits), or the Health Systems Leader track (36 credits). They complete the core courses (15 credits) prior to

advancing to and progressing through one of the specialty tracks (additional 21-32 credits). In the nurse practitioner options, students complete courses in advanced pathophysiology and pharmacology, advanced health assessment, and the direct care core courses that prepare them for advanced practice. Students in these pathways complete 600 hours (10 credits) of practicum or clinical experience. Students preparing for the advanced role specialties of Nurse Educator and Health Systems Leader complete the core courses for those specialty tracks as well as 360 hours of practicum (6 credits).

The second master's degree program is designed for the Registered Nurse who already possesses a master's degree in nursing but desires additional preparation in another specialty area. The program is structured to meet the needs and schedules of working Registered Nurses through the same distributive learning formats used in the MSN program. The total credits required may vary depending on each student's background and preparation.

RN to MSN Program (for Registered Nurses)

The RN to MSN program offers the licensed Registered Nurse with a diploma or an associate's degree in nursing the opportunity to earn a master's degree in nursing in less time and with fewer credits than would be required if completing separate BSN and MSN degrees. The MSN is the degree awarded, and there is no option for earning a separate BSN degree. In an effort to meet the needs of working Registered Nurses, the program is offered in an online distance delivery format with scheduled on-campus immersions during the MSN coursework. Students complete five courses (15 credits) that "bridge" them to the master's level courses: NURS 320 – Statistics for Health Professionals, NURS 406 – Nursing Research, NURS 463 – Community Health, NURS 464 – Community Health Practicum, PHIL 280 – Persons & Conduct. Once the "bridge" courses have been completed, students' progress immediately to the graduate level courses with an emphasis on preparation for an advanced role as either a Nurse Educator or Health Systems Leader.

Admission Requirements RN to MSN Program

At the time of application to the RN to MSN program, the applicant also applies for admission to Gonzaga University. The applicant must have an associate's degree in nursing from an accredited college or a diploma in nursing from a state-approved program and must submit one official transcript from each college, university, and/or nursing program attended. The decision to admit an applicant to the RN to MSN program is based on consideration of the individual's overall portfolio including:

1. Cumulative GPA of 3.0 or better (4.0 scale).
2. Evidence of a current unencumbered RN license.
3. One official transcript from every college and university or nursing school attended. Only degrees and courses from regionally accredited institution will be accepted.
4. Current curriculum vitae (CV).
5. Two letters of recommendation from individuals such as employers, colleagues, or professors who can attest to the applicant's leadership, interpersonal skills, professional practice, critical thinking and judgment, and potential for advanced study.
6. If GPA is less than 3.0, satisfactory score on the Miller Analogy Test or the Graduate Record Exam within the last five years.

7. Typewritten statement (maximum 500 words) that describes the applicant's:
 - a) interest in the RN to MSN Program and specific MSN option, e.g., Nurse Educator or Health Systems Leader.
 - b) professional goals.
 - c) personal and professional strengths.
 - d) professional experiences.
8. Non-native English speakers are required to provide proof of English proficiency. Gonzaga University accepts the following:
 - a) score of 6.5 or better on the IELTS
 - b) official TOEFL score of at least 88 ibt or 580 pbt
 - c) completion of an Associate's degree in Nursing or a diploma in Nursing from an institution where English is the primary medium of instruction.
9. Submission of a financial declaration and supporting documentation by international applicants

Degree Requirements

The RN to MSN program requires the completion of five "bridge" courses (15 credits) with a minimum GPA of 3.0 in order to progress to MSN-level course work.

RN to MSN

Bridge Courses: 15 Credits

PHIL 280	Person and Conduct (Nursing)	3 credits
NURS 320	Statistics for Health Professionals	3 credits
NURS 406	Nursing Research	3 credits
NURS 463	Community Health	3 credits
NURS 464	Community Health Practicum	3 credits

Graduate (MSN) Courses:

Students who have successfully completed the "bridge" courses with a minimum grade of "C" and have achieved a minimum GPA of 3.0 progress directly to the MSN level courses.

Admissions Requirements to the MSN Program

At the time of application to the MSN program, the applicant also applies for admission to Gonzaga University. The applicant must have a bachelor's degree from an accredited college or university, be licensed as a Registered Nurse, and submit one official transcript from each college, university, and/or nursing program attended. Students who are admitted without a bachelor's degree in nursing must take some foundational nursing courses before completing master's-level courses, e.g., statistics, research, and community health nursing. The decision to admit an applicant to the MSN program is based on consideration of the individual's overall portfolio including:

1. Cumulative GPA of 3.0 or better (4.0 scale).
2. Evidence of a current unencumbered RN license.
3. One official transcript from every college and university or nursing school attended. Only degrees and/or courses from regionally accredited institutions will be accepted.
4. Current curriculum vitae (CV).
5. Two letters of recommendation from individuals such as employers, colleagues, or professors who can attest to the applicant's leadership, interpersonal skills, professional practice, critical thinking and judgment, and potential for advanced study.
6. If GPA is less than 3.0 or bachelor degree is from a competency-based program, satisfactory score on the Miller Analogy Test or the Graduate Record Exam within the last five years.
7. Typewritten statement (maximum 500 words) that describes the applicant's:
 - a) interest in the MSN Program and specific MSN option,
 - b) professional goals,
 - c) personal and professional strengths,
 - d) professional experiences.
8. Non-native English speakers are required to provide proof of English proficiency. Gonzaga University accepts the following:
 - a) score of 6.5 or better on the IELTS,
 - b) official TOEFL score of at least 88 ibt or 580 pbt,
 - c) completion of an Associate's degree in Nursing or a diploma in nursing from an institution where English is the primary medium of instruction.
9. Submission of a financial declaration and supporting documentation by international applicants.

Required Core Courses for All MSN Options: 15 Credits

All of the core courses are offered online and must be completed for all of the specialty options. These courses provide the theoretical foundation for role development and expose the students to concepts and issues that undergird all areas of advanced nursing practice. Courses include content in health policy analysis and development, information management, evidence-based practice and leadership.

NURS 561 Information Technology and Data Management	3 credits
NURS 562 Theoretical Foundations for Healthcare Improvement	3 credits
NURS 563 Evidenced-Based Practice for Quality and Safety	3 credits
NURS 564 Contemporary Healthcare Environment	3 credits
NURS 565 Clinical Prevention for Diverse Populations	3 credits

Health Systems Leadership (HSL) Option: 36 Credits (including Core)

This option prepares Registered Nurses to assume leadership and administrative positions in inpatient, ambulatory care, and community-based 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. The HSL core courses are

offered online. Practicum experiences are arranged by the student to meet identified learning needs. There is a required two-day, on-campus immersion during the last practicum course.

Health Systems Leadership Core: 15 Credits

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

Health Systems Leadership Practicum: 6 Credits (360 hours)

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

Nurse Educator (NE) Option: 36 Credits (including Core)

This option prepares Registered Nurses to work as educators in academic, hospital, and community-based settings. Students develop an area of clinical specialization as well as competency in curriculum development, teaching-learning strategies, and assessment of student learning. Particular emphasis is placed on tailoring content and practicum experiences to individual needs. The NE core courses are offered online. Practicum experiences take place in a variety of educational settings. There are two required 2-3 day, on-campus immersions.

Nurse Educator Direct Care Core and Practicum: 8 Credits

NURS 601E Pathophysiology, Pharmacology and Assessment I	3 credits
NURS 602E Pathophysiology, Pharmacology and Assessment II	3 credits
NURS 603E Advanced Clinical Practicum: Acute Care	1 credit
NURS 604E Advanced Clinical Practicum: Population-Focused	1 credit

Nurse Educator Core and Practicum: 13 Credits

NURS 651E Curriculum Development	3 credits
NURS 652E Teaching/Learning Strategies	3 credits
NURS 653E Principles of Evaluation for Nurse Educator	3 credits
Four credits distributed between the following two courses: 4 credits	
NURS 645E Nurse Educator Practicum in Clinical Setting	1-3 credits
NURS 646E Nurse Educator Practicum in Academia	1-3 credits

Family Nurse Practitioner (FNP) Option: 47 Credits (including Core)

This option prepares students to provide a holistic approach to primary care for individuals and families of all ages and to manage a wide variety of acute and chronic health problems. Family Nurse Practitioners work in independent as well as collaborative practice settings, such as private practices, urgent care centers, health maintenance organizations, clinics, health departments, student health centers, and clinics for the homeless or uninsured. The FNP core courses are offered online. When students begin their practicum courses, they are required to participate in one on-campus immersion during each of the four practicum courses as well as two on-campus immersions when taking the Advanced Health Assessment course (for a total of 6 on-campus immersions). These immersions are two or more days in length. Students residing in Washington, Idaho, Oregon, and Montana also have at least one site visit from a clinical faculty during each practicum course. Students living outside of this four-state region are required to arrange for an additional on-campus day in conjunction with one of the immersion experiences during each practicum course in order to complete the faculty site visit requirement.

Family Nurse Practitioner Core: 22 Credits

NURS 523	Advanced Pathophysiology	3 credits
NURS 524	Advanced Pharmacology	3 credits
NURS 600	Health Assessment: Advanced Nurse Practice	3 credits
NURS 601	Health Assessment: Advanced Nurse Practicum	1 credit
NURS 651P	Primary Care: Gender-Based	2 credits
NURS 652P	Primary Care: Infant/Child/Adolescent	3 credits
NURS 653P	Primary Care: Adult/Geriatric	4 credits
NURS 654P	Primary Care: Adult/Geriatric II	3 credits

Family Nurse Practitioner Practicum: 10 Credits (600 hours)

NURS 661	Practicum Care Practicum: Gender-Based	1-3 credits
NURS 662	Practicum Care Practicum: Infant/Child/Adolescent	1-3 credits
NURS 663	Practicum Care Practicum: Adult/Geriatric	1-4 credits
NRUS 664	Practicum Care Practicum: Adult/Geriatric II	1-4 credits

Adult/Gerontology Nurse Practitioner Option: 45 credits (including Core)

This track prepares nurse practitioners to care for young adults to frail elders. Adult/Gerontology NPs typically practice in primary care settings, such as private practices, clinics, nursing homes, and long-term care facilities. Students in this track must complete a total of 45 credits to earn an MSN degree. The didactic courses are offered online. Students complete the required 600 hours of practicum in their home communities working at a site and

with a preceptor approved by faculty. When students begin their practicum courses, they are required to participate in one on-campus immersion during each of the three practicum courses as well as two on-campus immersions when taking the Advanced Health Assessment course (for a total of 5 on-campus immersions). These immersions are two or more days in length. Students residing in Washington, Idaho, Oregon, and Montana also have at least one site visit from a clinical faculty during each practicum course. Students living outside of this four-state region are required to arrange for an additional on-campus day in conjunction with one of the immersion experiences during each practicum course in order to complete the faculty site visit requirement.

Adult/Geriatric Nurse Practitioner Core: 20 Credits

NURS 523	Advanced Pathophysiology	3 credits
NURS 524	Advanced Pharmacology	3 credits
NURS 600	Health Assessment: Advanced Nurse Practice	3 credits
NURS 601	Health Assessment: Advanced Nurse Practicum	1 credit
NURS 653P	Primary Care: Adult/Geriatric I	4 credits
NURS 654P	Primary Care: Adult/Geriatric II	3 credits
NURS 671	Care of the Frail Elder	3 credits

Adult/Geriatric Nurse Practitioner Practicum: 10 Credits (600 hours)

NURS 663P	Primary Care Practicum: Adult/Geriatric I	1-4 cr
NURS 664P	Primary Care Practicum: Adult/Geriatric II	1-4 cr
NURS 665P	Primary Care Practicum: Adult/Geriatric III	2-4 cr

Psychiatric-Mental Health Nurse Practitioner (PMHNP) Option: 47 Credits (including Core)

This option prepares students to work as Psychiatric-Mental Health Nurse Practitioners. 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, to provide clinical and professional leadership, and facilitate system improvements. Their clinical practice focuses on persons of all ages with diagnosed psychiatric disorders and individuals, families, or populations at risk for mental illness. The PMHNP core courses are offered online. When students begin their practicum courses, they are required to participate in one on-campus immersion during each of the three practicum courses and two on-campus immersions when taking the Advanced Health Assessment course (for a total of 5 on-campus immersions). These immersions are two days or more in length. Students also have at least one site visit from a clinical faculty during two of the practicum courses. Additional site visits are arranged as needed.

Psychiatric Mental Health Nursing Core: 22 Credits

NURS 523	Advanced Pathophysiology	3 credits
NURS 524	Advanced Pharmacology	3 credits
NURS 600	Health Assessment: Advanced Nurse Practice	3 credits
NURS 601	Health Assessment: Advanced Nurse Practicum	1 credit
NURS 652M	Psychiatric-Mental Health Nursing Concepts I	3 credits
NURS 653M	Psychiatric-Mental Health Nursing Concepts II	3 credits
NURS 654M	Psychiatric-Mental Health Nursing Concepts III	3 Credits
NURS 670	Advanced Psychopharmacology (optional)	3 credits

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

NURS 661M	Advanced Psychiatric-Mental Health Nursing Practice I	1-3 cr
NURS 662M	Advanced Psychiatric-Mental Health Nursing Practice II	1-3 cr
NURS 663M	Advanced Psychiatric-Mental Health Nursing Practice III	1-4 cr
NURS 683M	Advanced Psychiatric-Mental Health Nursing Practicum Extension (if needed)	1-4 cr

Second Master's Degree in Nursing Program

After faculty review the student's transcript and determine the courses needed to complete the student's chosen specialty pathway, the student typically completes between 21 to 35 credits, depending on the pathway, to obtain a second master's degree in Nursing.

Admission Requirements for Second Master's Degree in Nursing Program

At the time of application to the second master's degree program, the applicant also applies for admission to Gonzaga University. The applicant must have a master's degree in nursing from an accredited college or university, be licensed as a Registered Nurse, and submit one official transcript from each college, university, and/or nursing program attended. The decision to admit an applicant to the MSN program is based on consideration of the individual's overall portfolio including:

1. Cumulative GPA of 3.0 or better (4.0 scale).
2. Evidence of a current unencumbered RN license.

3. One official transcript from every college and university or nursing school attended. Only degrees and courses from a regionally accredited institution will be accepted.
4. Current curriculum vitae (CV).
5. Two letters of recommendation from individuals such as employers, colleagues, or professors who can attest to the applicant's leadership, interpersonal skills, professional practice, critical thinking and judgment, and potential for advanced study.
6. If GPA is less than 3.0 or bachelor degree is from a competency-based program, satisfactory score on the Miller Analogy Test or the Graduate Record Exam within the last five years.
7. Typewritten statement (maximum 500 words) that describes the applicant's:
 - a) interest in the MSN Program and specific MSN option,
 - b) professional goals,
 - c) personal and professional strengths,
 - d) professional experiences.
8. Non-native English speakers are required to provide proof of English proficiency. Gonzaga University accepts the following:
 - a) score of 6.5 or better on the IELTS,
 - b) official TOEFL score of at least 88 ibt or 580 pbt,
 - c) completion of an Associate's degree in nursing or a diploma in Nursing from an institution where English is the primary medium of instruction.
9. Submission of a financial declaration and supporting documentation by international applicants.

Second Master's Degree Program Options:

Health Systems Leadership Option: 21-24 Credits

This option prepares Registered Nurses to assume leadership and 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. The HSL core courses are offered online. Practicum experiences are arranged by the student to meet identified learning needs. There is a required two-day, on-campus immersion during the last practicum course.

Required Courses or Equivalency: 15-18 Credits

NURS 563 Evidence-Based Practice	3 credits
NURS 641A Nursing Leadership Development	3 credits
NURS 642A Quality and Information Management	3 credits
NURS 643A Communication and Relationship Management	3 credits
NURS 644A Health Care Management	3 credits
NURS 645A Legal, Regulatory, and Ethical Healthcare Environments	3 credits

Health Systems Leadership Practicum: 6 Credits (360 hours)

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

NURS 633A Health System Leadership Practicum III 1-3 credits

Nurse Educator Option: 22-24 Credits

This option prepares Registered Nurses to work as educators in academic, hospital, and community-based settings. Students develop an area of clinical specialization as well as competency in curriculum development, teaching-learning strategies, and assessment of student learning. Particular emphasis is placed on tailoring content and practicum experiences to individual needs. The NE core courses are offered online. Practicum experiences take place in a variety of educational settings. There are two required 2-3 day, on-campus immersions.

Required Courses or Equivalency: 18-20 Credits

NURS 563 Evidence-Based Practice 3 credits

NURS 601E Pathophysiology, Pharmacology and Assessment I 3 credits

NURS 602E Pathophysiology, Pharmacology and Assessment II 3 credits

NURS 603E Advanced Clinical Practicum: Acute Care 1 credit

NURS 604E Advanced Clinical Practicum: Population Focused 1 credit

NURS 651E Curriculum Development 3 credits

NURS 652E Teaching Learning Strategies 3 credits

NURS 653E Principles of Evaluation for Nurse Educator 3 credits

Nurse Educator Practicum: 4 credits distributed between the following two practicum courses (240 hours):

NURS 645E Nurse Educator practicum in Clinical Setting 1-3 credits

NURS 646E Nurse Educator Practicum in Academia 1-3 credits

Family Nurse Practitioner Option: 32-35 Credits

This option prepares students to provide a holistic approach to primary care for individuals and families of all ages and to manage a wide variety of acute and chronic health problems. Family Nurse Practitioners work in independent as well as collaborative practice settings, such as private practices, urgent care centers, health maintenance organizations, clinics, health departments, student health centers, and clinics for the homeless or uninsured. The FNP core courses are offered online. When students begin their practicum courses, they are required to participate in one on-campus immersion during each of the four practicum courses as well as two on-campus immersions when taking the Advanced Health Assessment course (for a total of 6 immersions). These immersions are two days or more in length. Students residing in Washington, Idaho, Oregon, and Montana also have at least one site visit from a clinical faculty during each practicum course. Students living outside of this four-state region are required to

arrange for an additional on-campus day in conjunction with one of the immersions during each practicum course in order to complete the faculty site visit requirement.

Required Courses or Equivalency: 22-25 Credits

NURS 523	Advanced Pathophysiology	3 credits
NURS 524	Advanced Pharmacology	3 credits
NURS 563	Evidence-Based Practice (if needed)	3 Credits
NURS 600	Health Assessment: Advanced Nurse Practice	3 credits
NURS 601	Health Assessment: Advanced Nurse Practicum	1 credit
NURS 651P	Primary Care: Gender-Based	2 credits
NURS 652P	Primary Care: Infant/Child/Adolescent	3 credits
NURS 653P	Primary Care: Adult/Geriatric I	4 credits
NURS 654P	Primary Care: Adult/Geriatric II	3 credits

Family Nurse Practitioner Practicum: 10 Credits (600 hours)

NURS 661P	Primary Care Practicum: Gender-Based	1-3 credits
NURS 662P	Primary Care Practicum: Infant/Child/Adolescent	1-3 credits
NURS 663P	Primary Care Practicum: Adult/Geriatric I	1-4 credits
NURS 664P	Primary Care Practicum: Adult/Geriatric II	1-4 credits

Adult/Gerontology Nurse Practitioner Option: 30-32 credits

This track prepares nurse practitioners to care for young adults to frail elders. Adult/Gerontology NPs typically practice in primary care settings, such as private practices, clinics, nursing homes, and long-term care facilities. The AGNP core courses are offered online. When students begin their practicum courses, they are required to participate in one on-campus immersion during each of the three practicum courses as well as two on-campus immersions when taking the Advanced Health Assessment course (for a total of 5 immersions). These immersions are two days or more in length. Students residing in Washington, Idaho, Oregon, and Montana also have at least one site visit from a clinical faculty during each practicum course. Students living outside of this four-state region are required to arrange for an additional on-campus day in conjunction with one of the immersions during each practicum course in order to complete the faculty site visit requirement.

Required Courses or Equivalency: 20-23 Credits

NURS 523	Advanced Pathophysiology	3 credits
NURS 524	Advanced Pharmacology	3 credits
NURS 563	Evidence-Based Practice (if needed)	3 Credits
NURS 600	Health Assessment: Advanced Nurse Practice	3 credits
NURS 601	Health Assessment: Advanced Nurse Practicum	1 credit
NURS 653P	Primary Care: Adult/Geriatric I	4 credits
NURS 654P	Primary Care: Adult/Geriatric II	3 credits
NURS 671	Care of the Frail Elder	3 credits

Adult/Geriatric Nurse Practitioner Practicum: 10 Credits (600 hours)

NURS 663P	Primary Care Practicum: Adult/Geriatric I	1-4 credits
NURS 664P	Primary Care Practicum: Adult/Geriatric II	1-4 credits
NURS 665P	Primary Care Practicum: Adult/Geriatric III	2-4 credits

Psychiatric-Mental Health Nurse Practitioner: 32-35 Credits

This option prepares students to work as Psychiatric-Mental Health Nurse Practitioners. 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, to provide clinical and professional leadership, and facilitate system improvements. Their clinical practice focuses on persons of all ages with diagnosed psychiatric disorders and individuals, families, or populations at risk for mental illness. The PMHNP core courses are offered online. When students begin their practicum courses, they are required to participate in one on-campus immersion during each of the three practicum courses and two on-campus immersions when taking the Advanced Health Assessment course (for a total of 5 immersions). These immersions are two days or more in length. Students also have one site visit from a clinical faculty during the last three of the practicum courses. Additional site visits are arranged as needed.

Required Courses or Equivalency: 22-25 Credits

NURS 523	Advanced Pathophysiology	3 credits
NURS 524	Advanced Pharmacology	3 credits

NURS 563	Evidence-Based Practice (if needed)	3 Credits
NURS 670	Advanced Psychopharmacology (optional)	3 credits
NURS 600	Health Assessment: Advanced Nurse Practice	3 credits
NURS 601	Health Assessment: Advanced Nurse Practicum	1 credit
NURS 652M	Psychiatric-Mental Health Nursing Concepts I	3 credits
NURS 653M	Psychiatric-Mental Health Nursing Concepts II	3 credits
NURS 654M	Psychiatric-Mental Health Nursing Concepts III	3 credits

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

NURS 661M	Advanced Psychiatric-Mental Health Nursing Practice I	1-3 credits
NURS 662M	Advanced Psychiatric-Mental Health Nursing Practice II	1-3 credits
NURS 663M	Advanced Psychiatric-Mental Health Nursing Practice III	1-4 credits
NURS 683M	Advanced Psychiatric-Mental Health Nursing Practicum Extension (if needed)	1-4 credits

NURS 523 - Advanced Pathophysiology credits: 3

This course seeks to assist learners to understand the cellular pathophysiological basis of disease. The content emphasizes cellular, genetic, and biochemical processes. Pathophysiological and physiological concepts form the basis for critical thinking and decision making when assessing and treating individuals with various disease processes.

NURS 524 - Advanced Pharmacology credits: 3

The course is designed to prepare the learner for an advanced practice role with prescriptive authority. Pharmacokinetic and pharmacodynamic principles will be applied to the pharmacotherapeutic treatment of disease. Medications will be studied according to therapeutic categories and drug classes within the framework of organ-based pathophysiologic disease state processes. Emphasis will be placed on the medications that are commonly used (top 200 drugs) in primary care settings with special attention given to evidence-based medication selection, patient education, and medication monitoring.

Pre-requisites: NURS 523

NURS 561 - Information Technology and Data Management credits: 3

This course explores the many uses of information technology and data management. The course will provide learners with the knowledge and skills in information and healthcare technology needed to enhance communication and interprofessional collaboration in the current healthcare environment. The process of locating, accessing and analyzing information and data is applied to advanced practice roles, enhancing patient safety, quality and outcomes, and improving population health.

NURS 562 - Theoretical Foundations of Healthcare Improvement credits: 3

This course provides a theoretical orientation to become change agents in a variety of healthcare settings and diverse practice populations. The course will provide learners with a foundation in theories significant to nursing practice such as complex adaptive systems, organizational and change theory, leadership and team-building models, and quality improvement and care models needed to assess, design, plan, implement, and evaluation quality improvement project to promote patient-centered care and improve program outcomes.

NURS 563 - EBP for Quality and Safety credits: 3

This course will provide learners with a theoretical and practical foundation for identifying and critically appraising evidence from qualitative and quantitative research traditions. The emphasis is on the examination of the essential elements of evidence-based-practice, including the formulation of answerable questions to address quality improvement and safety in a variety of advance practice roles and the systematic search for research evidence that can be used to answer researchable questions.

NURS 564 - Contemporary Healthcare Environment credits: 3

This course explores the ethical and legal principles of healthcare and their impact on accessible, affordable, and quality care. This course will provide learners with a framework for discussing ethical and legal issues with an emphasis on the ethical delivery of care to individuals, families and populations. The scope and standards of advanced nursing roles will be examined along with current issues and policies that address health care disparities, health care organizations, financing and quality. Strategies for analyzing and influencing public, professional and institutional policies related to health care and its delivery will be considered.

NURS 565 - Clinical Prevention for Diverse Populations credits: 3

The focus of this course is on the development of health promotion and disease prevention programs for diverse groups and populations. Selected concepts of epidemiology, broad determinants of health, population health, clinical prevention and cultural competence will be examined as they relate to the design and delivery of equitable clinical prevention and health promotion interventions and/or services to individuals, families, communities and aggregates/clinical populations.

NURS 600 - Health Assessment: Advanced Nursing Practice credits: 3

This course is designed to extend and refine the assessment skills of the Registered Nurse in preparation for an advanced clinical practice role. The student will learn to perform physical, developmental, mental, emotional, cultural, social, and family assessments. Students will review anatomy and physiology related to each biological system being studied. The course emphasizes in-depth techniques for assessing each body system in individuals throughout the life span. Lectures will focus on the use of a variety of health assessment techniques, including history taking skills, physical assessment, and other diagnostic assessment tools. Application of diagnostic reasoning and patient education to the assessment process will be included in the content. This course incorporates approximately 13 hours of supervised laboratory experience and 60 hours of precepted clinical experience. Laboratory and clinical components of the course focus on helping the student to develop communication, observation, and psychomotor skills and to document history and physical examination findings. Satisfactory progress in the clinical setting is required to pass the course. Two, two day on-campus immersions required.

Co-requisites: NURS 601

Pre-requisites: NURS 523 and NURS 524

NURS 601 - Advanced Health Assessment Practicum I credit: 1

This course is the practicum course paired with NURS 600 Advanced Health Assessment. The focus is on the practice of advanced assessment skills within a primary care setting. Students

must complete 60 clinical hours in an approved clinical setting while supervised by a nurse practitioner, physician or physician's assistant (unless in a state that requires the preceptor to be either an NP or MD).

Restrictions:

Must be enrolled in one of the following Level(s):

Graduate Non-Matric

Graduate

Co-requisites: NURS 600

Pre-requisites: NURS 523 and NURS 524

NURS 601E - Pathophysiology, Pharmacology and Assessment I credits: 3

This course provides students with an in-depth analysis of concept-based pathophysiological problems with emphasis on assisting learners in understanding the cellular pathophysiological basis of disease, the pharmacokinetic and pharmacodynamics principles of its pharmacological treatment and the refinement of physical assessment skills used to form the basis for critical thinking and decision-making when treating individuals with various pathophysiological problems.

NURS 602E - Pathophysiology, Pharmacology and Assessment II credits: 3

This course is a continuation of NURS 601E and provides students with an in-depth analysis of concept-based pathophysiological problems with emphasis on assisting learners in understanding the cellular pathophysiological basis of disease, the pharmacokinetic and pharmacodynamics principles of its pharmacological treatment and the refinement of physical assessment skills used to form the basis for critical thinking and decision-making when treating individuals with various pathophysiological problems.

NURS 603E - Advanced Clinical Practicum: Acute Care credit: 1

Students complete 60 hours of direct care activities with a master's prepared nurse in an acute care setting. Particular emphasis is placed on safety, quality of care, and quality improvement activities. Students are provided with the opportunity to integrate previous knowledge and develop proficiency in a focused area of acute care clinical nursing.

Pre-requisites: NURS 602E or NURS 601E

NURS 604E - Advanced Clinical Practicum: Population-Focused credit: 1

Students complete 60 hours of direct care activities with a master's prepared nurse in a community setting. Particular emphasis is placed on safety, quality of care, and quality improvement activities. Students are provided with the opportunity to integrate previous knowledge and develop proficiency in a population-focused area of clinical nursing.

Pre-requisites: NURS 565 and (NURS 601E or NURS 602E, minimum grade: C)

NURS 631A - Health Systems Leadership Practicum I credits: 1-3

This practicum integrates knowledge from the didactic courses in the health organization setting.

Prerequisite: NURS641-NURS 644A 1 courses

NURS 632A - Health Systems Leadership Practicum II credits: 1-3

This practicum integrates knowledge from the didactic courses in the health organization setting.

Pre-requisites: NURS 631A

NURS 633A - Health System Leadership Practicum III credits: 1-3

This practicum integrates knowledge from the didactic courses in the health organization setting.

Pre-requisites: NURS 632A

NURS 641A - Nursing Leadership Development credits: 3

This course advances the student's understanding of concepts introduced in the common core

with a focus on the role of the nursing leader within the complexity of healthcare organizations. Emphasis is placed on the development of a professional plan and portfolio that reflect the intentional selection of a personal model of nurse leadership. Consideration is given to the use of change management theories in promoting organizational as well as personal and professional changes.

NURS 642A - Quality and Information Manage credits: 3

This course focuses on the information management skills essential for effective nursing leadership in complex healthcare settings. Topics to be addressed include clinical information systems, benchmarking, and quality monitoring.

Prerequisite: NURS 561 and NURS 562 and NURS 563 and NURS 564 and NURS 565

NURS 643A - Communication and Relation Management credits: 3

This course addresses the role of the nurse as a healthcare systems leader in developing and sustaining relationships with employees and other healthcare providers within complex healthcare environments. Course content will address communication strategies, relationship management, conflict management and negotiation skills, and evaluation. Concepts related to legal, regulatory, and ethical aspects of employee hiring, performance evaluation, and termination will be reviewed. Consideration will be given to succession management.

Prerequisite: NURS 561 and NURS 562 and NURS 563 and NURS 564 and NURS 565

NURS 644A - Health Care Management credits: 3

This course focuses on the financial management skills essential for effective nursing leadership in complex healthcare settings. Topics to be addressed include financing, administrative, financial, cost accounting systems, and budget development and oversight.

NURS 645A - Legal, Regulatory, and Ethic HC credits: 3

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

Prerequisite: NURS 561 and NURS 562 and NURS 563 and NURS 564 and NURS 565

NURS 645E – Nurse Educator Practicum in Clinical Setting credits: 1-3

Students complete 60-180 of the required 240 hours of preceptored teaching experience in an approved clinical setting providing student, patient and/or staff education. The experience will include classroom teaching, as well as supervised evaluation of participant learning and performance. The course included on-line clinical conferences.

Pre-requisites: NURS 601E and NURS 602E and NURS 651E

NURS 646E – Nurse Educator Practicum in Academia credits: 1-3

Students complete 60-180 of the required 240 hours of preceptored teaching experience in approved academic setting. The experience will includes classroom and clinical teaching, as well as supervised evaluation of student work and performance. The course includes on-line clinical conferences. There is a two to three day on-campus capstone immersion focusing on issues of professional development, transition to the nurse educator role, and legal and ethical issues inherent in academic and service settings.

Co-requisites: NURS 653E

Pre-requisites: NURS 601 and NURS 602 and NURS 651

NURS 651E - Curriculum Development credits: 3

This course addresses strategies for developing curricula, ranging in scope from individual teaching sessions, to courses, to complete programs of study. Emphasis is given to developing a curriculum that is congruent with institutional and program mission, philosophy, and goals;

professional standards; needs and expectations of an educational program's communities of interest; contextual variables; and learner characteristics. Students are introduced to "backward design" principles, the concept of "threading" content, strategies for sequencing content, using a theoretical/conceptual framework to inform a curriculum, and principles of curriculum evaluation, focusing on both content validity and outcomes achievement. Legal, ethical, and accreditation issues related to curriculum content also will be considered.

NURS 651P – Primary Care: Gender Based credits: 2

This course focuses on the role of the Family Nurse Practitioner in the care of women and men with common pathophysiological alterations in gender related health. Focus is on clinical management of preventative, acute and chronic health problems in women and men who present for care in primary care settings. Emphasis is placed on the FNP's role in performing comprehensive health assessment (including ordering and interpretation of appropriate diagnostic tests), diagnostic reasoning (differential diagnosis), and prescription of pharmacologic and non-pharmacological interventions.

Co-requisites: NURS 661P

Pre-requisites: NURS 600 and NURS 601

NURS 652E – Teaching and Learning Strategies credits: 3

This course explores strategies for teaching in classroom, online, clinical and community settings and emphasizes linking teaching-learning strategies to desired learning outcomes. Theoretical frameworks for teaching-learning, assessing and accommodating learning styles, preferences, and readiness to learn will be considered. The course also addresses adapting content to teaching strategies for different groups of learners (e.g., students, health care consumer/patients, professional colleagues) and learners with different characteristics. A two to three day on-campus immersion focusing on simulation technologies is required. The course will explore strategies to enhance interprofessional collaboration through the educational process. Students will use their clinical specialty area as context for course assignments.

Pre-requisites: NURS 651E

NURS 652M – Psychiatric-Mental Health Nurse Concepts I credits: 3

Designed as an induction into advanced practice psychiatric-mental health nursing. The scope of practice and standards of the psychiatric nurse practitioner are analyzed. Major emphasis is placed on building a therapeutic relationship, assessing, and diagnosing major psychiatric disorders mental health promotion/prevention strategies, and diagnostic decision-making is stressed. Risk assessments and formulating diagnoses using DSM V, are emphasized and other phenomena requiring clinical intervention, considering variations across the lifespan. Selected theories of interpersonal psychotherapy, human development, recovery, and trauma informed care across the lifespan are analyzed. The biological bases of psychosocial behavior and their implications in psychiatric care are explored. Integration of concepts and application in one's personal practice are stressed.

Co-requisites: NURS 661M

Pre-requisites: NURS 600 and NURS 601 and NURS 670

NURS 652P – Primary Care: Infant, Child, and Adolescence credits: 3

This course focuses on the role of the Family Nurse Practitioner in the clinical management of preventative, acute and chronic health problems in infants/children/adolescents who present for care in primary care settings. Emphasis is placed on the NP's role in performing comprehensive health assessment and treatment (including ordering and interpretation of appropriate diagnostic tests), diagnostic reasoning (differential diagnosis), and prescription of pharmacologic and non-pharmacological interventions. The FNP's role in management and referral to other health care professionals and community resources for individuals and families will be emphasized (e.g., coordination of care transitions within and between health care

systems for children with developmental delay).

Co-requisites: NURS 662P

Pre-requisites: NURS 600 and NURS 601

NURS 653E - Principles of Evaluation for Nurse Educators credits: 3

This course examines the basic principles of evaluation and provides practical guidelines for evaluation of learning in academic, clinical and community settings. The course includes content on test construction and evaluation, developing and using rubrics, developing and grading written assignments, evaluating clinical performance, and evaluating personal teaching effectiveness. The course also addresses program evaluation and accreditation. Legal and ethical considerations related to evaluation and grading will be discussed. (One day test writing seminar included in the NURS 646E on-campus capstone immersion.)

Co-requisites: NURS 646E

Pre-requisites: NURS 651E

NURS 653M - Psychiatric-Mental Health Nurse Concepts II credits: 3

The focus of this course is on the diagnosis and management of acute and chronic mental health issues. Emphasis is on individual and group psychotherapy across the lifespan. Development of therapeutic relationships and interpersonal processes in psychotherapy are examined. Continued development of therapeutic relationships, self-awareness, and skill in assessment, diagnosis, and care formulation are emphasized.

Co-requisites: NURS 662M

Pre-requisites: NURS 652M or NURS 661M

NURS 653P – Primary Care: Adult and Geriatric I credits: 4

This course focuses on the role of the Nurse Practitioner (NP) in the clinical management of chronic and complex health problems in adults and elders who present for care in primary care settings. Emphasis is placed on the NP's role in performing comprehensive health assessment (including ordering and interpretation of appropriate diagnostic tests), diagnostic reasoning (differential diagnosis) and treatment, prescription of pharmacologic and non-pharmacological interventions, and patient education, follow-up, co-management or referral.

Co-requisites: NURS 663P

Pre-requisites: NURS 600 and NURS 601

NURS 654M - Psychiatric-Mental Health Nurse Concepts III credits: 3

Focuses on the diagnosis and management of acute and chronic mental health issues. The course will have an emphasis on individual, group and family psychotherapy interventions. Development of therapeutic relationships and interpersonal processes in psychotherapy are examined. Theoretical models for individual and group psychotherapy are analyzed for their application and presenting issues in therapy situations of patients/clients of varying ages and diagnoses are emphasized. Self-awareness; continuing development of knowledge and skill in assessment, diagnosis, and care formulation; and integration of theories and techniques of psychotherapy for application in one's personal practice are stressed. Strategies in treating chronic mental health disorders are considered. The indications for and selection of appropriate theoretical models, diagnostic strategies, and/or intervention techniques, and issues in treatment situations of patients/clients across the age span are emphasized.

Co-requisites: NURS 663M

Pre-requisites: NURS 652M or NURS 661M

NURS 654P - Primary Care: Adult and Geriatric II credits: 3

This course focuses on the role of the Nurse Practitioner (NP) in the clinical management of chronic and complex health problems in adults and elders who present for care in primary care and other settings. Emphasis is placed on comprehensive health assessment and treatment (including ordering and interpretation of appropriate diagnostic tests), diagnostic reasoning

(differential diagnosis), prescription of pharmacologic and non-pharmacological interventions, and patient education. The course also emphasizes the NP's role when referring to other health care professionals, community resources, and interdisciplinary teams.

Co-requisites: NURS 664P

Pre-requisites: NURS 600 and NURS 601

NURS 661M - Psychiatric-Mental Health Practicum I credits: 1-3

This clinical course is paired with the didactic course Psychiatric Mental Health Nursing Concepts I. Emphasis is on utilizing the theories, concepts, and skills necessary to assess and diagnose acute and chronic psychiatric disorders and the development of clinical intervention.

Co-requisites: NURS 652M

Pre-requisites: NURS 600 and NURS 601

NURS 661P - PC: Gender-Based Practicum credits: 1-3

This course is the clinical course paired with the didactic course Primary Care Gender-Based. It is designed to allow Nurse Practitioner students to apply concepts of Advanced Practice Nursing. Students must complete 120 clinical clock hours in an approved clinical setting while supervised by a nurse practitioner, physician, or physician's assistant (unless in a state that requires the preceptor to be either an MD or a NP). The focus of this clinical experience is on the development of skills in caring for the adult male and female population with health concerns.

Co-requisites: NURS 651P

Pre-requisites: NURS 600 and NURS 601

NURS 662M - Psychiatric-Mental Health Practicum II credits: 1-3

This clinical course is paired with the didactic course Psychiatric Mental Health Nursing Concepts II. Emphasis is on the application of treatment interventions including medication management, individual, group psychotherapy for the adult clients.

Co-requisites: NURS 653M

Pre-requisites: NURS 652M or NURS 661M

NURS 662P - Primary Care: Infant, Child, and Adolescent Practicum credits: 1-3

This course is the clinical course paired with the didactic course Primary Care Infant, Child and Adolescent. It is designed to allow Nurse Practitioner students to apply concepts of Advanced Practice Nursing. Students must complete 120 clinical clock hours in an approved clinical setting while supervised by a nurse practitioner, physician, or physician's assistant (unless in a state that requires the preceptor to be either an MD or a NP). The focus of this clinical experience is on the development of skills in caring for the population of infant through adolescent with health concerns.

Co-requisites: NURS 652P

Pre-requisites: NURS 600 and NURS 601

NURS 663M - Psychiatric-Mental Health Practicum III credits: 1-4

This clinical course is paired with the didactic course Psychiatric Mental Health Nursing Concepts III. Emphasis is on the application of treatment interventions including medication management and individual and group psychotherapy for the child/adolescent and elderly client with acute, chronic, and co-occurring disorders.

Co-requisites: NURS 654M

Pre-requisites: NURS 652M and NURS 661M

NURS 663P – Primary Care Adult/Geriatric Practicum I credits: 1-4

This course is the clinical course paired with the didactic course Primary Care Adult/Geriatric I. It is designed to allow Nurse Practitioner students to apply concepts of Advanced Practice Nursing. Students must complete a minimum of 120 clinical clock hours in an approved clinical setting while supervised by a nurse practitioner, physician, or physician's assistant (unless in a

state that requires the preceptor to be either a physician or NP). The focus of this clinical experience is on the development of skills in caring for the adult/geriatric population with health concerns in primary care settings.

Co-requisites: NURS 653P

Pre-requisites: NURS 600 and NURS 601

NURS 664P – Primary Care: Adult and Geriatric Practicum II credits: 1-4

This course is the clinical course paired with the didactic course Primary Care Adult/Geriatric II. It is designed to allow Nurse Practitioner students to apply concepts of Advanced Practice Nursing. Students must complete a minimum 120 clinical clock hours in an approved clinical setting while supervised by a nurse practitioner, physician, or physician's assistant (unless in a state that requires the preceptor to be either a physician or NP). The focus of this clinical experience is on the development of skills in caring for the adult/geriatric population with health concerns in primary care and other settings.

Co-requisites: NURS 654P

Pre-requisites: NURS 600 and NURS 601

NURS 665P - Primary Care: Adult and Geriatric Practicum III credits: 2 TO 3

This course is the clinical course paired with the didactic course Care of the Frail Elder. It is designed to allow Nurse Practitioner students to apply concepts of Advanced Practice Nursing in a long-term care setting while caring for frail older adults. Students must complete a minimum of 120 clinical clock hours (2 credits) in an approved clinical setting while supervised by a nurse practitioner, physician, or physician's assistant (unless in a state that requires the preceptor to be either a physician or NP).

Co-requisites: NURS 671

Pre-requisites: NURS 600 and NURS 601

NURS 670 - Psychopharmacology credits: 3

The course covers the principles and theories of psychopharmacology, the examination of, epigenetics, genetics, neurochemical communication, circuits in psychopharmacology, the effects of various psychotropic drugs, and the actions of drugs used to treat psychiatric disorders. The course examines the actions and use of specific psychotropic medication, required monitoring and the management of behavior and mental illness.

Pre-requisites: NURS 523 and NURS 524

NURS 671 - Care of the Frail Elder credits: 3

This course focuses on the clinical management of the elder in primary care. Emphasis is on principles of gerontological care, common syndromes, ethical issues, abuse/neglect, and care options within the long-term care (LTC) continuum. The course includes a clinical application experience in a LTC setting.

Co-requisites: NURS 665P

Pre-requisites: NURS 600 and NURS 601

NURS 672 - Mental Health in Advanced Practice credits: 3

This course is foundational for advanced practice nurses when providing care to patients with common mental health disorders. Content includes neurophysiologic, genomic, environmental, social, and developmental theories to understand the etiology and presentation of common mental health conditions. Psychopharmacological and non-pharmacological principles and modalities for treatment of common mental health problems will be explored.

NURS 683M - Psychiatric-Mental Health Practicum Extension credits: 1-3

This course is an independent clinical course. It is not paired with a didactic course. It is designed to allow Psychiatric-Mental Health Nurse Practitioner students to continue to apply concepts of Advanced Practice Nursing in semesters when they are not enrolled in NP specialty didactic courses. Students will complete variable clinical clock hours in approved clinical

settings while supervised by a nurse practitioner, physician, or physician's assistant (unless in a state that requires the preceptor to be either a physician or NP). The focus of this clinical experience is on the continuing development and refinement of treatment interventions including medication management and individual and group psychotherapy for any population.

Pre-requisites: NURS 661M

NURS 683P - Primary Care Practicum Extension credits: 1-3

This course is an independent clinical course. It is not paired with a didactic course. It is designed to allow Nurse Practitioner students to continue to apply concepts of Advanced Practice Nursing in semesters following completion of the NP specialty didactic courses. Students will complete variable clinical clock hours in approved clinical settings while supervised by a nurse practitioner, physician, or physician's assistant (unless in a state that requires the preceptor to be either an MD or a NP). The focus of this clinical experience is on the continuing development and refinement of skills in caring for any population with health concerns in primary care or other approved settings.

Pre-requisites: NURS 663P and NURS 662P and (NURS 654P or NURS 651P, minimum grade: C)

NURS 690 - Special Topics credits: 1-4

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

NURS 691 - Special Topics credits: 1-3

Topic to be determined by instructor.

NURS 692 - Independent Study credits: 1-4

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

Doctor of Nursing Practice

Chairperson: Jeffrey Ramirez

Professors: N. Crogan, S. Boysen, M. McFarland

Associate Professors: N. Beckham, L. Murphy, J. Ramirez, J. Tiedt

Assistant Professors: J. Isaacson, C. Kottwitz, J. Owens, B. Senger

Senior Lecturer: D. Smith

Lecturers: J. Derzay, J. Garrity, K. Manion, J. Miller, D. Ogorek, K. Slater, L. Tochterman, L. Torretta

Introduction

The Department of Nursing offers two pathways to a Doctor of Nursing Practice (DNP) degree: post-baccalaureate DNP and post-master's DNP. Nurses with a bachelor's degree and a Registered Nurse license can apply for admission to the post-baccalaureate DNP option and one of the specialty nurse practitioner tracks: Family Nurse Practitioner (75 credits), Psychiatric-Mental Health Nurse Practitioner (75 credits), or Adult/Gerontology Nurse Practitioner (76 credits). Nurses with a master's degree in nursing that prepared them for an advanced practice role such as a nurse practitioner or clinical nurse specialist or in an advanced role such as a health systems leader/nurse administrator can apply for admission to the post-master's DNP option (minimum 31 credits). The Doctor of Nursing Practice program is consistent with the mission of Gonzaga University and the overall mission of the Department of Nursing, which is to prepare nurses for leadership in the service of others. Graduates of Gonzaga's DNP program are prepared to engage in systems thinking to solve complex problems, translate evidence to improve health care practices and population health, lead quality improvement and change initiatives, and demonstrate effective intra-professional collaboration.

Program Overview

Post-Baccalaureate DNP Option

Gonzaga's DNP program is offered in an online distance delivery format with scheduled on-campus immersions. This format enables nurses in geographically isolated areas and those who would not be able to attend an on-campus program to pursue advanced nursing education and still continue to provide much-needed nursing services in their home communities while completing graduate studies. Graduates are qualified to take the national certification examinations for their areas of specialization. National certification is a requirement for licensure as a nurse practitioner in most states. Students are responsible for checking state mandates for practice while in the student role and in an advanced nursing role.

This online program is available to Registered Nurses who have earned a Bachelor of Science degree in nursing or have a bachelor's degree in another field and are licensed as Registered Nurses. Students with a non-nursing bachelor's degree also can be admitted directly into the DNP program, but must complete a minimum of four pre-requisite nursing courses prior to starting the DNP courses. The DNP courses are offered in a distance delivery format in fall, spring, and summer sessions.

The post-baccalaureate DNP requires the completion of a minimum of 75-76 credit hours

depending on the selected specialty track. The Family Nurse Practitioner (FNP) and Psychiatric-Mental Health Nurse Practitioner tracks require the completion of 75 credits, while students in the Adult/Gerontology track must complete 76 credits. Students in all tracks must complete a minimum of 1000 practicum hours for commencing of the DNP degree. The majority of the practicum hours (approximately 660 hours) are spent learning the NP specialty role and the remaining 360 hours involve completion of a scholarly project focused on improving an identified practice issue. Students are required to participate in a total of six or seven on-campus immersions (depending on their specialty track).

Admission Requirements:

At the time of application to the post-baccalaureate DNP program, the applicant also applies for admission to Gonzaga University. The applicant must have a bachelor's degree from an accredited college or university, be licensed as a Registered Nurse, and submit one official transcript from each attended college, university, and/or nursing program. Students who are admitted without a bachelor's degree in nursing may be required to take foundational nursing courses before completing graduate-level courses, e.g., statistics, research, and community health nursing. The decision to admit an applicant to the DNP program is based on consideration of the individual's overall portfolio including:

1. A bachelor's degree from an accredited college or university.
2. An unencumbered RN license from the state where practicum courses will be completed.
3. A minimum cumulative grade point average (GPA) from bachelor's level courses of 3.3 on a 4.0 scale.
4. An official transcript from every college and university and/or nursing program attended (only courses from accredited institutions will be accepted).
5. Curriculum vitae (CV).
6. Three letters of recommendation. Two must be from a colleague/supervisor who is able to evaluate current competency in nursing and the candidate's potential for advanced practice (clinical or leadership depending on area of practice) at the most advanced level. Applicants are strongly encouraged to have one letter from a former college/university nursing professor who can attest to the candidate's potential for academic success in a doctoral program.
7. A 500-word personal statement that addresses:
 - a. Reasons for pursuing a DNP degree and how Gonzaga University's DNP program will prepare the candidate to meet his or her professional goals,
 - b. Personal and professional strengths,
 - c. Professional experiences,
 - d. Interest in specific track within DNP program (FNP, PMHNP, or A/GNP.)
8. Applicants who do not meet the cumulative GPA requirement or graduate from a competency-based program, must submit either MAT or GRE scores from within the last five years.
9. Non-native English speakers are required to provide proof of English proficiency. Gonzaga accepts the following:
 - a. Score of 6.5 or better on the IELTS
 - b. Official TOEFL score of at least 88 ibt or 580 pbt

Degree Requirements:

Required Courses for All Post-Baccalaureate DNP Options: 50 credits

All of the core courses are offered online and must be completed for all of the specialty options.

Core: 6 credits

NURS 561	Information Technology and Data Management	3 credits
NURS 563	Evidence-Based Practice	3 credits

Nurse Practitioner Core: 10 credits

NURS 523	Advanced Pathophysiology	3 credits
NURS 524	Advanced Pharmacology	3 credits
NURS 600	Advanced Health Assessment	3 credits
NURS 601	Advanced Health Assessment Practicum	1 credits

DNP Courses: 34 credits

NURS 700	Theoretical Foundations of Doctor of Nursing Practice	3 credits
NURS 701	DNP Practicum I: Application of Evidence-Based Practice	1-3 credits
NURS 702	DNP Practicum II: Application of Evidence-Based Practice	1-3 credits
NURS 703	DNP Practicum III: Application of Evidence-Based Practice	1-3 credits
NURS 704	DNP Practicum IV: Application of Evidence-Based Practice	1-3 credits
NURS 705	DNP Immersion	1 credit
NURS 708	Inferential Statistics	3 credits
NURS 710	Population-Focused Care	3 credits
NURS 720	Evidence Synthesis for Practice	3 credits
NURS 730	Clinical Program Development, Implementation, and Evaluation	3 credits
NURS 740	Quality Improvement, Information Management, and Leadership in Health Care	3 credits
NURS 750	Health Policy and Advocacy	3 credits
NURS 761	Integrative Application of Evidence for Advanced Practice Seminar I	2 credits
NURS 762	Integrative Application of Evidence for Advanced Practice Seminar II	2 credits
NURS 763	Integrative Application of Evidence for Advanced Practice Seminar III	1 credit
NURS 764	Integrative Application of Evidence for Advanced Practice Seminar IV	1 credit

Family Nurse Practitioner (75 credits)

This track prepares nurse practitioners to provide a holistic approach to primary care for individuals across the life span, from infants to older adults, and to manage a wide variety of acute and chronic health problems. FNP's typically practice in primary care settings, such as private practices, clinics, urgent care centers, and community health centers. Students in this track must complete a total of 75 credits to earn a DNP degree. The didactic courses are offered online. Students complete the required 1000 hours of practicum in their home communities working at a site and with a preceptor approved by faculty.

When students begin their practicum courses, they are required to participate in seven on-campus immersions. Six of the immersions are associated with the FNP practicum courses and emphasize health assessment, diagnostic reasoning, skill development, and the demonstration of competence in the NP role. These immersions are two days or more in length. An additional required immersion (DNP Immersion) focuses on the development of the scholarly practice proposal and expectations of individuals with a DNP degree.

Students residing in Washington, Idaho, Oregon, and Montana also have at least one site visit from a clinical faculty during each FNP practicum course. Students living outside of this four-state region are required to arrange for an additional on-campus day in conjunction with one of the immersions during each practicum course in order to complete the faculty site visit requirement.

The completion of a scholarly project that improves practice is also a requirement. At the completion of the program, students must take the FNP certification exam, which, if passed, makes them eligible for an advanced practice license.

FNP Specialty Courses: 25 credits – must complete 10 credits of practicum)

NURS 651P	Primary Care: Gender-Based	2 credits
NURS 652P	Primary Care: Infant/Child/Adolescent	3 credits
NURS 653P	Primary Care: Adult/Geriatric I	4 credits
NURS 654P	Primary Care: Adult/Geriatric II	3 credits
NURS 661P	Primary Care Practicum: Gender-Based	1-3 credits
NURS 662P	Primary Care Practicum: Infant/Child/Adolescent	1-3 credits
NURS 663P	Primary Care Practicum: Adult/Geriatric I	1-4 credits
NURS 664P	Primary Care Practicum: Adult/Geriatric II	1-4 credits
NURS 683P	Primary Care Practicum Extension	1-3 credits

Electives – Must take one 3 credit elective

NURS 670	Psychopharmacology	3 credits
NURS 671	Care of the Frail Elder	3 credits
NURS 672	Mental Health in Advanced Practice	3 credits

Psychiatric-Mental Health Nurse Practitioner (75 credits)

This track prepares nurse practitioners to care for individuals across the life span in need of mental health care and treatment. PMHNPs are prepared to provide psychotherapy and prescribed medications and other psychiatric treatment interventions. PMHNPs typically practice in primary care settings, such as private practices, mental health clinics, psychiatric hospitals, and community mental health centers. Students in this track must complete a total of 75 credits to earn a DNP degree. The didactic courses are offered online. Students complete the required 1000 hours of practicum in their home communities working at a site and with a preceptor approved by faculty.

When students begin their practicum courses, they are required to participate in six on-campus immersions. Five of the immersions are associated with the PMHNP practicum courses and emphasize health assessment, diagnostic reasoning, development of skill in behavioral therapy, and the demonstration of competence in the NP role. These immersions are two days or more in length. An additional required immersion (DNP Immersion) focuses on the development of the scholarly practice proposal and expectations of individuals with a DNP degree.

Students have a site visit from a clinical faculty during two of the PMHNP practicum courses. The completion of a scholarly project that improves practice is also a requirement. At the completion of the program, students must take the PMHNP certification exam, which, if passed, makes them eligible for an advanced practice license.

PMHNP Specialty Courses: 25 credits – must complete 10 credits of practicum)

NURS 670	Psychopharmacology	3 credits
NURS 652M	Psychiatric-Mental Health Nursing Concepts I	3 credits
NURS 653M	Psychiatric-Mental Health Nursing Concepts II	3 credits
NURS 654M	Psychiatric-Mental Health Nursing Concepts III	3 credits
NURS 661M	PMHNP Practicum I	1-3 credits
NURS 662M	PMHNP Practicum II	1-3 credits
NURS 663M	PMHNP Practicum III	1-3 credits

Electives – Must take one 3 credit elective

NURS 671	Care of the Frail Elder	3 credits
NURS 672	Mental Health in Advanced Practice	3 credits

Adult/Gerontology Nurse Practitioner (76 credits)

This track prepares nurse practitioners to care for young adults to frail elders. Adult/Gerontology NPs typically practice in primary care settings, such as private practices, clinics, nursing homes, and long-term care facilities. Students in this track must complete a total of 76 credits to earn a DNP degree. The didactic courses are offered online. Students complete

the required 1000 hours of practicum in their home communities working at a site and with a preceptor approved by faculty.

When students begin their practicum courses, they are required to participate in six on-campus immersions. Five of the immersions are associated with the A/GNP practicum courses and emphasize health assessment, diagnostic reasoning, skill development, and the demonstration of competence in the NP role. These immersions are two days or more in length. An additional required immersion (DNP Immersion) focuses on the development of the scholarly practice proposal and expectations of individuals with a DNP degree.

Students residing in Washington, Idaho, Oregon, and Montana also have at least one site visit from a clinical faculty during each A/GNP practicum course. Students living outside of this four-state region are required to arrange for an additional on-campus day in conjunction with one of the immersions during each NP practicum course in order to complete the faculty site visit requirement.

The completion of a scholarly project that improves practice is also a requirement. At the completion of the program, students must take the FNP certification exam, which, if passed, makes them eligible for an advanced practice license.

A/GNP Specialty Courses: 26 credits – must complete 10 credits of practicum)

NURS 670	Psychopharmacology	3 credits
NURS 653P	Primary Care: Adult/Geriatric I	4 credits
NURS 654P	Primary Care: Adult/Geriatric II	3 credits
NURS 663P	Primary Care Practicum: Adult/Geriatric I	1-4 credits
NURS 664P	Primary Care Practicum: Adult/Geriatric II	1-4 credits
NURS 665P	Primary Care Practicum: Adult/Geriatric III	1-4 credits
NURS 671	Care of the Frail Elder	3 credits
NURS 672	Mental Health in Advanced Practice	3 credits
NURS 683P	Primary Care Practicum Extension	1-3 credits

Post-Master’s DNP Option

At the time of application to the DNP program, the applicant also applies for admission to Gonzaga University. This online program is available to Registered Nurses who have earned a master's degree in a nursing specialty area and want to advance their practice, such as nurse practitioners or nurses in leadership/management positions. The DNP courses are offered in a distance delivery format in fall, spring, and summer sessions.

The post-master's DNP requires the completion of a minimum of 31 credit hours. The total number of credits a student must take in order to complete degree requirements depends on

the courses and practicum hours completed in the student's Master's program. If an applicant was not required to complete an Evidence-Based Practice course or a Biostatistics or Inferential Statistics course during his or her master's program, these courses must be completed either prior to beginning the DNP program, or they can be taken at Gonzaga during the first semester of the DNP program. The number of practicum hours that each student must complete is individualized based on the number completed in the student's MSN program so that each student meets the required 1,000 practicum hours by program completion (including practicum hours from the student's master's program). This means that a student may need to complete 37 or more total credits.

The program requires one on-campus immersion. The student must participate in an immersion prior to enrolling in the first DNP practicum course. It is a 3-day orientation to the program and includes a discussion of expectations for practicum, the scholarly project, composition of the Scholarly Project Committee, Institutional Review Board requirements, the proposal defense, and an introduction to faculty and their specific research interests.

The four practicum and seminar courses prepare the student to complete a scholarly project that is aimed at improving some aspect of clinical or leadership practice, depending on the student's focus, and expertise as either a nurse practitioner, clinical nurse specialist, or health systems leader. The student has the option of presenting the defense of his or her scholarly project proposal and the final defense of the completed scholarly project to faculty and students either in person or electronically. The final version of the student's scholarly project is either a bound document or a publishable manuscript and an abstract that is submitted for either a podium or poster presentation at a major conference.

Admission Requirements

Registered Nurses who meet the following criteria are eligible to apply to the post-master's Doctor of Nursing Practice option:

1. A master's degree in nursing from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN) OR a graduate nurse anesthesia degree from a program accredited by the Council on Accreditation of Nurse Anesthesia Education Programs of the American Association of Nurse Anesthetists OR a graduate nurse-midwifery degree from a program accredited by the American College of Nurse Midwives Accreditation Commission for Midwifery Education. Students who will be completing a master's degree during the semester when applications are due also are eligible to apply.
2. A cumulative grade point average (GPA) from master's-level nursing courses of 3.3 on a 4.0 scale. If the GPA is below a 3.3, the applicant must include a statement explaining why the GPA is lower than required.
3. Official transcript posting MSN or MN degree with documentation of an Evidence Based Practice (EBP) course. If the student has not had an EBP course, he or she can still be fully admitted, but will be required to complete an EBP course during the first semester of DNP course work. Gonzaga offers this course and it is available online to DNP students.
4. Official transcript of a three semester credit graduate-level inferential statistics or biostatistics course within the last five years with an earned grade of C or better. If the student has not had a statistics course, he or she can still be fully admitted, but will be

required to complete a statistics course during the first semester of DNP course work. Gonzaga offers this course and it is available online to DNP students. Graduate nurse anesthesia degrees or graduate nurse-midwifery degrees will be accepted for CRNA or CNM applicants respectively.

5. Verification form documenting supervised practicum hours earned in a master's program (from graduate program unless the hours can be determined from the transcript).
6. An unencumbered RN license from the state where practicum courses will be completed.
7. Must pass a national background check that will be completed upon acceptance into the program.
8. Applicants who do not meet the cumulative GPA requirement or are graduates from competency-based programs must submit either MAT or GRE scores from within the last five years.
9. An interview via phone or Skype may be requested.

To be considered as an applicant for the post-master's DNP option, the following application items are evaluated:

1. Curriculum vitae (CV).
2. Three letters of recommendations.
 - a. Two must be from a colleague/supervisor who is able to evaluate current competency in nursing and the candidate's potential for nursing practice (clinical or leadership depending on the area of practice) at the most advanced level.
 - b. Applicants are strongly encouraged to have one letter from a former college/university nursing professor who can attest to the candidate's potential for academic success in a doctoral program.
3. A 1000 word scholarly essay that describes:
 - a. The candidate's reasons for pursuing a DNP at Gonzaga University and how the program will prepare the candidate to meet his/her professional goals.
 - b. Experiences and background that have prepared the candidate to be successful while pursuing a doctoral degree.
 - c. Clinical issue/problem to be addressed in a scholarly project:
 - i. An in-depth description of the identified clinical problem or issue
 - ii. How the problem was identified
 - iii. The population that is adversely affected
 - iv. What change the candidate proposes to implement.
 - v. How the candidate envisions that improvement in the practice problem/clinical issue will make a difference in the quality of our national healthcare system.
4. Official transcript(s) posting MSN or MN degree from granting institution or courses completed at time of application if has not yet completed degree. Graduate nurse anesthesia degrees or graduate nurse-midwifery degrees will be accepted for CRNA or CNM applicants respectively.
5. Copy of current unencumbered RN license.
6. Verification of practicum hours completed in MSN program.
7. In addition, nurse practitioner applicants must provide documentation of:
 - a. Unencumbered license as an Advanced Practice Nurse (APN) in the state where

- practicum courses will be completed.
 b. Certification in the area of specialization.

Degree Requirements

The DNP program requires completion of a minimum of 31 semester credits.

NURS 563	Evidence-Based Practice (if not taken in master's degree program)	3 credits
NURS 700	Theoretical Foundations for Doctor of Nursing Practice	3 credits
NURS 705	DNP Immersion	1 credit
NURS 708	Inferential Statistics (if not taken within previous 5 years)	3 credits
NURS 710	Population-Focused Care	3 credits
NURS 720	Evidence Synthesis for Practice	3 credits
NURS 730	Clinical Program Development, Implementation, and Evaluation	3 credits
NURS 740	Quality Improvement, Information Management, and Leadership in Health Care	3 credits
NURS 750	Health Policy and Advocacy	3 credits
NURS 761	Integrative Application of Evidence for Advanced Practice Seminar I	2 credits
NURS 762	Integrative Application of Evidence for Advanced Practice Seminar II	2 credits
NURS 763	Integrative Application of Evidence for Advanced Practice Seminar III	1 credits
NURS 764	Integrative Application of Evidence for Advanced Practice Seminar IV	1 credits
NURS 701	DNP Practicum I: Application of Evidence-Based Practice	1-3 credits
NURS 702	DNP Practicum II: Application of Evidence-Based Practice	1-3 credits
NURS 703	DNP Practicum III: Application of Evidence-Based Practice	1-3 credits
NURS 704	DNP Practicum IV: Application of Evidence-Based Practice	1-3 credits

NURS 700 - Theoretical Foundations of Nurse Practice credits: 3

This course focuses on examining philosophical and scientific knowledge development in nursing practice and the implications for practice. Emphasis will be on the analysis, critique, and application of nursing middle-range and other related theories to nursing practice.

Pre-requisites: NURS 563 and NURS 708

NURS 701 - DNP Practicum I: Application of Evidence Based Practice credits: 1-3

This practicum course provides the student an opportunity to work within a practice setting to begin to design his or her scholarly project. The student also begins to establish the expanded advanced nursing DNP role focusing on a population of interest. The student is required to submit an individualized practicum proposal and objectives for the practicum experience.

Co-requisites: NURS 761

Pre-requisites: NURS 700

NURS 702 - DNP Practicum II: Application of Evidence Based Practice credits: 1-3

The DNP student works with a faculty mentor to begin implementation of his or her scholarly project. The student also establishes the expanded advanced nursing DNP role focusing on a population of interest. The student is required to submit an individualized practicum proposal and objectives for the practicum experience.

Co-requisites: NURS 762

Pre-requisites: NURS 701 and NURS 761

NURS 703 - DNP Practicum III: Application of Evidence Based Practice credits: 1-3

The DNP student continues to work with a faculty mentor to implement his or her scholarly project. This includes analysis of data and drafting a report of the scholarly project. The student is required to submit an individualized practicum proposal and objectives for the practicum experience.

Co-requisites: NURS 763

Pre-requisites: NURS 702 and NURS 762

NURS 704 - DNP Practicum IV: Application of Evidence Based Practice credits: 1-3

In this final practicum course, the DNP student completes the implementation and evaluation of his or her scholarly project. The student also completes the final written report of the project and disseminates the findings through preparation of a bound document or a manuscript suitable for a peer-reviewed publication along with an abstract that is submitted for a podium or poster presentation at a major conference. The student is required to submit an individualized practicum proposal and objectives for the practicum experience.

Co-requisites: NURS 764

Pre-requisites: NURS 763 and NURS 703

NURS 705 - DNP Immersion credit: 1

The on-campus 'immersion' must be completed by all DNP students within a semester or two of enrolling in NURS 701 and NURS 761. This course introduces students to Jesuit values and ethical decision-making. Students also learn about the DNP role, expectations, and the importance of crystallizing their ideas for their scholarly projects early in the program.

Requirements for completion of an IRB application, guidelines for formation of a Scholarly Project Committee, the proposal and final defense processes, and steps to complete a scholarly project are emphasized. Students are oriented to library databases for distance students and creation of an electronic portfolio. They are introduced to the fundamentals of writing for publication and participate in an interactive session designed to bring focus to their scholarly projects.

Pre-requisites: NURS 700

NURS 708 - Inferential Statistics credits: 3

The purpose of this course is to review statistical concepts, such as descriptive statistics,

probability distributions (binomial and normal), sampling distributions, inferences (point estimates and confidence intervals), hypotheses testing (one-sample tests, two-sample tests), Analysis of Variance (ANOVA), as well as simple linear regression and multiple regression analysis. The course emphasizes the application of statistical concepts to analyze research for best available evidence to support quality nursing practice. The course also provides students with hands-on experience in using statistical software (Mega Stat) to assist in making effective decisions.

NURS 710 - Population-Focused Care credits: 3

This course focuses on developing and evaluating health promotion and disease prevention interventions targeting population-based health. The environmental, socioeconomic, and cultural context of health behaviors will be explored. The use of epidemiology and evidence-based research to inform clinical prevention programs and policy solutions for population health disparities are emphasized.

NURS 720 - Evidence Synthesis for Practice credits: 3

This course emphasizes how to create answerable questions relevant to the role of Doctor of Nursing Practice (DNP) to address specific patient/client problems or situations and critically appraise types of data generated through research in both qualitative and quantitative traditions. The focus is on evaluating the adequacy of research questions, methodologies, and the presentation of findings. The DNP will be prepared to use epidemiological data to identify the causes of disease and to evaluate health services. In addition, the course emphasizes an examination of knowledge transformation, including the systematic search for research evidence to answer research questions and the synthesis of evidence for knowledge translation across a body of research.

NURS 730 - Clinical Program Development, Implementation, and Evaluation credits: 3

This course emphasizes the steps involved in the development of a business plan for creation of a new clinical service or program or a clinical practice. Students will learn about conducting a needs assessment, developing mission and values statements, creating the program design, conducting a financial analysis, and designing evaluation strategies and measures.

NURS 740 - Quality Improvement, Information Management, and Leadership in Health Care credits: 3

This course emphasizes strategic planning and management, systems and organizational theories, quality improvement, and information management. It acquaints students with the process, tools and techniques of strategic planning that will enable them to manage patient populations and to contribute effectively to strategic thinking and action in health systems. The course focuses on leadership and the process of health care delivery from a systems perspective, emphasizing continuous process improvement as crucial to achieving high quality outcomes.

NURS 750 - Health Policy and Advocacy credits: 3

This course focuses on the leadership role of the DNP in influencing health policy makers and health policy development emphasizing interprofessional collaboration. The effect of nursing scholarship on health policy and advocacy will be explored. The regulatory and ethical environments that impact DNP practice are examined considering Ignatian values and social justice principles. Strategies for designing and leading the implementation of public, professional, and institutional policies relating to local, regional, national, and international health care and its delivery are considered.

NURS 761 - Integrated Applications of Evidence Seminar I credits: 2

This is the first of a series of four seminars that provide the DNP student with mentored opportunities to identify a practice issue and develop, implement, evaluate, and disseminate an independent, analytic, scholarly project focusing on problems of advanced nursing practice

within specific populations. Each seminar course builds on the knowledge and practice expertise of the DNP student, culminating in the completion of a scholarly project. The range of projects will be varied as they relate to the DNP student's unique area of nursing, e.g., quality improvement, analyzing policy, designing and using databases, designing and evaluating new models of care, collaboration with researchers to answer clinical questions, program development, implementation, and evaluation. The student also examines the DNP role in relation to clinical scholarship and leadership.

Co-requisites: NURS 701

Pre-requisites: NURS 700

NURS 762 - Integrated Applications of Evidence Seminar II credits: 2

The DNP student refines the design of his or her scholarly project, including the data collection and evaluation plans. Students must successfully complete an oral defense of the planned project prior to beginning implementation.

Co-requisites: NURS 702

Pre-requisites: NURS 701 and NURS 761

NURS 763 - Integrated Applications of Evidence Seminar III credit: 1

The DNP student continues to refine the evidence-based scholarly project specific to a population of interest within a practice setting.

Co-requisites: NURS 703

Pre-requisites: NURS 702 and NURS 762

NURS 764 - Integrated Applications of Evidence Seminar IV credit: 1

In this final seminar course, the student will present the final defense of his or her scholarly project through an oral presentation that addresses the topic of interest, the development and implementation of the project, how it addressed the needs of a selected population, and an evaluation of the project and outcomes. Students will apply knowledge and skills obtained in the didactic and integrative courses to address the ethical, legal, financial and organizational aspects of the scholarly project.

Co-requisites: NURS 704

Pre-requisites: NURS 703 and NURS 763

NURS 790 - Special Topics credits: 1-4

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

NURS 792 - Independent Study credits: 1-4

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

Doctor of Nurse Anesthesia Practice

Chairperson: Scot Pettey, CRNA, DNAP

Program Director: Scot Pettey, CRNA, DNAP

Clinical Director: John Weisbrod, CRNA, MAE

Introduction

The Doctor of Nurse Anesthesia Practice is designed for the registered nurse who wishes to assume a 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. The DNAP degree is a practice doctorate which provides the DNAP students with robust clinical experiences gained throughout over 3000 clinical hours during the program.

Graduates of Gonzaga's DNAP program will receive a practice-based experience blending anesthesia clinical practice with leadership strategies. The curriculum of Gonzaga's DNAP program will build on the extensive education of program participants. In addition to learning the practice of nurse anesthesia, candidates should be prepared to engage in systems thinking to solve complex problems, translate evidence to improve health care practices and population health, lead quality improvement and change initiatives, and demonstrate effective intraprofessional collaboration in the nurse anesthesia field.

Gonzaga DNAP students will benefit from a long-standing partnership with Providence Health Services. Locally, Providence Sacred Heart Medical Center and Children's Hospital and three local and regional affiliations will provide all DNAP candidates' clinical hours and experience. The DNAP Program is jointly owned and operated by Providence Sacred Heart Medical Center (dba Providence Health Care) and Gonzaga University.

Admission Requirements:

1. A current unencumbered license as a registered professional nurse and/or an APRN/ARNP in the United States or its territories or protectorates and be able to obtain a Washington State RN license.
2. A baccalaureate or graduate degree in nursing or an appropriate major, from an accredited university.
3. Seven (7) life science courses. Some examples include, **but are not limited to:** chemistry, biochemistry, biology, microbiology, physiology, pathophysiology, and anatomy.
4. 2 years of RN experience with a minimum of one year full-time work experience, or its part-time equivalent, as a registered nurse in a critical care setting at the time of interview. The best critical care experience is obtained in a busy ICU, CICU, MICU, or SICU. The competencies desired are routine management of adult patients on ventilators, interpreting of advanced monitoring techniques and titration of vasoactive medications. Critical care experience must be within the past 3 years.

The Council on Accreditation of Nurse Anesthesia Programs defines critical care experience as:

"Critical care experience must be obtained in a critical care area within the United States, its territories or a US military hospital outside of the United States. During this experience, the registered professional nurse has developed critical decision making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (e.g., pulmonary artery, central venous pressure, and arterial catheters), cardiac assist devices, mechanical ventilation, and vasoactive infusions. Examples of critical care units may include but are not limited to: surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, pediatric intensive care, and neonatal intensive care."

5. 3.0 minimum (3.2 preferred) overall grade point average with strong science grades.
6. CCRN certification is required and documentation is submitted as part of application.
7. Minimum 24 hours cumulative shadowing time with an anesthesia provider.
(Submission of a document listing contact information of anesthesia provider(s) with whom you've shadowed, including the date, location and total number of hours)
8. Personal interviews with members of the admissions committee by invitation only.

Application Requirements:

1. Documentation of an earned bachelor's degree from an accredited college or university.
2. One official transcript from every college, university and nursing school attended
3. Three letters of recommendation are required
 - a. One recommendation must be from applicant's immediate supervisor who is able to evaluate professional practice, leadership, interpersonal skills, communication, critical thinking and judgment.
 - b. The other two recommendations should be from professional colleagues who can evaluate the applicant's professional practice, leadership, interpersonal skills, communication, critical thinking and judgment.
4. Submission of current Registered Nurse license.
5. Current professional curriculum vitae.
6. Typewritten statement describing:
 - a. Interest in Gonzaga's DNAP program and what he/she hopes to gain from the degree
 - b. Professional goals
 - c. Strengths
 - d. Professional experiences and how those experiences have prepared the applicant for the DNAP program.
7. Evidence of CCRN Certification.
8. Shadowing Experience document containing contact information of anesthesia provider(s) with whom you've shadowed, including the date, location and total number of hours.
9. \$50 Application Fee
10. The last day to have a complete application for the DNAP program is September 1st with classes beginning the following May.

Degree Requirements: 93 credits (3,342 clinical hours)

1st Semester - Summer

DNAP 701	Basic Principles of Anesthesia I	3 credits
DNAP 711	Anatomy and Advanced Physiology I	3 credits
DNAP 721	Advanced Pharmacology I	4 credits
DNAP 731	Advanced Health Assessment	3 credits

2nd Semester - Fall

DNAP 702	Basic Principles of Anesthesia II	3 credits
DNAP 712	Anatomy and Advanced Physiology II	3 credits
DNAP 722	Advanced Pharmacology II	4 credits
DNAP 761	Evidence-Based Practice in Anesthesia	2 credits
DNAP 781	Clinical Practicum: I (108 clinical hours)	1 credit

3rd Semester - Spring

DNAP 703	Advanced Principles of Anesthesia – Regional Anesthesia	3 credits
DNAP 713	Advanced Pathophysiology	3 credits
DNAP 723	Advanced Pharmacology III	4 credits
DNAP 782	Clinical Practicum: II (390 clinical hours)	2 credits

4th Semester - Summer

DNAP 704	Advanced Principles: Obstetric Anesthesia	3 credits
DNAP 741	Chemistry and Physics of Anesthesia	2 credits
DNAP 753	Evidence-Based Teaching Projects	1 credit
DNAP 755	Medical Ethics	3 credits
DNAP 783	Clinical Practicum: III (480 clinical hours)	2 credits

5th Semester - Fall

DNAP 705	Advanced Principles: Pediatric and Neonatal Anesthesia	3 credits
DNAP 754	Culture, Diversity and Health Care Policy	3 credits
DNAP 762	Research Methods and Design and Data Analysis	3 credits
DNAP 784	Clinical Practicum: IV (480 clinical hours)	2 credits

6th Semester - Spring

DNAP 706	Advanced Principles: Neurosurgical and Thoracic Anesthesia	2 credit
DNAP 752	Technology and Anesthesia Information Management System	3 credits
DNAP 763	Capstone I: Project Design	2 credits

DNAP 785	Clinical Practicum: V (480 clinical hours)	2 credits
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7th Semester - Summer

DNAP 707	Advanced Principles: Cardiac and Vascular Anesthesia	2 credits
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DNAP 757	Professional Leadership and Organizational Systems	3 credits
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DNAP 764	Capstone II: Project Development	2 credits
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DNAP 786	Clinical Practicum: VI (480 clinical hours)	2 credits
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8th Semester - Fall

DNAP 708	Advanced Principles: Acute and Chronic Pain Management	2 credits
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DNAP 758	Certifying Exam Preparation	0 credits
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DNAP 765	Capstone III: Project Implementation	2 credits
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DNAP 787	Clinical Practicum: VII (480 clinical hours)	2 credits
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9th Semester - Spring

DNAP 709	Advanced Principles of Anesthesia: Integration	3 credits
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DNAP 742	Crisis Management in Anesthesia	2 credits
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DNAP 756	Law and Business for Anesthesia	3 credits
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DNAP 769	Oral Exam	0 credits
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DNAP 788	Clinical Practicum: VIII (480 clinical hours)	2 credits
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DNAP 701 - Basic Principles Anesthesia I credits: 3

This course assists the doctoral candidate in learning the methods, techniques, and agents involved in general anesthesia. The course includes pre- and post-anesthetic assessment of the patient, drugs that augment anesthesia, common complications related to anesthesia, and the importance of initiating and maintaining the patient's anesthesia record during surgery. First semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 711 DNAP 721 DNAP 751

DNAP 702 - Basic Principles Anesthesia II credits: 3

This course is a continuation of DNAP 701 and will enhance the doctoral candidate's knowledge of pre- and post- anesthetic assessment of the patient, drugs that augment anesthesia, and common complications related to anesthesia. Throughout the course, the candidate will have a variety of experiences administering anesthesia under the supervision of a qualified anesthetist. Spring, second semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 781

Pre-requisites: DNAP 701

DNAP 703 - Basic Principles Anesthesia III credits: 3

This course will introduce the doctoral candidate to the theory, methods, techniques, anatomy, and agents involved in regional anesthesia. Students will be instructed in the science and administration of neuraxial and peripheral regional anesthesia. Instructions on the use, strategies and science of ultrasound will also be covered. Third semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 782

Pre-requisites: DNAP 702

DNAP 704 - Advanced Principles: Obstetric Anesthesia credits: 3

This course will introduce the doctoral student to anesthesia for the obstetric patient. This course presents epidural anesthesia theory in preparation for practicum, focuses on anesthesia for routine and complicated obstetric patients and begins the study of clinical anesthesia for routine and high-risk patients.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Pre-requisites: DNAP 703

DNAP 705 - Advanced Principles: Pediatric and Neonatal Anesthesia credits: 3

This course will provide the study of principles of pediatric anesthesia including anesthesia for the healthy child and for children with disease states. This course focuses on the study of clinical anesthesia for routine and high-risk care of pediatric patients from neonate through adolescent. Pharmacology, physiology, pathophysiology and anatomic considerations unique to the pediatric patient will be emphasized.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 784

Pre-requisites: DNAP 704

DNAP 706 - Advanced Principles: Neurosurgery and Thoracic Anesthesia credits: 2

This course will introduce the doctoral student to anesthesia for neurosurgical and thoracic (non-cardiac) procedures. Common pathophysiology and conditions associated with these procedures is the focus of study. Invasive monitoring, use of vasoactive drugs, and case studies complete the course.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 785

Pre-requisites: DNAP 705

DNAP 707 - Advanced Principles: Cardiac and Vascular Anesthesia credits: 2

This course will introduce the doctoral student to anesthesia for peripheral and central vascular

procedures, noninvasive cardiac procedures, and open heart procedures. Common pathophysiology and conditions associated with these procedures is the focus of study.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 786

Pre-requisites: DNAP 706

DNAP 708 - Advanced Principles: Acute and Chronic Pain Management credits: 2

This course will provide the doctoral student with an introduction to the management of acute and chronic pain. The doctoral student will assess and evaluate patients experiencing chronic pain, and develop a plan of care specific to the patients' situations. Acute and chronic pain treatment options, origins, physiological and psychological effects on the patient will be introduced.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 787

Pre-requisites: DNAP 707

DNAP 709 - Advanced Principles of Anesthesia: Integration credits: 3

This course will prepare the graduating doctoral student for practice as a CRNA by integrating pharmacology, physiology, pathophysiology, principles of anesthesia, experience in clinical practicum, and legal and professional issues in a case management seminar format.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 788

DNAP 711 - Anatomy and Advanced Physiology I credits: 3

Cellular and system physiology as it applies to anesthesia practice offered first semester of the DNAP program. Fall, first semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 712 - Anatomy and Physiology II credits: 3

Cellular and system physiology as it applies to anesthesia practice. Spring, second semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Pre-requisites: DNAP 701 and DNAP 711

DNAP 721 - Advanced Pharmacology I credits: 4

This course covers the fundamentals of blood, respiratory, and pharmaceutical chemistries and the principles of general anesthesia and pharmacology including all pharmaceutical agents used for these purposes and their application in diseased state. Fall, first semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 722 - Chemistry and Pharmacology II credits: 4

This course is a continuation of DNAP 721 and involves the doctoral candidate in a deeper study of blood, respiratory and pharmaceutical chemistries and the principles of general anesthesia and pharmacology including all pharmaceutical agents used for these purposes and their application in diseased state with regard to surgical cases. Spring, second semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Pre-requisites: DNAP 721

DNAP 723 - Chemistry and Pharmacology III credits: 4

This course, a continuation of DNAP 722, is the last of three courses in this series. It involves the doctoral candidate in an extensive study of blood, respiratory, and pharmaceutical chemistries and the principles of general anesthesia and pharmacology including all pharmaceutical agents used for these purposes and their application in diseased state with regard to surgical cases. Summer, third semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Pre-requisites: DNAP 722

DNAP 731 - Advanced Health Assessment credit: 1

This course will prepare the doctoral student to complete a focused history and physical assessment of patients on whom they will administer anesthesia. The body systems assessments that are emphasized are cardiac, respiratory, renal, hepatic, and neurological. An overview of the other systems is included. The student will learn focused history and review of symptoms relative to the proposed procedure and anesthesia management. Spring, second semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 741 - Physics in Anesthesia credits: 2

This course will introduce the doctoral student to the principles of physics as applied specifically to anesthesiology. Included is a review of biomedical instrumentation pertinent to anesthesia, application of the gas laws, and review of principles of uptake and distribution from the perspective of physics. Summer, third semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 742 - Crisis Management in Anesthesia credits: 2

This course will introduce the doctoral student to the principles of crisis management in anesthesia, through a series of case studies and use of high fidelity simulation. Students will be given didactic instruction in dynamic decision-making, human performance issues, and in the principles of anesthesia crisis resource management. Students will be presented with a series of simulated crisis cases and debriefings covering critical events in anesthesia such as cardiovascular, pulmonary, equipment, obstetric, pediatric and pathophysiologic events.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 751 - Theories of Adult Learning credits: 3

This course assists the doctoral candidate in exploring current research in educational psychology, adult development, and learning with an emphasis on the unique methodological and educational contributions of behavioral, humanistic, and cognitive psychology. This course provides a practical foundation of learning and teaching for Registered Nurse Anesthetist interns who work with CRNAs and doctors in medical and other health care settings. Fall, first semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 752 - Technology and Anesthesia Information Management Systems credits: 3

This course focuses on the use of information technology for data collection, data management, and data analysis specific to healthcare information, medical informatics, management systems, and improved healthcare delivery in the profession of anesthesiology.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 753 - Evidence-Based Teaching Project credit: 1

This course provides the doctoral candidate the opportunity to draw upon the professional literature, the data collected in previous coursework, and the strategies learned in previous coursework in order to integrate new knowledge and skills in anesthesia and to teach and precept other adults in hospitals and other healthcare settings within the context of professional leadership.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 704

Pre-requisites: DNAP 761

DNAP 754 - Culture, Diversity and Health Care Policy credits: 3

Candidates will develop cultural competencies that will help them work more effectively in their professional settings. The course will identify the issues that underlie health care policy development as well as the economic systems that support the financing of health care services in the United States. This course will provide doctoral candidates with the skills to analyze, advocate, and implement health care policy in organizations, communities, and educational environments.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 755 - Medical Ethics credits: 3

The course will highlight the function of values clarification in ethical analysis, identify recurrent medical-ethical entanglements impacting the delivery of care, comprehensively detail the major principles of health care ethics, and suggest a manner of their employment to enhance the process of decision-making. Attempting to provide students with the tools requisite to

negotiate more effectively the health care system in general, either professionally or personally.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 756 - Law and Business for Anesthesia credits: 3

This course examines health care economics and the business of clinical practice as they relate to the delivery of quality health care services, both generally and in the CRNA profession. This course also examines health care law and legal issues as they relate to the delivery of quality health care services, both generally and in the CRNA profession.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 757 - Professional Leadership and Organizational Systems credits: 3

This course is designed to enhance candidates' understanding of organizations and to build their capacity as leaders to help the organization achieve its goals. Understanding medical organizations will enhance candidates' ability to make sense of the realities they face as leaders with and without authority and therefore, equip them to make decisions and to take actions that may contribute to achieving the goals and "health" of the organization.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 758 - Certifying Exam Preparation credits: 0

Doctoral students will either attend a Certifying Exam Review Course or purchase review course materials to be used for exam preparation, ie, Prodigy, Apex or Valley Review.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 761 - Evidence Based Practice in Anesthesia credits: 2

This course focuses on the evidence-based practice process and the knowledge and skills that are necessary for the translation of professionally accepted evidence into the advanced clinical practice of anesthesia. Doctoral candidates will compare and contrast various forms and levels of scientific evidence with an emphasis on research technique, instrumentation, study design, and theories that are relevant for advanced clinical practice. Spring, second semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Pre-requisite(s): DNAP 711 and DNAP 731

DNAP 762 - Research Methods, Design and Data Analysis credits: 3

This course is designed to help candidates understand the research process through the development of a research proposal including selecting a topic, reviewing the relevant literature, choosing an appropriate collection methodology, and determining the appropriate method to analyze the data.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 754

DNAP 763 - Capstone I: Project Design credits: 2

The DNAP program culminates in the successful completion of a scholarly project that demonstrates a synthesis of the doctoral candidate's work and lays the groundwork for future scholarship and contribution to the profession. The candidate will engage in scholarly inquiry to analyze, evaluate, or transform a relevant aspect of clinical practice. The focus of this first Capstone course is the analysis of applicable data, after which the candidate will design the project in collaboration with the instructor of the research course and the program directors, along with appropriate faculty and clinical preceptors.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Pre-requisites: DNAP 762

DNAP 764 - Capstone II: Project Development credits: 2

This course is a continuation of DNAP 763 Capstone I. The focus of this Capstone course is the development of the project. The candidate will develop the doctoral project in collaboration with the instructor of the research course and the program directors, along with appropriate faculty and clinical preceptors.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Pre-requisites: DNAP 763

DNAP 765 - Capstone III: Project Implementation credits: 2

This course is a continuation of DNAP 763 Capstone I and DNAP 764 Capstone II. The focus of this Capstone course is the actual implementation of the project. The candidate will implement the doctoral project in collaboration with the instructor of the research course and the program directors, along with appropriate faculty and clinical preceptors.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Pre-requisites: DNAP 764

DNAP 780 - Advanced Health Assessment Practice credit: 1

This course will provide the doctoral student with the practicum portion of physical assessment and will include role playing with classmates for history taking, use of SimMan for physical assessment, and taking history and doing focused physical exams on perioperative patients in the pre-surgical screening clinic and surgery admit units. Spring, second semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 781 - Clinical Practicum: General I credit: 1

In this practicum, the doctoral candidate will 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 candidate. The candidate is responsible for selecting the appropriate anesthetic, administering needed

pharmaceutical agents, and maintaining homeostasis during general surgical procedures. Monitoring, positioning, and recovery are stressed. Spring, second semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

DNAP 782 - Clinical Practicum: General II credits: 2

This course is a continuation of DNAP 781. Doctoral candidates rotate through general surgery, special procedures, basic vascular surgery, and basic neurosurgery. Summer, third semester.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Pre-requisites: DNAP 781

DNAP 784 - Clinical Practicum: IV credits: 2

This course provides for the clinical application of knowledge and skills learned in DNAP 704, the study of advanced principles of regional anesthesia theory and pediatric anesthesia, for 30 hours per week for a total of 480 clinical hours.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 705

Pre-requisites: DNAP 783

DNAP 785 - Clinical Practicum: V credits: 2

This course will provide the clinical application of knowledge and skills learned in DNAP 706 Neurosurgical and Thoracic anesthesia. Doctoral students will be assigned to these cases as part of their clinical rotations, from this semester forward. Other rotations will include pediatrics, obstetrics, general surgery, and out-of-area rotations. 30 hours per week, total 450 clinical hours.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 706

Pre-requisites: DNAP 784

DNAP 786 - Clinical Practicum: VI credits: 2

This course will provide the third-year clinical practicum rotations for doctoral students and will include assignments in general surgery for adult and pediatric patients, neurosurgery, thoracic, vascular, obstetrics, and out-of-area anesthesia services. This rotation includes assignments to the 3-11 and Saturday shifts. 30 hours per week, total 450 clinical hours.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 707

Pre-requisites: DNAP 785

DNAP 787 - Clinical Practicum: VII credits: 2

This course will provide the doctoral student with a one-week rotation to a chronic pain management clinic or setting. The student will participate in evaluation of patients, adjunctive

therapy decision making, and assist/perform regional anesthesia for chronic pain management via one 36-hour clinical rotation during the last 12 months of the program. This course will provide the third-year clinical practicum rotations for doctoral students and will include assignments in general surgery for adult and pediatric patients, neurosurgery, thoracic, vascular, cardiac, obstetrics, and out-of-area anesthesia services. This rotation includes assignments to the 3-11 and Saturday shifts. 28 hours per week for a total of 476 clinical hours.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 708

Pre-requisites: DNAP 786

DNAP 788 - Clinical Practicum: VIII credits: 2

This course will provide the third-year clinical practicum rotations for doctoral students and will include assignments in general surgery for adult and pediatric patients, neurosurgery, thoracic, vascular, cardiac, obstetrics, and out-of-area anesthesia services. This rotation includes assignments to the 3-11 and Saturday shifts and one week of 7p-7a obstetric/house assignment. 36 clinical hours per week, for a total of 504 clinical hours.

Restrictions:

Must be in the following Field(s) of Study:

Nurse Anesthesia Practice

Co-requisites: DNAP 709

Pre-requisites: DNAP 787

School of Professional Studies

Interim Dean: Joseph Albert

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.

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

Master of Arts in Communication and Leadership Studies

Chairperson: Michael Hazel

Professor and Walter Ong, S.J. Scholar: J. Caputo

Associate Professor: H. Crandall, C. Cunningham, M. Hazel

Assistant Professors: P. Shlossberg

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, and prepare effective, ethical communicators who use critical thinking for positive local and global change. By their very nature, organizations depend upon complex formal and informal communication functions for effective operation in increasingly technologically based, communication networks. What distinguishes 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. The program is grounded in 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 knowledge and skills in communication and leadership in today's complex world. This program combines relevant theories and experiential learning applicable to the latest workplace developments.

The Communication and Leadership Studies master's degree is designed to meet the needs and schedules of working adults as well as continuing students from undergraduate programs. Flexible scheduling, evening, and Internet courses are offered. The program consists of 36 credits. One residency course, COML 517, is required.

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

Admissions

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

- 1) A completed application form (see appendix for inquiry form) and a non-refundable fee.
- 2) A written statement from the applicant which:

- a) describes the applicant's own interest in the Communication and Leadership Studies degree.
- b) assesses the applicant's strengths and describes the applicant hopes to gain from a graduate degree.
- 3) One letter of recommendation from faculty in the undergraduate major, which evaluate the applicant's ability and capacity to complete a graduate degree.
- 4) Official transcripts from each college and university attended (international applicants must submit foreign transcripts in the original language and an English copy). Only degrees and courses from a regionally accredited institution will be accepted.
- 5) The official score from the GRE general aptitude test or the Miller Analogies Test, a requirement which can be waived if the applicant has an advanced degree or an undergraduate GPA of 3.0 or above.
- 6) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English.
- 7) Submission of a financial declaration and supporting documentation by each international applicant.

Pre-requisite

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

Program Outline: 30 credits

12 credits in Core Theory and Practice Courses

12 credits in any Communication (COML) and/or Organizational Leadership (ORGL) Electives

6 credits in Research and Thesis or Project Capstone

Core Courses (18 credits required)

COML 595	Theorizing Communication	3 credits
COML 596	Masters Level Writing	0 credits
COML 597	Communication and Leadership Ethics	3 credits
COML 598	International and Intercultural Communication	3 credits
COML 599	Communication Practicum	3 credits
COML 601	Applied Communication Research	3 credits
COML 602	Communication and Leadership Capstone Seminar (content specific to chosen concentration)	3 credits

Strategic and Organizational Communication concentration

COML 504	Organizational Communication	3 credits
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Two of the following four courses: 6 credits

COML 509 Social Dynamics of Communication and Technology

COML 511 Seminar in Communication Consulting and Training

- COML 512 Seminar in Strategic and Corporate Communication
- COML 515 Seminar in Interpersonal and Small Group Communications

International/Intercultural Communication

One of the following two courses: 3 credits

- COML 521 Travel Writing
- COML 515 Interpersonal and Small Group Communications

Two of the following three Cultural Immersion courses:
(offered in Italy) 6 credits

- COML 524 Communication and Culture
- COML 600 Multi-Media Practicum
- COML 513 Advanced Topics in Communication: International Media and Culture

College Teaching of Communication

- COML 510 Communication Teaching and Pedagogy 3 credits
- COML 520 Internship 3 credits

One of the following courses: 3 credits

- COML 509 Social Dynamics of Communication Technology
- COML 514 Advanced Criticism
- COML 515 Interpersonal and Small Group Communication
- COML 516 Media Literacy
- COML Study Abroad Courses

Note: Other COML course may be substituted on a case by case basis as approved by the COML Department Chair.

COML 500 - Organizational Leadership credits: 3

An introduction to organizational leadership begins with an examination of these questions: How do leaders explain the causes of dysfunctional thinking and/or behavior in themselves, other leaders, or in organizations? How do they understand the differences among a variety of styles of leadership and organizational models? How do they apply the theories of leadership and the principles of organizational behavior to actual situations? How do they formulate a broad, integrative perspective from which to view leadership and organizational behavior? Drawing from the social science, this integrated course focuses on research and models of leadership relevant to defining and achieving collective goals in a variety of organizational settings.

COML 504 - Organizational Communication credits: 3

All organizations — from Microsoft, to churches, to social clubs, and universities — rely on

communication. Being able to communicate strategically is crucial to meaningful participation. This course will explore contemporary concepts about the meanings and functions of communication in organizations. Organizational communication encompasses not only communication within businesses, but also within large private or nonprofit associations, larger community groups, and governments both large and small. We will cover selected topics in organizational communication research such as culture, socialization, systems theory, communication and technology, and globalization.

Equivalent(s): ORGL 504

COML 505 - Digital Storytelling credits: 3

The digital age has changed the way we tell stories. Web 2.0 technologies allow users access to a range of digital technologies to not only create their own stories, but share them widely through social media. But how do stories make an impact on audiences, given that there is so much more information available? This course teaches students different forms of storytelling using digital media tools including Audacity, GIMP, imovie, and Windows MovieMaker. Readings help students better understand different narrative and persuasive styles of storytelling as well as understand the major theoretical and policy-related issues. Through hands-on assignments, students will acquire technical skills that will help them become more effective communicators in the digital age.

COML 508 - Theorizing Communication credits: 3

As an introduction to the field of communication, this course investigates major theories of communication, emphasizing theorizing as a process of constructing visions of reality. Critical analysis of the underlying assumptions of theoretical models of communication will help to frame your understanding of communication into a philosophical and ethical statement.

Co-requisites: COML 518

COML 509 - Social Dynamics of Communication and Technology credits: 3

This course will explore, examine, and analyze the ways in which communication technology influences our shared fundamental assumptions about the nature of communication, and the manner in which we interact with one another on a daily basis, as well as our socially shared values, beliefs, and attitudes.

Equivalent(s): ORGL 509

COML 510 – Communication, Teaching, and Pedagogy credits: 3

This course is designed for people considering a career as a communication educator at the college level. The goals for this class have three interrelated dimensions; (a) cognitive learning, (b) affective orientation; and (c) behavioral development. Students will develop curriculum, learn teaching strategies, develop goals and assessment, observe college classroom environments, and build a teaching portfolio.

COML 511 - Seminar in Communication Consulting and Training credits: 3

In a global economy, it is increasingly important to have the training and consulting skills that will allow you to interact effectively with many different cultures. Understanding and creating new media programs is vital to you and your organization's success. This course will explore the unique application of communication skills and models for training and consulting. There will be practice in consulting in a variety of settings, developing resources, marketing, workshop development, training, skill building, and evaluation.

COML 512 - Seminar in Strategic and Corporate Communication credits: 3

Gone are the days when organizations can afford to just wait it out while their competition moves ahead. Whether a student leads or works for an organization, or is in charge of strategic planning or communication, it is critical to understand how to develop, implement and evaluate effective integrated communication plans. New ideas, trends, issues, projects, and services in our workplaces are all opportunities to plan, strategize and communicate with the many

stakeholders. Students learn from real- life examples as well as their colleagues to fully understand and implement campaigns, media relations strategies, and social media tactics.

COML 513 - Seminar in Advanced Topics in Communication credits: 3

This seminar explores cutting-edge technologies, theory, and issues. The specific theme of this course varies each time it is offered because communication is constantly evolving.

COML 514 - Seminar in Advanced Criticism credits: 3

The study of criticism begins with the understanding that as human beings we use language and other symbols to shape the world in which we live. Rhetorical theory allows us to begin to understand how symbols function. Rhetorical criticism is one of the processes through which we assess specific symbolic acts. Students will explore and apply several different methods including how to describe primary rhetorical acts or texts (including speeches, films, news coverage, television programs, songs, and advertisements, among others) in rich, relevant detail, how to situate or make sense of rhetorical acts or texts within their historical, cultural moments; and how to use theory to develop a rhetorical perspective that will help render a judgment about a text or act.

COML 515 - Seminar in Interpersonal and Small Group Communication credits: 3

This course will enhance your ability to assess an interpersonal or small-group communication event and its context (a “context” can be familial, business, church, school-related, and so on). Students will learn to choose among relevant theoretical perspectives in order to understand and improve interpersonal and small-group communication within specific social contexts. The course is designed to encourage students to explore the communication dynamics that create group situations (and the ethical dimensions of these situations), and to explore specific communication actions that can lead to positive social change.

COML 516 - Seminar in Media Literacy credits: 3

Despite our awareness that we live in an age of communication, we are often unaware of how we contribute, define, make, use and are used by various forms of communication media. Communication in our society takes place in many forms, including mass electronic media, telecommunications, transportation, publishing and even our educational system. This course examines the implications of several forms of communication for how we live and what we believe, including the impact of mass media on modern societies, conflicting social interests and the needs of different groups in society, the formation of public opinion, and the diffusion of innovations. Attention will be directed throughout the course to the processes of developing action plans for communication that incorporates principles of media literacy.

COML 520 - Communication Leadership Internship credits: 1-6

Students will complete an approximately 240-hour internship under the supervision of a communication professor at a local college or university for one semester or quarter. The internship includes the development of a portfolio and evaluations from internship supervisors. Students are responsible for arranging the internship.

COML 521 - Travel Writing credits: 3

This course is designed to improve your ability to write a narrative from stories about travel. The genre ranges from the documentary to the evocative, from literary to journalistic, and from humorous to serious. This course will show you how to put your camera aside (temporarily) and engage your experiences more deeply in both strange and familiar places close to home. Text exercises will help you develop the basic storytelling and descriptive skills this genre requires. Selected current readings will serve as examples of good writing.

COML 522 - Renaissance Rhetoric and Contemporary Leadership credits: 3

This course examines rhetoric, written, oral, and visual to understand the humanistic movement of the Italian Renaissance and the role it continues to play in contemporary leadership. Through readings, discussions, and on-site visits to historical settings in Rome,

Florence and Siena, we will formulate and explore the critical questions necessary to bring these ideas to our contemporary world. This course will be offered every summer.

COML 523 - Peacebuilding in North Ireland credits: 3

Dialogue requires responsiveness that is made possible by qualities of thought and talk allowing transformation to take place: transformation in how people understand the self, the other, and the societies they inhabit. The course will reflect on the causes and history of The Troubles (1969-1998) as well as the tortuous peace; process following the Belfast Agreement in 1998. Local peacebuilding through dialogue is central to understanding how peace has been maintained.

COML 595 - Theorizing Communication credits: 3

As an introduction to the field of communication, this course investigates major theories of communication, emphasizing theorizing as a process of constructing visions of reality. Critical analysis of the underlying assumptions of theoretical models of communication will help to frame your understanding of communication into a philosophical and ethical statement.

COML 596 - Master's Level Writing credits: 0

This course is a resource for graduate students who are apprehensive about their writing skills or who need to brush up on writing competencies. It is designed to both assess a student's writing skills and improve them if need be. It is also designed to introduce graduate students to the genre of academic writing in the discipline of communication.

COML 597 - Communication Ethics credits: 3

Inquiry into the philosophic foundations of interpersonal relations and values in multiple contexts with emphasis on applications of ethical systems to the responsibilities of people in organizations toward society and individuals.

COML 598 - International and Intercultural credits: 3

Identification and analysis of processes and problems of communication as affected by differences in culture and identity. It explores effects of differences in attitudes, social organization, role expectations, language and nonverbal behavior, all of which are interrelated. Principles of communication theory as they apply to the intercultural context are also emphasized.

COML 599 - Communication Practicum credits: 3

This residential practicum is designed to merge theory and praxis and provide practical application of communication knowledge and action with a focus on public speaking, group processes, writing, and multi---media products.

COML 600 - Multi-Media Practicum credits: 3

COML 601 - Applied Communication Research credits: 3

Through engagement with primary research and exposure to current methodologies and the inquiry process, this course requires the development of a research proposal (e.g. literature review, rationale for the proposed questions, formal research questions and/or hypotheses, and proposed method description.) The course is designed to be paired with the capstone course so that the work defined in the proposal can be completed in the capstone course.

COML 602 - Communication and Leadership Capstone Seminar credits: 3

Candidates for the master's degree in communication and leadership will complete a modified thesis or project under the guidance of a professor and/or mentor. The student will complete an original research study or applied project. The completed and accepted thesis/project will be presented in a public forum. Prerequisite: COML 601 and 24 graduate credits.

COML 611 - Seminar Continuation credit: 1

COML 690 - Directed Study credits: 1-3

Arranged with faculty.

Master of Arts in Organizational Leadership

Chairperson: Adrian Popa

Professor: M. McFarland, J. Caputo

Associate Professor: L. Brown, M. Carey, D. Conners, Kristine Hoover, A. Popa, L. Topuzova

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

Senior Lecturer: J. Horsman

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

The Organizational Leadership master's degree is intended to meet the needs and schedules of working adults. Required courses in the degree program are offered exclusively on an evening or weekend basis. The program consists of 36 semester credits. A required sequence of 24 credits is supplemented by electives totaling 12 credits, which are chosen by each student from a list of selected graduate courses. Students are permitted to take up to six credits of individualized readings, research projects or an internship as part of the elective component. The curriculum is dynamic and changes may occur on a yearly basis.

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

Admissions

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

1. A completed application form (see appendix for inquiry form) and a non-refundable fee.
2. A written statement from the applicant which:
 - a) describes the applicant's own interest in the Organizational Leadership degree.
 - b) assesses the applicant's strengths as a leader and describes what the applicant hopes to gain from a graduate degree.
3. Provides a resume of professional experience.
4. Two letters of recommendation from an employer, professional colleague, or faculty in the student's undergraduate major 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). Only degrees and courses from a regionally accredited institution will be accepted.
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: 30 credits

Required Courses: 15 credits

ORGL 600	Organizational Leadership	3 credits
ORGL 605	Leadership and Imagination	3 credits
ORGL 610	Communication and Organizational Ethics	3 credits
ORGL 615	Organizational Behavior and Theory	3 credits
ORGL 620	Organizational Leadership Capstone	3 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. (MTSL 509, Academic Writing for International Graduate Students, cannot count towards the ORGL elective requirements). Up to six credits may be selected within the elective component from the independent professional study options (ORGL 660-ORGL 671).

Servant Leadership Concentration: 12 credits

ORGL 530	Servant Leadership	3 credits
Two of the following three courses:*		6 credits
ORGL 522 Leadership, Community Empowerment, Collaboration, and Dialogue		
ORGL 532 Leadership Justice & Forgiveness		
ORGL 535 Listen Discern Decide		
ORGL 537	Foresight and Strategy	3 credits

*Other ORGL or Cross-listed courses may meet the Servant-leader criteria and must be approved by the advisor.

ORGL 501 - Methods of Organizational Research credits: 3

Gall, Gall, and Borg note that research is a systematic and persistent approach to answering questions (2006). This course meets that charge head on as we attempt to explore the philosophies of research and how to answer questions that we are passionate about. Through engagement with primary research and exposure to current methodologies and the inquiry process, this course requires the development of a full research proposal (e.g. literature review, rationale for the proposed questions, formal research questions and/or hypotheses, and proposed method description).

ORGL 504 - Organizational Communication credits: 3

All organizations — from Microsoft, to churches, to social clubs, and universities — rely on communication, and being able to communicate strategically is crucial to meaningful participation. This course will explore contemporary concepts about the meanings and functions of communication in organizations. Organizational communication encompasses not only communication within businesses, but also within large private or nonprofit associations, larger community groups, and governments both large and small. We will cover such selected topics in organizational communication research, such as culture, socialization, systems theory, communication and technology, and globalization.

Equivalent(s): COML 504

ORGL 506 - Leadership and Diversity credits: 3

Who we are, whether we are comfortable with this idea or not, is shaped in part by the social roles we occupy and how society sees us in those roles. As we will see from the very beginning of this class, our social roles, the class we are born into, and our gender all have implications for our lives. We will explore intercultural communication as a tool to bridge differences and learn about identities, practices, and cultures.

ORGL 509 - Social Dynamics of Communication Technology credits: 3

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.

Equivalent(s): COML 509

ORGL 510 - Renaissance Leadership for the Twenty-first Century credits: 3

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: credits: 3

Communication and leadership are closely intertwined, whether in our current period of post-modernity or during the European Renaissance. Fifteenth century Italy, Florence in particular saw a flowering of the arts and scholarship unmatched in history. This can be seen in the rhetoric of art and architecture, religious preaching, political writing and oratory, and in the humanistic philosophy that emerges from it. This course examines this period through readings, discussions, and on-site visits to historical settings in Florence and Siena, in order to formulate the critical questions necessary to bring these ideas to our contemporary world. Using the Italian Renaissance as the canvas, we will study multiple examples of rhetoric, both written and visual.

ORGL 516 - Organizational Development credits: 3

This course will focus on “seeing” and “changing” organizations through the research, theory, models, and praxis of the field and consulting practice of Organizational Development (OD). [Please note: this is not a course on the nature and characteristics of good leadership- it’s about consulting to leadership.] This course focuses on how OD consultants, internal or external, can support both leaders and all members of an organization We will investigate multiple methods, tools, and technologies used to implement major change effectively in organizations.

ORGL 517 - Organizational Change and Transformation credits: 3

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. This course will provide opportunities to consider how to align people around new ways of doing things. Students will have the opportunity to gain confidence and competencies in leading change, and conclude the class with action planning specific to each individual’s interests. Leading change is a critical skill to support organizations in achieving their goals, mission, and vision. Building on theories from the field of change management, we will explore how different situations require different approaches but have common foundations. The course is appropriate for people in various levels and types of organizations, providing tools to support leading change effectively.

ORGL 518 - Transforming Leadership credits: 3

Transforming Leadership is designed to be an examination of the dynamics of transformation and how leadership can facilitate transformation, both within individuals and in organizations. Specifically the guiding questions are: 1) What is transformation; and 2) How can transformation be facilitated in individuals and organizations? As a graduate-level seminar, emphasis is placed on students and teacher forming a community of both practice and learning – of praxis – so all may both engage the current understanding and develop new insights into the theory and practice of transforming leadership.

ORGL 519 - Leadership in Non-Profit Organizational credits: 3

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 credits: 3

This course provides an overview of conflict on different levels, from micro through mezzo, macro to violent international conflict. The course will use real-life situations and case studies that will help students practice skills and strategies for dialogue, decision-making and ultimately conflict transformation and system change.

ORGL 521 - Technology and Communication in Organizations credits: 3

ORGL 522 – Leadership Communication and Empowerment Collaboration and Dialogue credits: 3

How does the leader develop community to facilitate individual growth and collective flourishing? Through experience and scholarship students explore and practice empowerment, collaboration, and dialogue in the context of creating structures and processes for sustaining and transforming community. At the Benedictine Abbey students become participant observers in an emersion designed to explore, practice, and come to an expanded understanding of the role and purpose of the leader’s involvement and commitment to building and sustaining meaningful and purposeful community. Experiential findings are then integrated with the literature on building community building and used to formulate a proposal for enhancing community flourishing.

ORGL 523 - Psychology of Leadership credits: 3

This course offers an introduction to the field of psychological issues in leadership. While the field is considered relatively new and growing, this course focuses on three popular and often

discussed themes in this area: personality development, emotional intelligence and dimensions of a psychologically healthy workplace. Through the use of lecture, discussion, class exercises, film and readings students will begin with a look at leadership success and failure from the lens of psychology. Importance will be placed on the student understanding the psychological challenges of being in a leadership role and how to interact effectively with those who behave in ways that are less than productive for the organization. The middle section of the course offers an in-depth exploration of those psychological capacities necessary for effective leadership. Finally, characteristics of a psychologically healthy work environment will be explored.

ORGL 524 - Leadership in Human Resources credits: 3

In this 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. Topics include policy and practice within organizations; selecting, training, motivating, evaluating, and compensating employees; labor relations; and applicable legislation.

ORGL 530 - Servant Leadership credits: 3

This course is an examination of the foundation, principles and practice of servant-leadership. Servant-leadership is explored with an emphasis on reviewing the original writings, and on conceptualizing and articulating the philosophy through a clarification of what it is, and why Servant-leadership is relevant. Human development theories are used as theoretical frameworks for identifying criteria to assess servant-leaders and servant-organizations, and for understanding how they develop and function. Dialogue is encouraged as a way of integrating aspects of the philosophy with applied experience and gain insights into the students own leadership approach.

ORGL 531 - Leadership and Spirituality credits: 3

ORGL 532 – Leadership, Justice, and Forgiveness credits: 3

The key learning theme I want students to understand is the idea of emotional discipline based in love that calls a person toward meaningful responses to human suffering. Such responses are grounded in discernment regarding human conflict, oppression, power, and harm, and the opportunities—personal, familial, societal, and global—that rise from the crucible of potential that is our humanity. I'd like students to gain knowledge in three ways. First, begin to appreciate the depth of heart, thought, and spirit necessary for a person to do long term, hopeful and efficacious work inside any system, be it personal, societal, or global, when that system is initially locked in an oppressive or harmful cycle. The personal character required to live from a meaningful or purposeful approach regarding what it means to be human creates complexities and potentialities that invite the student toward joy, courage, and sacredness, even or perhaps in the words of Victor Frankl especially in the midst of human suffering. Second, students will begin the process of understanding leadership (specifically servant-leadership), justice (conceptions of restorative vs. retributive justice) and forgiveness in the context of systems change toward reconciliation and depth of heart, mind, and spirit. Third, students will work to apply the interior leadership necessary for discernment and action within oppressive systems. In this course, therefore, each student will engage the following questions:

- What are the basic understandings of servant-leadership, restorative justice and forgiveness?
- How can a person choose servant-leadership, restorative justice and forgiveness in the face of grave human atrocities and the furthest reaches of human suffering?
- Who does one forgive, and how does one approach forgiveness?
- What does it mean to be a person of restorative justice and forgiveness?

ORGL 535 - Listen, Discern, Decide credits: 3

In this class, students will learn more in-depth concepts of Servant-leadership by learning

practices and approaches for listening and discerning as a way of enhancing decision-making capacity. The course begins with a focus on interior and exterior listening. Listening and awareness techniques are then integrated with the principles and practices of discernment. The course progresses from a focus on the individual, to group, to listening and discerning and decision making in organizations and communities.

ORGL 537 - Foresight and Strategy credits: 3

The course is designed to further develop the student's servant-leader disposition, and integrate more of the servant-leader characteristics. The course explores the art, science and methods leaders use to acknowledge, stimulate, and further develop their capacity of foresight. Students engage macro-system perspectives applying strategy and stewardship as they consider introducing creative vision into the reality of complex organizational and community systems (includes a 3 day residency).

Pre-requisites: ORGL 530

ORGL 550 - Team Building and Leadership credits: 3

This three-day intensive program is designed to increase students' knowledge and understanding of leadership and team development through a combination of information sessions and active participation in cooperative, challenge activities. Introductory activities help students to get to know each other and begin to work together to solve problems and think "out of the box." Topics to be presented and discussed include the communication process, leadership models and styles, stages of team development, ethics, diversity, and visionary or principle-centered and creative leadership. The course will culminate in the development of personal mission statements and their presentation, along with short group presentations of key learnings. In addition to the mission statements, there are additional assignments that provide an opportunity for reflection and self-evaluation with regard to leadership styles, strengths and areas for improvement, and a plan for personal/professional development. Challenge activities are included in the schedule for all three days, but particularly emphasized on the second day when we will meet off-campus for group problem-solving activities and hiking (one to two flat miles). Challenge activities are designed to enhance students' critical thinking skills, creativity, problem-solving ability, and ability to work effectively as a team. Activities included also present opportunities for taking leadership roles, recognizing leadership styles, identifying what works and what doesn't work in given situations, and applying learning to real life situations.

ORGL 551 - Advanced Team Building and Leadership credits: 3

This course is designed to continue where 550 left off. This three-day intensive program is intended to increase participants' knowledge about facilitating team building and leadership development activities. Learning will take place through information sessions, involvement in cooperative, challenge activities as both a participant and facilitator, with opportunities for feedback, and group discussion. Topics to be covered include selection and sequencing of appropriate activities based on group characteristics, stage of development, time, and resources; leading safe challenge activities; methods of facilitating inclusion, participation in activities, and successful debriefs; what if situations and question and answer sessions; and hot tips drawn from experience. Prerequisite: Completion of ORGL 550 (Team Building I).

Pre-requisites: ORGL 550

ORGL 590 - Independent Study credits: 1-3

ORGL 600 - Foundations of Leadership credits: 3

This course is a foundation for learning and developing the practice of leadership. It includes investigating various theories of leadership and communication strategies leaders use in their practice. Students explore the self through multiple assessments and reflections, in relationship to individuals, groups and organizations. Students explore personal and relational dimensions

of leadership in the context of multiple perspectives and develop a personal leadership growth plan including a personal leadership philosophy. Knowledge of the use of different types of written communication and scholarship is fostered in the Leadership discipline. The paradoxes and ambiguities of leadership are examined in various contexts.

ORGL 605 - Imagine, Create, Lead credits: 3

This team taught course has a two-fold purpose. It is designed to provide an orientation to the ORGL program and Gonzaga experience during the 3 days on campus. This experiential class provides an environment where students meet and engage with peers as well as with staff, and faculty advisors. During the face to face portion of class students have numerous opportunities to establish relationships that support their success throughout the program and beyond graduation. Throughout the course, students are introduced to the history and key concepts in the field of creativity. Further, through the theme of “seeing and seeing again,” students are challenged to apply and expand their creative and imaginative capacity. Students explore Ignatian imagination and perspectives from the liberal arts (art, history, literature, music, and so on) and are exposed to different techniques for developing and enhancing their own creativity and imagination in the context of leadership practice.

ORGL 610 - Communication and Leadership Ethics credits: 3

Inquiry into the personal, organizational, and social values present in moral dilemmas. Students will develop skills in ethical communication and decision-making, and recognize how to act for the common good as leaders who can acknowledge and consider multiple moral perspectives.

ORGL 611 - Seminar Continuation credit: 1

ORGL 615 - Organizational Theory and Behavior credits: 3

The purpose of this core course is to provide exposure to theories of organizations, organizational behavior, and systems as well as a variety of strategies and tactics useful to successful leaders and followers. The content includes a traditional macro organizational theory emphasis on structure and culture and then extends to organizational behavior focusing on leading teams and interpersonal relationships.

ORGL 620 - Leadership Seminar credits: 3

The leadership seminar is designed to be a culmination of leadership coursework in the organizational leadership program. The course provides an opportunity for reflection, synthesis, application, analysis, and evaluation. Students will examine the formation of their leadership philosophy and professional development milestones achieved in the ORGL program and will synthesize and evaluate their individual leadership development plan for the future.

ORGL 623 - Qualitative Research Theory and Design credits: 3

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 credits: 3

On-site leadership experience for students under supervision of a site supervisor and professor.

ORGL 659 - Leadership and Economics credits: 3

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 credits: 1-3

This individualized study course is based on readings in a specific topic designed in consultation with the instructor. Students will discuss the selected readings on a tutorial basis with the instructor and prepares an annotated bibliography or bibliographical essay. Although individualized, this course is treated as a seminar in which students share their work with each other and the faculty member assigned to the course.

ORGL 661 - Readings in Human Behavior credits: 1-3

This individualized study course focuses on the investigating of scholarly research findings in an

aspect of the behavioral sciences defined by the student and instructor. Students will prepare a written report of findings on the research problem selected. Although individualized, this course is treated as a seminar in which students share their work with each other and the faculty member assigned to the course.

ORGL 670 - Projects in Organizational Leadership credits: 1-3

This independent study course consists of a formal research project investigating a problem in applied organizational or social research conducted under the tutelage of the instructor.

Although individualized, this course is treated as a seminar in which students share their work with each other and the faculty member assigned to the course.

ORGL 671 - Projects in Group Behavior credits: 1-3

This independent study course consists of a formal project of original research in a topic of group behavior that proceeds from a research design approved and monitored by the instructor. Although individualized, this course is treated as a seminar in which students share their work with each other and the faculty member assigned to the course.

ORGL 680 - Leadership Seminar credits: 3

The Leadership Seminar serves as the capstone experience of the master's program in Organizational Leadership. Students create a research portfolio, project, or thesis as evidence of a synthesis of the program.

Pre-requisites: ORGL 501 and ORGL 502

ORGL 681 - Special Topics in Org Leadership credits: 1-3

ORGL 689 - Special Topics credits: 1-3

ORGL 690 – Directed Study in Organizational Leadership credits: 1-3

This seminar explores new theories and issues. The specific theme of this course varies each time it is offered because the field of organizational leadership is constantly evolving.

Doctor of Philosophy in Leadership Studies

Chairperson: JoAnn Danelo Barbour

Professors: J.D. Barbour, S. Ferch

Associate Professors: C. Francovich

Assistant Professor: K. Gambrell

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 a wide range of professions such as, 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 three and one half 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 these three dimensions..

Because the use of computers is integrated into many courses, students need to have access to e-mail and have a general familiarity with navigating the web (or the world-wide 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 mission of the Doctoral Program in Leadership Studies is to educate scholars and leaders who possess conceptual and theoretical knowledge and professional and practical competencies for use in both scholarly and leadership roles that serve and engage others creatively, meaningfully, and purposefully for the greater good.

Values of the Doctoral Program

Based on the Jesuit tradition of educating the whole person, the Doctoral Program in Leadership Studies creates a space where critical thought and moral conviction meet the questions of humanity. We believe that leadership is based on a deep understanding of the self

and of the core values that drive one's actions. Effective leadership requires self-development with meaning, dignity, and purpose, so that we, in turn, help others to flourish with meaning, dignity and purpose. Because we believe that effective leaders need to develop the critical imagination required to embrace individual, organizational, and global change from a stance of hope and courage, we designed a leadership studies curriculum that supports the mission with a focus on three interrelated perspectives: Scholarly, Conceptual, and Professional. Each perspective is threaded through the curriculum, and is expressed through three specific leadership dimensions, also threaded through the curriculum: the leader as person, the leader in organizational systems, and the leader in global, social systems. Each dimension emphasizes the nature of change and the development of human capacities for life that are healthy and sustainable.

Graduates of the Doctoral Program

Graduates of the doctoral program often go into three areas post-graduation. 1.) Higher Education: They want to teach in higher education (leadership studies) primarily at the college undergraduate level; or they will teach at the community college level in their Masters' Degree specialization. Some go into higher education administration, often student development. 2.) They will take their knowledge back to their organizations (who often have supported the doctoral student with developmental leaves) and work at an advanced level to grow their organizations. 3.) Many want to use their research as consultants, and will begin consulting in the areas of organizational leadership or personal leadership.

Admissions

Prior to filing an application to the program, it is advisable to secure an appointment for a conversation with the program chairperson. (This conversation can be conducted by phone for individuals who reside outside the geographic area). During this conversation, 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 likelihood for meeting the application requirements.

Requirements:

1. A master's degree (or its equivalent) with a minimum 3.50 GPA.
 2. A minimum of two years of professional experience.
 3. A minimum score of 50th percentile 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 Coordinator of Student Support. Each applicant must submit to the doctoral program a completed application packet to include the following materials:

1. A completed application form (see doctoral website or Coordinator of Student Support) and non-refundable fee.
2. A written statement of purpose that includes the reasons for 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 information about 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). Only degrees and courses from a regionally accredited institution will be accepted.
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.

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, Global Issues and Policy Analysis, and Principles of Research) each student should see his or her pre-candidacy advisor to review the policies and procedures regarding candidacy. 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. We encourage candidates to submit papers to journals for review; although advancement to candidacy is not contingent upon the paper being accepted. Journals to be used as reference points are selected by each student and approved by the pre-candidacy advisor.

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

Transfer Credit

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

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

1. Work to be transferred must clearly be doctoral-level coursework as defined by the granting institution.
2. Coursework must have been completed while the individual was accepted in a doctoral program accredited by a regional accrediting agency.

3. Coursework must have been completed within five years prior to the date of acceptance into the doctoral program at Gonzaga University.
4. Courses may not be transferred for the four core courses (DPLS 700, DPLS 701, DPLS 703, & DPLS 720), or Proposal Seminar (DPLS 730).
5. Transfer of other required courses will require faculty approval.
6. Transfer credits will be applied to the elective 18 credits (which include individualized study credits).
7. Coursework to be transferred must fit the mission of the doctoral program.

After an initial conference with a student or potential student who wishes to transfer credit, the program chairperson will send a letter (with a copy placed in the student's file) informing him or her as to what credits will be accepted and what stipulations, if any, have been made.

Pass/Fail Option

Doctoral students may opt either for a letter grade or for a pass/fail option in each course. Students wishing to explore this option should consult their advisor. The student is responsible for filing a pass/fail petition with the Registrar prior to the published deadline. A pass/fail request is considered a private matter between the student and the Registrar. If this request is filed, the Registrar will substitute a "P" or an "F" in place of the assigned grade. A "P" will be recorded for an assigned grade of B or higher, while an "F" will be recorded for an assigned grade of B- 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 online. It is the responsibility of the student to demonstrate the relevancy of the proposed study and to negotiate the course content and timelines with a qualified instructor. A maximum of 12 credits of individualized study is permitted.

Internship/Mentorship

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

of the experience to the “professor of record.” The grading mode for this course is Satisfactory/Non-satisfactory. A maximum of three credits of internship/mentorship is permitted.

Advanced Credits

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

Residence

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

Students enrolled in the doctoral program in the School of Professional Studies will have satisfied all continuity of matriculation requirements for the doctoral degree when they have completed three out of four consecutive semesters of graduate study earning a minimum of six (6) credit hours per semester.

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

Doctoral Advisors and Committee Members

A pre-candidacy advisor is assigned to each student at the time of admission to the program. Advisor’s responsibilities are to assist the student in making program decisions and to facilitate the student through the candidacy process. Once students have been advanced to candidacy, they select a dissertation chairperson; and, before the defense of the proposal, with their dissertation chairperson select two or more additional dissertation committee members. Students who are not making timely progress on their proposal or dissertation, and/or have had little or 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 Coordinator of Student Support.) 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 Coordinator of Student Support or dissertation chairperson.

Outline: 60 credits

Required Courses

DPLS 700 Leadership Theory	3 credits
DPLS 701 Organizational Theory	3 credits
DPLS 703 Global Issues and Policy Analysis	3 credits
DPLS 720 Principles of Research	3 credits
DPLS 722 Quantitative Data Analysis	3 credits
DPLS 723 Qualitative Research	3 credits
DPLS 730 Proposal Seminar	3 credits

DPLS 735 Proposal Defense	1 credit
DPLS 736 Dissertation	5 credits
DPLS 745 Leadership and Personal Ethics	2 credits

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

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

Electives:

DPLS 705 Leadership and Social Justice	3 credits
DPLS 706 Leadership and Diversity	3 credits
DPLS 707 Leadership and Technology	3 credits
DPLS 708 Leadership, Forgiveness and Restorative Justice	3 credits
DPLS 709 Leadership and Spirituality	3 credits
DPLS 710 Planning for Change	3 credits
DPLS 711 Human Resources and Organizational Community	3 credits
DPLS 712 Leadership and Financial Stewardship	3 credits
DPLS 713 Leadership and Law	3 credits
DPLS 714 Writing for Publication	1 credit
DPLS 715 Writing for Funding	1 credit
DPLS 718 Ways of Knowing: Teaching, Learning, and Leadership	3 credits
DPLS 719 Systemic Organizational Change	3 credits
DPLS 721 Leadership and Arts Based Understanding	3 credits
DPLS 724 Advanced Quantitative Data Analysis	2 credits
DPLS 726 Advanced Qualitative Research	2 credits
DPLS 728 Scholarship and Dissertation Framework	3 credits
DPLS 741 The Art and Practice of Dialogue	3 credits

DPLS 742 Leadership and Appreciative Inquiry	3 credits
DPLS 743 Leadership and Consulting	3 credits
DPLS 744 Leadership, Language and Culture	3 credits
DPLS 751 Leadership and History	3 credits
DPLS 752 Leadership and Philosophy	3 credits
DPLS 753 Leadership and Religious Studies	3 credits
DPLS 754 Leadership and Sociology	3 credits
DPLS 755 Leadership and Communications	3 credits
DPLS 756 Leadership and Psychology	3 credits
DPLS 757 Leadership and the Nature of Politics	3 credits
DPLS 758 Leadership and Literature	3 credits
DPLS 759 Leadership and Economics	3 credits

Certificate in Advanced Leadership Studies

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

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

Additional Considerations

Students that start the certificate program are eligible to change their educational objective and move into the doctoral program upon completing the doctoral admission process. Once the certificate is granted it cannot be revoked, therefore students interested in pursuing the Ph.D. are encouraged to make that decision prior to completing more than 12 credits in the

certificate program. Students that complete the certificate program and then choose to move forward into the doctoral program are allowed to transfer a maximum of 12 credits into the doctoral program, and will take 48 additional doctoral credits to meet the 60-credit degree requirement.

Courses taken more than five years previous will not be accepted into the doctoral program. Students enroll in regular doctoral classes, complete the same assignments, pay regular doctoral tuition, and receive a Gonzaga University transcript. Students must maintain good academic standing for the entire 18 credits of the certificate program. After completing 18 credits and based on the recommendation of the faculty of the doctoral program, Gonzaga University will grant students a certificate in Advanced Leadership Studies. Participation in the certificate program is limited to six (6) students a year. This limitation is necessary because certificate students take regular classes and doctoral classes are limited to 15 or fewer students.

DPLS 700 - Leadership Theory credits: 3

The major goal of this course is to gain understanding in the concept of leadership historically, philosophically, psychologically, and morally, and to test these understandings against one's own values and experiences. Emphasis will be placed on the nature and role of leadership in understanding and interpreting the self, subjectivity and interpersonal interactions.

DPLS 701 - Organizational Theory credits: 3

Emphasis on modernist and postmodernist organizational theory, examining organizations as the nexus of psychological, sociological, and biological phenomena. Organizations are explored through the frames of power, environmental and symbolic structures, human agency, and ethics. Students will also read in classical organizational theory as well.

DPLS 703 - Global Issues and Policy Analysis credits: 3

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 credits: 3

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 credits: 3

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 credits: 3

Technology is one aspect of the accelerating change that leaders must deal with. Leadership responsibilities in organizations will increasingly influence and be influenced by technology. This course is designed to provide a foundation for understanding technology in today's societies and the role of leadership in enhancing organizations through technology.

DPLS 708 - Leadership, Forgiveness, and Restorative Justice credits: 3

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 credits: 3

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 credits: 3

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 credits: 3

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 credits: 3

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 credits: 3

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 credit: 1

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 credit: 1

Students learn how to identify private and governmental sources of grant funding and prepare fundable proposals.

DPLS 717 - Instrument Design credits: 3

DPLS 718 - Ways Know: Teaching, Learning, Leadership credits: 3

This course is designed to explore learning styles, adult learners, and strategies for working with adults. The leaders role in facilitating the learning, growth, and development of adults in organizational settings is examined. Beliefs about the nature of teaching, learning, and leadership are articulated in the form of a personal philosophy.

DPLS 719 - Systemic Organizational Change credits: 3

This course explores theories of organizational change with an emphasis on transformational change (change that occurs at a fundamental level of the system). Theories and strategies for identifying and positively effecting the core of the organization will draw from a core of readings in complexity science, anthropology, sociology, social psychology and organizational science.

DPLS 720 - Principles of Research credits: 3

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 credits: 3

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 credits: 3

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.

Pre-requisites: DPLS 720

DPLS 723 - Qualitative Research credits: 3

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.

Pre-requisites: DPLS 720

DPLS 724 - Advanced Quantitative Data Analysis credit: 1

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.

Pre-requisites: DPLS 720, minimum grade: B and DPLS 722, minimum grade: B

DPLS 726 - Advanced Qualitative Research credits: 3

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.

Pre-requisites: DPLS 720 and DPLS 723

DPLS 728 - Scholarship and Dissertation Framework credits: 3

The goal of this course is to assist students to create a structure for the reading and analysis necessary for composition of Chapter 2 of the dissertation. The course also focuses on outlining a 1st and 3rd chapter of the dissertation.

Restrictions:

DPLS 729 - Computer Analysis of Qualitative Data credit: 1

This course will be devoted to learning the basics of N8 (Nvivo) through structured opportunities to analyze, interpret, and report qualitative research using a standardized set of data.

Pre-requisites: DPLS 720 and DPLS 723

DPLS 730 - Proposal Seminar credits: 3

Development of the dissertation research proposal is the focus of this course.

Pre-requisites: DPLS 722 or DPLS 723

DPLS 735 - Proposal Defense credit: 1

Students are to enroll in this course the semester in which they plan to defend their dissertation proposal.

- DPLS 736 - Dissertation** credits: 1-5
Students must register for a total of five (5) credits for this course.
- DPLS 737 - Dissertation Extension** credit: 1
Credit registration for student continuing after core course requirements have been completed.
- DPLS 738 - Completion of Candidacy** credits: 0
Students must register for this zero credit course in the semester in which they complete their candidacy process.
- DPLS 739 - Orientation** credits: 0
Students must complete this zero credit online course in the first semester of their enrollment in the DPLS. The course has required and optional components that will help insure a successful orientation to the program.
- DPLS 740 - Complexity and Org Leadership** credits: 3
This course begins with a survey of complexity theories and models as applied and understood in relation to society, organizations, and the self. Deepening inquiry into the roots of complexity thinking and its relationship to language, sociality, and rational thought supports ongoing reinterpretation of modernist frameworks. Traditional frameworks drawn from leadership studies, language (symbolic interactionism) and the creation and maintenance of identities are recast through the lens of emergence and complex adaptive systems.
- DPLS 741 - The Art and Practice of Dialogue** credits: 3
This course is concerned with the praxis of dialogue. From the theoretical perspective dialogue is presented through philosophical, psychological, biological, and sociological readings. The course moves from broad perspectives on communication, meaning, and community to focused inquiry into subjective and intersubjective aspects of communication and meaning. This shift is supported by the regular practice of intentional dialogue at each class meeting.
- DPLS 742 - Leadership and Appreciative Inquiry** credits: 3
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** credits: 3
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 Lang and Culture** credits: 3
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** credits: 2
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** credits: 2
This course centers on a variety of moral dilemmas that prevail in societies and organizations. Students gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of ethical principles. This course presupposes a good grasp of ethical

theory either through DPLS 750: Leadership and Ethics or through extensive background readings.

DPLS 747 - Leadership and Classical Ethics credits: 2

Several classical ethical models are examined though out the course. Critical analysis of how these models might apply to leadership today is made.

DPLS 748 - Leadership and Feminist Ethics credits: 2

Ethics and ethical decision making is viewed from a feminist perspective. Application to leadership is made throughout the course. A question of interest is how the feminist perspective might yield different outcomes than do more traditional decision-making models.

DPLS 749 - Leadership and Eco Ethics credits: 2

This course provides in-depth thoughts on principles of ethics and ethical decision making regarding ecology at global, national, and local levels.

DPLS 751 - Leadership and History credits: 3

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.

Restrictions:

DPLS 752 - Leadership and Philosophy credits: 3

This reviews the major schools of philosophical thought as they relate to leadership development and style.

DPLS 753 - Leadership and Religious Studies credits: 3

Approaches to the nature of religion and its resulting impact on leadership are discussed. Emphasis is placed on leadership styles in religion.

DPLS 754 - Leadership and Sociology credits: 3

The focus is on a range of sociological theories available for use in the understanding of leadership in social relations or organizations.

DPLS 755 - Leadership and Communication credits: 3

This course focuses on the relation of the theories and techniques of group processes and persuasion to styles of leadership.

DPLS 756 - Leadership and Psychology credits: 3

Systems and developmental approaches to psychology are integrated with personal and interpersonal understandings of leadership in this course. Dialogue regarding the nature is engaged in order to strengthen critical knowledge of psychology, social justice, and the leader as servant.

DPLS 757 – Leadership and Nature of Politics credits: 3

This course centers on the importance of political theory to leadership style both in the world of politics and organizations.

DPLS 758 - Leadership and Literature credits: 3

This course invites students to fall in love with various forms of literature which speak of leading and leadership. The course draws students into a deeper understanding of leadership through critical reviews and intellectual discoveries of such literature.

DPLS 759 - Leadership and Economics credits: 3

The application of economic principles to the solution of current problems with emphasis on capitalism and North American economies are the focuses of this course. Additionally, on the consequences of human actions, specifically, the actions of leaders at both macro and micro levels.

DPLS 760 - 763 - Readings credits: 1-3

Curriculum, reading lists, and credit are determined based on an individual proposal.

Restrictions:

DPLS 764 - 765 - Projects credits: 1-3

Curriculum, reading lists, and credit are determined based on an individual proposal.

DPLS 766 - Internship/Mentorship credits: 1-3

Credits determined based on individual proposal.

DPLS 767 - Non-Dissertation Research credits: 1-3

Research and design are based on an individual proposal.

DPLS 768 - Non-Dissertation Research credits: 1-3

Research and design are based on an individual proposal.

DPLS 769 - Non-Dissertation Research credits: 1-3

Research and design are based on an individual proposal.

DPLS 772 - 779 - Special Topics credits: 1-3

Special topics seminars are designed based on individual student and faculty interests.

DPLS 795 - Continuing Research credit: 1

Summer Session

Summer session is the perfect time to catch up on requirements and take core courses and electives that won't fit your schedule during the traditional academic year. It's also a prime time to focus on just one or two courses at a time, or to take courses ahead of time to assure study abroad doesn't set you behind. Undergraduates can take advantage of a discounted tuition rate during the summer, and both housing and employment opportunities are available for students of all levels.

Gonzaga University offers summer courses through the College of Arts and Sciences, the School of Business, the School of Education, the School of Engineering and Applied Science, the School of Law, the MATESL program, the School of Nursing and Human Physiology and the School of Professional Studies.

Courses are offered in three sessions. The dates for Summer 2017 are:

First Session May 22 - June 30

Second Session July 27 - August 11

Full Session May 22 - August 11

All courses are designed to meet diverse student interests and needs. Offerings range from undergraduate to graduate to doctoral, with classroom and online options as well as field studies and faculty-led study abroad programs.

Students from other colleges and universities are welcome to take summer session courses at Gonzaga that may fulfill requirements but may not be available at their home campuses. Such credits can typically be transferred to their home institution. Note that acceptance to and/or enrollment in a Gonzaga Summer Session course does not imply admission to one of our degree programs. See the admissions section of this catalogue for more information on applying for a degree program.

Graduate students will typically find several classes applicable to their program of study and in some instances will find complete academic programs offered during summer session. Courses, institutes, and workshops are also available for anyone interested in continuing their education.

Details on courses, dates, costs, and registration are available on the summer sessions website, <http://www.gonzaga.edu/summer>, by emailing summer@gonzaga.edu or by calling 509-313-5873.

The School of Law

Dean: Jane Korn

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

Objectives of Gonzaga University School of Law

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

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

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

Full-Time Programs

The School of Law offers a full-time, three-year, 90 semester credit degree. In some circumstances, students can take advantage of flexible scheduling to complete their degrees in four or five years.

Of the 90 units necessary for graduation, 49 are required; the remaining units may be selected from electives and seminars. All degree credits must be completed within five years of matriculation.

Curriculum

Gonzaga's legal education program is deliberate. The rigorous, well-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. The unique first-year program at Gonzaga exposes students to simulated skills training in litigation and

transactional work in the fall and spring semesters, respectively, evidencing Gonzaga's commitment to these goals. As a further component to this innovative approach to legal education, the School of Law offers upper-division electives in many different areas of the law, including: trial and appellate advocacy, environment/natural resource law, business and commercial law and international law. To complete their education all students are required to engage in experiential learning, either through working in a professional externship or in Gonzaga's legal clinic, during their second or third year of studies.

University Legal Assistance

Gonzaga School of Law operates the University Legal Assistance program as an on-campus clinic that provides legal services to low-income persons. It is a major provider of pro bono legal services in the Spokane area. The clinic offers its students the opportunity to practice law, under appropriate lawyer supervision, while still 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. On-campus clinical offerings include a general practice clinic and specific subject area clinics in consumer law, business law, elder law, Indian law, and tax law.

Off-campus professional externship experience is available in legal settings such as criminal prosecution and defense, child dependency, juvenile law, and legal services work.

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 the candidate is considered for admission to this dual-degree program.

Co-Curricular Activities

Gonzaga's educational philosophy is based on the centuries-old Ignatian model of educating the whole person - mind, body, and spirit. Students, therefore, find it easy to become involved in a broad range of activities at the School of Law. Gonzaga is a major player in national moot court competitions and fields a variety of moot court teams. Students also have an opportunity to participate in the Linden Cup, Gonzaga's prestigious intra-school moot court competition, a client counseling competition, and a negotiation competition. The student-run Gonzaga Law Review is circulated throughout the country, and the Gonzaga Journal of International Law, the online international law journal, receives submissions from around the world. The Student Bar Association is a strong, active organization that encourages student involvement, and there are abundant opportunities to participate in student organizations, legal fraternities, public service projects, and other activities. Gonzaga's student organizations are diverse in nature and, whatever the interests or career goals, there are activities available that will enhance the knowledge and abilities, while contributing to the community.

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 to support interactive teaching and learning methods. Features throughout the building encourage students to linger to talk and debate ideas in beautiful outdoor spaces, roof plazas and balconies, and comfortable lounges. Technology is readily available and a wireless network provide the "highway" for audio-visual, computer, and telecommunications technology. The mix of classrooms, study, seminar rooms, and clinical spaces provide flexibility to integrate the best of traditional law teaching and collaborative and innovative learning. Gonzaga's fine traditions of advocacy training and moot court competitions are promoted in the impressive Barbieri Courtroom. The law library is a warm and inviting environment filled with natural light designed to be conducive to individual and group study. The library's rich collection of print and electronic resources supports the research and scholarly needs of students and faculty.

Admissions

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

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

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

For admission information, write or call:

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

FALL SEMESTER 2017

DATE

New Faculty Orientation	Thursday, August 18 and Friday, August 19
Fall Faculty Conference	Thursday, August 25 and Friday, August 26
Residence Halls Open (New Students)	Friday, August 26 and Saturday, August 27
Residence Halls Open (Returning Students)	Sunday, August 28
New Student Orientation	Friday, August 26 – Monday, August 29
President's Reception and Welcome Mass	Sunday, August 28
Academic Convocation	Monday, August 29
New Students Meet with Assigned Advisors	Monday, August 29
Monday ONLY Classes Begin	Monday, August 29
Classes Begin	Tuesday, August 30
Labor Day	Monday, September 5
Last Day to Add	Wednesday, September 7
Last Day to Drop	Friday, September 9
Mass of the Holy Spirit (Morning) Learning Outcomes Assessment Day (Afternoon)	Wednesday, September 14 (Classes Canceled)
Incompletes Revert to Provisional Grades	Friday, September 30
Fall Family Weekend	Friday, October 7 – Sunday, October 9
Founder's Day Holiday	Monday, October 24
Mid-Semester Grades Due in Registrar's Office	Tuesday, October 25
Last Day to Withdraw from a Course	Friday, November 11
Thanksgiving Holiday 25	Wednesday, November 23 - Friday, November 25
Reading/Study Days December 12	Saturday, December 10 through Monday, December 12
Last Week of the Semester	Tuesday, December 13 - Friday, December 16
Christmas Holiday Begins	Monday, December 19
Grades Due in Registrar's Office	Wednesday, December 21

SPRING SEMESTER 2017

Residence Halls Open	Sunday, January 15
Martin Luther King, Jr., Holiday	Monday, January 16
New Student Orientation	Tuesday, January 17
Spring Faculty Conference	Tuesday, January 17
Classes Begin	Wednesday, January 18
Monday ONLY Classes Begin	Monday, January 23
Last Day to Add	Wednesday, January 25
Last Day to Drop	Friday, January 27
Incompletes Revert to Provisional Grades	Friday, February 17
President's Day Holiday	Monday, February 20
Spring Vacation	Monday, March 13 - Friday, March 17
Mid-semester Grades Due in Registrar's Office	Tuesday, March 14
Last Day to Withdraw from a Course	Friday, April 7
Good Friday Holiday	Friday, April 14
Easter Holiday	Monday, April 17
Academic Honors Convocation	Tuesday, April 25 (Process 3:15pm, Ceremony 3:30pm)
Reading/Study Days	Saturday, May 6 - Monday, May 8
Last Week of Semester	Tuesday, May 9 - Friday, May 12
Commencement Mass	Saturday, May 13
Graduate School Commencement	Saturday, May 13
Undergraduate Commencement	Sunday, May 14
Grades Due in Registrar's Office	Wednesday, May 17

SUMMER

First Session Begins	Monday, May 22
First Session Ends	Friday, June 30
Second Session Begins	Monday, July 3
Second Session Ends	Friday, August 11
Full Term Begins	Monday, May 22
Full Term Ends	Friday, August 11