Gonzaga University

2024-2025 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 100 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 775,000. 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 theater

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 7,300 students of whom 70 percent are undergraduates and 30 percent are in graduate programs, including the School of Law and five doctoral programs. Our student body represents every state and over 43 countries.

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 800 full-time and adjunct faculty. The ratio of students to faculty is 12-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. Ninety-nine percent 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 3,000 undergraduate students, including men's, women's or coeducational residence halls with capacities ranging from 40 to 620. Residence halls are staffed by Professional, Assistant Residence Directors, Resident Assistants, Student Ministers, Residence Hall Association Executives, Peer Mentors, 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 two apartment complexes and up to nine 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 including six restaurant-style platforms;

- Starbucks;

- Qdoba;

- Marketplace convenience store offering handcrafted-gourmet sandwiches; and

- 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, outdoor fire pit, and many places for students to meet and study.

Administrative offices within the building include:

- University 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 Student Body Association (GSBA), and Transfer, Veteran, Returning Adult, and First Generation Services (TVRAS + FG)
- Center for Global Engagement (CGE) including Study Abroad and International Student and Scholar Services (ISSS)
- Auxiliary Enterprises
- Zag Dining
- 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 and 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 McCarthey 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 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 houses the Center for Global Engagement; the Mission and 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 Health Sciences, 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 Office of Instructional Design and Delivery, the Center for Student Academic Student Success, including the Disability Access, 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 an 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, in 1928 the School of Education and in 1934 the School of Engineering. In 1975 the School of Continuing Education was recognized and named as the School of Professional Studies, later renamed as the School of Leadership Studies in 2018. The School of Nursing and Human Physiology was established in 2013 and was renamed the School of Health Sciences in 2023. Gonzaga is an independent, Roman Catholic and Jesuit university committed to ensuring our students an educational experience that fosters 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 National Association of Schools of Music (NASM)
- The American Chemical Society (ACS)
- The Commission on English Language Program Accreditation (CEA)
- The Association to Advance Collegiate Schools of Business (AACSB)
- The Commission on Collegiate Nursing Education (CCNE)
- The Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
- 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 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 Washington State Professional Educator Standards Board (PESB)
- The National Association of School Psychologists (NASP)

GU Coat of Arms: The Mark of Distinction

The Coat of Arms of Gonzaga University, 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; second, the patron of the University is St. Aloysius Gonzaga; third, the House of Onez was associated with Loyola; and last, 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: Gonzaga 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.

The Coat of Arms is a historical logo to be used solely by the Office of the President.

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

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.

Admission

Policy

Gonzaga offers graduate programs that span across our 7 schools and the Institute for Informatics and Applied Technology. Decisions on admission to any graduate program of the University are made by the faculty of that program after an evaluation of an applicant's academic achievement, scholastic aptitude and other characteristics which may predict success within the graduate program. Undergraduate grades and cumulative grade point average, letters of recommendation, optional test scores, personal statements and work experience can all play an important role in the admission process. All applicants are reviewed according to these criteria without discrimination on the basis of race, age, color, creed, national or ethnic origins, marital or financial status, disability, gender or sexual orientation.

When to Apply for Admission

Each graduate program at Gonzaga has distinct application deadlines and start terms. Please refer to specific links in the "How to Apply for Admission" table above below to view that detailed information.

All applicants seeking financial aid should also complete and submit the Free Application for Federal Student Aid (FAFSA). Students must complete the FAFSA annually to be eligible. This form can be accessed online at https://studentaid.gov/h/apply-for-aid/fafsa. Gonzaga's FAFSA code is 003778. For additional information on financing options and scholarships, please go to our Paying for Your Graduate Degree webpage at https://www.gonzaga.edu/admission/graduate-admission/paying-for-your-graduate-degree.

Questions?

Our Graduate Enrollment Management Admissions Specialists offer multiple ways to get in touch:

- Virtual appointments
- Phone calls
- Email or Text
- Campus Visits
- Open House Events

Individual contact details can be found towards the bottom of the specific "How to Apply for Admission" page links. For general questions, contact us at gradadmissions@gonzaga.edu.

How to Apply for Admission:

Application for Graduate Students:

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at www.gonzaga.edu/gradapply.
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

College of Arts and Sciences

Program Name	How To Apply Link
Master of Arts in Philosophy	https://www.gonzaga.edu/college-of-arts-sciences/departments/philosophy/graduate-program/ma-admissions
Master of Arts in Theology & Leadership	https://www.gonzaga.edu/online-graduate-programs/online-programs/m-a-theology-leadership/how-to-apply

Graduate School of Business

Program Name	How To Apply Link
Master of Accountancy (MAcc)	https://www.gonzaga.edu/school-of-business-administration/graduate/macc/how-to-apply
Master of Business Administration (MBA)	https://www.gonzaga.edu/school-of-business-administration/graduate/mba/how-to-apply
MBA in American Indian Entrepreneurship (MBA-AIE)	https://www.gonzaga.edu/school-of-business-administration/graduate/mba-in-american-indian-entrepreneurship/how-to-apply
Master of Science in Business Analytics (MSBA)	https://www.gonzaga.edu/school-of-business-administration/graduate/msba/how-to-apply
Master of Science in Taxation	https://www.gonzaga.edu/school-of-business-administration/graduate/mstax/how-to-apply
Dual Degree Programs	https://www.gonzaga.edu/school-of-business-administration/graduate/jd-macc-and-jd-mba-programs

School of Education

Program Name	How To Apply Link
Verified Course Sequence to sit for Behavioral Analysis certification	https://www.gonzaga.edu/school-of-education/graduate/certificate-in-behavioral-analysis
Doctor of Educational Leadership (EdD)	https://www.gonzaga.edu/school-of-education/graduate/doctor-of-educational-leadership/how-to-apply
Education Specialist in School Psychology	https://www.gonzaga.edu/school-of-education/graduate/ed-specialist-in-school-psychology/how-to-apply
M.A. in Clinical Mental Health Counseling	https://www.gonzaga.edu/school-of-education/graduate/m-a-clinical-mental-health-counseling/how-to-apply
M.A. in Marriage and Family Counseling	https://www.gonzaga.edu/school-of-education/graduate/m-a-marriage-family-counseling/how-to-apply

M.A. in School Counseling	https://www.gonzaga.edu/school-of-education/graduate/m-a-school-counseling/how-to-apply
M.A. in Sport & Athletic Administration (Online or On-Campus options)	https://www.gonzaga.edu/online-graduate-programs/online-programs/m-a-sport-athletic-administration /how-to-apply
M.A. in Teaching English to Speakers of Other Languages	https://www.gonzaga.edu/school-of-education/graduate/teaching-english-to-speakers-of-other-languages/m-a-teaching-english-to-speakers-of-other-languages/apply
Master of Counselling, Site-based (Canada)	https://www.gonzaga.edu/school-of-education/graduate/m-a-counselling-canada/how-to-apply
M.Ed. in Educational Leadership (Online)	https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-educational-leadership---online/how-to-apply
M.Ed in Educational Leadership with Principal Certification (Online)	https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-educational-leadership-principal-cert/how-to-apply
M.Ed. in Special Education	https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-special-education/how-to-apply
Master in Teaching (MIT)	https://www.gonzaga.edu/school-of-education/graduate/master-in-teaching/how-to-apply
Principal Certification	https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-educational-leadership-principal-cert/how-to-apply
Psy.D. in School Psychology	https://www.gonzaga.edu/school-of-education/graduate/psyd-school-psychology/how-to-apply

School of Engineering and Applied Science

Program Name	How To Apply Link
Certificate in Transmission & Distribution Engineering	https://www.gonzaga.edu/school-of-engineering-applied-science/degrees-and-programs/transmission-distribution/certificate/apply
Master's of Transmission & Distribution Engineering	https://www.gonzaga.edu/school-of-engineering-applied-science/degrees-and-programs/transmission-distribution/masters/apply
Master of Engineering Management	https://www.gonzaga.edu/school-of-engineering-applied-science/graduate/mem/apply

School of Health Sciences

Program Name	How To Apply Link
Doctor of Nurse Anesthesia Practice (DNAP)	https://www.gonzaga.edu/school-of-nursing-human-physiology/departments/doctor-of-nurse-anesthesia/eligibility-and-admission
Doctor of Nursing Practice (DNP) – Post-Baccalaureate (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/nursing-programs/doctor-of-nursing-practice-post-baccalaureate/eligibility-criteria-admission-requirements
Doctor of Nursing Practice (DNP) – Post-Masters (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/nursing-programs/doctor-of-nursing-practice-post-masters/eligibility-criteria-admission-requirements
Master of Science in Nursing (RN to MSN) (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/nursing-programs/rn-to-msn/eligibility-criteria-admission-requirements
Master of Science in Nursing (MSN) (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/nursing-programs/master-of-science-in-nursing/eligibility-criteria-admission-requirements
Second Master's Degree (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/nursing-programs/second-msn-degree/eligibility-criteria-admission-requirements

Institute for Informatics and Applied Technology

Program Name	How To Apply Link
M.S. in Cybersecurity	https://www.gonzaga.edu/informatics-and-applied-technology/ms-cybersecurity/how-to-apply
M.S. in Data Science	https://www.gonzaga.edu/informatics-and-applied-technology/ms-data-science/how-to-apply

School of Leadership Studies

Program Name	How To Apply Link
Doctoral Program in Leadership Studies (Ph.D.)	https://www.gonzaga.edu/school-of-leadership-studies/degrees-programs/ph-d-leadership-studies/how-to-apply
Master of Arts in Communication & Leadership (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/m-a-communication-leadership-studies/how-to-apply
Master of Arts in Organizational Leadership (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/m-a-organizational-leadership/how-to-apply
Graduate Certificate in College Teaching and Communication	https://www.gonzaga.edu/school-of-leadership-studies/academics/graduate-certificates/college-teaching
Graduate Certificate in Social Media Engagement	https://www.gonzaga.edu/school-of-leadership-studies/academics/graduate-certificates/social-media
Graduate Certificate in Strategic Communications and Public Relations	https://www.gonzaga.edu/school-of-leadership-studies/academics/graduate-certificates/strategic-communication
Graduate Certificate in Leadership in the AI Revolution	https://www.gonzaga.edu/school-of-leadership-studies/academics/graduate-certificates/ai-leadership

Application for International Students

International students make up a valued part of our student body and Gonzaga welcomes applications from international students and provides guidance on admissions criteria and required documentation. International applicants are encouraged to contact Gonzaga at gradadmissions@gonzaga.edu.

Non-native English-speaking students must present evidence of their ability to perform in graduate studies at Gonzaga, including proof of English proficiency. English proficiency may be shown by TOEFL or IELTS exam scores or an official recommendation from Gonzaga University's English Language Center. Check requirements on Gonzaga's website for the appropriate test score by graduate program.

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 University will accept verification of English language proficiency from our English Language Center.

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

Evidence of Financial Ability

As required by U.S. federal regulations, prospective F-1 international students must have the financial resources to live and study in the United States. This includes being able to cover the cost of tuition, books, living expenses and travel. Gonzaga's Designated school officials (DSOs) must collect evidence of the student's financial

ability before issuing a Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status." Acceptable evidence of financial ability includes but is not limited to:

- Family bank statements.
- Documentation from a sponsor.
- Financial aid letters.
- Scholarship letters.

International Student and Scholar Services (ISSS): Gonzaga's International Student & Scholar Services (ISSS) offers centralized support to visiting scholars and student visa holders at all educational levels, ISSS services include F-1 and J-1 visa advising, how to maintain immigration status, community building, cultural adaptation, and assistance with tax filing software, insurance, driver's license and Social Security Number (SSN) processes.

Please contact Gonzaga's International Student and Scholar Services at ISSS@gonzaga.edu for questions related to international student services.

Gonzaga Global

All international students can apply to approved programs using the "How to Apply for Admission" links. However, if they are interested in any of the programs below, students should apply through the Gonzaga Global process and take part in all Gonzaga Global services.

- Master of Accountancy (M.Acc)
- Master of Business Administration (MBA)
- Master of Arts in Teaching English to Speakers of Other Languages (MATESOL)
- Master of Arts in Sport and Athletic Administration (MASAA)

For further details on the Gonzaga global process, please explore https://global.gonzaga.edu/.

Non-Degree Seeking

Students not seeking a graduate degree may enroll in courses at Gonzaga as a non-matriculating student. Further information can be found through the University Registrar's Office at https://www.gonzaga.edu/academics/academic-resources/registrars-office/non-degree-seeking-student-registration.

Student Services

University Ministry

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

Christian Life Communities (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 University Ministry events and programs, please contact the office at (509) 313-4242 or umin@gonzaga.edu. University Ministry is located on the main floor of the Hemmingson Center (Suite 104) and online at https://www.gonzaga.edu/about/our-mission-jesuit-values/university-ministry.

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). Unless specifically noted by the department.

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 student's enrollment;
- Assess a late penalty fee;

- 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

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 Certifying Official. 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 Certifying Official in Room 234 of College Hall or emailing VAbenefits@Gonzaga.edu.

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 are 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 University 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 University 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/Readmission:

Reinstatement

A student will be reinstated under a reactivation procedure through the Office of the University 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 Veterans Certifying Official located in the Office of the University 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 Gonzaga'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 (ATC)

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

International Student & Scholar Services (ISSS) offers centralized support to student visa holders at all education levels and visiting scholars. ISSS services include immigration advising, community building, cultural adaptation, assistance with tax return, insurance, and SSN processes. ISSS can be reached at ISSS@gonzaga.edu .

Student Affairs

Center for Community Engagement (CCE)
Center for Cura Personalis
Center for Student Involvement (CSI)
Health & Counseling Services
Housing and Residence Life
Lincoln LGBTQ+ Resource Center
New Student and Family Programs
Office of Health Promotion
Office of Sustainability
Outdoor Programs - Gonzaga Indoor and Immersive Learning
Payne Center for Leadership Development
Resolution Center for Student Conduct and Conflict
Student Media
Transfer, Veterans, and Returning Adult Services and 1st Generation Initiatives
Unity Multicultural Education Center (UMEC)
Center for Student Academic Success

Student Affairs
College Hall, Suite 120
509-313-4100
studentaffairsoffice@gonzaga.edu
www.gonzaga.edu/studentaffairs

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:

Resolution Center for Student Conduct and Conflict

Crosby Center 202
509-313-4009
resolutioncenter@gonzaga.edu
www.gonzaga.edu/resolutioncenter

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.

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
www.gonzaga.edu/ccp

The Center for Cura Personalis (CCP) exists to empower students to be their best selves. Cura Personalis translates to "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. 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 or calling us at (509) 313-2227.

Health & Counseling Services

704 East Sharp Ave.
509-313-4052
studenthealth@gonzaga.edu
www.gonzaga.edu/hcs

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, confidential, compassionate, and inclusive 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
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. 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.

Center for Community Engagement (CCE)

Hemmingson Center (2nd Floor & Lower Level)
509-313-6824
www.gonzaga.edu/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.

Advocacy & Immersion Programs

CCE provides opportunities for students to engage in issue advocacy through on-campus events and immersion experiences which explore relevant social justice issues impacting communities visited. Programs include Ignatian Advocacy and our winter break immersion, Justice in January, 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.

Unity Multicultural Education Center (UMEC)

Hemmingson Center 215
509-313-5836
umec@gonzaga.edu
www.gonzaga.edu/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, Returning Adult Services, + First Generation Initiatives (TVRAS+FG)

Hemmingson Center 203 (2nd Floor)
509-313-6941
tvras@gonzaga.edu
www.gonzaga.edu/tvras

This office serves as the central point of information and provides opportunity and resources to address any questions or concerns about being a
transfer, Veteran, returning adult, or first generation student at Gonzaga University. These student populations bring special gifts and face unique challenges
when attending college and Gonzaga University is committed to supporting a successful transition to college and to connecting services supporting the educational journey
and build community through programming for this population of students. Gonzaga values the diverse skills, talent, and knowledge that this population of students brings to the University.

Center for Student Involvement

Hemmingson Center, Suite 304 (3rd Floor)
509-313-6123
getinvolved@gonzaga.edu
www.gonzaga.edu/csi

The Center of Student Involvement is home to:

- The Gonzaga Student Body Association (GSBA)
- Over 120 Student Clubs and Organizations
- SpikeNites

At Gonzaga, students involved outside the classroom are more likely to be successful in college. They express a sense of belonging, enjoy their college experience, and persist and graduate. The Center for Student Involvement (CSI) provides support to students who provide opportunities for other students to get involved (GSBA and Clubs) and provide many involvement opportunities of our own (SpikeNites).

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 Den After Dark artists, to guest speakers and lectures, and even big-name concerts like Quinn XCIi and Cordae. 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.gonzaga.edu/gsba.

Student Clubs and Organizations Gonzaga currently has over 120 active and recognized student clubs that cover a wide range of interest. GSBA and the office of Student Involvement 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! 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

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

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

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.

Disability Access Office, Center for Student Academic Success

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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.

Gonzaga Outdoors

202 E. Sharp Ave.
509-313-4189
Outdoors@zagmail.gonzaga.edu
https://gonzaga.edu/outdoors

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 at 202 E Sharp Ave. Contact us at 509-313-4189 or outdoors@gonzaga.edu.

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

Institute for Informatics and Applied Technology
- Master of Science in Cybersecurity
- Master of Science in Data Science

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 Business Analytics
- 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
- Doctor of Psychology in School Psychology

School of Engineering and Applied Science
- Master of Engineering Management
- Master of Engineering in Transmission and Distribution Engineering

School of Health Sciences
- Master of Science in Nursing
- Master of Public Health
- Doctor of Nurse Anesthesia Practice
- Doctor of Nursing Practice

School of Leadership Studies
- Graduate Certificates
  - Leadership in the AI Revolution Graduate Certificate
  - Graduate Certificate in College Teaching of Communication
  - Graduate Certificate in Social Media Management
  - Graduate Certificate in Strategic Communication and Public Relations
- Master of Arts in Communication and Leadership Studies
- Master of Arts in Organizational Leadership
- Doctor of Philosophy in Leadership Studies

Although graduate study involves a quantitative extension of knowledge, it is not a mere continuation of undergraduate or professional training. Intellectual achievement at the graduate level is different in kind, for the graduate student is expected to deepen and master knowledge: its sources and evidence, its basic meanings and interrelationships.

In addition to offering the listed graduate degrees, the Provost may periodically approve a new or interdisciplinary graduate degree within an academic specialty. For detailed information on any graduate program, such as curriculum, tuition and admission procedures, students should contact the Office of Graduate Enrollment Management.

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 catalog 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 has its own policy.

Resources for faculty and students can be found at 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 appropriate Dean and, if necessary, by the Provost, 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 enrolled half-time if enrolled in three (3) to less than six (6) credits and less-than-half-time if enrolled less than (3) credits per semester.

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

To be in Good Academic Standing with the University, students must maintain a cumulative GPA of 3.00 or above as determined at the end of every term beginning with the completion of the student's second term (count includes summer) at Gonzaga University.

Academic standing may affect a student's eligibility for financial aid, scholarships, and participation in extra- and co-curricular activities. Further information can be found in the Financial Aid section of this catalog.

Students may be put on Academic Probation whenever their term or cumulative GPA falls below 3.00. Students are expected to comply with all conditions of academic probation.

Students on academic probation, regardless of their academic standing, may be subject to academic dismissal from the University. A notation of "Academic

Dismissal" will appear on transcripts. Dismissed students have an opportunity to appeal through the program Chair or Director.

Gonzaga University transcripts reflect academic standing for every term the student is enrolled at Gonzaga. Students' academic standing is marked "Unsatisfactory Progress" whenever their term GPA falls below 3.00 with the exception of their final term.

Class Attendance Policy

For in-person or synchronous-remote classes, the default is to follow the policy below. Graduate programs may have their own policies; students should check with their program for specific requirements.

Students are presumed to have sufficient maturity to recognize the value and necessity of regularly attending class. While Gonzaga University considers consistent classroom attendance to be an integral part of Jesuit education, illness or other extenuating circumstances may prevent attendance.

Instructors should review the circumstances covered in this policy (including mandated exceptions) and apply absence restrictions at their discretion; however, no instructor may enforce an attendance policy that is more restrictive than the policy given below. Students should check the syllabus for each course to confirm the instructor's specific attendance policy, which should be clearly delineated.

Instructors' attendance policies must account for qualified students in the following situations:

- Students with documented short- or long-term disabilities. Students should contact the Disability Access Office for more information or case consultation.
- Students requesting accommodations due to religious holiday observance. Students should see the policy "Religious Accommodations for Students" and follow instructions provided by the Office of Inclusive Excellence.
- Students with documented military obligations.

Instructors are strongly encouraged to work with students in the following situations:

- Extenuating circumstances such as death of a family member, student hospitalization or significant injury or illness, jury duty summons, or other unforeseen, highly impactful emergencies.
- Participation in events as a representative of Gonzaga University.

In all class absence instances, students are responsible for communicating and/or providing required documentation and for following up with faculty as soon as reasonably possible. If needed, students should contact the Center of Cura Personalis (CCP) and/or the Center for Student Academic Success (CSAS) to assist in coordinating with faculty. Faculty may receive notification from CCP or CSAS when emergency situations prohibit a student from providing notification. If other situations arise regarding student absences with which faculty need further assistance, they should contact their chair, and if needed, the Office of the Provost.

Having considered the above accommodations, faculty may choose to limit student absences as follows:

> Gonzaga's historical policy on absences stipulates that the maximum allowable absence is two class hours (100 minutes) for each class credit. For example, the maximum absence for a three-credit class is 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 counts as 1.5 class hours for each scheduled meeting. The grade "V" may be given for excessive absences; this grade has the same effect as "F" (Fail) and is included in the GPA calculation. Instructors who wish to exercise the option of assigning a "V" grade should notify the Office of the University Registrar as soon as they make this determination; the University Registrar's Office will in turn notify the student.

Faculty are encouraged to work with students to ensure academic success both to satisfy the course objectives and meet the students' needs due to absences. Students who believe that they have been treated unfairly regarding this policy may appeal to the appropriate Dean through which the course is offered.

Student Bereavement Policy

The Bereavement Policy is written with the Gonzaga University mission in mind, in that the university "intentionally develops the whole person - intellectually, spiritually, culturally, physically, and emotionally." Furthermore, Gonzaga University is committed to the "dignity of the human person." The purpose of the following Bereavement Policy is to support students who have suffered the death of a loved one. Students requesting leave under this policy will initiate the process by notifying the Center for Cura Personalis (CCP) as soon as possible. CCP will then communicate the request via email to the student's current faculty, advisor and the Center for Student Academic Success which outlines the following policy:

> Because bereavement may require multiple periodic absences, this policy supersedes the regular attendance policy; students under this policy will be excused from the V grade. Students are responsible to meet outcomes in their courses, which may entail completing alternative assignments. (For example, in cases where class attendance and participation are required, faculty might accept journal responses or other appropriate modes of engagement). Students are required to meet with faculty as soon as reasonably possible to establish a plan to meet course outcomes, and faculty are expected to be flexible in meeting outcomes. Note that program specific requirements or standards may preclude some flexibility.

> Any work required to fulfill outcomes agreed upon by faculty and the bereaved student which is not completed by the end of the semester will result in a grade of I - Incomplete (the details of the Incomplete Grade under Grading Policies and Procedures). Utilization of this policy will take into account various religious traditions and practices; for more information, contact the Office of Inclusive Excellence.

Note: Students experiencing difficulties with this process or having remaining questions are encouraged to reach out to their Academic Dean's Office.

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.

Enrollment Verifications

The University Registrar's Office periodically transmits enrollment data to the National Student Clearinghouse. This data is used to provide enrollment verification of students that can be accessed by third parties, including lenders of federal and state loans. The University Registrar's Office, upon timely notice, will also provide to any student a letter verifying their 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 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.

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 respective 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—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. See the undergraduate catalog for a definition of a course challenge.

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 calculated in 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 University 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 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 quantify a student's achievement in a given subject, final grades, in the form of letters and plus/minus indicators, are used by all instructors in the University's graduate programs. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F and V are assigned a "quality point value" for purposes of cumulative grade point average calculations, certification and consistency of grade assignment and reporting.

Letter Grades	Quality Points	Description
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	Below graduate level expectations
C+	2.3	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	(Not computed in GPA)
	grade of B or higher	
P (Pass)	Passing	(Not computed in GPA)
	grade of B or higher	

Letter Grades	Quality Points	Description
NS (Non Satisfactory)	Failing	(Computed in GPA)
	grade of B- or lower	
W (Withdrawal)		(Not computed in GPA)
RD (Report Delayed)		(Not computed in GPA)

AU - Audit

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

I - Incomplete

Assigned 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. Faculty members may assign a provisional grade to represent what the student would earn if no additional work is submitted. This process is through ZAGWEB's Faculty Services tab and the "Email Provisional Grades" block, initiating an automated email to the University Registrar's Office. The provisional grade received will be applied to a student's academic record thirty (30) calendar days into the following semester (not including summer sessions) as outlined every semester on the Academic Calendar. Date extensions beyond this date may be requested and must be approved through the appropriate Dean's Office and the Office of the Provost. Forms for this action can be obtained from the University 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 converts to 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, even if a provisional grade has been provided. i.e. "I/B", etc.

IP - In Progress

Assigned for certain courses due to the nature of the course and the need for more than a semester to complete the course work, 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. Instructors must indicate the deadline for completion of the work. If no grade is submitted within one year, an "IP" automatically converts to a "W" (official withdrawal). Requests for time extension beyond the deadline must be submitted by the instructor to the Office of the University Registrar by completing the Extension form and obtaining signatures from the appropriate Dean as well as the Provost. 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.

P/F - Pass/Fail

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 University 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 grade mode is determined by a department/school, not a student. The "NS" grade has the same effect on the GPA as an "F" (failing). 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 University Registrar's Office will assign an "RD", remaining part of the student

record until an earned grade has been submitted. To submit the grade after the University grade submission deadline, a Change of Grade form is required along with the appropriate Dean's approval.

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 minimum 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+, 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.

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 University Registrar's Office. A maximum of one-fifth (1/5) of program credits may be transferred; usually 6 credits for graduate level or 12 credits for doctoral level.

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. Students are recommended to contact the issuing institutions.

Change of Grade

A change of grade requires a Change of Grade form to be submitted via Zagweb by the instructor and approved by the Dean of the school in which the course was offered. Grades are normally changed when (1) a provisional grade was submitted, (2) no grade was submitted, (3) there was a calculation error, or (4) when there was a failure to take into account a significant amount of student work.

Full-Time Status

Students must be registered for a minimum of six credits per semester to be considered as full-time. Students who are in their final semester of enrollment and are registered for fewer than six credits to complete their dissertation or thesis should contact the Office of the University Registrar to have their enrollment status reviewed for full-time qualification.

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 to provide a completely automated and paperless 4-month semester payment plan during the fall and spring semesters. For the optional summer semester, please visit: Summer Payment Arrangements.

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.
- Schedule optional automatic payments once you are enrolled (optional) in the semester payment plan.
- Payment plan enrollment is by semester and includes a $50 non-refundable enrollment fee each term

Fall Semester 4 Month Plan (Enrollment Deadline August 6, 2024)

- Sign up for the Installment Payment Plan (online only).

- There is a $50 application fee, which will be required in addition to your first payment for August.
- 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.
- The Fall semester option to enroll in the Installment Payment Plan will be available once the billing statements are published in Transact.
- Four equal payments are due August 6th, September 10th, October 10th, and November 10th of 2024.

Spring Semester 4 Month Plan (Enrollment Deadline January 2, 2025)

- 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.
- 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.
- The option to enroll in the Installment Payment Plan for spring semester will be available once the billing statements are published in Transact.
- Four equal payments are due January 2nd, February 10th, March 10th, and April 10th of 2025.

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.
- If you become admitted and enrolled after each semester's payment arrangement deadline, please contact Amber Connelly at 509-313-6391 or connelly@gonzaga.edu.

Note: All charges are payable in U.S. currency. 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 convenience fee. Effective July 1, 2024, the service fee for domestic card payments will be 2.95% and 4.25% for international card payments. An international payment option is available through Flywire. Billing statements are available ONLINE only. For additional information, go to: www.gonzaga.edu/billing.

Instructions to Enroll in Semester Payment Plan

Student Instructions:

- Students log into Zagweb using your network username and password: https://zagweb.gonzaga.edu
- Locate the "Student Accounts" tile on the Main Menu and select "Transact Payments…".
- Click on "Payment Plans" on the Main Menu screen.
- Click on the "View Payment Plan Options" button and follow the instructions to complete enrollment.

Authorized Payer Instructions:

- Authorized Payers access the following website: https://gonzaga.edu/authorizedpayers
- Enter "User Name" and "Password" and click on "Sign In"
- Click on "Payment Plans" on the Main Menu screen.
- Click on the "View Payment Plan Options" button and follow the instructions to complete enrollment.

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

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

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 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.

Tuition and Fees

Included in tuition is a $20 non-refundable Student Development Fee.

Tuition, per credit:
Doctoral Programs: (per credit)

Doctor of Educational Leadership $1,010
Doctor of Philosophy in Leadership Studies $1,170
Doctor of Nursing Practice .... $ 1,140
Doctor of Nurse Anesthesia Practice $1,195
Doctorate in School Psychology $1,130

Master's Programs: (per credit)

Business ....
    Accounting $1,115
    Business Analytics $1,220
    MBA $1,190
Communication and Organizational Leadership $1,050
Education ....
    Clinical Mental Health Counseling .... $ 1,170
    Educational Leadership (Online) .... $ 710
    Education Specialist in School Psychology $1,020
    Marriage & Family Counseling .... $ 1,170
    Master in Teaching (Elementary or Secondary) .... $ 935
    Principal Certification .... $ 710
    School Counseling $1,120
    Special Education $1,050
    Sport and Athletic Administration .... $ 1,185
    Teaching English as a Second Language $1,045
Engineering ....
    Engineering Management $1,200
    Transmission and Distribution $1,165
Informatics and Applied Technology ....
    Cybersecurity $1,400
    Data Science $1,400
Nursing ....
    RN to MSN Program $990
    MSN Program .... $1,140-$1,160
Philosophy $980
Theology and Leadership $795

Post Baccalaureate $1,170

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 ....$180-$240

School of Business Administration Fees: ....

    MBA-AIE Program Fee (per semester)... $1,363

School of Education Fees:

    Counselor Education ....$35-$250

    School Psychology:...

    Assessment ....$50-$110

    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 ....$ 315

School of Health Sciences Fees:

    DNAP and DNP Program Delivery Fee ....$325-$800

    DNP and Graduate Clinical Administration Fee... $400

    Graduate Immersion Fee $325

    Graduate Program Delivery Fee ....$165-$925

School of Leadership Studies:

    Communication Leadership $50

    Organizational Leadership $32

    Doctoral Program... $59

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... $80

    Late Degree Application Fee $100

Mandatory Accident Insurance and Wellness Fee, per semester $100
Summer Session Administrative Fee $50
Sustainability Fee, full-time students (per semester).. $10
Technology Fees:
      Full-time Student, per semester $140
      Part-time Student, per semester $75
      All Students, Summer $64
Transcript Fee, each copy .... $6-$9
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.

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 their 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 University 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.

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

Directory information are 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 University 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 University 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
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: Jacqueline Van Hoomisen
Associate Deans: Molly Kretchmar-Hendricks, Jonathan Rossing, Stacy Taninchev

The College of Arts and Sciences offers full-time and part-time graduate programs. 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 and Timothy Weidel
Director of the Philosophy Graduate Program: Danielle Layne
Professors: M. Alfino, K. Besmer, J. Ciaffa, 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: T. Clancy, S.J., T. Di Maria, M. Kulp, C. Lassiter, Q. Liu, E. Maccarone, T. Tritten, J. Wagner (Emeritus), T. Weidel
Assistant Professors: K. Fisher, M. Howard, D. Spearman, G. Turnbull
Lecturers: A. Arango, J. Braune, A. Fisher, C. Rogers, N. Shoaibi

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 with three programs (1 year program, 2 year program and an Accelerated 4 + 1 program for current GU undergraduates) 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

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply

2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master of Arts in Philosophy	https://www.gonzaga.edu/college-of-arts-sciences/departments/philosophy/graduate-program/ma-admissions

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 an option to do a Thesis (6 credits) or take two more Graduate Seminars or Directed Studies. 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). Students are required to take PHIL 520/521 during the summer (as online courses) in order to prepare for this exam. Gonzaga Philosophy Major undergraduates can opt out of these two courses and take the comprehensive exam without enrolling in either 520/521, though they will be encouraged to do so.

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.

These requirements can be completed in one of the following three ways:

1 year MA Thesis

Required summer 2 PHIL 520/521 History of Philosophy courses (if a non-alumnus from GU)

1 year MA Non-Thesis

Required summer 2 PHIL 520/521 History of Philosophy (if a non-alumnus from GU)
Instead of a Thesis (6 credits), they can take two more Graduate courses or Independent Studies

2 year MA Thesis/Non Thesis

Required summer 2 PHIL 520/521 History of Philosophy (if a non-alumnus from GU)
Instead of a Thesis (6 credits), they can take two more Graduate courses or Independent Studies

Courses:
PHIL   520   History of Philosophy I   credit(s): 3
In order to prepare entry level graduate students for both 1) graduate level education before setting foot in the classroom in the fall and 2) the required Comprehensive Exam covering the material of the course, History of Philosophy I will cover the Ancient and Medieval portion of texts on the MA Reading List. This includes Plato's Republic and Phaedo, Aristotle's Metaphysics and Ethics as well as Augustine, Averroes, Aquinas and Anslem. The course will be a seminar and not lecture based with assessment via participation and daily in-class essays responding to questions that are likely to appear on the comprehensive exam.
PHIL   521   History of Philosophy II   credit(s): 3
In order to prepare entry level graduate students for both 1) graduate level education before setting foot in the classroom in the fall and 2) the required Comprehensive Exam covering the material of the course, History of Philosophy II will cover the Modern portion of texts on the MA Reading List. This includes Descartes, Hume, Kant, Mill and Nietzsche. The course will be a seminar and not lecture based with assessment via participation and daily in-class essays responding to questions that are likely to appear on the comprehensive exam.
PHIL   532   Data and Algorithm Ethics   credit(s): 3
Representative thought regarding educational agents, aims, and curricula.
PHIL   577   Graduate Seminar   credit(s): 3
Course repeatable for 15 credit.
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 credit.
A seminar will be scheduled for graduate students in philosophy each semester. Topics will vary. Class size is limited to allow for greater student participation and writing.
PHIL   586   Seminar   credit(s): 1-3
Course repeatable for 12 credit.
Topics will vary.
PHIL   587   Seminar   credit(s): 3
Course repeatable for 12 credit.
Topics will vary.
PHIL   588   Seminar   credit(s): 3
Topics will vary.
Equivalent(s): RELI 579A
PHIL   611   Continuing Research   credit(s): 0-1
Course repeatable for 30 credit.
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 credit.
Credits and material to be arranged. Must have form completed before registering.
PHIL   691   Directed Study   credit(s): 0-3
Course repeatable for 12 credit.
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 F. Dunn
Professors: E. Clark, H. Doohan (Emerita), L. Doohan (Emeritus), J. Downey (Emeritus), S. Dunn, P. Hartin (Emeritus), R. Large, K. McCruden, 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: R. Callahan, G. Chien, E. Goldstein, R. Hauck (Emeritus), J. Mudd, R. Siebeking, A. Wendlinder, K. Vander Schel
Assistant Professors: I. Idumwonyi, M. McCabe, S. Porter
Senior Lecturer: P. Baraza, S. Starbuck,
Lecturers: Q. Tran, S.J., B. Kevin Brown

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

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply

2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master of Arts in Theology & Leadership	https://www.gonzaga.edu/online-graduate-programs/online-programs/m-a-theology-leadership/how-to-apply

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*

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.

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-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   Systemic 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   Systemic Theology II: Spirit, Church, and 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

RELI   509   Foundation 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 Topic   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 Contemporary 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 credit.

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 Topic   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(s): 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 credit.

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

Prerequisite(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 credit.

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.

Prerequisite(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 credit.

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 time.

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, G. Barone, A. Brajcich, C. Barnes (Dean Emeritus), R. Bennett, M. Beqiri, S. Bozman, R. Bull Schaefer, T. Chuang, K. Henrickson, E. Johnson, S. Kern, L. Kurpis, D. Law, P. Loroz, 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, M. Tackett**,** W. Teets, W. Terpening
Associate Professors: Y. Awotoye**,** J. Correia, T. Finkle, R. Herzog, M. Hoag, C. McNellis, J. Morscheck, T. Olsen, C. Stevens, A. Thatte, R. Vann, A. Voy, Y. Zhang
Assistant Professors: M. Banyi, K. Carston, S. Hedin, K. Kim, S. Matthews, Y. Nam, S. Xiao, M. Zavala
Senior Lecturers: C. DeHart, A. Leithauser
Lecturers: J. LaBelle

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 Science in Business Analytics (MSBA)
- 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.

Current Gonzaga undergraduate students may apply for the Accelerated M.Acc program once they have received a grade for ACCT 360 Intermediate Accounting I . If accepted into the program, they may take up to nine credits of graduate-level courses during their senior year with the permission of the program director. To be considered for admission for the Accelerated M.Acc, students should maintain a minimum GPA of 3.0 in upper division accounting courses and a minimum cumulative GPA of 3.20.

Admission Requirements

Application for Graduate Students:

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master of Accountancy	https://www.gonzaga.edu/school-of-business-administration/graduate/macc/how-to-apply

M.Acc Prerequisite Requirements

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 taken after admission into the program and may be waived at the discretion of the program director.

Admitted students must consult with their graduate academic advisor before registering for their first semester in order to evaluate their prerequisites and to develop a plan for completing any that are needed.

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 Satisfactory/Non-Satisfactory. If a student earns a "C-" or lower in a MACC 500 level course, it will be treated as Non-Satisfactory (NS) and no credit will be given. The "NS" grade has the same effect on the GPA as an "F" (failing) grade.

CLEP Exam Grading Policy

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

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 611 Audit Analytics	3 credits
MSBA 601 Fundamental Technologies for Business Analytics	3 credits
MACC 603 Financial Accounting for Income Taxes	3 credits
MSBA 622 Data Science for Business	3 credits
MACC 663 Accounting Theory	3 credits
MACC 664 Professional Ethics	2 credits
MACC 665 Audit Research and Practice	3 credits
MACC 641 Financial Statement Analysis	3 credits
MACC 670 Fraud and Forensic Examination	3 credits

MACC 677 Sustainability Accounting   2 credits

Electives*   2 credits

*Students may continue to take any M.Acc, MS.Tax, MSBA, 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(s): ACCT 360
Restriction(s):
        Must be in the following College/School(s): School of Business Administration
        Must be in the following Major(s): Accountancy
Prerequisite(s): MBUS 560
MACC 561   Intermediate Accounting II   **credit(s): 3**
Continuation of MACC 560.
Equivalent(s): ACCT 361
Restriction(s):
        Must be in the following College/School(s): School of Business Administration
Prerequisite(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(s): ACCT 363
Restriction(s):
        Must be in the following College/School(s): School of Business Administration
Prerequisite(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(s): ACCT 464
Restriction(s):
        Must be in the following College/School(s): School of Business Administration
Prerequisite(s): MACC 561
MACC 565   Federal Taxation I   **credit(s): 3**
Fundamentals of federal taxation of individuals and business entities.
Equivalent(s): ACCT 365
Restriction(s):
        Must be in the following College/School(s): School of Business Administration
Prerequisite(s): MBUS 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**
Orientation for graduate accounting programs is held once at the beginning of each semester.
Equivalent(s):
Restriction(s):
>   Must be in the following College/School(s): School of Business Administration
>   Must not be in the following Major(s):
>   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(s): MTAX 601
Restriction(s):
>   Must be in the following College/School(s): School of Business Administration

MACC   603   Financial Account 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. This course is designed for students
pursuing a M.Acc degree.
Equivalent(s): MTAX 603
Restriction(s):
>   Must be in the following College/School(s): School of Business Administration
Prerequisite(s): MACC 565 and MACC 561

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
Prerequisite(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(s): ACCT 311
Restriction(s):
>   Must be in the following College/School(s): School of Business Administration

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 642   Advanced Topics in Finance Accounting   **credit(s): 3**

MACC 659   Advanced Topics in Financial 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.

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.

Equivalent(s): ACCT 460

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

Prerequisite(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(s): MTAX 661

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

Prerequisite(s): MACC 560 and MACC 561

MACC 662   Accounting Information Systems   **credit(s): 3**

A study of the role of accounting information systems in organizational decision making and control. The course includes coverage of the theory and practice of information processing, internal controls, and systems analysis and design related to major transaction cycles.

Equivalent(s): ACCT 362

Restriction(s):

> Must not be in the following College/School(s):
> Must not be in the following Major(s):

Prerequisite(s): MACC 560

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
> Must not be in the following Major(s):

Prerequisite(s): MACC 560 and MACC 561 and MACC 563 and MACC 564 and MACC 565

MACC 664   Professional Ethics   **credit(s): 2**

This course examines current theories in business ethics as well as codes developed specifically for practicing accountants. Attention is given to challenges faced by accounting professionals in both public and corporate practice. Case studies are used extensively to challenge and sensitize students to the

issues they are likely to encounter in practice; various methods of understanding and solving ethical dilemmas are considered.

Equivalent(s): MTAX 664
Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

Prerequisite(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
> Must not be in the following Major(s):

Prerequisite(s): MACC 564

MACC   666   Federal Taxation II   credit(s): 3

This course covers advanced topics the taxation of individuals and entities.
Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

Prerequisite(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
> Must not be in the following Major(s):

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
> Must not be in the following Major(s):

MACC   670   Fraud and 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
Prerequisite(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.
Equivalent(s): 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.

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
Prerequisite(s): MACC 560 and MACC 561

MACC 690   Directed Study   credit(s): 1-3
Course repeatable for 6 credit.
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
>   Must not be in the following Major(s):

MACC 697   Internship   credit(s): 0-3
Course repeatable for 3 credit.
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
>   Must not be in the following Major(s):

MACC 699   Special Topics   credit(s): 1-3
Course repeatable for 9 credit.
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.

Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master of Business Administration (MBA)	https://www.gonzaga.edu/school-of-business-administration/graduate/mba/how-to-apply

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

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
MBUS 662 Advanced Corporate Finance	2 credits
MBUS 665 Mergers and Acquisitions	2 credits
MBUS 683 * Current Issues in Ethics (Finance-related only)	1 credit
MBUS 689 * Current Issues in Finance	1 credit
MBUS 690 * 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: 3 credits
    Simulations, Case Studies & Computer Applications

Elective Project Management Courses (4 credits):

Block A: 2 credits

    MBUS 673 Global Project Management

    MBUS 674 Agile Project Management

    MBUS 677 Managing Complex Projects

    MBUS 676 Contract Management and Procurement

Block B: 2 credits

    MBUS 672 Decision Making for Managers

    MBUS 675 Quality Management

    MBUS 633 Team Building Intensive

    MBUS 697 Internship

    MBUS 699 Project Management Special Topics

Courses:

MBUS 520   Financial Management   credit(s): 2

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

Equivalent(s): BFIN 320

Restriction(s):
       Must be in the following College/School(s): School of Business Administration
       Must not be in the following Major(s): Accountancy, Taxation
       Must be the following Class(es): Post-Bacc

MBUS 560   Accounting Analysis   **credit(s): 3**
This course is intended as an introduction to financial and managerial accounting concepts. Students successfully completing the class will have: a) a general knowledge of accounting concepts and techniques; b) a familiarity with the accounting procedures used to account for most business transactions; c) the ability to prepare basic financial reports; d) an understanding of the uses and limitations of accounting information; e) an understanding of some of the ethical issues in accounting; and f) the ability to provide at least an elemental interpretation of the information contained in a set of financial statements. Spring.
Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s): Accountancy, Taxation

MBUS 590   Directed Study   **credit(s): 1-3**
Course repeatable for 9 credit.
Guidelines are available in the Graduate School of Business office. Requirements must be met before registration. Summer.

MBUS 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, communication skills, and students will receive pertinent information regarding academic honesty, professional standards, and networking. Fall, Spring, and Summer.
Equivalent(s): MACC 600, MTAX 600
Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

MBUS 610   Econ Environment of the Firm   **credit(s): 2**
Managers must understand the nature and objectives of the firm in the economy. This course emphasizes how firms are affected by their market structure and how they interface with society, government and the global economy. Topics are selected from: competitive markets, market imperfections, pricing strategies, game theory, the economic model of human behavior, compensation and incentives, government regulation, fiscal and monetary policy, foreign exchange, and trade policy. Spring.
Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):
Prerequisite(s): MBUS 613

MBUS 612   Managing People and Performance   **credit(s): 2**
This course focuses on understanding behavioral concepts necessary for the effective management of people in organizations. Current literature, case studies and simulations will be used to demonstrate application of concepts. Topics covered include perception, motivation,

leadership, managing teams and conflict, supportive communication, leveraging diversity and performance management. Fall and Spring.

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

MBUS 613   Quantitative and Stats Analysis   **credit(s): 3**

This course is designed to expose students to the use of spreadsheet-based models and the scientific research process to support problem solving and decision making in a business environment. Basic statistical concepts will be reviewed, such as descriptive statistics, probability distributions, sampling distribution, inferences, hypotheses testing, Analysis of Variance (ANOVA), as well as simple linear regression analysis. Students will also gain hands-on experience in using statistical software (MegaStat) to assist in making effective decisions. Emphasis is on the acquisition, analysis, and interpretation of data to solve business problems. Case problems may be used to provide practical experience in data analysis and interpretation.

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

MBUS 614   Business Ethics   **credit(s): 2**

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

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

MBUS 616   Strategic Management   **credit(s): 2**

This is a capstone course designed to apply and integrate concepts and analytical tools that students have studied in their MBA or MAcc coursework. This course adopts a general management perspective to analyze complex business situations, identify critical issues, and develop effective solutions. Consideration is given to ethical dimensions of strategic decision making. The emphasis throughout is on developing strategic thinking skills and understanding the fundamentals for achieving competitive advantage in a dynamic global environment. Completion of the functional core courses required prior to registration and is preferably taken in the student's final semester. Fall and Spring.

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

Prerequisite(s): MBUS 583

MBUS 618   Tribal Seminar 1   **credit(s): 1**

The main purpose of this course is to provide a practical and a professional perspective to the challenging and on-going issues impacting Native American businesses, tribal enterprises/subdivisions and government. A review and discussion of recent of issues, including taxation, economic development, gaming, operations, and access to capital will provide insight and perspective to provide additional information to make more effective decisions.

MBUS 619   Tribal Seminar II   **credit(s): 1**

The main purpose of this course is to provide a practical and a professional perspective to the challenging and on-going issues impacting Native American businesses, tribal enterprises/subdivisions and government. A review and discussion of recent of issues, including taxation, economic development, gaming, operations, and access to capital will provide insight and perspective to provide additional information to make more effective decisions.

MBUS 624   Finance Theory and Practice   **credit(s): 2**

This course is designed to develop students' understanding of financial theory and how it can be applied to financial decisions a business must make. Included are such topics as cost of capital, capital budgeting, capital structure and working capital management. Fall and Spring.

Restriction(s):

    Must be in the following College/School(s): School of Business Administration
    Must not be in the following Major(s):

Prerequisite(s): MBUS 520

MBUS 625   Operations Theory and Practice   **credit(s): 2**

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

Restriction(s):

    Must be in the following College/School(s): School of Business Administration
    Must not be in the following Major(s):

Prerequisite(s): MBUS 613 (or concurrent)

MBUS 626   Information Systems Theory and Practicum   **credit(s): 2**

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

Restriction(s):

    Must be in the following College/School(s): School of Business Administration
    Must not be in the following Major(s):

MBUS 627   Marketing Theory and Practice   **credit(s): 2**

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

Restriction(s):

    Must be in the following College/School(s): School of Business Administration
    Must not be in the following Major(s):

MBUS 628   Managerial Accounting   **credit(s): 2**

The principal objective of this course is to explain how accounting data can be interpreted and used by managers in planning, organizing, and controlling organizational activities. The basic

processes of cost behavior, product costing, and the use of accounting numbers for performance evaluation will be covered. The intent is not to dwell on accounting procedures; however, a basic understanding of financial accounting and organizational procedures will be necessary to fully understand the concepts covered in this course.

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s): Accountancy, Taxation

Prerequisite(s): MBUS 560

MBUS 629   Corporate Financial Reporting   credit(s): 2

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

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s): Accountancy, Taxation

Prerequisite(s): MBUS 560

MBUS 631   Communications Management   credit(s): 1

This course introduces verbal and written communication management strategies vital to successful project stakeholder management. An overview of critical communication and conflict resolution issues encountered by project managers and the methods to negotiate and resolve conflict is studied and practiced. Students will learn how to create a communications management plan and identify stakeholders to facilitate timely, effective communications to expedite the decision-making process. Through application, students will learn how to provide clear, concise, and complete communications using the appropriate channels to the right audience to manage negotiations and lead successful domestic and global projects.

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

MBUS 633   Team Building Intensive   credit(s): 2

This course will focus on work group dynamics, the opportunities and threats involved with group work. leadership of small groups, and team training and development. Individuals will complete pre- and post-class assignments. During the class, students engage in exercises, simulations. reflections, and discussions regarding to application of research suggestions in the field of team dynamics .

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

MBUS 636   Study Abroad   credit(s): 2

Topics vary: Gonzaga In New Zealand - The intent of this short-term study abroad class is to visit the Auckland New Zealand, and explore the

racial, political, cultural, and societal paradigms of the Maori, Pacific Islanders and Kiwi's (white New Zealanders). The aspiration is to expose
graduate students to a purposeful visit through engagement with New Zealanders and related communities, including tribal businesses.
Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):
Prerequisite(s): MACC 600 or MBUS 600

MBUS 641   Sports Economics   credit(s): 2
Explores the economic incentives present in professional and amateur sports. Specifically, the business of sports is examined including: revenue maximization, ticket pricing, league structure, stadium financing, advertising, labor relations/player pay, federal anti-trust exemptions, and Title IX.
Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

MBUS 657   Negotiations   credit(s): 2
This course will focus on the concepts, theories, and practices of negotiation. In-class activities will be experiential in nature, and work assigned outside of class will require you to be both reflective and analytical concerning your experiences and established research.
Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):
Prerequisite(s): MACC 600 or MBUS 600

MBUS 660   Investments   credit(s): 2
This course covers the fundamentals of security valuation and analysis, market efficiency, the scientific evidence surrounding investment strategies, and the relationship between risk and return. Trading mechanics, types of trades, and alternative investment vehicles will be discussed.
Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):
Prerequisite(s): MBUS 624 (or concurrent)

MBUS 661   Sustainable Business   credit(s): 1
This class includes both the evaluation of financial performance via financial statement and ratio analysis as well as planning for growth and external financial requirements. The derivation of pro-forma statements, cash budgets, and credit analysis and policy, will be covered as will means for evaluating financial alternatives available for meeting a corporation's funding requirements.
Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):
Prerequisite(s): MBUS 520

MBUS 662   Advanced Corporate Finance   **credit(s): 2**

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

Fulfills the following degree requirement(s): BU - Finance conc course

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

Prerequisite(s): MBUS 520

MBUS 664   Derivatives   **credit(s): 1**

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

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

Prerequisite(s): MBUS 520

MBUS 665   Mergers and Acquisitions   **credit(s): 2**

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

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

Prerequisite(s): MBUS 520

MBUS 670   Foundations of Project Management   **credit(s): 3**

Modern organizations rely heavily on project management to ensure that they realize their organizational strategies and objectives. In recent years, project management has increased in visibility and importance, both as a profession and as an organizational priority. Organizations are demanding professionals who can deliver on the promise of project management. This course will introduce the fundamentals of effective traditional and agile project management, present industry standards and best practices, while providing guidance on becoming project management professionals.

Restriction(s):

> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

MBUS 671   Risk Management   credit(s): 1

This course focuses on integrating risk management processes and change management methods as fundamental project management essentials. Using project risk management best practices, students will develop a risk management plan to identify, analyze, and determine risks and their impacts while applying qualitative and quantitative methods to plan, control, and monitor risks and opportunities. Students will plan and respond to change by implementing control processes using change management theories to increase the probability of a successful project.

Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

Prerequisite(s): MBUS 670

MBUS 672   Decision Making for Managers   credit(s): 1

Decision making is critical for every successful manager. In this course, students will be introduced to various tools and techniques used for problem solving and decision making. Some of the topics to be discussed in this course include: decision making framework. mapping techniques, problems identification tools (such as root cause analysis and theory of constraints), and analytical tools (such as decision tree analysis, optimization techniques, sensitivity & scenario analysis). Being armed with these tools and techniques, current and future managers will be able to analyze a problem and determine the best course of action to resolve it.

Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

Prerequisite(s): MBUS 600

MBUS 673   Global Project Management   credit(s): 1

This course focuses on global project management and global team management through practical application and international case analyses. The course explores how individuals, groups, and organizations can impact global businesses in areas such as environmental factors, cultural and national differences, outsourcing and third-party contracts, communication and technology barriers, and virtual project management.

Restriction(s):
> Must be in the following College/School(s): School of Business Administration
> Must not be in the following Major(s):

Prerequisite(s): MBUS 670 (or concurrent)

MBUS 674   Agile Project Management   credit(s): 1

This course examines agile principles and practices and how to successfully blend Agile and traditional project management methodologies in multifaceted projects. Students develop an agile mindset in this course and explore methodologies used for high-risk, shifting requirements, or substantial uncertainty to effectively respond to project changes. Students

will learn about DevOps and continuous integration approaches common in IT and high-tech industries.

Restriction(s):

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

Must not be in the following Major(s):

Prerequisite(s): MBUS 670 (or concurrent)

MBUS 675   Quality Management   credit(s): 1

This course introduces students to Project Quality Management (PQM) and the required processes to plan, manage, and control both project and product quality requirements. Quality Management is the discipline of managing quality processes in organizations to limit variation and achieve maximum customer satisfaction at the lowest possible overall cost. The course studies how continuous improvement activities support stakeholders' objectives while identifying quality requirements and/ or standards (plan), translating or breaking down the quality management plan into executable activities (manage), and evaluating the quality management activity results (control).

Restriction(s):

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

Must not be in the following Major(s):

MBUS 676   Contract Management and Procurement   credit(s): 1

This course focuses on the current principles and practices used in managing project procurements and contracts. The course studies types of contracts; contract terms and conditions; local, national, and international contract laws; procurement management plan; state of work (SOW); request for proposal (RFP); and ethical and moral issues.

Restriction(s):

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

Must not be in the following Major(s):

Prerequisite(s): MBUS 670

MBUS 677   Managing Complex Projects   credit(s): 1

In this course students will study the aspects contributing to a project's complexity, risk, and uncertainty. Students will learn and apply techniques to create a realistic action plan to begin a complex project and keep it on-track. Students will understand that large, complex projects involving hundreds of resources require tools and approaches that scale up to be successful.

Prerequisite(s): MBUS 670

MBUS 679   Applied Project Management   credit(s): 3

This capstone course provides an opportunity for students to apply the project management skills acquired in the MBA PM concentration. The course focuses on applying project management theories in leadership, team building, group dynamics, decision making, communication, contracts, and negotiation. Students will use actual workplace project scenarios with a project management information system (PMIS) to initiate a project and evaluate project processes through a project life cycle-from inception to completion-while managing deadlines, administering communications, reporting performance results, and generating deliverables. Students will study project management case studies and participate in

simulations in order to apply project management principles and methodologies to critically analyze real-world project management.

Restriction(s):

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

Prerequisite(s): MBUS 670

MBUS 680   Current Issues in Operations   credit(s): 1

Course repeatable for 4 credit.

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

Restriction(s):

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

MBUS 681   Current Issues in Information Systems   credit(s): 1 or 2

Course repeatable for 4 credit.

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

year.

Restriction(s):

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

MBUS 682   Current Issues in Managerial Acct   credit(s): 1

Course repeatable for 5 credit.

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

Restriction(s):

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

MBUS 683   Current Issues in Ethics   credit(s): 1

Course repeatable for 4 credit.

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

Restriction(s):

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

MBUS 684   Current Issues in Marketing   credit(s): 1

Course repeatable for 4 credit.

This course will address a variety of topics related to the subject of Marketing. Subjects may include, but will not be limited to; buyer behavior, new product promotion, advertising, digital

media, creativity, and marketing communications. The subject of Current Issues in Marketing will vary between the Fall and Spring semesters of each year.

Restriction(s):

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

MBUS 685   Current Issues in Financial Reporting   credit(s): 1

Course repeatable for 1 credit.

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

Restriction(s):

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

MBUS 686   Current Issues in Management   credit(s): 1

Course repeatable for 4 credit.

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

Restriction(s):

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

MBUS 687   Current Issues: Entrepreneurship   credit(s): 1

Course repeatable for 4 credit.

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

Restriction(s):

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

MBUS 688   Current Issues in Economics   credit(s): 1

Course repeatable for 4 credit.

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

Restriction(s):

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

MBUS 689   Current Issues in Finance   credit(s): 1

Course repeatable for 4 credit.

This course will address a variety of topics related to the subject of Finance. Subjects may include, but will not be limited to; real estate, investments, financial markets, the use of

financial modelling tools, valuation, and the role of risk. The subject of Current Issues in Finance will vary between the Fall and Spring semesters of each year.

Restriction(s):

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

Must not be in the following Major(s):

MBUS 690   Current International Issues   credit(s): 1

Course repeatable for 4 credit.

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

Restriction(s):

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

Must not be in the following Major(s):

MBUS 691   Directed Study   credit(s): 1-3

Course repeatable for 6 credit.

Topic to be determined by instructor.

Prerequisite(s): MACC 600 or MBUS 600

MBUS 694   Team Building Intensive   credit(s): 2

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

Equivalent(s): MACC 694

Restriction(s):

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

MBUS 695   Small Business Consulting   credit(s): 1-3

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

Restriction(s):

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

MBUS 697   Internship   credit(s): 0-3

Course repeatable 2 time.

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

Must not be in the following Major(s):

MBUS 698   Research Project   **credit(s): 1-3**
Research guidelines are available in the School of Business Administration Office. Research Project requires completion of a form, and department permission and cannot be registered for via ZAGWEB.
Restriction(s):
>   Must be in the following College/School(s): School of Business Administration
>   Must not be in the following Major(s):

MBUS 699   Special Topics   **credit(s): 1-3**
Course repeatable 12 time.
These seminars cover topics of importance to business professionals. This course may be repeated for credit with a change in subject matter.
Restriction(s):
>   Must be in the following College/School(s): School of Business Administration

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

Application for Graduate Students:

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
MBA in American Indian Entrepreneurship (MBA-AIE)	https://www.gonzaga.edu/school-of-business-administration/graduate/mba-in-american-indian-entrepreneurship/how-to-apply

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

Degree Requirements

To complete the MBA - AIE degree program, thirty-five credit hours of 500 and 600-level graduate business administration courses are required beyond the pre-requisite courses. Students are 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	2 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

Courses:

MBUS 500T   Economic Analysis   **credit(s): 2**
To familiarize the student with the concepts and tools of microeconomics and macroeconomics.

MBUS 520T   Financial Analysis   **credit(s): 2**
The purpose of this course is to provide students with a basic theoretical foundation and tools to employ in financial decision-making. Of primary importance is provision for the necessary mathematical and analytical methods needed to continue into advanced finance courses. These techniques are commonly encountered by professional in all areas of business management. Also, the thought process and techniques introduced in this class can be readily applied to everyday personal decision making situations.

MBUS 560T   Accounting Analysis   **credit(s): 3**
Professionals in many disciplines are likely to confront accounting and financial management issues regularly in their careers. This course is intended as an introduction to financial and managerial accounting concepts.

MBUS 615T   Small Business Marketing   **credit(s): 3**
This course presents practical marketing techniques with a strong theoretical basis. Students will acquire an understanding of how marketing techniques may be adapted effectively for efficient use in small business environments. Issues in buyer behavior and marketing research will be discussed.
Restriction(s):
        Must be in the following College/School(s): School of Business Administration
Prerequisite(s): MBUS 510T

MBUS 616T   Tribal Strategic Management   **credit(s): 2**
This course adopts a general management perspective to analyze complex business situations, identify critical issues, and develop effective solutions. Consideration is given to ethical dimensions of strategic decision making. The emphasis throughout is on developing strategic thinking skills and understanding the fundamentals for achieving competitive advantage in a dynamic global environment. Completion of the functional core courses required prior to registration and is preferably taken in the student's final semester. Summer.
Restriction(s):
        Must be in the following College/School(s): School of Business Administration

MBUS 647T   Entrepreneurship   **credit(s): 1**
The primary objective of this course is to give the student an understanding of the entrepreneurial process. This includes: An understanding of the entrepreneur, an analysis of the role of the entrepreneurship in the economy, business plan development, financing concerns, strategic issues. This objective will be accomplished with a special emphasis on the process as it applies to the American Indian community.
Restriction(s):
        Must be in the following College/School(s): School of Business Administration

MBUS 672T   Decision Making: Tribal Leaders   **credit(s): 1**
Decision making is critical for every successful leaders. In this course, students will be introduced to various tools and techniques used for
problem solving and decision making. Some of the topics to be discussed in this course include: decision making framework, mapping techniques,

problems identification tools (such as root cause analysis and theory of constraints), and analytical tools (such as decision tree analysis,
optimization techniques, sensitivity & scenario analysis). Being armed with these tools and techniques, current and future tribal leaders will be
able to analyze a problem and determine the best course of action to resolve it. The course will also provide students with hands-on experience in
using Solver (Excel Add Ins) in making more effective decisions.

MBUS 683T   Legal Environment: Indian Century   **credit(s): 2**

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

Restriction(s):

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

MBUS 699T   Tribal Seminar Topics   **credit(s): 1-3**

Course repeatable 10 time.

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

Restriction(s):

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

Master of Science in Business Analytics

Admission Requirements

Application for Graduate Students:

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master of Science in Business Analytics	https://www.gonzaga.edu/school-of-business-administration/graduate/msba/how-to-apply

Foundation Courses

The following foundation (pre-requisite) courses are required for the Master of Science in Business Analytics degree. B+ or higher is required for all pre-requisites.

- MBUS 560 Accounting Analysis (or ACCT 260 and ACCT 261)
- BFIN 320 Principles of Finance
- BMIS 235 Management Information Systems

Additional pre-requisites required for the Accounting Analytics concentration. Accounting prerequisites may be taken after admission into the program and may be waived at the discretion of the program director.

- ACCT 360 Intermediate Accounting I
- ACCT 361 Intermediate Accounting II
- ACCT 363 Cost Accounting
- ACCT 365 Federal Taxation I
- ACCT 464 Auditing

Degree Requirements

A total of thirty (30) credits of graduate coursework is required for the Master of Science in Business Analytics degree. Students must maintain a 3.00 or better grade point average in order to progress through and to graduate from the program. Students have 17 credits of core requirements and must choose one out of two concentrations, Accounting Analytics or Business Analytics.

MSBA 601 Fundamental Technology for Business Analytics	3 credits
MSBA 622 Data Science for Business	3 credits
MBUS 626 Info Systems Theory and Practice	2 credits
MBUS 613 Quantitative and Stats Analysis	3 credits
MSBA 623 Database Management and SQL	3 credits
MACC 601 Power Query/Power Pivot	2 credits

Choose one of the following concentrations

Accounting Analytics Concentration

MACC 600 Orientation	0 credits
MACC 611 Audit Analytics	3 credits
MACC 664 Professional Ethics	2 credits
MBUS 633 Team Building Intensive	2 credits
Choose one of the following two courses:	1 credit

      MTAX 619 Data Automation

      MACC 604 Blockchain in Business

MBUS 670 Foundations of Project Management	3 credits
Choose one of the following four courses:	3 credits

      MTAX 604 C corporation taxation

      MTAX 605 Partnership taxation

      MACC 660 Advance Financial Accounting

      MACC 662 Accounting Information Systems

Business Analytics Concentration

MSBA 602 Communication Skills: Persuasion	2 credits
MBUS 614 Business Ethics	2 credits
MSBA 679 Predictive Analytics	2 credits
MSBA 668 Survey Design	1 credit
MSBA 686 Performance Management	1 credit
MSBA 606 Marketing Analytics	1 credit
MSBA 603 Data Visualization	1 credit
MSBA 604 Machine Learning	1 credit

Choose 3 credits from the following five courses

MBUS 612 Managing People and Performance	2 credits
MBUS 633 Team Building Intensive	2 credits
MSBA XYZ Digital Marketing	1 credit
MBUS 681 Pythonic Tech for Financial Data	1-2 credits
MBUS 689 Financial Modeling & Data Analytics	1 credit

Courses:
MSBA 600 Orientation   **credit(s): 0**
Equivalent(s): MACC 600, MBUS 600, MTAX 600
MSBA 601 Fundamental Technology for Business Analytics   **credit(s): 3**
This course explores the application of current programming languages to platforms currently
work to solve business problems and support business decisions.
Equivalent(s): MACC 602
MSBA 602 Communication Skills: Persuasion   **credit(s): 2**
This course focuses on how to present results and findings both verbally and in writing to
persuade stakeholders to act.
MSBA 603 Data Visualization   **credit(s): 1**
This course will teach graduate student skills on how to use data visualization to communicate
findings of analyses of different stakeholder groups.
Restriction(s):
        Must be in the following College/School(s): School of Business Administration

MSBA 604   Machine Learning   **credit(s): 1**

Data science and machine learning are increasingly applied in business contexts to automate processes and aid in data-driven decision-making. All managers, even those not intending on applying data science themselves, can benefit from learning about data science and machine learning jargon, approaches, and how common algorithms are utilized for business insights. This course introduces managers to the technical side of data science by covering the major parts of the data mining process, including data collection, data preparation, machine learning modeling, model evaluation, and model deployment. Emphasis will be placed on modeling and evaluation stages, with examples provided using Excel and the Python programming language. Some experience with programming (in any language) is recommended, but not required.

Restriction(s):

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

MSBA 606   Marketing Analytics   **credit(s): 1**

This course introduces ideas around marketing analytics and how to use data to best achieve business goals. In the age of big data, marketing and business professionals are expected to make data-driven decisions that drive revenue and influence quickly and effectively. The purpose of this course is to equip students with basic concepts, skills and techniques of measuring and analyzing marketing programs and creating frameworks for re porting success metrics

Restriction(s):

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

MSBA 619   Data Automation   **credit(s): 1**

An exploration of technologies based to manage financial data flows, date analytics, and date requirements.

MSBA 622   Data Science for Business   **credit(s): 3**

A study of the data science process and theory , including data extraction, transformation, modeling and application in the business context.

Equivalent(s): MACC 622

MSBA 623   Database Management   **credit(s): 3**

Database management using sql, data modeling, project life cycle, data normalization, warehousing and manipulation.

MSBA 668   Survey Design   **credit(s): 1**

This course teaches graduate students how to design marketing and employment surveys to maximize reliability and validity. It will teach students to use scales, demographics, and structures to maximize completion rates.

Restriction(s):

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

MSBA 679   Predictive Analytics   **credit(s): 2**

Introduces business students to different business problems for which business analytics can be applied.

Restriction(s):

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

MSBA 686   Performance Management   **credit(s): 1**

This course addresses current managerial issues related to performance measurement, interpretation, and feedback. We will review research in the area and current popular press articles on the use of performance reviews.

Restriction(s):

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

MSBA 699   Special Topics   **credit(s): 0-3**

Course repeatable for 24 credit.8 time.

MSBA Special Topics

Master of Science in Taxation

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

Current Gonzaga undergraduate students may apply for the Accelerated MS.Tax program once they have received a grade for ACCT 365 Federal Taxation I. If accepted, they may take up to nine credits of graduate-level courses during their senior year with the permission of the program director. To be considered for admission for the Accelerated MS.Tax, students should have maintained a minimum GPA of 3.0 in upper division accounting courses and a minimum cumulative GPA of 3.20.

Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master of Science in Taxation	https://www.gonzaga.edu/school-of-business-administration/graduate/mstax/how-to-apply

MS.Tax Prerequisite Requirements

MS.Tax students are required to complete the following prerequisite coursework:

- Principles of Taxation

For candidates wishing to pursue the CPA, additional prerequisite coursework will be required in financial accounting, cost accounting, and audit. Prerequisites may be taken after admission into the program and may be waived at the discretion of the Director.

Admitted students must consult with their graduate academic advisor before registering for their first semester in order to evaluate their prerequisites and to develop a plan for completing any that are needed.

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 MS.Tax degree.

CLEP Exam Grading Policy

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

MS.Tax Prerequisite Grading Policy:

The MACC 500 prerequisite courses are 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 a Non-Satisfactory (NS) and no credit will be given. The "NS" grade has the same effect on the GPA as an "F" (failing).

Degree Requirements

A total of thirty (30) credits of graduate coursework is required for the Master of Science in Taxation degree. Students must maintain a 3.00 or better grade point average in order to progress through and to graduate from the program.

<u>MACC 600</u> Orientation Workshop	0 credit
<u>MACC 601</u> Power Query/Power Pivot	2 credits
<u>MTAX 606</u> Wealth Transfer Taxation	3 credits
<u>MTAX 603</u> Financial Accounting for Income Taxes	3 credits
<u>MTAX 604</u> C Corporation Taxation	3 credits
<u>MTAX 605</u> Partnership Taxation	3 credits
<u>MTAX 607</u> Taxation of Property Transactions	3 credits
<u>MTAX 608</u> State and Local Taxation	2 credits
<u>MTAX 610</u> International Taxation	2 credits
<u>MTAX 614</u> S Corporation Taxation	1 credit
<u>MTAX 664</u> Professional Ethics	2 credits
<u>MTAX 667</u> Tax Research	2 credits
<u>MTAX 677</u> Sustainability Accounting	2 credits
Tax Electives*	2 credits

*Students may continue to take any M.Acc, MS.Tax, MSBA, or MBA course as an elective. Other courses must be approved by the program director.

Courses:

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 Accounting 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. This course is designed for students in the MS.Tax program.

Equivalent(s): MACC 603

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(s): MACC 604

Corequisite(s): MTAX 614

Prerequisite(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.

Prerequisite(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.

Prerequisite(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.

Prerequisite(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. In addition, the effect of state and local taxes on multi-state operations is discussed.

Prerequisite(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.
Prerequisite(s): MACC 565

MTAX 612   Tax Theory   credit(s): 1-3
This course examines theory of various tax systems how they affect taxpayers.
Prerequisite(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 an how the IRS interprets and applies those laws. The course will include descriptions of how the IRS operates. Suggested techniques for representing clients before the IRS are also presented.
Prerequisite(s): MACC 565

MTAX 614   S Corporation Taxation   credit(s): 1
This course explores the federal taxation of subchapter S corporations and shareholders.

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.
Prerequisite(s): 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.
Prerequisite(s): MACC 565

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 credit.
Directed Study requires permission of program director. Zagweb registration is not available.

MTAX 697   Internship   **credit(s): 0-3**
Course repeatable for 6 credit.
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 credit.
Topic to be determined by department.

Dual Degree Programs

Master of Business Administration/Master of Accountancy (MBA/M.Acc)

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

- Master of Accountancy/Juris Doctor (M.Acc/JD)
- Master of Business Administration/Juris Doctor (MBA/JD)
- Master of Taxation/Juris Doctor (MS.Tax/JD)

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

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

Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at www.gonzaga.edu/gradapply.
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Dual Degree Programs	https://www.gonzaga.edu/school-of-business-administration/graduate/jd-macc-and-jd-mba-programs

Degree Requirements

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

Master of Business Administration and B.S. in Engineering

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

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

ACCT 263 Accounting Analysis

ECON 200 Economic Analysis

BUSN 230 Business Statistics

MKTG 310 Principles of Marketing

BFIN 320 Principles of Finance

OPER 340 Operations Management

MGMT 350 Management and Organization

BUSN 283 Business Law

BMIS 235 Management Information Systems

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

School of Education

Dean: Yolanda Gallardo

Associate Dean: Joseph Engler

Professors: A. Barretto, E. Bennett, A. Case, M. Derby, J. Engler, C. Garner, S. Girtz, J. Hunter, J. Traynor, K. Weber
Associate Professors: N. Barta, B. Burrus, J. Cox, R. McKinney, D. Nieding, K. Nitta, M. Person, E. Radmer, K. Rickel, J. Smith, R. Turcott, A. Wissel,
M. Young
Assistant Professors: A. Ariyo, C. Basile, A. Kim, D. O'Brien, D. Sisco-Taylor, C. Zeisner
Lecturers: J. Neyman

Emeritus/Emerita
Professors: J. Burcalow (Emerita), A. Fein (Emeritus), D. Mahoney (Emeritus), T. F. McLaughlin (Emeritus), J. Abi-Nader (Emerita), J. Nelson (Emerita), R. Williams (Emeritus)
Associate Professors: R. Bialozor (Emeritus), J. D'Aboy (Emeritus), J. Dixon (Emerita), P. Hastings (Emeritus), M. Jeannot (Emerita), C. Johnson (Emerita), (Emerita), C. Salina (Emeritus), J. Shepard (Emerita), J. Sunderland (Emeritus), D. Tunnell (Emerita)

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 (online)
- Master of Education in Special Education
- Master of Teaching
- Doctor of Education in Educational Leadership (online)
- Education Specialist in School Psychology
- Doctor of Psychology in School Psychology

Certification

The School of Education also offers initial and advanced certification for teachers, and school administrators at the graduate level.

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).

The Education Specialist in School Psychology is accredited by the National Association of School Psychologists.

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 regularly meet with their advisors 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

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
M.A. in Clinical Mental Health Counseling	https://www.gonzaga.edu/school-of-education/graduate/m-a-clinical-mental-health-counseling/how-to-apply
M.A. in Marriage and Family Counseling	https://www.gonzaga.edu/school-of-education/graduate/m-a-marriage-family-counseling/how-to-apply
M.A. in School Counseling	https://www.gonzaga.edu/school-of-education/graduate/m-a-school-counseling
Master of Counselling, Site-based (Canada)	https://www.gonzaga.edu/school-of-education/graduate/m-a-counselling-canada/how-to-apply

Credit Transfer Information

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.

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 counselors 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 approach to 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, Students engage their 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 approach to 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 approach 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, students engage their community 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 approach to 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

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 568 Issues in Family Counseling	3 credits
EDCE 549 Intro to Multicultural Counseling	1 credit

Summer Semester

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

SECOND YEAR:
Fall Semester

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	3 credits

Spring Semester

EDCE 550 Adv. Multicultural Counseling	2 credits
EDCE 638 Theories of Couples Counseling	2 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 approach 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, students engage their community 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 approach to 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	5 credits
EDCE 688 Adv. Theory and Prof. 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 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 approach to 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.
Prerequisite(s): EDCE 695

EDCE   550   AdvancedMulticultural 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.
Corequisite(s): 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 Laws in Clinical Mental Health Counseling   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 professional standards that exemplify the best in counselor 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 Marriage and Family Counseling credit(s): 3

Graduates of the Master of Arts in Marriage and Family Counseling program at Gonzaga University are expected to be at the forefront in demonstrating the highest ethical standards possible in the counseling profession. In a time when the helping profession is increasingly being held accountable for the behavior of its members, the development and implementation of personal and professional standards that exemplify the best in role models and leadership is imperative.

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.

EDCE 567 Career Developement 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 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 Marriage and Family Counseling   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 relates to couples, families, and children. Crisis prevention and response, including suicide risk assessment, will also be addressed.

EDCE   581   Chemical Dependency in Counseling   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 Marriage Couple Family   credit(s): 2

This course serves as an introduction to couples 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.

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

EDCE   595   Consultation and Collaboration   **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.

EDCE   600   Trauma, Crisis, Grief in Schools   **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 it's 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 fife 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**
Course repeatable for 20 credit.
Required of all graduate students to maintain continuous enrollment in the program while completing their final project.

EDCE 616   Psychopathology and Psychopharmacology   **credit(s): 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 theses 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 V, 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): 2**
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. This course focuses 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. Students experience a minimum of 10 dock hours of membership In small group activity, as well as experience leading small groups.

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 pre-requisite 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.

Prerequisite(s): EDCE 685, minimum grade: B-

EDCE 687 Advanced Theory and Prof Sem I credit(s): 1

This course is designed to begin 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 Counselling- 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 own Nature of the Person and primary Counseling Constructs.

EDCE 688 Advanced Theory and Prof Sem II credit(s): 1

This course is designed to begin 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 Counselling- 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.

EDCE 689 Advanced Theory and Prof Sem III credit(s): 1

This course is designed to prepare students only in the Master of Counselling-Site Based programs for the culminating experiences in their program, 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.

Corequisite(s): EDCE 697B

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

Course repeatable for 6 credit.

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 credit.

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.

EDCE   697   Counseling Internship   **credit(s): 1-5**
Course repeatable for 10 credit.
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.

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 ín the areas of descriptive statistics (e.g., scales of measurement, distribution, measures of central tendency) and inferential statistics (e.g., t-tests, 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 Counselling. 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.

EDCE   697   Counseling Internship   **credit(s): 1-5**
Course repeatable for 10 credit.
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 (Marriage and Family, and Clinical Mental Health Students must enroll in 4 credits) While School Counseling students must enroll in 5 credits :A second semester continuation of 697. An additional 300 hours of field experience, with 120 hours of direct service is required.

Educational Leadership and Administration

Chairperson: Joseph Engler, 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 (with or without Principal Certification option), one doctoral program, and a Principal Certification (standalone) program:

- Master of Education in Educational Leadership (with or without Principal Certification option)
- Doctor of Education in Educational Leadership
- Principal Certification (standalone)

Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Doctor of Educational Leadership (EdD)	https://www.gonzaga.edu/school-of-education/graduate/doctor-of-educational-leadership/how-to-apply
M.Ed. in Educational Leadership (Online)	https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-educational-leadership---online/how-to-apply
M.Ed in Educational Leadership with Principal Certification (Online)	https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-educational-leadership-principal-cert/how-to-apply

Principal Certification	https://www.gonzaga.edu/school-of-education/certifications-endorsements/principal-certification/admissions-requirements

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

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 a learning management system , 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	3 credits
EDLA 626 Cultural Competence Development	3 credits
EDLA 628 Educational Leadership and Inquiry	3 credits
EDLA 633 Educational Leadership and Organizations	3 credits
EDLA 638 Educational Leadership: Change, Management, and Supervision	3 credits

EDLA 641 Educational Leadership and Community	3 credits
EDLA 653 Educational Leadership: Curriculum, Instruction, and Assessment	3 credits
EDLA 688 Evidence-Informed Decision Making	3 credits
EDLA 689 Professional Seminar	3 credits
EDLA 698 Research and Data Analysis	3 credits
EDLA 699 Comprehensive Oral Exam	0 credits

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

Principal Certification (Standalone)

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.

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

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.

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:

EDLA 600   Program Administrator Internship   credit(s): 3
Course repeatable for 6 credit.
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(s): EDLA 501

EDLA 609   Program Administrator 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 Internship   credit(s): 3
Course repeatable for 6 credit.
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 credit.
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 designed to explore the NELPs standards required by Washington State for principal certificate candidates. Topics include budget allocation and distribution, staffing, ASB funds, special education law, personnel, diversity, equity and inclusion, professional standards and ethics, and instructional leadership, Fall.

EDLA 613   Leadership Role Seminar   credit(s): 3
This course is designed to show compentence in applying the NELP standards through a problem of practice 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 a field experience and 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. Fall

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(s): 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(s): EDAC 625

EDLA 626 Cultural Competence Development 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, equity and inclusion from a local and global perspective.

Equivalent(s): 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(s): EDAC 627

EDLA 628 Educational 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(s): EDLA 525

EDLA 630 Certification Internship credit(s): 3

The internship is a field experience and 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. Spring

EDLA   633   Education 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(s): 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(s): EDAC 635

EDLA   638   Educational Leadership: Change, Management, Supervision   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   Educational 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(s): 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(s): EDAC 646

EDLA   647   AdvancedLearning 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(s): 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(s): 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(s): 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(s): EDAC 651

EDLA 653 Educational Leadership: Curriculum, Instruction, and Assessment 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(s): 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(s): 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 credit.
Topic to be determined by instructor.

EDLA   688   Evidence 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.

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(s): EDAC 689

EDLA   690   Directed Readings   **credit(s): 1-3**
Course repeatable for 12 credit.
This is an individualized study based on readings approved by professor. Student develops a selected bibliography.
Equivalent(s): EDAC 690

EDLA   692   Independent Study   **credit(s): 0-3**
Course repeatable for 18 credit.
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(s): EDAC 692

EDLA   694   Special Project   **credit(s): 0-3**
Course repeatable for 12 credit.
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(s): EDAC 694

EDLA 695   Professional Experience   **credit(s): 1-3**
Course repeatable for 3 credit.
This is a planned series of field experiences in settings related to education, junior colleges,
court services, social agencies, etc.
Equivalent(s): 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(s): EDAC 698

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(s): EDAC 699

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.

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 Inst: 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 Problems 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 Problems of Practice   **credit(s): 3**
Integrated with EDLD 7078 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 t he Literature on Problem of Professional Practice course. The candidates will analyze the findings from t he 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: Problems 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 Improvement: People, Data, Processes   **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 Leadership   **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 Problems 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 Problems of Practice   **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 716   Capstone Completion II   **credit(s): 3**

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

Course repeatable for 12 credit.

EDLD   765   Projects   **credit(s): 1-4**

Course repeatable for 12 credit.

EDLD   799   Doctoral Conference and Oral Examination   **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 Chair: Mark Derby, Ph.D.

Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Education Specialist in School Psychology	https://www.gonzaga.edu/school-of-education/graduate/ed-specialist-in-school-psychology/how-to-apply
Psy.D. in School Psychology	https://www.gonzaga.edu/school-of-education/graduate/psyd-school-psychology/how-to-apply

Prerequisites

3. An appropriate bachelor's degree from an accredited college or university is required.
4. A minimum undergraduate grade point average of 3.0.
5. A minimum graduate grade point average of 3.5 (if applicable).
6. 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.
7. 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.

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.

Program Outline: 72 credits

1st Semester: 15 credits

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

2nd Semester: 17 credits

<u>EDSS 512</u> School Safety, Crisis Preparation, and Crisis Response	3 credits
<u>EDCE 587</u> Child and Adolescent Counseling:	3 credits
<u>EDSS 615</u> Introduction to Research in Education and Psychology	3 credits
<u>EDSS 670</u> Neuropsychological & Cognitive Assessment	4 credits
<u>EDSS 671</u> Lab in Neuropsychological and Cognitive Assessment	1 credit
<u>EDSS 680</u> Social-Emotional Assessment	3 credits

3rd Semester: 15 credits

<u>EDSS 540</u> Ethical and Legal Issues in School Psychology	3 credits
<u>EDLA 626</u> Culture and Diversity	3 credits
<u>EDSS 650</u> Applied Behavioral Analysis	3 credits
<u>EDLA 641</u> Educational Leadership and Community	3 credits
<u>EDSS 697A</u> Practicum in School Psychology: K-12 (200 clock hours)	3 credits

4th Semester: 15 credits

<u>EDSS 627</u> Group Process & Facilitation	3 credits
<u>EDSS 655</u> Multi-Tiered/Multi-Disciplinary Systems of Support	3 credits
<u>EDSS 660</u> Consultation and Collaboration in School Psychology	3 credits
<u>EDSS 685</u> Advanced Diagnostic Assessment	3 credits
<u>EDSS 697B</u> Practicum in School Psychology K-12 (200 clock hours)	3 credits

5th Semester: 5 credits

<u>EDSS 690A</u> Professional Portfolio in School Psychology	1 credit
<u>EDSS 698A</u> Internship in School Psychology: K-12 (600 clock hours)	1 credit

6th Semester: 5 credits

<u>EDSS 690B</u> Professional Portfolio in School Psychology	1 credit
<u>EDSS 698B</u> Internship in School Psychology: K-12 (600 clock hours)	1 credit

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.

Doctorate in School Psychology (Psy.D.)

The Doctorate in School Psychology (Psy.D.) aims to prepare graduate candidates to become licensed school psychologists in the state of Washington. Graduate preparation in school psychology educates and trains individuals to apply principles in psychology and education (e.g., child development, learning theory, evaluation) to support school-wide academic and social-emotional programs, collaborate with teams to identify learning and behavior problems, and develop evidence-based intervention plans. Doctoral-level school psychologists are credentialed by state agencies to work in a variety of settings including, but not limited to, PreK-12 schools, hospitals, residential facilities, and higher education. In Washington State, doctoral-level school psychologists obtain a license to practice through the Department of Health.

Psy.D. Curriculum in School Psychology: Post-Baccalaureate 109 credits

Post-baccalaureate Psy.D. candidates would attend courses with the Ed.S. candidates for the first two years and then separate in year three. That is, the Psy.D. candidates would continue with their doctoral-level preparation and the Ed.S. candidates would begin internship.

Year 1 - No Summer

Fall 1

EDSS 701 Psychology of Children with Exceptionalities	3 credits
EDSS 710 History and Systems of Psychology	3 credits
EDSS 730 Assessment in School Settings	3 credits
EDSS 788 Developmental Bases of Behavior	0 credits

Spring 1

EDSS 715 Introduction to Research in Education and Psychology	3 credits
EDSS 755 Multi-Tiered/Multi-Disciplinary Systems of Support	3 credits
EDSS 770 Neuropsychology and Cognitive Assessment	4 credits
EDSS 780 Social-Emotional Assessment Across School and Home	3 credits

Summer 1

EDSS 787 Child and Adolescent Counseling	3 credits
EDSS 735 Counseling Theories	3 credits

Year 2 with Summer

Fall 2

EDSS 740 Ethical and Legal Issues in School Psychology	3 credits
EDSS 726 Culture and Diversity	3 credits

EDSS 741 Educational Leadership and Community	3 credits
EDSS 750 Applied Behavioral Analysis	3 credits
EDSS 797A Practicum in School Psychology: K-12	3 credits

Spring 2

EDSS 760 Consultation and Collaboration in School Psychology	3 credits
EDSS 785 Advanced Diagnostic Assessment	3 credits
EDSS 797B Practicum in School Psychology: K-12 (200 Clock Hours)	3 credits
EDSS 745A Statistics I (Basic)	3 credits

Summer 2

| EDSS 712 School Safety, Crisis Preparation, and Crisis Response | 3 credits |
| EDSS 727 Group Process and Facilitation | 3 credits |

Year 3 - No Summer

Fall 3

EDSS 789 Biological Bases of Behavior	3 credits
EDSS 791 Cognitive Bases of Behavior	3 credits
EDSS 723 Qualitative Research Methods and Design	3 credits
EDSS 720 Research Seminar in School Psychology	0 credits
EDSS 745B Statistics II (Intermediate)	3 credits

Spring 3

EDSS 796 Affective Bases of Behavior and Psychopathology	3 credits
EDSS 721A Dissertation Proposal I	1 credit
EDSS 775 Personality Assessment	3 credits
EDSS 722 Quantitative Research Methods and Design	3 credits

Year 4 - No Summer

Fall 4

EDSS 792A Clinical Supervision I	2 credits
EDSS 776 Consultation and Program Evaluation	3 credits
EDSS 721B Dissertation Proposal II	1 credit
EDSS 777 Psychometric Theory	3 credits

Spring 4

EDSS 795 Clinical Practicum	3 credits
EDSS 792B Clinical Supervision II	2 credits
EDSS736 Dissertation Defense	2 credits
EDSS 781 Social Bases of Behavior	3 credits

Year 5 - No Summer

Fall 5

<u>EDSS 798A</u> Doctoral Internship in School Psychology (750 Clock Hours)	1 credit
<u>EDSS 790A</u> Professional Portfolio in School Psychology	1 credit

Spring 5

<u>EDSS 798B</u> Doctoral Internship in School Psychology (750 Clock Hours)	1 credit
<u>EDSS 790B</u> Professional Portfolio in School Psychology	1 credit

Psy.D. Curriculum in School Psychology: Post-Certification 45 Credits

This program of study is applicable to individuals who are certified school psychologists who graduated from a 60-credit degree program such as Gonzaga University's Ed.S. program or a closely related degree such as school counseling.

Year 1 - No Summer

Fall 1

<u>EDSS 789</u> Biological Bases of Behavior	3 credits
<u>EDSS 791</u> Cognitive Bases of Behavior	3 credits
<u>EDSS 723</u> Qualitative Research Methods and Design	3 credits
<u>EDSS 720</u> Research Seminar in School Psychology	0 credits
<u>EDSS 745B</u> Statistics II (Intermediate)	3 credits

Spring 1

<u>EDSS 796</u> Affective Bases of Behavior and Psychopathology	3 credits
<u>EDSS 721A</u> Dissertation Proposal I	1 credit
<u>EDSS 775</u> Personality Assessment	3 credits
<u>EDSS 722</u> Quantitative Research Methods and Design	3 credits

Year 2 - No Summer

Fall 2

<u>EDSS 794A</u> Clinical Supervision I	2 credits
<u>EDSS 776</u> Consultation and Program Evaluation	3 credits
<u>EDSS 721B</u> Dissertation Proposal II	1 credit
<u>EDSS 777</u> Psychometric Theory	3 credits

Spring 2

<u>EDSS 795</u> Clinical Practicum	3 credits
<u>EDSS 794B</u> Clinical Supervision II	2 credits

EDSS 736 Dissertation Defense	2 credits
EDSS 781 Social Bases of Behavior	3 credits

Year 3 - No Summer

Fall 3

EDSS 798A Doctoral Internship in School Psychology (750 Clock Hours)	1 credit
EDSS 790A Professional Portfolio in School Psychology	1 credit

Spring 3

EDSS 798B Doctoral Internship in School Psychology (750 Clock Hours)	1 credit
EDSS 790B Professional Portfolio in School Psychology	1 credit

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 Ethical and Legal Issues: School Psychology credit(s): 3

This course introduces candidates to the legal and ethical issues surrounding general and special education. Special attention is given to the rights of families with children who have developmental disabilities. Candidates become well versed in legal requirements laid forth In Public Law 105-17 and Public Law 99-457. Candidates come to understand the components of a well-planned individual education program. In addition, candidates respond to case scenarios that require action throughout the provision of providing a Free and Appropriate Public Education. An emphasis is made regarding disagreements that occur within the school context and how to avoid administrative/legal remedies.

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 Children 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 History and Systems of Psychology credit(s): 3

This course provides a framework for examining the historical, philosophical, and theoretical progressions in the field of psychology. This course addresses the fundamentals of scientific

thinking and how it has influenced modern psychology. Emphasis is placed on how scientific thinking has influenced different views of human nature, the self, and social contexts.

EDSS   615   Introduction to Research in Education and Psychology   credit(s): 3

This course presents the various procedures used for school-based research. Candidates are taught bow to evaluate research based 011 social validity, statistical outcomes, research ethics, and practical application. In addition, candidates learn how to evaluate individual student outcomes using single subject design methodology. The course is intended to provide candidates with the ability to be critical consumers of research in the field of school psychology, to enable them to think scientifically, and apply this mindset to the evaluation of clinical interventions and educational programs.

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   645   Statistics I   credit(s): 3

This course Instructs candidates on the use and Interpretation of descriptive and basic inferential statistics. Topics include frequency distributions, hypothesis testing, measures of central tendency, measures of variability, shapes of distributions, standard scores, scattergrams, correlatlonal analysis, t-tests, Chi-square, and one-way ANOVA. Candidates also learn how to apply probability to Interpret the fidelity of group design research.

EDSS   650   Applied Behavioral Analysis   credit(s): 3

This course provides an advanced introduction to the basic principles of learning and effective/practical procedures based upon those principles. Candidates conduct an applied research study using a single subject design. The course is designed to teach candidates how fo assess the variables responsible for maintaining problem behavior. Indirect and direct functional behavioral assessments are taught, and candidates learn how to use the results of functional behavioral assessment to develop prevention, antecedent, and consequence-based interventions. Lastly, candidates learn how to develop intervention plans that do not utilize an aversive stimulus.

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 Consult and Collaborate 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): 4

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.

Corequisite(s): EDSS 671

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.

Corequisite(s): EDSS 670

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): 3

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 701 Psychology of Children with Exceptionality 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 710 History and Systems of Psychology credit(s): 3

This course provides a framework for examining the historical, philosophical, and theoretical progressions in the field of psychology. This course addresses the fundamentals of scientific thinking and how it has influenced modern psychology. Emphasis is placed on how scientific thinking has influenced different views of human nature, the self, and social contexts.

EDSS 712 School Safety, Crisis Prevention 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.

EDSS 715 Introduction to Research in Education and Psychology credit(s): 3

This course presents the various procedures used for school-based research. Candidates are taught how to evaluate research based on social validity, statistical outcomes, research ethics, and practical application. In addition, candidates learn how to evaluate individual student outcomes using single subject design methodology. The course is intended to provide candidates with the ability to be critical consumers of research in the field of school psychology, to enable them to think scientifically, and apply this mindset to the evaluation of clinical interventions and educational programs.

EDSS 720 Research Seminar in School Psychology credit(s): 0

This course has three primary purposes: 1) to provide an orientation to the research expertise among school psychology program faculty, school of education faculty, and other scholars; 2) to foster an identity as a professional psychologist within the framework of the scientist-practitioner model; and 3) to develop an understanding of ethics as they relate to the conduct of research with human participants and the requirements of Gonzaga University's Institutional Review Board. In addition, this course provides a forum for all faculty and candidates in the program to exchange ideas about psychology and the application of scientific methods to a study of human behavior.

EDSS 722 Quantitative Research Methods and Design credit(s): 3

This course teaches candidates how to determine appropriate methods of analysis, documenting the results obtained, and interpreting an analysis in everyday terms. A variety of multivariate research designs, appropriate statistical techniques used with each design, and their application in experimental and clinical research settings are taught.

EDSS 723 Qualitative Research Method and Design credit(s): 3

The purpose of this course Is to provide candidates with an introduction to the philosophical, conceptual, and practical basis of qualitative research. This course prepares candidates with the skills necessary to conduct field research using qualitative methods and perspectives. This course also introduces candidates to the development of qualitative research questions,

qualitative data collection techniques, and qualitative analyses. Finally, this course provides candidates with an introduction to writing a qualitative research proposal.

EDSS   726   Culture and Diversity   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.

EDSS   727   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   730   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   735   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.

EDSS   736   Dissertation Defense   credit(s): 2

The purpose of this course is to support candidates in the completion of their dissertation. Activities include finalizing the writing of the dissertation as well as preparing an oral defense presentation for the dissertation committee. Candidates meet for class, as well as with their dissertation advisor, to facilitate the steps leading to a successful defense and final approval of their dissertation by their dissertation committee.

EDSS   740   Ethical and Legal Issues in School Psychology   credit(s): 3

This course introduces candidates to the legal and ethical issues surrounding general and special education. Special attention is given to the rights of families with children who have developmental disabilities. Candidates become well versed in legal requirements laid forth in

Public Law 105-17 and Public Law 99-457. Candidates come to understand the components of a well-planned individual education program. In addition, candidates respond to case scenarios that require action throughout the provision of providing a Free and Appropriate Public Education. An emphasis is made regarding disagreements that occur within the school context and how to avoid administrative/legal remedies.

EDSS   741   Education 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.

EDSS   750   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   755   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   760   Consultation and Collaboration   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   770   Neuropsychology and Cognitive Assess   credit(s): 4

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 775 Personality Assessment credit(s): 3

This course provides an in-depth study of major personality theories. In addition, candidates are taught to administer, score, and interpret projective and objective tests and assessments as part of a global assessment of social, affective, and behavioral functioning. Candidates use this information to inform diagnoses as well as use the testing and assessment results to inform intervention and instructional practices.

EDSS 776 Consultation and Program Evaluation credit(s): 3

This course prepares candidates for professional roles as an applied behavioral consultant and/or program evaluator. The course focuses on the dynamics of working with groups in a variety of settings and on developing effective interventions at a systemic level in a culturally responsive manner. It also provides the knowledge, skills, perspectives, and reflective practice candidates need to conduct a program evaluation in human service agencies. A range of exercises are used to give each candidate an opportunity to become familiar with issues involved in consultation and program evaluation.

EDSS 777 Psychometric Theory credit(s): 3

This course provides candidates with an understanding of the principles and practices underlying the construction, use, and interpretation of psychological and educational tests and assessments. There are two general facets to the field of psychometrics: (a) test and assessment development and (b) the theory and methods to analyze and evaluate the resulting test and assessment data. This course introduces these facets and includes instruction on classical test theory, generalizability theory, and item response theory.

EDSS 780 Social-Emotional Assessment School and Home 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 781 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 785 Advanced Diagnostic Assessment credit(s): 3
EDSS 787 Child and Adolescent Counseling credit(s): 3
EDSS 788 Development Bases of Behavior credit(s): 0

This course provides candidates with a critical examination of the multifaceted influences responsible for the diverse outcomes in human development. Emphasis is placed on contemporary views regarding genetics, contextualism, and multi-levels of development. In addition, a review of major research issues and practical application of developmental theory is provided as well as ways in which normal development differs across cultures.

EDSS 789 Biological Bases of Behavior credit(s): 3

This course provides candidates with current understandings of how biological functions can alter overt behavior. Course content includes the anatomy and physiology of the human brain,

behavioral functions associated with the cerebral hemispheres and lobes, neurobehavioral presentations of common neurological and psychiatric conditions, and how brain functions are assessed using neuropsychological test and assessment batteries. An additional emphasis of the course is how understanding biological/behavioral interactions can be used when designing interventions for socially significant human problems.

EDSS   791   Cognitive Bases of Behavior   **credit(s): 3**

This course provides candidates with current understandings of how cognitive functions can alter overt behavior. Course content includes how brain functions are assessed using neuropsychological test and assessment batteries. An additional emphasis of the course is how understanding cognitive/behavioral interactions can be used when designing interventions for socially significant human problems.

EDSS   795   Clinical Practicum   **credit(s): 3**
EDSS   796   Affective Bases Behavior and Psychopathology   **credit(s): 3**
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 Psychology K-12   **credit(s): 3**

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): 3**

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): 1**

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): 1**

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   721A   Dissertation Proposal I   **credit(s): 1**

The dissertation proposal series of courses (I and II) includes activities necessary to conduct a literature review, design, implement, analyze/evaluate, and summarize a doctoral dissertation in school psychology. Candidates are expected to identify a research project through a literature review and/or needs assessment for successful completion of Dissertation Proposal I. Candidates are expected to determine appropriate procedures and methodology to conduct their dissertation for successful completion of Dissertation Proposal II. In addition, candidates are expected to complete a successful defense of their dissertation proposal (e.g., literature review, procedure, methods) to their dissertation committee at the end of Dissertation Proposal II.

EDSS   721B   Dissertation Proposal I   **credit(s): 1**

The dissertation proposal series of courses (I and II) includes activities necessary to conduct a literature review, design, implement, analyze/evaluate, and summarize a doctoral dissertation in school psychology. Candidates are expected to identify a research project through a literature review and/or needs assessment for successful completion of Dissertation Proposal I. Candidates are expected to determine appropriate procedures and methodology to conduct their dissertation for successful completion of Dissertation Proposal II. In addition, candidates are expected to complete a successful defense of their dissertation proposal (e.g., literature

review, procedure, methods) to their dissertation committee at the end of Dissertation Proposal II.

EDSS   745A   Statistics I   **credit(s): 3**
This course instructs candidates on the use and interpretation of descriptive and basic inferential statistics. Topics include frequency distributions, hypothesis testing, measures of central tendency, measures of variability, shapes of distributions, standard scores, scattergrams, correlational analysis, t-tests, Chi-square, and one-way ANOVA. Candidates also learn how to apply probability to interpret the fidelity of group design research.

EDSS   745B   Statistics II   **credit(s): 3**
The purpose of this course is to provide candidates with a variety of multivariate research designs in experimental and clinical research settings. Additionally, candidates are taught appropriate statistical techniques to analyze, interpret, and disseminate results of multivariate research. Emphasis for this course includes knowledge of the skills necessary to conduct research using multiple regression, factor analysis, multivariate analysis of variance. In addition, an introduction to path analysis, structural equation modeling, and other multivariate analyses is provided.

EDSS   755A   Internship in School Psychology I   **credit(s): 1**
This course takes place in the Fall semester of the school psychology doctoral internship and is a continuation of Doctoral Internship I. Candidates must successfully complete the 1500-hour doctoral internship to complete the program.

EDSS   755B   Internship in School Psychology II   **credit(s): 1**
This course takes place in the spring semester of the school psychology doctoral internship and is a continuation of Doctoral Internship I. Candidates must successfully complete the 1500-hour doctoral internship to complete the program.

EDSS   790A   Professional Portfolio in School Psychology   **credit(s): 1**
EDSS   790B   Professional Portfolio in School Psychology   **credit(s): 1**
EDSS   792A   Clinical Supervision I   **credit(s): 2**
EDSS   792B   Clinical Supervision II   **credit(s): 2**
EDSS   794A   Clinical Supervision I   **credit(s): 2**
EDSS   794B   Clinical Supervision II   **credit(s): 2**
EDSS   797A   Practicum in Sch Psychology K-12   **credit(s): 3**
Supervised school psychological practicum in a school setting (pre-K to 12) or alternative clinical setting. 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   797B   Practicum in Sch Psychology K-12   **credit(s): 3**
Supervised school psychological practicum in a school setting (pre-K to 12) or alternative clinical setting. 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   798A   Doc Internship in School Psychology   **credit(s): 1**
EDSS   798B   Doc Internship in School Psychology   **credit(s): 1**

Special Education and Applied Behavior Analysis

Chairperson: Dr. Kimberly Weber

Master of Education in Special Education

Program Director: Dr. Anjali Barretto

The Department of Special Education offers preparation for persons seeking expertise in working with individuals having differing abilities within schools and other environments. Gonzaga candidates gain core competencies and choose courses in specific areas of interest. Individualized field experiences are designed to assist candidates in gaining experience while becoming leaders in the field. Focus areas include General Special Education and Board Certified Behavior Analyst (BCBA). The general focus is for candidates seeking to expand their knowledge regarding the field in a variety of areas. One path for those completing the general focus area could include becoming a Special Education Teacher and/or an Early Childhood Special Education Teacher. Please note that classes required to become a teacher exceed the minimum for earning the degree. Those completing the BCBA focus often complete their experience hours at area agencies so they can qualify to take the BCBA exam after they complete their Masters degree. The BCBA program is a 5th Edition approved verified course sequence (VCS) through the Association of Behavior Analysis International (ABAI) and the Behavior Analysis Certification Board (BACB). Regardless of focus area, the department recommends meeting with an academic advisor to create a plan that meets your goals. After successfully completing 9-credits of the program with a 3.00 GPA or higher in each course, candidates apply for candidacy.

Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply.
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Certificate of Behavioral Analysis	https://www.gonzaga.edu/school-of-education/graduate/certificate-in-behavioral-analysis
M.Ed. in Special Education	https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-special-education/how-to-apply

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: 3 credits

    EDSE 520 Applied Behavior Analysis

    EDSE 675 Advanced Applied Behavior Analysis

        *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

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 507Special Education Applied Classroom Exp Sec
      ESDE 508 Clinical Exp & Supervision

Electives   15 credits
*Candidates who have an undergraduate course equivalent may take different elective courses to meet requirements.

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

Candidates wishing to complete certification in Special Education must complete designated required courses for program completion as well as State of WA Standards. Pacific Northwest History content is required as part of the state standards yet can be met through prior course work. The following courses must be completed for certification. (Please note: Some undergraduate level courses may meet necessary requirements. Meeting with an advisor will be necessary to navigate certification requirements.)

EDPE 517 Abuse Prevention   1 credit
EDTE 512E Elem Differentiated Instruction and Assessment   3 credits
EDTE 513 Since Time Immemorial   1 credit
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 Direction Instruction: Reading	3 credits
EDSE 652 Direct Instruction: Math	3 credits
EDSE 505 Special Education Applied Classroom Experience: Elementary	1 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 550L Lab	3 credits
EDSE 551 Physical Development & EDSE 551L Lab	3 credits
EDSE 552 Language and Communication & EDSE 552L Lab	3 credits
EDSE 553 Development of Children with Exceptionalities & EDSE 553L Lab	3 credits
EDSE 680 Advanced Teacher Development Seminar	2 credits
EDSE 697 Student Teaching in Special Education: (A minimum of 450 hours is required to complete student teaching throughout a full semester. This course can count for 3 credits of applied experience required in the SpEd General Focus.)	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 create and maintain a current eCertification Account throughout the completion of certification.
  2. Must take the West-E exam in Special Education prior to student teaching.
  3. 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 in Classroom 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 Classroom Experience credit(s): 1-6
Course repeatable for 6 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 Classroom 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 Social, Emotion, & Behavior Disorders   credit(s): 3

This course will examine the neurodiversity within individuals with social, emotional, and behavioral disorders (SEBD) across life stages from birth through adulthood. A major focus of the course will analyze the etiology (causes), diagnosis procedures, characteristics, and treatments and evidence-based practices associated with high-incidence social, emotional, and behavioral disorders. Graduate students will have extended course readings, presentations, and self-directed projects to extend knowledge and application of content.

Equivalent(s): 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): 2

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.

Corequisite(s): EDSE 550L

EDSE 550L   Early Childhood Special Education Lab   credit(s): 1

In conjunction with EDSE 550: Early Childhood Special Education, this course offers practical experience for candidates in an on-site lab preschool serving preschoolers (3-to 5-year-olds) with and without disabilities. This course's focus is to apply theory introduced in the lecture portion (EDSE 550) to real-life educational settings. This lab will focus on typical cognitive development, showing candidates how to observe and assess performance levels. Then, candidates will be taught ongoing assessment measures and effective instructional strategies to improve developmental skills, especially across pre-academic/cognitive areas such as reading, writing, and math. Candidates will create lessons across developmental domains integrating theoretical knowledge with practical experience. Plus, candidates will implement evidence-based procedures for academic, language, social, and motor skills and learn to accurately assess child performance.

Corequisite(s): EDSE 550

EDSE 551   Physical Development   credit(s): 2

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.

Corequisite(s): EDSE 551L

EDSE 551L   Physical Development Lab   credit(s): 1

In conjunction with EDSE 551: Physical Development, this course offers practical experience for candidates in an on-site lab preschool serving preschoolers (3-to 5-year-olds) with and without disabilities. This course's focus is to apply theory introduced in the lecture portion (EDSE 551) to real-life educational settings. This lab will focus on typical physical development (gross and fine motor), showing candidates how to observe and assess performance levels. Then, candidates will be taught ongoing assessment measures and effective instructional strategies to improve developmental skills, especially across gross and fine motor areas. Candidates will create lessons across developmental domains integrating theoretical knowledge with practical

experience. Plus, candidates will implement evidence-based procedures for academic, language, social, and motor skills and learn to accurately assess child performance.

Corequisite(s): EDSE 551

EDSE   552   Language and Communication   credit(s): 2

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.

Corequisite(s): EDSE 552L

EDSE   552L   Language and Communication Lab   credit(s): 1

In conjunction with EDSE 552: Language and Communication, this course offers practical experience for candidates in an on-site lab preschool serving preschoolers (3- to 5-year-olds) with disabilities and those without. This course's focus is to apply theory introduced in the lecture portion (EDSE 552) to real-life educational settings. This lab will focus on typical language and social development, showing candidates how to observe and assess performance levels. Then, candidates will be taught ongoing assessment measures and effective instructional strategies to improve developmental skills, especially language and social. Candidates will create lessons across developmental domains integrating theoretical knowledge with practical experience. Plus, candidates will implement evidence-based procedures for academic, language, social, and motor skills and learn to accurately assess child performance.

Corequisite(s): EDSE 552

EDSE   553   Development of Children with Exceptionality   credit(s): 2

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.

Corequisite(s): EDSE 553L

EDSE   553L   Development of Children with Exceptionality Lab   credit(s): 1

In conjunction with EDSE 553: Development of a Child with Exceptionalities, this course offers practical experience for candidates in an on-site lab preschool serving preschoolers (3- to 5-year-olds) with disabilities and those without. This course's focus is to apply theory introduced in the lecture portion (EDSE 553) to real-life educational settings. This lab will focus on adaptive and play development, showing candidates how to observe and assess performance levels. Then, candidates will be taught ongoing assessment measures and effective instructional strategies to improve developmental skills, especially adaptive and play. Candidates will create lessons across developmental domains integrating theoretical knowledge with practical experience. Plus, candidates will implement evidence-based procedures for academic, language, social, adaptive, play, and motor skills and learn to accurately assess child performance.

Corequisite(s): EDSE 553

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.

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(s): EDSE 410

EDSE   611   Continuing Research Education   credit(s): 1

Course repeatable for 20 credits.

Continuing research credit.

EDSE   615   Advanced Exam of Individuals 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(s): 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(s): 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 Classroom 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.

Prerequisite(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(s): 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 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.

Prerequisite(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.

Prerequisite(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   AdvancedApplied 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   Advanced Teacher Development Seminar   **credit(s): 2**
This course provides students with necessary content and strategies to advance their skills
during their student teaching experience. Course content links research to best practices and
includes a culminating assignment designed to assess student learning through evidence-based
decision making along with rationales for modifications to strategies when appropriate.
Emphasis is placed on practical aspects of the teaching experience including but not limited to
environmental contexts, working with other professionals, classroom routine, understanding P-
12 student conditions, etc. Identifying and citing research-based connections is a core
component for the culminating assignment.

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 and is required to meet state of WA experience needed to enter the field of teaching. Graduate students will systematically take over the responsibilities of the special education teacher during the entire semester under the direction of the University supervisor and the mentor 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
Prerequisite(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   Ext AdvancedSpecial Education Teach Practicum   **credit(s): 6**
This is an intensive field experience and is required to meet state of WA experience needed to enter the field of teaching. Graduate students will systematically take over the responsibilities of the special education teacher during the entire semester under the direction of the University supervisor and the mentor 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
Prerequisite(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   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. Karen Rickel

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

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
M.A. in Sport & Athletic Administration (Online or On-Campus options)	https://www.gonzaga.edu/online-graduate-programs/online-programs/m-a-sport-athletic-administration /how-to-apply

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 and 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.
Equivalent(s): EDPE 501

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 and Athletics 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   Research Methods and Statistics in Sport Athletics   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 and 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.

Restriction(s):

Must not be in the following College/School(s):

Must not be in the following Major(s):

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   Administration in Sport and 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 Management in Sport and Athletics   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.

Prerequisite(s): EDPE 565

EDPE   696A   Sport and Athletics Administration: Internship 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 and Athletics Administration: Internship 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.

Prerequisite(s): EDPE 696A

EDPE   696C   Sport and Athletics Administration: Internship 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.

Prerequisite(s): EDPE 696B

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: John Traynor, 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	Reading
English Language Learner	

Additional endorsements for elementary and/or secondary

Transcript analysis for endorsements is required

The MIT program meets the standards specified by the Washington State Professional Educator Standards Board (PESB) and is advised by a Professional Education Advisory Board (PEAB)

Admission Requirements

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply

2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master in Teaching (MIT)	https://www.gonzaga.edu/school-of-education/graduate/master-in-teaching/how-to-apply

Elementary Education Certification: 40 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 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 515 Elementary PE Methods	1 credit
EDTE 516 Elementary Health Methods	1 credit
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	5 credits
EDTE 513 Since Time Immemorial	1 credit

Secondary Education Certification: 35 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 511 Instructional Foundations	3 credits
EDTE 512S Secondary Differentiated Instruction and Assessment	3 credits
EDTE 513 Since Time Immemorial	1 credit
EDTE 518 Multiliteracies in the Secondary Classroom	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 689Professional Seminar	1 credit
EDTE 696B Secondary Student Teaching	5 credits
EDTE 513 Since Time Immemorial	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.

English Language Learner (ELL) Endorsement (Sec and Elem) - 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 or MTSL 514 Literacy for English Language Learners	3 credits
MTSL 550 Language Awareness	1 credit
MTSL 580 TESOL Field Experience	1 credit

Reading Endorsement (Elem) – 17 Credits

EDTE 540 Reading, Writing, & Communication I	3 credits
EDTE 537 Reading, Writing & Communication II	3 credits
EDTE 506 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.
Restriction(s):
       Must not be in the following College/School(s):
       Must not be in the following Major(s):

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.

Restriction(s):

Must not be in the following College/School(s):

Must not be in the following Major(s):

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. Fall only.

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 513   Since Time Immemorial   **credit(s): 1**

This one credit course is designed to provide undergraduate teacher candidates with the basic content of Washington State history and introduce students to the Since Time Immemorial curriculum.

EDTE 515   Elementary PE Methods   **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.

EDTE 516   Elementary Health Methods   **credit(s): 1**

This course provides an in-depth study to a variety of teaching styles and strategies, curriculum planning and evaluation methods appropriate for teaching health education.

EDTE 518 Multiliteracies in the Secondary Classroom credit(s): 3

This course presents theory and practice for developing multiliteracies in secondary classrooms, including the structure and development of language and its expression in specific disciplines. In particular, students gain competencies in working with texts, supporting academic language development, and adapting instruction to make it accessible to multilingual learners. All of this is considered in the context of 21st century literacies and an ever-changing technological landscape.

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/Communication II credit(s): 3

Course repeatable for 9 credit.

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. Spring

EDTE 553 Methods for Teaching English Language Learners 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 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. Spring only.

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. Fall only.

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 Learner   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(s): MTSL 514

EDTE 590 Directed Readings   credit(s): 1-3

Course repeatable for 9 credit.

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 credit.

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 credit.

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 credit.

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 credit.

EDTE 632 Education Research and Assessment   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   633   Education Research and Data Evaluation   credit(s): 2

EDTE 633 investigates teacher evaluation through the lens of research. Questions such as "what is my impact in the classroom" are explored using student data and problems of practice. Washington State teaching frameworks are reviewed as we ask, "how are teachers evaluated?" Research, assessment, and evaluation come together in this course.

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   512E   Elementary Difference of 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 of 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   554E   Secondary Methods - English   credit(s): 3

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

EDTE   554F   Secondary Methods - Social Studies   credit(s): 3

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

EDTE   554L   Field Exp: Add-On Endorsement   credit(s): 1

Course repeatable for 3 credit.

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 & 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. Fall only.

EDTE   554S   Secondary Methods - Science   **credit(s): 3**
Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

EDTE   554T   Secondary Methods - World Languages   **credit(s): 3**
Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

EDTE   555E   Classroom Environment: Elementary Management,
Procedure 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,
Procedure 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. Fall only.

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

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. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
M.A. in Teaching English to Speakers of Other Languages	https://www.gonzaga.edu/school-of-education/graduate/teaching-english-to-speakers-of-other-languages/m-a-teaching-english-to-speakers-of-other-languages/apply

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 & Prac of Lang 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(s): 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.
PreRequisite(s): MTSL 550, minimum grade: B

MTSL   503   Immigrant & Refugee Perspect   **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   Intro 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 Comp 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   Prin Sec Lang 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 Grad 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, Eval & Assess in ELL   **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 & Engl Lang Learner   **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(s): EDTE 566

MTSL   516   Technology in Second Lang Ed   **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 credit.
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(s): MTSL 501

MTSL 600   Research Persp in Sec Lang Ed   **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 credit.
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 credit.
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 credit.

MTSL 680   Professional Seminar   **credit(s): 1**
Course repeatable for 15 credit.
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 credit.
MTSL 691   Independent Study   **credit(s): 0-6**
Course repeatable for 6 credit.

School of Engineering & Applied Science

Interim Dean: Dr. Jennifer Shepherd

Associate Deans: Dr. Tim Fitzgerald, Dr. Rhonda Young

The School of Engineering & Applied Science (SEAS) was established in 1934 and provides graduate opportunities in two areas. For engineers in the electric utility industry, both a 30-credit Master of Engineering in Transmission & Distribution (T&D) Engineering degree and a 15-credit T&D Certificate are offered. For engineers involved in managing technology or product development activities, a 30-credit Master of Engineering Management degree is offered.

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 graduate programs exemplify this mission statement by offering online, graduate level courses to engineering professionals who are interested in pursuing graduate studies 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 skills for advancement in their engineering careers. The courses are taught by practicing power 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.

Gonzaga's online Master of Engineering Management prepares professionals to manage large-scale technology-based projects in multiple industries. It provides a deep understanding of processes and systems used to manage and apply evolving technology. It also develops the ability to make decisions, develop strategic technology plans, and advocate for both technology and product development activities. The program blends engineering content with business and leadership courses provided by other Gonzaga graduate programs.

Engineering Management

Director: G. Weber
Lecturer: B. Colburn

Gonzaga University's School of Engineering and Applied Science (SEAS) offers a fully online Master of Engineering Management (MEM) degree for professionals involved in managing engineering technologies. The three-fold goals of the program are to: 1) Provide skills necessary to manage continually evolving technologies, 2) Develop a foundation for making strategic engineering decisions, and 3) Provide skills required to advance in project/product/process management positions. Courses are offered online over an eight-week period. Students may register and take courses asynchronously from anywhere in the world. (Visit our website at https://gonzaga.edu/school-of-engineering-applied-science/graduate/mem)

Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply.
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master's in Engineering Management	https://www.gonzaga.edu/school-of-engineering-applied-science/graduate/mem/apply

Required Qualifications:

Applicants should have a Bachelor of Science degree in a STEM field, such as:

- Engineering field, i.e. Biomedical, Civil, Computer, Electrical, Mechanical, etc.
- Mathematics
- Chemistry, Biology, or Biochemistry
- Computer Science
- Physics

Program prerequisites are:

- Calculus I, II & III
- Ordinary differential equations
- One lab science in Chemistry, Biology, Biochemistry, or Physics

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 MEM degree.

Any applicants with a non-STEM degree should discuss prerequisite courses with the Admissions Specialist.

Degree Requirements:

To complete the MEM degree program, thirty credit hours of 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 12 credit hours of core courses and 18 hours of graduate-level electives. Upon approval by the program director, one 400-level undergraduate engineering course may be accepted as a technical elective if it does not replicate a course in the candidate's undergraduate degree.

Minimum of Thirty (30) credits that must include:

- 12 credits of core Engineering Management (ENGM) courses
- 9 credits of Engineering Management elective courses
- 6 credits of Master of Business Administration (MBUS) courses
- 3 credits of Leadership courses

Master of Engineering Management

Core Courses:

ENGM 510 Engineering Portfolio Management	3 credits
ENGM 520 Statistical Quality Control	3 credits
ENGM 530 Strategic Engineering Decisions	3 credits
ENGM 601 Master's Project Study	3 credits

Engineering Management Elective Courses:

ENGM 525 Quality Systems	3 credits
ENGM 540 Global Engineering Management	3 credits
ENGM 550 Systems Engineering Management	3 credits
ENGM 580 Special Topic Engineering Management	3 credits

Master of Business Administration Courses (6 credits*):

MBUS 612 Managing People and Performance	2 credits
MBUS 613 Quantitative & Stats Analysis	3 credits
MBUS 625 Operations Theory & Practice	2 credits
MBUS 673 Global Project Management	1 credit
MBUS 674 Agile Project Management	1 credit
MBUS 675 Quality Management	1 credit

* If the equivalent of Gonzaga ENGM 405 Engineering Project Management has not been taken, MBUS 670 Foundations of Project Management must be selected for three of the MBA course credits.

Leadership Courses (3 credits):

ORGL 504 Organizational Communication	3 credits
ORGL 515 Leadership and the Human Potential	3 credits
ORGL 570 Introduction to Global Systems	3 credits
TADP 556 Engineering Leadership	3 credits

Courses:

ENGM 510   Engineering Portfolio Management   credit(s): 3
Assessment and management of engineering development portfolios using the Stage-Gate approach, technology readiness levels and manufacturing readiness levels.

ENGM 520   Statistical Quality Control   credit(s): 3
Statistical process control including Shewhart charts, univariate control, multi-variate control and designed experiments.

ENGM 525   Quality Systems   credit(s): 3
Exploration of the philosophies and methodologies employed in quality science: Principles of quality, Tools and techniques for quality, Performance excellence standards. International standards and specific applications in aerospace (AS9100) and biomedical (cGMP) industries.

ENGM 530   Strategic Engineering Decisions   credit(s): 3
Competitive assessment, strategic road mapping, risk management, collaboration strategies, intellectual property, patents/trade secrets.

ENGM 540   Global Engineering Management   credit(s): 3
Export/import issues for technology, designing for global markets, global technology drivers, product lifecycle management, working effectively in virtual teams.

ENGM 550   Systems Engineering Design   credit(s): 3
Overview of the key engineering activities to design, manufacture, and sustain products. Traditional approach to managing engineering technologies plus disruptions caused by highly interconnected, digital data and technologies collectively known as Industry 4.0.

ENGM 580   Engineering Mgmt Special Topic   **credit(s): 1-3**
Course topics address themes relevant to managing engineering technology. This course may
be repeated with a change in subject matter for a maximum of 3 credits.

ENGM 601   Master's Project Study   **credit(s): 3**
Application of engineering management principles to a business or non-profit organization,
including background literature review, characterization of existing situation, recommendations
for improvement of organizational efficiency.
Prerequisite(s): ENGM 510, minimum grade: C and ENGM 520, minimum grade: C and ENGM
530, minimum grade: C

Transmission and Distribution Program

Interim Director: Tim Fitzgerald
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 practicing power industry engineers. Students may register and take courses asynchronously from anywhere in the world. (Visit our website at: www.Gonzaga.edu/tadp)

Admissions

3. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply.
4. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Certificate in Transmission & Distribution Engineering	https://www.gonzaga.edu/school-of-engineering-applied-science/degrees-and-programs/transmission-distribution/certificate/apply
Master's in Transmission & Distribution Engineering	https://www.gonzaga.edu/school-of-engineering-applied-science/degrees-and-programs/transmission-distribution/masters/apply

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 (30) 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.

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 551 Renewables and Grid Integration	3 credits
TADP 553 System Automation	3 credits
TADP 640 Transmission Line Design - Advanced	3 credits
TADP 641 Power System Analysis	3 credits

<u>TADP 556</u> Engineering Leadership	3 credits
<u>TADP 680</u> Special Topics	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 (500 and 501 are foundational courses and thus do not count toward the Certificate). A cumulative GPA of 3.00 from the T&D Program will be required for the award of the certificate.

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 & 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 - Electric 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: Structure 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 credit.

Topic to be determined by instructor.

School of Health Sciences

Dean: Julie Wolter, PhD

The School of Health Sciences 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 Health Sciences

- Master of Science in Nursing
    - R.N. to M.S.N
    - M.S.N
    - Second Master's Degree
- 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.

Graduate Nursing Students (MSN, DNP, and DNAP) receive personalized progression plans tailored to their academic journey. These plans are designed to accommodate the diverse needs and circumstances of each student. A student's credit load in a given term may be affected by various factors, including course transfers, waivers, and pre-requisite constraints. They may still maintain their full-time status if there are no alternative progression options available to them.

Master of Science in Nursing

Associate Dean, Administration and Compliance, Chief Nursing Administrator: Joan Owens, PhD, RN

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, M. Schiavenato, B. Senger, C. Sloan

Assistant Professors: E. Hennessey,

Senior Lecturers: J. Derzay, D. Smith

Lecturers: S. Edwards, S. Ellefson, J. Garrity, Manion, K. H. Newton, D. Ogorek, T. Redman, Cline, K., Evans, J., Hoving, B., Maefsky, K., Magee, D., Staaben, J., Todd, S., Tviet, T.

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 five 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 201- Intro to Philosophy OR PHIL 301- Ethics (One Philosophy course must be taken at Gonzaga); 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

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply

2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master of Science in Nursing (RN to MSN) (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/nursing-programs/rn-to-msn/eligibility-criteria-admission-requirements
Master of Science in Nursing (MSN) (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/nursing-programs/master-of-science-in-nursing/eligibility-criteria-admission-requirements
Second Master's Degree (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/nursing-programs/second-msn-degree

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 301 Ethics or PHIL 201 Human Nature	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.

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.

NURS 561 Information Technology and Data Management	3 credits
NURS 562 Theoretical Foundations for Healthcare Improvement	3 credits
NURS 563 Evidence-Based Practice for Quality and Safety	3 credits
NURS 564 Contemporary Healthcare Environment	3 credits
NURS 565 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

<u>NURS 561</u> Information Technology and Data Management	3 credits
<u>NURS 563</u> Evidence-Based Practice for Quality and Safety	3 credits
<u>NURS 565</u> Clinical Prevention for Diverse Populations	3 credits

Nursing Leadership in Healthcare Specialty Courses: 18 Credits

<u>ORGL 515</u> Leadership and Human Potential	3 credits
<u>ORGL 535</u> Listen, Discern, Decide	3 credits
<u>NURS 642A</u> Healthcare Quality and Safety Management	3 credits
<u>NURS 644A</u> Business of Healthcare Management	3 credits
<u>NURS 645A</u> Legal, Regulatory, and Ethical Healthcare	3 credits
Select one of the following two courses	3 credits

> <u>ORGL 530</u> Servant Leadership
>
> <u>ORGL 600</u> Foundations of Leadership

Nursing Leadership in Healthcare Practicum: 3 Credits (180 hours)

<u>NURS 634A</u> Nursing Leadership Practicum	2-3 credits
<u>NURS 683A</u> 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

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

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.

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

One of the following two courses: 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

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

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(s): 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 pathophysiologic disease state processes. Emphasis will be placed on the medications that are commonly used (top 200 drugs) in primary care settings with special attention given to evidence-based medication selection, patient education, and medication monitoring.

Prerequisite(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(s): NURS 554

NURS 562   Theory Foundation 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(s): 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(s): NURS 553

NURS 564   Contemporary Healthcare Env   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(s): NURS 551

NURS 565   Clinical Preventative 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(s): 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(s): NURS 601
Prerequisite(s): NURS 523 and NURS 524

NURS 601   AdvancedHealth Assessment Practicum I   credit(s): 1
Course repeatable for 2 credit.
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(s): NURS 600
Prerequisite(s): NURS 523 and NURS 524

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.

Prerequisite(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(s): NURS 683P

Prerequisite(s): NURS 600 and NURS 601

NURS 672   Mental Health in AdvancedPractice   **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 690   Special Topics   **credit(s): 1-4**

Course repeatable for 12 credit.

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 credit.

Topic to be determined by instructor.

NURS 692   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. (Cannot be used to fulfill elective requirement).

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.

Prerequisite(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 credit.

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.
Prerequisite(s): NURS 561 and NURS 563 and NURS 565

NURS 644A Business of Healthcare Management · 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 Healthcare · credit(s): 3
Course repeatable for 3 credit.

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(s): NURS 661P
Prerequisite(s): NURS 600 and NURS 601 and NURS 652P and NURS 662P

NURS 652M Psych-Mental Health 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(s): NURS 661M
Prerequisite(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(s): NURS 662P

Prerequisite(s): NURS 600 and NURS 601

NURS 653M Psych-Mental Health 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(s): NURS 662M

Prerequisite(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(s): NURS 663P

Prerequisite(s): NURS 600 and NURS 601 and NURS 651P and NURS 661P

NURS 654M Psych-Mental Health 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(s): NURS 663M

Prerequisite(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(s): NURS 664P
Prerequisite(s): NURS 600 and NURS 601 and NURS 653P and NURS 663P

NURS 661M Psych-Mental Health 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(s): NURS 652M
Prerequisite(s): NURS 600 and NURS 601 and NURS 670

NURS 661P Primary Care: 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(s): NURS 651P
Prerequisite(s): NURS 600 and NURS 601 and NURS 652P and NURS 662P

NURS 662M Psych-Mental Health 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(s): NURS 653M
Prerequisite(s): NURS 652M and NURS 661M

NURS 662P Infant, Child, Adolescence 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(s): NURS 652P
Prerequisite(s): NURS 600 and NURS 601

NURS 663M Psych-Mental Health 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(s): NURS 654M
Prerequisite(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(s): NURS 653P
Prerequisite(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(s): NURS 654P
Prerequisite(s): NURS 600 and NURS 601 and NURS 653P and NURS 663P

NURS 683A Nursing Leadership Practicum Extention   credit(s): 1-2
Course repeatable for 2 credit.
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.
Prerequisite(s): NURS 634A

NURS 683M Psych-Mental Health Practicum Extension   credit(s): 1-3
Course repeatable for 6 credit.
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.
Prerequisite(s): NURS 661M

NURS 683P   Primary Care Practicum Extension   **credit(s): 1**
Course repeatable for 6 credit.
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.
Prerequisite(s): NURS 654P and NURS 664P

Doctor of Nurse Anesthesia Practice

Associate Dean, Administration and Compliance, Chief Nurse Administrator: Joan Owens, PhD, RN

Chairperson: Scot Pettey, DNAP, CRNA, ARNP
Program Director: Scot Pettey, DNAP, CRNA, ARNP
Assistant Program Director: Brad Hemingway, DNAP, CRNA, ARNP
Clinical Director: Trista Burleson, 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, Montana, and Oregon. 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.

Eastern Washington Clinical Sites: Providence Sacred Heart Medical Center and Children's Hospital, Providence Holy Family Hospital, Providence Mount Carmel Hospital, Mann-

Grandstaff Veteran's Medical Center, Pullman Regional Hospital, Kadlec Regional Medical Center MultiCare Deaconess Hospital, and MultiCare Valley Hospital.

Western Washington Clinical Sites: Providence Regional Medical Center-Everett Colby Campus, Providence Regional Medical Center- Everett Pacific Campus, Providence Centralia Hospital, Swedish First Hill Campus, Swedish Hospital- Cherry Hill Campus, Swedish Orthopedic Institute, Harborview Medical Center, University of Washington Medical Center-Mont Lake, 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

Oregon Clinical Site: Providence Milwaukie Hospital

Admission

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply

2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Doctor of Nurse Anesthesia Practice (DNAP)	https://www.gonzaga.edu/school-of-health-sciences/departments/doctor-of-nurse-anesthesia/eligibility-and-admission

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/Satisfactory 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

1st Semester - Summer

DNAP 701 Basic Principles of Anesthesia I	3 credits
DNAP 711 Anatomy and Advanced Physiology I	3 credits
DNAP 721 Advanced Pharmacology I	3 credits
DNAP 731 Advanced Health Assessment	3 credits
DNAP 761 Evidence-Based Practice in Anesthesia	3 credits

2nd Semester - Fall

DNAP 702 Basic Principles of Anesthesia II	3 credits
DNAP 712 Anatomy and Advanced Physiology II	3 credits
DNAP 722 Advanced Pharmacology II	4 credits
DNAP 781 Clinical Practicum: I (108 clinical hours)	1 credit

3rd Semester - Spring

DNAP 703 Advanced Principles of Anesthesia – Regional Anesthesia	3 credits
DNAP 713 Advanced Pathophysiology	3 credits
DNAP 723 Advanced Pharmacology III	3 credits
DNAP 741 Chemistry and Physics of Anesthesia	2 credits
DNAP 782 Clinical Practicum: II (390 clinical hours)	1 credit

4th Semester - Summer

DNAP 704 Advanced Principles: Obstetric Anesthesia	3 credits
DNAP 755 Medical Ethics	3 credits
DNAP 783 Clinical Practicum: III (480 clinical hours)	2 credits

5th 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

6th 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

7th 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

8th 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

9th 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 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 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(s): DNAP 781
Prerequisite(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(s): DNAP 782
Prerequisite(s): DNAP 702, minimum grade: B

DNAP 704   Advanced Principles of: 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(s): DNAP 783
Prerequisite(s): DNAP 703, minimum grade: B

DNAP 705   Advanced Principles of Anesthesia Across 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(s): DNAP 784

Prerequisite(s): DNAP 704, minimum grade: B

DNAP 706   Advanced Principles of Neurosurgery and Thoracic Anesthesia   credit(s): 2

This course will introduce the doctoral student to anesthesia for neurosurgical and thoracic (non-cardiac) procedures. Common pathophysiology and conditions associated with these procedures is the focus of study. Invasive monitoring, use of vasoactive drugs, and case studies complete the course.

Restriction(s):

> Must be in the following Major(s): Nurse Anesthesia Practice

Corequisite(s): DNAP 785

Prerequisite(s): DNAP 705, minimum grade: B

DNAP 707   Advanced Principles of Cardiac and Vascular Anesthesia   credit(s): 2

This course will introduce the doctoral student to anesthesia for peripheral and central vascular procedures, noninvasive cardiac procedures, and open heart procedures. Common pathophysiology and conditions associated with these procedures is the focus of study.

Restriction(s):

> Must be in the following Major(s): Nurse Anesthesia Practice

Corequisite(s): DNAP 786

Prerequisite(s): DNAP 706, minimum grade: B

DNAP 708   Advanced Principles of Acute and Chronic Pain Management   credit(s): 2

This course will provide the doctoral student with an introduction to the management of acute and chronic pain. The doctoral student will assess and evaluate patients experiencing chronic pain, and develop a plan of care specific to the patients' situations. Acute and chronic pain treatment options, origins, physiological and psychological effects on the patient will be introduced.

Restriction(s):

> Must be in the following Major(s): Nurse Anesthesia Practice

Corequisite(s): DNAP 787

Prerequisite(s): DNAP 707, minimum grade: B

DNAP 709   Advanced Principles of Anesthesia: Integration   credit(s): 3

This course will prepare the graduating doctoral student for practice as a CRNA by integrating pharmacology, physiology, pathophysiology, principles of anesthesia, experience in clinical practicum, and legal and professional issues in a case management seminar format.

Restriction(s):

> Must be in the following Major(s): Nurse Anesthesia Practice

Corequisite(s): DNAP 788

Prerequisite(s): DNAP 788, minimum grade: B

DNAP 711   Anatomy and Advanced Physiology I   **credit(s): 3**

Cellular and system physiology and anatomy as it applies to anesthesia practice.

Restriction(s):

   Must be in the following Major(s): Nurse Anesthesia Practice

DNAP 712   Anatomy and Physiology II   **credit(s): 3**

Cellular and system physiology and anatomy as it applies to anesthesia practice.

Restriction(s):

   Must be in the following Major(s): Nurse Anesthesia Practice

Prerequisite(s): DNAP 711, minimum grade: B and DNAP 701

DNAP 713   Advanced Pathophysiology   **credit(s): 3**

This course will present common and uncommon disease processes encountered in the anesthetic settings across the lifespan. The participant will gain a better understanding of the general concepts of the disease, including etiology, pathogenesis, treatment strategies and anesthetic implications. These concepts are applied in a systems-oriented approach to disease processes affecting musculoskeletal, cardiopulmonary, renal, nervous, gastrointestinal, immune, hematological and endocrine systems. By 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   AdvancedPharmacology 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

Prerequisite(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

Prerequisite(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 serious 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 serious 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

 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

Prerequisite(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

Prerequisite(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.

Minimum Grade: Satisfactory (S)

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(s): 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(s): DNAP 703

Prerequisite(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(s): DNAP 704

Prerequisite(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(s): DNAP 705

Prerequisite(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(s): DNAP 706

Prerequisite(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(s): DNAP 707

Prerequisite(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(s): DNAP 708

Prerequisite(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(s): DNAP 709
Prerequisite(s): DNAP 787, minimum grade: S

Doctor of Nursing Practice

Associate Dean, Administration and Compliance, Chief Nurse Administrator: Joan Owens, PhD, RN

Education Quality and Innovation: Christine Sloan
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, M. Schiavenato, B. Senger, C. Sloan
Assistant Professors:M. DeNysschen, E. Hennessey
Senior Lecturers:J. Derzay
Lecturers: S. Edwards, S. Ellefson, J. Garrity, H. Newton, D. Ogorek, T. Redman, K. Slater, Cline, K., Evans, J., Hoving, B., Maefsky, K., Magee, D., Staaben, J., Todd, S., Tviet, T.

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

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Doctor of Nursing Practice (DNP) – Post-Baccalaureate (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/nursing-programs/doctor-of-nursing-practice-post-baccalaureate

Doctor of Nursing Practice https://www.gonzaga.edu/online-graduate-programs/online-
(DNP) – Post-Masters   programs/nursing-programs/doctor-of-nursing-practice-post-
(Online)   masters/eligibility-criteria-admission-requirements

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.

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 Adv 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(s): NURS 761

Prerequisite(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(s): NURS 762

Prerequisite(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(s): NURS 763

Prerequisite(s): NURS 702 and NURS 762

NURS   704   DNP Practicum Extension   credit(s): 1-3

Course repeatable for 9 credit.

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).

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(s): NURS 711

Prerequisite(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(s): NURS 705

Prerequisite(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.

Prerequisite(s): 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.
Prerequisite(s): NURS 563 and NURS 705 and NURS 711 and NURS 712

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.
Prerequisite(s): NURS 563

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 arid lgnatian 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.
Prerequisite(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.
Prerequisite(s): NURS 705 and NURS 708 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(s): NURS 701
Prerequisite(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(s): NURS 702
Prerequisite(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(s): NURS 703
Prerequisite(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

Dean: Dr. Jeff Borden, EdD

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.)

Dual Degrees in the Master of Arts in Organizational Leadership / Master of Arts in Communication and Leadership

Students who wish to pursue a dual degree in the Master of Arts in the Organizational Leadership and the Communication and Leadership programs may do so through our dual degree offering. Students must apply to and be accepted in both programs. In order to take advantage of this option, students must first enroll in one program and then the other program in subsequent semesters (e.g. Fall/Spring split; Summer/Fall split, etc.). A total of 48 credits are required to complete the dual degree, which includes 27 ORGL and COML core credits and 21 elective credits. (Note that ORGL 610 / COML 597 is a cross-listed class and cannot be counted twice.) Earning concentrations is possible, depending on (non-core) electives completed. Core courses required for this dual degree are ORGL 600, 605, 610, 615, and 620 as well as COML 595, 598, 599, and 602. Students must apply for graduation to both ORGL and COML degrees at the same time such that both degrees have the same degree granting date. Please note that once students graduate with one of the degrees, they cannot enroll in

the dual degree pathway after the fact. For more information, please contact your Faculty Advisor or Graduate Student Services.

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.

Certificates

The School of Leadership Studies offers graduate certificates consisting of four courses, 12 credits of course work in specific areas of study. These certificates are designed to assist in career acceleration, especially in fields where skillsets are constantly changing, where a specific skillset may be needed for a career change, or for jumpstarting a graduate degree.

Prerequisite:

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

Certificates Offered

- Leadership in the AI Revolution Graduate Certificate
- Graduate Certificate in College Teaching of Communication
- Graduate Certificate in Social Media Management
- Graduate Certificate in Strategic Communication and Public Relations

Leadership in the AI Revolution Graduate Certificate

The School of Leadership Studies AI Graduate Certificate reflects the transdisciplinary field of leadership studies in its integration of context, experience, reflection, action, and evaluation in relation with and to the contemporary innovations and disruptions of AI and related technologies.

Our certificate is geared to the challenges of leadership and decision making in a time of turbulent change. This pioneering transdisciplinary, cross departmental, and multi-level four course Certificate program AI learning initiative is tailored for remote immersive instruction. It engages a critical inquiry essential for all leaders regarding AI's applications, while also being grounded in Jesuit & Ignatian frameworks navigating and articulating philosophical, ethical, and normative concerns. The Leadership in the Time of Artificial Intelligence (AI) Graduate Certificate is designed to develop in leaders and followers as well as students and scholars in leadership studies the necessary skills and abilities to comprehend and employ the capabilities of AI in their everyday contexts.

The Leadership in the AI Revolution Graduate Certificate is designed to meet the needs and schedules of working adults. The online program consists of 12credits. Credits may be applied towards the completion of an applicable Masters degree program within the School of Leadership Studies.

Distinctive Features: This four-course Certificate is geared to the experience of mid-level and seasoned leaders & followers, while providing solid intellectual and ethical foundations regardless of specific contexts. Contemporary analysis of leadership in political, corporate, religious, and educational contexts indicates a need for both improved performance in the art of leading and following along with the developing of the knowledge and expertise necessary for individual and collective wayfinding. Artificial intelligence offers needed assistance in both areas.

Prerequisite:

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

Program Outline: 12 credits

To complete the Leadership in the Time of AI Graduate Certificate, students will need to complete the four courses (12 credits) listed below.

LDRS 601 Artificial Intelligence and Communication	3 credits
LDRS 602 AI Explorations & Applications	3 credits
LDRS 603 AI & Philosophical/Ethical Considerations	3 credits
LDRS 604 Leading Transformation with AI (Capstone)	3 credits

Graduate Certificate in College Teaching of Communication

On-Campus immersion option includes 3-days on Gonzaga's campus
Fully online immersion option includes synchronous 3-day Zoom session

The Graduate Certificate in College Teaching of Communication is a series of 4 courses focused on theories and practices of college teaching and pedagogy. These courses are also designed to develop students' communication skills, especially their public speaking, writing, and digital media skills.

Prerequisite:

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

Program Outline: 12 credits

To complete the Leadership in the Time of AI Graduate Certificate, students will need to complete the four courses (12 credits) listed below.

COML 510 Communication Teaching and Pedagogy   3 credits

COML 525 Advanced Pedagogy   3 credits

COML 518 Online Course Design & Teaching   3 credits

COML 599 Content Creation and Strategy

On-Campus immersion option includes 3-days on Gonzaga's campus   3 credits
Fully online immersion option includes synchronous 3-day Zoom session

Graduate Certificate in Social Media Management

The Graduate Certificate in Social Media Management is a series of 4 courses (students select 4 out of the 6 offered) focused on theories and professional best practices of digital media communication. These courses are also designed to develop students' analytical, technical, and visual communication skills along with developing a framework for ethical implications and responsibilities in the digital world.

Prerequisite:

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

Program Outline: 12 credits

To complete the Leadership in the Time of AI Graduate Certificate, students will need to complete the four courses (12 credits) listed below.

Choose 4 or 7 courses below:	12 credits
COML 505 Digital Storytelling	3 credits
COML 509 Social Media Engagement and Analysis	3 credits
COML 516 Disinformation in the Digital Age	3 credits
COML 540 Digital Media Analysis	3 credits
COML 541 Advanced Digital Media Analysis	3 credits
COML 545 Digital Surveillance, Algorithms and Ethics	3 credits
COML 550 Visual Data Communication	3 credits

Graduate Certificate in Strategic Communication and Public Relations

The Graduate Certificate in Strategic Communication and Public Relations will be a series of 4 courses, with recommended course sequences contingent on a student's expressed preference to either emphasize strategic communication or PR. For the strategic communication emphasis, coursework is focused on organizational structures and cultures and their impacts on internal and external communication, effective communication influence strategies for leaders, and theoretical and professional best practices related to external strategic communication. For students pursuing a PR emphasis, content is focused on theoretical and professional best practices related to public relations communication. The courses are also designed to expose students to the ethical dilemmas and responsibilities inherent in value-based practice.

Prerequisite:

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

Program Outline: 12 credits

PR Emphasis Suggested Course Sequence (choose 4)

Recommended:

COML 512 Strategic and Crisis Communication	3 credits
COML 514 Strategic and Applied Public Relations	3 credits
Elective (choose 2):	6 credits

       COML 509 Social Media Engagement and Analysis

       COML 516 Disinformation in the Digital Age

       COML 540 Digital Media Analysis

       COML 541 Advanced Digital Media Analysis

       COML 560 Communicating for Behavior Change

Strategic Communication Suggested Course Sequence (choose 4)

Recommended:

COML 504 Organizational Communication   3 credits

COML 512 Strategic and Crisis Communication   3 credits

Elective (choose 2):   6 credits

      COML 509 Social Media Engagement and Analysis

      COML 514 Organizational Communication

      COML 516 Disinformation in the Digital Age

      COML 540 Digital Media Analysis

      COML 560 Communicating for Behavior Change

Master of Arts in Communication and Leadership Studies

Chair: Carolyn Cunningham

Professors: C. Cunningham, M. Hazel

Associate Professors: 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, 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

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply

2. with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master of Arts in Communication & Leadership (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/m-a-communication-leadership-studies/how-to-apply

Prerequisite:

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

Program Outline: 30 credits

Core: 12 credits
Electives: 15 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 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 courses: 3 credits

      COML 504 Organizational Communication

      COML 511 Communication, Consulting, and Training

      COML 598 Intercultural Communication

      ORGL 506 Leadership and Diversity

      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

Choose one of the following two courses   3 credits

      COML 520 Internship

      COML 525 Advanced Pedagogy

One of the following eleven 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 Disinformation in the Digital Age

COML 518 Online Course Design & Teaching

COML 522 Renaissance Rhetoric

COML 530 Women, Communication, Leadership

COML 550 Visual Data Communication

COML 572/ ORGL 690 Communication and Community Development

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 10 courses: 6 credits

COML 504 Organizational Communication and Leadership

COML 509 Social Media Engagement and Analysis

COML 512 Strategic and Crisis Communication

COML 516 Disinformation in the Digital Age

COML 518 Online Course Design and Teaching

COML 541 Advanced Digital Media Analysis

COML 550 Visual Data Communication

COML 555 Artificial Intelligence and Communication

COML 570 Introduction to Global Systems

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

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 eight courses: 6 credits

    COML 505 Digital Storytelling

    COML 509 Social Media Engagement and Analysis

    COML 511 Communication Consulting and Training

    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.

Fulfills the following degree requirement(s): Change Leadership, Servant Leadership
Equivalent(s): 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 Comm **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.

Fulfills the following degree requirement(s): Servant Leadership

COML 509 Social Media Engagement and Analysis **credit(s): 3**

In this course, we look at the development and dynamics of social media platforms. Through course readings and assignments, we will not only better understand how these platforms can be used to communicate, but also how they can increase audience interactivity. Key to this course is an understanding of how social media has changed the way that audiences engage with organizations and networks. Google defines this new group of users as "Generation C," a global group of consumers who thrive on content creation, curation, connection, and community. Generation C values authenticity and transparency, and they want both personalization and community.

Equivalent(s): 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.
Fulfills the following degree requirement(s): Change Leadership

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   Disinformation in Digital Age   credit(s): 3
This course offers tools and theoretical frameworks for communication professionals to develop critical thinking about media in all its forms. Topics include news and data literacies, inequalities in media representations, media manipulation, disinformation, and social media activism. At the end of the course, students will better understand how to use media strategically to work toward social justice and counter the spread of disinformation.

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 120-hour internship under the supervision of a site supervisorThe internship includes the development of a portfolio and evaluations from internship supervisors. Students are responsible for arranging the internship.

COML 521   Travel Writing   **credit(s): 3**
This course explores communication theory, ethical frameworks, research methodology and cultural literacy as they relate to travel communication. A travel communicator fosters the spirit of exploration using a variety of methods and platforms with the intent of ethically promoting and documenting components of travel. The genre ranges from the documentary to the evocative, from literary to journalistic, and from humorous to serious. This course will show you how to engage your experiences more deeply in both strange and familiar places.

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 525   Advanced Pedagogy   **credit(s): 3**
This course is designed to deepen students' knowledge and application of teaching theories and practices and will be applicable to those who aspire to teach at the college level. Topics include inclusive pedagogy, assessment design, classroom management, and technology for learning. Hands-on assignments are designed to increase students' classroom teaching experience.
Prerequisite(s): COML 510

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.

Prerequisite(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 COVD-19 pandemic. Part of your course work includes using data visualization, graphic and analytic tools .

COML 555   **Artificial Intelligence and Communication   credit(s): 3**

Artificial Intelligence is the new technological frontier and will affect many aspects of our lives in ways yet to be conceived. From ChatGPT to DALE-E 2 to Replika the way we create, interact, and communicate is evolving. This course will examine the ways in which artificial intelligence is used as a tool to communicate – in business, education, and personal settings through the written, visual, and verbal uses of AI. The course will discuss how we can implement AI tools to solve various problems that face our society in areas including environmental, social, business, and health while understanding the ethical issues and concerns inherent within AI. Students will explore the design, use, and potential for AI tools through hands-on interactions.

COML 560   Communication for Behavior Change   credit(s): 3

Using communication to influence behavior change is an important strategy for addressing social and health problems. This course introduces students to concepts and theories related to risk behavior and social marketing and helps students apply them to health communication events and strategic communication in other contexts.

COML 570   Introduction to Global Systems   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.

Fulfills the following degree requirement(s): Study Abroad/Internship

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 Comm   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 where you will develop a project that applies communication theory. Your project will be displayed on a digital portfolio and also include a disciplinary grounding, leadership philosophy, ethical considerations, and connections to diversity, equity, and inclusion. 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. COML 602 is considered a full-time course for the semester in and of itself.

Equivalent(s): COML 680

COML 607   Certification Credit   credit(s): 3

COML 611   Seminar Continuation   **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.
COML 690   Directed Study   **credit(s): 0-3**
Course repeatable for 9 credit.
Arranged with faculty.

Master of Arts in Organizational Leadership

Chairperson: Kristine Hoover
Associate Professors: J. Armstrong, M. Carey, A. Popa, D. Tran
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. Offering extraordinary flexibility, courses in the program are offered online and in hybrid formats, with one required immersion (ORGL 605). Students have the option of also selecting from several study abroad offerings as electives that typically involve 1-2 weeks travel with pre- and post- online engagement. In addition, students can also earn a Concentration within their masters coursework, as an additional academic credential. The program consists of 30 semester credits. A required core of 15 credits is supplemented by electives totaling 15 credits, which are chosen by each student from a list of selected graduate courses. 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; be a knowledgeable consumer and effective practitioner of organizational research; and understand how to form and apply ethical systems within organizational settings.

Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply

2. With the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Master of Arts in Organizational Leadership (Online)	https://www.gonzaga.edu/online-graduate-programs/online-programs/m-a-organizational-leadership/how-to-apply

Prerequisite

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

Program Outline: 30 credits

Required Courses: 15 credits

ORGL 600 Foundations of Leadership	3 credits
ORGL 605 Imagine, Create, Lead	3 credits
ORGL 610 Communication and Leadership Ethics	3 credits
ORGL 615 Organizational Behavior and Theory	3 credits
ORGL 620 Leadership Seminar	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).

Servant Leadership Concentration: 12 credits

ORGL 530 Servant Leadership	3 credits
ORGL 537 Foresight and Strategy	3 credits
Two of the following 10 courses:*	6 credits

       ORGL 510 Renaissance Leadership for the 21st Century

ORGL 518 Transforming Leadership

ORGL 522 Leadership & Community

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 / ORGL 690 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 / COML 570 Introduction to Global Systems   3 credits

Required Study Abroad Immersion or Internship   3 credits

    ORGL 690 /COML 572Communication, Leadership, and Community Development

    ORGL 577 Methods of Inquiry and Strategy for Contemporary Global Issues

Two of the following seven 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 Relational Dynamics and Organization Development   3 credits

ORGL 517 Organizational Change and Transformation   3 credits

One of the following nine elective courses: 3 credits

     COML 504 Organizational Communication

     COML 511 Communication, Consulting, and Training

     COML 598 Intercultural Communication

     ORGL 506 Leadership and Diversity

     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

In addition to the approved list of electives for the Change Leadership concentration, students in the concentration have the option of completing a Gonzaga Certificate in Design Thinking for Innovation from the Center for Lifelong Learning that may count towards three (3) elective credits. Please review information at the Center for Lifelong Learning for important details and contact CLL Director, Dr. Rachelle Strawther at cll@gonzaga.edu or (509) 313-3579.

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 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

Courses:
ORGL 501   Methods of Organizational Research   credit(s): 3
Gall, Gall, & Borg note that research is a systematic and persistent approach to answering questions (2006). This course meets that charge head on as we attempt to explore the philosophies of research and how to answer questions that we are passionate about. Through engagement with primary research and exposure to current methodologies and the inquiry process, this course requires the development of a full research proposal (e.g. literature review, rationale for the proposed questions, formal research questions and/or hypotheses, and proposed method description).

ORGL 504   Organizational Communication   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(s): 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(s): 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.

Fulfills the following degree requirement(s): Global Leadership, Servant Leadership

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.

Fulfills the following degree requirement(s): Servant Leadership

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-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.

Fulfills the following degree requirement(s): Global Leadership

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.

Fulfills the following degree requirement(s): Change Leadership, Global 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.

Fulfills the following degree requirement(s): Global Leadership

ORGL 522   Leadership and Community   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.

Fulfills the following degree requirement(s): Servant Leadership

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.

Fulfills the following degree requirement(s): Change Leadership

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?

Fulfills the following degree requirement(s): Servant Leadership

ORGL 535   Listen, Discern, 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.

Fulfills the following degree requirement(s): Global Leadership, Servant Leadership

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).

Prerequisite(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 addition to the mission statements, there are additional assignments that provide an opportunity for reflection and self-evaluation with regard to leadership styles, strengths and areas for improvement, and a plan for personal/professional development.

Challenge activities are included in the schedule for all three days, but particularly emphasized on the second day when we will meet off-campus for group problem-solving activities and hiking (one to two flat miles). Challenge activities are designed to enhance students' critical thinking skills, creativity, problem-solving ability, and ability to work effectively as a team. Activities included also present opportunities for taking leadership roles, recognizing leadership styles, identifying what works and what doesn't work in given situations, and applying learning to real life situations.

Fulfills the following degree requirement(s): Change Leadership

Equivalent(s): ORGL 550A

ORGL 551   AdvancedTeam Building and Leadership   **credit(s): 3**

This course is designed to continue where 550 left off. This three-day intensive program is intended to increase participants' knowledge about facilitating team building and leadership development activities. Learning will take place through information sessions, involvement in cooperative, challenge activities as both a participant and facilitator, with opportunities for feedback, and group discussion. Topics to be covered include selection and sequencing of appropriate activities based on group characteristics, stage of development, time, and resources; leading safe challenge activities; methods of facilitating inclusion, participation in activities, and successful debriefs; what if situations and question and answer sessions; and hot tips drawn from experience.   Prerequisite: Completion of ORGL 550 (Team Building I).

Fulfills the following degree requirement(s): Change Leadership

Equivalent(s): ORGL 550B

ORGL 570   Introduction to Global Systems   **credit(s): 3**

We exist in a rapidly shrinking world of intensifying technological, economic, social, cultural, and political interconnections. Organizations across a range of fields and industries are increasingly more diverse and international, and leaders have to address this complex work environment both domestically and globally. 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. Further through case studies, simulations, and discussions of current issues they will be able to refine global leadership skills such as self-awareness, inquisitiveness, open-mindedness, and cultural sensitivity.

ORGL 571   Global Citizenship   **credit(s): 3**

This course will assist global learners in developing the personal and professional competencies required to responsibly address our increasingly globalized industries and society. Students will gain a deeper understanding of how global citizenship can successfully exist in micro-levels of organizational teams and small groups. This course offers an integrated, transdisciplinary, practical, and dynamic framework for students to
learn how global citizens must think, act, and communicate among diverse, intercultural populations.

Fulfills the following degree requirement(s): Global Leadership

ORGL 575   Leadership and Accompaniment   **credit(s): 3**

In this course students engage directly with local community leaders and gain first-hand experience of different community development models. Students learn strategies for thinking and practicing ethical leadership, and will have increased self-awareness and cultural sensitivity through critical reflection and action.

ORGL 577   Global Issues: Brussels   **credit(s): 3**

Students examine contemporary global issues, comprehensively analyze policies, and work with international peers to create viable and sustainable solutions while mentored by and learning from international experts. Competencies are gained from class instruction and also from simulations at the epicenter of the European Community, NATO, and the home of various multinational organizations in Brussels, Belgium.

Fulfills the following degree requirement(s): Study Abroad/Internship

ORGL 590   Independent Study   **credit(s): 1-3**

Course repeatable for 12 credit.

ORGL 600   Foundations of Leadership   **credit(s): 3**

This course is a foundation for learning and developing the practice of leadership. It includes investigating various theories of leadership and communication strategies leaders use in their practice.   Students explore the self through multiple assessments and reflections, in relationship to individuals, groups and organizations. Students explore personal and relational dimensions of leadership in the context of multiple perspectives and develop a personal leadership growth plan including a personal leadership philosophy. Knowledge of the use of different types of written communication and scholarship is fostered in the Leadership discipline. The paradoxes and ambiguities of leadership are examined in various contexts.

ORGL 605   Imagine, Create, Lead   **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   Communication 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
Repeatable for 20 credit.
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. ORGL 620 is considered a full-time course for the semester in and of itself.
Equivalent(s): ORGL 680

ORGL 650   Internship in Organizational Leadership   credit(s): 0-3
Course repeatable for 9 credit.
On-site leadership experience for students under supervision of a site supervisor and professor.

ORGL 659   Leadership and Economics   credit(s): 3
The application of economic principles to the solution of current problems with emphasis on capitalism and North American economies are the foci of this course.

ORGL 660   Readings in Social Systems   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 credit.
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 credit.

ORGL 689 Special Topics **credit(s): 1-3**
Course repeatable for 12 credit.

ORGL 690 Directed Study: Organizational **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

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply

2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Doctoral Program in Leadership Studies (Ph.D.)	https://www.gonzaga.edu/school-of-leadership-studies/degrees-programs/ph-d-leadership-studies/how-to-apply

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 Office of the University Registrar prior to the published deadline. (See General Academic Information – Grading section of this catalog)

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 725 Transdisciplinary Leadership	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	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
DPLS 784 Servant Leadership, Power & Inclusion	3 credits
DPLS 785 Servant Leadership & Neurobiology	3 credits
DPLS 786 Servant Leadership in International Contexts	3 credits

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 Leadership, Forgive 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 Enviromental 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   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.

Equivalent(s): EDLD 714

DPLS   715   Leadership Ruminations   **credit(s): 1**

Course repeatable for 3 credits up to 3 times.

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 to Know: 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.

PreRequisite(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.

PreRequisite(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.

PreRequisite(s): DPLS 720

DPLS   725   Transdisciplinary Leadership   **credit(s): 3**

Students will begin to develop trans-disciplinary mindsets for leadership, which can not only move us beyond fragmentation and polarization, but also allow us to co-create knowledge to address the wicked, complex problems that our organizations currently face. Discernment and engagement with questions such as "How does trans-disciplinary knowledge construction differ from other forms of knowledge? Why are these differences important in leadership today, and how can they be applied in various settings, such as education, academic research, business, and nonprofit organizations?"

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.

PreRequisite(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.

PreRequisite(s): DPLS 700, 701, 703, 720

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.

PreRequisite(s): DPLS 720

DPLS   730   Proposal Seminar   **credit(s): 3**
Development of the dissertation research proposal is the focus of this course.
PreRequisite(s): Candidacy has been successfully completed, and DPLS 722 & 723. The dept.
will register candidates after recommendation from student's dissertation chair.

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.
PreRequisite(s): Proposal Seminar

DPLS   736   Dissertation   **credit(s): 1-5**
Course repeatable for 5 credit.
Students must register for a total of five (5) credits for this course. Credits are generally spread
out over several semesters.
PreRequisite(s): Either registered for or successful completion of DPLS 735

DPLS   737   Dissertation Extension   **credit(s): 1**
Course repeatable for 5 credit.
Credit registration for student continuing after core course requirements have been completed.

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   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 demagogy, 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 entitles, 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 though out 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 Ecology 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   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.
PreRequisite(s): DPLS 720
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 Leadershp   **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 credit.
Curriculum, reading lists, and credit are determined based on an individual proposal.
DPLS   761   Readings   **credit(s): 1-3**
Course repeatable for 6 credit.
Curriculum, reading lists, and credit are determined based on an individual proposal.
DPLS   762   Readings   **credit(s): 1-3**
Course repeatable for 6 credit.
Curriculum, reading lists, and credit are determined based on an individual proposal.
DPLS   763   Readings   **credit(s): 1-3**
Course repeatable for 6 credit.
Curriculum, reading lists, and credit are determined based on an individual proposal.
DPLS   764   Projects   **credit(s): 1-3**
Course repeatable for 6 credit.
Curriculum, reading lists, and credit are determined based on an individual proposal.
DPLS   765   Projects   **credit(s): 1-3**
Course repeatable for 6 credit.
Curriculum, reading lists, and credit are determined based on an individual proposal.
DPLS   766   Internship/Mentorship   **credit(s): 0-3**
Course repeatable for 6 credit.
Credits determined based on individual proposal.
DPLS   767   Non-Dissertation Research   **credit(s): 1-3**
Course repeatable for 6 credit.
Research and design are based on an individual proposal.

DPLS 768 Non-Dissertation Research   **credit(s): 1-3**
Course repeatable for 6 credit.
Research and design are based on an individual proposal.
DPLS 769 Non-Dissertation Research   **credit(s): 1-3**
Course repeatable for 6 credit.
Research and design are based on an individual proposal.
DPLS 772 Special Topics   **credit(s): 1-3**
Course repeatable for 6 credit.
Special topics seminars are designed based on individual student and faculty interests.
DPLS 773 Special Topic   **credit(s): 1-3**
Course repeatable for 6 credit.
Special topics seminars are designed based on individual student and faculty interests.
DPLS 774 Special Topics   **credit(s): 1-3**
Course repeatable for 6 credit.
Special topics seminars are designed based on individual student and faculty interests.
DPLS 775 Special Topics   **credit(s): 1-3**
Course repeatable for 12 credit.
Special topics seminars are designed based on individual student and faculty interests.
DPLS 776 Special Topics   **credit(s): 1-3**
Course repeatable for 12 credit.
Special topics seminars are designed based on individual student and faculty interests.
DPLS 777 Special Topics   **credit(s): 1-3**
Course repeatable for 12 credit.
Special topics seminars are designed based on individual student and faculty interests.
DPLS 778 Special Topics   **credit(s): 1-3**
Course repeatable for 9 credit.
Special topics seminars are designed based on individual student and faculty interests.
DPLS 779 Special Topics   **credit(s): 1-3**
Course repeatable for 12 credit.
Special topics seminars are designed based on individual student and faculty interests.
DPLS 780 Servant Leadership   **credit(s): 3**
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.
DPLS 781 Listen, Discern, Decide   **credit(s): 3**
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.

DPLS   782   Foresight and Strategy   **credit(s): 3**

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): 1-3**

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.

DPLS   784   Servant Leadership, Power, and Inclusion   **credit(s): 3**

In a fresh approach to the personal, organizational, and global dynamic, through this class discerning communities of leaders consider the role of leadership, power, and gender in the midst of political and social upheaval. The course speaks to the heart of the community, the heart of the leader, the power of servant-leadership and gender integration. Concepts of power, equity and inclusion along with a focus on critical theory deepens the holistic foundation of servant-leadership by integrating feminist perspectives, producing a paradigm shift that can move organizations from hierarchy-driven, rules-based, and authoritative models to value-driven, followeroriented, and participative models.

DPLS   785   Servant Leadership and Neurobiology   **credit(s): 3**

In the context of an ever-expanding universe, the nature of our DNA is being explored with new acuity, creating a profound nexus between servant-leadership and neurobiology. In this class, the effects of positive psychological research on the neurobiology of leaders, communities, and the globe in the context of servant-leadership are explored.

DPLS   786   Servant Leadership in the International Context   **credit(s): 3**

The ambiguity that arises between being a servant and leader can be examined through the tenets of servant-leadership. Servant-leadership tenets are valued in many cultures because they speak to how servant leaders develop human potential, nurture individual growth, and foster organizational well-being. The course will study the theoretical and stereotypical view of leadership in the international context and will also investigate the concepts of cultural self-awareness and development of global servant leadership competencies.

The Institute for Informatics and Applied Technology

Director: Shanchieh (Jay) Yang

A Hub for Technology and Innovation

As the university's cornerstone for technology and informatics, the Institute prepares students to become pioneering leaders in our tech-driven economy. Current program offerings include undergraduate and graduate programs in Data Science and a graduate program in Cybersecurity. In collaboration with local industries, government agencies and health providers, students will not only gain the skills – but also the real-world experience – to forge innovative careers in our digital world.

- Master of Science in Cyber Security

- Master of Science in Data Science

Cybersecurity

Director: Shanchieh (Jay) Yang

Gonzaga's online Master of Science in Cybersecurity equips you with the expertise to mitigate risk within an organization's computer systems.

Students will learn to look for threats, weaknesses and holes in software and computers systems while studying wired and wireless networks, software, hardware, operating systems, data collection and privacy.

Students in this program will gain deep knowledge in the structure of computer systems and become a strategic thinker who considers human behavior as a key player in any threat.

In many ways, students will learn to think like a hacker for good, learning to detect data breaches before they happen and contain them if they do.

Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master of Science in Cybersecurity	https://www.gonzaga.edu/informatics-and-applied-technology/ms-cybersecurity/how-to-apply

M.S. in Cybersecurity: 30 credits

Fall, Semester I: Theory (9 credits)

CPSC 523 Machine Learning for Cybersecurity   3 credits

CPSC 553 Applied Cryptography	3 credits

CPSC 549 Computer Security	3 credits

Spring, Semester 2: Systems (9 credits)

CPSC 541 Internet of Things	3 credits

CPSC 546 Operating Systems Security	3 credits

CPSC 547 Network Security	3 credits

Fall, Semester 3: Applications (9 credits)

CPSC 510 Intrusion Detection	3 credits

CPSC 511 Offensive Security and Penetration Testing	3 credits

CPSC 539 Risk Management and Incident Response	3 credits

Spring, Semester 4: Capstone (3 credits)

CPSC 590 Security Project	3 credits

Courses:
CPSC   510   Intrusion Detection   **credit(s): 3**
Study of the science and art of computer and network intrusion detection. Topics include monitoring events in computer systems, preventing unwanted activity, and recovering from malicious behavior.
CPSC   511   Off Security & Pen Testing   **credit(s): 3**
The study of offensive security using ethical hacking techniques. Topics include reconnaissance, operating system fingerprinting, remote network mapping, software and network vulnerabilities and their exploitation, credential gathering, and privilege escalation.

CPSC   523   Machine Learning for Cybersec **credit(s): 3**

Study of machine learning in the context of cybersecurity. Topics include key ideas in machine learning, processing and analysis of large data collections of security events, building models that detect and respond to malicious events.

CPSC   532   Ethics for Advanced Computing **credit(s): 3**

An introduction to the many ethical concerns surrounding data selection, collection, storage, retrieval, sale, and use of data sets and the algorithms that use them. Special focus on data bias, ownership, informed consent, data privacy, and security, as well as on algorithm fairness and jobs for those cataloging and tagging data sets, especially regarding workers from the third world or "AI Colonialism".

Equivalent(s): DATA 532

CPSC   539   Risk Mgmt & Incident Response **credit(s): 3**

Study of information assurance for cybersecurity perspective. Topics include risk management, assessment and mitigation, business impact analysis, continuity planning, disaster recovery planning, as well as compliance and audits.

CPSC   541   Internet of Things **credit(s): 3**

Study of networks of physical devices. Topics include IoT architecture, embedded systems network protocols, and IoT security.

CPSC   546   Operating Systems Security **credit(s): 3**

The study of security in modern operation systems. Topics include an overview of security in current operating systems, an examination of fundamental concerns in operating system design, and an analysis of operating system models for overall computer system vulnerability.

CPSC   547   Network Security **credit(s): 3**

Study of networks and network protocols as they apply to cybersecurity. Topics include important concepts in wired and wireless architectures, including the ISO standard layer model, packet switching, satellite packet broadcasting, the interconnection of packet-switched networks, and error control coding. Special attention is given to security threats and countermeasures.

CPSC   549   Computer Security **credit(s): 3**

Study of security and information assurance in stand-alone and distributed computing. Topics include ethics, privacy, access control methods and intrusion detection.

CPSC   553   Applied Cryptography **credit(s): 3**

Study of sending securing information over an insecure medium. Topics include classical cryptosystems, block ciphers, public key cryptosystems, key exchange protocols, hash functions, and the necessary mathematics.

Data Science

Coordinator: Logan Axon

Gonzaga's online Master of Science in Data Science is a multi-disciplinary degree centered on computer programming and mathematics giving you a deep understanding of all aspects of data including machine learning, data management and data collections.

While the focus deeply rests on the technical side of data science, students will tackle the ethical implications surrounding data including privacy, discrimination, appropriate use and governance.

Students in this program learn to use your knowledge to become a creator and designer of analytical tools and models, not just an end user.

Data scientists are needed in nearly every industry as more organizations rely on data to make strategic decisions.

The Bureau of Labor Statistics shows jobs for Data Scientists are seeing 35% growth with an average salary of $103,500 a year.

Some other potential career tracks: data engineer, data analytics, machine learning engineer and software engineering.

Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at https://www.gonzaga.edu/gradapply
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How To Apply Link
Master of Science in Data Science	https://www.gonzaga.edu/informatics-and-applied-technology/ms-data-science/how-to-apply

M.S. in Data Science: 30 credits

Semester I, Fall (7 credits)

Fall A Session

DATA 522 Foundations of Data Science   4 credits

Fall B Session

DATA 525 Statistical Computing   3 credits

Semester 2, Spring (6 credits)

Spring A Session

DATA 532 Data and Algorithm Ethics   3 credits

Spring B Session

DATA 581 Data Analytics and Communication   3 credits

Semester 3, Fall (7 credits)

Fall A Session

DATA 526 Data Mining & Statistical Learning   3 credits

Fall B Session

DATA 561 Machine Learning   4 credits

Semester 3, Spring (10 credits)

Spring A Session

DATA 582 Data Intensive Systems   3 credits

DATA 583 Scientific Physics I Laboratory   3 credits

   course work continues through full semester

Spring B Session

DATA 562 Machine Learning II   4 credits

Courses:

DATA 522   Foundation of Data Science   credit(s): 4

This course presents relevant techniques and tools for solving real-world data science problems. Students will learn to apply industry standard libraries and services to build and host data science pipelines in the cloud. Data processing steps in the pipeline include fetching data from SQL

databases and the web (via application programming interfaces and web scraping), cleaning and exploring data, applying statistical analyses, training and deploying machine learning models, and presenting insights with interactive dashboarding.

DATA 525   Statisctical Computing   credit(s): 3

This course covers programming used in statistical computing. Topics include statistical programming, graphics, Monte Carlo methods, simulation studies, optimization, smoothing, cross-validation, and bootstrapping. The class will be taught entirely in the R programming language.

DATA 526   Data Mining and Statistical Learning   credit(s): 4

This course covers an introduction to data mining/statistical learning. Topics include statistical foundations of learning and mining methods, dimension reduction, classification, regression, and clustering. Emphasis will be on comprehending models, intuition, and assumptions. The class will be taught entirely in the R programming language.

DATA 532   Data and Algorithm Ethics   credit(s): 3

An introduction to the many ethical concerns surrounding data selection, collection, storage, retrieval, sale, and use of data sets and the algorithms that use them. Special focus on data bias, ownership, informed consent, data privacy, and security, as well as on algorithm fairness and jobs for those cataloging and tagging data sets, especially regarding workers from the third world or "AI Colonialism".

Equivalent(s): CPSC 532

DATA 533   Data Science Applications   credit(s): 4

This course provides an overview of one or more of the major application areas of data science approaches. Students learn and apply data-science techniques discussed in DATA 522 to real-world problems, such as those related to e-commerce, digital marketing, or healthcare.

DATA 561   Machine Learning I   credit(s): 4

This course provides a technical introduction to neural networks and their use in building models for classification and regression. Different types of neural network architectures are introduced including recurrent neural networks, convolution neural networks, transformers and attention, deep learning, and relevant application areas such as image classification, natural language processing, and generative modeling.

DATA 562   Machine Learning II   credit(s): 4

This course covers current topics in modern machine learning approaches including reinforcement learning, bayesian networks and causality analysis, explainability in AI, and neurosymbolic techniques.

DATA 581   Data Analytics and Comm   credit(s): 3

In this course, students will learn a variety of techniques and tools for effectively communicating data analysis questions, results, and insights to a range of audiences. The course will cover techniques related to data storytelling, data visualization, interactive

dashboarding, digital portfolio design and development, technical report writing, and technical presentation skills for data science. Students will also learn to effectively use modern tools related to data storytelling and visualization, interactive dashboarding, and project hosting.

DATA 582   Data Intensive Systems   **credit(s): 3**

This course covers tools and techniques used in applying statistical and machine learning approaches to real-world data sets. Through hands-on assignments and projects, students learn relevant architectures, programming models, and tools related to data modeling and storage, extract-transform-load (ETL) processes, data warehousing, and data pipeline creation and management. The course also explores scalable, distributed, and cloud-based approaches used in data-intensive applications for accessing, filtering, clustering, and classifying data.

DATA 583   Data Science Capstone   **credit(s): 3**

This course provides an overview of how to design a data science system and deploy the system into a production environment. Students complete a semester-long project that involves researching a data science problem, proposing a solution to the problem, implementing the solution, and deploying the solution as a hosted web application. Emphasis is placed on working with web-based application programming interfaces, gathering and processing data, researching and implementing common machine algorithms for data mining and classification, and securely deploying models in the cloud.

Summer Session

Gonzaga University offers a wide range of summer courses, both online or on campus including many University Core options. Courses are offered during two six-week 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 or by calling 509-313-6228.

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 (85 credits for students matriculating in 2024). 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 Two-Year 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 Two-Year 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 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
www.gonzaga.edu/school-of-law/admission

President's Cabinet

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- Julia Bjordahl, Director of Presidential Operations

- Mia Bertagnolli, Interim Provost

- Kurt Heimbigner, Interim Associate VP for Marketing & Communications

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- Robin Kelley, Chief Diversity Officer

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- Dori Sonntag, Associate Vice President, Organizational Effectiveness - Advancement

- Shannon Strahl, Deputy Athletic Director and Chief Operating Officer

- Jamie Jamieson Tancrell, Assistant Vice President, Employee Experience

- 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.

Tim Breen, S.J.

Tim Clancy, S.J.

Patrick Conroy, S.J., Secretary

Ken Krall, S.J.

Tom Lamanna, S.J.

Robert Lyons, S.J., Presiding Officer

Bryan Pham, S.J.

Gilbert Sunghera, S.J.

Quan Tran, S.J.

Board of Regents

Leadership

Regents

2024-2025 Academic Calendar

(This calendar does not pertain to the Law School or the Online Graduate Courses Calendar)

Fall Semester 2024	Date
New Faculty Orientation	Thursday, August 15 and Friday, August 16
Fall Faculty Conference	Thursday, August 22 and Friday, August 23
Residence Halls Open (New Students)	Friday, August 23 and Saturday, August 24
Residence Halls Open (Returning Students)	Sunday, August 25
New Student Orientation	Friday, August 23 – Monday, August 26
President's Reception and Welcome Mass	Sunday, August 25
Academic Convocation	Monday, August 26
New Students Meet with Assigned Advisors	Monday, August 26
Monday ONLY Classes Begin	Monday, August 26
Classes Begin	Tuesday, August 27
Labor Day Holiday	Monday, September 2
Last Day to Add	Wednesday, September 4
Last Day to Drop	Friday, September 6
Mass of the Holy Spirit	Tuesday, September 10
(The only classes canceled are those conflicting with Mass & lunch following labs that meet once per week are not canceled)	
Incompletes Revert to Provisional Grades	Friday, September 27
Fall Family Weekend	Friday, October 4 – Sunday, October 6
Founder's Day Holiday	Monday, October 21
Mid-Semester Grades Due in Registrar's Office	Tuesday, October 22
Last Day to Withdraw from a Course	Friday, November 8
Thanksgiving Holiday	Wednesday, November 27 - Friday, November 29
Reading/Study Days	Saturday, December 7 - Monday, December 9
Last Week of the Semester	Tuesday, December 10 – Friday, December 13
Christmas Holiday Begins	Monday, December 16
Grades Due in Registrar's Office	Wednesday, December 18

Spring Semester 2025   Date

Residence Halls Open	Sunday, January 12
New Student Orientation	To be set by Student Affairs
Spring Faculty Conference	Monday, January 13
Monday Only Classes Begin	Monday, January 13
Classes Begin	Tuesday, January 14
Martin Luther King, Jr., Holiday	Monday, January 20
Last Day to Add	Wednesday, January 22
Last Day to Drop	Friday, January 24
Incompletes Revert to Provisional Grades	Friday, February 14
Presidents' Day Holiday	Monday, February 17
Spring Vacation	Monday, March 10 – Friday, March 14
Mid-semester Grades Due in Registrar's Office	Tuesday, March 11
Last Day to Withdraw from a Course	Thursday, April 3
Good Friday Holiday	Friday, April 18
Easter Holiday	Monday, April 21
Reading/Study Days	Saturday, May 3 – Monday, May 5
Last Week of Semester	Tuesday, May 6 – Friday, May 9
Student Honors and Magis Academic Achievement Awards	Friday, May 9
Commencement Mass	Saturday, May 10
Graduate School Commencement	Saturday, May 10
Undergraduate Commencement	Sunday, May 11
Grades Due in Registrar's Office	Wednesday, May 14

Summer 2025   Date

First Session Begins	Monday, May 19
Memorial Day Holiday	Monday, May 26
Juneteenth Holiday	Thursday, June 19
First Session Ends	Friday, June 27
Second Session Begins	Monday, June 30
Independence Day Holiday	Friday, July 4
Second Session Ends	Friday, August 8
Summer Begins	Monday, May 19
Summer Ends	Friday, August 8

Approved by Academic Council - March 29, 2021