

2022 – 2023

GRADUATE CATALOG



# 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, culturally, 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.

# Introduction

## What's in a Name?

The University is named after the 16th-century Italian Jesuit saint Aloysius Gonzaga. A descendant of a noble Renaissance family and a page at the court of Francesco de Medici, Aloysius Gonzaga entered the Society of Jesus (the Jesuit order) in 1585. Later, while a seminarian in plague-stricken Rome, he attended to the sick and dying; as a result of his heroic service, he died of exhaustion on June 21, 1591, only 23 years old. He was declared the patron saint of youth in 1726.

## Quality That Earns National Recognition

U.S. News and World Report's most recent America's Best Colleges ranked Gonzaga in the top 20% — 79th among National Universities. Fiske Guide to Colleges, Kiplinger's 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 and Coeur d'Alene, Idaho, form a flourishing metropolitan area with a population of approximately 735,000. This area offers many opportunities for work, service and relaxation for Gonzaga students.

Gonzaga's 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' from the campus, providing easy access to shopping, dining and entertainment. The nearby 12,000-seat Spokane Veterans Memorial Arena, a multipurpose entertainment venue, hosts concerts, sporting events and special programs such as 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 more than 7,200 students of whom almost 70 percent are undergraduates and over 30 percent are in graduate programs, including the School of Law and four doctoral programs. Our student body represents every state and over 30 countries.

Seventy-three percent undergraduates are ranked in the top quarter of their graduating class.

More than half of the undergraduate student body comes from homes at least 200 hundred miles from Spokane. The result is a diverse, welcoming campus community, where cultures and friendships are shared warmly.

The academic curriculum is supported by over 700 faculty. The ratio of students to faculty is 11-to-1.

## Finance: An Important Part of Your Education

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

Gonzaga is committed to assisting students in financing their college education. Over 97% 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 that housed both students and Jesuit faculty in its early years to 104 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 attractive, well-kept campus grounds. Some highlights of the campus include the following:

**The Department of Housing and Residence Life** provides living options for around 2,600 undergraduate students, including men's, women's or coeducational residence halls with capacities ranging from 40 to 620. Residence halls are staffed by Professional, Graduate and Assistant Residence Directors, Resident Assistants, Resident Ministers, and Social Justice Peer Educators who collectively provide a wide range of services as live in staff members. Full-time unmarried first and second year students who are under age 21, not living at home, must live in on-campus residence facilities. Upper-division students have access on a first come/first served basis to some apartment-style living units, and the University owns three apartment complexes and up to 12 houses in the neighborhood depending upon the year. At this point in time the university does not provide married or family housing in any on or off campus property, and is happy to assist students in locating such.

**John J. Hemmingson Center** is over 167,000 square feet of contemporary space that supports fun, healthy living and an engaged community. It is a living and learning environment where students, faculty, staff, alumni and members of the larger community can interact with one another.

Dining options include:

The COG with two floors of diverse resident dining with six restaurant-style platforms, Starbucks, Handcrafted - gourmet sandwiches offering a build-your-own option, 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, Next Gen Tech Bar, a grand ballroom, auditorium, meeting 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:

- Mission & Ministry
- Diversity, Inclusion, and Cultural Engagement (DICE) including Unity Multicultural Education Center (UMEC) and Lincoln LGBTQ+ Resource Center
- Center for Community Engagement (CCE)
- Student Involvement and Leadership including Payne Center for Leadership Development (PCLD), Center for Student Involvement (140+clubs and student governments), Gonzaga Outdoors (including bike and ski repair shop), Gonzaga Student Body Association (GSBA), and Transfer, Veteran, and Returning Adult Services (TVRAS)
- Center for Global Engagement (CGE) including Study Abroad and International Student and Scholar Services (ISSS)
- Auxiliary Enterprises
- ZAGCARD Services
- Gonzaga University Event Service Team (GUEST)

## 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 also houses the athletic department offices and Diedrick & Delong Sports Medicine Center. 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 square foot 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 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 Board of Trustees Chairman 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 2015 with the addition of state of the art lighting which allows 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. Phases III and IV will include the installation of permanent seating and locker rooms for the home and visiting teams.

**The Stevens Center**, Gonzaga University's 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 for Gonzaga's varsity golf teams.

Other prominent features include locker rooms, training rooms, team lounge, offices and balcony seating overlooking the tennis courts.

**The Volkar Center for Athletic Achievement** is a 51,240-square-foot facility built directly south of the Martin Centre, and helps student-athletes succeed in competition, in the classroom and in the community. The building houses the Rian G. Oliver Student Athlete Enrichment lab, The Karen Gaffney Champions room, The Steve Hertz Practice facility, Brown court, and the Hall of Honor presented by the Wolff Family, along with multiple meeting spaces. The building provides Gonzaga student-athletes with some of the finest facilities and support services in the nation.

## Campus Buildings

The Gonzaga University campus includes 104 buildings, the newest of which is the John and Joan Bollier Family Center for Integrated Science and Engineering. The Hemmingson University Center which houses the Center for Global Engagement, the Mission & Ministry offices, the Center for Community Engagement, the Diversity, Inclusion, Community, and Equity (DICE) office, the Student Involvement and Leadership Center, student government offices, multiple meeting rooms and lounges, a US Bank branch, a ballroom, as well as multiple food venues. Since 2000, 14 other 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 McCarthey Athletic Center; the Paccar Center for Engineering; the Patterson Baseball Complex; and the Stevens Center for Tennis and Golf. The Rudolf Fitness Center was added to the Martin Centre sports building, and the Tilford Center for Nursing and Human Physiology, as well as Leadership Studies, was created from a purchased facility. The Magnuson Theater was renovated during this time frame.

The Foley Center library was opened in 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, the Center for Academic Advising and Assistance, including the Disability Access, and Academic Testing Center, and Information Technology Services (ITS).

Other 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 houses the Office of Campus Security and Public Safety, while the graceful 1902 Monaghan Mansion continues to house offices and practice rooms for the Music department. The Alumni Association along with the Division of University Advancement is now located in the Boone Avenue Retail Center BARC.=

The Myrtle Woldson Performing Arts Center, opened in 2019. Additionally, the Volkar Center for Athletic Achievement as well as the new the Della Strada Jesuit residence have recently been completed. The former Jesuit House has been renovated into a new home for the Humanities and contains a office suite for the Dean of the College of Arts and Sciences, as well as offices for the Honors Program, Women and Gender Studies, the Center for Public Humanities, and the Center for Undergraduate Research and Creative Inquiry, as well as the Science in Action outreach program, English, and Religious Studies.

***St. Aloysius Church, the Student Chapel, and the spires of St. Al's Church*** are landmarks 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 40 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 recognized and named as the School of Professional Studies. The School of Professional Studies was renamed the School of Leadership Studies in 2018. Gonzaga is an independent, Roman Catholic and Jesuit university committed to ensuring our students an educational experience that encourages individual intellectual, moral, and spiritual development.

## Accreditation: The Mark of Excellence

Gonzaga University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the Secretary of the U.S. Department of Education. Gonzaga University holds specialized accreditations for specific degree programs through:

- The Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA)
- The Association to Advance Collegiate Schools of Business (AACSB)
- The Commission on English Language Program Accreditation (CEA)
- The Commission on Collegiate Nursing Education (CCNE)
- The Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET)
- The Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC/ABET)
- The Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
- The British Columbia Ministry of Advanced Education, Skills and Technology (consent) and the Degree Quality Assessment Board (DQAB)
- The Alberta Ministry of Advanced Education (approved), and the Campus Alberta Quality Council (CAQC)
- The Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- The National Association of Schools of Music (NASM)
- The American Chemical Society (ACS)
- The Washington State Professional Educator Standards Board (PESB)

# GU Coat of Arms - The University Seal: The Mark of Distinction

The Coat of Arms of Gonzaga University was assembled in 1914 is an adaptation of the coat of arms of the Loyola family, members of the Spanish nobility from whom the founder of the Society of Jesus descended. It combines symbols representing both the paternal and the maternal houses, Loyola and Onaz. The Coat of Arms contains:

- **Hatchment Number 1** (dexter chief): Two gray wolves leaning on a black pot and chain, all on a white field. It represents the House of Loyola, as the founder of the Jesuit Order was Inez Loyola. The pride of the House was that they fed the poor, kept the wolf from the door.
- **Hatchment Number 2** (sinister base): The arms of the House of Gonzaga, a red cross sustaining an in-escutcheon, the lions of Florence and two black for the ecclesiastical dignity of their House. The four falcons in the corners of the escutcheon represented the hunting prowess of the family. Now the faculty of Gonzaga are first, Jesuits founded by Loyola; secondly, the patron of the University is St. Aloysius Gonzaga; thirdly, the House of Onez was associated with Loyola; and lastly, the University is situated in Spokane, represented by the river, the sunburst, and the Indian symbols.
- **Hatchment Number 3** (sinister chief): The colors of Spain, seven red bars on a field of gold, given to the House of Onez by the King, because seven brothers of that House distinguished themselves in the service of Spain.
- **Hatchment Number 4** (dexter base): Sun burst over the Spokane Falls, a pine tree to the right and an Indian tepee to the left. The Spokane Indians were so called because they were in their interpretation, children of the sun. The colors are natural, the tepee being a russet, or dun color.
- **Eagle crest:** American bald eagle of the Republic, protecting the Institution.
- **IHS:** The name of Jesus, His cross, and the three nails of His crucifixion. The nails and lettering are black, surrounded by a halo for gold.
- **In-escutcheon:** Blue and White, a royal blue field on which the letter G stands for Gonzaga, the University colors are Royal Blue and Immaculate White.
- **AMDG scroll:** Stands for “Ad Majorem Dei Gloriam”, for God’s greater glory, the motto of the Society of Jesus as given to it by its founder, St. Ignatius Loyola.
- **1887:** University was founded in 1887, and was only a college until 1912.
- **Wreath:** Bays on the right, representing classic renown, Oak on the left signifying civic pride, both in natural colors.





# 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, protected 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. As a federal contractor, Gonzaga University maintains an Affirmative Action Plan.

# Gonzaga University Strategic Planning Process

## Vision Statement

Approved by the Board of Trustees on July 17, 2015

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 1,200 full-time employees, involves in excess of 3.1 million square feet of facilities and operates with a gross annual operating budget surpassing one third 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.
- Academic and educational *excellence across the institution*.
- A commitment to *institutional viability and sustainability*.

## Strategic Plan

The Vision, Institutional Priorities, and Strategic Objectives articulated above served as the foundation for the development of the Gonzaga University Strategic Plan. This Plan identifies four primary guideposts toward our vision, called “commitments” – an acknowledgment that we do our work in an active, relational context, possessed of mutual accountabilities.

Commitment 1: Foster Responsibility For Shared Mission

Commitment 2: Animate Academic Excellence Across The Institution

Commitment 3: Provide An Integrative Jesuit Educational Experience For Our Students

Commitment 4: Optimize Institutional Stewardship And Sustainability

Each commitment in turn contains strategic objectives that serve as declarations of continuous institutional improvement. The thirty-five (35) specifically identified goals provide a means of defining institutional success in achieving the objectives.

View a complete copy of the University Strategic Plan, Strategic Plan Update, and the Annual Strategic Plan Progress Report.

# 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 installment plans each semester which spread payments over four months.

### 4-Month Installment Payment Plan (per semester)

Gonzaga University has partnered with Transact Payments (formerly known as CASHNet) to provide a completely automated and paperless 4-month semester payment plan.

#### Installment Payment Plan features:

- Interest free
- Real-time account balance information through Transact Payments for students and their authorized payers.
- The total semester cost, less verified financial aid (excluding work study and pending outside scholarships) can be set up in 4 equal monthly installments.
- Automatic payment enrollment (optional)
- Enrollment is by semester and includes a \$50 non-refundable enrollment fee each term

#### Fall Semester 4 Month Plan (Enrollment Deadline August 10, 2022)

- In **mid-July**, all registered students and their authorized payers will receive email notification that the fall semester Statement of Account and payment options are ready to view in Transact Payments. At this time, the option to enroll in the Installment Payment Plan for fall semester will be available.
- Sign up for the Installment Payment Plan (online only). There is a **\$50 enrollment fee**, which will be required in addition to your **first payment for August**.
- **Payments are due monthly, the tenth of each month, beginning August 10, 2022 through November 10, 2022.**

#### Spring Semester 4 Month Plan (Enrollment Deadline January 4, 2023)

- In **mid-December**, all registered students and their authorized payers will receive email notification that the spring semester Statement of Account and payment options are ready to view in Transact Payments. At this time, the option to enroll in the Installment Payment Plan for spring semester will be available.
- Sign up for the Installment Payment Plan (online only). There is a **\$50 enrollment fee**, which will be required in addition to your **first payment for January**.
- **Payments are due monthly, the tenth of each month, beginning January 10, 2023 through April 10, 2023.**

Additional information:

- Students accepted to the University after the installment plan deadline dates may still enroll within two weeks of their acceptance, making up any missed payments and will not be assessed the additional \$25 late enrollment fee.
- Students are not eligible to enroll in an installment plan if they owe for a previous term.
- The payment plan covers only one term, so you will need to re-enroll every term.
- Students can only be enrolled in one Payment Plan each semester.

**Note:** All charges are payable in U.S. funds. Student Accounts accepts 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% convenience fee. An international payment option is available through Flywire. Billing statements are available ONLINE only. For additional information, go to: [www.gonzaga.edu/studentaccounts](http://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 settle their account. The student must provide the Student Accounts Office with a purchase order or written statement of intent to pay by the third party no later than the semester's billing deadline. If there are stipulations associated with the payment agreement, such as a minimum grade point average, then the student must either pay Gonzaga University directly or enroll in one of the payment options.

## 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](http://www.gonzaga.edu/studentaccounts) and is also available in the Student Financial Services Office.

# Financial Aid

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

## Applying for Admission

A student must be 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 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 online at <https://studentaid.gov/h/apply-for-aid/fafsa>

## Application Deadlines

There is no established financial aid deadline for graduate students; however, it is recommended that a student complete the FAFSA by March 1st each year for the following fall semester.

## 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 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 Loan is established each June, and starts accruing from the time funds are disbursed. The promissory note can be completed online at [www.studentaid.gov](http://www.studentaid.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 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.studentaid.gov](http://www.studentaid.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](#).

## 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).

## Satisfactory Academic Progress

The Higher Education Amendments of 1992 require that a student receiving federal 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 online at [www.gonzaga.edu/SAP](http://www.gonzaga.edu/SAP).

# Tuition and Fees

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

### Tuition, per credit:

Doctoral Programs: (per credit).....	
Doctor of Educational Leadership .....	\$930
Doctor of Philosophy in Leadership Studies.....	\$1,110
Doctor of Nursing Practice .....	\$ 1,100
Doctor of Nurse Anesthesia Practice.....	\$1,100
Master’s Programs: (per credit) .....	
Business	
Accounting .....	\$1,025
MBA.....	\$1,095
Communication and Organizational Leadership .....	\$1,020
Education	
Clinical Mental Health Counseling .....	\$ 1,075
Educational Leadership (Online).....	\$ 655
Education Specialist in School Psychology .....	\$960
Marriage & Family Counseling.....	\$ 1,075
Master in Teaching (Elementary or Secondary).....	\$ 875
Principal Certification.....	\$ 515
School Counseling .....	\$1,050
Special Education .....	\$1,010
Sport and Athletic Administration .....	\$ 1,090
Teaching English as a Second Language .....	\$1,015
Engineering.....	\$1,095
Nursing	
RN to MSN Program.....	\$965
MSN Program .....	\$1,170
Philosophy .....	\$900
Theology and Leadership.....	\$735
Post Baccalaureate .....	\$1,085

**Application Fee:**

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

**Deposit to Confirm Acceptance:**

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

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

**Departmental Fees:**

## College of Arts and Sciences Fees:

Religious Studies Seminar .....	\$165-\$220
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## School of Education Fees:

Counselor Education: .....	
Internship/Practicum .....	\$110-\$220
Orals .....	\$45
Doctoral Education: .....	
Culture and Identity .....	\$40
Framework for Leadership .....	\$55
Oral Exam .....	\$110
School Psychology: .....	
Assessment .....	\$55-\$110
Orals .....	\$55
Special and Teacher Education: .....	
Orals .....	\$110
Special Ed Assessment .....	\$55
Special Ed Precision Teaching .....	\$20
Teacher Ed Field Experience .....	\$135

## School of Engineering Fees:

TDAP 547 Green Book Fee .....	\$ 305
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## School of Nursing and Human Physiology:

DNAP Program Delivery Fee .....	\$550
DNP Immersion Fee .....	\$110
DNP and Graduate Clinical Administration Fee .....	\$265
Graduate Practicum Placement Fee .....	\$265
Graduate Immersion Fee .....	\$195-\$540
Graduate Program Delivery Fee .....	\$165-\$605

## School of Leadership Studies:

Communication Leadership .....	\$50
Organizational Leadership .....	\$50
Doctoral Program .....	\$20-\$50

**Other Fees:**

Fitness Center Fee optional (per semester) .....	\$150
Fitness Center Fee optional (entire summer) .....	\$30
International Student Fee .....	\$55
Late Add/Drop Fee .....	\$50
Degree Application Fee .....	\$75
Late Degree Application Fee .....	\$100

Mandatory Accident Insurance and Wellness Fee, per year .....	\$75
Summer Session Administrative Fee .....	\$50
Sustainability Fee, full-time students (per semester).....	\$5

**Technology Fees:**

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

Transcript Fee, each copy.....	\$6-\$8.25
Installment Plan Application (per semester).....	\$50

**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 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) or a rebilling fee of 1% of the total amount due or \$2.00, whichever is greater, will be added to a student's account on any amount more than 30 days past due. 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.



# Student Affairs

## Student Affairs

College Hall, Office 120

509-313-4100

[studentaffairsoffice@gonzaga.edu](mailto:studentaffairsoffice@gonzaga.edu)

[www.gonzaga.edu/studentaffairs](http://www.gonzaga.edu/studentaffairs)

## Student Affairs

Student Affairs: Where Life + Learning Unite

Student Affairs is the division at Gonzaga University that is responsible for facilitating and supporting the outside-the-classroom learning, living, and thriving. The professionals who work in Student Affairs are committed to helping all Zags create lives of leadership and service for the common good. With our partners in Academic Affairs, we share the responsibility of helping our students learn. As trained professionals in our respective fields, our learning culture encourages a “guided practice,” allowing students to take the lead in their learning, pursuing ideas they are passionate about. We do so by providing our students with challenge and support, advising, counseling, teaching, coaching, guiding, and mentoring through frequent, consistent, meaningful, and fun interactions. This practice provides space for students to unite their formal education with the other aspects of their life. Our team in Student Affairs works hard every day to enhance learning, nurture student success, and foster a secure and inclusive community, helping Gonzaga University to develop into a premiere Jesuit University.

### DIVISIONAL COMMITMENTS + COMMUNITIES OF PRACTICE

Our organizational structure is divided into three “communities of practice,” each led and supported by a dean, centered around three pillars: (1) Advancing Diversity, Equity & Inclusion; (2) Promoting Wellbeing & Flourishing; and (3) Fostering an Integrated Approach to Student Learning Development.

The professionals who work in Student Affairs are committed to helping all Zags create lives of leadership and service for the common good. The following programs, offices, and departments comprise the Division of Student Affairs:

### **Campus Security and Public Safety**

502 E. Boone Ave. Huetter Mansion

509-313-2222

[www.gonzaga.edu/about/our-campus-location/campus-safety](http://www.gonzaga.edu/about/our-campus-location/campus-safety)

### ***Campus Security and Public Safety***

Campus Security and Public Safety (CSPS) facilitates the safety and security of students, staff, faculty, visitors, and property of the University. The department operates 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 Department are Emergency Communications, Crime Prevention and Education, Behavioral Threat Assessment, Parking, safe escorts from location to location (on and near campus), jump starts, alarm response, 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 the

department. CSPS works collaboratively with all local law enforcement and emergency service providers. To contact CSPS dial (509) 313-2222.

## **Resolution Center for Student Conduct and Conflict**

Crosby Center 202  
509-313-4009  
[resolutioncenter@gonzaga.edu](mailto:resolutioncenter@gonzaga.edu)  
[www.gonzaga.edu/resolutioncenter](http://www.gonzaga.edu/resolutioncenter)

### ***Resolution Center for Student Conduct and Conflict***

The Resolution Center for Student Conduct and Conflict is responsible for reconciling issues of student misconduct. Our processes provide transformative opportunities as we guide students to engage in ethical discernment, develop enhanced decision-making skills, and learn to accept ownership for actions. 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](http://www.gonzaga.edu/studentcodeofconduct).

Conflict Resolution Services facilitated by the Resolution Center empower Gonzaga University students to gain positive interpersonal skills and explore solutions in a low-level, inclusive environment.

## **The Center for Cura Personalis (CCP)**

Crosby Center 216  
509-313-2227  
[ccp@gonzaga.edu](mailto:ccp@gonzaga.edu)  
[www.gonzaga.edu/ccp](http://www.gonzaga.edu/ccp)

Center for Cura Personalis (CCP)

The Center for Cura Personalis (CCP) exists to empower students to be their best selves. Cura Personalis means care for the whole person and our case managers are here to meet one-on-one with students, support them in dealing with life's challenges and help connect them to useful offices and resources both on and off-campus. Case managers at Gonzaga operate in a non-clinical capacity which means they do not provide counseling or therapy to students, though they will quickly outreach to students who are struggling and connect students to resources for additional support. Case managers aim to build self-advocacy skills and promote personal growth through individualized meetings in a comfortable, private setting. Additionally, CCP offers various support for students struggling with basic needs. If you or a fellow student are struggling, but not sure where to start, CCP is a wonderful place to connect.

Learn more by visiting [gonzaga.edu/CCP](http://gonzaga.edu/CCP) or calling us at (509) 313-2227.

## **Health & Counseling Services**

704 East Sharp Ave.

509-313-4052

[studenthealth@gonzaga.edu](mailto:studenthealth@gonzaga.edu)

[www.gonzaga.edu/hcs](http://www.gonzaga.edu/hcs)

### ***Health & Counseling Services***

Gonzaga University Health and Counseling Services is here to support the physical and mental healthcare needs of students right on campus. Our expert staff are focused on the wellbeing of students and provide quality care just steps away from residence halls and classrooms.

Health and Counseling Services delivers services in an integrated clinic setting. Providers, nurses, and other healthcare staff help diagnose and treat illnesses and injuries. Our psychiatric providers and counselors afford services that are accessible for everyday mental health concerns, medication management, and crises impacting the student experience.

We strive to offer holistic, comprehensive healthcare in partnership with students. We keep students moving toward their educational goals and maintain our focus on the wellbeing of the whole person. Please see our Health and Counseling Services website for further information.

## **Lincoln LGBTQ+ Resource Center**

Hemmingson Center 213

509-313-5760

[lgbtq@gonzaga.edu](mailto:lgbtq@gonzaga.edu)

[www.gonzaga.edu/lgbtq](http://www.gonzaga.edu/lgbtq)

### ***Lincoln LGBTQ+ Resource Center***

Guided by the University mission to honor the dignity of the human person, the Lincoln LGBTQ+ Resource Center provides a safe and affirming space for people of all sexual orientations, gender identities, and gender expressions. Through social justice programming – including speakers, artists, films, Out to Lunch with Allies, Lavender Mass, and Lavender Graduation – all Gonzaga members are welcome to participate and build community. The Center also offers Sexuality and Gender Equity (SAGE) Certification for students, staff, and faculty to expand and deepen LGBTQ+ cultural fluency. As part of the department of Diversity, Inclusion, Community, & Equity (DICE), the Lincoln LGBTQ+ Resource Center uses an intersectional lens to work closely with the Unity Multicultural Education Center (UMEC) and other campus partners to support students from historically underrepresented and traditionally marginalized groups. DICE works closely with the Unity Alliance of Cultural Clubs, including Queer Student Union (QSU), and employs approximately 35 student leaders.

## **Center for Community Engagement (CCE)**

Hemmingson Center (2nd Floor & Lower Level)  
509-313-6824  
[www.gonzaga.edu/cce](http://www.gonzaga.edu/cce)

### ***Center for Community Engagement (CCE)***

For over 25 years CCE has been putting Gonzaga’s mission into action through a wide spectrum of volunteer and community engaged learning projects. CCE’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. CCE serves as a resource center for students, faculty, alumni, and community partners.

Housed within The Center are the following programs and initiatives:

### ***Community-Engaged Learning***

Gonzaga University has offered community-engaged learning (also known as service-learning) courses for over 25 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's Youth Programs & Initiatives***

For over 25 years, the Center for Community Engagement has paired well-trained and passionate college students together with school-aged youth from the Spokane community. Started in 1995 with the creation of Campus Kids at Stevens and Logan Elementary, CCE's Youth Programs & Initiatives have expanded by leaps and bounds. Today, we run 7 distinct mentoring programs in 13 Spokane Public Schools, with approximately 350 Gonzaga students serving over 700 youth.

### ***Weekly Student Engagement Volunteering***

We have many ways for you to volunteer alongside other Gonzaga students addressing a variety of local community issues. You can serve meals with Campus Kitchens, form a community with adults with disabilities with Gonzaga University Specialized Recreation, or serve weekly at a local non-profit with your peers through the Zag Volunteer Corps Semester of Service program.

Zag Volunteer Corps (ZVC) Program

Zag Volunteer Corps connects members of the Gonzaga community with Spokane area nonprofits for educational and fun service experiences. Zags serve on the same day at the same time with the same group of students each week for the semester. Volunteer opportunities range from 1.5 to 2 hour long weekly commitments.

### ***Wolff Fellowship Program***

Wolff Fellows co-design projects with local community-based organizations that build community capacity and strengthen partnerships between Gonzaga and the host agency. Projects are designed around CCE's six Arrupe Engagement Pathways: Advocacy & Awareness, Community-Engaged Learning & Research, Direct Service, Faith & Justice, Philanthropy, Policy & Politics, and/or Social Innovation. Through their unique projects, Wolff Fellows explore the connection between their disciplinary/career interests and public service, learn about community needs and assets, and partner with community organizations to build community capacity.

### ***Service Immersion Programs***

CCE's Immersion programs offer week-long trips in local communities where students learn about a variety of social justice issues and reflect on their experiences. During the immersions, students focus on core themes of simplicity, community, spirituality, and Justice and learn alongside community partners. Trips are offered during winter and spring break.

Our winter break immersion, Justice in January, is a week-long immersion experience where students explore the realities of immigration and border issues along the U.S./Mexico border and enter into dialogue with individuals impacted by immigration, community leaders, non-profits and government agencies. During the immersion, students cross the border to learn from, and serve with organizations that provide assistance to and accompany migrants.

## **Unity Multicultural Education Center (UMEC)**

Hemmingson Center 215

509-313-5836

[umec@gonzaga.edu](mailto:umec@gonzaga.edu)

[www.gonzaga.edu/UMEC](http://www.gonzaga.edu/UMEC)

### ***Unity Multicultural Education Center (UMEC)***

UMEC provides experiential learning opportunities for all students in their identity development, cultural fluency, and connection to social justice. UMEC is organized around three pillars: (1) mentoring, (2) social justice programming, and (3) intercultural development. Many students first hear about UMEC through BRIDGE, which begins with a Pre-Orientation Social Justice and Leadership Institute and continues as a first-year peer mentoring program for incoming students with underrepresented identities. UMEC also offers social justice programs that feature speakers, films, art and activism workshops, and Diversity Monologues. UMEC's third pillar on intercultural development encourages students to go even deeper through Intergroup Dialogue courses, Sustained Dialogue co-curricular groups, and Social Justice Peer Education. As part of the department of Diversity, Inclusion, Community, & Equity (DICE), UMEC uses an intersectional lens to work closely with the Lincoln LGBTQ+ Resource Center and other campus partners to support students from historically underrepresented and traditionally marginalized groups. DICE works closely with the Unity Alliance of Cultural Clubs and employs approximately 35 student leaders.

## Transfer, Veteran, and Returning Adult Services

Hemmingson Center 211 (2nd Floor)  
509-313-560  
[tvas@gonzaga.edu](mailto:tvas@gonzaga.edu)  
[www.gonzaga.edu/tvas](http://www.gonzaga.edu/tvas)

### ***Transfer, Veterans, and Returning Adult Services and 1st Generation Initiatives***

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 are also committed to our 1st Generation college students. We will provide opportunities to meet other first-generation students on campus and build community through programming. Students can connect with faculty and staff who also identify as 1st Generation college graduates. We value and appreciate the diverse skills, talent, and knowledge that you bring to Gonzaga University.

## Center for Student Involvement

The Center for Student Involvement is dedicated to inspiring and empowering students! 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
- Student Media

***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.

***The 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. GSBA partners with student clubs and organizations to offer 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 [www.gogsba.org](http://www.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 [here](#).

[www.gonzaga.edu/getinvolved](http://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](mailto:outdoors@gonzaga.edu)

**The Payne Center for Leadership Development** 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
- 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/leadership-resource-center](http://www.gonzaga.edu/leadership-resource-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 & 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.gonzaga.edu/ZagsIgnite](http://www.gonzaga.edu/ZagsIgnite). Open hours: 1-4pm Monday-Friday
- Career Lab: Monthly lunch hour career development workshop with free pizza! Held on the first Wednesday of each month during the school year.
- Career Assessments: Self-Directed Search, Myers Briggs Type Indicator, Card Sorts, Career Thoughts Inventory and more
- 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 101: 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*

- CareerShift: Job and internship posting board that facilitates communication with employers and serves as a job search document repository and disseminator
- GoinGlobal: Provides country-specific career and employment information, including world-wide internship and job postings, H1B employer listings, corporate profiles, and career resources for 30 countries
- ZagsIgnite: Gonzaga's online career tool kit that lists job openings and employers specifically for Gonzaga students and alumni
- iNet: Join iNet, an internship recruitment consortium created and shared by: Duke, Georgetown, Gonzaga University, Harvard, MIT, NYU, Northwestern, Rice, Penn, USF, USC, and Yale. Find internship opportunities with high-profile and industry leading organizations
- InterviewStream: Practice your interview skills by video recording yourself answering a variety of industry-specific questions on InterviewStream
- What Can I do With This Major: Database of career paths related to academic major

## ***Career Fairs***

CPD hosts several career fairs throughout the year including:

- All Majors Career & Internship Fair (October)
- Engineering and Computer Science Career & Internship Fair (October)
- FUSE Career Fair (February/March)
- School of Education Career Fair (March)
- Graduate and Professional School Fair (March)

## ***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)



- London (January)
- Portland (January)
- Seattle (January)
- San Francisco (March)
- Silicon Valley (March)
- Denver/Los Angeles (May/June alternating years)

**Gonzaga Alumni Mentor Program (GAMP)** is a career development and networking resource for students and alumni. This award winning program assists students in exploring alternative career fields and in developing a personal network of contacts by matching them with alumni mentors. The program has almost 3000 participating alumni that represent a broad range of careers, experiences, and geographical locations. These mentors are willing to help students clarify academic and career decisions with real-world knowledge and experience. By taking part in this program students will gain realistic and current information from Gonzaga graduates. They will also begin to develop the relationships they will need to help in the transition from school to the professional world of work. This program is intended for all majors and students are encouraged to use these services throughout their college experience.

## Office of Investigation and Inquiry

This office works in conjunction with the Director of Title IX and the Office of Community Standards (OCS), to conduct inquiry and/or investigation of alleged violations of the Student Code of Conduct as related to sexual misconduct or Sexual Harassment. Investigations are conducted through trauma informed practices and are unbiased.

At times, the Office of Investigations and Inquiry is used to complete larger scale investigation not involving Title IX or sexual misconduct. These cases typically involve complex student conduct issues involving multiple parties (complainants and respondents).

## Office of Health Promotion

The Office of Health Promotion (OHP) fosters the health of students through the use of proactive, non-judgmental, and inclusive public health principles and practices. Our goal is that all students will cultivate behaviors that contribute to sustainable, life-long well-being. The professional and student staff in this department lead initiatives, create programs, deliver trainings, and identify services and spaces that promote positive, holistic well-being and reduce high-risk behaviors. Contact us if you are interested in consultation for an event, project or idea you have.

Zags Help Zags – This is a program coordinated by OHP that helps develop students, faculty, and staff members to be active bystanders who step in to make a positive difference in the Gonzaga community. As a Jesuit University, we have a commitment to the dignity of the human person and strive to be in service to others. We aim to find proactive ways to establish healthy community norms, as well as identify strategies for intervening when challenging situations do arise.

Collegiate Recovery Community (CRC) - The CRC's mission is to foster a common, collective sense of purpose that helps students lead meaningful lives with the desire to stop or reduce their use of substances and other potentially harmful behaviors. This mission is supported by programmatic efforts for recovery, alternatives to alcohol and drug use, strategies and resources for maintaining sobriety and a community of belonging promoting recovery, holistic well-being, and academic success. The space provided by Gonzaga University for the purposes of the Collegiate Recovery Community is known as **OUR House**.

# Student Services

## Mission and Ministry

Mission and Ministry supports the spiritual development of all members of the Gonzaga community, regardless of religious affiliation and tradition. Mission and Ministry provides opportunities and resources for spiritual growth and fellowship through retreats, 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

Retreats provide an opportunity for going deeper, both as individuals and as a community. We offer an extensive retreat program throughout the academic year. The Escape Retreat (for First Year Students) is offered during the fall and spring semesters. We offer an opportunity for Sophomore students to retreat together in the fall and spring as well. Search, Gonzaga's longest-running retreat program, targeted at Juniors is held four times a year at the Bozarth Mansion and Retreat Center, an historic estate in north Spokane. For Senior students we will be offering a 5 day Ignatian Retreat during the winter prior to the start of the spring semester.

### 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. Mission and Ministry also offers students the Sacrament of Reconciliation through appointment or before Sunday evening Mass.

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

### 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).

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch.33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the students enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students will be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

## **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 academic progress standing is attained.

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 234 of College Hall.

## **Military Call to Active Duty/Training**

Gonzaga students in the National Guard and Reserves and some prior active duty personnel may be called/recalled to active duty. Gonzaga University recognizes and appreciates the important contributions made by men and women to our country. Gonzaga supports a policy related to our students who have been called to active duty and/or training by any branch of the United States armed forces. The policy *does not apply* to students ordered to active duty in another country's armed forces. This policy applies to all University schools and programs and is intended to recognize and make appropriate allowances for students who find themselves in such situations.

According to Federal Title X regulations, students should not be disadvantaged by being called to military service, whether for deployment or training. It is expected that everyone at the University will work together to do what is best for our students. Gonzaga has developed the following procedures to provide maximum flexibility in assisting these students. Students with activation orders or other official documentation should

follow the process outline below. Dependent on when a student is called to active military duty and/or training, various processes will differ, depending on the time of the call up and length of the call up.

### **1. Deployment or Training Call-Up Prior to the Start of a Semester Through the Add/Drop Period:**

Students should determine if they should drop all courses in every semester/session for which they are registered that will be impacted by their call-up. Consideration should be given to the length of the call-up, the number of credits and types of courses they're registered for, and their personal assessment of their capability to make up missed classes. Should all courses be dropped, this will result in an automatic 100% refund of all tuition and related fees. The Military Call to Active Duty/Training Notification form will be submitted per the form instructions to the VA Certifying Official located in the Office of the Registrar. A copy of the deployment or training order will be provided with the form. If orders are not immediately available, submit a signed letter from your command pertaining to completion of your military obligation, sensitive information should be redacted. Student will initiate a Military Leave of Absence (MLOA). Return to Gonzaga and Reactivation/Readmission will be based on the criteria outlined in this policy.

### **2. Call-Up During a Term:**

The Military Active Call to Duty/Training Notification form will be submitted per the form instructions to the VA Certifying Official in the Office of the Registrar. A copy of the deployment or training order is to be provided with the form. If orders are not immediately available, submit a signed letter from your command pertaining to completion of your military obligation. Sensitive information should be redacted. It may not be in the best interest of the student to withdraw from the University. Academic accommodations may be possible to allow the student to progress in the existing course of study. However, students should carefully consider if missing course work necessary to meet course/degree requirements (e.g. labs, clinicals) will be impacted.

#### ***Guiding Principles for Consideration:***

1. Students activated for deployment or training are held to the same standard of academic excellence expected for all students. Documented absences for scheduled deployment or training does not relieve the student of class responsibilities, including any course material covered during missed classes. Students should consider major exams, due dates for projects/papers, and mandatory class activities.
2. It is the student's responsibility to notify instructors as soon as possible regarding their deployment. Where there are schedule conflicts, absences, or other issues, the student, along with the faculty member and the student's Chair and/or Dean, will work together to achieve the most optimal solution.
3. Faculty members should make every reasonable effort to support and accommodate the student during the call-up period.
4. Students should work with faculty to develop a plan for making up missed coursework when they don't withdraw from a course. Discussions should also be made concerning changes to the student's circumstances which would not allow completion of the plan.
5. When permissible and with the instructor's agreement if the excused course is near the end of the term and the student has completed all but a small portion of the coursework, a grade of Incomplete or In Progress may be assigned. Deadlines for removal of these grades will be in accordance with University policy. No further tuition or course fees will be charged to the student in order that a student may successfully complete courses for removal of the incomplete or in progress grade. Law students will follow Law School policy for withdrawing, incomplete/in progress grades, and returning to the university.

Room and board refunds will be pro-rated based on the date of the complete withdrawal when applicable.

A transcript notation "Student Called to Active Military Duty" will be applied to the student record outlining why the withdrawal occurred. Student will initiate a Military Leave of Absence (MLOA) when withdrawing. The Electronic document can be found here <https://my.gonzaga.edu/academics/registration-enrollment/registrar-office/resources/forms?> The student record will be coded accordingly outlining information related to the Military Leave of Absence.

### **Reinstatement**

A student will be reinstated under a reactivation procedure through the Office of the Registrar. A Return from Military Duty form is necessary for all students wishing to re-enroll in order that the required adjustments in the student information system can be made, and so that the University can inform the student about academic advising, registration procedures, housing options, tuition charges and financial aid options. The Electronic document can be found here <https://my.gonzaga.edu/academics/registration-enrollment/registrar-office/resources/forms?>. Reinstated students will be allowed to continue with the academic requirements under the semester/session of their original entry to Gonzaga University (matriculation term) whenever possible (i.e. using the same catalog). In recognition that tours of duty frequently exceed one year in duration, every effort will be made to accommodate through exception, the special academic needs of students returning from active military duty. However, such exceptions and substitutions can be made only to the extent that they do not compromise the quality or integrity of the student's degree. The student must meet the required GPA, and financial and disciplinary requirements of any other student.

### **Readmission**

Should it be necessary for the student to reapply for admission, policies of the Undergraduate, Graduate, and Law admission offices will be adhered to.

### **FINANCIAL AID IMPLICATIONS**

Financial aid and payments received by these students for the term are refunded to the source, as per the Office of Student Financial Aid policies.

Students who have received a refund from financial aid sources are expected to repay the financial aid according to the terms of any promissory notes they have signed. The same standards that are applied to students who have an outstanding tuition balance with the university are applied to those called for military duty.

In addition, the University adheres to the guidance offered by the U.S. Department of Education regarding students who have received a Federal Perkins Loan or Federal Nursing Loan.

Students must contact their lender to request a loan deferment.

NOTE: It is recommended that students wishing to resume or begin collecting VA benefits should contact the Veteran Certifying Official located in the Office of the Registrar to discuss the documentation needed for veteran educational benefits to be certified.

### **Disability Access Office, Center for Student Academic Success**

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 arranges and implements appropriate and reasonable academic 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 208 and is at extension 4134. Visit the [Disability Access website](#).

### **Academic Testing Center**

If you have testing accommodations through the Disability Access office, your instructor may ask that you take your exams in the ATC to receive those accommodations. Please use the ATC's online portal to schedule your exams in advance. If you have questions about scheduling, contact the ATC. The Academic Testing Center is located in Foley Center Library, Second Floor, Room 203 and is at extension 5535.

### **International Students**

The International Student and Scholar Services (ISSS) provides an international student orientation prior to the GU new student orientation as well as ongoing academic, cultural, and immigration support for all F-1 and J-1 international students attending Gonzaga University. Through various programming, ISSS aims to help international students adjust to the new culture and community smoothly and maximize their potential. Additionally, ISSS ensures that international students are covered by sufficient insurance and assists with tax filing process.

# Programs of Study

Gonzaga University offers graduate degree programs in the following academic areas:

## 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 Sports and Athletic Administration
- Master of Arts in Clinical Mental Health Counseling
- Master of Arts in Marriage and Family Counseling
- Master of Arts in School Counseling
- Master of Arts in Teaching English to Speakers of Other Languages
- Master of Counselling (site based)
- Master of Education in Educational Leadership
- Master of Education in Special Education
- Master of Teaching
- Education Specialist in School Psychology
- Doctor of Educational Leadership

## 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 Leadership Studies

- Master of Arts in Communication and Leadership Studies
- 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 Integrity

Gonzaga University is committed to supporting and protecting academic integrity in all aspects of what we do. Our Academic Integrity Policy was developed with that commitment in mind. We encourage all students, faculty and staff to familiarize themselves with the policy.

### Integrity Formation

The institution's mission statement expresses Gonzaga University's self-understanding through its Catholic, Jesuit and humanistic heritage and identity. These spiritual and intellectual traditions are expressed in the ideals of reflective and critical thought, ethical discernment, innovation, and commitment to social justice. The ideals imply a deeply held, rigorously maintained, and clearly articulated standard of academic integrity. This document presents that standard as understood by the Gonzaga University community of learners, teachers, and scholars and outlines the processes followed when these standards are violated. The Academic Integrity Policy (AIP) applies to all faculty and students (undergraduate and graduate) at Gonzaga, except for the Law School which is exempt from this policy but governed by their own policy.

Resources for faculty and students can be found at [www.gonzaga.edu/academicintegrity](http://www.gonzaga.edu/academicintegrity).

## 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 Provost & Senior 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.

Part-Time Status: Graduate students are considered to be enrolled half-time if enrolled in three (3) to five (5) credits and less-than-half-time if enrolled in two (2) credits or less per semester.



## 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 affect 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.

## Class Attendance Policy

Gonzaga University presumes that students have sufficient maturity to recognize their responsibility for regular class attendance. Gonzaga University has this policy on absences because illness or other good reasons may prevent attendance, and because the intensive nature of some courses dictates that attendance may be a factor in the student evaluation process. Individual instructors are not required to enforce the University Class Attendance Policy but may do so at their own discretion. Therefore, students should check with the syllabus for each course to confirm the instructor's specific attendance policy, which should be clearly delineated within each syllabus. No instructor may enforce an attendance policy that is more restrictive than the standard university policy:

Gonzaga's standard 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. Faculty are encouraged to work with individual students to ensure academic success.

When students are required to be absent from class for activities sanctioned by the University, the University should help students resolve these conflicting commitments. Students who will be absent due to University-sanctioned activities are responsible for providing to faculty written documentation of the travel dates from the University staff directing or advising the activity. This documentation should be provided as far in advance as reasonably possible (ideally at the beginning of the semester). On receipt of proper documentation, instructors should make efforts to both satisfy the course objectives and meet the students' needs due to absences related to University-sanctioned activities.

The University Class Attendance Policy may be modified for qualified students with documented short- or long-term disabilities and/or for religious accommodations. For more information or case consultation, contact the Disability Access Office or, for matters related to religious accommodations, the Office of Diversity Equity & Inclusion. Additionally, students who feel that they have experienced a misuse of the University Class Attendance Policy, or who feel they have unfairly received a "V" grade, may appeal to the Dean of the College/School in which the course is offered.

## Approval of University-Sanctioned Activities

Any group wishing to have activities sanctioned under the scope of the University Class Attendance Policy must submit their rationale in writing to the Provost's office for approval. That submission must include written support from the chief administrator of the division wherein the activity is housed (e.g. Academic Dean, Athletics Director, Associate Provost for Student Development, etc...). A list of university-sanctioned activities will be maintained by the Provost's office. Modification of this list will take place as needed at the Provost's discretion and will not require amendments to the University Class Attendance Policy. The University staff responsible for directing or advising approved activities must provide written documentation of potential student absences as outlined in the University Class Attendance Policy.

## University Recording Policy

Instructors are not required to record classes. However, class sessions and meetings may be recorded for the benefit of students who are unable to attend in-person or for other academic uses such as study aids, online instruction, hybrid class settings, or other types of distance education. This policy is not intended to affect any students' rights under both federal and state law regarding reasonable accommodations. Students requesting accommodations should coordinate with the Disability Access Office.

By remaining registered in a class at Gonzaga University, students agree that their recognizable and/or identifiable voice, name, image, or likeness may be recorded for educational purposes only. Student compliance with the terms of this policy is subject to the student code of conduct.

### Definitions

Recording is defined as including, but not limited to, video, audio, screen shots, and photos.

Class is defined as any **registered course or class** with students through any modality, in person or via any technology.

Instructor is defined as meaning **primary** instructor (of record) or professor.

### 1. Student Initiated Recordings

- a. Student Made Recordings
  - i. Video Recording – A student may not make a recording of a class, or any portion thereof.
  - ii. Screen Shots or Photos – A student may take a screen shot or photo of materials used in class only if the instructor gives explicit permission to do so. Screen shots or photos are only to be used for personal educational use by the student during their enrollment in the class.
  - iii. Audio Recording – A student must receive explicit permission from the instructor before making an audio recording of all or any portion of a class. This recording is only to be used for personal educational use by the student during their enrollment in the class.
- b. Distribution of Class Recording – A student may not distribute or share a recording of class, or any portion thereof, to anyone in any format. This includes any digital application or platform including all social media platforms.
- c. Accessibility of Recordings – Students who are given access to any form of class recording must delete the recordings no later than the end of the semester in which the recording was made.

## 2. Instructor Initiated Recordings

- a. Video, Screen Shots, Photos, and Audio Recording – Instructors are not required to make recordings. Any recording will be made solely at the instructor’s discretion. Only the instructor, or an instructor designee, may cause a class to be recorded, unless explicit permission is given by the instructor.
- b. **Distribution of Class Recording – An instructor may post a recording on an internal Learning Management System (LMS) or distribute through university email to students for educational purposes only. If posted to any website, access to the recording must be restricted so that only students who are registered for the class have access.**

Faculty, administrators, and staff, other than the instructor who made the recording, do not have permission to use or share class recordings for any purpose.

- c. Accessibility of Recordings – Instructors are required to make all recordings inaccessible to students within 30 days of the end of the semester, except as necessary to assist students enrolled in that class to complete outstanding work.
- d. University Approved Systems and Software – A university approved learning management system, or university email account, must be used for uploading recordings, storing recordings, or disseminating recordings to students enrolled in the class for educational purposes. University approved software includes those provided to employees by Gonzaga Information Technology Services (ITS) and secure, third-party party providers (such as Blackboard or Canvas).

## 3. Exceptions

- a. Instructors may only reuse recordings that do not show any recognizable and/or identifiable voice, name, image, or likeness of students. This includes audio and video recordings, reviews of assignments, research synopses, how-to guides, instructional videos, and any other class related materials.

## Final Examinations

Final examinations are held at the end of each semester, and, at the option of the instructor, examinations are held at mid-semester. Final examination times are listed 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, once a month 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 Catalog available from the Law School Registrar.

**International Admission:** Gonzaga University welcomes international students and provides guidance on admission criteria and required documentation. International applicants are encouraged to contact Gonzaga at [iadmissions@gonzaga.edu](mailto:iadmissions@gonzaga.edu).

Gonzaga welcomes applications from international students to become part of Gonzaga's Global Community. Non-native English speaking students must present evidence of their ability to perform in graduate studies at Gonzaga, including one of the following exam results as proof of sufficient English proficiency:

- TOEFL score of 88 or
- IELTS score of 6.5 or
- Verification of English language proficiency or an official recommendation from Gonzaga University's English Language Center

The following applicants are not required to submit English test scores or any other additional proof of English proficiency:

Students from the following English-speaking countries are automatically exempt from any English proficiency requirement\*: Australia, Botswana, Canada (except Quebec), Ghana, Ireland, Kenya, New Zealand, Nigeria, South Africa, Uganda, United Kingdom, and any English speaking Caribbean country (Antigua and Barbuda, Bahamas, Barbados, Grenada, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago)

**In lieu of test scores,** Gonzaga will accept satisfactory completion of Gonzaga English Learning Center's Intensive English Program, or completion of Advanced Master Accelerator Program (AMAP), Master Accelerator Program (MAP), and Academic English program as part of the Gonzaga Global program. Applicants should submit transcripts in both their native language and an official English translation issued by the institution.

**International Transcript Evaluation:** All students applying directly to a Gonzaga University graduate program must have each foreign transcript evaluated through an AACRAO approved, third-party evaluator (such as World Education Services (WES) or Educational Credential Evaluators (ECE)). Canadian transcripts are exempt from this requirement.

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

The Financial Declaration and supporting documentation is required in order to process a U.S. immigration document known as an I-20 form. The International Admission office collects the information and accompanying documents; and when the student is accepted, prepares and mails the I-20 to the student. The student must report to the Center for Global Engagement immediately upon arrival in the United States in order to receive a travel signature and to submit immigration information.

**International Student and Scholar Services (ISSS):** International Student & Scholar Services (ISSS) offers centralized support to all international undergraduate, transfer, graduate, PhD, law, IEP, Gonzaga Global, exchange and visiting students attending Gonzaga as well as support for visiting scholars. The office specializes in immigration advising; international student, visiting professor and scholar support; international student and faculty employment authorization; tax assistance; workshops and specialized international programming.

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 regionally accredited institutions 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 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. For post-master's DNP students, this is measured from their semester of acceptance (inclusive). For post-baccalaureate DNP students who must first complete their MSN, this is measured from the first semester of doctoral (700-level) coursework. (Post-baccalaureate DNP students completing under the old—pre-2019—curriculum have seven years in which to complete their DNP degree.) Students who wish to use course work older than the allowed time limit for degree completion 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 Provost & Senior 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 at least 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.

<b>Letter Grades</b>	<b>Quality Points</b>	<b>Description</b>
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	Below graduate level expectations
C+	2.3	Below graduate level expectations
C	2.0	Below graduate level expectations
C-	0.0	Treated as an "F"
D+	0.0	Treated as an "F"
D	0.0	Treated as an "F"
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 grade of B or higher	(not computed in GPA)
P (Pass)	Passing grade of B or higher	(not computed in GPA)
NS (Non Satisfactory)	Failing grade of B- or lower	(computed in GPA)
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 add/drop period.

### **I - Incomplete**

Given when a student with a legitimate reason as determined by the instructor, does not complete all the work for the course within the semester that he/she is registered for the course. A provisional grade should be what the student would earn if no additional work is submitted. The faculty member may assign a provisional grade

through ZAGWEB's Faculty Services tab and the "Email Provisional Grades" block which will initiate an automated email to the Registrar's Office. The provisional grade received will be applied to a student's academic record thirty (30) calendar days into the following semester (summer sessions are not included) as outlined every semester on the Academic Calendar. Date extensions beyond this date may be requested and must be approved through the appropriate Deans' Office and the Office of the Provost. Forms for this action can be obtained from the Registrar's Office.

If the instructor does not submit a Change of Grade form before the Academic Calendar's grade conversion date occurs or an approved date extension lapses, a provisional grade received will be recorded on the student's transcript. If no provisional grade has been provided, the "I" grade automatically 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 Provost & Senior 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 prior to the last published date to Withdraw from courses and may not revoke their decision after this date, 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 student's 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.

# 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 filed.

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.

## 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

A legitimate education interest exists 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
- Addresses & phone numbers
- E-mail addresses
- Place of birth

- Major field of study
- Dates of attendance
- Full or part time enrollment status
- Year in school (class)
- Degree(s) received and date(s) conferred
- Scholastic honors and awards received
- Other educational institutions attended
- Visual images (through photographs or videos)
- Height and weight of athletic team members

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 catalogs.

### **FERPA Administration**

Office of the Registrar  
 College Hall 229, 502 E Boone Ave  
 Spokane, WA 99258-0083  
 (509) 313-6592 Direct  
 (509) 313-5828 Fax  
 (509) 793-1723 (Toll-Free)  
[registrar@gonzaga.edu](mailto:registrar@gonzaga.edu)  
<http://www.gonzaga.edu/registrar>

### **AACRAO**

<https://www.aacrao.org/resources/compliance/ferpa>  
 Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202-8520  
<https://www2.ed.gov/policy/gen/guid/fpco/index.html>

# College of Arts and Sciences

**Dean:** Annmarie Caño

**Associate Dean:** Jonathan Rossing

**Interim Associate Dean:** Maria Bertagnolli

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

**Chairpersons:** Co-Chairs Jay Ciaffa, Erik Schmidt

**Director of the Philosophy Graduate Program:** Danielle Layne

**Professors:** M. Alfino, K. Besmer, D. Bradley , P. Burke, D. Calhoun, B. Clayton, B. Henning, T. Jeannot, D. Kries, D. Layne , W. Pomerleau (Emeritus), E. Schmidt, M. Tkacz, R.M. Volbrecht (Emeritus)

**Associate Professors:** , J. Ciaffa, T. Clancy, S.J., T. Di Maria, C. Lassiter, Q. Liu, E. Maccarone, T. Tritten, , J. Wagner (Emeritus), T. Weidel

**Assistant Professors:** M. Howard, M. Turnbull

## 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 for admission and a non-refundable application fee.
2. One degree-bearing transcript from a regionally accredited university. Only the highest level of degree achieved is required (minimum: bachelor's degree). Additional transcripts may be requested upon review.
3. Two (2) letters of recommendation sent directly from the recommending individual (one from a philosophy professor).
4. Personal statement of philosophical background and interest.
5. A sample of philosophical writing (no more than 3500 words).

*\*Additional documents may be requested*

## International Applicants

1. **International Transcript Evaluation:** All international students applying directly to a Gonzaga University graduate program must have each foreign transcript evaluated through an AACRAO approved, third-party evaluator (such as World Education Services (WES) or Educational Credential Evaluators (ECE)). Canadian transcripts are exempt from this requirement.
2. All international applicants who have not graduated from a United States or Canadian institution or whose native language is not English, must submit an official TOEFL iBT score of at least 88 or IELTS of 6.5 or better. Details can be found here:  
[https://www.gonzaga.edu/catalogs/current/graduate/08\\_general-academic-information](https://www.gonzaga.edu/catalogs/current/graduate/08_general-academic-information)
3. Submission of a financial declaration and supporting documentation by each international applicant.

## Pre-requisite

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 program hours, including eight seminars (24 credits) and a Thesis requirement (6 credits). At least four seminars (12 credits) must be graduate-specific (PHIL 577 or 579). Students may also take up to four cross-listed Philosophy Major Seminars (PHIL 586, 587, or 588) and up to two Directed Study courses (PHIL 690 or 691) to complete their course requirements.
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.

Courses:

**PHIL 577 Graduate Seminar** **credit(s): 3**

Course repeatable for 15 credits.

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

**PHIL 579 Graduate Seminar** **credit(s): 3**

Course repeatable for 12 credits.

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

**PHIL 586 Seminar** **credit(s): 1-3**

Course repeatable for 12 credits.

Topics will vary.

**PHIL 587 Seminar** **credit(s): 3**

Course repeatable for 12 credits.

Topics will vary.

**PHIL 588 Seminar** **credit(s): 3**

Topics will vary.

**Equivalent:** RELI 579A

**PHIL 611 Continuing Research** **credit(s): 0-1**

Course repeatable for 30 credits.

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

**PHIL 690 Directed Study** **credit(s): 1-7**

Course repeatable for 9 credits.

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

**PHIL 691 Directed Study** **credit(s): 0-3**

Course repeatable for 12 credits.

**PHIL 695 Logic Requirement** **credit(s): 0**

**PHIL 697 Comprehensive Examination** **credit(s): 0**

Students must register via ZAGWEB for comprehensive exams.

**PHIL 698 Research** **credit(s): 1-9**

**PHIL 699 Thesis** **credit(s): 6**

Students must register via ZAGWEB for Thesis credits.



# Religious Studies

**Chairperson:** Shannon Dunn

**Professors:** H. Doohan (Emerita), L. Doohan (Emeritus), J. Downey (Emeritus), S. Dunn, P. Hartin (Emeritus), R. Large, K. McCrudden, P. McCormick, J. Milos, C.S.J (Emerita), M. Rindge, L. Schearing (Emerita), J. Sheveland, C. Siejk (Emerita), B. Tyrrell, S.J. (Emeritus)

**Associate Professors:** G. Chien, E. Clark, E. Goldstein, R. Hauck (Emeritus), J. Mudd, A. Wendlinder

**Assistant Professors:** R. Callahan, I. Idumwonyi, M. McCabe, R. Siebeking, K. Vander Schel

**Senior Lecturer:** P. Baraza, S. Starbuck

**Lecturers:** Q. Tran, S.J.

## 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. 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 application for admission and a non-refundable application fee.
2. Two confidential letters of recommendation.
3. 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.
4. 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.
5. One degree-bearing transcript from a regionally accredited university. Only the highest level of degree achieved is required (minimum: bachelor's degree). Additional transcripts may be requested upon review.

*\*Additional documents may be requested*

**International students must also provide the following:**

1. **International Transcript Evaluation:** All international students applying directly to a Gonzaga University graduate program must have each foreign transcript evaluated through an AACRAO approved, third-party evaluator (such as World Education Services (WES) or Educational Credential Evaluators (ECE)). Canadian transcripts are exempt from this requirement.
2. All international applicants who have not graduated from a United States or Canadian institution or whose native language is not English, must submit an official TOEFL iBT score of at least 88 or IELTS of 6.5 or better. Details can be found here: [https://www.gonzaga.edu/catalogs/current/graduate/08\\_general-academic-information](https://www.gonzaga.edu/catalogs/current/graduate/08_general-academic-information)
3. Submission of a financial declaration and supporting documentation by each international applicant.

## Prerequisites

An application is not complete and will not be evaluated until all materials have been received by the Office of Graduate Enrollment Management. Materials or fees submitted to another party do not constitute application to the program. Applicants must fill out the application online at [www.gonzaga.edu/gradapply](http://www.gonzaga.edu/gradapply)

Applicants should have a B.A. in Religious Studies, Theology, or related area. Applicants with a B.A. in other areas should show some experience in a religious or mission-related organization, such as, for example, volunteer work.

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 foundational course.
- During the second residency experience students will participate in a 1-credit Leadership Seminar.

## Electronic Portfolio

- Students who have completed their main courses will take a comprehensive exam.
- Students will be required to create a comprehensive electronic portfolio integrating their academic work.

## Financial Aid

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

Program Outline: 30 credits

RELI 505	Introduction to Christian Leadership (includes summer on-site)	3 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	2 credits
RELI 606	Mission/Ministry Leadership Seminar	1 credit
ORGL	Two elective courses in Organizational Leadership	6 credits

**Note:** Students may take an additional Thesis course or independent study. This will entail additional credits. See your Academic advisor for more information.

Courses:

**RELI 500 Research Methods in Religious Studies credit(s): 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 credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Theology and Leadership

**RELI 506 Systems Theology I: God, Humanity, and Christ credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Theology and Leadership

**RELI 507 Systems Theology II: the Spirit, the Church, and the World credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Theology and Leadership

**Pre-requisite(s):** RELI 506

**RELI 509 Foundational Theology-Special Topics credit(s): 3**

**RELI 510 Hebrew Bible: Old Testament credit(s): 3**

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

**Restriction(s):**

Must be in the following Major(s): Theology and Leadership

**RELI 514 Hebrew Scriptures Special Topc credit(s): 3**

**RELI 519 New Testament-Special Topics credit(s): 3**

**Restriction(s):**

Must be in the following Major(s): Theology and Leadership

**RELI 520 Trends in Contemopary Theology credit(s): 3**

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

**RELI 526 Comparative Theologies credit(s): 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 credit(s): 3**

Course repeatable for 6 credits.

**RELI 530 Christian Moral Theology credit(s): 3**

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

**Restriction(s):**

Must be in the following Major(s): Theology and Leadership

**RELI 539 Contemporary Ethical Issues credit(s): 3**  
**RELI 545 Church History credit(s): 3**

The historical origins of Christianity and its development to the Reformation.

**Restriction(s):**

Must be in the following Major(s): Theology and Leadership

**RELI 549 Church-Special Topics credit(s): 3**  
**RELI 569 Liturgy-Sacraments-Special Topics credit(s): 3**  
**RELI 579 Spirituality-Special Topics credit(s): 3**  
**RELI 581 Ignatian Integration credit(s): 2**

This course functions as the MATL capstone. Following the life and Spiritual Exercises of Saint Ignatius of Loyola, students reflect on their significance for effective leadership in the contemporary context. At each point in the journey, students integrate material from previous MATL courses, particularly as it relates to key themes in Ignatian spirituality. In the final assignment, students will create a project for their program portfolio which brings practices of Ignatian spirituality to bear on emerging challenges in their own lives and ministries.

**Equivalent:** RELI 518A

**Restriction(s):**

Must be in the following Major(s): Theology and Leadership

**RELI 606 Mission Leadership Seminar credit(s): 1**

Course repeatable for 2 credits.

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 produce a major paper during the following Fall semester in consultation with the instructor. Summer.

**Restriction(s):**

Must be in the following Major(s): Theology and Leadership

**Pre-requisite(s):** RELI 505 and RELI 506 and RELI 507 and (RELI 510 or RELI 519)

**RELI 607 Ministry Leadership Seminar credit(s): 1**

Course repeatable for 2 credits.

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 produce a major paper during the following Fall Semester in consultation with the instructor. Summer.

**Pre-requisite(s):** RELI 505 and RELI 506 and RELI 507 and (RELI 510 or RELI 519)

**RELI 611 Continuing Research credit(s): 1**

Course repeatable for 10 credits.

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

**RELI 690 Directed Readings credit(s): 1-3**

Course repeatable 5 times.

Topic to be determined by instructor.

**RELI 698 Thesis I credit(s): 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 fall semester, the student will develop a thesis/project outline in consultation with a faculty advisor.

**Restriction(s):**

Must be in the following Major(s): Theology and Leadership

**RELI 699 Thesis II**

**credit(s): 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

**Associate Dean for Undergraduate Programs:** Sara Kern

**Coordinator of Accounting:** M. Hoag

**Director of Graduate Accounting:** A. Brajcich

**Director of MBA Programs:** R. Bull Schaefer

**Director of Hogan Entrepreneurial Leadership Program:** D. Stewart

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

**Jud Regis Endowed Chair of Accounting:** A. Brajcich

**Erwin Graue Professor of Economics:** K. Henrickson

**Mozillo Professor of Finance:** D. Xu

**Pigott Professor of Entrepreneurship:** T. Finkle

**Kinsey M. Robinson Professor of Business Administration:** G. Weber

**Professors:** K. Anderson, C. Barnes (Dean Emeritus), R. Bennett, M. Beqiri, S. Bozman, T. Chuang, K. Henrickson, E. Johnson, S. Kern, L. Kurpis, D. Law, P. Loro, M. McPherson, V. Patil, M. Pepper, B. Steverson, D. Stewart, D. Xu, G. Weber

**Professors Emeriti:** J. Beck, D. Brajcich, E. Birrer, P. Buller, K. Carnes, N. Chase, C. Chen, D. Elloy, J. Helgeson, K. Hickman, J. Monks, M. Shrader, W. Teets, W. Terpening

**Associate Professors:** G. Barone, A. Brajcich, R. Bull Schaefer, T. Finkle, R. Herzog, M. Hoag, C. McNellis, J. Morscheck, T. Olsen, C. Stevens, A. Thatte, A. Voy

**Assistant Professors:** Y. Awotoye, M. Banyu, K. Carston, J. Correia, S. Hedin, K. Kim, S. Matthews, Y. Nam, M. Tackett, R. Vann, S. Xiao, M. Zavala, Y. Zhang

**Senior Lecturer:** C. DeHart

**Lecturers:** J. LaBelle, A. Leithauser

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.

## Degrees Offered

- Master of Accountancy (M.Acc)
- Master of Accountancy/Juris Doctorate (M.Acc/JD)
- Master of Business Administration (MBA)
- Master of Business Administration in American Indian Entrepreneurship (MBA/AIE)
- Master of Business Administration/Juris Doctorate (MBA/JD)
- Master of Business Administration/Master of Accountancy (MBA/M.Acc)
- Master of Business Administration/Master of Science in Taxation (MBA/MS.Tax)
- Master of Science in Taxation (MS.Tax)
- Master of Science in Taxation/Juris Doctorate (MS.Tax/JD)

For more information visit: <https://www.gonzaga.edu/school-of-business-administration/graduate>, to access information on your specific program.



# Master of Accountancy

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

Gonzaga offers an Accelerated M.Acc program for current Gonzaga undergraduate accounting majors. 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. Students may apply for the Accelerated M.Acc program after successful completion of ACCT 360 Intermediate Accounting I. To be considered for admission for the Accelerated M.Acc, students should have completed 75 credit hours with a minimum cumulative GPA of 3.20 and have earned at least a C+ in each upper-division accounting course across a minimum of six upper division accounting credits. Students must be admitted to the M.Acc program before enrolling in any graduate-level class.

## Admission Requirements

Admission decisions are based on the evaluation of the following factors: cumulative grade point average (GPA), 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.
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 Graduate Student Services. Only degrees and courses from a regionally accredited institution will be accepted. We will accept e-scrip transcripts.
4. A professional resume detailing relevant work experience and professional objectives.
5. Answer to the essay question on the application.

## International Applicants must also submit:

1. 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.
2. A financial declaration and supporting documentation.
3. 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.
4. 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 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.

### **M.Acc Prerequisite Requirements**

Prior to enrolling in graduate coursework required for the degree program, M.Acc students are required to complete the following prerequisite coursework:

- Intermediate Financial Accounting 1 & 2
- Cost Accounting
- Principles of Taxation
- Auditing

Prerequisites may be waived at the discretion of the Director.

Admitted students must consult with their advisor before registering for their first semester in order to evaluate their prerequisites and to develop a plan for completing any that are needed. Prerequisites can be fulfilled by successfully completing the appropriate three credit prerequisite course.

Prerequisite course credits are not counted toward the graduate degree program credits. They must be taken in addition to the 30 credits required for the M.Acc degree.

### **M.Acc Prerequisite Grading Policy:**

The MACC 500 prerequisite 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.

### **CLEP Exam Grading Policy**

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

The following foundation (pre-requisite) courses are required for the M.Acc degree. Students may complete these courses after admission to the program:

- 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 (30) 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 601 Power Query/Power Pivot	2 credits
MACC 602 Computer Programming for Accounting	3 credits
MACC 603 Financial Accounting for Income Taxes or MACC 670 Fraud and Forensic Examination	3 credits
MACC 622 Data Extraction, Transformation, Modeling, and Applied Analytics	3 credits
MACC 663 Accounting Theory	3 credits
MACC 664 Professional Ethics	2 credits
MACC 665 Audit Research and Practice	3 credits
MACC 667 Corporate Governance or MACC 641 Financial Statement Analysis	3 credits
MACC 677 Sustainability Accounting	1 credit
Electives*	5 credits

\*Students may continue to take any M.Acc, MS.Tax, or MBA course as an elective. Other electives must be approved by the graduate advisor.

Courses:

**MACC 560 Intermediate Accounting I** **credit(s): 3**

An intensive study of financial accounting theory and practice. Topics include recognition, measurement, and reporting and assets, liabilities, corporate equity, revenues and expenses; preparation and analysis of the principal financial statements.

**Equivalent:** ACCT 360

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Accountancy

**Pre-requisite(s):** MBUS 560

**MACC 561 Intermediate Accounting II** **credit(s): 3**

Continuation of MACC 560. Spring and Summer.

**Equivalent:** ACCT 361

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 560

**MACC 563 Cost Accounting** **credit(s): 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.

**Equivalent:** ACCT 363

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MBUS 560

**MACC 564 Auditing** **credit(s): 3**

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

**Equivalent:** ACCT 464

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 561

**MACC 565 Federal Taxation I** **credit(s): 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.

**Equivalent:** ACCT 365

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 561

**MACC 590 Independent Study** **credit(s): 0-3**

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 600 Orientation** **credit(s): 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. Topics include an orientation to the Graduate School of Business programs, University facilities available to students, team-building, communications, and case analysis.

**Equivalent(s):** MBUS 600, MTAX 600

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

Must be the following Class(es): Graduate

**MACC 601 Power Query/Power Pivot** **credit(s): 2**

Students in this course will learn to harness the full power of Excel to become more effective and efficient users in the context of solving a wide variety of business and non-business problems. Students will develop expertise in the use of advanced formula techniques and sophisticated lookups.

**Equivalent:** MTAX 601

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 602 Cmptr Programming for Acct'g credit(s): 3**

An introductory course to computer programming, this course explores the application of current programming languages, e.g., Python or SQL, to platforms commonly used in the accounting profession and for use in solving accounting problems.

**MACC 603 Financial Acct for IncomeTaxes credit(s): 3**

Audit 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 ASC Topic 740, Income Taxes.

**Equivalent:** MTAX 603

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 561 and MACC 565

**MACC 604 Blockchain in Business credit(s): 1-3**

This course explores the fundamentals of blockchain technology as it relates to enterprise systems, cryptocurrencies, and legal/regulatory matters. The focus of this course will be to develop a practical understanding of how blockchain technology fits within the greater business technology ecosystem and the current legal and regulatory frameworks.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 565

**MACC 611 Audit Analytics credit(s): 2**

A study of the role of big data and analytics in business, accounting practices in particular. The course includes coverage of the theory and practice of data visualization, statistical methods, analytical models, and an introduction to software tools and applicable programming languages to facilitate the analysis of data.

**Equivalent:** MTAX 611

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 622 Data Mdlng and Appl Anyltcs credit(s): 3**

A study of advanced concepts in data analytics for accountants. Includes accounting related decisions based on advanced data acquisition, data mining and visualization techniques.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 634 Behavior Iss in Managerial Acc credit(s): 1-2**

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MBUS 560 or MBUS 502

**MACC 635 Business Behaving Badly credit(s): 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.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MBUS 560 or MBUS 502

**MACC 641 Financial Statement Analysis credit(s): 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.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 660 Advanced Financial Accounting credit(s): 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.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 561

**MACC 661 Professional Writing Workshop credit(s): 1**

This course will emphasize the fundamentals of business writing in a professional accounting environment. Offered as needed. Elective.

**Equivalent:** MTAX 661

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 560 and MACC 561

**MACC 662 Advanced Top in Finance Accounting credit(s): 3**

This course examines emerging and advanced topics in financial accounting and reporting. Students will use case studies, accounting standards, and evolving literature to examine topics of importance in the accounting profession today. Offered as needed. Elective.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 663 Accounting Theory credit(s): 3**

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

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 560 and MACC 561 and MACC 563 and MACC 565 and MACC 564

**MACC 664 Professional Ethics credit(s): 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:** MTAX 664

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 564

**MACC 665 Audit Research and Practice credit(s): 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.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 564

**MACC 666 Federal Taxation II**

**credit(s): 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.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 565

**MACC 667 Corporate Governance**

**credit(s): 3**

In this course, students will examine current accounting, auditing and financial reporting issues through a corporate governance lens, including internal control, internal auditing, board/audit committee roles and oversight, managerial incentives, laws/regulation, and external market forces.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 668 Not-For-Profit Accounting**

**credit(s): 1-3**

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.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 670 Fraud & Forensic Examination**

**credit(s): 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.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 564

**MACC 671 Forensic Accounting Lab**

**credit(s): 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.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 677 Sustainability Accounting I**

**credit(s): 1**

Students will refine their writing skills while learning about corporate sustainability disclosure. Students will also examine the connection between sustainability performance and financial performance and the

CPA's role in providing assurance on sustainability information. Offered each semester.

**Equivalent:** MTAX 677

**MACC 678 Sustainability Accounting II** **credit(s): 1**

Accountants play an important role in helping organizations manage their risks and opportunities related to climate change and biodiversity loss. Students will learn prominent frameworks and standards for preparing climate- and nature-related disclosures as well as techniques for valuing natural and social capital.

**Pre-requisite(s):** MACC 677, minimum grade: C-

**MACC 679 International Accounting** **credit(s): 1-3**

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.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**Pre-requisite(s):** MACC 560 and MACC 561

**MACC 690 Directed Study** **credit(s): 1-3**

Course repeatable for 6 credits.

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

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 694 Team Building Intensive** **credit(s): 2**

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

**Equivalent:** MBUS 694

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 695 Management Consulting** **credit(s): 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.

**Equivalent:** MBUS 695

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 696 New Venture Lab** **credit(s): 1-3**

Course repeatable for 3 credits.

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

**Equivalent:** MBUS 696

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration



**MACC 697 Internship****credit(s): 0-3**

Course repeatable for 3 credits.

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

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MACC 699 Special Topics****credit(s): 1-3**

Course repeatable for 9 credits.

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

# Master of Business Administration (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.

## MBA Prerequisite Requirements

Prior to enrolling in graduate coursework required for the degree program, MBA students are required to complete the following prerequisite coursework:

- Accounting
- Finance
- Information Systems
- Business Law

Prerequisites may be waived at the discretion of the Director.

Admitted students must consult with their advisor before registering for their first semester in order to evaluate their prerequisites and to develop a plan for completing any that are needed. Prerequisites can be fulfilled by successfully completing the appropriate three credit prerequisite course.

Prerequisite course credits are not counted toward the graduate degree program credits. They must be taken in addition to the 30 credits required for the MBA degree.

## **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 23 credit hours of core courses and 10 hours of graduate-level electives.

**For more information visit: [www.gonzaga.edu/MBA](http://www.gonzaga.edu/MBA)**

### ***Core Courses: 23 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	3 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)	10 credits

**Total Credits Required – 33 credits (35 for Project Management Concentration)**

### ***MBA Concentrations***

In addition to the MBA of Choice, the Graduate School of Business offers the MBA with concentrations in Finance (nine credits) or Project Management (12 credits). The MBA concentrations permit a student to tailor coursework to match career and educational goals and interests. The core courses are the same for the concentrations as they are for the MBA of Choice. Instead of 10 hours of electives, however, this program requires additional course requirements. These courses are offered on a two year cycle.

#### ***Finance Concentration***

**9 finance credits + 1 general elective/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

<u>MBUS 662</u> Advanced Corporate Finance	2 credits
<u>MBUS 665</u> Mergers and Acquisitions	2 credits
<u>MBUS 683</u> * Current Issues in Ethics (Finance-related only)	1 credit
<u>MBUS 689</u> * Current Issues in Finance	1 credit
<u>MBUS 690</u> * Current International Issues (International Finance Only)	1 credit

\*Current issues courses covering different finance topics may be taken multiple times with the approval of your MBA advisor. Additional 600-level elective courses may be offered that count towards the finance concentration – please check with your MBA academic advisor.

### ***Project Management Concentration***

#### **Required Project Management Courses (8 credits):**

MBUS 670 Foundations of Project Management	3 credits
MBUS 671 Risk Management	1 credit
MBUS 631 Communications Management	1 credit
MBUS 679 Applied Project Management: Simulations, Case Studies & Computer Applications	3 credits

#### **Elective Project Management Courses (4 credits):**

##### Block A (2 credits):

MBUS 673 Global Project Management	1 credit
MBUS 674 Agile Project Management	1 credit
MBUS 677 Managing Complex Projects	1 credit
MBUS 676 Contract Management and Procurement	1 credit

##### Block B (2 credits):

MBUS 672 Decision Making for Managers	1 credit
MBUS 675 Quality Management	1 credit
MBUS 633 Team Building Intensive	2 credits
MBUS 697 Internship	1 credit
MBUS 699 Project Management Special Topics	1 credit

# MBA in American Indian Entrepreneurship (MBA - AIE)

The MBA in AIE program prepares leaders to effectively manage and support sustainable business critical to the growth of sustainable economies in Indian Country and independent communities throughout Native America. The 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 is a two-year cohort program. Each new cohort begins in the summer with a three-week session at Gonzaga University. The remaining three weeks of summer term are taught via distance learning.

Fall and spring semesters include three to five day on-campus visits and distance learning.

## Admissions Requirements

Enrolled membership in a federally recognized American Indian or Alaska Native Tribe is a requirement for all candidates EXCEPT for non-natives working at tribal colleges and native-owned businesses.

An admissions decision is based on our evaluation of the following factors: cumulative grade point average (GPA), three short essays, two confidential recommendation letters, resume with relevant work experience, and admissions interview. 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](http://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. A professional resume detailing relevant work experience and professional objectives.
5. Answers to three essay questions.
6. Copy of Tribal Enrollment Verification Card (unless teaching at a tribal college or a non-native working for a Native-owned business)

For more information visit: [www.gonzaga.edu/mba-aie](http://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 required to maintain a minimum grade point average of 3.00.

### ***Curriculum: 35 credits***

#### **YEAR 1 - SUMMER**

MBUS 560T Accounting Analysis	3 credits
MBUS 614 Business Ethics	2 credits
MBUS 618 Tribal Seminar 1	1 credit

#### **YEAR 1 – FALL**

MBUS 520 Financial Management	2 credits
MBUS 628 Managerial Accounting	2 credits
MBUS 647 Entrepreneurship	1 credit
MBUS 672 Decision Making for Managers	1 credit

#### **YEAR 1 – SPRING**

MBUS 624 Finance Theory & Practice	2 credits
MBUS 625 Operations Theory & Practice	2 credits
MBUS 615 Small Business Marketing	3 credits

#### **YEAR 2 – SUMMMER**

MBUS 610 Economic Analysis	2 credits
MBUS 699 Study Abroad Trip: Operations & Tribal Leadership	2 credits

#### **YEAR 2 – FALL**

MBUS 612 Managing People and Performance	2 credits
MBUS 683 Doing Business in Indian Country; Legal Environment	3 credits
MBUS 619 Tribal Seminar 2	1 credit
Elective	1 credit

#### **YEAR 2 – Spring**

MBUS 616 Tribal Strategic Management	2 credits
MBUS 626 Information Systems Theory & Practice	2 credits
Electives	2 credits

# Master of Science in Taxation

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

Gonzaga offers an Accelerated M.Acc program for current Gonzaga undergraduate accounting majors. 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. Students may apply for the Accelerated M.Acc program after successful completion of ACCT 360 Intermediate Accounting I. To be considered for admission for the Accelerated M.Acc, students should have completed 75 credit hours with a minimum cumulative GPA of 3.20 and have earned at least a C+ in each upper-division accounting course across a minimum of six upper division accounting credits. Students must be admitted to the M.Acc program before enrolling in any graduate-level class.

## Admission Requirements

Admission decisions are based on the evaluation of the following factors: cumulative grade point average (GPA), 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.
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 Graduate Student Services. Only degrees and courses from a regionally accredited institution will be accepted. We will accept e-scrip transcripts.
4. A professional resume detailing relevant work experience and professional objectives.
5. Answer to the essay question on the application.

## International Applicants must also submit:

1. 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.
2. A financial declaration and supporting documentation.
3. 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.
4. 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 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.

### **M.Acc Prerequisite Requirements**

Prior to enrolling in graduate coursework required for the degree program, M.Acc students are required to complete the following prerequisite coursework:

- Intermediate Financial Accounting 1 & 2
- Cost Accounting
- Principles of Taxation
- Auditing

Prerequisites may be waived at the discretion of the Director.

Admitted students must consult with their advisor before registering for their first semester in order to evaluate their prerequisites and to develop a plan for completing any that are needed. Prerequisites can be fulfilled by successfully completing the appropriate three credit prerequisite course.

Prerequisite course credits are not counted toward the graduate degree program credits. They must be taken in addition to the 30 credits required for the M.Acc degree.

### **M.Acc Prerequisite Grading Policy:**

The MACC 500 prerequisite 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.

### **CLEP Exam Grading Policy**

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

The following foundation (pre-requisite) courses are required for the M.Acc degree. Students may complete these courses after admission to the program:

- 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 (30) 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 601 Power Query/Power Pivot	2 credits
MACC 602 Computer Programming for Accounting	3 credits
MACC 603 Financial Accounting for Income Taxes or MACC 670 Fraud and Forensic Examination	3 credits
MACC 622 Data Extraction, Transformation, Modeling, and Applied Analytics	3 credits
MACC 663 Accounting Theory	3 credits
MACC 664 Professional Ethics	2 credits
MACC 665 Audit Research and Practice	3 credits
MACC 667 Corporate Governance or MACC 641 Financial Statement Analysis	3 credits
MACC 677 Sustainability Accounting	1 credit
Electives*	5 credits

\*Students may continue to take any M.Acc, MS.Tax, or MBA course as an elective. Other electives must be approved by the graduate advisor.

Courses:

**MTAX 600 Orientation credit(s): 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.

**Equivalent(s):** MACC 600, MBUS 600

**MTAX 601 Power Query/Power Pivot credit(s): 2**

Students in this course will learn to harness the full power of Excel to become more effective and efficient users in the context of solving a wide variety of business and non-business problems. Students



will develop expertise in the use of advanced formula techniques and sophisticated lookups.

**Equivalent:** MACC 601

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MTAX 602 Tax Policy** **credit(s): 1-3**

This course provides an overview of the challenges faced in designing, administering, and monitoring a modern tax system, including the use of incidence of taxation to encourage or discourage certain activities.

**MTAX 603 Financial Acct for Income Taxes** **credit(s): 3**

Audit 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 ASC Topic 740, Income Taxes.

**Equivalent:** MACC 603

**Pre-requisite(s):** MACC 561 and MACC 565

**MTAX 604 C Corporation Taxation** **credit(s): 3**

This course explores the federal taxation of subchapter C corporations, including the tax consequences of corporate formation, operations, distributions, liquidations and tax-free reorganizations.

**Equivalent:** MACC 604

**Corequisite:** MTAX 614

**Pre-requisite(s):** MACC 565

**MTAX 605 Partnership Taxation** **credit(s): 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.

**Pre-requisite(s):** MACC 565

**MTAX 606 Wealth Transfer Taxation** **credit(s): 3**

This course explores the taxation of gratuitous transfers of wealth during life and at death, including the federal estate, gift and generation skipping transfer taxes.

**Pre-requisite(s):** MACC 565

**MTAX 607 Taxation of Property Trans** **credit(s): 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.

**Pre-requisite(s):** MACC 565

**MTAX 608 State and Local Taxation** **credit(s): 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.

**Pre-requisite(s):** MACC 565

**MTAX 609 Tax-Exempt Organizations** **credit(s): 1-3**

This course explores the requirements of various tax-exempt organizations under the Internal Revenue Code and related compliance obligations with a particular focus on advising tax-exempt clients.

**MTAX 610 International Taxation credit(s): 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.

**Pre-requisite(s):** MACC 565

**MTAX 611 Data Analysis for Accountants credit(s): 2**

A study of the role of big data and analytics in business, accounting practices in particular. The course includes coverage of the theory and practice of data visualization, statistical methods, analytical models, and an introduction to software tools and applicable programming languages to facilitate the analysis of data.

**Equivalent:** MACC 611

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

**MTAX 612 Tax Theory credit(s): 1-3**

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.

**Pre-requisite(s):** MACC 565

**MTAX 613 IRS Practice and Procedure credit(s): 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.

**Pre-requisite(s):** MACC 565

**MTAX 614 S Corporation Taxation credit(s): 1**

This course explores the federal taxation of subchapter S corporations and shareholders.

**Corequisite:** MTAX 604

**MTAX 615 Seminal Cases in Taxation credit(s): 1-3**

Through a deep investigation of landmark cases in taxation, this course looks at the impact the judiciary has had in shaping tax law today.

**MTAX 616 Income Tax of Estates and Trusts credit(s): 1-3**

This course explores the federal income taxation of estates and trusts, including the fundamentals of fiduciary accounting.

**MTAX 619 Tax Technologies credit(s): 1-3**

An exploration of tax-specific technologies used to manage tax data flows, data analytics, and data requirements, this course provides students with the foundational knowledge that enables an increase in productivity in the tax function.

**Restriction(s):**

Must be in the following Major(s): Accountancy, Business Administration, Taxation

**MTAX 620 Tax Planning credit(s): 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.

**Pre-requisite(s):** MACC 565

- MTAX 661 Professional Writing Workshop** **credit(s): 1**  
 This course will emphasize the fundamentals of business writing in a professional accounting environment. Offered as needed. Elective.  
**Equivalent:** MACC 661  
**Pre-requisite(s):** MACC 560 and MACC 561
- MTAX 664 Professional Ethics** **credit(s): 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:** MACC 664  
**Pre-requisite(s):** MACC 561 and MACC 564 and MACC 565
- MTAX 667 Tax Research and Practice** **credit(s): 1**  
 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.  
**Pre-requisite(s):** MACC 565
- MTAX 677 Sustainability Accounting I** **credit(s): 1**  
 Students will refine their writing skills while learning about the history and mission of the Sustainability Accounting Standards Board (SASB) and its standards for corporate sustainability disclosure. Students will also examine the connection between sustainability performance and financial performance and the CPA's role in providing assurance on sustainability information. Offered each semester.  
**Equivalent:** MACC 677
- MTAX 685 Federal Tax Clinic** **credit(s): 2**  
 The Federal Tax Clinic course offers students an exciting opportunity to become engaged in federal tax controversies involving the Internal Revenue Service and in the United States Tax Court. Students represent low-income clients in IRS examination and collection matters, including audits, offers in compromise, penalty abatements, innocent spouse claims, appeals, Tax Court cases, etc. Through case work and clinic experience, the students will have the opportunity to develop and refine skills in client interviewing, negotiations, research and advocacy.
- MTAX 690 Directed Study** **credit(s): 1-3**  
 Course repeatable for 12 credits.  
 Directed Study requires permission of program director. Zagweb registration is not available.
- MTAX 697 Internship** **credit(s): 0-3**  
 Course repeatable for 6 credits.  
 Relevant work experience is required that is commensurate with a student's professional interests. Guidelines and criteria are available from the School of Business Administration Internship Director.
- MTAX 699 Special Topics** **credit(s): 0-3**  
 Course repeatable for 6 credits.  
 Topic to be determined by department.

# Dual Degree Programs

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

Gonzaga offers an Accelerated M.Acc program for current Gonzaga undergraduate accounting majors. 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. Students may apply for the Accelerated M.Acc program after successful completion of ACCT 360 Intermediate Accounting I. To be considered for admission for the Accelerated M.Acc, students should have completed 75 credit hours with a minimum cumulative GPA of 3.20 and have earned at least a C+ in each upper-division accounting course across a minimum of six upper division accounting credits. Students must be admitted to the M.Acc program before enrolling in any graduate-level class.

## Admission Requirements

Admission decisions are based on the evaluation of the following factors: cumulative grade point average (GPA), 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.
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 Graduate Student Services. Only degrees and courses from a regionally accredited institution will be accepted. We will accept e-scrip transcripts.
4. A professional resume detailing relevant work experience and professional objectives.
5. Answer to the essay question on the application.

## International Applicants must also submit:

1. 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.
2. A financial declaration and supporting documentation.
3. 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.
4. 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 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.

### **M.Acc Prerequisite Requirements**

Prior to enrolling in graduate coursework required for the degree program, M.Acc students are required to complete the following prerequisite coursework:

- Intermediate Financial Accounting 1 & 2
- Cost Accounting
- Principles of Taxation
- Auditing

Prerequisites may be waived at the discretion of the Director.

Admitted students must consult with their advisor before registering for their first semester in order to evaluate their prerequisites and to develop a plan for completing any that are needed. Prerequisites can be fulfilled by successfully completing the appropriate three credit prerequisite course.

Prerequisite course credits are not counted toward the graduate degree program credits. They must be taken in addition to the 30 credits required for the M.Acc degree.

### **M.Acc Prerequisite Grading Policy:**

The MACC 500 prerequisite 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.

## CLEP Exam Grading Policy

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

The following foundation (pre-requisite) courses are required for the M.Acc degree. Students may complete these courses after admission to the program:

- [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 (30) 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 601 Power Query/Power Pivot	2 credits
MACC 602 Computer Programming for Accounting	3 credits
MACC 603 Financial Accounting for Income Taxes or MACC 670 Fraud and Forensic Examination	3 credits
MACC 622 Data Extraction, Transformation, Modeling, and Applied Analytics	3 credits
MACC 663 Accounting Theory	3 credits
MACC 664 Professional Ethics	2 credits
MACC 665 Audit Research and Practice	3 credits
MACC 667 Corporate Governance or MACC 641 Financial Statement Analysis	3 credits
MACC 677 Sustainability Accounting	1 credit
Electives*	5 credits

\*Students may continue to take any M.Acc, MS.Tax, or MBA course as an elective. Other electives must be approved by the graduate advisor.

# School of Education

**Dean:** Yolanda Gallardo

**Associate Dean:** Joe Engler

**Professors:** A. Barretto, E. Bennett, M. Derby, C. Garner, S. Girtz, D. Mahoney, K. Weber

**Associate Professors:** A. Case, J. Cox, J. Engler, J. Hunter, M. Jeannot, M. Person, D. Nieding, E. Radmer, K. Rickel, J. Shepard, J. Smith, J. Traynor, A. Wissel, M. Young

**Assistant Professors:** R. Bailey, B. Burrus, N. Calkins, R. McKinney, K. Nitta, D. O'Brien, D. Sisco-Taylor, R. Turcott, C. Zeisner,

**Lecturers:** S. Hess, J. Neyman, E. Pitman

Emeritus/Emerita

Professors: J. Abi-Nader (Emerita), J. Burcalow (Emerita), A. Fein (Emeritus), T. F. McLaughlin (Emeritus), J. Nelson (Emerita), R. Williams (Emeritus)

Associate Professors: R. Bialozor (Emeritus), J. D'Aboy (Emeritus), J. Dixon (Emerita), P. Hastings (Emeritus), C. Johnson (Emerita), C. Salina (Emeritus), J. Sunderland (Emeritus)

## 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.

## Degrees Offered:

- Master of Arts in Clinical Mental Health Counseling
- Master of Arts in Marriage and Family Counseling
- Master of Arts in School Counseling
- Master of Arts in Sport and Athletic Administration (campus)
- Master of Arts in Sport and Athletic Administration (online)

- Master of Arts in Teaching English to Speakers of Other Languages
- Master of Counselling - Site Based (Canada Only)
- Master of Education in Educational Leadership (site-based, Washington State)
- Master of Education in Educational Leadership (on-line program)
- Master of Education in Special Education
- Master of Teaching
- Doctor of Education in Educational Leadership
- Education Specialist in School Psychology

## **Certification**

The School of Education also offers initial and advanced certification for teachers, and school administrators at the graduate level. Further information on these programs can be found in the graduate catalog.

## **Graduate Admission**

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

## **Time Requirements for Degrees**

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

## **Advanced Credit**

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

## **Transfer Credit**

The School of Education may accept up to one-fifth of the total number of credits required for a degree from another accredited college or university, six credits for most master's programs. Courses must be clearly graduate level as defined by the granting institution. The subject matter of courses transferred must be relevant to the degree in question, which is determined by the academic advisor. The date of



each course considered needs to be within five years of the beginning semester at Gonzaga. No course for which a grade less than “B” has been awarded may be accepted. Classes graded on a Pass/Fail scale will not be considered unless Pass is equivalent to “B”. Transfer credits are used in the calculation of the graduate grade point average. The School of Education Dean gives final approval for transfer credits. Forms are available from the academic advisor.

## **Accreditation**

All teacher preparation degree programs, and elementary, secondary, and advanced certification programs in the School of Education are 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, Skills and Training, under the recommendation by the Degree Quality Assessment Board (DQAB). Master’s programs offered in Alberta, Canada have been approved by the Alberta Ministry of Advanced Education under the recommendation by the Campus Alberta Quality Council (CAQC).

## **Notice**

While this catalog 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.

# Counselor Education

**Chairperson:** Addy Wissel, Ph.D

## 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

Following the Jesuit tradition with ever-increasing awareness of human nature, diversity, social issues and the power relationship, we model and promote theory and reflection informed transformational leaders who are intentional, ethical counselors of growth and learning in families, schools, and communities.

## Department Theme Statement

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

## Admissions

Each applicant must submit the following materials to the Graduate Management Enrollment (GEM) 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 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 Graduate Management Enrollment (GEM) using the Confidential Recommendation forms (see the School of Education website: <http://www.gonzaga.edu/soe/grad>).

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. If the applicant's cumulative GPA falls below a 3.0 an explanation of GPA statement must be included.
5. 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.
6. Submission of a financial declaration form and supporting documentation by each international applicant.
7. Final acceptance will be based on selected candidates' interviews.
8. 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.
9. Site-Based: Submission of a copy of applicant's passport picture page (if applicants do not have a passport, please submit a copy of an identification card).

## **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 mission of the Clinical Mental Health Counseling Program at Gonzaga University is to provide a reflective state-of-the-art education and training within a cohort model that builds and supports relationships conducive to intentional transformation. As such, graduates are prepared to live as kind, creative, productive, morally grounded, socially just, service-oriented, reflective, and intentional clinicians ready to lead the profession to the next level.

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 Ethics and Law in CMHC	3 credits
EDCE 639 Counseling Theories	3 credits
EDCE 695 Counseling Pre-Practicum	3 credits
EDCE 698 Research and Statistics	4 credits
EDCE 586 Introduction to 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 and Facilitation	3 credits
EDCE 696 Counseling Practicum	3 credits
EDCE 549 Into to Multicultural Counseling	1 credit
EDCE 570 Trauma, Crisis, and Grief	3 credits

**Summer Semester**

EDCE 565 Assessment in Counseling	3 credits
EDCE 605 Career Counseling	2 credits
EDCE 697 Counseling Internship	1 credit
EDCE 589 Marriage and Family CMHC	3 credits

**SECOND YEAR:**

**Fall Semester**

EDCE 581 Chemical Dependency in Counseling	2 credits
EDCE 587 Child and Adolescent Counseling	3 credits
EDCE 603 Human Sexuality	2 credits
EDCE 687 Adv. Theories and Prof. Seminar I	1 credit
EDCE 697 Counseling Internship	4 credits

**Spring Semester**

EDCE 697 Counseling Internship	4 credits
EDCE 550 Adv. Multicultural Counseling	2 credits
EDCE 688 Adv. Theories and Professional Seminar II	1 credit
EDCE 699 Comprehensive Oral Examination	0 credits

**Elective Courses**

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

**Master of Arts in Marriage and Family Counseling*****Marriage and Family Mission***

The Marriage and Family Counseling Program models ethical, moral, and professional leadership as counselor educators to promote development of a solid knowledge base, a sound skill set, and an experienced understanding of the process of personal transformation. Marriage and Family 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 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 561 Ethics and law in MFC	3 credits
EDCE 639 Counseling Theories	3 credits
EDCE 695 Counseling Pre-Practicum	3 credits
EDCE 698 Research and Statistics	4 credits

EDCE 583 Intro. to MFC Counseling	2 credits
<b>Spring Semester</b>	
EDCE 588 Human Growth and Development	3 credits
EDCE 616 Psychopathology and Psychopharmacology	4 credits
EDCE 650 Group Process and Facilitation	3 credits
EDCE 696 Counseling Practicum	3 credits
EDCE 568 Issues in Family Counseling	3 credits
EDCE 549 Intro to Multicultural Counseling	1 credit
<b>Summer Semester</b>	
EDCE 565 Assessment in Counseling	3 credits
EDCE 605 Career Counseling	2 credits
EDCE 592 Advanced Family Systems	3 credits
EDCE 697 Counseling Internship	1 credit
<b>SECOND YEAR:</b>	
<b>Fall Semester</b>	
EDCE 603 Human Sexuality	2 credits
EDCE 687 Adv. Theories and Prof. Seminar I	1 credit
EDCE 697 Counseling Internship	4 credits
EDCE 571 Trauma, Crisis, and Grief in MFC	1 credit
<b>Spring Semester</b>	
EDCE 550 Adv. Multicultural Counseling	2 credits
EDCE 638 Theories of Couples Counseling	3 credits
EDCE 688 Adv. Theories and Prof. Seminar	1 credit
EDCE 697 Counseling Internship	4 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 counselor excellence in professional competence and personal growth. School counseling graduates actively support the unique and complex needs of students and families with compassion, competence, and care. Graduates are intentionally prepared for distinguished service in the areas of leadership, advocacy, social justice, and diversity as they develop academic, college/career readiness, and personal/social 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 the Council for Accreditation of Counseling and Related Educational Programs (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: 60 credits***

**Core Required Courses**

**FIRST YEAR:**

**Fall Semester**

EDCE 559 Ethics and Law 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 Intro. 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 and Facilitation	3 credits
EDCE 696 Counseling Practicum	3 credits
EDCE 549 Intro to Multicultural Counseling	1 credit
EDCE 595 Consultation and Collaboration	3 credits

**Summer Semester**

EDCE 564 Assessment in School Counseling	3 credits
EDCE 605 Career Counseling	2 credits
EDCE 600 Trauma, Crisis, and Grief in the Schools	2 credits
EDCE 697 Counseling Internship	1 credit

**SECOND YEAR:**

**Fall Semester**

EDCE 581 Chemical Dependency in Counseling	2 credits
EDCE 610 Classroom Management in the Sch.	2 credits
EDCE 687 Adv. Theory and Prof. Seminar I	1 credit
EDCE 697 Counseling Internship	4 credits
EDCE 587 Child and Adolescent Counseling	3 credits

**Spring Semester**

EDCE 550 Adv. Multicultural Counseling	2 credits
EDCE 697 Counseling Internship	4 credits
EDCE 688 Adv. Theory and Prof. Seminar II	1 credit
EDCE 699 Comprehensive Oral Examination	0 credits
<b>Elective Courses</b>	
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 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, Skills & Training effective July 28, 2017, 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).

**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 687 Adv. Theories and Professional Seminar I	1 credit
EDCE 688 Adv. Theories and Professional Seminar II	1 credit
EDCE 689 Adv. Theories and Professional Seminar III	1 credit
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

**Courses:**

**EDCE 525 Introduction to Canadian Counselling credit(s): 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 549 Introduction to Multicultural Counseling credit(s): 1**

This course provides an opportunity for students to begin to build insights into the significance of culture and how it relates to counseling work. This course includes readings and discussions of culturally sensitive material as it relates to the student as a cultural being who works with other individuals of similar and different worldviews. As it is essential for the counselor to understand self as a cultural being, this work is imperative to the world of all counselors.

**EDCE 550 Advanced Multicultural Counseling credit(s): 2**

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.

Co requisite EDCE 688

**EDCE 551 Diversity in Counselling credit(s): 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 credit(s): 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 Ethics and Law in School Counseling credit(s): 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 Ethics and Law CMHC credit(s): 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 ethics and laws in the counseling profession

**EDCE 561 Ethics and Law in MFC credits(s): 3**

Graduates of the Master of Arts Program in Marriage and Family 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 professional standards that exemplify the best in role models and leadership is imperative.

**EDCE 564 Assessment in School Counseling credit(s): 3**

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 credit(s): 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-requisite(s):** EDCE 588, minimum grade: B- and EDCE 616, minimum grade: B-

**EDCE 567 Career Development and Assessment in Counselling credit(s): 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 568 Issues in Family Counseling credit(s): 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 consideration, the structure and operations of professional organizations and credentialing bodies, and the implications of professional issues unique to marital, couple & family counseling are discussed as are pertinent roles of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious & spiritual beliefs, occupation, physical and mental status, and equity issues. Class participation, presentations, role plays, and multi-media methods will be used.

**EDCE 570 Trauma, Crisis and Grief in Counseling credit(s): 3**

This course is designed to provide students with specific education regarding the critical professional areas of suicide prevention and assessment, trauma-related responses, crisis intervention, and grief work within the counseling profession. Students will learn both skills and the value of seeking supervision and consultation for these various areas.

**EDCE 571 Trauma, Crisis and Grief in MFC** **credit(s): 3**  
This course is designed to give marriage, couple, and family counselors a theoretical and practical background in crisis, grief and trauma as it related to couples, families, and children. Crisis prevention and response, including suicide risk assessment, will also be addressed.

**EDCE 581 Chemical Dependency in Counslg** **credit(s): 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 Marriage and Family Counseling** **credit(s): 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** **credit(s): 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** **credit(s): 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** **credit(s): 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** **credit(s): 3**  
This course provides specialized knowledge and skills training in counseling children and adolescents. Students will particularly work with the implementation of a variety of counseling theoretical modalities as models for working with children and adolescents who struggle with social, emotional, and behavioral challenges.

**EDCE 588 Human Growth and Development** **credit(s): 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 in CMHC credit(s): 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 credit(s): 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 credit(s): 3**

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

**EDCE 594 Special Topics credit(s): 1-3**

**EDCE 595 Consultation and Collaboration credit(s): 3**

Through this course, students develop a working knowledge of the systemic and collaborative approaches to consultation. As such, several consultation models are introduced. Skills needed to engage school personnel, community professionals, and the family as a team in developing evidence-based interventions which are designed to enhance the social emotional, behavioral, and learning competencies of children and adolescents are emphasized. Spring.

**EDCE 600 Trauma, Crisis, and Grief in the School credit(s): 2**

This course is designed to give school counselors a theoretical and practical background in crises, grief, and trauma as it relates to students and school communities. Crisis prevention and response, including suicide risk assessment, will also be addressed.

**EDCE 603 Human Sexuality credit(s): 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 its treatment will be covered.

**EDCE 605 Career Counseling credit(s): 2**

This course is designed to acquaint students with the theoretical practice and pragmatic aspects of career, vocational, and life planning counseling. Students develop their own theoretical assumptions regarding career counseling, 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 610 Classroom Management in School credit(s): 2**

This course will provide an understanding of the role of the counselor in managing classroom behavior, including how to establish positive counselor-student relationships and peer relationships that help meet the student's basic psychological needs while building a community of support within the classroom.

**EDCE 611 Continuing Research credit(s): 1**

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

**EDCE 616 Psychopathology and Psychopharmacology credit(s): 3 or 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 credit(s): 3**

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

**EDCE 639 Counseling Theories credit(s): 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 credit(s): 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 and Facilitation credit(s): 3**

This course is an introduction to the theory and practice of group counseling. The development of an understanding of group dynamics and group process are stressed. This course also 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 leading small groups.

**Pre-requisite(s):** EDCE 639, minimum grade: B-( and EDCE 560, minimum grade: B- or EDCE 559, minimum grade: B- or EDCE 561, minimum grade: B-) and EDCE 695, minimum grade: B-

**EDCE 658 Group Process and Facilitation credit(s): 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 684 Counselling Pre-Practicum (A) credit(s): 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) credit(s): 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-counselling (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 prerequisite to Counselling Practicum (EDCE 686). Fall.

**EDCE 686 Counselling Practicum credit(s): 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 prepracticum 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-requisite(s):** EDCE 685, minimum grade: B-

**EDCE 687 Advanced Theory and Professional Seminar I credit(s): 1**

This course is designed to prepare students for the culminating experiences in the Masters of Arts in Clinical Mental Health Counseling, Marriage and Family Counseling, School Counseling, Master of Counseling-Site Based programs, as well as the final Professional Seminar and Oral Examination. Students work with their primary professors and their small groups to examine advanced theories for which each student distills one's own Nature of the Person and primary Counseling Constructs.

**Pre-requisite(s):** EDCE 696, minimum grade B- (or concurrent)

**EDCE 688 Advanced Theory and Professional Seminar II credit(s): 1**

This course is designed to begin to prepare students for the culminating experiences in the Masters of Art in Clinical Mental Health Counseling, Marriage and Family Counseling, School Counseling, Master of Counseling-Site Based programs, as well as the final Professional Seminar and Oral examination. Students work with their primary professors and their small groups to examine advanced theories from which each student distills one's Counseling Process and Evaluation of counseling.

**Pre-requisite(s):** EDCE 687, minimum grade: B-

**EDCE 689 Advanced Theory and Professional Seminar III credit(s): 1**

This course is designed to prepare students for the culminating experiences in the Master of Counselling-Site Based programs, and the final Professional Seminar and Oral Examination. Students work with their primary professors and their small groups to examine advanced theories and clinical practice education/training from which each student distills one's own Process/goals/evaluation of counseling sections. Students will present completed papers to each other and to their faculty member in preparation for the Oral Exam.

**EDCE 690 Directed Reading credit(s): 1-4**

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

**EDCE 691 Directed Study credit(s): 1-5**

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

**EDCE 692 Independent Study credit(s): 1-5**

Course repeatable for 15 credits.

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

**EDCE 694 Special Project credit(s): 1-4**

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

**EDCE 695 Counseling Pre-Practicum credit(s): 3**

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 credit(s): 3**

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.

**Pre-requisite(s):** EDCE 695, minimum B-

**EDCE 697 Counseling Internship credit(s): 1-4**

Summer (1 credit only): This course is designed to serve as preparation for entry-level practice by continuing to provide for the development of counseling skills on site and under direct supervision (weekly supervision from an assigned site supervisor). 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 carry a caseload of clients representing the ethnic and demographic diversity of the community. Summer.

**Pre-requisite(s):** EDCE 696, minimum grade: B-(or concurrent)

**EDCE 697A Internship credit(s): 5**

Fall (must enroll in 4 credits): This course provides a minimum of 300 hours on-site counseling experiences (120 hours of which must be in direct service) under direct supervision for advanced

students. Students integrate their personal theory of counseling into practice and function as a full staff member in the school or agency counseling setting, demonstrate professional ethics and standards of care, and demonstrate professional counseling skills, strategies, and techniques.

Spring (must enroll in 4 credits): A second semester continuation of 697. A further 300 hours of field experience, with 120 hours of direct service is required.

**Pre-requisite(s):** - EDCE 696, minimum grade: B-(or concurrent)

**EDCE 698 Research and Statistics**

**credit(s): 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 research articles, research concepts, and develop a research proposal. Statistical theory and techniques will be developed in the areas of descriptive statistics (e.g., t-test, ANOVA, and correlation). 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 can be helpful and save time.

**EDCE 699 Comprehensive Oral Examination**

**credit(s): 0**

This course is designed to be the culminating experience in the Master of Arts in Clinical Mental Health Counseling, Master of Arts in Marriage and Family Counseling, Master of Arts in School Counseling, and Master of Counseling. The oral exam focuses on the student's oral presentation of proficiency regarding the four pillars of the programs: knowledge of CACREP content areas, clinical application, personal theory, and personal growth in dispositions. The comprehensive oral exam is conducted by the course professor during which each pillar is assessed via a department rubric by an outside reader (a seasoned credentialed professional from the counseling field) who collaborates with the professor to determine the student's readiness for completion of the program.

Prerequisites: All program course work and requirements must be successfully completed, minimum grade cannot be lower than B- in any course, and overall GPA must be 3.0 or higher.

**Pre-requisite(s):** EDCE 697A, minimum grade: B- (or concurrent) or EDCE 685, minimum grade: B-

# Educational Leadership and Administration

**Chairperson:** Elaine Radmer, Ph.D.

The Department of Educational Leadership and Administration bases its graduate degree programs on the premise that leaders facilitate change first by examining themselves and understanding their context. We believe educational settings are transformed when educators engage in inquiry together, informed by their community and by evidence.

This department offers a Master's degree program one doctoral program and a Principal Certification program:

- Master of Education in Educational Leadership
  - Washington State
  - On-line degree program
- Doctor of Education in Educational Leadership
- Principal Certification

## Admissions to Master's programs

Selection of master's candidates is based on the information gathered from the materials identified below. Each applicant should submit the following materials to the Graduate Enrollment Management (GEM) office:

1. A completed application form (see the School of Education website: <http://www.gonzaga.edu/soe/grad>)
2. A \$50.00 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 pre-K through 12 school setting.

- e. Describes and gives examples of your personal commitment to working with students, service to others, and advocating 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 Graduate Enrollment Management 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 pre-K through 12 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're 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 résumé 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.

## 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.

## Master of Education in Educational Leadership - Washington State

The Master of Education in Educational Leadership Program is 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.

## Master of Education in Educational Leadership - Online Master's Degree

### Program

The Department of Educational Leadership and Administration offers a 30-credit online program which strives to develop reflective, educational leaders who are committed to a spirit of inquiry and social justice and who guide their communities toward a rich, equitable, and comprehensive education for all students.

The program is designed for practicing educators who aspire to become more effective formal and informal leaders in the K-12 environment. An educational leader's key task is to foster learning for everyone in that environment.

The 30-credit program consists of 11 courses delivered across four consecutive semesters. The 11 courses in this program are designed to help educators develop the knowledge and skills that will help them create a school environment in which everyone can realize their potential.

This online master's program is, at heart, a community of learners. To enhance this community of learners, this program is designed as a cohort model. Members of the cohort begin the program with online courses that are mostly asynchronous. The online coursework is enhanced by personal one-to-one support via Blackboard, e-mail, telephone, and teleconferencing throughout the program. During the summer, the cohort will meet together for synchronous sessions for a week.

## Master of Education in Educational Leadership

Program Outline: 30 credits

EDLA 618 Professional Literature Review  
EDLA 626 Cultural Competence Development  
EDLA 628 Educational Leadership and Inquiry  
EDLA 633 Educational Leadership and Organizations  
EDLA 638 Educational Leadership: Change, Management, and Supervision  
EDLA 641 Educational Leadership and Community  
EDLA 653 Educational Leadership: Curriculum, Instruction, and Assessment  
EDLA 688 Evidence-Informed Decision Making  
EDLA 689 Professional Seminar  
EDLA 698 Research and Data Analysis  
EDLA 699 Comprehensive Oral Exam

Master of Education in Educational Leadership with Principal or Program Administrative Certification is designed for those individuals that wish to complete their master's degree with certification in the State of Washington.

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

Courses:

**EDLA 600 Program Administrator Intern** **credit(s): 3**

Course repeatable for 6 credits.

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 601 Professional Development** **credit(s): 1-5**

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

**Equivalent:** EDLA 501

**EDLA 609 Program Adm Role Seminar** **credit(s): 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** **credit(s): 3**

Course repeatable for 6 credits.

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(s): 1**

Course repeatable for 20 credits.

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

**EDLA 612 Leadership Role Seminar** **credit(s): 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** **credit(s): 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 618 Professional Literature Review** **credit(s): 3**

This course will guide candidates through the first steps in the process of evidence-informed decision making. Candidates will learn how to articulate a topic that is specific to their problem of professional practice, access research-based literature specific to the problem of practice that guides their action research project, analyze and critique the relevant literature, marshal the relevant literature into a coherent whole, learn and practice skills in graduate level writing, and then write a professional review of the literature according to APA and Departmental guidelines.

**EDLA 620 Principal Internship** **credit(s): 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** **credit(s): 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.

**Equivalent:** EDAC 623

**EDLA 625 Classroom Intervention Skills credit(s): 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.

**Equivalent:** EDAC 625

**EDLA 626 Cultural Competence Developmnt credit(s): 3**

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

**Equivalent:** EDAC 626

**EDLA 627 Teacher as Counselor credit(s): 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.

**Equivalent:** EDAC 627

**EDLA 628 Ed Leadership and Inquiry credit(s): 3**

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

**Equivalent:** EDLA 525

**EDLA 630 Certification Internship credit(s): 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 Ed Leadership and Organizations credit(s): 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.

**Equivalent:** EDAC 633

**EDLA 635 Principalship credit(s): 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.

**Equivalent:** EDAC 635

**EDLA 638 Ed Ldrshp: Chng, Mngmnt, Sprvs credit(s): 3**

This course is designed to provide an overview of the school leader's role in developing a shared vision, mission, and set of core values for continuous school improvement. Candidates will study fundamental leadership and management principles and skills to explore methods of effective school operations such as financial, human resources, and technology. Candidates will also study and describe the processes

and practices of effective school supervision and evaluation methods embedded in trust and professional growth.

**EDLA 641 Ed Leadership and Community**

**credit(s): 3**

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

**Equivalent:** EDAC 641

**EDLA 646 Staff Development**

**credit(s): 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.

**Equivalent:** EDAC 646

**EDLA 647 Advanced Learning Strategies**

**credit(s): 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.

**Equivalent:** EDLA 546

**EDLA 648 Teacher Leadership**

**credit(s): 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)

**Equivalent:** EDAC 648

**EDLA 650 Instructional Practicum**

**credit(s): 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.

**Equivalent:** EDLA 597

**EDLA 651 Supervision of Instruction**

**credit(s): 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.

**Equivalent:** EDAC 651

**EDLA 653 Ed Ldrshp: Curr, Inst and Assmt credit(s): 3**

This course addresses how formal and informal leaders can promote alignment between curricular design, pedagogical decision, and assessment methods while attending to historical, ideological, and political contexts. Emphasis will be placed on promoting equity and access to learning through classroom-based diagnosis of student needs and student involvement, and through school-based tiers of support.

**EDLA 662 Leadership and Finance credit(s): 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.

**Equivalent:** EDAC 662

**EDLA 663 Leadership and Law credit(s): 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 665 Assessment and Learning credit(s): 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.

**Equivalent:** EDLA 565

**EDLA 670 Leadership and Change Planning credit(s): 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 credit(s): 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 680 Special Topics credit(s): 0-3**

Course repeatable for 6 credits.

Topic to be determined by instructor.

**EDLA 688 Evidnc Informed Decision Making credit(s): 3**

In this course, candidates will create an action plan specific to their problem of professional practice. This action plan will apply leadership practices to promote school growth by addressing systems change. Strategies that enhance educators' collaborative school improvement processes will be explored. Spring or Summer depending on cohort.

**EDLA 689 Professional Seminar credit(s): 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.

**Equivalent:** EDAC 689

**EDLA 690 Directed Readings** **credit(s): 1-3**

Course repeatable for 12 credits.

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

**Equivalent:** EDAC 690

**EDLA 692 Independent Study** **credit(s): 0-3**

Course repeatable for 18 credits.

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

**Equivalent:** EDAC 692

**EDLA 694 Special Project** **credit(s): 1-3**

Course repeatable for 6 credits.

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

**Equivalent:** EDAC 694

**EDLA 695 Professional Experience** **credit(s): 1-3**

Course repeatable for 3 credits.

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

**Equivalent:** EDAC 695

**EDLA 698 Research and Data Analysis** **credit(s): 3**

This course will address research processes and systemic-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.

**Equivalent:** EDAC 698

**EDLA 698A Research Project** **credit(s): 3**

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

**EDLA 698C Research Seminar** **credit(s): 1**

An analysis of basic elements of research proposal design.

**EDLA 699 Comprehensive Oral Exam** **credit(s): 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).

**Equivalent:** EDAC 699

## **The Department offers the following certification program:**

### **Principal Certification**

The Department of Educational Leadership and Administration understands that school leaders face many challenges, including legislated learning, under-funded programs, and the demands of a global economy, and increasing pressures for school reform, assessment, and accountability. School leadership programs begin with the assumption that school leaders do more than provide effective supervision. Today's school leaders also work with peers, administrators, and parents to achieve school, district, and state goals. Research on school leadership indicates that student achievement is heavily influenced by the ethos of the school. An effective school ethos is characterized by faculty collegiality, collaboration, and a sense of community in which leaders demonstrate the courage to address tough issues, the commitment and care to improve conditions for everyone in the community, and the individual, personal and technical competence to be effective.

### **Admissions**

Selection of candidates is based on the information gathered from the materials identified below. Each applicant should submit the following materials to the Graduate Enrollment Management (GEM) office:

1. A completed application form (see the School of Education website: <http://www.gonzaga.edu/soe/grad>)
2. Two letters of recommendation from Principal / Colleague
3. Two nomination letters from Superintendent and Principal
4. A copy of your résumé
5. A written statement of purpose
6. A copy of your teaching or ESA certificate from WA State
7. A copy of your abuse course taken.
8. One official transcript from all colleges or universities attended, one must be degree bearing. International applicants must submit foreign transcripts in the original language and an English copy. Final transcripts must bear a posted bachelor's degree from an accredited university.

### **Prerequisites**

A Master's Degree from an accredited institution, a valid teaching or ESA certificate, currently employed in a K-12 setting in the state of Washington, and a minimum of (three) 3 years of K-12 experience.

The Principal Certification Program consists of 12 credits

## Program Outline:

EDPC 912 Leadership Role Seminar (fall)	3 credits
EDPC 920 Certification Internship (fall)	3 credits
EDPC 913 Leadership Role Seminar (spring)	3 credits
EDPC 930 Certification Internship (spring)	3 credits

## Courses

### **EDPC 911 All but Certified (ABC)**

**credits: 3**

This professional development course is required for all principal and program administrator certification candidates that have not completed the certification program on time. This course is repeatable each semester until the program is complete. All candidates that have not finished the program and want to continue working towards their principal or program administrator certificate must register for this course until they have finished all requirements for certification.

### **EDPC 912 Leadership Role Seminar**

**credits: 3**

This online course delivery consists of six modules. The on-line module topics include vision for learning, instructional leadership, organizational management, school/community relations, ethical leadership, and political issues and awareness. Post-masters Administrative Certification Candidates are required to sign up for the course two consecutive semester as directed by the program director and/or internship supervisor. The first three modules of the seminar are completed in the fall and the final three modules completed in the spring.

### **EDPC 913 Leadership Role Seminar**

**credits: 3**

This online course delivery consists of six modules. The on-line module topics include vision for learning, instructional leadership, organizational management, school/community relations, ethical leadership, and political issues and awareness. Post-masters Administrative Certification Candidates are required to sign up for the course two consecutive semester as directed by the program director and/or internship supervisor. The first three modules of the seminar are completed in the fall and the final three modules completed in the spring.

### **EDPC 920 Certification Internship**

**credits: 3**

The internship is a two-semester field experience that places the student-administrator in a first-hand experience in which academic knowledge can be applied to the education setting.

### **EDPC 930 Certification Internship**

**credits: 3**

The internship is a two-semester field experience that places the student-administrator in a first-hand experience in which academic knowledge can be applied to the education setting.

### **EDPC 970 Leadership and Change Planning**

**credits: 3**

The on-line professional development 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 Master's Degree in the field of education and is primarily developed for those individuals that have a principal for program administrator certificate.

**EDPC 971 Leadership and Capacity Building****credits: 3**

The on-line professional development course consists of three modules that can be taken in either the Fall or Spring semesters. The module topics address Leadership and Building Capacity in others. The course is designed for those candidates that hold a Master's Degree in the field of education and is primarily developed for those candidates that have a principal or program administrator certificate.

**Doctor of Education in Educational Leadership (EdD)**

The Doctor of Education in Educational Leadership is a cohort-based program that consists of 51 credits distributed across 7 semesters: three summer semesters and two academic years. This hybrid program will enable candidates to continue working in their professions as they complete their doctoral studies. Summer courses are delivered in traditional face-to-face instruction in Spokane; courses during the two academic years are delivered online.

Through the program, candidates will develop a five-chapter capstone that will be focused on identifying and dealing with a problem of practice on a scholarly and practical basis. For the capstone projects, candidates will engage in scholarly inquiry to effectively leverage data in order to deal with a self-identified problem of professional practice. The capstone project is an evidence-based contribution to the problem of practice. Our short-hand term for the evidence-based contribution to the problem of practice is what we call "the deliverable." The purpose of the deliverable is to make a positive system-wide impact on your problem of practice in your professional setting. The evidence-based contribution to the problem of practice can be developed and presented in whatever format you and the EdD faculty agree makes the most sense for your specific purpose and audience. Your work on your 5-chapter capstone, and your deliverable, will be supported by coursework and regular contact with doctoral advisors as well as communication with experts, practitioners, community members, and other stakeholders in the field. The program culminates with a presentation of the capstone project and a synthesis of the candidate's work throughout the program.



## Admissions

Admissions decisions will be made through the use of weighted criteria. The faculty of the EdD program will determine admission into the program based on a rubric-based evaluation of prior academic work, three recommendations, résumé, and a written statement. The weighted criteria for those elements will result in a decision to interview or not interview, either in person or via Skype or Zoom.

In making our admission decisions, we consider the applicant's leadership qualities, character, motivation, commitment to social justice through pre-K-12 education, ability to work independently and in teams, academic ability, and writing ability. Admission to this program requires a master's degree or its equivalent and five (5) years of professional experience in the pre-K-12 school (or closely related) environment.

We gather this information through the following required application materials:

1. Evidence of a minimum of five years of relevant professional experience in the pre-K-12 environment or other relevant educational experience.
2. Application form, in the EdD admissions packet, submitted to the Doctoral Program in Educational Leadership in the School of Education.
3. Two official transcripts from the university at which highest degree was earned.
4. Evidence of an earned master's degree with a minimum 3.0 GPA on a 4.0 scale.
5. Three letters of recommendation (two from current or recent supervisors, one from other stakeholder such as board member, university instructor, or community member, but NOT to include faculty who will teach in Gonzaga's EdD program), all three of which are included in the EdD Application Packet. Please ensure that these three letters of recommendation adhere to Department guidelines and are submitted directly from the recommending persons to the Graduate Enrollment Management (GEM) office using the confidential recommendation forms (SOE website: School of Education). Department guidelines for letters of recommendation to the Doctoral program:
  - a. Please write your letter of recommendation on school or district letterhead. It is crucial that you address all the items.

- i. Describe and give examples of the applicant's ability to lead.
    - ii. Describe and give examples of the applicant's leadership experiences in professional setting.
  - b. Please attach the Confidential Recommendation forms in which you 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. (See the School of Education website).
6. A current CV, vita, or résumé that adheres to the following Department guidelines:
  - a. Identify your *professional experience* in the pre-K-12 environment or other relevant educational experience.
  - b. Identify evidence of your *leadership responsibilities* with individuals, teams, departments, and/or committees.
  - c. Identify your *progression in the field* with evidence of training, increasing responsibility in, or contribution to, the field, and/or volunteer service to the community.
7. A personal written statement of no more than 500 words. In this written statement, do these four things:
  - a. Articulate your professional mission and purpose.
  - b. Articulate what you expect to learn that will support you in your mission and purpose.
  - c. Identify a problem of professional practice that you would like to address.
  - d. Tell how addressing that problem will help you realize your mission and purpose.
8. An interview, via telephone, Zoom, Skype, or in person, with the Department Chair, Program Director, or another member of the EdD faculty.
9. A \$50.00 non-refundable fee.

Gonzaga welcomes applications from international students. If you are an international student, please complete and include a Financial Declaration form, the Form I-20, a financial declaration form, and a copy of your passport picture

page. 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 3.0 and the recommendation of the ESL faculty. Applicants should submit transcripts in both their native language and a professional, certified English translation. Photocopies are not accepted as official documents and may not be used for evaluation purposes.

### *Non-Matriculation*

Due to the nature of the cohort model, the EdD program does not accept students on a non-matriculated basis.

## **The Doctor of Education in Educational Leadership**

### **Prerequisites**

A master's degree from an accredited college or university is required, with a minimum 3.0 GPA on a 4.0 scale.

At least five (5) years of professional experience in the pre-K-12 school (or closely related) environment.

### **Program Outline: 51 credits**

EDLD 700 Introduction to the Problem of Practice	3 credits
EDLD 701 Framework for Effective Leadership in Education	3 credits
EDLD 702 Culture and Identity	3 credits
EDLD 703 Research for Evidence based Practice	3 credits
EDLD 704 Methods and Instruments for Data Collection	3 credits
EDLD 705A Review of Literature on Problem of Practice	3 credits
EDLD 705B Problem of Practice I	1 credit
EDLD 707A Action Plan for Problem of Practice	3 credits
EDLD 707B Lab: Problem of Practice II	1 credit
EDLD 708 School Improvement: People, Data, Processes	3 credits
EDLD 709 Ethics: A Higher Standard of Leadership	3 credits

EDLD 710 Data Analysis for Problem of Practice	3 credits
EDLD 711 Building Capacity: Continuous Improvement	3 credits
EDLD 712A Evidence-based Contribution for Problem of Practice	3 credits
EDLD 712B Lab: Problem of Practice III	1 credit
EDLD 713 System-wide Curriculum and Assessment	3 credits
EDLD 714 Capstone Completion	3 credits
EDLD 715 Organizational Systems Analysis	3 credits
EDLD 799 Doctoral Conference and Oral Exam	3 credits

Courses:

**EDLD 700 Introduction Problem of Practice credit(s): 3**

This course introduces scholarly reading and writing processes required to develop a capstone. Candidates will examine a variety of sources specific to their problem of practice. The course will culminate with a presentation of a problem of practice for department approval and then prepare a written APA-formatted Introduction to the Problem of Practice.

**EDLD 701 Framework for Effective Leadership in Education credit(s): 3**

This course presents the framework of the Doctorate in Educational Leadership program. Candidates will develop an Understanding of the change process grounded in leadership theories. Through discernment, candidates will identify their leadership competencies to explore a problem of practice that influences educational settings.

**EDLD 702 Culture and Identity credit(s): 3**

This course defines culture and identity from local and global perspectives. It involves understanding one's culture, the culture of groups one belongs to, and the culture of others. Candidates will explore various life/world views with practical application for educators, as they develop knowledge, skills, and attitudes that promote self-understanding and student success.

**EDLD 703 Research: Evidence based Practice credit(s): 3**

In this course, candidates will analyze research articles from different research paradigms and evaluate the articles in terms of epistemology, design, methodology, and analysis. The goal is to identify research findings to apply within candidates' professional contexts.

**EDLD 704 Methods and Instrution: Data Collection credit(s): 3**

In this course, candidates will identify various forms of data and organizational evidence to use for educational improvement. Methods, instruments, and data analysis will be presented for formal research, action research, and improvement science.

**EDLD 705A Review of Literature on Problem of Practice credit(s): 3**

Integrated with EDLD 705B lab: Problem of Practice I (13-week Field-based Lab)

In this course, candidates will marshal literature specific to their problem of practice to create a conceptual and theoretical framework and to prepare an APA-formatted Literature Review.

**EDLD 705B Lab: Problem of Practice I credit(s): 1**

(Integrated with EDLD 705A: Review of Literature on Problem of Practice)

This course accompanies the scholarly work found in EDLD 705A. Candidates will document their work on their Problem of Practice with experts, practitioners, community members, and other stakeholders in the field.

**EDLD 707A Action Plan for Problem of Practice credit(s): 3**

Integrated with EDLD 707B lab: Problem of Practice I (13-week Field-based Lab)

In this course, candidates will build upon the work they did in the EDLA 705a Review of the Literature on Problem of Professional Practice course. The candidates will analyze the findings from the review of the literature, identify what new data or evidence is required, and make a plan to collect that new evidence. This course contributes to the development of the capstone project and will help candidates develop the skills necessary to lead a process of evidence-based decision-making.

**EDLD 707B Lab: Problem of Practice II** **credit(s): 1**

(Integrated with EDLD 707A: Action Plan for Problem of Practice)

This course accompanies the scholarly work found in EDLD 707A. Candidates will document their work on their Problem of Practice with

experts, practitioners, community members, and other stakeholders in the field.

**EDLD 708 School Improve: People, Data, and Process** **credit(s): 3**

The purpose of this course is to provide candidates a foundation in the systems approach for change based upon evidence that promotes a culture for learning. Candidates will learn about an integrated approach in creating school structures that are grounded in achievement and the social, emotional, and behavioral needs of students. Candidates will analyze information and create a plan, based upon the processes learned, that is informed through data and promotes action in supporting teaching and learning.

**EDLD 709 Ethics: Higher Standard of Leader** **credit(s): 3**

This course provides an understanding of, and an appreciation for, the function of philosophical inquiry and ethical analysis in the field of educational leadership. This course also provides a practical orientation to the understanding of forces that affect the ethical decision-making of school leaders. Candidates will analyze the ethical frameworks that bound their professional practice. Through critique of philosophy, theory, and personal practice, as well as classroom situation and analysis, candidates will broaden their understanding of a variety of divergent frameworks of ethical decision-making and relate what they have learned to their professional practice. Particularly in an era of increasing regulatory mandates and decreasing availability of both human and institutional resources, an understanding of the function of ethical analysis is of critical importance in the identification, elucidation, and resolution of controversies in school systems.

**EDLD 710 Data Analysis for Problem of Practice** **credit(s): 3**

This course builds upon the other courses. Candidates will analyze the evidence they have gathered to improve student learning or the professional environment. This course contributes to, and will be documented in, the candidate's capstone project.

**EDLD 711 Building Cap Continuous Improve** **credit(s): 3**

This on-line course is designed to help candidates align the strengths, interests, and needs of the people they serve with the mission of the organization. Candidates will develop and articulate their mission in a way that strengthens the competence and commitment of the people they serve. Candidates will also learn how to develop and put systems in place that enhance others in a way that builds their competence and commitment in promoting learning for all stakeholders.

**EDLD 712A Evidence-based Contribution PP** **credit(s): 3**

Integrated with EDLD 712B lab: Problem of Practice I (13-week Field-based Lab)

This course builds upon the other courses and contributes to the development of the capstone project. This substantive project should make a significant, evidenced-based contribution to existing knowledge in the field of educational leadership. The doctoral project may take on many forms, and it will be specific to the candidate's area of specialization or professional interest.

**EDLD 712B Lab: Problem of Practice III** **credit(s): 1**

(Integrated with EDLD 712A: Review of Literature on Problem of Practice) This course accompanies the scholarly work found in EDLD 712a. -Candidates will document their work on their Problem of Practice with experts, practitioners, community members, and other stakeholders in the field.

**EDLD 713 System wide Curriculum and Assessment credit(s): 3**

This online course is designed to help school leaders develop a practical knowledge of the professional, political, and organizational issues surrounding the design, implementation, and evaluation of curriculum, and to increase their ability to lead, direct, and support the learning process and continuing education for everyone in the school system. This course will help doctoral candidates develop an understanding of the various contexts in which curriculum improvement efforts occur, an understanding of the roles of various individuals and groups in curriculum improvement, and the skills necessary to lead the curriculum improvement process. This course is also designed to help school leaders develop the skills to lead the curriculum improvement cycle and the process of curricular evaluation.

**EDLD 714 Capstone Completion credit(s): 3**

The EdD program culminates in the successful completion of a scholarly project that demonstrates a synthesis of the doctoral candidate's work specific to a significant problem of professional practice. The EdD doctoral capstone is a tangible, academic, and professional product that reflects the candidate's ability to engage in scholarly and organizational inquiry to analyze a problem of professional practice, read and evaluate the relevant literature, collect the relevant data and evidence, and solve that problem of professional practice or transform a relevant aspect of professional practice.

**EDLD 715 Organizational Systems Analysis credit(s): 3**

In this course, candidates will explore organizational structures through the frames of power, culture, and intrapersonal and interpersonal perspectives. Candidates will propose a plan to remove systemic barriers in their context.

**EDLD 764 Projects credit(s): 1-3**

Course repeatable for 12 credits.

**EDLD 765 Projects credit(s): 1-3**

**EDLD 799 Doctoral Conference and Oral Exam credit(s): 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. The Oral Exam is the final, formal interaction among the doctoral candidate and faculty of the Department of Educational Leadership and Administration. The Oral Exam is an opportunity for the candidate to share reflections and to articulate the level of integration of the knowledge, skills, and dispositions gained as a participant in the doctoral program.

# School Psychology

**Department Co-Chairs:** Mark Derby, Ph.D., Vincent Alfonso, Ph.D.

## Education Specialist in School Psychology

Our Education Specialist in School Psychology (Ed.S.) prepares candidates to become practicing School Psychologists in the state of Washington and across the nation as the program aims to prepare candidates who meet criteria as nationally certified school psychologists. Graduate preparation in school psychology educates and trains individuals to apply principles in psychology and education to support school-wide academic and social-emotional programs, collaborate with teams to identify student learning and behavioral problems, and develop evidence-based intervention plans.

In Washington State, school psychologists obtain a Residency Certificate as an Educational Staff Associate (ESA) through the Office of Superintendent of Public Instruction (OSPI). The National Association of School Psychologists (NASP) also provides national certification for the Nationally Certified School Psychologist (NCSP) credential, and this certificate often assists with interstate recognition of training. In Washington, the NCSP provides a pathway to a Tier 2 Professional Certificate after 5 years of practice as a school psychologist.

Our program adheres to the standards of training set forth by the Professional Educator Standards Board (PESB) and NASP and culminates with a full-time or part-time, 1200-hour internship.

School psychology education and training builds on foundations in multiple disciplines. In that light, our program includes adapted courses from several School of Education (SOE) departments including Counselor Education and Educational Leadership & Administration. Additional courses specific to the field fulfill any outstanding requirements.

The curriculum is supported by regular coursework with departmental faculty, enhanced by field experiences in the schools, and the development of a professional portfolio. The scientist-practitioner orientation guides preparation for candidates to master and employ empirically validated methods of assessment, consultation, and intervention within NASP Practice Model Domains.

## Admissions

Each applicant must submit the following materials to the Graduate Student Services (GSS) office:

1. A completed application form (see the SOE 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 an advanced graduate degree program.

3. Three letters of recommendation sent directly from the recommending persons to the Graduate Enrollment Management 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. 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.
7. Submission of a financial declaration form and supporting documentation by each international applicant.

## Prerequisites

1. An appropriate bachelor's degree from an accredited college or university is required.
2. A minimum undergraduate grade point average of 3.0.
3. A minimum graduate grade point average of 3.5 (if applicable).
4. Successful completion of the following courses or equivalent at either the undergraduate or graduate level is recommended: introductory psychology, child development, research methods, statistics, and abnormal psychology. Candidates who lack prerequisites may still be admitted to the program.
5. Acceptance of admission in the program carries with it the responsibility to uphold the published ethical standards of the NASP, the American Psychological Association (APA), and the Washington Administrative Code (WAC). Violation of ethical standards may result in termination from the program.

## Program Outline: 68 credits

### 1st Semester: 15 credits

EDCE 588 Human Growth and Development	3 credits
EDSS 601 Psychology of Children with Exceptionalities	3 credits
EDSS 610 Foundations in School Psychology	3 credits
EDSS 630 Assessment in School Settings	3 credits
EDCE 639 Counseling Theories	3 credits

### 2nd Semester: 16 credits

EDSS 512 School Safety, Crisis Preparation, and Crisis Response	3 credits
EDCE 587 Child and Adolescent Counseling:	3 credits
EDSS 615 Research & Program Evaluation	3 credits



EDSS 670 Neuropsychological & Cognitive Assessment	3 credits
EDSS 671 Lab in Neuropsychological and Cognitive Assessment	1 credit
EDSS 680 Social-Emotional Assessment	3 credits
<b>3rd Semester: 14 credits</b>	
EDSS 540 Legal Issues in School Psychology	3 credits
EDLA 626 Culture and Diversity	3 credits
EDSS 650 Applied Behavioral Analysis	3 credits
EDLA 641 Educational Leadership and Community	3 credits
EDSS 697A Practicum in School Psychology: K-12 (200 clock hours)	2 credits
<b>4th Semester: 13 credits</b>	
EDSS 627 Group Process & Facilitation	3 credits
EDSS 655 Multi-Tiered/Multi-Disciplinary Systems of Support	3 credits
EDSS 660 Consultation and Collaboration in School Psychology	3 credits
EDSS 685 Advanced Diagnostic Assessment	2 credits
EDSS 697B Practicum in School Psychology K-12 (200 clock hours)	2 credits
<b>5th Semester: 5 credits</b>	
EDSS 690A Professional Portfolio in School Psychology	1 credit
EDSS 698A Internship in School Psychology: K-12 (600 clock hours)	4 credits
<b>6th Semester: 5 credits</b>	
EDSS 690B Professional Portfolio in School Psychology	1 credit
EDSS 698B Internship in School Psychology: K-12 (600 clock hours)	4 credits

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.

Courses:

**EDSS 512 School Safety Crisis Prep and Response credit(s): 3**

This course is designed to promote knowledge related to preventing school crises and responding appropriately if a school crisis occurs. It emphasizes current research to help inform school psychological practices and promotes recovery efforts to regain school stability. In addition, it examines risk and resilient factors necessary for safe and healthy schools.

Restriction(s):

Must be in the following Major(s): School Psychology

**EDSS 540 Legal Issues in School Psychology credit(s): 3**

The legal and ethical questions regarding the practice of School Psychology are examined in detail. Emphasis is placed on assessment, using assessment outcomes to develop individualized education programs, communicating with parents and staff, issues of due process and professional roles in special education.

Restriction(s):

Must be in the following Major(s): School Psychology

**EDSS 592 Independent Study credit(s): 0-6**

Course repeatable for 15 credit.

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

**EDSS 601 Psychology of Child with Exceptions credit(s): 3**

This course provides candidates with an overview of special education. Etiology, characteristics, assessment, and treatment of major disabling conditions are covered. Philosophical, political, and pedagogical implications of past, current, and future services are analyzed. The link between these conditions with regard to educational placement decisions and least restrictive environments is emphasized.

**EDSS 610 Foundations in School Psychology credit(s): 3**

This course introduces prospective school psychologists to the profession. Subject matter and associated field-based assignments include role and function of the school psychologist; legal, ethical, and professional issues encountered; contextual dynamics specific to schools and communities; and, emerging technologies in school psychology. Review of educational law and influential cases that have shaped professional practice and the imperative to engage in collaborative, ethical, and culturally sensitive decision-making in School Psychology are emphasized.

**EDSS 615 Research and Program Evaluation credit(s): 3**

This course acquaints students with the language and tools of research and statistics as they serve to inform the practitioner. 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 review and abstract research articles, may present the outcomes of this review at a professional conference, and develop a research proposal. Statistical theory and techniques are 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.

**EDSS 627 Group Process and Facilitation credit(s): 3**

This course is an introduction to the theory and practice of group counseling. Students gain experience in developing and refining group leadership techniques with emphasis on group process and dynamics. This course focuses on historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factor's, leadership orientations and styles, process, counseling theories, group counseling methods, and skills. Students refine their theory and skills, and they integrate the theoretical and experiential understandings of group theory and practice.

**EDSS 630 Assessment in School Settings credit(s): 3**

This course covers various assessment procedures such as psychometric testing, professional-constructed tests, achievement tests, and observational methods. Emphasis is placed on using assessments to identify instructional interventions that can be carried out in the classroom setting to remediate learning and behavior problems. Candidates are introduced to the emerging assessment procedures used in schools including universal screening and progress monitoring procedures.

**EDSS 650 Applied Behavioral Analysis credit(s): 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. An emphasis is made regarding the application of these principles in individual, classroom, and school-wide intervention plans.

**EDSS 655 Multi-Tiered System of Support credit(s): 3**

The provision of effective educational programs and related services for students with disabilities requires school-based professionals to partner with each other, community-based professionals, parents, and the students themselves using a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems. This course addresses the knowledge, skills, and dispositions required of school psychologists together with significant professional others, in program and/or service delivery. Topics include models of collaborative assessment, skills required for effective intervention planning and implementation, progress monitoring, conflict management, and strategies to address obstacles encountered in collaboration.

**EDSS 660 Consulting and Collaboration in School Psychology credit(s): 3**

Through this course, students develop a working knowledge of the systematic and collaborative approaches to consultation. As such, several consultation models are introduced. Skills needed to engage school personnel, community professionals, and the family as a team in developing evidence-based interventions which are designed to enhance the mental health, behavioral, and learning competencies of children and adolescents are emphasized.

**EDSS 670 Neuropsychology and Cognitive Assessment credit(s): 3**

This course provides practice in administering and processing the outcomes of neuropsychological batteries and major cognitive tests. Students are expected to score test records, interpret outcomes, write reports, and communicate results in order to demonstrate the knowledge and skills needed to make ethical and evidence-supported decisions, using reliable and valid assessments appropriate for use with individuals from diverse backgrounds, and in collaboration with others.

**EDSS 671 Neuropsychology and Cognitive Assessment Lab credit(s): 1**

This course provides practice in administering and processing the outcomes of neuropsychological batteries and major cognitive tests. Students are expected to score test records, interpret outcomes, write reports, and communicate results in order to demonstrate the knowledge and skills needed to make ethical and evidence-supported decisions, using reliable and valid assessments appropriate for use with individuals from diverse backgrounds, and in collaboration with others.

**EDSS 680 Social-Emotional Assessment credit(s): 3**

Students learn assessment techniques to examine social, emotional and behavioral functioning in children and adolescents. A problem solving approach is utilized with training in reviewing, interviewing, observing and testing children and adolescents. Major tests considered and applied within this course include rating scales and formal assessments used to diagnose more specific disorders.

**EDSS 685 Advanced Diagnostic Assessment credit(s): 2**

This assessment course prepares students to conduct diagnosis and classification in accordance with multiple theories existing in the clinical and educational research. Students utilize cognitive, academic, and social/emotional data in developing hypotheses regarding the presence of learning and social-emotional disorders and in planning for intervention delivery. The course emphasizes the complex variables of culture, environment and language in making inferences regarding the presence of a disability.

**EDSS 690A Portfolio in School Psychology credit(s): 1**

The purpose of this seminar is twofold: 1) to crystalize learnings over the course of the semester accomplished through observations and reflections, and 2) to document how these curricular experiences apply to professional practice using NASP Domains as a frame of reference. In overall perspective, the development of a School Psychology Portfolio serves as evidence students' knowledge and competence in the NASP standards for training and practice and to demonstrate their readiness for the Internship in School Psychology. In the final semester of the program, students provide a formal presentation to faculty as a culminating academic experience.

**EDSS 690B Portfolio in School Psychology credit(s): 1**

The purpose of this seminar is twofold: 1) to crystalize learnings over the course of the semester accomplished through observations and reflections, and 2) to document how these curricular experiences apply to professional practice using NASP Domains as a frame of reference. In overall perspective, the development of a School Psychology Portfolio serves as evidence students' knowledge and competence in the NASP standards for training and practice and to demonstrate their readiness for the Internship in School Psychology. In the final semester of the program, students provide a formal presentation to faculty as a culminating academic experience.

**EDSS 697A Practicum in School Psych K-12 credit(s): 2**

Supervised school psychological practicum in a school setting (pre-K to 12). School psychology students' engage in direct services (e.g., psychoeducational testing) and indirect services (e.g., consultation and collaboration) under supervision. Includes Practicum seminar which entails group supervision, review, and discussion of field experiences and current professional issues.

**EDSS 697B Practicum in School Psychology K-12 credit(s): 2**

Supervised school psychological practicum in a school setting (pre-K to 12). School psychology students' engage in direct services (e.g., psychoeducational testing) and indirect services (e.g., consultation and collaboration) under supervision. Includes Practicum seminar which entails group supervision, review, and discussion of field experiences and current professional issues.

**EDSS 698A Internship in School Psychology K-12 credit(s): 4**

Full-time one-semester (or part-time two semester) placement in a school or educational agency. A minimum of 600 hours are required for this internship. Prerequisites: completion of all required courses and related laboratory experiences, presentation of professional portfolio prospectus, completion of a pre-internship review, and approval of the School Psychology Program Director. Clinical experiences are designed to ensure that students have the opportunities to demonstrate mastery of NASP field experience competencies. Grading is on a Satisfactory/Unsatisfactory basis. Includes supervisory seminar which provides an opportunity for all school psychology interns to learn from each other's clinical experiences. This course also serves as a means for tracking and providing feedback regarding mastery of program competencies. Readings and learning activities may be assigned, with selected topics presented by the instructors to prepare interns for program completion, graduation, certification, and eventual employment.

**EDSS 698B Internship in School Psychology K-12 credit(s): 4**

Full-time one-semester (or part-time two semester) placement in a school or educational agency. A minimum of 600 hours are required for this internship. Prerequisites: completion of all required courses and related laboratory experiences, presentation of professional portfolio prospectus, completion of a pre-internship review, and approval of the School Psychology Program Director. Clinical experiences are designed to ensure that students have the opportunities to demonstrate mastery of NASP field experience competencies. Grading is on a Satisfactory/Unsatisfactory basis. Includes supervisory seminar which provides an opportunity for all school psychology interns to learn from each other's clinical experiences. This course also serves as a means for tracking and providing feedback regarding mastery of program competencies. Readings and learning activities may be assigned, with selected topics presented by the instructors to prepare interns for program completion, graduation, certification, and eventual employment.

# Special Education

**Chairperson:** Dr. Kimberly Weber

## Master of Education in Special Education

**Program Director:** Dr. Anjali Baretto

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. Areas of focus include General Special Education and Behavior Analysis (BA). The general focus is used for those seeking to expand their knowledge regarding the field in a variety of areas. Those who are already certificated teachers may choose to add a Special Education (SpEd) endorsement (p-12). Those with a SpEd endorsement may choose to add an Early Childhood Special Education (birth-3rd grade) endorsement. Those who complete the Behavior Analysis focus often become Board Certified Behavior Analysts (BCBA). The Behavior Analysis program is a 5th Edition approved verified course sequence (VCS). After successfully completing nine credits of the program with a 3.00 GPA or higher in each course, candidates submit an application for candidacy.

## 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 one or more areas in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program. Please see the website for specific content to be addressed in the written statement.
3. Two letters of recommendation sent directly from the recommending persons to the Graduate Enrollment Management Office using the Confidential Recommendation form (see the School of Education website). Letters of recommendation must be submitted by someone (a non-relative) who can attest to the applicant's work performance.
4. A resume. The resume should provide a total number of hours including the time period along with a short description of work experience with individuals with special needs.
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 (MAT) (must be less than five years old) or applicant may submit total a number of hours spent working with individuals with special needs. Those who do not submit GRE scores

will automatically be evaluated based on experience working with individuals with special needs as provided in their resume and written statement. The GRE requirement may be waived if the applicant has an advanced degree.

7. An interview with the special education faculty.

## International students

1. Submission of an official TOEFL score of 88ibt. 580 (written) or an IELTS score of 6.5 or higher. Completion of Gonzaga University's ESL program will also satisfy the language requirement.
2. A copy of the applicant's passport.
3. Completed financial declaration form with original supporting bank documents or official letter from sponsoring agency.

## Prerequisite

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

## Program Outline: 32 credits

**Core: 9 credits** *One of the following two courses:*

EDSE 520 Applied Behavior Analysis	3 credits
EDSE 675 Advanced Applied Behavior Analysis	3 credits
*EDSE 675 required for those seeking the BCBA	

*Required Core courses:*

EDSE 689 Professional Seminar	3 credits
EDSE 698 Research in Special Education	3 credits
EDSE 699 Oral Comprehensive Examination	0 credit

### **BCBA Emphasis: 23 credits**

EDSE 669 Ethics on Behavior Analysis I	1 credit
EDSE 671 Behavioral Assessment & Intervention	4 credits
EDSE 672 Assessment & Intervention in Natural Settings	4 credits
EDSE 673 Supervision and Consultation	3 credits
EDSE 674 Ethics on Behavior Analysis	2 credits
EDSE 676 Measure & Single Case Design	3 credits
ESDE 677 Behavior Change	3 credits
ESDE course elective (cannot be ESDE 520)	3 credits

### **General Emphasis: 23 credits**

EDSE 501 Psych of Child w/Exception*	3 credits
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*Applied Experience - Combination totaling 150 hours*

*1 credit per 30 hours = 5 credits*

*Student may take 1-3 credits per term* 5 credits

EDSE 505 Special Education Applied Classroom Exp Elem

EDSE 506 Special Education Applied Classroom Exp

EDSE 507 Special Education Applied Classroom Exp Sec  
 ESDE 508 Clinical Exp & Supervision  
*Electives* 15 credits

\*Student who have an undergraduate course equivalent  
 may take an additional elective course to meet requirement

***For those who have earned a Master's Degree in a related field and are seeking to become a BCBA, we offer the following courses that meet the VCS.***

EDSE 669 Ethics on Behavior Analysis I	1 credit
EDSE 671 Behavioral Assess and Intervention	4 credits
EDSE 672 Assess and Intervention in Natural Setting	4 credits
EDSE 673 Supervision and Consultation	3 credits
EDSE 674 Ethics on Behavior Analysis II	2 credits
EDSE 675 Adv Applied Behavior Analysis	3 credits
EDSE 676 Measurement and Single Case Design	3 credits
EDSE 677 Behavior Change	3 credits

***Students wishing to add an endorsement in Special Education must already be certified in a different endorsement area in the State of WA and take the following courses:***

EDSE 520 Applied Behavior Analysis	3 credits
EDSE 540 Special Education Policies and Procedures	3 credits
EDSE 665 Advanced Classroom Management	3 credits
EDSE 617 Assessment in Special Education	3 credits
EDSE 610 Precision Teaching	3 credits
EDSE 651 Direct Instruction: Reading	3 credits
EDSE 652 Direct Instruction: Math	3 credits
EDSE 505 Special Education Applied Classroom Experience: Elementary	1-3 credits
EDSE 506 Special Education Applied Classroom Experience	1-6 credits
EDSE 507 Special Education Applied Classroom Experience: Secondary	1-3 credits
One of the following early childhood special education courses:	3 credits
EDSE 550 Early Childhood Special Education	
EDSE 561 Physical Development	
EDSE 562 Language and Communication	
EDSE 553 Development of Children with Exceptionalities	
EDSE 696 Student Teaching in Special Education: (A minimum of 450 hours and 9 weeks of full-time teaching is required. This is a full term course.)	6 credits

## **Certification**

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

Additional requirements include:

1. Must hold a valid WA State Teaching Certificate. (Certificate must not be expired.)
2. Must have a current eCertification Account.
3. Must take the West-E exam in Special Education prior to student teaching.
4. Must receive a C or better in all courses required for certification.

## 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.

Courses:

**EDSE 501 Psychology of Children with Exceptionality credit(s): 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 Class Experience Elementary credit(s): 1-3**

Course repeatable for 4 credits.

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

**EDSE 506 Special Education Applied Class Experience credit(s): 1-6**

Course repeatable for 5 credits.

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 Class Experience Secondary credit(s): 1-3**

Course repeatable for 3 credits.

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

**EDSE 508 Clinical Experience and Supervision credit(s): 3**

Course repeatable for 6 credits.

This course is designed to provide graduate students with supervised clinical experience hours to assist students in meeting a portion of the required hours toward becoming a Board Certified Behavior Analyst (BCBA). Students are expected to complete all coursework in a timely manner and conduct themselves in a professional and ethical manner especially when working with agencies/schools, supervisors/mentors, and individuals with exceptionalities.

**EDSE 520 Applied Behavior Analysis credit(s): 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 523 Theory of Instruction** **credit(s): 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** **credit(s): 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 540 Special Education Procedures and Policies** **credit(s): 3**

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

**EDSE 544 Advanced Exam for Individuals with Behavioral Disorders** **credit(s): 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.

**Equivalent:** EDSE 344

**EDSE 546 Technology for Teaching the Learning Disabled** **credit(s): 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 550 Early Childhood Special Education** **credit(s): 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.

**EDSE 553 Development of a Child with Exceptionality** **credit(s): 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.

**EDSE 561 Physical Development** **credit(s): 3**

This course examines the principles of normal physical and neuro-motor 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.

**EDSE 562 Language and Communication** **credit(s): 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.

**EDSE 576 Consultation in the Classroom** **credit(s): 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.

**Equivalent:** EDSE 476

- EDSE 610 Precision Teaching** **credit(s): 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).  
**Equivalent:** EDSE 410
- EDSE 611 Continuing Research Education** **credit(s): 1**  
 Course repeatable for 20 credits.  
 Continuing research credit.
- EDSE 615 Advanced Exam of Individ with ADHD** **credit(s): 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.  
**Equivalent:** EDSE 415
- EDSE 617 Assessment in Special Education** **credit(s): 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.
- EDSE 651 Direct Instruction: Reading** **credit(s): 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.  
**Equivalent:** EDSE 451
- EDSE 652 Direct Instruction: Math** **credit(s): 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 665 Advanced Seminar in Classrm Management** **credit(s): 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-requisite(s):** EDSE 520, minimum grade: B- or EDSE 320, minimum grade: B-
- EDSE 669 Ethics on Behavior Analysis I** **credit(s): 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** **credit(s): 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.  
**Equivalent:** EDSE 470

**EDSE 671 Behavior Assess and Intervention** **credit(s): 4**

This course reviews functional analysis methodologies as developed by Iwata et. al (1982) for systematically identifying environmental variables that serve to maintain behavior. The course includes a detailed overview and application of functional analysis procedures and reinforcement-based interventions. Under direct supervision of faculty, students will conduct regular assessments to determine the environmental variables maintaining children's maladaptive behavior. Based on the assessment outcomes students will develop and implement function-based interventions. Students will collect and graph data, write reports summarizing findings, along with providing caregiver training. During lecture students will discuss clinical cases in relationship to established research.

**EDSE 672 Assess and Intervention in a Natural Setting** **credit(s): 4**

This course is experiential in nature and students in this course will conduct assessments and interventions in naturalistic settings. Data collection, graphing, and interpretation of data as well as implementing behavior change procedures and selecting and implementing interventions are critical components of course content. Students will write reports summarizing their findings and meet with faculty and classmates to discuss relationships to the literature. Students will be required to use and discuss single case design in the evaluation of treatment components.

**Pre-requisite(s):** EDSE 671, minimum grade: B-

**EDSE 673 Supervision and Consultation** **credit(s): 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-requisite(s):** EDSE 672, minimum grade: B-

**EDSE 674 Ethics on Behavior Analysis II** **credit(s): 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** **credit(s): 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 676 Measurement and Single Case Design** **credit(s): 3**

This course covers single-case research design and its application to research in special education and Applied Behavior Analysis. The course focuses on the application of single-case research design to conduct assessments, design function-based interventions, evaluate treatment effects, and make data-based decisions.

**EDSE 677 Behavior Change** **credit(s): 3**

This course is designed to provide a review of general theoretical concepts while assisting students to bridge content and theory to applied practice. Students will practice/use specific skills needed for behavior change. Students will show content knowledge through frequent quizzes and will demonstrate skill development through class practice, demonstrations, and practical assignments. Students should be

prepared to have their skills reviewed with feedback are expected to explain relationships between theory and practice to others.

**EDSE 680 Best Practices** **credit(s): 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** **credit(s): 1-3**

Course repeatable for 5 credits.

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

**EDSE 690 Directed Readings** **credit(s): 1-3**

Course repeatable for 6 credits.

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

**EDSE 691 Directed Study** **credit(s): 1-3**

Course repeatable for 6 credits.

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

**EDSE 692 Independent Study** **credit(s): 1-3**

Course repeatable for 12 credits.

This course is an individualized study that is designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as a resource.

**EDSE 694 Special Project** **credit(s): 1-6**

Course repeatable for 6 credits.

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

**EDSE 696 Special Education Teaching Practicum** **credit(s): 6**

This is an intensive field experience which is at least nine weeks in duration. The graduate student will systematically take over the responsibilities of the special education teacher for at least three weeks under the direction of the University supervisor and the cooperating special education teacher.

**Restriction(s):**

Must be in the following College/School(s): School of Education

Must be in the following Major(s): Special Education

**Pre-requisite(s):** EDSE 651, minimum grade: B- (or concurrent) and EDSE 652, minimum grade: B- (or concurrent) and EDSE 665, minimum grade: B- (or concurrent)

**EDSE 697 Extended Advanced Special Education Teach Practicum** **credit(s): 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.

**Restriction(s):**

Must be in the following College/School(s): School of Education

Must be in the following Major(s): Special Education

**Pre-requisite(s):** EDSE 651 (or concurrent) and EDSE 652 (or concurrent) and EDSE 665 (or concurrent)

**EDSE 698 Research in Special Education****credit(s): 3**

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****credit(s): 0**

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

# Kinesiology and Sport Management

Chair: Dr. Jimmy Smith

## 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 supervisor. 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 NCAA brand.

Students move through the program as a cohort, with a new cohort starting each fall and courses take place throughout one summer. The on-campus curriculum is designed as a 31 semester credit program with an average five semesters completion time for full time students, taking two courses simultaneously. 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 typically complete the program in five 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: University of Wisconsin Recreation, Washington State University, Boise State University, Drake University, Baylor University, Fresno State University, Whitworth University, Lewis and Clark State College, North Idaho College, University of Portland, University of California Davis, Gonzaga University, Oakland Raiders (NFL), Oregon School Activities Association (OSAA), Baltimore Orioles, Cleveland Baseball, Seattle Mariners, San Francisco Giants (MLB), Hillsboro Hops, Everett AquaSox, Spokane Indians (Minor League Baseball), Spokane Chiefs (Western Hockey League), Seattle Thunderbirds, Spokane Regional Sport Commission, Spokane Youth Sports Association (SYSA), Scorebook Live, and more.

## Admissions

Campus and Online Admissions Guidelines can be found on the [SOE Graduate Admissions webpage](#).

## Prerequisite

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

## 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	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 in Athletics and Sports	3 credits
EDPE 621 Facilities Management in Sport and Athletics	3 credits
EDPE 696A - EDPE 696B* Sport and Athletic Administration Internships I & II	6 credits
EDPE 699 Capstone Experience	1 credit

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

Courses:

### **EDPE 500 Sport & Athletic Promotions credit(s): 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 credit(s): 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/Legal Aspects in Sport credit(s): 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(s): 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(s): 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(s): 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/Fitness Methods** **credit(s): 3**

This course will provide students both theoretical and practical experience in learning how to design and implement a health & 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 & Ath in Social Context** **credit(s): 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 Rsrch Mth & Stats in Sprt Athl** **credit(s): 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 & Athletic Finance** **credit(s): 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.

**EDPE 590 Directed Readings** **credit(s): 1-3**

Course repeatable for 12 credit. Directed readings requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

**EDPE 591 Directed Study** **credit(s): 1-4**

Course repeatable for 12 credit. Directed Study requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

**EDPE 592 Independent Study** **credit(s): 1-4**

Course repeatable for 12 credit. Independent Study requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

- EDPE 594 Special Projects** **credit(s): 1-3**  
 Course repeatable for 9 credit. Special Projects requires completion of a form, and department permission and cannot be registered for via ZAGWEB.
- EDPE 611 Continuing Research** **credit(s): 1**  
 Course repeatable for 20 credit. Required of all graduate students to maintain continuous enrollment in the program while completing their final project.
- EDPE 613 Admin in Sport & Athletics** **credit(s): 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 Mgmt in Sport & Ath** **credit(s): 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** **credit(s): 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.
- EDPE 696A Sport & Athl Admin: Intern I** **credit(s): 3**  
 An intensive field supervised experience in a sport or athletic related organization approved by the instructor of record.
- EDPE 696B Sport & Athl Admin: Intern II** **credit(s): 3**  
 Course repeatable for 6 credit. A continuation of EDPE 696A. An intensive field supervised experience in a sport or athletic related organization approved by the instructor of record.
- EDPE 696C Sport & Athl Admin: Intern III** **credit(s): 3**  
 Course repeatable for 6 credit. A continuation of 696B. An intensive field supervised experience in the sport or athletic organization approved by the instructor of record.
- EDPE 699 Capstone Experience** **credit(s): 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.



# Teacher Education

**Chairperson:** Anny Case, Ph.D.

**Elementary Program Director:** Deborah Nieding, Ph.D.

**Secondary Program Director:** John Traynor, Ph.D.

## Master in Teaching

In the spirit of Gonzaga's Catholic and Jesuit mission the Teacher Education Department prepares individuals to be reflective practitioners committed to critical pedagogy and social justice. We have been educating students since 1928, offering a thorough preparation in academic subject matter and professional teaching. We are 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. As a reflective learning community, faculty, staff, and students form supportive relationships that encourage service for others, reflective practice, and critical thinking skills.

The Masters in Teaching (MIT) program leads to an elementary or secondary teacher certification in a one-year or two-year program. Candidates who want to serve as elementary school teachers pursue an Elementary certification allowing them to teach grades K-8 as generalists in a self-contained classroom. Those wanting to teach at the middle or high school level pursue Secondary certification enabling them to teach grades 5-12. For candidates wishing to pursue a second endorsement the following are offered through Gonzaga University. Please consult with your advisor before making any decisions on additional endorsements.

Biology	English Language Arts
Chemistry	Mathematics
Physics	Music
French	Social Studies
Spanish	

The MIT Program is advised by a Professional Education Advisory Board (PEAB) composed of area teachers and school administrators. The program meets the standards specified by the Washington State Professional Educator Standards Board (PESB).

## Admission Requirements

Each applicant must submit the following materials to the Graduate Enrollment Management 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 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 desire for aptitude for teaching.
6. Two confidential letters of recommendation from individuals who have current knowledge of the applicants' teaching capabilities. Gonzaga University recommendation forms are required.
7. Resume (Template Followed)
8. Interview with MIT faculty.
9. Has taken the basic skill assessment in each of the following categories: Reading, Writing, and Math in either the WEST B, SAT, ACT or test.
10. Passing score for the WEST E or NES test in the applicant's 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 whose native language is not English.
12. Submission of a financial declaration and supporting documentation by each international applicant.

## **Elementary Education Certification: 44 credits**

EDPE 517 Abuse Prevention	1 credit
EDPE 518 Physical Education and Health Methods	3 credits
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
EDTE 509 Mathematics Methods	3 credits
EDTE 510 Science Methods	2 credits
EDTE 511 Instructional Foundations	3 credits
EDTE 512E Elementary Differentiated Instruction and Assessment	3 credits
EDTE 537 Integrated Instruction: Language Arts, Art, Music and Drama	2 credits
EDTE 540 Foundations of Reading and Language Arts	3 credits
EDTE 550 Social Studies Methods	2 credits
EDTE 555E Classroom Environment: Management/Procedures/Routines	3 credits
EDTE 632 Educational Research and Assessment	3 credits
EDTE 633 Research and Evaluation	2 credits
EDTE 689 Professional Seminar A/B	1 credit
EDTE 696A Elementary Student Teaching	6 credits
EDTE 900 Since Time Immemorial Workshop	1 credit

## Secondary Education Certification: 38 credits

EDPE 517 Abuse Prevention	1 credit
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
EDTE 511 Instructional Foundations	3 credits
EDTE 512S Secondary Differentiated Instruction and Assessment	3 credits
EDTE 518 Discipline Specific Literacy	3 credits
EDTE 520 Teaching in the Middle School	3 credits
EDTE 554 Discipline Specific Methods	3 credits
EDTE 555S Classroom Environment: Management Procedures/Methods	3 credits
EDTE 632 Educational Research and Assessment	3 credits
EDTE 633 Research and Evaluation	2 credits
EDTE 689 Professional Seminar	1 credit
EDTE 696B Secondary Student Teaching	6 credits
EDTE 900 Since Time Immemorial Workshop	1 credit

## Optional Endorsements

MIT candidates (elementary and secondary) have the opportunity to obtain an additional endorsement in English Language Learner (ELL) and/or a Reading endorsement to enhance their skills and marketability. Consult your MIT advisor for more details.

### ***English Language Learner (ELL) Endorsement - 14 credits***

MTSL 503 Immigrant and Refugee Perspectives	3 credits
MTSL 501 Theory and Practice of Language Teaching	3 credits
MTSL 508 Principles of Second Language Acquisition	3 credits
EDTE 566 Literacy for English Language Learners	3 credits
MTSL 550 Language Awareness	1 credit
MTSL 580 TESOL Field Experience	1 credit

### ***Reading Endorsement – 17 Credits***

EDTE 540 Reading, Writing, & Communication I	3 credits
EDTE 537 Reading, Writing & Communication II	3 credits
EDTE 505 Field Experience	1 credit
EDTE 561 Reading Diagnosis	3 credits
EDTE 562 Child and Adolescent Literature	3 credits
EDTE 564 Reading Practicum	1 credit
EDTE 566 Literacy for English Language Learners	3 credits

\*\*Washington State certification requirements may change, so it is the responsibility of the MIT candidate to stay current by checking with their MIT advisor and the Director of Certification.

Courses:

**EDTE 505 Field Experience I credit(s): 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, and participate in instructional decision-making strategies for differentiation, and various assessment models. The field experience requires transportation, current fingerprint clearance from the WSP and FBI and Pre-Residency Clearance.

**EDTE 506 Field Experience II credit(s): 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, and participate in instructional decision-making strategies for differentiation, and various assessment models. The field experience requires transportation, current fingerprint clearance from the WSP and FBI and Pre-Residency Clearance.

**EDTE 507 Field Experience III credit(s): 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, and participate in instructional decision-making strategies for differentiation, and various assessment models. The field experience requires transportation, current fingerprint clearance from the WSP and FBI and Pre-Residency Clearance.

**EDTE 509 Mathematics Methods credit(s): 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 credit(s): 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 credit(s): 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 Difference Instruction and Assessment credit(s): 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 Secondary Difference Instruction and Assessment credit(s): 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 credit(s): 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 credit(s): 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 Communication II credit(s): 3**

Course repeatable for 9 credits.

The purpose of this course is twofold: one, to prepare teachers to create appropriate methods for teaching literacy which provide opportunities for children to become involved with literacy in a purposeful and meaningful manner and, second, to become aware of available literary resources, including technology for thematic teaching.

**EDTE 537 Integrated Instruction credit(s): 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 credit(s): 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 credit(s): 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 553 Methods for Teaching ELL credit(s): 3**

This course is designed to prepare elementary and secondary candidates to effectively plan, adapt and design instruction to support English Language Learners' linguistic and academic development. Candidates will explore, analyze, and enact a variety of ELL teaching and assessment methods that can be applied across grade levels, classroom contexts, and content areas.

**EDTE 554E Secondary Methods-English credit(s): 3**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.

**EDTE 554F SecondaryMethods-Social Studies credit(s): 3**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.

**EDTE 554L Field Experience: Add-On Endorsement credit(s): 1**

Course repeatable for 3 credits.

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 the semester and Character and Fitness form on file. Fall only.

**EDTE 554M Secondary Methods-Math credit(s): 3**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements

**EDTE 554S Secondary Methods-Science credit(s): 3**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements

**EDTE 554T Secondary Methods-World Language credit(s): 3**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements

**EDTE 555E Classroom Environment: Elementary Management, Process and Retention credit(s): 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, Process and Retention credit(s): 3**

Teacher candidates are provided with strategies to manage the secondary classroom, to create a motivated classroom climate, to communicate with student 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 credit(s): 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.

**EDTE 562 Child and Adolescent Literature credit(s): 3**

This course is designed to provide the knowledge and skills in research-based assessment for MIT candidates to become prepared to enter the teaching profession. Course topics include practitioner-based research, activities to further clarify professional identity and knowledge of students, opportunities to collect and analyze student work samples and assignments to integrate artifacts into a plan for action to promote learning and equity in the classroom.

**EDTE 564 Practicum Reading credit(s): 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 Learners credit(s): 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:** MTSL 514

**EDTE 590 Directed Readings** **credit(s): 1-3**

Course repeatable for 9 credits.

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

**EDTE 591 Directed Study** **credit(s): 1-3**

Course repeatable for 9 credits.

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

**EDTE 592 Independent Study** **credit(s): 0-6**

Course repeatable for 9 credits.

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

**EDTE 594 Special Project** **credit(s): 1-6**

Course repeatable for 9 credits.

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

**EDTE 611 Continuing Thesis Education** **credit(s): 1**

Course repeatable for 20 credits.

**EDTE 632 Educational Research and Assessment** **credit(s): 3**

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 Educational Research and Data Evaluation** **credit(s): 2**

This course, a two-credit continuation of EDTE 632, is the second of two 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.

**EDTE 689 Professional Seminar** **credit(s): 1**

This seminar focuses on the final preparation and presentation of a capstone performance project. It provides the opportunity for critical review by peers and professors. The Professional Seminar is the formal presentation of the completed project. Graduate students present their project before a committee of graduate faculty, peers, and members of the community. Successful completion of the project is required for granting of the MIT degree.

**EDTE 696A Student Teaching - Elementary** **credit(s): 6**

This is a culminating capstone experience in which the teacher candidate assumes the full responsibility of the classroom under the direction of the mentor teacher, and University supervisor. Student teaching requires transportation, current fingerprint clearance from the WSP and FBI and Pre-Residency Clearance.

**EDTE 696B Student Teaching - Secondary** **credit(s): 6**

This is a culminating capstone experience in which the teacher candidate assumes the full responsibility of the classroom under the direction of the mentor teacher, and University supervisor. Student teaching requires transportation, current fingerprint clearance from the WSP and FBI and Pre-Residency Clearance.

# Teaching English to Speakers of Other Languages

Chairperson: Dr. Anny Case

Director of Graduate Program: Dr. James D. Hunter

## Master of Arts in Teaching English to Speakers of Other Languages

The Master of Arts in Teaching English to Speakers of Other Languages degree is designed to prepare competent and knowledgeable English as a Second Language (ESL) teachers as well as language specialists who help students develop linguistic and intercultural communication skills. 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/TESOL 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.

Courses integrate theory and practice to build students' knowledge regarding language, the interrelationships of cultures, teaching methods, and language acquisition. Students work collaboratively with faculty and classmates to explore new ideas on learning and teaching. Hands-on projects and other field-based learning opportunities prepare students to plan, teach, reflect, conduct research, and lead in schools and the community. 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/TESOL program, and the University requirements for a master's degree.

It is important to note that the MA/TESOL degree is not the same as K-12 teacher certification. Students interested in becoming K-12 teachers are encouraged to consider the Gonzaga Master's in Teaching (MIT) program. The MIT program leads to certification as an elementary or secondary teacher.

### Admission Requirements:

1. 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.
2. Undergraduate minimum GPA 3.00 or higher.
3. Minimum of 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.
4. Students may be admitted without this language background, but they will be required to gain it while enrolled in the program. A completed application form and a nonrefundable fee.



5. 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/TESOL study.
6. Two letters of recommendation sent directly from the recommending persons using the official confidential recommendation form (see appendix).
7. Two official transcripts from each college or university attended (International applicants must submit foreign transcripts in the original language and in English).
8. International students must also provide:
  - a. 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.
  - b. Completed Financial Declaration form (see appendix) with original supporting bank statements.
  - c. Passport Copy

## **Program Outline: 35-36 credits**

### **Required Courses: 29-30 credits**

One of the following two options:	3-4 credits
MTSL 500 Methods and Materials for ESL Teachers (3 credits) (on sufficient demand)	
MTSL 501 & MTSL 580 Theory and Practice of Language Teaching and TESOL Practicum	
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 ESL Classrooms	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
MTSL 610 Practicum in Teaching English as a Second Language	3 credits
MTSL 680 Professional Seminar	1 credit
One of the following two courses:	
MTSL 602 Project/Thesis	3 credits
MTSL 604 Master's Portfolio	3 credits
Elective	
Students are required to take 6 credits of elective courses and can choose from the following or other by arrangement with the MATESL Director.	6 credits
MTSL 503 Immigrant and Refugee Perspectives	3 credits
MTSL 505 Intercultural Competence Development	3 credits
MTSL 509 Academic Writing for Graduate Students	3 credits
MTSL 516 Technology in Second Language Education	3 credits
MTSL 570 History of the English Language	3 credits

## ELL K-12 Endorsement \*

The MA/TESOL Program also offers a 14-credit English Language Learner (ELL) endorsement which consists of a combination of the courses listed below. ***This is not a stand-alone endorsement.***

Any student interested in pursuing this endorsement must be:

1. Already certified as a teacher in the State of Washington.
2. Pursuing certification in conjunction with Gonzaga University's Teacher Certification program. For more information regarding this endorsement please contact the MA/TESOL program director.

MTSL 501& MTSL 580 Theory and Practice of Language Teaching and TESOL Practicum	4 credits
MTSL 503 Immigrant and Refugee Perspectives	3 credits
MTSL 508 Principles of Second Language Acquisition	3 credits
MTSL 514 or EDTE 566 Literacy and the English Language Learners	3 credits
MTSL 550 Language Awareness	1 credit

## TESOL Summer Institute

In conjunction with the public schools, Gonzaga MA/TESOL also offers a three-week intensive Summer Institute each year. The institute consists of coursework (MTSL 501) and a Field Experience for ESL students (MTSL 580). Students receive a 120-hour TESOL Certificate upon successful completion of this institute.

Courses:

### **MTSL 501 Theory and Practice of Language Teaching credit(s): 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 field experience co-requisite course (MTSL 580).

**Corequisite:** MTSL 580

### **MTSL 502 Pedagogical Grammar credit(s): 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-requisite(s):** MTSL 550, minimum grade: B

### **MTSL 503 Immigrant and Refugee Perspective credit(s): 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 credit(s): 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 505 Intercultural Competency Development credit(s): 3**

This course addresses social justice by introducing students to a developmental process of acquiring cultural self-awareness, developing knowledge and skills that build intercultural competence, and engaging in meaningful reflective self-evaluation. This process begins with recognizing new perspectives about personal cultural beliefs, values, and assumptions; and exploring others' cultures and worldviews.

**MTSL 508 Principles in Secondary Language Acquisition credit(s): 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 for Graduate Students credit(s): 3**

MTSL 509 is designed for international graduate students concurrently enrolled in one of Gonzaga's graduate programs. This course focuses on U.S. scholarly writing and research expectations and the development of the skills necessary to meet those expectations.

**MTSL 510 Design, Evaluate, and Assessment in ESL credit(s): 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 514 Literacy and English Language Learners credit(s): 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:** EDTE 566

**MTSL 516 Technology in Second Language Education credit(s): 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(s): 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(s): 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 Lang credit(s): 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 TESOL Field Experience credit(s): 1**

Course repeatable for 5 credits.

An integral feature of the Summer Institute (MTSL 501) is the TESOL Field Experience 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.

**Corequisite:** MTSL 501

- MTSL 600 Research Perspectives in Second Language Education** **credit(s): 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** **credit(s): 1-3**  
 Course repeatable for 3 credits.  
 This course involves the identification and in-depth exploration of a topic or issue in TESL. The thesis will include a comprehensive literature review, statement of purpose, description of methodology, presentation of findings, and discussion of implications and relevance of the research.
- MTSL 604 Master's Portfolio** **credit(s): 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 TESL** **credit(s): 3**  
 Course repeatable for 12 credits.  
 The culminating experience of MA/TESL study, the Practicum is a 10 to 14 week exercise in applied TESL. Having completed all prerequisites, students are assigned to a Gonzaga University ESL faculty member for the duration of the practicum. Following a period of observation, the intern moves to increased levels of responsibility for planning and teaching.
- MTSL 611 Continuing Research** **credit(s): 1**  
 Course repeatable for 20 credits.
- MTSL 680 Professional Seminar** **credit(s): 1**  
 Course repeatable for 15 credits.  
 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 690 Independent Study** **credit(s): 0-6**  
 Course repeatable for 24 credits.
- MTSL 691 Independent Study** **credit(s): 0-6**  
 Course repeatable for 6 credits.

# School of Engineering & Applied Science

**Dean:** Karlene A. Hoo

The School of Engineering & Applied Science (SEAS) was established in 1934 and offers both a 36-credit Master of Engineering in Transmission & Distribution (T&D) Engineering degree and a 15-credit T&D Certificate for engineers in the electric utility industry.

The mission of the School of Engineering & Applied Science is to produce broadly educated and capable engineers and computer scientists ready to contribute innovative solutions for a better world. The T&D program exemplifies this mission statement by offering fully 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 T&D program has been designed in collaboration with utility 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 industry engineers to ensure students learn the most relevant designs, standards and reliability practices. The program blends academic rigor with engineering practicum in a curriculum that includes civil, electrical, and mechanical engineering, along with engineering leadership topics.

# Transmission and Distribution Program

**Director:** Gary R. Weber

**Assistant Director:** Jilliene McKinstry

## Master of Engineering - Transmission & Distribution Engineering

Gonzaga University's School of Engineering and Applied Science (SEAS) offers a fully online Master of Engineering (METD) degree and a Graduate Certificate in Transmission and Distribution (T&D) Engineering for the electric utility industry. Courses are offered online over an eight-week period by industry experts and Gonzaga University faculty. Students may register and take courses asynchronously from anywhere in the world. (Visit our website at: [www.Gonzaga.edu/tadp](http://www.Gonzaga.edu/tadp))

### Admissions:

Admission to the program will be administered by faculty of the School of Engineering and Applied Science. To apply to the METD program, an undergraduate degree in engineering, a resume, two letters of recommendation (preferably from immediate managers/supervisors in a utility-related industry), and a letter of intent expressing the student's qualifications, professional goals, and employment experience are required.

### Admission Checklist:

- Letter of intent
- Transcripts of all relevant university coursework. Only degrees and courses from a regionally accredited institution will be accepted.
- Two letters of recommendation
- Application form
- Application fee
- Resume

TOEFL scores (If you are an international student, a minimum TOEFL score of 88 IBT, 230 CBT or 573 PBT. You may also submit an IELTS report with a minimum score of 6.5.)

### Required Qualifications:

B.S. Degree in Civil, Mechanical, Electrical, or other engineering fields\*\* (from an ABET-accredited institution, if the institution is within the US)

\*\*Due to the level of mathematics involved in most T&D courses, students should have a background in the following topics before applying for admission:

- Calculus III: Parametric and polar coordinates, vectors, partial derivatives, multiple integrals.
- Ordinary Differential Equations: Solution methods for first order equations and for second and higher order linear equations. Includes series methods and solution of linear systems of differential equations.

**Degree Requirements:**

Minimum of Thirty-six (36) credits that must include:

- 9 credits in core courses (TADP 541, TADP 542, TADP 641)
- 3 credits in TADP 556

To receive the METD the student must have an average cumulative grade point of 3.0 or better in the T&D program and be in good standing. Prior to being awarded their degree, each student is encouraged to participate in the campus visit associated with the Engineering Leadership capstone course.

TADP 521 Utility Communication	3 credits
TADP 540 Transmission Line Design-Introduction	3 credits
TADP 541 Distribution System Design	3 credits
TADP 542 Substation Design	3 credits
TADP 543 Grid Operations	3 credits
TADP 544 Project Development & Construction Methods	3 credits
TADP 545 System Protection	3 credits
TADP 547 Underground System Design	3 credits
TADP 548 Transmission Line Design - Electrical Aspects	3 credits
TADP 549 Transmission Line Design - Structures and Foundations	3 credits
TADP 553 System Automation	3 credits
TADP 640 Transmission Line Design - Advanced	3 credits
TADP 641 Power System Analysis	3 credits
TADP 556 Engineering Leadership	3 credits

**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 (as long as prerequisite and engineering background considerations are met). 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.

Courses:

**TADP 500 Essential Foundations of Power Systems credit(s): 3**

This course is intended for engineers without the required knowledge of electric power systems. The course will provide a comprehensive review of materials associated with generation, transmission, and distribution systems; foundation of electrical circuits as applied to power systems; and modeling and analysis of power systems.

**NOTE: This foundation course will not count toward the 15 credit T&D Certificate or 36 credit T&D Master's in Engineering.**

**TADP 501 Essential Foundations of Transmission Line Components credit(s): 2**

This course is intended for engineers without the required knowledge in transmission line design work. This course provides a comprehensive review of all the essential foundational material associated with the design of transmission line components such as transmission line structures, foundation designs, cable behavior, codes, and standards.

**NOTE: This foundation course will not count toward the 15 credit T&D Certificate or 36 credit T&D Master's in Engineering.**

**TADP 521 Utility Communications credit(s): 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.

**TADP 540 T-Line Design - Introduction credit(s): 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.

**TADP 541 Electric Distribution System Design credit(s): 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.

**TADP 542 Substation Design credit(s): 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.

**TADP 543 Electrical Grid Operations credit(s): 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.

**TADP 544 Project Development and Construction Method credit(s): 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.

**TADP 545 System Protection credit(s): 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.



**TADP 547 Underground System Design credit(s): 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.

**TADP 548 T-Line Design - Electrical Aspects credit(s): 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.

**TADP 549 T-Line Design - Structures and Foundations credit(s): 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 credit(s): 3**

Students will learn economic benefits of Smart Grids, network load flow analysis, radial load flow analysis, optimal topology, sectionalizing switches, fault location/isolation, microgrid technology, renewable technology, integrating renewable energy, system restoration, voltage/VAR control.

**TADP 556 Engineering Leadership credit(s): 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.

**TADP 640 T-Line Design - Advanced credit(s): 3**

The course further develops strategies covered in T-Line course and introduces advanced concepts for designing overhead transmission lines.

**TADP 641 Power System Analysis credit(s): 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.

**TADP 680 Special Topics credit(s): 0-4**

Course repeatable for 6 credits.

Topic to be determined by instructor.

# School of Nursing and Human Physiology

**Dean:** Matt Bahr, PhD

**Assistant Dean:** Jennifer Towers

Welcome to the School of Nursing and Human Physiology (SNHP), which was established in 2013 in response to a growing need and brings together three departments with long histories at Gonzaga: Human Physiology, Nurse Anesthesia, and Nursing. 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 graduate 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. Their research and scholarly work inform and enhance their teaching and result in improvements in individual and population health. Service is an important component of what we do as it provides the school with the opportunity to fulfill the Jesuit commitment to social justice through working to address the needs of society's most vulnerable.

The Nursing Department provides distance educational programs available to nurses who wish to advance their education but require flexible scheduling. With courses delivered in an online, interactive format, Gonzaga makes it possible for nurses to pursue advanced degrees without having to leave their home communities. Students can pursue advanced roles as Nursing Leaders in Healthcare, Family Nurse Practitioners, or Psychiatric Mental Health Nurse Practitioners.

The Department of Nurse Anesthesia offers a three-year, campus-based program for nurses interested in an advanced practice role as a Nurse Anesthetist. Students are admitted into a cohort with classes offered on the campus of Providence Sacred Heart Medical Center. Students engage in clinical practice experiences after the first semester of course work.

## Graduate Degree Programs in the School of Nursing and Human Physiology

- Master of Science in Nursing (R.N. to M.S.N, M.S.N, and Second Master's Degree options)
- Doctor of Nurse Anesthesia Practice (DNAP)
- Doctor of Nursing Practice (DNP)

Nursing students are referred to the relevant Department of Nursing Student Handbook for a more detailed overview of requirements and expectations. There are separate handbooks for the BSN and graduate (MSN and DNP) programs.

# Master of Science in Nursing

**Associate Dean, Administration and Compliance, Chief Nursing Administrator:** Joan Owens, PhD, RN

**Associate Dean:** Christine Sloan, PhD, RN

**Chair:** Jennifer Garrity

**Professors:** S. Boysen (Emeritus), N. Crogan (Emeritus), M. McFarland (Emeritus), J. Ramirez, J. Tiedt, M. Shaw

**Associate Professors:** C. Kottwitz, L. Murphy (Emeritus), J. Owens, B. Senger,

**Assistant Professors:** M. DeNysschen, E. Hennessey, K. Manion, J. Rock, M. Schiavenato, C. Sloan

**Senior Lecturers:** N. Beckham, J. Derzay, D. Smith

**Lecturers:** A. Argyle, J. DeCaro, S. Edwards, S. Ellefson, J. Garrity, C. Henesh-Lyle, D. Jacobson, M. Nash, H. Newton, D. Ogorek, D. Peck, T. Redman, K. Slater

## Introduction

The Department of Nursing offers three advanced education nursing options at the master's level: the accelerated RN to MSN (Master of Science in Nursing), the MSN, and second Master's in Nursing. Each of these options 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 area are emphasized. Grounded in Jesuit and nursing values, the MSN program prepares Registered Nurses to assume roles as Family Nurse Practitioners, Psychiatric-Mental Health Nurse Practitioners, or Nursing Leaders in Healthcare. 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 are unable 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. Nurse Practitioner 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, and adhering to, 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 option 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 then matriculate to the Nursing Leadership in Healthcare (NLH) MSN track.

Students with a Bachelor of Science in Nursing degree are admitted directly into the Master of Science in Nursing (MSN) program. Students apply for admission to one of three specialty tracks: Family Nurse

Practitioner (47 credits), Psychiatric-Mental Health Nurse Practitioner (47 credits), or Nursing Leadership in Healthcare (30 credits).

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.

In the nurse practitioner tracks, students complete five MSN core courses plus courses in advanced pathophysiology, advanced pharmacology, and advanced health assessment before progressing into 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 in their specialty area.

Students preparing for the advanced role specialty of Nursing Leader in Healthcare complete three MSN core courses plus six specialty didactic courses in organizational leadership and healthcare. Students in the NLH specialty track also complete 180 hours (3 credits) of practicum.

The second master's degree option 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 distance delivery format used in the MSN program. The total credits required may vary depending on each student's background and preparation.

Students are referred to the relevant Department of Nursing Student Handbook for a more detailed overview of requirements and expectations. There are separate handbooks for the BSN and graduate (MSN and DNP) programs.

## **RN to MSN Program (for Registered Nurses)**

The RN to MSN option offers the licensed Registered Nurse with 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; 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: PHIL 280 – Persons & Conduct; NURS 320 – Statistics for Health Professionals; NURS 406 – Nursing Research; NURS 463 – Community Health; and NURS 464 – Community Health Practicum. Upon successful completion of the "bridge" courses, students' progress immediately to the graduate level courses with an emphasis on preparation for an advanced role as a Nursing Leader in Healthcare.

## **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 a regionally 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 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. Typewritten statement that describes the applicant's:
  - a) interest in the RN to MSN Program and Nursing Leadership in Healthcare track.
  - b) professional goals
  - c) personal and professional strengths
  - d) professional experiences
7. 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 or
  - b) official TOEFL score of at least 88 ibt or 580 pbt or
  - c) completion of an Associate's degree in Nursing from an institution where English is the primary medium of instruction

## **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	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:**

Achievement of a grade of B or better is expected in graduate studies. Students who successfully complete the "bridge" courses with a minimum grade of "C" and achieve a minimum GPA of 3.0 progress directly to the Nursing Leadership in Healthcare 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 a regionally 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 have an RN license with a bachelor's degree in another field must take some foundational nursing courses before completing master's-level courses, e.g., statistics, research, philosophy, 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, university, and/or nursing program 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. (Those applying the FNP track are required to have a letter of recommendation from a supervisor.)
6. Typewritten statement that describes the applicant's:
  - a) interest in the MSN Program and specific MSN track
  - b) professional goals
  - c) personal and professional strengths
  - d) professional experiences
7. 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, or
  - b) official TOEFL score of at least 88 ibt or 580 pbt, or
  - c) completion of an Associate's degree in Nursing from an institution where English is the primary medium of instruction.

## **Required Core Courses for All MSN NP Tracks: 15 Credits**

All of the core courses are offered online and must be completed for each of the specialty NP tracks. 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. Students in the Nursing Leadership in Healthcare track will complete a slightly different set of core courses as some of the content is built into their specialty courses, see below.

<u>NURS 561</u> Information Technology and Data Management	3 credits
<u>NURS 562</u> Theoretical Foundations for Healthcare Improvement	3 credits
<u>NURS 563</u> Evidence-Based Practice for Quality and Safety	3 credits
<u>NURS 564</u> Contemporary Healthcare Environment	3 credits
<u>NURS 565</u> Clinical Prevention for Diverse Populations	3 credits

***Nursing Leadership in Healthcare (NLH) Track: 30 Credits (including Core)***

This track 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. Students have the opportunity to select three of four courses from the Master of Arts in Organizational Leadership program, which also allows them to integrate with other business leaders, expand their understanding of organizational dynamics and organizational change, and to view leadership from diverse perspectives. The NLH core courses are offered online. There is a required two-day, on-campus immersion during the last practicum course.

**MSN Core: 9 credits**

NURS 561 Information Technology and Data Management	3 credits
NURS 563 Evidence-Based Practice for Quality and Safety	3 credits
NURS 565 Clinical Prevention for Diverse Populations	3 credits

**Nursing Leadership in Healthcare Specialty Courses: 18 Credits**

ORGL 515 Leadership and Human Potential	3 credits
ORGL 535 Listen, Discern, Decide	3 credits
NURS 642A Healthcare Quality and Safety Management	3 credits
NURS 644A Business of Healthcare Management	3 credits
NURS 645A Legal, Regulatory, and Ethical Healthcare	3 credits
<i>Select one of the following two courses</i>	3 credits

- ORGL 530 Servant Leadership
- ORGL 600 Foundations of Leadership

**Nursing Leadership in Healthcare Practicum: 3 Credits (180 hours)**

NURS 634A Nursing Leadership Practicum	2-3 credits
NURS 683A Nursing Leadership Practicum Extension (if needed)	1-2 credits

***Family Nurse Practitioner (FNP) Track: 47 Credits (including Core)***

This track 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. Students 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 to three days in length. Students residing in Washington, Idaho, Oregon, and Montana 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 the immersion experience during each practicum course in order to complete the faculty site visit requirement. Students may only be admitted if they reside in one of these ten western states: Alaska, Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, Washington, or Wyoming.

**Family Nurse Practitioner Core: 22 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: Advanced Nurse Practicum	1 credit
NURS 651P Primary Care: Gender-Based	3 credits
NURS 652P Primary Care: Infant/Child/Adolescent	3 credits
NURS 653P Primary Care: Adult/Gerontology I	3 credits
NURS 654P Primary Care: Adult/Gerontology 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	2-3 credits
NURS 663P Primary Care Practicum: Adult/Gerontology I	3-4 credits
NURS 664P Primary Care Practicum: Adult/Gerontology II	2-4 credits
NURS 683P Primary Care Practicum Extension (if needed)	1 credit

***Psychiatric-Mental Health Nurse Practitioner (PMHNP) Track: 47 Credits (including Core)***

This track 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 in length. Students will have at least one site visit from a clinical faculty during each of the three specialty practicum courses. Additional site visits are arranged as needed. Students may only be admitted if they reside in one of these ten western states: Alaska, Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, Washington, or Wyoming.

**Psychiatric Mental Health Nursing Core: 22 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: 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	3 credits
<b>Psychiatric Mental Health Nursing Practicum: 10 credits (600 hours)</b>	
NURS 661M Psych-Mental Health Practicum I	1-3 credits
NURS 662M Psych-Mental Health Practicum II	1-4 credits
NURS 663M Psych-Mental Health Practicum III	1-4 credits
NURS 683M Advanced Psychiatric-Mental Health Nursing Practicum Extension (if needed)	1-3 credits

## Second Master's Degree in Nursing

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 track, to obtain a second master's degree in Nursing.

### Admission Requirements for Second Master's Degree in Nursing Option

At the time of application to the second master's degree option, the applicant also applies for admission to Gonzaga University. The applicant must have a master's degree in nursing from a regionally accredited college or university, be licensed as a Registered Nurse, and submit one official transcript from each college, university, and/or nursing program attended. If applying to the Family Nurse Practitioner or the Psychiatric-Mental Health Nurse Practitioner track, the applicant must reside in one of these ten western states: Alaska, Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, Washington, or Wyoming.

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 program 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. (Those applying to the FNP program are required to have a letter of recommendation from a supervisor.)

6. Typewritten statement that describes the applicant's:
  - a. interest in the MSN Program and specific MSN track
  - b. professional goals
  - c. personal and professional strengths
  - d. professional experiences
7. 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, or
  - b. official TOEFL score of at least 88 ibt or 580 pbt, or
  - c. completion of an Associate's degree in nursing from an institution where English is the primary medium of instruction

## **Second Master's Degree Program Tracks:**

### ***Nursing Leadership in Healthcare Track: 21-24 Credits***

This track prepares Registered Nurses to assume leadership and administrative positions in inpatient, outpatient, 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 NLH 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: 18-21 Credits**

NURS 563 Evidence-Based Practice for Quality and Safety (if needed)	3 credits
ORGL 515 Leadership and Human Potential	3 credits
ORGL 535 Listen, Discern, Decide	3 credits
NURS 642A Healthcare Quality and Safety Management	3 credits
NURS 644A Business of Healthcare Management	3 credits
NURS 645A Legal, Regulatory, and Ethical Healthcare	3 credits
<i>One of the following two courses:</i>	3 credits
ORGL 530 Servant Leadership	
ORGL 600 Foundations of Leadership	

#### **Nursing Leadership in Healthcare Practicum: 3 Credits (180 hours)**

NURS 634A Nursing Leadership Practicum	2-3 credits
NURS 683A Nursing Leadership Practicum Extension (if needed)	1-2 credits

### ***Family Nurse Practitioner Track: 32-35 Credits***

This track 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 specialty 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 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 the immersion 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 for Quality and Safety (if needed)	3 credits
NURS 600 Advanced Health Assessment	3 credits
NURS 601 Advanced Health Assessment: Advanced Nurse Practicum	1 credit
NURS 651P Primary Care: Gender-Based	3 credits
NURS 652P Primary Care: Infant/Child/Adolescent	3 credits
NURS 653P Primary Care: Adult/Gerontology I	3 credits
NURS 654P Primary Care: Adult/Gerontology 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	2-3 credits
NURS 663P Primary Care Practicum: Adult/Gerontology I	3-4 credits
NURS 664P Primary Care Practicum: Adult/Gerontology II	2-4 credits
NURS 683P Primary Care Practicum Extension (if needed)	1 credit

***Psychiatric-Mental Health Nurse Practitioner Track: 32-35 Credits***

This track 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 specialty 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 in length. Students will have at least one site visit from a clinical faculty during each of the three 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 for Quality and Safety (if needed)	3 credits
NURS 600 Advanced Health Assessment	3 credits
NURS 601 Advanced 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	3 credits
<b>Psychiatric Mental Health Nursing Practicum: 10 Credits (600 hours)</b>	
NURS 661M Psych-Mental Health Practicum I	1-3 credits
NURS 662M Psych-Mental Health Practicum II	1-4 credits
NURS 663M Psych-Mental Health Practicum III	1-4 credits
NURS 683M Advanced Psychiatric-Mental Health Nursing Practicum Extension (if needed)	1-3 credits

Courses:

**NURS 523 Advanced Pathophysiology credit(s): 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.

**Equivalent:** NURS 533

**NURS 524 Advanced Pharmacology credit(s): 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 pathophysiological 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-requisite(s):** NURS 523

**NURS 561 Information Technology and Data Management credit(s): 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.

**Equivalent:** NURS 554

**NURS 562 Theoretical Foundations in Healthcare Improvement credit(s): 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.

**Equivalent:** NURS 552

**NURS 563 EBP for Quality and Safety credit(s): 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.

**Equivalent:** NURS 553

**NURS 564 Contemporary Healthcare Environments credit(s): 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.

**Equivalent:** NURS 551

**NURS 565 Clinical Prevention for Diverse Populations credit(s): 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.

**Equivalent:** NURS 555

**NURS 600 Advanced Health Assessment credit(s): 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. Two, 2-day on-campus immersions required.

**Corequisite:** NURS 601

**Pre-requisite(s):** NURS 523 and NURS 524

**NURS 601 Advanced Health Assessment Practicum I credit(s): 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 or physician.

**Corequisite:** NURS 600

**Pre-requisite(s):** NURS 523 and NURS 524

**NURS 634A Nursing Leadership Practicum credit(s): 2-3**

This practicum course prepares nurses as healthcare leaders with the opportunity to integrate leadership and theoretical knowledge from previous didactic courses to gain hands-on expertise. Students have the opportunity to achieve competencies as nurse leaders in the areas of communication, knowledge of the healthcare environment, leadership, professionalism, and business skills, as outlined by the American Organization of Nurse Executives (AONE). This individualized practicum experience will take place in one or more pre-approved healthcare settings under the guidance of an approved expert clinical preceptor for the completion of 120-180 clinical practicum hours. Students will develop

objectives for learning and identify specific activities to meet these objectives; one objective will focus on a practicum project. Students are required to attend a two-day on-campus immersion.

**Pre-requisite(s):** NURS 642A (or concurrent) and NURS 644A (or concurrent) and NURS 645A (or concurrent)

**NURS 642A Healthcare Quality Improvement and Safety Management credit(s): 3**

Course repeatable for 3 credits.

This course prepares nurses as healthcare leaders to acquire the essential skills, values, and principles necessary to facilitate an environment of quality and safety in a variety of complex healthcare delivery settings. Course content focuses on creating highly-reliable organizations and the establishment of a just-culture. The course emphasizes strategies and methodologies in the application of research and evidence-based practices to strive for excellence, improve quality, and increase patient safety in all aspects of healthcare. National initiatives and agencies responsible for quality outcome measures and organizational accountability will be explored.

**Pre-requisite(s):** NURS 561 and NURS 563 and NURS 565

**NURS 644A Business of Healthcare Mngmnt credit(s): 3**

This course prepares nurses as healthcare leaders to acquire the skills essential to financially manage a variety of complex healthcare delivery settings. Course content focuses on the financial concepts of accounting, budgets, coding, cost allocation, reimbursement, productivity, and capital expenses.

**NURS 645A Legal, Regulatory, and Ethic in Heathcare credit(s): 3**

Course repeatable for 3 credits.

This course prepares nurses as healthcare leaders to apply legal, ethical, and regulatory principles in a variety of complex healthcare delivery settings. Systems theory provides a framework for examining legal and regulatory actions influencing delivery of care, patient and employee rights and responsibilities, quality management, accreditation, and patient safety and risk management. The course utilizes healthcare policy as a framework to analyze, monitor, and maintain legal, ethical, and regulatory compliance.

**NURS 651P Gender Based credit(s): 3**

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.

**Corequisite:** NURS 661P

**Pre-requisite(s):** NURS 600 and NURS 601 and NURS 652P and NURS 662P

**NURS 652M PMH Nurse Concepts I credit(s): 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.

**Corequisite:** NURS 661M

**Pre-requisite(s):** NURS 600 and NURS 601 and NURS 670

**NURS 652P Infant, Child, Adolescence****credit(s): 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).

**Corequisite:** NURS 662P**Pre-requisite(s):** NURS 600 and NURS 601**NURS 653M PMH Nurse Concepts II****credit(s): 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.

**Corequisite:** NURS 662M**Pre-requisite(s):** NURS 652M and NURS 661M**NURS 653P Adult/Gerontology I****credit(s): 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 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.

**Corequisite:** NURS 663P**Pre-requisite(s):** NURS 600 and NURS 601 and NURS 651P and NURS 661P**NURS 654M PMH Nurse Concepts III****credit(s): 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.

**Corequisite:** NURS 663M**Pre-requisite(s):** NURS 652M or NURS 661M**NURS 654P Adult/Gerontology II****credit(s): 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.

**Corequisite:** NURS 664P

**Pre-requisite(s):** NURS 600 and NURS 601 and NURS 653P and NURS 663P

**NURS 661M PMH Practicum I**

**credit(s): 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.

**Corequisite:** NURS 652M

**Pre-requisite(s):** NURS 600 and NURS 601 and NURS 670

**NURS 661P PC: Gender-Based Practicum**

**credit(s): 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 60 to 180 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.

**Corequisite:** NURS 651P

**Pre-requisite(s):** NURS 600 and NURS 601 and NURS 652P and NURS 662P

**NURS 662M Practicum II**

**credit(s): 1-4**

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.

**Corequisite:** NURS 653M

**Pre-requisite(s):** NURS 652M and NURS 661M

**NURS 662P Infant, Child, Adolescent Practicum**

**credit(s): 2-3**

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.

**Corequisite:** NURS 652P

**Pre-requisite(s):** NURS 600 and NURS 601

**NURS 663M PMH Practicum III**

**credit(s): 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.

**Corequisite:** NURS 654M

**Pre-requisite(s):** NURS 652M and NURS 661M

**NURS 663P Adult/Gerontology Practicum I**

**credit(s): 3-4**

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 180 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/gerontology population with health concerns in primary care settings.

**Corequisite:** NURS 653P

**Pre-requisite(s):** NURS 600 and NURS 601 and NURS 651P and NURS 661P

**NURS 664P Adult/Gerontology Practicum II**

**credit(s): 2-4**

This course is the clinical course paired with the didactic course Primary Care Adult/Gerontology 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/gerontology population with health concerns in primary care and other settings.

**Corequisite:** NURS 654P

**Pre-requisite(s):** NURS 600 and NURS 601 and NURS 653P and NURS 663P

**NURS 670 Psychopharmacology**

**credit(s): 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-requisite(s):** NURS 523 and NURS 524

**NURS 671 Care of Frail Elder**

**credit(s): 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 an internal medicine clinic or a LTC setting.

**Corequisite:** NURS 683P

**Pre-requisite(s):** NURS 600 and NURS 601

**NURS 672 Mental Health in Advanced Practice**

**credit(s): 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 683A Nursing Leadership Practicum Extension**

**credit(s): 1-2**

Course repeatable for 2 credits.

This course provides Nursing Leadership in Healthcare students the opportunity to continue to apply nursing leadership and healthcare management concepts while completing required practicum hours. Students will complete 1-2 credits of practicum (60-120 hours) in approved clinical settings while supervised by approved clinical preceptors.

**Pre-requisite(s):** NURS 634A

**NURS 683M PMH Practicum Extension**

**credit(s): 1-3**

Course repeatable for 6 credits.

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 psychiatric nurse practitioner or psychiatrist. 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-requisite(s):** NURS 661M

**NURS 683P Primary Care Practicum Extension**

**credit(s): 1**

Course repeatable for 6 credits.

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-requisite(s):** NURS 654P and NURS 664P

**NURS 690 Special Topics**

**credit(s): 1-4**

Course repeatable for 12 credits.

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

**NURS 691 Special Topics**

**credit(s): 1-3**

Course repeatable for 6 credits.

Topic to be determined by instructor.

**NURS 692 Independent Study**

**credit(s): 1-4**

Course repeatable for 12 credits.

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

# Doctor of Nurse Anesthesia Practice

**Chairperson:** Scot Pettey, DNAP, CRNA, ARNP

**Program Director:** Scot Pettey, DNAP, CRNA, ARNP

**Assistant Program Director:** Brad Hemingway, DNAP, CRNA, ARNP

**Clinical Director:** Trista Burlison, DNAP, CRNA, ARNP

## Introduction

The Doctor of Nurse Anesthesia Practice (DNAP) Program 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 that provides DNAP students with robust clinical experiences gained through completing over 2800 clinical hours during the program. The Nurse Anesthesia Program is an integrated program; the first semester is primarily didactic, with clinical rotations beginning in the second semester.

Graduates of Gonzaga's DNAP program receive an evidence-based experience blending clinical anesthesia practice with leadership strategies. The curriculum of Gonzaga's DNAP program builds on the extensive education of program participants. In addition to learning the practice of nurse anesthesia, candidates learn 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.

The DNAP Program is jointly owned and operated by Providence Sacred Heart Medical Center (dba Providence Health Care) and Gonzaga University. The program has clinical rotations throughout Washington, Idaho and Montana. Clinical rotations at assigned clinical sites are mandatory and will be scheduled by the program. Clinical sites are located throughout the States of Washington, Idaho and Montana.

Washington State Clinical Sites: Providence Sacred Heart Medical Center and Children's Hospital, Providence Holy Family Hospital, Providence Mount Carmel Hospital, Providence Regional Medical Center-Everett Colby Campus, Providence Regional Medical Center- Everett Pacific Campus, Mann-Grandstaff Veteran's Medical Center, Pullman Regional Hospital, Kadlec Regional Medical Center, and the Puget Sound Veteran's Medical Center.

Idaho Clinical Sites: Pleasant View Surgery Center, Kootenai Health, Inland Northwest Anesthesia and Pain, St. Mary's Hospital, Clearwater Valley Hospitals and clinics.

Montana Clinical Site: Anaconda Community Hospital

## Admission Requirements:

1. A current unencumbered, unrestricted license as a registered professional nurse and/or an APRN/ARNP in the United States or its territories or protectorates and ability to obtain a Washington State and Idaho State RN license.
2. A baccalaureate or graduate degree in nursing or an appropriate major from an accredited university.
3. Two 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 the application deadline. 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, interpretation of advanced monitoring, and titration of vasoactive medications. Critical care experience must be within the past 3 years.

The Council on Accreditation of Nurse Anesthesia Education Programs (COA) 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."

4. A 3.0 minimum (3.4 preferred) overall grade point average with strong science grades.
5. CCRN certification is required and documentation is submitted as part of the application.
6. Recommended minimum 24 hours cumulative shadowing time with an anesthesia provider.

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. Evidence of current Registered Nurse license.

5. Current professional curriculum vitae/resume.
6. Evidence of CCRN Certification
7. Typewritten statement:
  - a. Identify and describe a selected issue related to patient care and safety
  - b. Synthesize the research evidence related to the contemporary issue related to patient care and safety
  - c. Based on the research evidence, describe practice change(s) that should be considered
  - d. Summarize the impact the proposed practice change(s) would have on key stakeholders concerned with the selected contemporary issue related to patient care and safety
  - e. Maximum 2 pages, double spaced with Times New Roman or Arial 12 point font size
8. \$50 Application Fee
9. The last day to submit a complete application for the DNAP program is September 1st with classes beginning the following May.

### Program Expectations:

- Attendance is required in all clinical and didactic courses.
- Hours of Duty: Didactic classes may be scheduled between 7:00 a.m. and 7:00 p.m. Evening classes or seminars are occasionally held. After the first semester, clinical duty begins at 6:00 a.m. During the second and third years of the program, students rotate to 3p-11p, 7a-7p, 7p-7a, Weekends, 12-16 hour rotations. Clinical hours and expectations escalate in the program from an average of 16 hours of clinical to 44 hours. The maximum number of clinical and didactic hours allowed per week by the COA is 64.
- Academic Performance  
The DNAP Program has program-specific grading policies. **All courses must be completed with a 3.0 or higher grade.** If a student earns a grade below a 3.0 in any course, he/she will be placed on probation. Subsequent or additional grades below a 3.0 are grounds for dismissal from the Nurse Anesthesia Program. Appeals will be in accordance with the Nurse Anesthesia Program appeal policy located in the DNAP Student Handbook; grade remediation is in accordance with individual instructors' grading policies.

### Degree Requirements: 88 credits

#### 1<sup>st</sup> 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	3 credits
DNAP 731 Advanced Health Assessment	3 credits

#### 2<sup>nd</sup> 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 781 Clinical Practicum: I (108 clinical hours)	1 credit

**3<sup>rd</sup> Semester - Spring**

DNAP 703 Advanced Principles of Anesthesia – Regional Anesthesia	3 credits
DNAP 713 Advanced Pathophysiology	3 credits
DNAP 723 Advanced Pharmacology III	3 credits
DNAP 741 Chemistry and Physics of Anesthesia	2 credits
DNAP 782 Clinical Practicum: II (390 clinical hours)	1 credit

**4<sup>th</sup> Semester - Summer**

DNAP 704 Advanced Principles: Obstetric Anesthesia	3 credits
DNAP 755 Medical Ethics	3 credits
DNAP 761 Evidence-Based Practice in Anesthesia	3 credits
DNAP 783 Clinical Practicum: III (480 clinical hours)	2 credits

**5<sup>th</sup> Semester - Fall**

DNAP 705 Advanced Principles: Anesthesia Across the Lifespan	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

**6<sup>th</sup> Semester - Spring**

DNAP 706 Advanced Principles: Neurosurgical and Thoracic Anesthesia	2 credits
DNAP 760 Leadership and Quality Improvement	3 credits
DNAP 763 Capstone I: Project Design	2 credits
DNAP 785 Clinical Practicum: V (480 clinical hours)	2 credits

**7<sup>th</sup> Semester - Summer**

DNAP 707 Advanced Principles: Cardiac and Vascular Anesthesia	2 credits
DNAP 759 Professional Role Development	3 credits
DNAP 764 Capstone II: Project Development	2 credits
DNAP 786 Clinical Practicum: VI (480 clinical hours)	2 credits

**8<sup>th</sup> Semester - Fall**

DNAP 708 Advanced Principles: Acute and Chronic Pain Management	2 credits
DNAP 765 Capstone III: Project Implementation	2 credits
DNAP 787 Clinical Practicum: VII (480 clinical hours)	2 credits

**9<sup>th</sup> Semester - Spring**

DNAP 709 Advanced Principles of Anesthesia: Integration	3 credits
DNAP 742 Crisis Management in Anesthesia	2 credits
DNAP 769 Oral Exam	0 credits
DNAP 788 Clinical Practicum: VIII (480 clinical hours)	2 credits

Courses:

**DNAP 701 Basic Principles of Anesthesia I credit(s): 3**

This course assists the doctoral candidate in learning the methods, techniques, and agents involved in the administration of anesthesia. Specific types of anesthetic equipment are demonstrated. The course includes pre- and post-anesthetic assessment of the patient, drugs that augment anesthesia, common complications related to anesthesia, and the importance of initiating and maintaining the patient's anesthesia record during surgery.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**DNAP 702 Basic Principles of Anesthesia II credit(s): 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 learning the theory and techniques administration of anesthesia.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 781

**Pre-requisite(s):** DNAP 701, minimum grade: B

**DNAP 703 Advanced Principles of Anesthesia - Regional credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 782

**Pre-requisite(s):** DNAP 702, minimum grade: B

**DNAP 704 Advanced Principles: Obstetric Anesthesia credit(s): 3**

This course will introduce the doctoral student to anesthesia for the obstetric patient. This course presents epidural anesthesia theory in preparation for the practicum, focuses on anesthesia for routine and complicated obstetric and neonatal patients, and begins the study of clinical anesthesia for routine and high-risk patients. Pharmacology, physiology, pathophysiology and anatomic considerations unique to the obstetric patient will be emphasized.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 783

**Pre-requisite(s):** DNAP 703, minimum grade: B

**DNAP 705 Advanced Principles: Anesthesia Across the Lifespan credit(s): 3**

This course focuses on the delivery of anesthesia to patients across the lifespan. Special focus will be given to the neonatal, pediatric and geriatric populations. This includes the anesthetic implications for routine, healthy and high-risk patients. Pharmacology, physiology, pathophysiology and anatomic considerations unique to the patient age specific populations will be emphasized.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 784

**Pre-requisite(s):** DNAP 704, minimum grade: B





the end of the course, students should be able to understand the relation between the symptoms and disease process.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**DNAP 721 Advanced Pharmacology I** **credit(s): 3**

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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**DNAP 722 Advanced Pharmacology II** **credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Pre-requisite(s):** DNAP 721, minimum grade: B

**DNAP 723 Advanced Pharmacology III** **credit(s): 3**

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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Pre-requisite(s):** DNAP 722, minimum grade: B

**DNAP 731 Advanced Health Assessment** **credit(s): 3**

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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**DNAP 741 Chem and Physics in Anesthesia** **credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**DNAP 742 Crisis Management in Anesthesia** **credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**DNAP 754 Culture, Diversity and Health Care Policy credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**DNAP 755 Medical Ethics credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**DNAP 759 Professional Role Development credit(s): 3**

This course examines the professional aspects and role of the Nurse Anesthetist. Focus will be given toward development as a professional nurse anesthetist, the role of the Nurse Anesthetist in the delivery of health care, ethical considerations, legal aspects, 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**DNAP 760 Leadership and Quality Improvement credit(s): 3**

This course focuses on quality improvement strategies designed to transform care delivery within organizations. Students are introduced to leaderships principles and skills and principles. Students will apply data-driven, customer-focused, statistical-based and process-oriented thinking to common health care problems. Continuous improvement in processes and sharing of results within an organization is emphasized.

**DNAP 761 Evidence Based Practice in Anesthesia credit(s): 3**

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 of scientific evidence with an emphasis on research technique, instrumentation, study design, and theories that are relevant for advanced clinical practice. This course will also emphasize the critical appraisal skills necessary to ensure meaningful translation of scientific evidence into professional practice in order to ensure the highest quality of patient care and optimal outcomes. This course provides the doctoral candidate the opportunity to integrate evidence-based literature and principles in anesthesia to teach and precept other adults in healthcare settings within the context of professional leadership.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Pre-requisite(s):** DNAP 731, minimum grade: B

**DNAP 762 Research Method, Design, and Data Analysis credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**DNAP 763 Capstone I: Project Design credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**DNAP 764 Capstone II: Project Development credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Pre-requisite(s):** DNAP 763, minimum grade: B

**DNAP 765 Capstone III: Project Implementation credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Pre-requisite(s):** DNAP 764, minimum grade: B

**DNAP 769 Oral Exam credit(s): 0**

The oral exam meeting is the final, formal interaction among the doctoral candidate, the program directors, and the anesthesiologist liaison. The oral exam focuses on the integration of anesthesia didactic knowledge and clinical critical thinking and decision making. Questions are clinically case-based and range from focused to comprehensive.

**DNAP 781 Clinical Practicum: I credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 702

**DNAP 782 Clinical Practicum: II** **credit(s): 1**

This course is a continuation of DNAP 781. Doctoral candidates rotate through general surgery, special procedures, basic vascular surgery, and basic neurosurgery.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 703

**Pre-requisite(s):** DNAP 781, minimum grade: S

**DNAP 783 Clinical Practicum: III** **credit(s): 2**

This course is a continuation of DNAP 782. Doctoral candidates rotate through vascular surgery, neurosurgery, and evening trauma rotations, in addition to general practice.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 704

**Pre-requisite(s):** DNAP 782, minimum grade: S

**DNAP 784 Clinical Practicum: IV** **credit(s): 2**

This course provides for the clinical application of knowledge and skills learned in p the study of obstetric anesthesia, and builds upon previous clinical rotations. 30 hours per week for a total of 480 clinical hours.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 705

**Pre-requisite(s):** DNAP 783, minimum grade: S

**DNAP 785 Clinical Practicum: V** **credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 706

**Pre-requisite(s):** DNAP 784, minimum grade: S

**DNAP 786 Clinical Practicum: VI** **credit(s): 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.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 707

**Pre-requisite(s):** DNAP 785, minimum grade: S

**DNAP 787 Clinical Practicum: VII** **credit(s): 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 Weekend shifts. 28 hours per week for a total of 476 clinical hours.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 708

**Pre-requisite(s):** DNAP 786, minimum grade: S

**DNAP 788 Clinical Practicum: VIII**

**credit(s): 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 Weekend shifts and one week of 7p-7a obstetric/house assignment. 36 clinical hours per week, for a total of 504 clinical hours.

**Restriction(s):**

Must be in the following Major(s): Nurse Anesthesia Practice

**Corequisite:** DNAP 709

**Pre-requisite(s):** DNAP 787, minimum grade: S

## Doctor of Nursing Practice

**Associate Dean, Administration and Compliance, Chief Nurse Administrator:** Joan Owens, PhD, RN

**Associate Dean, Education Quality and Innovation:** Christine Sloan

**Chair:** Jennifer Garrity

**Professors:** S. Boysen (Emeritus), N. Crogan (Emeritus), M. McFarland (Emeritus), J. Ramirez, J. Tiedt, M. Shaw

**Associate Professors:** C. Kottwitz, L. Murphy (Emeritus), J. Owens, B. Senger

**Assistant Professors:** M. DeNysschen, E. Hennessey, K. Manion, J. Rock, M. Schiavenato, C. Sloan ,

**Senior Lecturers:** N. Beckham, J. Derzay, D. Smith

**Lecturers:** A. Argyle, J. DeCaro, S. Edwards, S. Ellefson, J. Garrity, C. Henesh-Lyle, D. Jacobson, M. Nash, H. Newton, D. Ogorek, D. Peck, T. Redman, K. Slater

### 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 (PBDNP) option and one of the specialty nurse practitioner tracks: Family Nurse Practitioner (78 credits) or Psychiatric-Mental Health Nurse Practitioner (78 credits). PBDNP students are required to complete the MSN core and NP specialty courses prior to progressing to the DNP-level courses. Students earn an MSN degree, which allows them the option of taking the national certification exam for their selected NP specialty role and population focus; once certified and licensed, begin practice in their advanced practice role. After completing the MSN courses, PBDNP students begin the DNP courses and complete a DNP scholarly project.

Nurses with a master's degree in nursing that prepared them as advanced practice nurses (e.g., as a nurse practitioner or clinical nurse specialist) or in an advanced role (e.g., as a nursing leader or nurse administrator) can apply for admission to the post-master's DNP option (28-31 credits). The DNP 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.

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 are unable 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. Nurse Practitioner graduates are prepared 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**

### **Post-Baccalaureate DNP Option**

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. Nurses with a non-nursing bachelor's degree must complete a minimum of four pre-requisite nursing courses prior to starting the MSN courses. The MSN and DNP courses are offered in a distance delivery format in fall, spring, and summer sessions.

The post-baccalaureate DNP (PBDNP) requires the completion of a minimum of 78 credit hours between the MSN and DNP degrees depending on the selected specialty track. The Family Nurse Practitioner (FNP) and Psychiatric-Mental Health Nurse Practitioner tracks require the completion of 78 credits. Students in all tracks must complete a minimum of 1000 practicum hours in order to earn the DNP degree. The majority of the practicum hours (approximately 660 hours) are spent learning the NP specialty role and the remaining 340 hours involve completion of a DNP project focused on improving an identified practice issue. Students are required to participate in a total of seven or eight 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 a regionally 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 are required to take foundational nursing courses before completing graduate-level courses, e.g., statistics, research, and community health nursing. Students applying to the

post-baccalaureate DNP option must reside in one of the following western states: Alaska, Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, Washington, or Wyoming. 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 regionally accredited institutions will be accepted).
5. Curriculum vitae (CV).
6. Three letters of recommendation. One must be from a supervisor who is able to evaluate current competency in nursing and the candidate's potential for nursing 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. (Those applying to the FNP track are required to have a letter of recommendation from a supervisor.)
7. A typewritten personal statement that addresses:
  - a. The candidate's reasons for pursuing a DNP degree 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. Interest in specific track within the DNP program (FNP or PMHNP)
  - d. Clinical issue/problem to be addressed in a DNP project:
    - i. A description of the identified clinical problem or issue and how it was identified
    - ii. What change the applicant proposes to implement.
    - iii. How the applicant envisions that improvement in the practice problem/clinical issue will make a difference in the quality of health and/or the healthcare system.
8. 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, or
  - b. Official TOEFL score of at least 88 ibt or 580 pbt.

All students must pass a national background check that will be completed upon acceptance into the program. Students are referred to the relevant Department of Nursing Student Handbook for a more detailed overview of requirements and expectations. There are separate handbooks for the BSN and graduate (MSN and DNP) programs.

## **Post-Baccalaureate DNP Track Options:**

### ***Family Nurse Practitioner (78 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. FNPs 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 78 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 eight 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 to three days in length. Two immersions are associated with orienting to the DNP role and DNP project. The student must participate in an orientation immersion during the first semester of DNP coursework (NURS 705) and a second immersion during the DNP project readiness course (NURS 760). Each immersion is two to three days in length. The first immersion provides an overview of the DNP program and courses, introduction to campus resources and Jesuit education, scholarly writing, foundations of the DNP role, and the DNP project. The second immersion covers development of a DNP project plan, expectations for the DNP project practicum courses, composition of the DNP Project Committee, Institutional Review Board requirements, the proposal defense, and an introduction to faculty and their specific research interests. The completion of a DNP project that improves practice is also a required component of the DNP program.

Students residing in Washington, Idaho, Oregon, and Montana 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.

At the successful completion of the MSN courses, students earn an MSN degree and are qualified to take the FNP certification exam, which, if passed, makes them eligible for an advanced practice license. Requirements for the MSN FNP degree can be found on the [MSN degree page](#). Requirements for the DNP degree are listed [below](#).

### ***Psychiatric-Mental Health Nurse Practitioner (78 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 78 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. 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 in length. Two immersions are associated with orienting to the DNP role and DNP project. The student must participate in an orientation immersion during the first semester of DNP coursework (NURS 705) and a second immersion during the DNP project readiness course (NURS 760). Each immersion is 2 to 3 days in length. The first immersion provides an overview of the DNP program and courses, introduction to campus resources and Jesuit education, scholarly writing, foundations of the DNP role and the DNP project. The second immersion covers development of a DNP project plan, expectations for the DNP project practicum courses, composition of the DNP Project Committee, Institutional Review Board requirements, the proposal defense, and an introduction to faculty and their specific research interests. The completion of a DNP project that improves practice is also a required component of the DNP program.

Students have a site visit from a clinical faculty during each of the three PMHNP practicum courses. At the successful completion of the MSN courses, students earn an MSN degree and are qualified to take the PMHNP certification exam, which, if passed, makes them eligible for an advanced practice license. Requirements for the MSN PMHNP degree can be found on the [MSN degree page](#). Requirements for the DNP degree are listed [below](#).

## **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 as a clinical nurse specialist, nurse practitioner, certified nurse anesthetist, certified nurse midwife, or in nursing leadership/administration and want to advance their practice. The DNP courses are offered in a distance delivery format in fall, spring, and summer sessions, with the exception of the project courses which are not offered in the summer session.

The post-master's DNP requires the completion of a minimum of 28 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 degree program. If an applicant was not required to complete an Evidence-Based Practice (EBP) course during his or her master's degree program, or a Biostatistics or Inferential Statistics course in the past five years, these courses can be completed while enrolled in the DNP program. The EBP course must be completed either prior to beginning DNP coursework or during the first semester of the DNP Program. The graduate-level Biostatistics or Inferential Statistics course must be taken prior to starting the DNP project courses (701/761). 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 more than 28 total credits.

The program requires two on-campus immersions. The student must participate in an orientation immersion during the first semester of DNP coursework (NURS 705) and a second immersion during the DNP project readiness course (NURS 760). Each immersion is 2 to 3 days in length. The first immersion provides an overview of the DNP program and courses, introduction to campus resources and Jesuit education, scholarly writing, foundations of the DNP role and the DNP project. The second immersion

covers development of a DNP project plan, expectations for the DNP project practicum courses, composition of the DNP Project Team, Institutional Review Board requirements, the proposal defense, and an introduction to faculty and their specific research interests.

The three practicum and seminar courses prepare the student to complete a scholarly DNP project that is aimed at improving some aspect of clinical or leadership practice, depending on the student's focus. The student has the option of presenting the defense of his or her DNP project proposal and the final defense of the completed DNP scholarly project to faculty and students either in person or through video-conferencing.

## 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 OR a graduate nurse-midwifery degree from a program accredited by the American College of Nurse Midwives Accreditation Commission for Midwifery Education. Gonzaga does admit Canadian students into graduate nursing programs as long as they graduated from an approved Master of Science in Nursing program in Canada and provide official verification of registration as a Registered Nurse.
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.

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. One must be from a 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 typewritten personal statement 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 DNP project:
    - i. A description of the identified clinical problem or issue and how it was identified
    - ii. What change the applicant proposes to implement.
    - iii. How the applicant envisions that improvement in the practice problem/clinical issue will make a difference in the quality of our health and/or the healthcare system.
4. Official transcript(s) posting MSN or MN degree from granting institution. 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 28 semester credits***

NURS 563 Evidence-Based Practice (if not taken in master's degree program)	3 credits
NURS 705 Introduction to the DNP Role	1 credit
NURS 708 Inferential Statistics (if equivalent not taken within previous 5 years)	3 credits
NURS 711 Quality Improvement and Leadership in Health Care	3 credits
NURS 712 Translational Research in Advanced Practice	3 credits
NURS 713 Population Health Outcomes	3 credits
NURS 714 Theoretical Underpinnings of Advanced Practice	3 credits
NURS 715 Health Policy, Ethics and Advocacy	3 credits
NURS 760 DNP Project Readiness	3 credits
NURS 761 DNP Project Seminar I	2 credits
NURS 762 DNP Project Seminar II	1 credit
NURS 763 DNP Project Seminar III	1 credit

**DNP Practicum Courses: 1,000 hours required between the MSN & DNP degrees  
(minimum of 5 credits)**

NURS 701 DNP Practicum I	1-3 credits
NURS 702 DNP Practicum II	1-3 credits
NURS 703 DNP Practicum III	1-3 credits
NURS 704 DNP Practicum Extension (if needed)	1-3 credits

Courses:

**NURS 701 DNP Practicum I credit(s): 1-3**

This practicum course provides the student an opportunity to work within a practice setting to begin to design his or her DNP 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.

**Corequisite:** NURS 761

**Pre-requisite(s):** NURS 760

**NURS 702 DNP Practicum II credit(s): 1-3**

This practicum course provides the student an opportunity to work within a practice setting to implement his or her scholarly project. Emphasis is on intra- and interprofessional collaboration, demonstrating competency in the DNP Essentials, teamwork, and project management. The student is required to submit an individualized practicum proposal and objectives for the practicum experience.

**Corequisite:** NURS 762

**Pre-requisite(s):** NURS 701 and NURS 761

**NURS 703 DNP Practicum III credit(s): 1-3**

The practicum course focuses on evaluating and disseminating the results of the student's DNP project. The student continues to focus on the advanced nursing DNP role for a population of interest. The student is required to submit an individualized practicum proposal and objectives for the practicum experience.

**Corequisite:** NURS 763

**Pre-requisite(s):** NURS 702 and NURS 762

**NURS 704 DNP Practicum Extension credit(s): 1-3**

The practicum extension course allows the DNP student to work with a faculty mentor to develop a meaningful practicum experience. The practicum should be designed to help the student achieve specific learning objectives. Students develop an independent study plan in collaboration with their DNP project chair to work on areas to expand their knowledge, skills, and DNP competencies (60-180 hours).

**Pre-requisite(s):** NURS 763 and NURS 703

**NURS 705 Introduction to the DNP Role credit(s): 1**

This course serves as the orientation to the DNP role. The Gonzaga mission, along with Jesuit values and principles are discovered and experienced. The DNP project is described and potential projects are delineated. Available resources are identified and explored.

**Corequisite:** NURS 711

**Pre-requisite(s):** NURS 563

**NURS 708 Inferential Statistics credit(s): 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 711 Quality Improvement and Leadership in Healthcare credit(s): 3**

This course emphasizes quality improvement and leadership in healthcare. It acquaints students with the processes, tools, and techniques that will enable them to develop the foundational framework for the DNP project. The course focuses on leadership knowledge, abilities, and skills in a complex adaptive health arena, emphasizing continuous process improvement as crucial to achieving high quality outcomes.

**Corequisite:** NURS 705

**Pre-requisite(s):** NURS 563

**NURS 712 Translational Research Advanced Practicum credit(s): 3**

This course will address the DNP role in translational research with emphasis on the examination of knowledge transformation. The course includes conducting a systematic search for research evidence to answer researchable questions and the synthesis of evidence for knowledge translation across a body of research in both qualitative and quantitative traditions.

**Pre-requisite(s):** NURS 563 and NURS 705 (or concurrent) and NURS 711 (or concurrent)

**NURS 713 Population Health Outcomes credit(s): 3**

This course will explore utilization of information technology and data management for measuring and attaining population health outcomes. The DNP student will be prepared to use epidemiological data to identify the causes of disease and to evaluate health services for quality, safety and efficacy.

**Pre-requisite(s):** NURS 563 and NURS 705 and NURS 711 and NURS 712 (or concurrent)

**NURS 714 Theoretical Underpinning Advanced Practicum credit(s): 3**

This course provides an overview of both general theoretical knowledge and specific theoretical perspectives. The emphasis is on the application of frameworks for advanced nursing roles such as nurse clinician and leader. This course particularly emphasizes selecting, analyzing, and applying nursing and integrative middle-range theories to efforts to improve population health and health care delivery.

**Pre-requisite(s):** NURS 563 and NURS 705 and NURS 711

**NURS 715 Health Policy, Ethics and Advocacy credit(s): 3**

This course emphasizes the leadership role of the DNP in influencing health policy makers and health policy development, emphasizing inter-professional 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 social justice and Ignatian values. 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.

**Pre-requisite(s):** NURS 705 and NURS 711 and NURS 712 (or concurrent)

**NURS 760 DNP Project Readiness credit(s): 3**

This course will serve as the vehicle to ensure readiness for beginning the DNP project and practicum courses.

**Pre-requisite(s):** NURS 705 and NURS 708 (or concurrent) and NURS 711 and NURS 712

**NURS 761 DNP Project Seminar I credit(s): 2**

This is the first of a series of three seminars that provide the DNP student with mentored opportunities to identify a practice issue and develop, implement, evaluate, and disseminate an independent, analytic DNP 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 final DNP project that demonstrates clinical scholarship. The range of projects will be varied as they relate to the DNP student's unique area of nursing, e.g., quality improvement, policy

analysis, designing and using databases, designing and evaluating new models of care, collaboration with researchers to answer clinical questions, program development, implementation, and evaluation.

**Corequisite:** NURS 701

**Pre-requisite(s):** NURS 760

**NURS 762 DNP Project Seminar II** **credit(s): 1**

During this course, the student implements the DNP project specific to a population of interest within a designated practice setting. Change management principles, leadership skills and interprofessional collaboration are emphasized. The student applies and integrates elements of the DNP Essentials.

**Corequisite:** NURS 702

**Pre-requisite(s):** NURS 701 and NURS 761

**NURS 763 DNP Project Seminar III** **credit(s): 1**

In this final seminar course, the student will present the final defense of the DNP 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 its outcomes.

**Corequisite:** NURS 703

**Pre-requisite(s):** NURS 702 and NURS 762

**NURS 790 Special Topics** **credit(s): 1-4**

Course repeatable 3 time.

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

**NURS 792 Independent Study** **credit(s): 1-4**

Course repeatable 3 time.

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

# School of Leadership Studies

**Interim Dean:** Yolanda Gallardo, Ph.D.

## Mission

The School of Leadership 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 Leadership Studies

- M.A. Communication and Leadership Studies
- M.A. Organizational Leadership
- Doctoral Program in Leadership Studies (Ph.D.)

## Admission Requirements

All School of Leadership Studies require a degree-bearing transcript from a regionally accredited university. Only the highest level of degree achieved is required (minimum: bachelor's degree). Additional transcripts may be requested upon review. In addition, all applicants must submit an application for admission and application fee. Additional requirements are outlined by each program in the subsequent catalog pages.

## Transfer Credit with the School of Law

School of Leadership Studies students enrolled as degree candidates in either the M.A.-ORGL or M.A. – COML program may transfer a maximum of six elective credits from the School of Leadership Studies to count toward the credits required to award a J.D. degree. Students enrolled as degree candidates in the School of Law J.D. program may transfer a maximum of six elective credits from the Law School to count toward the credits required to award either the M.A. -ORGL or M. A.-COML degree. For more information, please contact your advisor or department chair.

# Master of Arts in Communication and Leadership Studies

**Chair:** Carolyn Cunningham

**Professor:** M. Hazel

**Associate Professors:** C. Cunningham, P. Shlossberg

**Assistant Professor:** T. Hayes

The Master of Arts in Communication and Leadership Studies (COML) is designed to provide graduate-level expertise for solving communication problems in modern organizations and social systems from a communication and leadership perspective, and also prepare effective, ethical communicators who use critical thinking for positive local and global change. Organizations depend upon complex formal and informal communication 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 practical, scientific and humanistic theory and methodology, global communication and ethics, and is relevant for those seeking to enhance their communication and leadership knowledge and skills in corporate communications, public relations, media management, media studies, human resources, marketing, strategic planning, training and consulting, media literacy, community college teaching, or Ph.D. work in communication.

The degree builds upon the historic tradition of communication as part of 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 COML master's degree is designed to meet the needs and schedules of working adults. The online program consists of 30 credits; one short-term, on-campus or virtual immersion is required.

**Distinctive features: includes a unique blend of communication and leadership theory and their practical application, a range of visiting scholars and professionals who visit to discuss cutting-edge work in communication and leadership, internship and service-learning opportunities, and optional study abroad experiences.**

## Admissions

Each applicant must complete and submit the following materials to the Department of Organizational Leadership:

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



2. A written statement from the applicant which:
  1. Describes the applicant's own interest in the Communication and Leadership Studies degree, and
  2. Assesses the applicant's strengths and describes what the applicant hopes to gain from a graduate degree.
3. Current resume.
4. One letter 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. One degree-bearing transcript from a regionally accredited university. Only the highest level of degree achieved is required (minimum: bachelor's degree). Additional transcripts may be requested upon review.

*\*Additional documents may be requested*

#### International Applicants

1. **International Transcript Evaluation:** All international students applying directly to a Gonzaga University graduate program must have each foreign transcript evaluated through an AACRAO approved, third-party evaluator (such as World Education Services (WES) or Educational Credential Evaluators (ECE)). Canadian transcripts are exempt from this requirement.
2. All international applicants who have not graduated from a United States or Canadian institution or whose native language is not English, must submit an official TOEFL iBT score of at least 88 or IELTS of 6.5 or better. Details can be found here:  
[https://www.gonzaga.edu/catalogs/current/graduate/08\\_general-academic-information](https://www.gonzaga.edu/catalogs/current/graduate/08_general-academic-information)
3. Submission of a financial declaration and supporting documentation by each international applicant.

#### **Prerequisite:**

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

#### **Program Outline: 30 credits**

Core: 12 credits

Electives: 12 credits from communication (COML) and/or organizational leadership (ORGL) electives

Capstone Sequence: 3 credits

Required Courses: 15 credits

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 Content Creation and Strategy	3 credits
COML 602 Communication and Leadership Capstone Seminar (content specific to any concentration)	3 credits

***Change Leadership Concentration: 12 credits***

ORGL 515 Leadership and Human Potential	3 credits
ORGL 516 Human Relations and Organization Development	3 credits
ORGL 517 Organizational Change and Transformation	3 credits
One of the following five courses:	3 credits
ORGL 518 Transforming Leadership	
ORGL 523 Psychology of Leadership	
ORGL 550 Team Building and Leadership	
ORGL 551 Advanced Team Building and Leadership	
ORGL 689 Contemporary Leadership Strategies to Combat Hate	

***College Teaching of Communication Concentration: 9 credits***

COML 510 Communication Teaching and Pedagogy	3 credits
COML 520 Internship	3 credits
One of the following ten courses:	3 credits
COML 505 Digital Storytelling	
COML 509 Social Media Engagement and Analysis	
COML 511 Communication Consulting and Training	
COML 513 Advanced Topics	
COML 515 Relational Communication	
COML 516 Media Literacy and Digital Citizenship	
COML 518 Online Course Design & Teaching	
COML 530 Women, Communication, Leadership	
COML 550 Visual Data Communication	
COML/ORGL Study Abroad Courses	

***Digital Media Strategies Concentration: 12 credits***

Two of the following three courses:	6 credits
COML 505 Digital Storytelling	
COML 540 Digital Media Analysis	
COML 545 Digital Surveillance, Algorithms, and Ethics	
Two of the following nine courses:	6 credits
COML 504 Organizational Communication and Leadership	
COML 509 Social Media Engagement and Analysis	
COML 512 Strategic and Crisis Communication	
COML 516 Media Literacy and Digital Citizenship	
COML 518 Online Course Design and Teaching	
COML 541 Advanced Digital Media Analysis	
COML 550 Visual Data Communication	

COML 570 Globalization and its Impacts  
COML 572 Communication and Community Development

**Global Leadership Concentration: 12 credits**

ORGL 570/COML 570 Introduction to Global Systems	3 credits
Required Study Abroad Immersion or Internship:	3 credits
ORGL 690/COML 572 Communication, Leadership, Community Development	
ORGL 577 Methods of Inquiry and Strategy for Contemporary Global Issues	
ORGL 689 Special Topics: Understanding Europe in the Age of Uncertainty - includes study abroad in Czech Republic	
Two of the following seven courses:*	6 credits
ORGL 517 Organizational Change and Transformation	
ORGL 510 Renaissance Leadership for the 21st Century - includes 14 day study abroad in Italy	
ORGL 518 Transforming Leadership	
ORGL 520 Conflict Resolution	
ORGL 535 Listen, Discern, and Decide	
ORGL 689 Leadership & Hardiness	
ORGL 689 Global Citizenship	

Note: \*Other COML courses may be substituted on a case by case basis as approved by the COML Department Chair.

**Servant Leadership Concentration: 12 credits**

ORGL 530 Servant Leadership	3 credits
ORGL 537 Foresight and Strategy	3 credits
Two of the following eight courses:*	6 credits
COML 504 Organizational Communication	
COML 507 Mindful Leadership and Communication	
ORGL 510 Renaissance Leadership for the 21st Century	
COML 515 Relational Communication	
ORGL 522 Leadership, Community Empowerment, Collaboration, and Dialogue	
ORGL 532 Leadership Justice and Forgiveness	
ORGL 535 Listen, Discern, and Decide	
ORGL 689 Leadership and Hardiness	

Note: \*Other ORGL or cross-listed courses may meet the Servant-leader criteria and must be approved by the advisor.

**Strategic and Organizational Communication Concentration: 9 credits**

One of the following two courses: 3 credits

- COML 504 Organizational Communication
- COML 512 Strategic and Crisis Communication

Two of the following nine courses: 6 credits

- COML 505 Digital Storytelling
- COML 509 Social Media Engagement and Analysis
- COML 511 Communication Consulting and Training
- COML 513 Advanced Topics
- COML 514 Strategic and Applied Public Relations
- COML 515 Relational Communication
- COML 530 Women, Communication, Leadership
- COML 540 Digital Media Analysis
- COML 541 Advanced Digital Media Analysis

Note: Other COML courses may be substituted on a case by case basis as approved by the COML Department Chair. Students can also take both courses listed as required course options and one additional elective course.

Courses:

**COML 504 Organizational Communication credit(s): 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 explores 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:** ORGL 504

**COML 505 Digital Storytelling credit(s): 3**

The digital age has changed the way we tell stories. Current technology allows users access to a range of digital tools 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. Readings help students better understand different narrative and persuasive styles of storytelling as well as 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 507 Mindful Leadership and Communication credit(s): 3**

This course is a multi-sensory, hands-on introduction to mindfulness undergirded by empirical research in neuro-science and outcome research. Learning activities include readings, audio files, and mindfulness practices, discussion board postings (community engagement,) a short, on-campus immersion, and a final paper. Content and learning activities are selected in the service of educating the whole person and nurturing the personal and professional qualities aligned with the Mission of Gonzaga University.

**COML 509 Social Media Engagement and Analysis credit(s): 3**

This course will explore, examine, and analyze the ways in which communication technologies and social media influence 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. This course will introduce students to different strategies and techniques for evaluating the effectiveness of digital communication.

**Equivalent:** ORGL 509

**COML 510 Communication, Teaching, and Pedagogy credit(s): 3**

This course is designed for people considering a career as a communication educator at the college level. Students will develop curricula, learn teaching strategies, develop goals and assessment, observe college classroom environments, and build a teaching portfolio. You will also increase your skills in assessing verbal and nonverbal behaviors to create an engaging classroom experience.

**COML 511 Communication Consulting and Training credit(s): 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 effective training 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 offer practice in consulting in a variety of settings, developing resources, marketing, workshop development, training, skill building, and evaluation.

**COML 512 Strategic and Crisis Communication credit(s): 3**

Gone are the days when organizations can afford to just wait it out during a crisis or 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 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 Special Topics in Communication credit(s): 3**

Course repeatable 2 time.

This course 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 Strategic and Applied Public Relations credit(s): 3**

This course, to be offered once or twice each academic year, will explore current public relations practices and give students a solid grounding in the most important thing for a successful public relations practitioner – judgment. All major companies and non-profits rely on public relations to influence how they are regarded by audiences that matter to them. We will cover selected topics to help you understand the science and art of this discipline including audience research, strategic planning, how to become a valued counselor, and sell your ideas and plans.

**COML 515 Relational Communication credit(s): 3**

This course will enhance your ability to assess the dynamics occurring during conversations, whether one-on-one or in a group, and in different contexts including organizations, families, and in personal relationships. Students will study relevant theory to equip them with the knowledge and skills needed to successfully navigate the challenges and opportunities related to human communication. Students will also explore group dynamics and the specific communication actions that can lead to positive social change.

**COML 516 Media Literacy and Digital Citizenship credit(s): 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 518 Online Course Design and Teaching credit(s): 3**

With a focus on the college classroom and corporate and organizational training setting, this course develops skills for online course design. Topics explored include instructional techniques, syllabus creation, assessment, grading, presence and engagement matters, strategies for building inclusive classroom culture and climate, and navigating student performance and engagement issues. The course will consider how real-time or simultaneous and non-simultaneous teaching modes may be incorporated and combined into effective online instructional design strategies.

**COML 520 Communication Leadership Internship credit(s): 3**

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 522 Renaissance Rhetoric and Contemporary Leadership credit(s): 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 530 Women, Communication, and Leadership credit(s): 3**

This course will look at gender differences in leadership styles and efficacy as well as specific communication issues women face in attaining and retaining leadership positions. Through readings, discussions, videos, and projects that critically examine images and gender stereotypes of women leaders, the course is designed to give students practical skills they can use to be better communicators and leaders.

**COML 540 Digital Media Analysis credit(s): 3**

In this course, students will learn how to measure and evaluate the effectiveness of digital communication, including website traffic and social media. Students will gain specific tools for analysis and presentation of data in meaningful ways and develop media strategies based on data insights. The class will use case studies and practical exercises to help students understand analytic techniques.

**COML 541 Advanced Digital Media Analysis credit(s): 3**

In this elective course, which will be offered once or twice per academic year, students will build upon fundamental concepts of how to measure and evaluate the effectiveness of digital communication and apply those principles more fully in the realm of analysis of digital communication campaigns. Part of the class includes preparing a portfolio campaign proposal. The class is grounded in best practices behind the strategy, execution, measurement and analysis of multichannel campaigns.

**Pre-requisite(s):** COML 540

**COML 545 Digital Surveillance, Algorithms and Ethics credit(s): 3**

The internet plays a large role in our lives, but what really happens when you log into social media or search for a job, news, a political issue or even a restaurant online? In this course we will raise the curtain on what is really happening behind the scenes in these digital spaces. Who is collecting your data, how is it being used and stored, should it be used and stored, and how do algorithms really work? We will cover the issues surrounding privacy and surveillance and the ethical questions facing organizations and individuals. Some of the other topics we will study include, algorithmic bias, network neutrality, accessibility, content moderators, intellectual property and surveillance capitalism.

**COML 550 Visual Data Communication credit(s): 3**

There is a vast quantity of data out there and it is not neutral, so how do you communicate important information gathered from data clearly and efficiently? In this course you will learn how to visualize information in a way that is easier for your audience to use and understand. You will strategize how to move beyond the written word and traditional presentations in order to create engaging graphic representations, that are accessible and ethical and send a clear message. One of the best examples on how data is used today is the visual representations surrounding the COVID-19 pandemic. Part of your course work includes using data visualization, graphic and analytic tools .

**COML 570 Globalization and Its Impacts credit(s): 3**

This course engages students to become familiar with a variety of global issues tied to organizational performance and to analyze those issues using systems-thinking concepts and tools. Students will gain a deeper understanding of social relationships of interdependence and accountability, as well as skills to integrate diverse ideas and perspectives from a variety of sources.

**COML 572 Communication and Community Development credit(s): 3**

Students in this course contribute to the work undertaken by the Social Responsibility Office at Javeriana University in partnership with various community media and communication organizations active in the Ladera and Aguablanca districts in Cali, Columbia to learn about and participate in community development projects geared to empowering disadvantaged young people.

**COML 595 Theorizing Communication credit(s): 3**

As an introduction to the field of communication and the COML program, this course investigates theories of communication, emphasizes understanding of how theory is created and tested, and encourages the practical application of good theory to real-world scenarios.

**COML 596 Master's Level Writing credit(s): 0**

This course is a resource for graduate students to improve writing in academic contexts. It is designed to both assess and improve a student's writing skills, and introduce graduate students to the genre of academic writing.

**COML 597 Communication Ethics credit(s): 3**

This course is an exploration into the personal, organizational, and social values present in ethical dilemmas. You will develop skills in ethical communication, decision-making and be able to consider multiple ethical perspectives. You will also learn strategies to respond to ethical problems while balancing your personal beliefs with organizational values.

**COML 598 International and Intercultural Communication credit(s): 3**

You will identify and analyze how communication is affected by culture, identity, gender, race and class. You will explore the effects of those differences in attitudes, social organization, role expectations, language and nonverbal behavior. Principles of communication theory as they apply to the intercultural context are also emphasized.

**COML 599 Content Creation and Strategy credit(s): 3**

This virtual or campus immersion course is grounded in the principle that the best learning is hands-on and occurs in the context of a community. The course is designed to build skills in public speaking, face-to-face conversations, writing, and creating multimedia products. Students will use those skills to create a digital portfolio.

**COML 602 Communication and Leadership Capstone credit(s): 3**

This course is the culmination of your communication coursework. The completed capstone will be presented in a public forum at the end of the program. If you choose a concentration, the capstone course requires a topic choice relevant to that concentration..

**Equivalent:** COML 680

**COML 607 Certification Credit credit(s): 3**

**COML 611 Seminar Continuation**

**credit(s): 1**

Course repeatable for 20 credits.

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

**COML 690 Directed Study**

**credit(s): 0-3**

Course repeatable for 9 credits.

Arranged with faculty.

# Master of Arts in Organizational Leadership

**Chairperson:** Michael Carey

**Assistant Professors:** D. Tran

**Associate Professors:** M. Carey, D. Conners, A. Popa

**Professors:** K. Hoover

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 30 semester credits. A required sequence of 15 credits is supplemented by electives totaling 15 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 complete and submit the following materials to the Department of Organizational Leadership:

1. A completed application for admission (see appendix for inquiry form) and a non-refundable fee.
2. A written statement from the applicant which:
  1. Describes their own interest in the Organizational Leadership degree.
  2. Assesses their strengths as a leader and describes what they hope to gain from a graduate degree.
3. A resume of professional experience.
4. One letter 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. One degree-bearing transcript from a regionally accredited university. Only the highest level of degree achieved is required (minimum: bachelor's degree). Additional transcripts may be requested upon review.

*\*Additional documents may be requested*

### ***International Applicants***

1. **International Transcript Evaluation:** All international students applying directly to a Gonzaga University graduate program must have each foreign transcript evaluated through an AACRAO approved, third-party evaluator (such as World Education Services (WES) or Educational Credential Evaluators (ECE)). Canadian transcripts are exempt from this requirement.
2. All international applicants who have not graduated from a United States or Canadian institution or whose native language is not English, must submit an official TOEFL iBT score of at least 88 or IELTS of 6.5 or better. Details can be found here:  
[https://www.gonzaga.edu/catalogs/current/graduate/08\\_general-academic-information](https://www.gonzaga.edu/catalogs/current/graduate/08_general-academic-information)
3. 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 catalog 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
ORGL 537 Foresight and Strategy	3 credits
Two of the following nine courses:*	6 credits
ORGL 510 Renaissance Leadership for the 21st Century	
ORGL 522 Leadership, Community Empowerment, Collaboration, and Dialogue	
ORGL 532 Leadership Justice and Forgiveness	
ORGL 535 Listen, Discern, and Decide	
ORGL 689 Leadership and Hardiness	
COML 504 Organizational Communication	
COML 507 Mindful Leadership and Communication	
COML 515 Relational Communication	
COML 572 Communication, Leadership, Community Development	

Note: \*Other ORGL or cross-listed courses may meet the Servant-leader criteria and must be approved by the advisor.

### ***Global Leadership Concentration: 12 credits***

ORGL 570 Introduction to Global Systems	3 credits
Required Study Abroad Immersion or Internship	3 credits
ORGL 690 Communication, Leadership, and Community Development	
ORGL 577 Methods of Inquiry and Strategy for Contemporary Global Issues	
ORGL 689 Project Europe at the Crossroads	
Two of the following elective courses:*	6 credits
ORGL 510 Renaissance Leadership for the 21st Century	
ORGL 517 Organizational Change and Transformation	
ORGL 518 Transforming Leadership	
ORGL 520 Conflict Resolution	
ORGL 535 Listen, Discern, and Decide	

ORGL 571 Global Citizenship  
ORGL 689 Leadership & Hardiness

**Change Leadership Concentration: 12 credits**

ORGL 515 Leadership and Human Potential 3 credits  
ORGL 516 Human Relations and Organization Development 3 credits  
ORGL 517 Organizational Change and Transformation 3 credits  
One of the following elective courses: 3 credits  
    ORGL 518 Transforming Leadership  
    ORGL 523 Psychology of Leadership  
    ORGL 550 Team Building and Leadership  
    ORGL 551 Advanced Team Building and Leadership  
    ORGL 689 Contemporary Leadership Strategies to Combat Hate

**Strategic and Organizational Communication Concentration: 9 credits**

Choose one of the following courses: 3 credits  
    COML 504 Organizational Communication  
    COML 512 Strategic and Crisis Communication  
Choose two of the following ten courses: 6 credits  
    COML 505 Digital Storytelling  
    COML 509 Social Media Engagement and Analysis  
    COML 511 Communication Consulting and Training  
    COML 512 Strategic and Crisis Communication  
    COML 513 Leadership and Innovation  
    COML 514 Strategic and Applied Public Relations  
    COML 515 Relational Communication  
    COML 530 Women, Communication, and Leadership  
    COML 540 Digital Media Analysis  
    COML 541 Advanced Digital Media Analysis

Courses:

**ORGL 501 Methods of Organizational Research credit(s): 3**

Gall, Gall, and BOrganizational 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 credit(s): 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:** COML 504

**ORGL 506 Leadership and Diversity credit(s): 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 507 Certificate Credit credit(s): 3**

**ORGL 509 Social Media Engagement and Analysis credit(s): 3**

This course will explore, examine, and analyze the ways in which communication technologies and social media influence 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. This course will introduce students to different strategies and techniques for evaluating the effectiveness of digital communication.

**Equivalent:** COML 509

**ORGL 510 Renaissance Leadership for 21st Century credit(s): 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 Communication: credit(s): 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 515 Leadership and Human Potential credit(s): 3**

The growing emergence of the 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 516 Relational Dynamics and Organizational Development credit(s): 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** **credit(s): 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** **credit(s): 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 520 Negotiation and Conflict Resolution** **credit(s): 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 522 Leadership and Communication - Empowerment, Collaboration, and Dialogue** **credit(s): 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** **credit(s): 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 530 Servant Leadership** **credit(s): 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 532 Leadership, Justice and Forgiveness** **credit(s): 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, and Decide** **credit(s): 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** **credit(s): 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-requisite(s):** ORGL 530

**ORGL 550 Team Building and Leadership** **credit(s): 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



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, and Lead credit(s): 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 Communications and Leadership Ethics credit(s): 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(s): 1**

for 20 credits.

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

**ORGL 615 Organizational Theory and Behavior credit(s): 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 credit(s): 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.

**Equivalent:** ORGL 680

**ORGL 660 Readings in Social Systems credit(s): 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 credit(s): 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** **credit(s): 1-3**

Course repeatable for 6 credits.

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** **credit(s): 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 681 Special Topics in Organizational Leadership** **credit(s): 1-3**

Course repeatable for 6 credits.

**ORGL 689 Special Topics** **credit(s): 1-3**

Course repeatable for 12 credits.

**ORGL 690 Directed Study: Organizational Leadership** **credit(s): 0-3**

Course repeatable 3 time.

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.

**ORGL 693 Gonzaga: Camino de Santiago** **credit(s): 3**

This immersion class focuses on the role of social infrastructure as a leadership tool for finding common ground and building healthy relationships in communities. The immersion is a 100km walk on the way of St. James, concluding at Santiago de Compostela.

## Doctor of Philosophy in Leadership Studies

**Chairperson:** Kem Gambrell

**Professors:** J.D. Barbour, S. Ferch

**Associate Professors:** C. Francovich, 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 leadership, health care, social services, business, faith-based, engineering, government, education, and law enforcement. The transdisciplinary curriculum is designed to develop scholarship and professional competencies while encouraging self-reflection and strengthening a commitment of service to others.

The doctoral program centers on three dimensions of a leader:

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

Each dimension emphasizes the nature of change as well as the development of human capacities for lives that are healthy, sustainable, and grounded in relationship with others. Threaded throughout the program are principles of research, a holistic look at relationships, and understanding complex

systems in ways that honor humanity. By doing so, Doctoral students come to understand leadership as scholarship and practice.

## **Mission of the Doctoral Program**

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

## **Values of the Doctoral Program**

The PhD Program in Leadership Studies creates a space where critical thought and moral conviction meet the questions of humanity. Understanding that leadership is a complex phenomenon, faculty in the doctoral program hold the following: We believe that leadership is based on a deep understanding of the self in relationship with others, and of the core values that drive one's actions. Effective leading 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 moral 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 realized through the curriculum and culture of the program. The Doctoral Program in Leadership Studies emphasizes the nature of change and the development of human capacities for lives that are healthy, socially just, and sustainable.

## **Admissions**

Prior to completing an application, it is advisable to secure an appointment with a Graduate Enrollment Management Admissions Specialist. 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. The Graduate Enrollment Management Admissions Specialists will answer any questions prospective students have about the program. Additional program questions may be answered by the department chairperson.

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.

Each applicant must submit a completed application packet to include the following materials:

1. A completed online application for admission (visit DPLS website or contact the Graduate Enrollment Management Admissions Application Specialist).
2. A written statement of purpose as requested on the online application for admission.

3. A minimum of three recommendations. References must be selected from among supervisors, instructors, and colleagues who have worked with the applicant during the past five years. At least one recommendation should come 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. One degree-bearing transcript from a regionally accredited university. Only the highest level of degree achieved is required (minimum: master's degree). Additional transcripts may be requested upon review. *\*Additional documents may be requested*

### International Applicants

1. **International Transcript Evaluation:** All international students applying directly to a Gonzaga University graduate program must have each foreign transcript evaluated through an AACRAO approved, third-party evaluator (such as World Education Services (WES) or Educational Credential Evaluators (ECE)). Canadian transcripts are exempt from this requirement.
2. All international applicants who have not graduated from a United States or Canadian institution or whose native language is not English, must submit an official TOEFL or IELTS score. The preferred TOEFL iBT score is 92 or IELTS of 7.0, or better. Details can be found here: [https://www.gonzaga.edu/catalogs/current/graduate/08\\_general-academic-information](https://www.gonzaga.edu/catalogs/current/graduate/08_general-academic-information)
3. Submission of a financial declaration and supporting documentation by each international applicant.

Applications are reviewed by the doctoral faculty three times per academic year, once per term. Students are generally notified of application status within 2-3 weeks of the respective deadline.

Gonzaga encourages and welcomes applications from international students. In addition to the application materials required for acceptance into the DPLS program listed above, international students must also meet certain requirements. For more information on these requirements, contact the [Center for Global Engagement](#).

### Prerequisites

1. A master's degree (or its equivalent) with a minimum 3.50 GPA from an accredited institution will be accepted
2. A minimum of two years of professional experience.

### 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. 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. 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 Leadership Studies who will make the final decision.

### ***Advancement to Candidacy***

Advancement to candidacy is a critical part of the program, designed to provide an opportunity to reaffirm the appropriateness of the program relative to the needs and abilities of the students. When a student is advanced to candidacy, it means she/he is a candidate for the PhD; this signifies the Doctoral Faculty's confidence in the candidate's ability to successfully complete the program, including the dissertation.

Upon successful completion of [DPLS 700](#), [DPLS 701](#), [DPLS 703](#), and [DPLS 720](#) courses, each student should see his or her pre-candidacy advisor to review the policies and procedures regarding candidacy (this process should begin once students have completed 15-18 credits).

Students must apply for candidacy before completing 24 credits and must complete the process by 30 credits or they will be unable to register for classes.

### ***Process and Paper Specifications:***

The process for advancing to candidacy involves researching, writing, and submitting an original, high quality theoretical/conceptual paper, a written response to a specified question or topic that is determined jointly by the student and their pre-candidacy advisor.

The candidacy topic is to align with the foundational curriculum framework. One or more of the program dimensions (personal, organizational, or global systems) provides the conceptual framework for the paper.

Once a topic has been decided upon in conjunction with their faculty advisor, the student will complete the candidacy application form found in the DPLS Student Center in Microsoft Teams. The student will receive an email response that the program is aware of the candidacy application.

After the application has been submitted, the student has up to three months to submit an electronic copy of the paper using the Candidacy Process form. , The pre-candidacy advisor and one other doctoral faculty member will review Candidacy papers within 3-4 weeks of submission. [Please note: An advisor can help the student with preliminary work on the candidacy paper. That is, the advisor can help with brainstorming to narrow the topic, or help outline or mind-map; however, once the application is submitted and the candidate has begun writing the paper, the advisor cannot help until or unless the candidate reaches an impasse or a major personal hurdle.]

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. [See the scoring rubric on the DPLS myGU website.]

Advancement past candidacy means the student is now a Doctoral Candidate. From the department, the letter of advancement to candidacy will include next steps for the Doctoral Candidate beginning with choosing a Dissertation Chair.

If the candidacy paper is found to be unacceptable [in whole or in parts], the student will be asked to rewrite the paper and resubmit it, according to departmental guidelines. If the paper fails to pass on the second review, a third reader will be appointed to also review the third and final submission. Failure to pass a third attempt at writing this paper will result in termination from the program.

## **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 accredited college or university for coursework in which a grade of "B+" or higher was awarded. The acceptance of transfer credits requires the recommendation of the doctoral program chairperson. Transfer credits are not included on 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 Gonzaga University.
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, DPLS 745), or Proposal Seminar (DPLS 730).
5. Coursework to be transferred must fit the mission of the doctoral program.

## **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 lower than a grade of B. 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. These credits are typically used for the advancement of a dissertation topic. 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. Students must submit an “Application for Individualized Study”, which requires a proposal demonstrating the relevance of the individualized study to DPLS coursework. For internship credit, the goal 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 purpose of the mentorship must be clearly defined. 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.

## **Non-Matriculation**

Credit for doctoral-level courses completed at Gonzaga University prior to admission of a student may be accepted by the doctoral program upon recommendation of the program chairperson as credits toward a degree. Such credits are termed “non-matriculated credits” and are limited to no more than 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 upon admission to the doctoral program.

Students enrolled in the doctoral program in the School of Leadership 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. Advisors' 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. In conversation with their chairperson and before the defense of the proposal, candidates 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 Gonzaga's Doctoral Program in Leadership Studies. 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 Proposal Seminar instructor, submitted through a student's dissertation chairperson at least 30 days before enrolling in the class. (Specifications for the petition are available on the doctoral program myGU website, from the doctoral faculty, or from the Admissions and Advising Specialist.) 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 Doctoral Program in Leadership Studies 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 (that includes a dissertation defense), 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 publishing and binding of the dissertation.

Detailed dissertation procedures can be obtained from the DPLS myGU website or dissertation chairperson.

## **Outline: 60 credits**

### **Required Courses: 30 credits**

DPLS 700 Leadership Theory	3 credits
DPLS 701 Organizational Theory	3 credits
DPLS 703 Global Leadership	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 Ethics & Leadership Studies	3 credits

### **Electives: 30 credits from courses listed below**

DPLS 705 Leadership and Social Justice	3 credits
DPLS 706 Leadership and Diversity	3 credits
DPLS 707 Leadership and Technology	3 credits
DPLS 708 Servant-Leadership, Forgiveness & Restorative Justice	3 credits
DPLS 709 Leadership and Spirituality	3 credits
DPLS 710 Planning for Change	3 credits
DPLS 711 Organizational Culture	3 credits
DPLS 712 Leadership for Environmental & Social Change	3 credits
DPLS 713 Leadership and Law	3 credits
DPLS 714 Writing for Publication	1 credit
DPLS 715 Leadership Ruminations	1 credit
DPLS 716 Social Construction and Leadership	3 credits
DPLS 717 Leadership and Film	3 credits
DPLS 718 Ways of Knowing: Teaching, Learning, and Leadership	3 credits
DPLS 719 Emergent Organizational Change	3 credits
DPLS 726 Advanced Qualitative Research	3 credits
DPLS 727 Complexity and Leadership Studies	3 credits
DPLS 728 Conceptual Framework and Research Design	3 credits
DPLS 741 The Art and Practice of Dialogue	3 credits
DPLS 742 Critical Theory & Leadership	3 credits
DPLS 743 Leadership and Consulting	3 credits
DPLS 744 Leadership, Language and Culture	3 credits
DPLS 746 Leadership and Applied Ethics	3 credits
DPLS 747 Leadership and Classical Ethics	3 credits
DPLS 748 Leadership and Feminist Ethics	3 credits
DPLS 749 Leadership and Eco Ethics	3 credits
DPLS 750 Leadership and Post-Modern Ethics	3 credits



DPLS 752 Narrative Inquiry & Identity	3 credits
DPLS 751 Leadership and History	3 credits
DPLS 755 Leadership and Communications	3 credits
DPLS 756 Leadership and Psychology	3 credits
DPLS 757 Power and Influence in Leadership	3 credits
DPLS 780 Servant Leadership	3 credits
DPLS 781 Listen, Discern, Decide	3 credits
DPLS 782 Foresight & Strategy	3 credits
DPLS 783 Seminar in Servant Leadership	1 credit

Courses:

**DPLS 700 Leadership Theory credit(s): 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 credit(s): 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 Leadership credit(s): 3**

The intent of this course is to explore leadership through a global citizen lens including topics such as cultural competency, global mindset, global and social systems, human rights and social justice.

**DPLS 705 Leadership and Social Justice credit(s): 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 credit(s): 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 708 Servant Leadership, Forgiveness and Restorative Justice credit(s): 3**

In this course students will begin the process of understanding servant-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 credit(s): 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** **credit(s): 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 Organizational Culture** **credit(s): 3**

The purpose of this course is threefold. Doctoral students will: understand philosophical and theoretical approaches to studying organizations from a cultural perspective; understand leader/follower practices to build and effect cultures in organizations; and apply theoretical/philosophical and practical understanding to the cultural analysis and interpretation of organizations, groups, and/or sub groups.

**DPLS 712 Leadership for Environmental and Social Change** **credit(s): 3**

Never in human history have ecological and social catastrophes threatened at such global scales simultaneously. Scientists tell us that we have, or are on the verge of, crossing multiple planetary boundaries. Meanwhile, and entirely related, wealth inequality has reached unprecedented levels; billions are deprived of their most basic needs; racism, colonialism and heteropatriarchy inflict terrible violence and oppression. A more equitable, just, peaceful, and ecologically sustainable world is possible, but requires deep systemic change. In this class we will think broadly and creatively about meaningful and transformative social change, including our role in bringing about such change. Key topics will include: root causes of environmental crisis and social injustice; visions for a more fair and ecologically sustainable world; competing understandings about social change; divergent perspectives on the environment and environmentalism; solidarity and intersectionality of struggle; methods and tactics of engagement; counter-movements and the workings of the powerful; and lessons from contemporary movements. In all of this, we will examine our own assumptions, social locations, and commitments to social justice, being reflexive about our roles as “leaders” and “activists.”

**DPLS 713 Leadership and Law** **credit(s): 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.

**Equivalent:** EDLD 713

**DPLS 714 Writing for Publication** **credit(s): 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 Leadership Ruminations** **credit(s): 1**

Course repeatable for 3 credits.3 time.

To ruminate: to go over in the mind repeatedly and often; to casually or slowly to engage in contemplation. To engage in a deliberate and reflective constructionist process. The intent of this one-credit course is to consider several of the many formidable questions around the field of leadership studies in a seminar setting. The class members will propound philosophical leadership questions to collectively critique, examine, and cogitate on with the intent of developing deeper insights and understanding for a more holistic perspective.

**DPLS 716 Social Construct. and Leadership** **credit(s): 3**

This course has developed as a consequence of an increasing recognition in leadership studies of the need for a grounding in the theory of social construction and the phenomenology of this construction at both the sociological/cultural levels, and at the level of the individual. Upon completion of this course, students will be versed in the concepts, nomenclature, and theoretical basis for constructionist discourse as both a methodology of inquiry and as an explanatory framework for a broad interpretation of social and psychological phenomena.

**DPLS 717 Leadership and Film** **credit(s): 3**

This course initiates a thoughtful consideration of the nature of leadership as depicted in film. Through seeking understanding in dialogue with fellow learners, students are encouraged toward greater discernment of the person, the collective, and the context with regard to the dynamic systems involved in leadership. Film provides unique insights to investigate character and motive, as well as culture, allowing us to access meaning and significance through theoretical, analytic and dialogic inquiry. The course helps form in students the ability not only to be leaders, but in the words of Robert Frost, "awakeners." Through the time spent viewing films and entering into discourse, we will become more sophisticated observers and practitioners of leadership as we seek to understand the essence of leaders through artistic representation. Reflection, introspection, and personal engagement aimed toward a richly layered encounter with the lives of leaders contributes to the formation of a more enduring and authentic leadership response to personal, organizational, and global complexities.

**DPLS 718 Ways of Knowing: Teaching, Learning, and Leadership** **credit(s): 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 Emergent Organizational Change** **credit(s): 3**

This course explores theories of emergent organizational change with an emphasis on the emergence of transformational practices and structures within individuals groups, and material infrastructure. Theories and strategies for identifying and positively effecting the organization will draw from a core of readings in organizational theory, social theory, philosophy, complexity science, cultural studies, and leadership theory.

**DPLS 720 Principles of Research** **credit(s): 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.

**Pre-requisite(s):** DPLS 700 or DPLS 701 or DPLS 703

**DPLS 722 Quantitative Data Analysis** **credit(s): 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-requisite(s):** DPLS 720

**DPLS 723 Qualitative Research** **credit(s): 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-requisite(s):** DPLS 720

**DPLS 726 Advanced Qualitative Research** **credit(s): 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-requisite(s):** DPLS 720 and DPLS 723

- DPLS 727 Complexity and Leadership Studies** **credit(s): 3**  
 This course is an inquiry into complexity theory and its relationship to society, organizations, and the self in the context of leadership studies. The course probes the roots of complexity thinking as it has emerged in language, rational thought, and human action. Complexity theory is offered as a partial corrective to paradigmatic polarization and methodological confusion in social theory.
- DPLS 728 Conceptual Framework and Research Design** **credit(s): 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.
- DPLS 729 Qualitative Analysis with Nvivo** **credit(s): 3**  
 This course will be devoted to learning the basics of computer assisted analysis of qualitative data using the NVivo application. Students will engage in structured opportunities to analyze, interpret, and report qualitative research using a standardized set of data as well as student generated data.  
**Pre-requisite(s):** DPLS 720
- DPLS 730 Proposal Seminar** **credit(s): 3**  
 Development of the dissertation research proposal is the focus of this course.  
**Pre-requisite(s):** DPLS 722 or DPLS 723
- DPLS 735 Proposal Defense** **credit(s): 1**  
 Students are to enroll in this course the semester in which they plan to defend their dissertation proposal.
- DPLS 736 Dissertation** **credit(s): 1-5**  
 Course repeatable for 15 credits.  
 Students must register for a total of five (5) credits for this course.  
**Pre-requisite(s):** DPLS 735, minimum grade: S
- DPLS 737 Dissertation Extension** **credit(s): 1**  
 Course repeatable for 5 credits.  
 Credit registration for student continuing after core course requirements have been completed.  
**Equivalent:** EDLD 737
- DPLS 738 Completion of Candidacy** **credit(s): 0**  
 Students must register for this zero credit course in the semester in which they complete their candidacy process.
- DPLS 739 Orientation** **credit(s): 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 741 The Art and Practice of Dialogue** **credit(s): 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 Critical Theory and Leadership** **credit(s): 3**  
 This course is an introduction to the foundations of Frankfurt School Critical Theory, whose interdisciplinary Marxist method forms: much of the theoretical basis of Critical Leadership Studies/Critical Management Studies, which seeks to understand: the conditions of leadership in contemporary society through qualitative methods, interrogating the structure of subjectivity and the social construction of concepts such as "leadership." Themes addressed include: Frankfurt School's seminal studies of the character structure of the "authoritarian personality" and its role in demagogu,

and the promotion of prejudice; the Frankfurt School on workplace alienation and instrumental rationality under capitalist modernity; mass culture; and the formation of publics and "public opinion."

**DPLS 743 Leadership and Consulting credit(s): 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, Language, and Culture credit(s): 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 Ethics and Leadership Studies credit(s): 3**

This course is an inquiry into character and conduct, moral responsibility, deliberation and decision, individuals and society, persons and community.

**DPLS 746 Leadership and Applied Ethics credit(s): 3**

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 credit(s): 3**

Several classical ethical models are examined throughout the course. Critical analysis of how these models might apply to leadership today is made.

**DPLS 748 Leadership and Feminist Ethics credit(s): 3**

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 credit(s): 3**

This course provides in-depth thoughts on principles of ethics and ethical decision making regarding ecology at global, national, and local levels.

**DPLS 750 Leadership and Post-Modern Ethics credit(s): 3**

This course is an introduction to some of the various ways that the pursuit of an ethical life, a life lived well in the light of goodness and justice, has been inspired by "post-modernism." For our purposes, that means ethics pursued after the challenges posed to the autonomy of the subject and the absolute power of reason, challenges that become dominant in western thinking since the mid Twentieth Century. In particular, this means thinking about justice and goodness outside of the exclusive concern with rule-based ethics (Deontology and Utilitarianism) that marks the Enlightenment, or High Modernism.

**DPLS 751 Leadership and History credit(s): 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.

**DPLS 752 Narrative Inquiry and Identity credit(s): 3**

This course offers students an opportunity to explore the growing synergy between two research areas: leadership, and narrative or story. The course begins with an exploration of the role of narrative in our lives. The class then shifts to a focus on the actual dynamic of telling a story to an audience that includes

practicing storytelling, how to listen to stories. The third module will explore the role of storytelling for those in a leadership role that includes: the role of story for those aspiring to become a more authentic leader? How a leader use stories to shape culture? And, how to craft a group narrative? The fourth and final module will allow students to delve more deeply into applications of narrative research and how narrative can be utilized in a coaching role.

**DPLS 755 Leadership and Communication credit(s): 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 credit(s): 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 Power and Influence in Leadership credit(s): 3**

If leadership is about relationships, power is the ability to influence others. In the organizations, the dynamics of power and influence surround us. They play a role - often fundamental - in nearly all the aspects of life, from individual relationships, career advancement to broad organizational change. This course is designed to study the large body of theory and research regarding power, influence and political skills, with the applied context of individual, community and organizational leadership. Students will analyze research critically from a theoretical and empirical perspective, apply the concepts to case studies and real life experiences, as well as develop an aptitude for leadership applications.

**DPLS 760 Readings credit(s): 1-3**

Course repeatable for 6 credits.

Curriculum, reading lists, and credit are determined based on an individual proposal.

**DPLS 761 Readings credit(s): 1-3**

Course repeatable for 6 credits.

Curriculum, reading lists, and credit are determined based on an individual proposal.

**DPLS 762 Readings credit(s): 1-3**

Course repeatable for 6 credits.

Curriculum, reading lists, and credit are determined based on an individual proposal.

**DPLS 763 Readings credit(s): 1-3**

Course repeatable for 6 credits.

Curriculum, reading lists, and credit are determined based on an individual proposal.

**DPLS 764 Projects credit(s): 1-3**

Course repeatable for 6 credits.

Curriculum, reading lists, and credit are determined based on an individual proposal.

**DPLS 765 Projects credit(s): 1-3**

Course repeatable for 6 credits.

Curriculum, reading lists, and credit are determined based on an individual proposal.

**DPLS 766 Internship/Mentorship credit(s): 0-3**

Course repeatable for 6 credits.

Credits determined based on individual proposal.

**DPLS 767 Non-Dissertation Research credit(s): 1-3**

Course repeatable for 6 credits.

Research and design are based on an individual proposal.

**DPLS 768 Non-Dissertation Research credit(s): 1-3**

Course repeatable for 6 credits.

Research and design are based on an individual proposal.

<b>DPLS 769 Non-Dissertation Research</b>	<b>credit(s): 1-3</b>
Course repeatable for 6 credits. Research and design are based on an individual proposal.	
<b>DPLS 772 Special Topics</b>	<b>credit(s): 1-3</b>
Course repeatable for 6 credits. Special topics seminars are designed based on individual student and faculty interests.	
<b>DPLS 773 Special Topic</b>	<b>credit(s): 1-3</b>
Course repeatable for 6 credits. Special topics seminars are designed based on individual student and faculty interests.	
<b>DPLS 774 Special Topics</b>	<b>credit(s): 1-3</b>
Course repeatable for 6 credits. Special topics seminars are designed based on individual student and faculty interests.	
<b>DPLS 775 Special Topics</b>	<b>credit(s): 1-3</b>
Course repeatable for 6 credits. Special topics seminars are designed based on individual student and faculty interests.	
<b>DPLS 776 Special Topics</b>	<b>credit(s): 1-3</b>
Course repeatable for 6 credits. Special topics seminars are designed based on individual student and faculty interests.	
<b>DPLS 777 Special Topics</b>	<b>credit(s): 1-3</b>
Course repeatable for 6 credits. Special topics seminars are designed based on individual student and faculty interests.	
<b>DPLS 778 Special Topics</b>	<b>credit(s): 1-3</b>
Course repeatable for 9 credits. Special topics seminars are designed based on individual student and faculty interests.	
<b>DPLS 779 Special Topics</b>	<b>credit(s): 1-3</b>
Course repeatable for 12 credits. Special topics seminars are designed based on individual student and faculty interests.	
<b>DPLS 780 Servant Leadership</b>	<b>credit(s): 3</b>
The foundations of servant-leadership are 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.	
<b>DPLS 781 Listen, Discern, and Decide</b>	<b>credit(s): 3</b>
In this class, students will learn more in depth concepts of servant-leadership by learning approaches and practices of listening and discernment 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.	
<b>DPLS 782 Foresight and Strategy</b>	<b>credit(s): 3</b>
In this course students will integrate more of the servant-leader characteristics, and further develop the disposition of a servant-leader. 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 vision into the reality of complex organizational and community systems.	

**DPLS 783 Seminar in Servant Leadership**

**credit(s): 1**

Course repeatable for 3 credits.

This intensive course will examine the theory and practice of servant-leadership, starting with a careful examination of Robert Greenleaf's primary work, *Servant Leadership* (1977/2002, Paulist Press). This will be followed by an examination of critical issues and practices through the reading of selected essays by James Autry, Warren Bennis, Peter Block, John Carver, Stephen Covey, Shann Ferch, Dee Hock, Michael Jones, Richard Leider, Ralph Lewis, Jack Lowe, Ken Melrose, Richard Nielsen, Parker Palmer, George SanFacon, Peter Senge, James Showkeir, Larry Spears, Margaret Wheatley, Lea Williams, Danah Zohar and others.



# The School of Law

**Dean: Jacob H. Rooksby, J.D., Ph.D.**

In 1912, the Trustees of Gonzaga University established the Gonzaga University School of Law with the active support of many prominent members of the bench and bar in Washington State. In its first century, the School of Law produced many exceptional lawyers, and it is committed to an equally exceptional second century. Gonzaga Law is fully accredited by the American Bar Association, which entitles graduates to take the bar exam in any state. Gonzaga Law is also a member of the Association of American Law Schools.

## Objectives of Gonzaga University School of Law

Gonzaga Law belongs to a long and distinguished tradition of law schools which deliver a humanistic, Jesuit education rooted in the principles of intellectual inquiry, fairness, justice, and respect for human dignity. The school is committed to preserving this tradition which informs each aspect of the student experience.

Just as the school challenges its students to understand the knowledge of the past, we understand that a firm grasp of the innovations of the present is also necessary in order to better serve society. Gonzaga emphasizes the education and development of the whole person and works to instill in its students a strong commitment to social justice as it encourages students to take individual initiative and personal responsibility for the betterment of their communities.

The school also recognizes its responsibility to the public and to the legal profession. As a result, Gonzaga Law works to prepare graduates to be analytical thinkers, accomplished writers, and creative problem-solvers. Gonzaga graduates will be able to translate their thoughts into effective, productive action on behalf of clients.

For those students who may not want to follow a traditional career path, the school's J.D. curriculum provides students with the tools to succeed in a wide range of other career fields.

One of the school's greatest strengths is the dedication and commitment of the faculty and staff who provide students with personal, individual attention. Each student's educational journey will be guided by distinguished and dedicated faculty and shaped by the paths of the many justices, judges, advocates, and leaders who are proud Gonzaga Law alumni.

Gonzaga Law believes that the courtroom can be a powerful classroom and that practical skills should accompany intellectual inquiry. This is why Gonzaga takes pride in providing students with a quality legal education including practical, hands-on experience that will ease students' transition from the academic world to the world of legal practice. Gonzaga Law graduates are known for being zealous advocates and community leaders.

## Full-time Programs

Gonzaga Law offers a full-time, three-year, 90-credit degree. In some circumstances, students can take advantage of flexible scheduling to complete their degrees in four or five years. All degree credits must be completed within five years of matriculation.

Gonzaga Law also offers an Executive J.D. program that allows students to earn their degree in two years rather than three. The program is distinct from the three-year program not just for its speed. Executive J.D. students must take required coursework in the fields of business and leadership. Also, because the program requires students to carry a full course load for six consecutive semesters, students are required to apply eight of their credits toward experiential learning. This enhancement provides students with the chance to learn outside the classroom in a legal setting while taking their accelerated schedule into consideration.

## Curriculum

Gonzaga's legal education program is deliberately focused on educating the whole person. 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.

Gonzaga Law requires students to complete a rigorous legal research and writing program that helps students develop the writing and analytical skills so valued by employers and so necessary to the practice. The school offers upper-division electives in many different areas of the law, including: trial and appellate advocacy; education law; intellectual property law; family law; employment law; immigration law; environmental/natural resource law; business and commercial law; and international law. The classes are taught by nationally and internationally recognized faculty whose scholarship adds an important dimension to their teaching.

To complete their education, all students are required to engage in experiential learning through working in a professional externship, designated simulation course, or in one or more of Gonzaga's clinical legal programs during their second or third year of studies. Gonzaga Law students have externed with courts, law firms, as well as prosecutor and public defender offices at the local, state, and federal levels, including the U.S. Court of Appeals for the Ninth Circuit, the Washington Supreme Court, the Federal Trade Commission, the Executive Office of Immigration Review, and other state and federal agencies. Recent placements in non-profit entities include the Northwest Justice Project, the National Center on Sexual Exploitation, and the Northwest Immigrant Rights Project.

Gonzaga Law boasts two academic Centers that serve as platforms for our social justice education and action. The Center for Civil & Human Rights provides students, scholars, and community leaders with opportunities to explore and address issues relating to civil and human rights through research, education, and community engagement. The Center for Law, Ethics, & Commerce imparts legal and theoretical knowledge and teaches the lawyering skills needed to represent businesses and consumers in all manner of commercial transactions, with a particular sensitivity toward corporate behavior on the public good. Both Centers complement students' classroom work and allow students to dive deeply into legal and community issues.

## Clinical Legal Programs

Another choice that Gonzaga Law students have for experiential learning is Gonzaga Law School's Clinical Legal Programs (GLS-CLP). GLS-CLP is an on-campus clinic that provides legal services to clients, including low-income persons, and is a major provider of *pro bono* legal services in the Spokane area. It also engages in amicus advocacy on behalf of certain entities. Clinical positions are available to students in good standing and students are encouraged to take an active role in performing real legal work.

In GLS-CLP, students work on real cases with real clients under the supervision of clinical instructors who are licensed attorneys. Students can appear in court on behalf of clients under Rule 9 of the Washington State Bar Association's Court Rules after they have completed two years of course work (60 semester credits) and been approved by the WSBA.

Students in GLS-CLP have argued appeals before the Washington Supreme Court and the U.S. Court of Appeals for the Ninth Circuit. They have testified before Congressional committees in Washington, D.C. about the impact of pending legislation. They have appeared in Kalispel Tribal Court as advocates and argued on behalf of their clients. They have helped clients who needed health care services, housing assistance, estate planning services, and parenting plans. They helped clients who dreamed of starting their own businesses and clients who did not want to face the IRS alone. In GLS-CLP, every student makes a difference.

On-campus clinical offerings include business law, elder law, Indian law, immigration law, LGBTQ+ rights, and tax law.

## Dual Degree Programs

Gonzaga Law and the Graduate School of Business offer dual-degree programs leading to the Juris Doctor/Master of Business Administration (J.D./MBA), the Juris Doctor/Master of Accountancy (J.D./MAcc), and the Juris Doctor/Master of Science in Taxation (J.D./MSTax). 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 Gonzaga University Graduate School of Business as well as to the law school.

Additionally, a Juris Doctor/Master of Social Work (J.D./MSW) dual-degree program is available in partnership with Eastern Washington University. It is designed to prepare law and social work professionals to practice either profession competently and to enable them to use this unique combination 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. 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.

## Co-Curricular Activities

Gonzaga's educational philosophy is based on the centuries-old Ignatian model of educating the whole person: mind, body, and spirit. Gonzaga's student organizations are diverse in nature. Whatever students' interests or career goals, there are activities available that will enhance their knowledge and abilities while also contributing to the community.

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. 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 encourages student involvement, and there are abundant opportunities to participate in student organizations, legal fraternities, public service projects, and other activities. Programs such as the Juvenile Records Sealing Project and the Moderate Means Program allow even first-year law students to spend time helping members of the Spokane community access legal services.

Gonzaga Law sponsors a summer study of law program in Florence, Italy where students can take classes with an international and comparative law focus.

## Physical Facilities and Chastek Law Library

Set on the banks of the beautiful Spokane River, the Gonzaga Law building is a stunning environment for research and learning. The facilities offer a variety of classroom and library environments to support interactive teaching and learning methods. Features throughout the building encourage students to linger and discuss ideas in beautiful outdoor spaces, roof plazas and balconies, and comfortable lounges, all with new furnishings that have been upgraded or installed within the past two years.

The mix of classrooms, study spaces, seminar rooms, and clinical settings provide flexibility to integrate the best of traditional law teaching and collaborative and innovative learning. Gonzaga's tradition of excellence in advocacy training and moot court competitions is promoted in the beautiful, two-story Barbieri Courtroom.

The Chastek Library is a warm and inviting legal learning and research environment filled with natural light and 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, faculty, and the wider legal community.

## Admissions

Gonzaga 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 its consideration of applicants to impersonal statistics. Also considered

are an applicant's unique qualities, such as work and life experiences, personal accomplishments, and the opinions of others as reflected in letters of recommendation.

Gonzaga 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, ethnic, and socioeconomic backgrounds. Those individuals who want the admission review committee to consider diversity factors in their application process are encouraged to provide information about their experiences, identity, and background in their applications. More information about Gonzaga Law's commitment to diversity can be found at <https://www.gonzaga.edu/school-of-law/about/mission-vision>.

Students who are in good standing at another ABA-accredited law school may apply for admission to Gonzaga Law with advanced standing as a transfer student.

For admission information, write or call:

Admissions Office  
Gonzaga University School of Law  
PO Box 3528  
Spokane, WA 99220-3528  
509-313-5532  
[admissions@lawschool.gonzaga.edu](mailto:admissions@lawschool.gonzaga.edu)  
[www.gonzaga.edu/school-of-law/admission](http://www.gonzaga.edu/school-of-law/admission)

# Summer Session

Gonzaga University offers a wide range of summer courses, both online and on campus, during two summer sessions.

Students from other colleges and universities are welcome to take Summer Session courses at Gonzaga, and are encouraged to work with their academic advisors at their home institutions regarding transfer credits and course planning. Students are considered “non-degree seeking” when enrolled at another college. See the Admissions section of this catalog for more information on applying for a degree program.

Details on courses, dates, costs, and registration are available on the Summer Session website, <http://www.gonzaga.edu/summer>, by emailing [summer@gonzaga.edu](mailto:summer@gonzaga.edu) or by calling 509-313-6228.

# Executive Leadership Team

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- Julia Bjordahl, Executive Assistant to the President
- Robin Kelley, Chief Diversity Officer
- Ray Kliewer, Vice President for Human Resources
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- Chris Standiford, Athletic Director
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- Jolanta Weber, Vice Provost, Academic Affairs Administration

# Board of Members

The Board of Members serves to ensure that Gonzaga University functions in vibrant relationship to the Society of Jesus and fulfills its apostolic mission as a work of the Society of Jesus and the Roman Catholic Church.

The Board of Members is composed of Jesuits who are members of the Gonzaga University Jesuit Community. The Board of Members meets regularly with the President to discuss matters specific to the Jesuit and Catholic mission and identity of the University, and works collaboratively with the Board of Trustees regarding matters of mutual concern to the Boards.

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# Board of Trustees

The Board of Trustees has the authority and powers to govern and set policy for Gonzaga University. Trustees are elected to promote and preserve the University's Mission, lead its strategic planning process, and protect and sustain University assets and resources for future generations, including its endowment, buildings, grounds, reputation, and the quality of its academic programs.

With expertise in many fields, including education, theology, business, finance, accounting, medicine, and law, Gonzaga University's Trustees bring a diverse perspective to responsible governance.

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Shannon K. McCambridge  
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The Board of Regents serve as an advisory board to the Trustees and President of Gonzaga University. The membership of the Board consists of dedicated volunteers from around the country. These volunteer leaders come from and represent the constituencies of the University – our students, alumni, parents, faculty, staff and friends.

Within their volunteer capacity, the members of the Board of Regents also serve as ambassadors to the campus community, as well as the regions of the country they represent.

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Richard Taylor

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Mike Tobin

Bill Wrigglesworth

# 2022-2023 Academic Calendar

This calendar does not pertain to the Law School or the Online Graduate Courses Calendar.

**This calendar is subject to revision based on COVID-19 - related circumstances.**

Fall Semester 2022	Date
New Faculty Orientation	Thursday, August 18 and Friday, August 19
Fall Faculty Conference	Thursday, August 25
Fall Faculty Meetings	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 Holiday	Monday, September 5
Last Day to Add	Wednesday, September 7
Last Day to Drop	Friday, September 9
Mass of the Holy Spirit	Tuesday, September 13 <i>(The only classes canceled are those conflicting with Mass &amp; lunch following – labs that meet once per week are not canceled)</i>
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	Wednesday, November 23 - Friday, November 25

## Fall Semester 2022

## Date

Reading/Study Days	Saturday, December 10 - 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 2023

## Date

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
Monday ONLY Classes Begin (To Protect Monday Only Classes Contact Hours)	Tuesday, January 17
Classes Begin	Wednesday, January 18
Last Day to Add	Wednesday, January 25
Last Day to Drop	Friday, January 27
Incompletes Revert to Provisional Grades	Friday, February 17
Presidents' 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	Thursday, April 6
Good Friday Holiday	Friday, April 7
Easter Holiday	Monday, April 10
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 2023

## Date

First Session Begins	Monday, May 22
First Session Ends	Friday, June 30
Second Session Begins	Wednesday, July 5
Second Session Ends	Friday, August 11
Summer Begins	Monday, May 22
Summer Ends	Friday, August 11

*Approved by Academic Council 11-27-2017*