

# Gonzaga University

## Mission Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# TABLE OF CONTENTS

<b>I. INTRODUCTION</b>	
General Facts about the University . . . . .	7
<b>II. GENERAL INFORMATION</b>	
Admission Policies and Procedures . . . . .	13
Financial Aid . . . . .	15
Financial Information: Tuition, Fees, etc. . . . .	17
<b>III. STUDENT LIFE</b>	
Housing/Dining . . . . .	21
University Ministry . . . . .	22
Counseling and Career Assessment Center . . . . .	22
Career Center . . . . .	23
GAMP . . . . .	23
Center for Community Action and Service Learning . . . . .	23
Health Center . . . . .	23
Athletics . . . . .	24
Unity House . . . . .	24
International Student Programs . . . . .	24
Disabilities Support Services . . . . .	25
Learning Support Center . . . . .	25
Campus Security . . . . .	25
Crosby Student Center . . . . .	25
Student Publications . . . . .	25
Student Organizations . . . . .	25
<b>IV. DEGREE REQUIREMENTS AND PROCEDURES</b>	
Degrees and Programs Offered . . . . .	29
Degree Requirements . . . . .	30
Academic Policies . . . . .	32
Grading Policies . . . . .	35
Academic Citizenship . . . . .	37
University Honors . . . . .	38
Confidentiality of Records Policy . . . . .	40
<b>V. THE COLLEGE OF ARTS AND SCIENCES</b>	
General Information . . . . .	43
Art . . . . .	45
Biology . . . . .	47
Catholic Studies Concentration . . . . .	50
Chemistry . . . . .	51
Classical Civilizations . . . . .	53
Communication Arts . . . . .	54
Applied Communication Studies . . . . .	54
Broadcast Studies and Electronic Media . . . . .	55
Journalism . . . . .	55
Public Relations . . . . .	55
Theatre Arts . . . . .	56
Computer Science . . . . .	62
Criminal Justice . . . . .	62
Economics . . . . .	65
English . . . . .	65
History . . . . .	69
Integrated B.A./B.S.-M.B.A. Program . . . . .	71
International Studies . . . . .	72
Italian Studies . . . . .	77
Literary Studies . . . . .	77
Mathematics and Computer Science . . . . .	78
Modern Languages and Literature . . . . .	82
Music . . . . .	87
Philosophy . . . . .	90
Physics . . . . .	93
Political Science . . . . .	95
Psychology . . . . .	98
Religious Studies . . . . .	100
Sociology . . . . .	104
Women Studies Program . . . . .	106
<b>VI. THE SCHOOL OF BUSINESS ADMINISTRATION</b>	
General Information . . . . .	111
General Business . . . . .	114
Accounting . . . . .	114
Economics . . . . .	116
Finance . . . . .	117
Human Resource Management . . . . .	118
Management Information Systems . . . . .	119
Marketing . . . . .	120
Supply Chain Management . . . . .	121
E-Commerce . . . . .	122
Individualized Program . . . . .	122
International Business . . . . .	122
Law and Public Policy . . . . .	122
<b>VII. THE SCHOOL OF EDUCATION</b>	
General Information . . . . .	125
Sport and Physical Education . . . . .	126
Special Education . . . . .	129
Teacher Education . . . . .	132
Teacher Certification . . . . .	133
<b>VIII. THE SCHOOL OF ENGINEERING</b>	
General Information . . . . .	139
Civil Engineering . . . . .	141
Electrical Engineering . . . . .	143
Computer Engineering . . . . .	145
Mechanical Engineering . . . . .	148
Engineering Science . . . . .	151
General Engineering . . . . .	152
Integrated B.S. Engineering and M.B.A . . . . .	154

**IX. THE SCHOOL OF PROFESSIONAL STUDIES**

General Information . . . . .157 Bachelor of General Studies . . . . .157 Bachelor of General Studies-Accelerated Program . . . . .158 Exercise Science . . . . .159 Nursing . . . . .159 Organizational Leadership . . . . .160 The Summer Term . . . . .170

**X. OTHER SCHOOLS AND PROGRAMS**

University Courses . . . . .173 Academic Cultural Excellence (ACE) Student Leadership Courses . . . . .173 Hogan Entrepreneurial Leadership Program . . . . .174

The Honors Program . . . . .175 Study Abroad . . . . .175 Department of Military Science . . . . .178 The School of Law . . . . .180 The Graduate School . . . . .181 Service Learning . . . . .181 English Language Center . . . . .182

**XI. DIRECTORIES**

Administration . . . . .187 Members of the Corporation . . . . .187 The Board of Trustees . . . . .188 The Board of Regents . . . . .189 University Faculty . . . . .190 Academic Calendar . . . . .200 Campus Map . . . . .201 Catalogue Index . . . . .202 Telephone Directory . . . . .204

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# Introduction

## What's in a Name?

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

## Quality That Earns National Recognition

U.S. News and World Report's most recent America's Best Colleges ranked Gonzaga among the top comprehensive regional universities in the West for the 15th time in the last 18 years. Barron's Best Buys in College Education, and The Princeton Review have also consistently praised the academic strength and quality of education provided at Gonzaga University. Furthermore, Gonzaga was one of 135 colleges and universities nationwide selected for the "John Templeton Foundation's Honor Roll for Character-Building Colleges."

## Spokane and the Inland Northwest

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

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

Spokane boasts many parks, including the 100-acre Riverfront Park in the heart of the city. In addition, there are 15 area public golf courses, ice and roller skating rinks, theaters, and art galleries. A symphony orchestra, civic theatre, and professional athletic teams add to the cultural and entertainment opportunities of the region.

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

## Students: The Center of the University

Total enrollment each semester at Gonzaga is approximately 5,000, of which about 3,500 are undergraduates and 1,500 are in graduate programs, including the School of Law, doctorate in

Leadership Studies, and master's degree programs. Our student body represents nearly every state and about forty foreign countries. More than fifty percent of the student body comes from homes at least 500 hundred miles from Spokane. The result is a diverse, welcoming campus community, where cultures and friendships are shared warmly.

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

## INFORMATION

### Finance: An Important Part of Your Education

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

Gonzaga is committed to assisting students in financing their college education. Over 90% of our students receive financial aid. The Financial Aid Office welcomes your inquiries and is prepared to provide assistance in the development of your financial aid award, assuring you the best package possible.

### The Campus: Your Home Away From Home

Gonzaga's campus has grown from one building which housed both students and Jesuit faculty in its early years to 95 buildings spread over 110 landscaped acres. The University site is along the north bank of the Spokane River and includes its own small lake and an attractive, well-kept campus. Some highlights of the campus include the following:

**Student Housing** provides living options for more than 1800 undergraduate students, including men's, women's or coeducational residence halls with capacities ranging from 15 to 360. Apartment-style living units are another option, and the University owns several houses and apartment complexes in the neighborhood, which are rented to upper-division students. Residence halls are staffed by trained students who provide services ranging from personal counseling to activities planning. Full-time first and second year students who are under age 21, unmarried, and not living at home, must live in on-campus residence halls. The University recently completed construction of two new apartment-style residences for upper division and graduate students as well as two new pod-style residence halls for first and second year students.

**Crosby Student Center** has become an important part of campus life. The Center offers lounges for studying quietly, watching television and listening to music, meeting rooms, postal services, offices for student government and student activities, and light recreation such as video games, pool tables, and ping pong. The Center also displays memorabilia from alumnus/entertainer Bing Crosby and houses various Student Life offices and The Career Center.

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

**Foley Center library**, opened in the fall of 1992, provides sophisticated on-line computer access to libraries across the United States. In addition, students enjoy the 24-hour study lounge, abundant individual study spaces, a computer lab with worldwide information access, an audio/visual resource room, and one of the finest rare book rooms in the country.

**New buildings** as well as historic ones grace the Gonzaga campus. The Rosauer Center for Education, the Herak Center for Engineering, the Jepson Center (School of Business Administration), and the Foley Center library all add new beauty and excellent facilities to provide an outstanding learning environment. In addition, the Jundt Art Center and Museum was opened in 1995, and includes an academic wing and a museum for exhibiting acclaimed art works. The new Law School building opened in 2000. A new science facility will open in 2003.

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

## INTRODUCTION

### A Century of Educational Leadership

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

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

Gonzaga is an independent, Roman Catholic and Jesuit university committed to ensuring our students an educational experience which encourages individual intellectual, moral, and spiritual development.

### Visit the Campus

Whether you are considering enrolling at Gonzaga University or just want to experience Gonzaga firsthand, you are invited to visit the campus. We have a Campus Visitation Program offering opportunities to sit in on classes, tour the campus, meet students and faculty, and spend some time in the residence halls. Our Admissions Office will be pleased to schedule a visit for you.

### Accreditation: The Mark of Excellence

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

- American Assembly of Collegiate Schools of Business, International Association for Management Education (AACSB)
- American Bar Association (ABA)
- Association of Theological Studies (ATS)
- Commission on Accreditation of Teachers of Speakers of Other Languages (TESOL)
- Commission on Collegiate Nursing Education (CCNE)

Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET)  
National Council for Accreditation of Teacher Education (NCATE)  
The Northwest Association of Schools, Colleges and



Universities, Commission  
Colleges (NASC)

### The University Seal: The Mark of Distinction

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

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

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

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

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

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

The escutcheon in the center of all is a royal blue field on which the white letter "G" stands for Gonzaga; the University's colors are Royal Blue and Immaculate White.

The scrolled A.M.D.G. stands for Ad Majorem Dei Gloriam, "For the Greater Glory of God," the motto of the Society of Jesus. Below this is the date of incorporation of Gonzaga College. The wreath of bay leaves on the right represents classic renown, and the wreath of oak on the left signifies civic pride.

### **Our Commitment to Non-Discrimination**

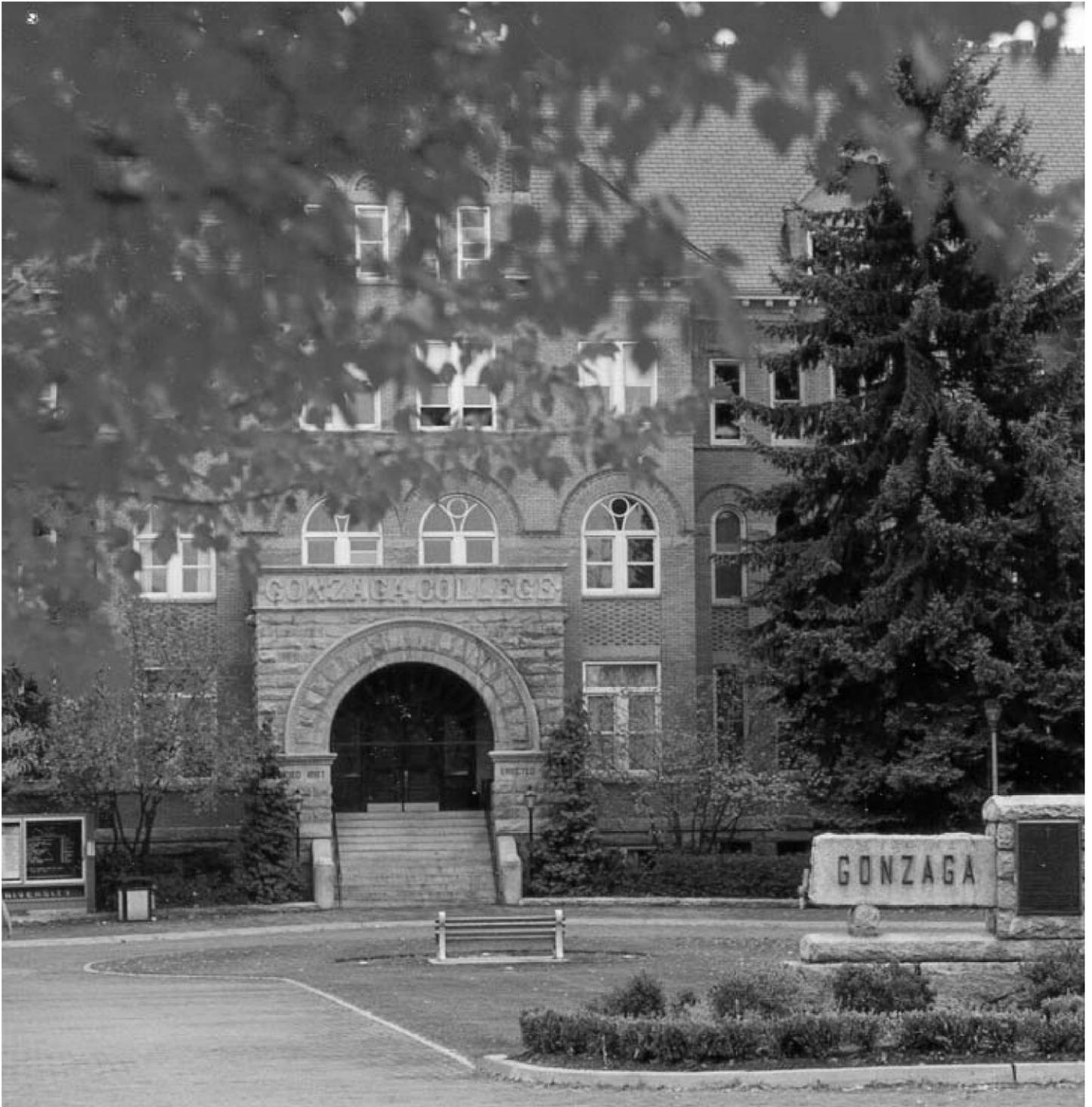
Gonzaga University subscribes to the principles and laws of the federal government and Washington State pertaining to civil rights and equal opportunity. The University does not discriminate against any person on the basis of race, religion, gender, national origin, age, marital or veteran status, sexual orientation, a physical or mental impairment that limits a major life activity, or any other non-merit factor in employment, educational programs or activities which it operates. All University policies, practices, and procedures are consistent with

Gonzaga's Catholic, Jesuit identity and Mission Statement.

As a church-related institution, in conformity with Federal and State law Gonzaga reserves the right to take religious faith into consideration where it is deemed appropriate.

Gonzaga University's Equal Employment Opportunity and Affirmative Action Plan is designed to further develop and maintain equal employment opportunity for all personnel and to insure the utilization of women and ethnic minorities at all levels and in all segments of the University, particularly where they are underutilized in relation to their availability in the work force.

# General Information



## ADMISSIONS **ADMISSION**

### Policy

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

### Prerequisites

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

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

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

### How to Apply for Admission

#### I. Application to Freshman Year:

1. Obtain Gonzaga's Application for Admission from a highschool counselor or directly from the Office of Admission at Gonzaga (the University equally accepts the Common Application with supplement if students prefer). Applications may be accessed on the University web site.
2. Complete all sections of the first part of the Application, including personal and educational data, family information, personal essay, and a list of awards and activities. Request that two teachers write letters of recommendation, and have your counselor complete the Counselor/Dean's Report.

3. Attach to the Application the non-refundable application fee in the form of a check or money order made out to "Gonzaga University."
4. Have the counselor or principal forward this completed Application directly to the Office of Admission along with an official transcript and test scores. The Application may be completed and mailed after the student has finished six semesters of high school work in a college preparatory program.
5. Have ACT or SAT scores forwarded to the Office of Admission if they do not already appear on the high school transcript.
6. Home-schooled students are encouraged to apply to Gonzaga University. Students must submit a transcript along with a portfolio of high school work. In addition, an SAT or ACT score must also be submitted if the applicant is under twenty-one years of age. Two letters of recommendation are required, one must be from someone other than a parent or guardian, and a dean's/counselor's report must be submitted.

#### II. Application to Transfer Standing:

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

### Admission of International Students

Gonzaga welcomes applications from international students, who make up a valued part of the University's student body. Since 1969, Gonzaga has been authorized by the Federal government to issue both I-20's and IAP 66's so that international students can

secure visas and enroll in our programs. To be considered for undergraduate admission, international applicants are required to submit the following:

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

## **When to Apply for Admission**

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

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

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

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

## Credits Earned Elsewhere

### Transfer of Credit

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

### Advanced Placement of Freshmen/ International Baccalaureate Credit

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

### College Level Examination Program

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

1. Subject Examinations: The University allows credit for most of these examinations according to norms established by the appropriate departments of the University. Detailed information is available from the Dean of Admission.
2. General Examinations: Gonzaga does not offer credit on the basis of these examinations, but the examination results may be used by various departments in making decisions about giving students advanced standing, thus possibly exempting them from certain freshman-level courses. Decisions are made on an individual basis by chairpersons.

## ADMISSIONS

### Proficiency Examination Program

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

### Honors Program

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

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

Anyone may apply to the program, but only twenty places are open each year, approximately the top 2% of an entering first-year class. Candidates must complete a separate Honors Application to be considered for admission. Acceptance is based on independent intellectual achievement, recommendations from teachers, leadership roles, skill in effective expression, outstanding standardized test scores, high school rank, personal interviews, and the essay on the honors application form. Potential applicants are encouraged to visit the campus and to meet with the Director. For further information, please consult the Honors Program section of this catalogue.

### Hogan Entrepreneurial Leadership Program

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

### **Campus Visit**

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

### **Dual Enrollment**

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

### **Non-Matriculation**

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

## **FINANCIAL AID**

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

### **Applying for Admission**

Students are encouraged to apply for admission and financial aid concurrently in order to expedite each important process.

However, aid applicants must be admitted to the University in order to receive a financial aid award.

### **Applying for Financial Aid**

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

### **Financial Aid Priority Dates**

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

### **Financial Aid Process**

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

### **The Financial Aid Package**

Once financial need is established, the Financial Aid Office assembles the best possible financial aid package for each

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

## **Scholarship Aid**

Gonzaga University offers scholarship assistance exceeding \$14 million on an annual basis. Eligibility for scholarships is based solely on academic merit or on a combination of merit and financial need.

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

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

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

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

## Grants

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

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

**Federal Supplemental Educational Opportunity Grants (SEOG):** This is another form of federal grant assistance provided to students with substantial financial need. The amount of the grant varies according to funding and need criteria.

**Washington State Need Grants:** This state-funded program provides financial assistance to undergraduate students who are residents of the State of Washington and who demonstrate substantial financial need.

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

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

## Loans

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

**Federal Perkins Loans:** This program, funded jointly by the federal government, the University, and monies repaid by past

student borrowers, provides assistance to students with financial need. The Perkins Loan carries a fixed interest rate of five percent. Repayment begins nine months after dropping below at least half-time student status. Loan cancellation provisions exist with this loan program.

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

**Federal Unsubsidized Stafford Loans:** These loans are identical to the Subsidized Stafford, with the exception that the borrower is responsible for the interest which accrues while the student is enrolled and during any other deferment period. The annual interest rate is variable with an 8.25 percent cap. Repayment begins six months after graduation or withdrawal from a degree program. These loans are not based on financial need.

**Federal Nursing Loans:** These loans are available to undergraduate nursing students with financial need. The Federal Nursing loan carries a fixed five percent interest rate, with no accrual of interest while enrolled at least half-time student. 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.

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

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

## FINANCIAL AID

### Student Employment

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

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

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

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

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

### Satisfactory Academic Progress

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

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

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

## FINANCIAL INFORMATION

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#### General Information

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

However, revenue from student charges constitutes most of Gonzaga's income. Student charges (less verified financial aid) are payable in full in U.S. dollars on a per semester basis, no later than

three weeks prior to the beginning of the term. Knowing that payment in full presents a burden for many parents and students, Gonzaga offers two installment plans which cover the academic year and spread payments over a period of either eight or ten months.

### Eight and Ten Month Installment Plans

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

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

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

Students who are admitted to the University after the application dates indicated above will have two weeks to submit their payment plan application.

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

### Third Party Sponsors

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

### Confirmation Deposit

In order to reserve a place in the student body, each first-time entering student is required to pay a \$400.00 confirmation deposit. This will apply as a credit toward first semester tuition expenses. Confirmation deposits are non-refundable unless written notification of cancellation of enrollment is received by the Admission Office prior to its deadline dates.

### Room Reservation/Damage Deposit

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

are refundable when a student checks out of the residence hall or leaves the University and appropriate damage charges, if any, have been assessed.

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

## Refunds

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

The withdrawal refund schedule and refund schedule for dropped classes are available in the Student Accounts and Financial Aid offices.

## Miscellaneous

The University reserves the right to change any costs without notice. It further reserves the right to withhold student information, including transcripts and diplomas, until a student's account has been paid in full. No student will be allowed to register for an ensuing semester if a balance is owed for a prior semester. A finance charge of 12% per annum pro rata (365 days) on any amount more than thirty days past due will be added to a student's account, or a re-billing fee of 1% of the amount due or \$3.00, whichever is greater, will be added to a student's account. A "No Payment/No Arrangement Fee" of 3% of the amount due will be charged to a student not meeting the established payment deadline.

## TUITION SCHEDULE (ACADEMIC YEAR 2005-06)

(Tuition and fees will be adjusted for the period of June 1, 2006, through May 31, 2007.)

### Undergraduate:

Full-time (12-18 credits), per academic year, including	
General Fees . . . . .	\$23,140
Excess Credits, per credit . . . . .	.670
Part-time (1-11 credits), per credit . . . . .	.670
Bachelor of General Studies, (1-12 credits)	
(Regular) per credit . . . . .	.360
(Accelerated), academic year, per credit . . . . .	.470

(Accelerated), summer, per credit . . . . .	.450
Excess BGS credits (over 12) will be at the rate of \$670 per credit	

### Foreign Programs:

Gonzaga-in-Florence (includes room, board, and tours), academic year . . . . .	contact Student Accounts for cost
Gonzaga-in-Florence, summer program . . . . .	.6,250
Gonzaga-in-Granada, (Spain), fall semester . . . . .	11,775
Gonzaga-in-Granada, (Spain), spring semester . . . . .	13,615
Gonzaga-in-London, per semester	contact Student Accounts for cost

### Special Programs:

Dual H.S. Enrollment, part-time (6 credit limit per semester) per course . . . . .	.255
English as a Second Language, per session . . . . .	2,040

### Auditors:

Of Record (recorded on transcript), per credit: . . . . .	.670
No Credit, per credit/maximum per course:	
Undergraduate . . . . .	.255/765
Alumni (limited courses), per course . . . . .	.155
Notes: 1) Tuition schedules for graduate, postgraduate, doctoral, and law programs are contained in separate catalogues.	
2) Physical Education activity courses may not be taken on a "no credit" basis.	

## SPECIAL FEES: 2005-06

### I. Academic Fees:

Application Fee: . . . . .	.45
Summer Session Administrative Fee: . . . . .	.33
Graduation fee: . . . . .	.50
Studies Abroad Administrative Fee:	
per semester . . . . .	.500
Late Add-drop-withdrawal fee: per course: . . . . .	.50
Late Graduation Fee: . . . . .	.75
Late Registration Fee: . . . . .	.50
Replacement of ID Cards: . . . . .	.20
Tuition Deposit: (Full refund prior to 5/1) . . . . .	.400
Housing Deposit: (Full refund prior to 6/1) . . . . .	.150
Sports and Recreation Fee:	
Full-time Undergraduate Student (per semester) . . . . .	.75
Optional, Academic Year: for all other undergraduate categories (per semester) . . . . .	.150
Optional, Summer: entire summer . . . . .	.30
Course Challenge Fee:	
Undergraduate only, per credit . . . . .	.50
Transcript Fee: per official copy . . . . .	.5
Technology Fees:	
Full-time Student (per semester) . . . . .	.95
Part-time Student (per semester) . . . . .	.45
Summer (per registration) . . . . .	.25
Mandatory Accident Insurance: (per year) . . . . .	.42
Laboratory Fees:	
Art . . . . .	.55
Art Design-Art 112 . . . . .	.30
Art (200 level+ painting/drawing) . . . . .	.60
Biology . . . . .	.85
Broadcasting . . . . .	.50
Chemistry . . . . .	.85
Communications Arts:	

Advanced Print-COMM 302 .....65  
 Intercultural Communications-COMM 418 .....15  
 Movement for Performer-THEA 120 .....10

**ROOM & BOARD: 2005-06**

Students residing on campus must enroll in a combined room and meal plan. Room options with the Gold meal plan option (21 meals per week with \$250 flex dollars) are listed below. These are per semester costs:

**Room:** Double Occupancy .....3,350  
 Single Occupancy.....3,690  
 Premium Single .....3,915

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

**NOTE: All charges are payable in U.S. Funds. In the event that a student pays with a credit card and later receives additional financial aid or receives an account adjustment, the card will be credited back the applicable amount. The Student Accounts office prints the student name and ID number on all checks which do not already carry this information.**

**FINANCIAL INFORMATION**

Stage craft-THEA 232 .....25  
 Costume Construction-THEA 134 .....20  
 Photo Journalism .....30  
 Principles of Photography .....65  
 Education:  
 Certification/Endorsement .....15-70  
 Practicum: Teacher Education .....200  
 Special Education .....200  
 Education Field Experience .....125  
 Education Methods Lab .....10-25  
 EDPE 212 .....125  
 EDSE 417 Assessment B Special Ed. ....50  
 Engineering (per major, per semester) .....110  
 Exercise Science .....90  
 Honors .....105  
 Military Science .....85  
 Modern Languages .....40  
 Nursing Program fee, per semester .....15  
 Nursing Program delivery fee .....90  
 Contemporary Issues-SPAN 340 .....50  
 Hispanic Cinema fee-SPAN 415 .....50  
 Music in Film & TV .....25  
 Music: Private lessons, per semester:  
     half-hour per week .....240  
     one hour per week .....480  
 Applied Classes .....160  
 Choir .....70  
 Chorale .....25  
 Jazz Chorus .....60  
 Guitar Ensemble .....160  
 Percussion Ensemble .....50  
 Symphony Orchestra .....50  
 Wind Ensemble .....60  
 Jazz Ensemble .....50  
 Jazz Workshop Combo .....25  
 Physical Education (varies with course) .....5-210  
 Physics .....90  
 Psychology .....50  
 Sociology .....30

**II. Student Life Fees:**

**Orientation**, required of all first time Gonzaga students

Fall .....60  
 Spring .....25

**Publications**, per-year, not separately charged .....50

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

**Campus Ministry Retreats at Bozarth Retreat Center:**

(Optional for all students) (Varies with retreat) .....5-22

**GSBA Student Life Fee:** per semester  
 (Included in tuition) .....60

**Residence Hall Fees:** per semester  
 (Included in room charge) .....30

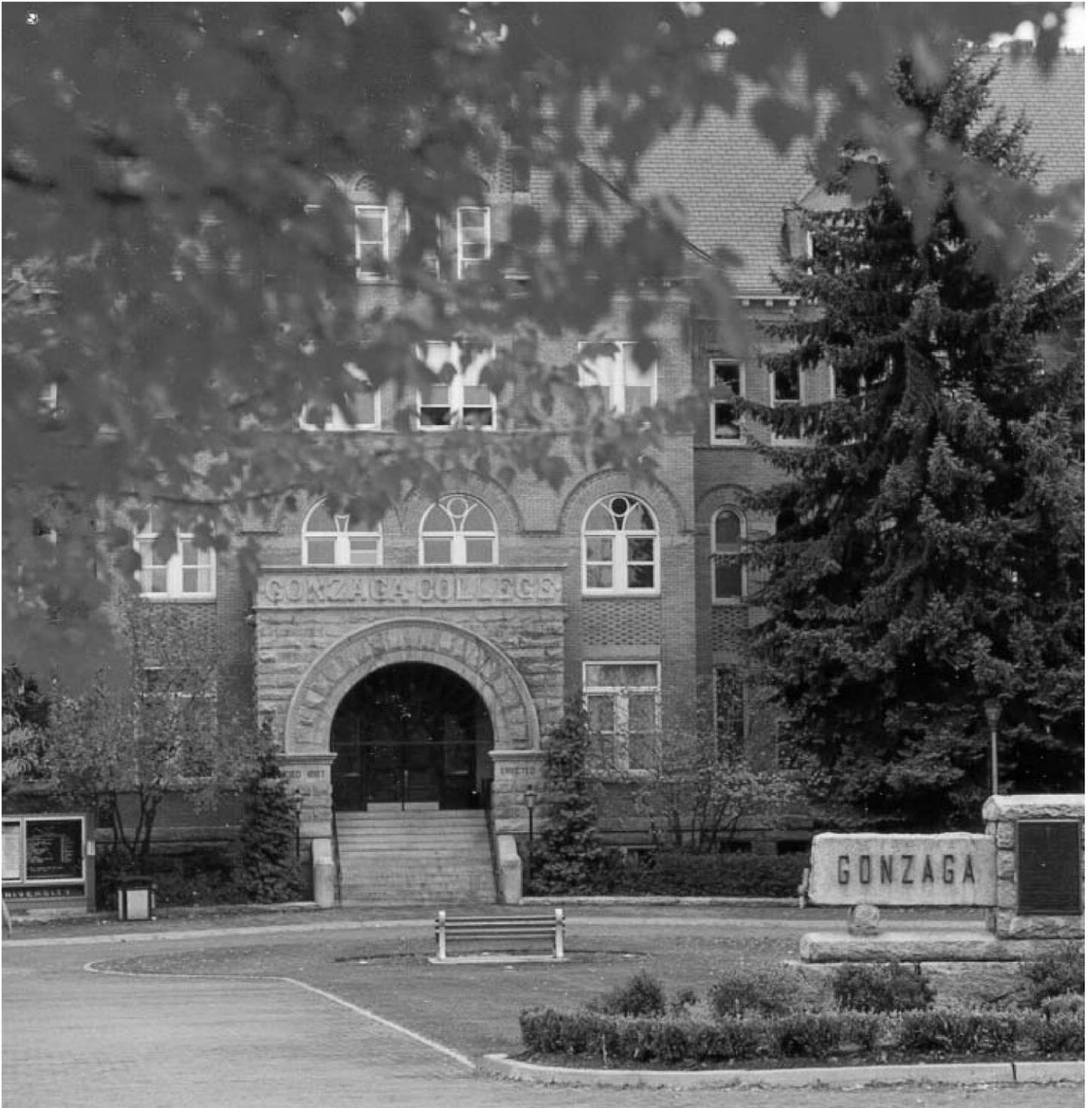
**Parking-University lots:** per year .....25-60

**Student Mail Box Rental:** per semester .....12.50



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# Student Life



## STUDENT LIFE

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

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

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

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

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

It should be noted that acceptance of the Residential Living Application/Agreement does not constitute acceptance to the University academically. Prospective students are encouraged to

apply for housing as early as possible prior to their expected term (Fall or Spring) of attendance.

### Residence Halls

Under the direction of the Director of Housing and Residence Life, the University operates 21 residential communities. In addition, two unfurnished off-campus apartment communities and five theme houses are part of our attempt to offer a variety to a student's housing experience as they enter upper division status and are over 21 years of age. The combined residential system houses approximately 2300 students. The majority of the residence halls are small, ranging in size from 15-360 students. This arrangement provides a close-knit and informal atmosphere designed to help students develop responsibility and accept oppor-

### STUDENT

tunities for leadership.

Alliance, Champion, Chardin, Cushing, Lincoln, and Roncalli are smaller residences on campus. Crimont, DeSmet, Dillon, Goller, Welch, Dooley, and Madonna are larger style ranging in size from 45-155 students. Catherine/Monica Hall, our largest, is most popular with freshmen and houses 360 students. Apartment style living is popular among second year students and opportunities for such living arrangements can be found in 301 Boone, Sharp Apartments, Sharp House, and some of the units in Dussault Apartments. Currently, most of Dussault Apartments and all of Corkery Apartments are reserved for upper division students who wish to remain on campus after their residency requirement expires. These last two options are premium style, newer apartments, mostly offering options for single bedrooms while sharing apartment space with friends and peers.

Several Jesuit priests live on campus in residence halls with students, acting as live-in chaplains. In addition, several lay chaplains are assigned to residence halls that do not have live-in Jesuit priests. This chaplain program helps provide opportunities for spiritual counseling, in-house worship and some level of guidance as well as an adult presence and role model.

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

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

## **Room Reservations**

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

All students are assigned rooms by the Office of Housing and Residence Life. New students may indicate room or hall preference on the Application/Agreement. Roommate preference, if applicable, should be noted in the "Roommate Request" area. In the absence of a roommate preference, students are paired with a roommate based on the responses to lifestyle questions on the Application/Agreement. Students may also select to live in our Positive Choice and other theme style communities. The theme style communities each year will be advertised on the department website. Most require an additional special application. No guarantees can be made to first-year students regarding building, roommate or theme style preferences. Returning residents participate in a spring sign up process during the spring semester that allows them to select a specific room for the next fall semester.

## **Student Behavior**

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

**Disciplinary Cases:** According to the gravity of the situation, disciplinary matters may be handled through the University disciplinary system, including, but not limited to, the Residence Hall staff, the Dean of Student Services, Vice President for Student Life, Student Life Staff, or The University Discipline Board for Students. The University may at its option, where it considers such action to be appropriate, send notice and/or copies of disciplinary action to the parents of students involved in such action. The University, in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 in conjunction with the 1998 amendments to the Higher Education Act, will only send reports to the parents of a dependent student as defined in the Internal Revenue Code, section 152, (1954). The University may also contact the parents of students involved in alcohol or drug violations. In some cases, as a condition of remaining at Gonzaga, a student may be required to notify his/her parents or legal guardians of his/her disciplinary standing with the University.

### **Mutual Responsibility**

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

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

### **University Ministry**

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

The Roman Catholic identity of Gonzaga University compels us to be skillful, competent, unitive, and collaborative in the way we practice our religious habits with and for our students, both Catholic and non-Catholic. We are Roman Catholic when we are

true to ourselves, but also when we have found the proper ways to relate skillfully and profoundly to what is finest in our students and to the great religious traditions of holiness and service our students represent. After four years, and because they have been at Gonzaga, we want our students to have become better Catholics, better Protestants, better Jews, better Muslims, and our nonbelievers attracted to what they do not understand—all of us having found ways to work together in God and for the good of all.

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

For the sake of accomplishing these goals, the office of University Ministry sponsors and directs a multitude of religious opportunities that our students can engage in, both Catholic and Protestant alike. We offer the Freshmen Retreats, the Agape Retreats, the Search Retreats, and the annual Pilgrimage to the Mission of the Sacred Heart at Cataldo, Idaho; we make available spiritual direction to students desiring it; we offer a multitude of opportunities for students to pray together—prayer groups, Bible study groups, Rosary groups, Eucharistic adoration groups; we offer opportunities for Protestant-style praise and worship with the Thirst group; and we offer in every domain of University Ministry opportunities for motivated students to help lead any of these spiritual initiatives. Furthermore, we explicitly work to link University Ministry and its spiritual formation of students with the broad service initiatives sponsored and directed through Gonzaga's Center for Community Action and Service-Learning.

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

See our Website for further details:

[www.gonzaga.edu/about/mission](http://www.gonzaga.edu/about/mission)

### **Counseling and Career Assessment Center**

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

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

While some students may come to college with definite ideas about their academic direction and career goals, many individuals find that the college experience often has a profound impact on the formation of their personal and professional goals. The Counseling and Career Assessment Center provides career counseling to assist these students in taking a comprehensive look at how their particular interests, values and abilities may relate to various career and lifestyle choices. Some of the materials used in the career assessment process include the Strong Interest Inventory, the

Myers-Briggs Type Indicator, and the System of Interactive Guidance and Information (SIGI Plus). Each of these tools is helpful to students in clarifying interests, values and skills, and in identifying compatible academic majors and career fields.

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

### **Addiction Counseling**

The Addiction Counseling program serves the University community by offering support and resources for those with substance abuse problems. Some services include: Alcohol/Drug

Addiction Counseling, Adult Children of Alcoholics (ACOA) Support

Group, Substance-free Housing options, the Law School Alcohol/Drug/Behavioral Support Group, an Eating Disorder Support Group, a Sexual Abuse/Sexual Assault Support Group, and Alcohol Education Programs.

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

### **The Career Center**

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

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

Washington University, WSU and Whitworth College to sponsor the Partnership in Employment Fair for students and alumni from eastern Washington. The Educator Career Fair is held annually for graduates and alums to provide opportunities for employers and candidates to discuss employment opportunities. Students are encouraged to schedule an appointment with a career professional to develop a personal career portfolio, options for graduate school, or employment opportunities.

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

### **STUDENT GAMP**

Gonzaga University Alumni Mentor Program (GAMP) is a career development and networking resource for students and alumni. This award-winning program assists individuals in exploring alternative career fields and in developing a network of contacts by matching them with alumni mentors in their particular career field. The program has over two thousand mentors in a wide variety of career fields from different geographical locations willing to help students clarify academic and career decisions. Students acquire realistic and current information from these career practitioners and begin developing relationships that will prepare them to make a successful transition from school to the professional world.

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

### **Center for Community Action and Service-Learning (CCASL)**

The Center for Community Action and Service-Learning (CCASL) puts Gonzaga's mission into action through a wide spectrum of volunteer and service-learning programs. CCASL empowers students and faculty to take action through community involvement, education, and public service to strive for social justice. Together with the campus community, CCASL endeavors to fulfill the University's mission of creating "men and women for others." CCASL is located in a house that serves as a resource center to students, faculty, alumni, and community partners with the goal of providing community service opportunities. Programs include:

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

Office coordinates a Service Fest where 50 non-profit agencies recruit student volunteers.

**Other volunteer opportunities include:** The Campus Kids and Shaw Connection Project: Campus Kids and Shaw

Connection are mentoring programs for at-risk youth. The project pairs GU students with 4th, 5th and 6th grade, or middle school children, for tutoring activities centered on the Gonzaga campus.

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

**Community Action Projects:** These student initiated projects include one-day events such as April's Angels and the Way of the Heart Retreat. These include projects for the homeless, elderly, environment and at-risk youth. CCASL also has information and resources on over 100 community agencies, as well as resources for students interested in post-graduate volunteer opportunities.

## Health Center

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

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

In compliance with University policy, all students born after 1956 must submit documentation of 2 immunizations for red measles (Rubeola) prior to registration. Noncompliance with this requirement may result in a hold on any future registration. Exceptions must be verified by the Health Center and will be granted only for specific medical or religious objections to vaccination.

An accident/injury plan is in effect for all students. Additional insurance coverage is offered to cover the cost of services, in or out of the Health Center,

## Athletics

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

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

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

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

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

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

The Charlotte Y. Martin Centre is a 136,000 square foot athletics and recreation complex. The complex houses the Rudolf Student Fitness Center, Athletics Department, and Physical Education classes. The Martin Centre is the 2000 seat home for volleyball.

The Rudolf Student Fitness Center connected the Fieldhouse and the Pool with a 13,000 square foot weight and exercise facility. Three basketball courts, 4 racquetball courts, 2 fitness/dance rooms, 25 yard pool, and indoor running track are existing components augmented by the Rudolf Student Fitness Center creating this single identity recreation center.

The McCarthy Athletic Center is a 144,000 square foot basketball arena. The McCarthy Athletic Center houses a portion of the Athletics Department offices and a workout room for the men's and women's crew teams. The McCarthy Athletic Center contains the Kennel which is the 6,000 seat home for men's and women's basketball.

## Unity House Cultural Education Center

*Enriching life through justice and culture: experience it!*

Unity House since 1996, is under the administrative responsibility of the Office of the Associate Vice President for Diversity.

Through our staff, services, and programs, we provide assistance and support to all students, faculty, and staff who seek to broaden and deepen their understanding of themselves and the diverse world in which we live. The Center encourages and supports open and honest communication and opportunities for participation in individual, group and cultural education programs and events on campus and in the greater community.

Our Mission is to promote the Jesuit and Catholic ideals of social justice and service; and to promote cultural and cross cultural understanding within the Gonzaga Community through academic pursuits, collaborative efforts, advocacy and civic engagement. We provide and support student leadership and professional development programs, such as, the Academic Cultural Excellence (ACE) Student Leadership Program, a staff development program known as the Diversity Passport program, the freshman Pathways experience with their focus on diversity, justice and human rights and GIEOP (Gonzaga's Indian Education Outreach Program). The director also works to collaborate with other faculty across disciplines in an effort to enhance the classroom experiences of our students and visitors on issue of social justice and diversity. In addition we support cultural events, community service and outreach initiatives. We specifically seek to support students of color by providing a safe, academic, and social climate at Unity House.

We provide a place to study, and a home away from home for students and visitors. Some of our resources include; a state of the art computer lab; a small book/video resource library; big screen T.V.; meeting and lounge areas and kitchen and dining areas. The House also serves as the headquarters of several community and campus efforts, e.g. the Spokane Chapter of the NAACP (National

## 22 STUDENT LIFE

Association for the Advancement of Colored People), the Fig Tree faith in action Newspaper, P.I.E.R. (Program for International Education and Relief), the Black Student Union (BSU), First Nations Native American Student Association. The Special Populations Resource Center, and the office of the Cultural Activities Coordinator. Unity House is an outlet for active and open dialogue regarding racial, cultural, sexual orientation, and social justice issues for all members of the Gonzaga Community.

All are welcome here

Visit our web site at [www.gonzaga.edu/diversity](http://www.gonzaga.edu/diversity)

### International Student Programs

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

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

The International Cultural Center is the official meeting place for the International Student Union, a chartered University club.

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

### Disability Resources, Education, and Access Management

Disability Resources, Education, and Access Management (DREAM) provides access services to Gonzaga University's programs, services, activities and facilities for qualified students with disabilities in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and Washington state laws. DREAM may arrange or provide appropriate academic adjustments, reasonable accommodations,

auxiliary aids, assistive technology, advocacy and other types of assistance for students with disabilities.

In order to receive reasonable accommodations, students are responsible for requesting accommodations and for providing the appropriate documentation to DREAM. Please contact DREAM to receive a copy of the University's policy on documentation of a disability or visit the department website at [www.gonzaga.edu/disabilityresources](http://www.gonzaga.edu/disabilityresources) for these policies as well as other helpful information. Students should contact DREAM at least four weeks prior to each semester for which they are requesting services. Lack of advance notice may delay the availability of accommodations.

If at any time during the process of application, admission, and enrollment, individuals feel that they have been discriminated against because of disability, they are encouraged to notify the DREAM Director. Incidents which have occurred more than 120 days prior to making the complaint may or may not be given consideration. To obtain copies of GU's Informal Complaint Process for Reasonable Accommodation or the Formal Grievance Procedure, please contact the DREAM Director or visit the department website: [www.gonzaga.edu/disabilityresources](http://www.gonzaga.edu/disabilityresources).

For more information, please contact the department at 509323-4134 or extension 4134, if you are calling from an on-campus phone or using the switchboard to direct your call.

### Campus Security

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

### Crosby Student Center

The Crosby Student Center opened in the spring of 1993 as a student-oriented facility designed to enhance the quality of life among members of the Gonzaga community. The Center offers meeting rooms, lounges, and a recreation area for programs, study, and socialization. Also available are student mailboxes, the University mail service, a central information desk, television lounge, espresso bar, vending machines, gifts/balloons, a small movie theatre, food retail outlets, a student photo gallery, ATM, bank, courtesy phones, and Ticket Central where students can purchase discounted tickets to area-wide events on and off campus. Offices housed in the Center include University Ministry, The Career Center, Student Activities, Outdoor Recreation, in addition to the offices of the Gonzaga Student Body Association (GSBA), and the Crosbyanna Room with Bing Crosby memorabilia.

## STUDENT

### Student Publications

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

## STUDENT ORGANIZATIONS

### Student Government

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

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

## Student Clubs

The Vice President for Student Life formally recognizes academic, social, honorary, sports, religious, awareness, and service clubs and organizations. There are over ninety chartered clubs and organizations at Gonzaga.

Currently, Gonzaga has such club sports as hockey, skiing, men's soccer, women's fast pitch, Rugby and men's and women's lacrosse. These clubs compete with other schools in the region.

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

In addition, there are special-interest clubs. Among these are academic clubs, political clubs, cultural clubs, and honor societies. All of these groups sponsor and participate in activities on campus and in the community. Students are encouraged to form new clubs and organizations, however, they will not be officially registered with the University until they go through the proper procedures for emerging clubs. The Office of the Vice President for Student Life will be the final point of recognition for all clubs and organizations.

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

## Gonzaga Outdoors

The mission of Gonzaga Outdoors (GO) is to provide experiential educational opportunities for student to learn about themselves through the outdoors. GO tries to appeal to all types of

outdoor enthusiasts by sponsoring ski trips, fall and spring rafting trips, backpacking trips, climbing classes, camping, environmental education and clean-up, bike tours and more! These trips are meant for everyone, whether expert or beginner. The Gonzaga Outdoor office is located in the basement level of the Crosby Student Center.

## Rental Program

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

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

## Student Activities

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

For further information contact the Student Activities office located on the upper level of the Crosby Student Center, Room 200, phone number is 323-6123. Weekend Wonders

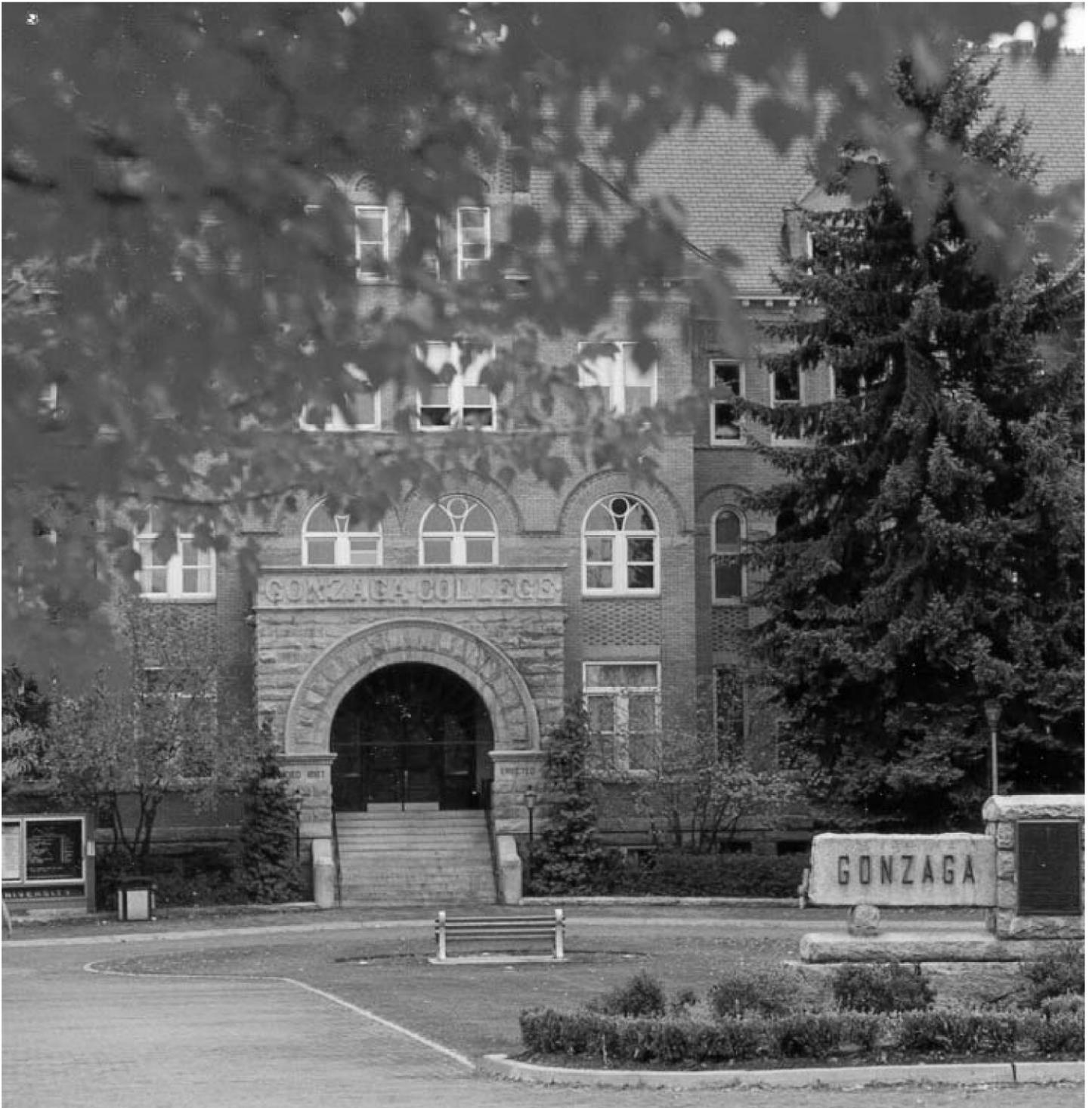
This is a new program that provides students with a variety of fun activities on the weekends. The coordinator works with various clubs and organizations to put on some events such as the La Raza Latina Grand Festival, Lacrosse BBQ and the Gonzaga Outdoors Climbing Experience.

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

## NOTES

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# Degree Requirements and Procedures



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

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# DEGREE REQUIREMENTS AND PROCEDURES

## Degrees and Programs Offered

### A. Degrees Offered

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

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

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

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

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

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

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

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

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

### B. Programs Offered

#### 1. Special University-Wide Programs

Gonzaga makes available special programs for selected students in all of its schools and college. Further information

on the following programs can be obtained from the director of the program.

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

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

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

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

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

#### 2. Pre-Professional Programs

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

Pre-health sciences students choose and complete a regular, undergraduate major under the supervision of their academic advisor. Students cannot major in pre-medicine or any other pre-health sciences field at the undergraduate level. Although health science students must demonstrate strong achievement and aptitude in the natural sciences, a science major is not necessary. Admission committees are concerned more with the quality of the work and the attitude of the individual than with the identity of the major. Consequently, they also encourage applications from non-science majors who have demonstrated

an aptitude for the natural sciences. The CHSC recommends that students select a major based on individual interests and potential alternative career plans and then pursue the curriculum that will be most useful towards these goals.

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

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

## 28 DEGREE REQUIREMENTS

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

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

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

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

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

**Pre-Nursing:** For students who are just beginning their college education and wish to become professional nurses, Gonzaga offers a program in partnership with the Intercollegiate Center for Nursing (ICN) and with Seattle University. During the first two years of the program, students complete the Gonzaga University core and prerequisites to the Nursing program. Prerequisite courses include: Anatomy and Physiology with a laboratory, Chemistry with a laboratory, English Composition, Mathematics, Microbiology with a laboratory, Nutrition, Psychology, Social Sciences, Sociology, Speech Communication, and Statistics. During the sophomore year, students make a formal application to enter the Nursing major. If admitted to the major, Gonzaga students begin advanced nursing courses at the ICN or Seattle University. While enrolled at the ICN or Seattle University, students may continue to live on Gonzaga's campus and continue to be

considered fully enrolled at Gonzaga University. For financial purposes, students pay tuition to Washington State University or Seattle University while attending the partnership program. Upon completion of all curriculum requirements, students receive a diploma that acknowledges both Gonzaga University and either Washington State University as the host institution for the ICN or Seattle University. University wide degree requirements related to upper division credits and completion of the last thirty semester credits immediately preceding graduation are met through the agreement with the transfer institution.

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

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

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

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

## Degree Requirements

### A. University-Wide

1. University Wide Undergraduate Degree Requirements
  - a) Completion of at least 128 semester credits
  - b) Completion of the core requirements of the University and of the individual school or college.
  - c) Graduate courses may not be counted toward an undergraduate degree.
  - d) Minimum cumulative grade point average of 2.00 in all courses taken at Gonzaga.
  - e) Completion of major requirements with a minimum cumulative grade point average of 2.00 in upper division major courses. The majority of the upper division major credits must be Gonzaga credits.
  - f) Senior Residency Requirement: the last thirty semester credits immediately preceding graduation must be earned in Gonzaga University course work.

- g) Formal application for graduation: students must file an application and pay the graduation application fee according to the instructions and dates published by the University Registrar; diplomas will be dated as of December, May, June, or August, with once public commencement ceremony held in May.

Note: Payment of all indebtedness to Gonzaga University, the return of all equipment to the appropriate entity, and the return of all books to Foley Library are required prior to a prospective graduate's departure from Gonzaga. Holds may be placed on transcripts and diplomas for any of these deficiencies.

## 2. University Core Curriculum

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

The University Core Requirements are grouped into five basic areas:

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

## 3. Catalog Options

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

## B. Major Area

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

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

## C. Minor Area: Minor Courses of Study

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

## D. Second Majors, Minors, and Degrees

Under a Gonzaga baccalaureate degree, a student may complete more than one major and/or minor under that degree type (i.e. Bachelor of Arts with majors in Sociology and in Psychology). Students can receive more than one baccalaureate degree at the same time (i.e. Bachelor of Arts and Bachelor of Science). This is accomplished by completing both school's core and major requirements in addition to completing a minimum of 158 semester credits. Students who already hold an undergraduate degree from Gonzaga or any other institution can enroll at Gonzaga for a second degree as a post baccalaureate student. Gonzaga University offers second majors, second minors, and second degrees according to the following norms:

### Second Major:

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

### Second Minor:

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

### Second Degree (Undergraduate):

- 1) The student must fulfill thirty Gonzaga credits beyond the 128 completed for the first degree.
- 2) The student must fulfill all University core requirements, individual school core requirements and departmental requirements for the second degree; requirements fulfilled in the major, however, for the first degree are not repeated.
- 3) The student must formally apply for the second degree prior to graduation.

## 30 DEGREE REQUIREMENTS

- 4) A second diploma is awarded only when the second degrees distinctly different from the first.

### Second Degree (Post Baccalaureate):

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

### E. Activity Courses

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

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

Exceptions to these limitations:

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

### F. Multiple Usage of Courses for Meeting Degree Requirements

Basically, one course can satisfy only one degree requirement. The 128 credit minimum for degree completion (and the additional 30 credits required for a second degree) are not reduced by a double count. Exceptions for multiple usage of courses include:

1. A LOWER DIVISION course can be used to fulfill any number of lower division MAJOR AND MINOR AND CONCENTRATION requirements and to fulfill a core requirement. A double count of courses within the core itself is **not** allowed with the exception of the social justice requirement in the College of Arts and Sciences.
2. An UPPER DIVISION COURSE can be used to fulfill a requirement for more than one major and/or minor. Any upper division course cross-listed with Women's Studies (WOMS) may fulfill core requirements as well as a course requirement or electives in the Women's Studies concentration. No permission is necessary.
3. An UPPER DIVISION course used to meet a University or school core requirement cannot be used to satisfy any

major or minor requirement, except for students specifically majoring and/or minoring in the Departments of Religious Studies and Philosophy.

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

### G. Pass/Fail Grade Course Limit

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

## Academic Policies

### A. Disclaimer for Academic Policy and Program Changes

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

### B. Disclaimer for Course Availability

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

### C. Academic Advising

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

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

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

Advisors are available for consultation during their designated office hours and at other times by arrangement. The University expects that students will take advantage of the assistance which advisors can provide in course planning, interpretation of University policies and requirements, clarification of academic and career goals, understanding and using established processes for exemptions to University policies, and making use of the opportunities provided at Gonzaga for a satisfying and profitable academic experience.

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

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

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

#### D. Academic Services

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

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

#### E. Course Numbering System

##### Lower Division Courses:

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

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

200-299 - Courses with usually one prerequisite; primarily for first and second year undergraduates.

##### Upper Division Courses:

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

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

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

600-699 - Graduate courses for graduate students only

700-799 - Graduate courses for doctoral students only

#### F. Classification of Students

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

<u>Cumulative Credits Earned</u>	<u>Classification</u>
0 - 25	First Year
26 - 59	Second Year
60 - 95	Third Year
96 - More	Fourth Year

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

#### G. Registration Procedures

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

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

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

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

#### H. Change in Course Registration

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

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

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

#### I. Transfer and Evaluation of Credits

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

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

## 32 DEGREE REQUIREMENTS

semester credits can be applied towards a Gonzaga baccalaureate degree.

- 8) Transfer students coming to Gonzaga with sixty or more acceptable semester credits from a community college are not permitted to enroll in any two-year institution for further transferable credit.
- 9) The transfer of any extension or correspondence course credit is limited to six semester credits and requires the written approval of the Academic Vice President's Office.
- 10) Some credit may be granted on the basis of A.P., C.L.E.P., I.B., and P.E.P. examinations. A brochure providing details is issued annually by the Admissions Office.
- 11) Educational experience in the armed forces is accepted for some transfer credit. Consideration is given to the service school training especially in a Defense Language Institute or in U.S.A.F.I. courses.
- 12) All transfer students must complete at least 30 semester credits at Gonzaga immediately preceding their graduation from the University. In the School of Business Administration, transfer students must earn at least 50% of their business administration core and major courses at Gonzaga University.
- 13) Students transferring in with 45 or more semester credits are permitted to waive either the Philosophy elective (400 level) or applied Religious Studies course (300 level). **J.**

### Transfer of Credits:

#### Associate of Arts Degree

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

- 1) A university-level mathematics course beyond intermediate algebra;
- 2) one course in logic;
- 3) five courses in philosophy and religion. (see I. 13 above); and
- 4) a public/interpersonal/small group speaking course.

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

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

#### Permission for Transfer of Credits by Current Gonzaga Students

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

Students who desire to register simultaneously at Gonzaga and another college or university must obtain prior written permission

from the appropriate official at Gonzaga. More detailed information is available from the Registrar's Office.

Transfer of credit for courses taken in the summer at another college or university by Gonzaga students must be authorized prior to taking the course, in writing, by appropriate University officials as specified on the Permission to Transfer Credits form and Waiver of Senior Year in Residency form. Students may also access the Transfer Guide on the Admissions web site to review courses previously approved from other universities. Students must request transcripts that include credits from other institutions as soon as they are completed, to be forwarded to the Registrar's Office, Gonzaga University, Spokane, WA 99258.

### K. Course Challenge Program

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

### L. Course Overload

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

### M. Auditing a Course

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

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

these courses must be repeated until a passing letter grade is granted.

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

## N. Withdrawal from the University

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

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

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

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

## O. Leave of Absence

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

# Grading Policies

## A. Grading Procedures

Students' scholastic standing in their courses is determined by the combined results of examinations, assignments, class attendance, and general evidence of regular and consistent participation. Due weight will be given to mastery of the subject and the ability to communicate clearly, effectively, and accurately in both oral and written form.

Letter grades and plus/minus indicators are used by all instructors in the University's undergraduate programs to indicate a student's quality of achievement in a given subject. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F, and V are assigned a "quality point value" for purposes of grade point average calculations, certification and convenience in reporting.

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

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

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

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

## 34 DEGREE REQUIREMENTS

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

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

**P = Passing Grade.** Designated elective courses may be taken on the Pass/Fail grading option by the student's request, not that of the instructor. Instructors do not know that students have chosen the Pass/Fail grading option for their courses. Students select this option during the allowed registration periods by signing the appropriate form in the Registrar's Office. Letter grades assigned by instructors that are C- or higher are converted to P grades at the end of the semester when all grades for all students are processed. The P grade does not affect the grade-point average, but the credits earned count toward the minimum credits needed to graduate. Please note that courses taken under the Pass/Fail grading option do not satisfy any University core or major requirements. A complete description of this option is given later in this section of the catalog under heading of "Pass/Fail Option."

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

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

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

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

### B. Grade Reports

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

### C. Grade Point Averages

The GPA is calculated by dividing the total quality points earned by the total credits graded. The letter grades AU, I, IP, NS, P, RD, S, and W do not count as credits graded and quality points are not awarded. There are several GPA's including the semester GPA, cumulative GPA, major GPA, and graduation GPA. A minimum cumulative and major grade point average of 2.00 is required for

an undergraduate degree. Transfer credits are not used in calculating the grade point average at Gonzaga University.

### D. Removal of Incompletes

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

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

### E. Change of Grade

A change of grade requires a Change of Grade form signed by both the instructor and the dean of the school in which the course was offered. Grades are normally changed only because of calculation error.

### F. Pass/Fail grading option Selected by Students

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

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

fourth year with no more than one in any given semester. 8) Any course failed (F grade) may not be repeated on a Pass/Fail basis.

9) Last day to change to or from the Pass/Fail grading option is the last day of Registration Period III.

### **G. Repeating Courses for Improved Grade**

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

## **Academic Citizenship**

### **A. Academic Freedom of Students**

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

### **B. Academic Honesty**

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

Disciplinary action against a student found guilty of academic dishonesty may include, but is not limited to: (1) a failing grade for the test or assignment in question; (2) a failing grade for the course; and/or (3) a recommendation for dismissal from the University.

A student may appeal the disciplinary action taken. The appeal shall be made in writing to the chair of the department, or dean if there is no chair, of the appropriate school within 14 days of receipt of written notification of the disciplinary action taken.

Following an appeal, a final report shall be submitted to the Academic Vice President for review and possible further disciplinary action taken by the University. The Academic Vice President may direct in intermediate appeal to the chair's dean. Final appeal by the student may be made to the Academic Vice President. A complete copy of the policy can be obtained from the Academic Vice President's Office.

### **C. Grade Appeal**

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

appropriate school and, if necessary, by the Academic Vice President, whose decision is final.

### **D. Minimum/Maximum Course Loads**

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

### **E. Unsatisfactory Academic Progress, Probation, and Academic Dismissal**

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

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

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

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

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

### **F. Satisfactory Academic Progress for Veterans:**

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

### **G. Class Attendance Policy**

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

## 36 DEGREE REQUIREMENTS

which will in turn notify the students. The grade given for excessive absences is a V, which has the same effect as F and is counted in the GPA.

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

### H. Faculty Initiated Course Drops

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

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

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

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

### I. Final Examinations

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

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

### J. Enrollment Verifications

Three times each semester, the Registrar's Office transmits enrollment data to the National Clearinghouse for enrollment verification of students with federal and state loans. The Registrar's Office, upon timely notice, will also provide to any student a letter verifying his/her enrollment status to any agency.

## UNIVERSITY HONORS

### A. Academic Recognition

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

### B. Graduation Honors

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

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

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

### C. University Honor Societies

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

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

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

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

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

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

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

Psi Chi: The National Honor Society in Psychology, founded in 1929 for the purposes of encouraging stimulating, and maintaining excellence in scholarship, and advancing the science of psychology.

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

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

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

#### D. University Academic Awards

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

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

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

The Carl J. Lindberg Loyalty Award: The gift of Judge William Lindberg, class of 1934, awarded to a graduating fourth year

male in good standing who is judged by a committee of faculty and students to be conspicuous for loyalty and service to the University.

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

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

## UNIVERSITY CONFIDENTIALITY OF RECORDS POLICY

Gonzaga University's policy concerning the confidentiality of student educational records reflects a reasonable balance between the obligation of the institution for the instruction and welfare of its students and its responsibility to society.

The Family Educational Rights and Privacy Act of 1974 (FERPA), including the Buckley Amendment and regulations thereunder (collectively the "Act"), controls access to student education records. Gonzaga University will make a reasonable effort to extend to eligible students and their parents the rights granted by the federal act. The provisions of this policy are not intended to create contractual rights; enforcement provisions are as provided under the Act.

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

### NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Associate Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, the Associate Registrar shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

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

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

**Release of Student Directory Information Policy:** Certain categories of student information are considered "open" or Directory Information. Directory Information may be published in a student directory or event program and released to the media and to the public for enrolled students. Directory information includes the following: Student Name, Local Address & Telephone, Permanent Address & Telephone, Place of Birth, Major Field of Study, Dates of Attendance, Full or Part-Time Enrollment Status, Year in School (Class),

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## **38** DEGREE REQUIREMENTS

Degree(s) Received, Scholastic Honors and Awards Received, Other Educational Institutions Attended, Visual Image (photo, video), Weight, Height of Athletic Team Members.

A student may request that directory information not be released by so indicating at any time in the Registrar's Office. In that case, this information will not be disclosed except with the consent of the student or as otherwise allowed by the Family Educational Rights and Privacy Act of 1974 (FERPA).

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Gonzaga University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605



# College of Arts and Sciences



# THE COLLEGE OF ARTS AND SCIENCES

Dean: Robert D. Prusch

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

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

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

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

## Degree Programs in Arts and Sciences

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

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

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

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

## Arts and Sciences Degree Requirements

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

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

## Core Curriculum of the College of Arts and Sciences

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

Students should attempt to spread the core curriculum over their entire four years at Gonzaga.

- I. Thought & Expression (7 credits): ENGL 101, SPCO 101, and PHIL 101 (preferably in the same semester);
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHILElective;
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one course from each level;
- IV. Mathematics (3 credits): one MATH (not CPSC) course on the 100 level or above; NURS 320 is substituted for a MATH course for BSN students; MATH 203 fulfills this requirement only for students who graduate with certification in Elementary Education
- V. English Literature (3 credits): ENGL 102 (or 103H);
- VI. History (6 credits): HIST 101 and either 102 or 112 taken in the first two years; after the first two years, any two history courses except HIST 101, 102, or 112.
- VII. Fine Arts (3 credits): one course in either VART, MUSC, or THEA from courses approved by Dean of Arts and Sciences; approved courses will be designated by a (P) suffix added to the course number in each semester's Class Schedule;
- VIII. Laboratory Science (4 credits): one course with laboratory in either BIOL, CHEM, or PHYS;

- IX. Mathematics or Natural Science (3 credits): one course in either MATH, CPSC, BIOL, CHEM, or PHYS;
- X. Literature (3 credits): one British or American literature course (ENGL 201 - 207H);
- XI. Social Science (6 credits): CRIM 101, ECON, SOCI, POLS, or PSYC: two courses from these departments;
- XII. Foreign Language or Culture (3 credits): one course in any foreign language (classical or modern) or one (foreign culture) course approved by the Dean of Arts and Sciences and so designated by a (FC) suffix added to the course number in each semester's Class Schedule;
- XIII. Social Justice (3 credits): One course on Social Justice issues related to experiences of difference (like race, class, gender, ethnicity or sexual orientation), from courses approved by the Dean of Arts & Sciences; such courses will be designated by a "J" suffix added to the course number on each semester's class schedule (may be combined with other core or major requirements. Foreign-language speaking students from foreign cultures who have completed the nine English core credits at Gonzaga prior to their fourth year (last thirty credits) may petition the Associate Dean of Arts and Sciences for a waiver of the Foreign Language or Culture requirement.

**COLLEGE OF ARTS AND SCIENCES**

**Table of Credits for Degrees, Majors and Minors**

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

Public Relations	BA	40-41	24
Religious Studies	BA	33	18
Sociology	BA	34	18
Spanish	BA	31-32 28-32	
Theatre Arts	BA	43	17

### **Non-Arts and Sciences Courses**

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

### **Teacher Certification**

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

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

# ART

Chairperson: Terry Gieber  
Leo Kreielsheimer Professor of Fine Arts: R. Gilmore  
Professors: T. Gieber, J.S. Patnode  
Associate Professor: M. Farrell  
Assistant Professor: Shalon Parker

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

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

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

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

For students intending to go to graduate school, additional work beyond the minimum major requirements is strongly encouraged.

## B.A. Major in Art: 39 Credits

### Lower Division Courses

VART 101 Drawing I	3 credits
VART 112 Design	3 credits
VART 115 Art Appreciation	3 credits
VART 141 Ceramics I	3 credits
VART 190 Art Survey	3 credits
VART 191 Art Survey	3 credits
VART 201 Drawing II	3 credits
VART 221 Painting I	3 credits

### Upper Division Courses

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

## Minor in Art: 24 credits

### Lower Division Courses

VART 101 Drawing I	3 credits
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VART 112 Design	3 credits
VART Elective	3 credits

### Upper Division Courses

VART 394, 395 or 396 (one course)	3 credits
VART Elective	12 credits

## ART

### Lower Division Courses

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

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

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

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

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

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

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

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

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

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

**VART 290 History Of Art I** 3 credits  
A survey of art history from the late Roman Empire through the Renaissance. FLORENCE CAMPUS ONLY.

**VART 291 History Of Art II** 3 credits  
A study of the changing concepts of art in modern times. FLORENCE CAMPUS ONLY.

**VART 292 Directed Studies** 1 TO 3 credits  
Variable credit, directed study for the student with a limited schedule. Studio work by arrangement. Fall and Spring.

**VART 295 (SPAN 434) Spanish Art-Modern and Contemp** 3 credits  
Granada campus ONLY.

**VART 296 (SPAN 433) Spanish Art-Ancient and Medeval** 3 credits  
Granada campus ONLY.

### Upper Division Courses

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

**VART 323 Painting III** 3 credits

Advanced problems in figurative are with emphasis on painting the human figure and landscape. Fall and Spring. Prerequisites: VART 222

**VART 324 Painting IV** 3 credits  
A continuation of VART 323. Fall and Spring. Prerequisites: VART 323

**VART 331 Sculpture I** 3 credits  
The use of three-dimensional materials, including wood, metal, and clay, directed toward the development of the student's structural and perceptual senses. FLORENCE CAMPUS. Prerequisites: VART 101

## ART

**VART 332 Sculpture II** 3 credits  
Continuation of VART 331. FLORENCE CAMPUS. Prerequisites: VART 331

**VART 341 Intermediate Ceramics Projects** 3 credits  
A directed study of specific throwing and/or handbuilding techniques. Studio processes of glaze development and firing practices will be introduced. Fall and Spring. Prerequisites: VART 241

**VART 350 Beginning Printmaking I** 3 credits  
Introduces students to the basic methods of relief and intaglio printmaking. Students also learn how to use the print lab and to respect the communal nature of the work space  
Prerequisite: drawing 101. Fall

**VART 351 Beginning Printmaking II** 3 credits  
This course introduces students to one or more of the following techniques: screen printing, lithography, monotype, mixed media. Students also learn how to use the print lab and to respect the communal nature of the work space. Prerequisite: Drawing 101. Spring

**VART 352 Intermediate Printmaking** 3 credits  
This course adds new printmaking techniques to the processes learned in beginning printmaking, refines the abilities already learned and expands the student's knowledge about printmaking in both historical and contemporary contexts. Prerequisites: Beginning Printmaking 1 & 2. Fall and Spring

**VART 380 Art Service** 2 OR 3 credits  
Students are scheduled for The Jundt Art Gallery services, including hanging of art exhibits and gallery security. Prerequisite: second year standing. Fall & Spring.

**VART 385 Figure Drawing I** 3 credits  
Basic problems in developing the human figure and experiments with a variety of drawing media. . Florence campus and main campus. Fall and Spring. Prerequisites: VART 201

**VART 386 Figure Drawing II** 3 credits  
A continuation of VART 385. Fall and Spring. Prerequisites: VART 385

**VART 390 History of Art I** 3 credits  
Florence campus ONLY.

**VART 391 History of Art II** 3 credits  
Florence campus ONLY.

**VART 394 Special Topics in Art History** 3 credits  
Consult instructor for topic as it will vary for semester. Fall and Spring.

**VART 395 Art In The 19th Century** 3 credits  
A survey of European and American Art: Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Art Nouveau, and the Hudson River School. Fall. Prerequisite: second year standing.

**VART 396 Art in the 20th Century** 3 credits  
A survey of European and American art: Fauvism, German Expressionism, Cubism, Dadaism, Surrealism, De Stijl, Abstract Expressionism, Op, Pop, Color Field, New Realism, and Conceptual. Spring. Prerequisite: second year standing.

**VART 397 Renaissance Art** 3 credits  
A survey of the painting, sculpture, and architecture of Italy, 1400-1600. Florence Campus ONLY. Prerequisite: second year standing

**VART 410L Museums & Monuments** 4 credits  
London campus ONLY.

**VART 421 Advanced Painting Projects** 3 credits  
Advanced oil painting problems in still-life, figure and landscape. Can be repeated. Prerequisites: VART 324.

**VART 441 Advanced Ceramics Projects** 3 credits  
Exploration of advanced glazing and firing techniques. Emphasis is on developing individual expression in ceramic form. Course can be repeated. Fall and Spring. Prerequisites: VART 341.

**VART 442 Ceramic Materials** 3 credits  
A study of glaze theory and empirical formulation methods. Coursework is designed for the advanced student contemplating graduate school or a professional career in the studio. On sufficient demand. Prerequisite: permission

**VART 443 Kiln Design And Construction** 3 credits  
An exploration of kiln types, firing methods, and chamber designs. A kiln will be constructed and fired. On sufficient demand. Prerequisite: permission.

**VART 450 Advanced Printmaking Projects** 3 credits  
This course continues to refine the abilities already learned and expands the student's knowledge about printmaking. The emphasis is on idea development in combination with technical skills to create works of art through printed means. Individual exploration is encouraged and challenged through critical dialogue in combination with the teacher and fellow students. This number can be repeated. Prerequisite: VART 352

**VART 466 (PHIL 472) Philosophy of Art** 3 credits  
An analysis of beauty, creativity, and taste according to the theories of Aristotle, Plato, Aquinas, and some contemporary philosophers. Several representative works from all areas of the fine arts are examined in the light of the aesthetic principles of classical philosophy. Prerequisite: PHIL 301.

**VART 485 Advanced Drawing Projects** 3 credits  
Advanced problems in drawing, figure drawing and landscape sketching. Prerequisite: VART 386. Course can be repeated.

**VART 492 Independent Study** 1-3 credits  
Specialized study by arrangement with individual faculty. Prerequisite: permission.

**VART 498 Research** 1-3 credits  
Individual research on an art topic approved by and arranged with a faculty member. Prerequisite: permission.

**VART 499 Senior Exhibit** 3 credits  
Required of Art majors. A seminar designed to prepare for vocations in art of advanced study. Seniors exhibit a body of work demonstrating skills. Prerequisite: Permission.

## Biology

Chairperson: Nancy L. Staub

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

Associate Professors: M. Bertagnolli, D. Boose, W. Ettinger,

Assistant Professors: K. Anders, J. Beckstead, J. Haydock

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

## BIOLOGY

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

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

The prerequisite for all upper division Biology electives is a cumulative GPA 2.0 in BIOL 101, 102, 201, 202, and CHEM 101 (or 105) and 230, and the associated labs. Students can then choose electives from a variety of upper division biology courses to complete their degree requirements. Students are encouraged to select a set of elective courses that include all levels of biological analysis (molecular, cellular, organismal, ecological). In addition, students must complete an Advanced Topics course (BIOL 399), preferably in their junior year. In this course students read, analyze, and discuss primary research literature on selected biological topics. Students are required to take a comprehensive exam (BIOL 499) in their senior year.

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

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

### B.S. Major in Biology: 61 credits

#### Lower Division

BIOL 101, 101L	4 credits
BIOL 102, 102L	4 credits
BIOL 201, 201L	4 credits
BIOL 202, 202L	4 credits
PHYS 101, 101L and 102, 102L	8 credits
CHEM 101, 101L (or 105, 105L)	4 credits
CHEM 230, 230L	4 credits
CHEM 240, 240L, (or 206, 206L or 310, 310L)	4 credits

#### Upper Division

CHEM 331, 331L	4 credits
BIOL 399 Adv. Topics	2 credits
BIOL electives	18 credits

BIOL 499 Comprehensive Exam

1 credit

### B.A. Major in Biology: 39 credits

#### Lower Division

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

#### Upper Division

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

### Minor in Biology: 32 credits

#### Lower Division

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

#### Upper Division

BIOL electives	8 credits
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## BIOLOGY

### Lower Division Courses

**BIOL 100 Biological Concepts** 3 credits

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

**BIOL 101 Diversity of Life** 3 credits

This course provides a foundation in the fundamental principles of biology while introducing the unity and diversity of living things. The majority of the course explores the origins of and evolutionary relationships among the major groups of organisms. Enrollment is limited to science majors. Fall and Spring.

**BIOL 101L Diversity of Life Lab** 1 credits

An introduction to experimental techniques and scientific methods. Students learn how to approach scientific questions, make observations, record, analyze and report data. In addition, students are introduced to the diversity of bacteria, protists, fungi, plants, and animals. Taken concurrently with BIOL 101. Fall and Spring.

**BIOL 102 Introduction to Ecology** 3 credits

An introduction to the interactions between organisms and their environments. Topics include responses of organisms to each other and their environments, population dynamics, community structures and succession, and the movement of matter and energy through ecosystems. The impacts of human activities on these interactions will be considered throughout the course. Spring. Prerequisite: BIOL 101 credits

**BIOL 102L Introduction to Ecology Lab** 1 credits

Field and laboratory experiments and computer simulations are used to investigate ecological interactions in populations and communities. The communication of scientific results is also emphasized, including basic statistics, graphical presentation of data, and the preparation of a scientific paper. Taken concurrently with BIOL 102. Spring

**BIOL 123 Human Ecology** 3 credits

A study of the principles of ecology (including population dynamics, diversity, and energy flow) and the impact humans have on the environment. Designed for non-science majors. Fall, Spring, and Summer II.

**BIOL 123L Human Ecology Laboratory** 1 credits

See course description for BIOL 123.

**BIOL 134 Science and Religion** 3 credits

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

**BIOL 134H Science and Religion: Honors** 3 credits

Prerequisites: HONS 190

**BIOL 140 Field Botany** 4 credits

Course includes systematics of flowering plants, introduction to plant communities of the inland northwest, sight identification of major plant families and selected topics in plant ecology. A plant collection is required. Two, 4-hour lectures/lab meetings per week and three, 10-hour Saturdays. Summer I.

**BIOL 165 (WOMS 465) Biology of Medicine** 3 credits

This course investigates how medicines work. It covers various affected organ systems (e.g., immune, endocrine, reproductive), the scientific method, development of effective medicines/treatments, and the potential sex/race/ culture bias of experimental results from drug trails. Various diseases (e.g., AIDS, cancer, diabetes) and treatments will be covered in the course. Designed for non-science majors.

**BIOL 170 Introductory Microbiology** 3 credits

An introduction to microbiology for students in the nursing program or other allied health professions who will not be majoring in Biology. The course includes basic cellular chemistry and genetics, as well as a survey of topics of clinical importance. Spring. Prerequisites: BIOL 101 and CHEM 101

**BIOL 170L Intro to Microbiology Lab** 1 credits

An introduction to methods of microbial analysis including the culture, safe handling, and genetic analysis of microbes. Taken concurrently with BIOL170. Spring.

## BIOLOGY

**BIOL 199 Core Topics:** 3 credits

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

**BIOL 199L Core Topics:** 1 credits

See BIOL 199 course description

**BIOL 201 Cellular Biology** 3 credits

An examination of cell structure and function with an emphasis on cellular biochemistry. Fall. Prerequisites: BIOL 101 and CHEM 230.

**BIOL 201L Cellular Biology Lab** 1 credits

An introduction to methods for investigating cell structure, function and biochemistry. Taken concurrently with BIOL 201. Fall.

**BIOL 202 Genetics and Evolution** 3 credits

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

**BIOL 202L Genetics and Evolution Lab** 1 credits

Methods of genetic analysis and investigations of evolutionary mechanisms will be explored. Taken concurrently with BIOL 202. Spring.

## Upper Division Courses

**BIOL 302 GIEOP Outreach Mentoring** 1 credits

Students will become involved in the outreach program to GU's K-12 partner schools in Indian reservations. Students will be specifically involved in tutoring/mentoring relationships with Indian students using e-mail, Blackboard, digital photography, letter writing, and occasional

visits. Student involvement will be determined by dialog between the GIEOP Outreach Coordinator and teachers at partnering schools. May be repeated. A maximum of two credits can be applied to Biology electives. Fall and Spring.

**BIOL 303 and 303L Population Ecology** 3 or 4 credits

An in-depth look at the interactions that control the distribution and abundance of organisms at the population level. Topics such as life-history strategies, population dynamics, competition, predation, parasitism, and mutualism will be explored through an examination of the research literature, field observations, and computer simulations. 4 credits with lab, 3 if offered without lab. Prerequisites: BIOL 102 and 202.

**BIOL 304 Practice In Laboratory Teaching** 1 credits

In this course students gain experience in teaching laboratory sections. May be repeated. A maximum of two credits can be applied to Biology electives. Fall and Spring. Prerequisite: BIOL 202 or permission.

**BIOL 313 Behavioral Ecology** 3 credits

This course explores how behavioral processes affect ecological patterns. It examines the behavioral adaptations of animals to their environment including the evolution of behavior, foraging, competition for resources, reproductive ecology, mating systems, parental care, and cooperative behavior. Prerequisites: BIOL 102 and 202.

**BIOL 323 Conservation Biology** 3 credits

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

**BIOL 331 Parasitology** 3 credits

Explores the medical, physiological, ecological, and historical effect of parasites. The course concentrates on human parasites and ranges from viruses and bacteria through helminthes and arthropods. Fall or Spring. Prerequisites: BIOL 102 and 202.

**BIOL 333 Community Ecology** 3 credits

This course provides an introduction to the science of community ecology. The major processes that have created and are operating within communities will be explored, including species diversity, competition, predation, herbivory, evolution, food webs, island biogeography, ecological invasions, and succession. Students will explore the theories and experimental evidence of these processes and conduct ecology projects. Fall. Prerequisites: BIOL 102 and 202.

**BIOL 334 Advanced Evolutionary Biology** 3 credits

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

**BIOL 335 Advanced Genetics: Race & Racism** 3 credits

This course examines the issues of race and racism from a biological standpoint. Topics include: the genetic basis of human variation and the use of the variation to identify racial groups; the history of racial classification of humans; the eugenics movement and other applications of genetic theory to social issues; and the potential consequences of recent advances in molecular genetic testing for medicine and society. Prerequisites: BIOL 202.

**BIOL 337 Developmental Biology** 3 credits

A study of the principles and mechanisms that underlie the development of plants and animals, using approaches that integrate cell biology, genetics, molecular biology, and evolution. Spring. Prerequisite: BIOL 202.

**BIOL 337L Developmental Biology Lab** 1 credits

See BIOL 337. Taken concurrently with BIOL 337.

**BIOL 338 Histology** 3 credits

A study of the microscopic structure of animal (mostly mammalian) tissues and organs. Topics include: histology, cytology, and microscopic anatomy as exemplified in animal tissue. Material will emphasize the relationship between structure and function in tissues and organs. Fall. Prerequisite: BIOL 202.

**BIOL 338L Histology Lab** 2

Labs will combine the study of tissue structure using a collection of prepared slides, and the processing and sectioning of tissue samples. Lab assignments will include the production of personal digital atlases. Fall. Prerequisite: BIOL 202.

**BIOL 340 Field Botany** 4 credits

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

**BIOL 351 and 351L Advanced Cell Biology** 4 credits

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

**BIOL 357 Principles of Wildlife Management** 3 credits

The ecology, theory, methods, and philosophy of wildlife management emphasizing game, nongame, and endangered species. Students gain an understanding of the roles and responsibilities of various governmental agencies and nongovernmental organizations. Prerequisite: BIOL 101, BIOL 102, BIOL 201, and BIOL 202

**BIOL 360 Plant Biology** 3 credits

An exploration of the biology of vascular plants and their allies—the cyanobacteria, fungi, and bryophytes. A wide range of topics such as plant evolution, biogeography, ecology, medicinal botany and global warming are explored in lecture. Lab periods provide a focus on select lecture topics or field trips to explore our diverse native flora. Spring. Prerequisite: BIOL 202.

**BIOL 360L Plant Biology Lab** 1 credits

See BIOL 360. Taken concurrently with BIOL 360.

**BIOL 370 General Microbiology** 3 credits

A study of the fundamental factors involved in microbiology including basic microbial morphology, taxonomy, biochemistry, genetics, and culture techniques. Fall. Prerequisite: BIOL 202.

**BIOL 370L General Microbiology Lab** 1 credits

See BIOL 370. Taken concurrently with BIOL 370.

**BIOL 371 Vertebrate Biology** 3 credits

A study of the structure, function, diversity, evolution, and ecology of vertebrates. Prerequisite: BIOL 202.

**BIOL 371L. Vertebrate Biology Lab** 1 credits

See Biol 371. Taken concurrently with BIOL 371.

**BIOL 374 Immunology** 3 credits

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

**BIOL 375 Virology** 3 credits

Viruses provide us with a minimalist view of life processes, and yet they are a major force in the evolution of all organisms, and continue to have a significant impact on human health. Viral evolution, replication, virus-host interactions, epidemiology, and lateral gene transfer are among the topics explored.

**BIOL 399 Advanced Topics** 2

An introduction to the current reviews and research literature on specific biological topics. This course prepares students to study, analyze, and discuss the results of biological research. Selected topics are offered

each semester. May be repeated with departmental permission. Fall and Spring. Prerequisite: BIOL 202.

**BIOL 440 (CHEM 440) Biochemistry I** 3 credits

Lectures on the structure and function of the major classes of biomolecules (carbohydrates, proteins, and nucleic acids) will be followed by a discussion of primary carbohydrate metabolism. Fall. Prerequisites:

CHEM 331 and CHEM 240 or 310.

**BIOL 441 Comparative Physiology** 3 credits

A comparative study of the physiological mechanisms, processes and responses of invertebrate and vertebrate organisms. Physical, chemical and biochemical principles common to physiological systems, such as respiration, excretion, and metabolism, will be covered. Goals of the course are to reveal the mechanisms, adaptive significance, and evolution of physiological systems using a comparative approach. Fall. Prerequisite: BIOL 202.

**BIOL 441L Comparative Physiology Lab** 1 credits

See BIOL 441. Taken concurrently with BIOL 441.

**BIOL 443L (CHEM 443L) Biochemistry Laboratory I** 1 credits

An investigation of the techniques used to examine biomolecules and biochemical systems. Students perform integrated laboratory experiments in biochemistry. Spring. Prerequisite: BIOL 440 (CHEM 440).

**BIOL 445 (CHEM 445) Biochemistry II** 3 credits

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

**BIOL 456 and 456L Molecular Biology** 4 credits

This course provides essential background for understanding the application of recombinant DNA technology as applied in biological research and biotechnology. The construction, manipulation, and analysis of recombinant DNA molecules are the focus of the laboratory section.

Fall. Prerequisite: BIOL 202.

**BIOL 460 and 460L Plant Physiology** 4 credits

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

**BIOL 471 Wildlife Management** 4 credits

Introduces students to the questions, principles and tools used by resource managers in the Kenyan savanna ecosystem. Students will study habitat assessment, plant and animal identification, plant and animal associations and distributions, and other approaches to evaluating savanna ecosystems. School for Field Studies Program only. Prerequisites: BIOL 102 and 202.

## BIOLOGY

**BIOL 472 Wildlife Ecology** 4 credits

Presents students with the information and conceptual background necessary to understand the underlying ecological principles of the East African savanna ecosystem. Focus on the fundamental processes and relationships between the biotic and abiotic environment. School for Field Studies Program only. Prerequisites: BIOL 102 and 202.

**BIOL 473 Tropical Marine Ecology** 4 credits

Discusses the interactions that determine the distribution and abundance patterns of tropical marine organisms, with emphasis on the ecology of near-shore areas. Basic principles of ecology are integrated with physical, chemical and geological oceanography. School for Field Studies Program only. Prerequisites: BIOL 102 and 202.

**BIOL 474 Rainforest Ecology** 4 credits

Introduces the structure and function of tropical rainforests including the floral and faunal components. Ecological processes that maintain biodiversity and the evolutionary processes that generate it will be presented. School for Field Studies Program only. Prerequisites: BIOL 102 and 202.

**BIOL 475 Principles of Forest Ecology** 4 credits

Presents the ecological and analytical tools used in the management of terrestrial, living resources. Uses examples from the tropics to stress the theories and skills that provide the foundation for land management worldwide. School for Field Studies Program only. Prerequisites: BIOL 102 and 202.

**BIOL 476 Principles of Resource Management** 4 credits

Introduces practical tools used in addressing complex environmental problems including coastal zone planning, guidelines for ecologically sustainable development, environmental impact assessment, fisheries management techniques, and protected-area planning and management. School for Field Studies Program only. Prerequisites: BIOL 102 and 202

**BIOL 477 Coastal Ecology** 4 credits

Examines the ecological processes at the interface between land and sea in order to provide an understanding of how human perturbations can impact both marine and terrestrial systems. The watershed concept will be used to explore nutrient flow, energy cycling, erosion, coastal circulation productivity, and biotic interactions. School for Field Studies Program only. Prerequisites: BIOL 102 and 202.

**BIOL 484 Research Seminar** 1 credits

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

**BIOL 490 Directed Reading** 1 - 3 credits

Reading material will be selected by the student after consultation with a faculty member in the department. Course may be repeated to total not more than six credits. A maximum of six credits of any combination of BIOL 490, BIOL 496, and BIOL 498 can be applied to Biology electives. Fall and Spring. Prerequisites: BIOL 202 and permission.

**BIOL 496 Biological Research Techniques** 1 - 3 credits

An introduction to some of the experimental techniques used in biological research. Course content will vary by instructor. A maximum of six credits of any combination of BIOL 490, BIOL 496, and BIOL 498 can be applied to Biology electives. Fall and Spring. Prerequisites: BIOL 202 and permission.

**BIOL 498 Directed Research** 1 - 3 credits

This course provides the motivated student with the opportunity to conduct an independent research project under the direction of a Biology Department faculty member. A maximum of six credits of any combination of BIOL 490, BIOL 496, and BIOL 498 can be applied to Biology electives. Fall and Spring. Prerequisites: BIOL 202 and permission.

**BIOL 499 Comprehensive Exam** 1 credits

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

## CHEMISTRY

# Chemistry

Chairperson: Joanne Smieja

Dr. Scholl Distinguished Professor: D. McMinn Professors:

D. Cleary, D. Kelsh (Emeritus), D. McMinn, K.

Nakamaye, J. Smieja, D. Thompson (Emeritus)

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

The Department of Chemistry offers both the Bachelor of Science and the Bachelor of Arts degrees. The American Chemical Society has

approved the curriculum for the Bachelor of Science in Chemistry including a program with a biochemistry option. A Bachelor of Arts is offered for those students wishing a strong background in the field but with less specialization than the Bachelor of Science program. A minor in chemistry is also offered.

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

Gonzaga University does not offer a program in Chemical Engineering. Students interested in Chemical Engineering should consider combining a B.S. degree in Chemistry with supporting courses from the School of Engineering and an M.S. or Ph.D. degree in Chemical Engineering from another institution.

## B.S. Major in Chemistry: 61 Credits

### Lower Division Courses

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

### Upper Division Courses

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

## B.S. Major in Chemistry with Biochemistry Option: 74 Credits

### Lower Division Courses

CHEM 105 General Chemistry	3 credits
CHEM 105L General Chemistry Lab	1 credit
CHEM 206 Inorganic Chemistry	3 credits
CHEM 206L Inorganic Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	3 credits
CHEM 230L Organic Chemistry I Lab	1 credit
BIOL 101 Diversity of Life	3 credits
BIOL 101L Diversity of Live Laboratory	1 credit
BIOL 201 Cellular Biology	3 credits

BIOL 201L Cellular Biology Lab	1 credit
BIOL 202 Genetics and Evolution	3 credits
BIOL 202L Genetics and Evolution Lab	1 credit
MATH 157, 258, and 259	12 credits
PHYS 103, 103L	4 credits
PHYS 204, 204L	4 credits

#### Upper Division Courses

CHEM 310 & 310L Quantitative Analysis	4 credits
CHEM 320 Physical Chemistry I	3 credits
CHEM 321 Physical Chemistry II	3 credits
CHEM 331 Organic Chemistry II	3 credits
CHEM 331L Organic Chemistry Lab II	1 credit
CHEM 340 Unified Lab I	3 credits
CHEM 341 Unified Lab II	3 credits
CHEM 440 Biochemistry I	3 credits
CHEM 443 Biochemistry I Lab	1 credit
CHEM 445 Biochemistry II	3 credit
CHEM 471 Chemical Bibliography	1 credit
CHEM 485 Seminar	0 credit
CHEM 486 Seminar	0 credit
CHEM 498A & B Thesis	2 credits

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

#### Lower Division Courses

CHEM 105 (or 101) General Chemistry	3 credits
CHEM 105L (or 101L) Gen. Chemistry Lab	1 credit
CHEM 206 Inorganic Chemistry	3 credits
CHEM 206L Inorganic Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	3 credits
CHEM 230L Organic Chemistry Lab I	1 credit
MATH 157, 258	8 credits
Take one of the following two sets of courses:	
PHYS 101, 101L & 102, 102L	8 credits
or	
PHYS 103, 103L & 204, 204L	8 credits

#### Upper Division Courses

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

### Minor in Chemistry: 22-23 Credits

#### Lower Division Courses

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

#### Upper Division Courses

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

#### Lower Division Courses

<b>CHEM 101 General Chemistry</b>	3 credits
A systematic treatment of the fundamental laws and theories of chemistry and their applications. Three lectures per week. Taken concurrently with CHEM 101L.	
<b>CHEM 101L General Chemistry Laboratory</b>	1 credit
Taken concurrently with CHEM 101. One laboratory per week.	
<b>CHEM 105 General Chemistry</b>	3 credits
Similar to CHEM 101 but more rigorous. Designed for students with a good chemistry background, especially those exploring chemistry as a major. Three lectures per week. Taken concurrently with CHEM 105L. Fall. Prerequisite: high school chemistry	
<b>CHEM 105L General Chemistry Laboratory</b>	1 credit
Taken concurrently with CHEM 105. Emphasis on discovery approach. One laboratory per week. Fall.	
<b>CHEM 111 Chemistry in Context</b>	3 credits
A survey of chemical topics related to contemporary social issues. Specifically designed for the non science major. CHEM 111L optional. On sufficient demand.	
<b>CHEM 111L Chemistry in Context Laboratory</b>	1 credit
See CHEM 111 for description	
<b>CHEM 150 Science in the Media</b>	3 credits
Examines how scientific concepts make media topics understandable, pertinent, and interesting. Topics will be chosen from television, print, and radio. Some topics will be chosen by students. Emphasis on obtaining scientific information, dealing with conflicting expert advice, and risk assessment. 3 lectures per week. Taken concurrently with 150L. On sufficient demand.	
<b>CHEM 150L Science in the Media Laboratory</b>	1 credit
Through hands on activities and experiments, students will explore the concepts presented in CHEM 150. Taken concurrently with CHEM 150.	
<b>CHEM 160 Photographic Science</b>	3 credits
Scientific concepts related to photography. Light, optics, emulsions, and darkroom chemistry is presented as scientific material with practical applications in photography. Three lectures with one laboratory period per week. Taken concurrently with CHEM 160L. On sufficient demand.	
<b>CHEM 160L Photographic Science Laboratory</b>	1 credit
See CHEM 160 for description.	
<b>CHEM 170H Honors Chemistry and Laboratory</b>	4
Topics selected to highlight the role chemistry plays in modern society. Historical development of the basic laws and theories. Examination of the ethical dimension of scientific activity. Three lectures with one laboratory period per week. For non-science majors in the Honors Program. On sufficient demand. Prerequisite: Honors Program or permission.	
<b>CHEM 206 Inorganic Chemistry</b>	3 credits
Periodic trends including acid-base, solubility, redox, and radioactive properties of the elements. Emphasis on aqueous solutions and environmental applications. Taken concurrently with CHEM 206L. Fall. Prerequisite: CHEM 101 or 105.	
<b>CHEM 206L Inorganic Chemistry Laboratory</b>	1 credit
Preparation and analysis of inorganic compounds. Qualitative analysis of aqueous solutions. Taken concurrently with CHEM 206. Fall. Prerequisites: CHEM 105L or CHEM 101L.	
<b>CHEM 220 Survey of Organic Chemistry</b>	3 credits
A one-semester introduction to structure, nomenclature, properties, and reactions of the main functional groups of organic compounds. Taken	

concurrently with CHEM 230L. Spring Prerequisites: CHEM 101 or CHEM 105.

**CHEM 230 Organic Chemistry** 3 credits

Essential concepts in bonding and structure, acid-base chemistry, reactivity and synthesis of functional groups, nomenclature and mechanisms of fundamental organic reactions. Three lectures and one recitation per week. Taken concurrently with CHEM 230L. Spring. Prerequisites:

CHEM 101 or CHEM 105.

**CHEM 230L Organic Chemistry Laboratory I** 1 credit Preparation and analysis of representative organic compounds One laboratory per week. Taken concurrently with CHEM 230. Spring.

Prerequisites: CHEM 101 or CHEM 105

**CHEM 240 Introduction to Bioanalytical Chemistry** 3 credits

Topics include acid-base chemistry, spectrometry, chromatography, electrochemistry, chemical thermodynamics, and kinetics. Emphasis on biological applications. Three lectures per week. Taken concurrently with CHEM 240L. Spring. Prerequisites: CHEM 230

**CHEM 240L Introduction to Bioanalytical Chemistry Laboratory I** 1 credit Applications of selected analytical methods to biological problems. Three lectures per week. Taken concurrently with CHEM 240. Spring.

## CHEMISTRY

### Upper Division Courses

**CHEM 310 and 310L Quantitative Analysis** 4

Principles of chemical analysis by gravimetric, volumetric, electrometric, spectrometric, and chromatographic procedures. Laboratory experiments utilizing analytical instrumentation. Two

### CHEMISTRY

lectures per week. Two laboratories per week. Spring. Prerequisites: CHEM 230 and CHEM 206 or permission.

**CHEM 320 Physical Chemistry I** 3 credits

Discussion of the laws and theories of gases, liquids, and solids. chemical equilibrium and chemical thermodynamics. Three lectures per week. Fall. Prerequisites: MATH 258 and (PHYS 103 or PHYS 101) and CHEM 206

**CHEM 321 Physical Chemistry II** 3 credits

Continuation of CHEM 320. Introduction to quantum mechanics, structure of matter, kinetics, and electrochemistry. Three lectures per week. Spring. Prerequisite: CHEM 320 (minimum grade C-), MATH 259, and PHYS 204.

**CHEM 331 Organic Chemistry II** 3 credits

Continuation of CHEM 230. Three lectures per week. Taken concurrently with CHEM 331L. Fall. Prerequisite: CHEM 230 (minimum grade C-).

**CHEM 331L Organic Chemistry Laboratory II** 1 credit

Preparation and analysis of representative organic compounds One laboratory per week. Taken concurrently with CHEM 331. Fall. Prerequisite: CHEM 230L.

**CHEM 340 Unified Laboratory Session I** 3 credits

Integrated laboratory experiments for upper division chemistry majors. Instrumental analysis will be emphasized. Two laboratories per week. Fall. Prerequisite: CHEM 206, CHEM 331, CHEM 310, and CHEM 320 (completed or concurrent.).

**CHEM 341 Unified Laboratory II** 3 credits

Integrated laboratory experiments oriented toward physical chemistry methods. Two laboratories per week. Spring Prerequisite: CHEM 340 and CHEM 321 (completed or concurrent). Spring.

**CHEM 360 Introduction to Bioinformatics** 3 credits

An introduction to the methods and applications of bioinformatics. Participants will learn the basics of how the computer is used as an investigative tool by researchers in the biochemical and biomedical sciences. Approximately half the course will be devoted to methods for the viewing and analysis of protein structures. Summer via internet Prerequisites: CHEM 230 and CHEM 331 and BIOL 201

**CHEM 406 Advanced Inorganic Chemistry** 3 credits

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

**CHEM 420 Chemical Thermodynamics** 3 credits

Study of thermal properties from microscopic and statistical viewpoints. Topics include: probability distribution, entropy, density of states, blackbody radiation. On sufficient demand. Prerequisite: PHYS 204 and CHEM 321.

**CHEM 421 Advanced Physical Chemistry** 1 TO 3 credits

Material to be chosen from topics such as quantum chemistry, rate theory, surface chemistry, or electrochemistry. On Sufficient Demand.

Prerequisites: CHEM 321

**CHEM 430 Advanced Organic Chemistry** 1 TO 3 credits Selected topics in organic chemistry. Prerequisite: CHEM 331. On sufficient demand.

**CHEM 440 (BIOL 440) Biochemistry I** 3 credits

Lectures on the structure and function of the major classes of biomolecules (carbohydrates, lipids, proteins, and nucleic acids) with an emphasis on proteins and enzymology. The central metabolic pathways

of glycolysis, gluconeogenesis, and the citric acid cycle are discussed from a mechanistic, energetic and regulatory viewpoint.

**CHEM 443L (BIOL 443L) Biochemistry Laboratory I** 1 credit

An investigation of the techniques used to examine biomolecules and biological systems. Integrated laboratory experiments in biochemistry. Spring Prerequisite: CHEM 440 (BIOL 440).

**CHEM 445 (BIOL 445) Biochemistry II** 3 credits

Continuation of CHEM 440, including an examination of the primary processes of cellular energy production, oxidative phosphorylation and photosynthesis. The major metabolic pathways of carbohydrates, lipids, amino acids, and nucleotides are covered. Spring. Prerequisite: CHEM 440.

**CHEM 471 Chemical Bibliography** 1 credit

Survey of the chemical literature as background for the senior thesis or senior literature review. Scientific writing will be emphasized. Spring.

**CHEM 485 Seminar** 0 credits

Required of all fourth year chemistry majors. Prerequisite: fourth year standing. Fall.

**CHEM 486 Seminar** 0 credits

Continuation of CHEM 485. Spring. Prerequisites: CHEM 485

**CHEM 488 Senior Literature Review** 1 credit

Literature review of special chemical problem or topic under the direction of a faculty member. Prerequisites: CHEM 471

**CHEM 490 Directed Reading** 1 TO 3 credits

Material and credit to be arranged. Prerequisite: approval of chairperson.

**CHEM 498A Thesis** 1 credit

Investigation of special chemical problems and topics under the direction of a faculty member. Required of all B.S. majors. Fall. Prerequisite: CHEM 471 and fourth year standing.

**CHEM 498B Thesis** 1 credit

Continuation of CHEM 498A. Spring. Prerequisites: CHEM 498A

## CLASSICAL

## CIVILIAZATIONS

# CLASSICAL CIVILIZATIONS

Chairperson: Patrick J. Hartin  
Professor: F. Schlatter, S.J. (Emeritus)  
Instructor: K. Krall, S.J.

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

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

## **Major in Classical Civilizations:**

**35 credits to be distributed as follows.**

- (1) Two Language Courses (8 credits) Either LATN 101-102 or GREK 101-102
- (2) Two Classical courses (6 credits).  
CLAS 272 Topics in Classical Civilizations  
CLAS 375 Topics in Classical Civilizations
- (3) Six Elective courses (18 credits) Students may elect to emphasize in either Latin or Greco-Roman Civilization

### 3.1 Emphasis in Latin Language and Authors

LATN 201 Intermediate Latin  
LATN 202 Intermediate Latin  
LATN 301 Latin Authors  
LATN 302 Latin Authors  
LATN 303 Latin Authors  
LATN 304 Latin Authors

### 3.2 Concentration on Greco-Roman Civilization

One course must be selected from any four of the five following disciplinary areas.

This selection must also include one course in Greek culture and one course in Roman culture.

#### **Archaeology**

HIST 301 Ancient Cities  
HIST 315 Greek and Roman Archaeology

#### **Greek Language**

GREK 201 Intermediate Greek  
GREK 202 Intermediate Greek

#### **History**

HIST 303 Athens in the 5th Century  
HIST 304 Alexander the Great and the Hellenistic World

(4) Senior Thesis (3 credits) **B. A. Minor**

## **in Classical Civilizations:**

**23 credits to be distributed as follows.**

- (1) Two Language Courses (8 credits). Either LATN 101-102 or GREK 101-102
- (2) Two Classical courses (6 credits).  
CLAS 272 Topics in Classical Civilizations  
CLAS 375 Topics in Classical Civilizations
- (3) Three Electives (9 credits)  
Selected from any of the following five disciplinary perspectives:

#### **Latin Language**

LATN 201 Intermediate Latin  
LATN 202 Intermediate Latin

#### **Greek Language**

GREK 201 Intermediate Greek  
GREK 202 Intermediate Greek

#### **Archaeology**

HIST 301 Ancient Cities  
HIST 315 Greek and Roman Archaeology

#### **History**

HIST 303 Athens in the 5th Century  
HIST 304 Alexander the Great and the Hellenistic World  
HIST 311 Roman Republic  
HIST 312 Roman Empire

#### **Philosophy**

PHIL 401 History of Ancient Philosophy  
PHIL 406 Philosophy of St. Augustine

#### **Religious Studies**

RELI 419 Christians, Romans and Jews  
RELI 446 Christianity in the Roman Empire

## **Lower Division Classical Civilizations**

### **Course in English**

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

## **Upper Division Classical Civilizations**

### **Course in English**

**CLAS 375 Topics in Classical Civilizations** 3 credits  
A course offering the student an opportunity to study literature of the Classical world in translation. Offered annually.

**CLAS 499 Senior Thesis** 3 credits  
Required for majors in Classical Civilizations in their fourth year. Prerequisite: permission.

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## **CLASSICAL CIVILIZATIONS**

HIST 311 Roman Republic  
HIST 312 Roman Empire

#### **Philosophy**

PHIL 401 History of Ancient Philosophy  
PHIL 406 Philosophy of St. Augustine

#### **Religious Studies**

RELI 419 Christians, Romans and Jews  
RELI 446 Christianity in the Roman Empire

## **Lower Division Language Courses**

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

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

**LATN 201 Intermediate Latin I** 3 credits  
Continuation of LATN 101 and 102: review of forms

and syntax; composition, and readings. Prerequisite: LATN 102 or equivalent. Fall

**LATN 202 Intermediate Latin II** 3 credits

Continuation of LATN 201. Prerequisite: LATN 201. Spring.

**GREK 101 Elementary Greek I** 4 credits

A beginner's course: grammar, composition, and easy prose selections.

Fall

**GREK 102 Elementary Greek II** 4 credits

Continuation of GREK 101. Prerequisite: GREK 101. Spring.

**GREK 201 Intermediate Greek I** 3 credits

Continuation of GREK 102: review of forms, syntax, readings.

Prerequisite: GREK 102 or equivalent. Fall

**GREK 202 Intermediate Greek II** 3 credits

Continuation of GREK 201; readings. Prerequisite: GREK 201 or equivalent. Spring .

## Upper Division Latin Courses

**LATN 301-304 Latin Authors** 3 credits each

Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.

Lambda Pi Eta is the

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

# Communication Arts

Chairperson: Thomas A. Miller

Professors: J. S. Caputo, H. Hazel

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

C. McMahon, T. Miller, T. Osborne

Assistant Professors: K. Bradshaw, S. English, D. Garrity,

M. Hazel

Instructors: E. Dorsey, G. Frappier

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

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

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

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

**COMMUNICATION ARTS** Russell Theatre, along with a computer lab for research on the Internet, graphic design or editing copy.

## Communication Arts Department Core:

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

COMM 101 Mass Communication (except Theatre)

COMM 499 Senior Seminar

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

## APPLIED COMMUNICATION STUDIES

Director: H. Hazel

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

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

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

**B.A. Major in Applied Communication Studies: 37 credits****Lower Division Course**

COMM 101 Mass Communication 3 credits

**Upper Division Courses**

COMM 305 Communication Theory &amp; Research 3 credits

COMM 375 Comm. Training &amp; Consulting 3 credits

COMM 418 Intercultural and International Communication\*  
3 credits

COMM 475 Organizational Communication 3 credits

SPCO 321 Advanced Public Speaking 3 credits

SPCO 356 Persuasion 3 credits

SPCO 400 Nonverbal Communication 3 credits SPCO 401  
Communication and Leadership 3 credits SPCO 453  
Interpersonal and Small

Group Communication 3 credits

SPCO 457 Communication Criticism 3 credits

SPCO 497 Internship\*\* 2 credits

SPCO 498 Senior Communication Colloquium  
and COMM 499 Senior Seminar 2 credits\*This course meets the College of Arts and Sciences Diversity  
Requirement\*\*Students who wish to go on to graduate school may substitute  
for this course in consultation with their advisor.**Minor in Applied Communication Studies: 21 Credits****Lower Division Course**

COMM 101 Mass Communication 3 credits

**Upper Division Courses**

COMM 305 Communication Theory &amp; Research 3 credits

COMM 375 Comm. Training &amp; Consulting 3 credits

COMM 475 Organizational Communication 3 credits

SPCO 401 Communication and Leadership 3 credits

Two of the following three courses 6 credits

COMM 418 Intercultural and International Communication

SPCO 321 Advanced Public Speaking

SPCO 453 Interpersonal and Small Group Communication

**BROADCAST AND ELECTRONIC MEDIA STUDIES**

Director: Dan Garrity

The major in Broadcast and Electronic Media Studies prepares students for careers in radio, television and related communications fields in addition to providing a foundation for graduate work in the same areas. Students gain a theoretical appreciation of mass media, but are then challenged to apply their knowledge in live, original productions on KAGU radio and GUTV, the Broadcast program's television station. Majors are provided state-of-the-art non-linear technology with which to create programming, and brand new studios in which to perform. Broadcast and Electronic Media graduates are taught the ultimate goal of the program is for them to make a positive difference in the world with their newfound talents.

**B.A. Major in Broadcast and Electronic Media Studies: 37 Credits****Lower Division Courses**

COMM 101 Mass Communication 3 credits

BRCO 203 Fundamentals of TV Production 3 credits

BRCO 204 Fundamentals of Audio Production 3 credits

**Upper Division Courses**

COMM 364 Mass Media Law 3 credits

BRCO 303 Intermediate TV Production 3 credits

BRCO 370 Broadcast Journalism 3 credits

BRCO 469 Advanced TV Production 3 credits

BRCO 470 Broadcast Leadership 3 credits

BRCO 481 TV &amp; Social Justice 3 credits

BRCO, COMM, JOUR, PRLS or THEA Electives 9 credits

BRCO 499 Comprehensive Exam and

COMM 499 Senior Seminar 1 credit

**Minor in Broadcast Studies: 21 Credits****Lower Division Courses**

COMM 101 Mass Communication 3 credits

BRCO 203 Fundamental TV Production 3 credits

**Upper Division Courses**

BRCO 303 Intermediate TV Production 3 credits

BRCO 304-494 Electives 12 credits

**JOURNALISM**

Director: T. Miller

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

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

Most journalism students contribute to the Bulletin, the University's student-produced weekly newspaper. But credits for Journalism 220 and 230 may also be given for work on other publications, or under certain circumstances even in other media. Those meeting the prerequisites are encouraged to complete an internship. Students are encouraged but not required to complete minors in other departments.

**B.A. Major in Journalism: 36 Credits****Lower Division Courses**

COMM 101 Mass Communication 3 credits

COMM 202 &amp; 202L Principles of Photo Art 3 credits

JOUR 110 Journalistic Writing 3 credits

JOUR 210 News Reporting and Writing 3 credits

JOUR 220 Practical Newspaper Reporting 1 credit

JOUR 230 Newspaper Editing and Production 1 credit

JOUR 280 News Editing and Layout 3 credits

**Upper Division Courses**

## 54 COMMUNICATION ARTS

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

### Minor In Journalism: 25 Credits

#### Lower Division Courses

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

#### Upper Division Courses

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

## PUBLIC RELATIONS

Director: E. Dorsey

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

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

### B.A. Major in Public Relations: 38-39 credits

#### Lower Division Courses

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

#### Upper Division Courses

COMM 305 Comm. Theory & Research	3 credits
PRLS 305 Writing for Public Relations	3 credits
COMM 364 Mass Media Law	3 credits
One of the following three courses	3 credits
COMM 375 Communication Training and Consulting	
COMM 418 Intercultural & International Comm.	
COMM 475 Organizational Communication	

PRLS 367 Public Relations Planning and Case Review	3 credits
PRLS 467 Public Relations Campaign	3 credits
SPCO 321 Advanced Public Speaking	3 credits
One of the following two courses	3 credits
SPCO 356 Persuasion	
SPCO 457 Communication Criticism	
PRLS 497 Internship in Public Relations*	2-3 credits
PRLS 498 Senior Communication Colloquium and COMM 499 Senior Seminar	2 credits
PRLS 499 Professional Development Seminar	1 credit

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

\*\*For students planning on graduate school, COMM 306, Research Methods, is recommended. It may substitute for any non-PRLS upper-division requirement except COMM 305 or COMM 364.

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

### Minor in Public Relations: 24 credits

#### Lower Division Courses

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

#### Upper Division Courses

COMM 305 Comm. Theory & Research	3 credits
PRLS 305 Writing for Public Relations	3 credits
SPCO 356 Persuasion	3 credits
PRLS 367 Public Relations Planning and Case Review	3 credits
PRLS 467 Public Relations Campaign	3 credits

### Minor in Advertising: 27 credits

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

#### Marketing Courses

MKTG 310 Principles of Marketing	3 credits
MKTG 315 Consumer Behavior	3 credits
MKTG 330 Marketing Research	3 credits
MKTG 335 Marketing Communications	3 credits
MKTG 342 Graphic Design	3 credits
MKTG 411 Advertising	3 credits

#### Communication Arts Courses

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

**THEATRE ARTS**

Director: J. Hofland

**Mission Statement**

The Theatre Arts program at Gonzaga University is committed to training and developing artists who confront the important issues of our lives through their engagement with the art forms of live theatre.

Gonzaga Theatre Arts provides disciplined training in both performance and technical theatre.

Students actively study and critically reflect on a broad range of literature, theatrical forms, and techniques in order to promote an active engagement with the foundations of our culture and to promote the formation of a character that reflects the faith and justice mission of Gonzaga University.

The intended outcome of this study and reflection is to provide service to our audience and the broader community and to promote the search for social justice.

Our purpose is to serve young artists hoping to apply disciplined training and thoughtful work to a search for justice and the greater good of those around them.

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

THEA 100 Introduction to Theatre Arts	3 credits
THEA 111 Acting I	3 credits
THEA 132 Stagecraft	4 credits
THEA 134 Costume Construction	3 credits
Minimum of two credit from the following ten courses:	2 credits
THEA 120 Movement for the Performer	(3 credits)
THEA 124 Ballet I	(1 credit)
THEA 125 Jazz Dance I	(1 credit)
THEA 224 Modern Dance	(1 credit)
THEA 225 Sacred Dance	(1 credit)
THEA 230 Topics in Dance	(1-2 credits)
THEA 320 Ballet II	(2 credits)
THEA 321 Jazz Dance II	(2 credits)
THEA 322 Musical Theatre Dance	(2 credits)
THEA 323 Tap Dance	(2 credits)
THEA 212 Acting II - Characterization	3 credits
THEA 235 Theatre Graphics	3 credits
THEA 253 Directing I	3 credits
Two credits of the following: (repeated) THEA 260 Technical Theatre	2 credits
Two credits of the following: (repeated) THEA 261 Performance Theatre Lab	2 credits

**Upper Division Courses**

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

COMM 499 Senior Seminar

1 credit

**Theatre Electives:**

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

**Minor in Theatre Arts: 16-17 credits****Lower Division Courses**

THEA 111 Acting I	3 credits
One of the following:	3-4 credits
THEA 132 Stagecraft	4 credits
THEA 134 Costume Construction	3 credits
THEA 235 Theatre Graphics	3 credits
THEA 261 Performance Theatre Lab	1 credit

**Upper Division Courses**

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

**Minor in Dance: 22-23 credits****Lower Division**

THEA 120 Movement for the Performer	3 credits
THEA 124 Ballet I	1 credit
THEA 125 Jazz Dance I	1 credit
One of the following:	1-2 credits
THEA 224 Modern Dance	
THEA 225 Sacred Dance	
THEA 230 Topics in Dance	
One of the following:	3 credits
EDPE 190 Foundations of Health, Sport, and Physical Education	
EDPE 222 Health and Human Movement	
EDPE 224 Nutrition for Health and Fitness	
Two of the following:	2 credits
EDPE 101 Tai Chi	
EDPE 115 Aerobics	
EDPE 117 Beginning Social Dance	
EDPE 118 Intermediate Social Dance	
EDPE 124 Beginning Fencing	
EDPE 157 Yoga	
EDPE 158 Fitness and Conditioning	
EDPE 170 Ice Skating	
EDPE 180 Advanced Social Dance	

**Upper Division**

Two of the following:	4 credits
THEA 320 Ballet II	
THEA 321 Jazz Dance II	
THEA 322 Musical Theatre Dance	
THEA 323 Tap Dance	
THEA 495 Dance History and Choreography	3 credits
THEA 496A Strategies for Dance Instruction I	3 credits

THEA 496B Strategies for Dance Instruction II 1 credit

**Applied Communication Studies****Lower Division Courses****SPCO 101 Intro to Speech Communication** 2 credits

Basic principles of speech communication for public address, small group, and interpersonal communication settings. Emphasis on oral communication proficiency. Fall and Spring.

**SPCO 201 Bas Principles Speech Commun** 2 credits

Designed for non-freshmen who need to complete the speech communication requirement. May not be taken in addition to SPCO 101. Fall, Spring, and Summer. Prerequisite: second year or transfer student.

**SPCO 226 Oral Interpretation** 3 credits Analysis and oral reading of prose, poetry, and drama with interpretive and dramatic emphasis. Spring, odd years. Prerequisite: SPCO 101 or permission.**SPCO 270H Honors Rhetoric** 3 credits The principles and historical development of rhetoric from classical to contemporary speeches. Speeches by students will demonstrate their grasp of rhetoric. On sufficient demand. Prerequisite: Honors Program.**Upper Division Courses****SPCO 321 Advanced Public Speaking** 3 credits

A concentration on various forms of public address. Frequent speeches given before the class. Fall and Spring. Prerequisites: SPCO 101 and third year standing or permission.

**SPCO 331 Principles of Debate** 3 credits

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

**SPCO 341 Argumentation And Debate** 3 credits

Advanced theory and practice of debate principles. Intended for debate team members only. Spring. Prerequisite: SPCO 331 and permission.

**SPCO 342 Debate Participation** 1 credit

Participation on University debate teams. Prerequisites: SPCO 331

**SPCO 356 Persuasion** 3 credits

Theory and practice of effective persuasive techniques. Fall, Spring, &amp; Summer. Prerequisite: SPCO 101 or permission.

**SPCO 400 Nonverbal Communication** 3 credits

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

**SPCO 401 Communication & Leadership** 3 credits

A study of the link between communication and leadership. Includes an examination of leadership styles, theories, and research. Emphasis is placed on ways leaders use power, manage diversity, influence followers and solve group problems. Fall or Spring. Prerequisites: SPCO 101 or SPCO 201, third year standing or permission.

**SPCO 453 Interpersonal and Sml Grp Comm** 3 credits

Study of interpersonal and small group communication behaviors, research and theory. Practice and application of theory. Spring. Prerequisite: SPCO 101, third year standing or permission.

**SPCO 457 Communication Criticism** 3 credits

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

**SPCO 481 Seminar** 1 TO 3 credits

Special topics with credit to be arranged. . On sufficient demand. Prerequisite: fourth year standing or permission

**SPCO 482-484 Advanced Seminars** 1 TO 3 credits

Special arranged topics with credits to be arranged. On Sufficient demand. Prerequisite: fourth year SPCO majors or permission.

**SPCO 491 Directed Study** 1 TO 3 credits

Special topics and reading; credit by arrangement with the instructor. Fall, Spring, and Summer. Prerequisite: fourth year SPCO majors and permission.

**SPCO 497 Internship** 1 TO 3 credits

Professional work experience in speech communication related fields. Fall, Spring, and Summer. Prerequisite: fourth year standing, 3.0 cumulative GPA, and permission.

**SPCO 498 Sr Communication Colloquium** 2 credits

The colloquium is designed to assist students' ability to articulate the substance of their major as well as develop a philosophy of communication. In this sense, the colloquium will be a capstone on their education here at Gonzaga University. The course will include weekly seminars, a written project and the development of a portfolio including a resume, writing samples and other completed work, and a philosophical statement of communication. Required of all public relations and speech communication majors in their fourth year. This course must be taken in conjunction with Senior Seminar COMM 499. Spring. Prerequisite: permission.

**Broadcast and Electronic Media Studies Lower Division Courses****BRCO 203 Fund of Television Production** 3 credits

A practicum dealing with the technical aspects of television production along with creative generation of live, original programs. Students learn the basics of how television signals are created and transported, then demonstrate proficiency in all crew areas concerned with live productions. In addition, this course provides them a much greater sense of media literacy as it applies to mainstream messages in the media today. BRCO 203 will give the students the basic technical competence required for BRCO 303. Fall and Spring. Prerequisite: COMM 101

**BRCO 203L Fund Of TV Production Lab** 0 credits  
See BRCO 203.**BRCO 204 Fund Of Audio Production** 3 credits

A practicum dealing with the technical aspects of radio management, programming, and production. Emphasis will be placed on the mastering of all operational procedures. This course is a prerequisite for all participants in KAGU, Gonzaga's FM radio station. Fall and Spring. Prerequisite: Permission.

**BRCO 204L(MUSC 204L) Fund Of Audio Production Lab** 0 credits  
See BRCO 204**Upper Division Courses****BRCO 303 Intermediate Television Production** 3 credits

An application of the technical and aesthetic aspects of electronic news gathering and production. The class provides experience as camera operators, video tape editors, writers, and performers. Students are required to achieve a basic level of competency with analog and digital cameras, and become proficient in non-linear editing techniques. Fall and Spring. Prerequisite: BRCO 203.

**BRCO 303L Intermediate TV Production Lab** 0 credits  
See BRCO 303. Prerequisites: BRCO 203**BRCO 307 Writing with Sights & Sounds** 3 credits

A class designed to develop creative writing skills for the purpose of telling stories with the languages of aural and visual media. Traditional media of radio and television are the foundations, but new forms of internet communications will be studied. Prerequisites: BRCO 303

**BRCO 370 Broadcast Journalism** 3 credits

Planning, reporting, and practice in gathering and covering news for radio and television. As resources allow, depth reporting and documentaries. Prerequisites: BRCO 303

**BRCO 370L Broadcast Journalism Lab** 0 Prerequisite: BRCO 303**BRCO 469 Adv Television Production and Programming** 1-9 credits  
Organization, preparation, and production of student-generated programs for telecast on live television (GUTV, channel 15). Students generate a

- news magazine show, a talk show, and a comedy show, and are responsible for every aspect of each production. Fall and Spring.  
Prerequisites: COMM 101, BRCO 203, BRCO 303, or permission.
- BRCO 469L Adv TV Production & Prog Lab** 0 credits  
Prerequisite Course or Permission Prerequisite: BRCO 303
- BRCO 470 Broadcast Leadership** 3 credits  
Study the inner workings of various media leadership and management. Students will be exposed to day-to-day media leadership and management situations which deal with day-to-day decision making, staffing, departmental structures, human resources, accountability, research and strategic planning. Prerequisites: (COMM 101 and BRCO 203) or (BRCO 204 and BRCO 303)
- BRCO 481 Television and Social Justice** 3 credits  
Examines the application of this powerful medium toward improving the human condition. Students study examples of this concept in today's media, then use their own analytical and production skills to improve the condition locally. Spring. Prerequisite: fourth year standing, Broadcast Studies majors only, and permission.
- BRCO 482 Remote Video Production** 3-6  
Provides advanced experience in scripting, producing, directing, and editing televised field events. Examples include basketball and baseball games, along with theatre productions. May be repeated for a total of not more than 6 credits. Spring Prerequisite: BRCO 303
- BRCO 483 Advanced Non-Linear Editing** 3-6  
Students are introduced to state-of-the-art digital editing and learn how the technology fits in to the industry today.
- BRCO 484 Seminar in Live Television** 3-6  
Allows students considering a career in live TV to specialize in roles of anchor, reporter, producer, or director. Prerequisite: BRCO 469
- BRCO 484L Seminar Lab** 0 credits  
See BRCO 484
- BRCO 485 Seminar in Broadcasting** 3 credits  
May be repeated for a total of not more than 6 credits. Prerequisite: fourth year standing, Broadcast Studies majors only, and permission. Fall and Spring.
- BRCO 486 Applied Radio Production** 3 credits  
Students work with the latest audio production technologies to examine the current state of the radio industry and to participate in creation of actual radio programming on KAGU. Prerequisite: BRCO 204
- BRCO 486L Applied Radio Lab** 0 credits  
See BRCO 486
- BRCO 491-494 Directed Studies And Projects** 1 TO 6 credits  
May be repeated for a total of not more than 6 credits. Prerequisite: fourth year standing, Broadcast Studies majors only, and permission. Fall and Spring.

**BRCO 497 Broadcast Internship** 0 TO 12 credits

Application of the Broadcast curriculum in the controlled environment of a commercial or public radio or television facility. Prerequisite: third year standing, completed major 3.0 cumulative G.P.A., and permission. Fall, Spring, and Summer.

**BRCO 499 Comprehensive Examination** 1 credit

Students must register during regular registration for comps. Course must be taken with COMM 499.

## Communication Lower Division Courses

**COMM 101 Intro to Mass Communication** 3 credits

An overview of mass media processes in America; economic, technological, and ideological issues in contemporary systems. Current problems and criticism. Required first course for all Communication Arts majors except Theatre. Fall and Spring.

**COMM 202 & 202L Principles of Photographic Art** 3 credits

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

## Upper Division Courses

**COMM 302 Adv Printing & Alt Processes** 3 credits

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

Prerequisite: COMM 202

**COMM 305 Communication Theory & Research** 3 credits

This course examines various "ways of knowing" about communication. The course will consist of a review and criticism of the major approaches to communication research and the major theories that have been devised by scholars to explain and predict the processes and effects of human communication. Fall, Spring, and Summer. Prerequisite: third year standing.

**COMM 306 Communication Research Methods** 3 credits

Qualitative and quantitative research methodology, strategic planning, research design, population sampling, polling and survey strategies, data gathering, analysis, interpretation and reporting, scientific public relations program management. Spring. Prerequisites: COMM 305 and third year standing.

**COMM 320 Communication Tech And Society** 3 credits

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

**COMM 364 Mass Media Law** 3 credits

A study of major facets of mass communications law and their effects upon both print and broadcast media. Fall and Spring. Prerequisites: COMM 101 and third year standing or permission.

**COMM 375 Communication Training and Consulting** 3 credits

This course explores the unique application of communication theory and skills to help design effective consultant/ trainer programs. By

3 credits

focusing on non-traditional instructional settings, the class will prepare students to develop a plan for assessing, designing, delivering and evaluating communication consultation and/or training for an organization.

Fall and Spring. Prerequisite: third year standing or permission.

**COMM 390 Seminar-Media Criticism** 3 credits

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

**COMM 418 Intercultural & Intern'l Comm**

Identification and analysis of processes and problems of communication as affected by national cultures. Effects of differences in attitudes, social organization, role expectations, language and non-verbal behavior- all of which are interrelated. Principles of communication theory as they apply to the intercultural context will be studied. Prerequisite: second year standing and permission. Spring. Prerequisite: second year standing.

**COMM 471 (ENGL 394) Literature And Film** 3 credits

The relationship between literature and film, with discussion centering on means of production, finished product, and audience/media relationship and expectations. Students will be asked to write a shooting script and (since basic methods of film production will be explored) those who wish to do so will be encouraged to make a film. Basic equipment will be available. Summer Prerequisite: ENGL 101.

**COMM 475 Organizational Communication** 3 credits

Study of research findings, theories, and models of communication in organizations; examination of the impact of organizational culture and structure on the communication process, including factors maximizing effective communication and overcoming communication barriers. Fall and Spring. Prerequisite: third year standing or permission.

**COMM 480 Themes In Communication Studies** 3 credits

The specific theme of the course varies each semester, but bridges the several perspectives represented by the five programs within Communication Arts. Themes presented may include: Distortion (Propaganda, Deception, and Lies), Communication & Social Change (Campaigns, Crusades, and Agi- Props), Communication & Criticism, Ethical Issues in Communication, Media Effects, Intercultural Communication, Communication and Technology, Ways of Seeing, Semiotics and Communication, Philosophy of Language, Virtual Realities, Audience & Self. Prerequisite: third year standing. Course may be repeated. On Sufficient Demand. Prerequisites: SPCO 101 and COMM 101

**COMM 490-494 Dir Study in Communication** 0 TO 10 credits

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

**COMM 499 Senior Seminar** 0 credits The senior seminar is designed to assist student's ability to articulate the substance of their major as well as develop a philosophy of communication. In this sense, the seminar will be a capstone on their education here at Gonzaga University.

Comprehensive exams are arranged by Program Directors. The seminar will include majors throughout the Communication Arts Department and may include guest speakers, a written project or performance, the development of a portfolio including a resume, writing samples and other completed work, and a philosophical statement of communication. This course must be taken concurrently with BRCO 499, JOUR 499, PRLS 498, SPCO 498 or THEA 499. Spring

## Journalism Lower

### Division Courses

**JOUR 110 Intro to Journalistic Writing** 3 credits

An overview of writing for the mass media. Introduces students to newspaper, broadcast journalism, and public relations writing. Fall, Spring and Summer.

**JOUR 110L Journalistic Writing Lab** 0 credits see JOUR 110.

**JOUR 210 News Reporting And Writing** 3 credits

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

**JOUR 220 Pract Newspaper Reporting** 1 credit

Under the direction of the newspaper adviser and editors, students seek news, write opinion and take photographs for the campus newspaper, The Bulletin, or possibly for other publications. Fall and Spring. Prerequisite: permission. May be repeated once..

**JOUR 230 Newspaper Editing & Production** 1 credit

Under the direction of the newspaper adviser and editors, students help produce the campus newspaper, The Bulletin. Fall and Spring. Prerequisite: permission. May be repeated once.

**JOUR 280 News Editing and Layout** 3 credits

Designing the newspaper page, writing headlines, and editing copy in a newsroom lab. Pagination skills taught. Attention also to news values and principles. Fall. Prerequisite: COMM 101, JOUR 110.

**Upper Division Courses****JOUR 302 Principles Of Photojournalism** 3 credits

Fundamental concepts and methods of photojournalism with an emphasis on the use of the camera as a reporter. Two hour lecture per week.

Laboratory as arranged with the instructor. Lab Fee. Spring.

Prerequisite: COMM 202 or permission.

**JOUR 310 Public Affairs Reporting** 3 credits

Reporting municipal, county, state, and federal affairs. Open meeting, shield, and disclosure laws. The judicial process and court reporting. Spring. Prerequisite: JOUR 210.

**JOUR 341 News Seminar** 3 credits

Examines the organizational, cultural, technological, and ideological nature of news. Attention is given to theories of the press, the construction of news, news as a form of knowledge, and the broader social implications of news organizations and practices. Spring. Prerequisite:

COMM 101 and third year standing, or permission.

**JOUR 353 History of Journalism** 3 credits

The historical development of the press and journalistic practices in America. The focus is the development of journalistic values such as objectivity, accuracy, balance and legal and ethical issues such as free speech and access. Spring. Prerequisite: Third-year standing or permission.

**JOUR 410 Specialized Reporting** 3 credits

Topics vary, and may include reporting on religion, science and medicine, sports, business, education, environment, entertainment, and the arts. On sufficient demand. Prerequisite: JOUR 210 or permission.

**JOUR 420 Literary Journalism** 3 credits

The course focuses on writing longer forms of journalism. Content includes a look at the traditions of literary journalism in America, memoir-style nonfiction and using fiction techniques in nonfiction stories. Writing topics are individualized. Fall. Prerequisite: JOUR 210 or permission.

**JOUR 482 Seminar: Media Criticism** 3 credits

A study of all forms of media and development of critical writing skills. Students will look at, and discuss, the way the media work and, more important, don't work. Emphasis is placed on discussion. On sufficient demand.

**JOUR 485 Seminar: Journalism Ethics** 3 credits

Journalistic ethical issues ranging from fairness, balance and conflicts of interest to sensationalism will be discussed in depth. Course content includes an overview of ethical models. Fall.

**JOUR 490-494 Directed Study-Special Project** 1 TO 3 credits

Tutorial study and special projects. Limit 6 credits. Fall and Spring. Prerequisite: permission.

**JOUR 497 Internships** 3 credits

Professional work experience in journalism. Opportunities include metropolitan dailies, suburban dailies, weeklies, and magazines. Fall, Spring and Summer. Prerequisites: 3.0 University cumulative grade point average, and permission of the Journalism Faculty.

**JOUR 499 Comprehensive Exam** 1 credit

This course must be taken in conjunction with Senior Seminar COMM 499. Spring. Prerequisite: Fourth year standing.

**Public Relations****Lower Division Course****PRLS 267 Principles of Public Relations** 3 credits

History of public relations, communications theories applicable to strategic communication, law and ethics for public relations practitioners, crisis management, dynamics of public opinion, establishment of media relations, survey of practice and techniques. Fall and Spring. Prerequisites: COMM 101.

**Upper Division Courses****PRLS 305 Writing for Public Relations** 3 credits

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

**PRLS 367 Public Relations Planning and Case Review** Strategic planning principles for campaigns and program implementation, crisis planning and communications; issue management, integrated marketing, communications and case study reviews. Fall and Spring. Prerequisites: third year standing, COMM 101, JOUR 110, PRLS 267 & PRLS 305.

**PRLS 467 Public Relations Campaign** 3 credits

Emphasis on group work on behalf of a local client based on current theories of organizational communication. Students will engage in research elements such as focus groups and surveys, public relations tactics and strategies, and completion of a campaign plan. Students formally present comprehensive findings and proposals to the client. Fall, Spring, and Summer. Prerequisites: fourth year standing, COMM 101, JOUR 110, PRLS 267, PRLS 305 and PRLS 367.

**PRLS 490 Directed Study** 1 TO 3 credits

Directed Study requires completion of a form, and Dept. permission and cannot be registered for via Zagweb. Prerequisites: SPCO 101 and COMM 101 and PRLS 267

**PRLS 497 Internship In Public Relations** 2-3 credits

Professional work experience in public relations. Requires employer contract with individual learning objectives, response papers, supervisor evaluation, and portfolio development. Fall, Spring, and Summer. Prerequisites: third year standing, COMM 101, JOUR 110, PRLS 267, PRLS 305 and PRLS 367.

**PRLS 498 Sr Communication Colloquium** 2 credits

Completion of a final public relations thesis or final project. Included is the analysis and investigation of trends, principles, policies and ethics of current public relations practices, with an emphasis on the issues facing the profession. Students can choose between a final research thesis or final public relations project.

This course must be taken in conjunction with Senior Seminar COMM 499. Spring. Prerequisites: fourth year standing, COMM 101, JOUR 110, PRLS 267, PRLS 305, PRLS 367 and COMM 305.

**PRLS 499 Professional Development Seminar** 1 credit

Provides students with opportunities and skills needed to create and implement exit strategies for graduate work or job placement. Key elements include portfolio design, interview strategies and position search. Spring. Prerequisites: fourth year standing, COMM 101, JOUR 110, PRLS 267, PRLS 305, and PRLS 367.

## Theatre Lower Division

### Courses

#### THEA 100 Introduction to Theatre Arts 3 credit

An introductory survey of the history and literature of the theatre, the aesthetics of theatre, and the various areas of theatrical production. Fall and Spring.

#### THEA 111 Acting I 3 credits

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

#### THEA 120 Movement for the Performer 3 credits

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

**THEA 124 Ballet I** 1 credit Beginning instruction in classical ballet includes barre and center exercises designed to develop coordination, balance and strength for dance and fitness. Fall.

#### THEA 125 Jazz Dance I 1 credits

This beginning course in Jazz will empower the students to see their strengths in expressing themselves through dance. The course will focus not only on technique, vocabulary, stretching and strengthening, but on stringing movements together through choreography. Fall.

**THEA 132 Stagecraft** 4 credits The theory and practice of the construction and painting of scenery and props, the fundamentals of stage lighting, and the organization of technical work in the theatre. Includes a lab component. Fall.

#### THEA 134 Costume Construction 3 credits

An introduction to sewing and to the history and theory of costume construction. Fall and Spring.

#### THEA 212 Acting II, Characterization 3 credits

This course will extend the basic concepts of Acting I, and expand on them. While continuing to incorporate the elements of Stanislavski's system through self-directed scene work, this class provides further emphasis on specific acting techniques in voice and movement, and introduces verse and classical speech. Includes a lab component. Spring. Prerequisite: THEA 111 or permission of instructor.

#### THEA 224 Modern Dance 1 credit

Analysis and theory of Modern Dance with an emphasis on basic technique and movement exploration. Includes a study of the evolution of Modern Dance and its past and present pioneers. Fall, odd years.

#### THEA 225 Sacred Dance 1 credit

Introduction to dance as a means of expressing and celebrating the spirit in a worship setting. Includes a study of the Liturgical Dance Movement and how it is currently used in religious venues. Fall, even years.

#### THEA 230 Topics in Dance 1-2

Selected lower-division topics in dance. Periodic Offering.

#### THEA 235 Theatre Graphics 3 credits

An introduction to the following kinds of graphics for the theatre: drawing, computer aided drafting, painting, rendering, and model building.

Spring, even years.

#### THEA 240 Creative Dramatics 3 credits

An Introduction to improvisational, non-exhibitional, process-centered drama intended for use by teachers and leaders of children's and youth groups as a method of teaching oral and written language skills, socialization skills, problem solving skills, and as an introduction to the art of theatre.

#### THEA 253 Directing I 3 credits

The course will establish the fundamentals of directing a play for the theatre taking account of the work and theories of contemporary directors. Emphasis will be placed on the use of physical space, the exploration of the play text, actor/director relationship, character analysis, and techniques for preparation and rehearsal. Final scenes will be presented at the conclusion of the semester. There will also be a two-week Stage

Management sequence included in this course. Prerequisites: THEA 111 and THEA 212

#### THEA 260 Technical Theatre Lab 1 credit

Introductory level participation in one or more phases of the technical production process (set construction, costume construction, lighting, sound, etc.) Prerequisites: THEA 132 or THEA 134 or permission

#### THEA 261 Performance Theatre Lab 1 credit

Performance of a role in a main stage theater production.

## Upper Division Courses

#### THEA 320 Ballet II 2 credits

Further development of classical ballet techniques. May be repeated up to six credits. Dancers will participate in the annual spring dance concert. Spring. Prerequisite: THEA 124 or permission.

#### THEA 321 Jazz Dance II 2 credits

This intermediate course in Jazz focuses on technique, vocabulary, stretching, strengthening and choreography. Dancers will participate in the annual spring dance concert. May be repeated. Spring.

Prerequisite: THEA 125.

#### THEA 322 Musical Theatre Dance 2 credits

History and performance of musical theatre dance with an emphasis on the evolution and technique of the dance form and of innovative leaders in its development. Dancers will participate in the annual spring dance concert. Spring, odd years

#### THEA 323 Tap Dance 2 credits

Basic instruction in tap dance to develop techniques that will help students express themselves through dance. Technical and performance skills will be developed. Dancers will participate in the annual spring dance concert. Spring, even years.

#### THEA 332 Design Process 3 credits

Theory and application of the design process used to design theatrical scenery and lighting. Students will collaboratively design the scenography for a main stage production. Fall, even years. Prerequisite: THEA 235 or permission of instructor.

#### THEA 344 Theatre History I: to 17th Cent

A study of the theatre as an expression of life and culture from a primitive ritual to the 17th century. Theatre literature, performance practices, and theatre architecture will be studied within the larger context of the culture from which the various types of theatrical expression are derived.

#### THEA 345 Theatre Hist II: Restor to Cont 3 credits

A study of the theatre as an expression of life and culture from the 18th century to 20th century. Theatre literature, performance practices, and theatre architecture will be studied within the larger context of the culture from which the various types of theatrical expression are derived.

#### THEA 354 Directing II 3 credits

An advanced-level direction class, with emphasis on script analysis, working with actors, director-designer relationships, directing various period, style, and genre productions. Prerequisite: THEA 253.

#### THEA 481-489 Theater Seminar 1 TO 3 credits

Intensive study of a particular aspect of theatre. Prerequisite: permission of instructor. On sufficient demand

#### THEA 490 Directed Study 1 TO 2 credits

Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design or directing.

#### THEA 491 Directed Study 1 TO 2 credits

Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design, or directing.

**THEA 492 Directed Study** 1 TO 2 credits

Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design, or directing.

**THEA 493 Directed Study** 1 TO 2 credits

Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design, or directing.

**THEA 494 Directed Study** 1 TO 2 credits

Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design, or directing.

**THEA 495 Dance History and Choreography** 3 credits

This course is a study of Dance History and fundamental concepts in dance composition. Dynamics, rhythm, design, motivation, gesture and improvisation are explored as basic elements for building dance. Spring, even years.

**THEA 496A Strategies for Dance Instruction I** 3 credits

Students will learn a variety of teaching styles and strategies, curriculum planning and evaluation methods and then will have the opportunity to develop their own teaching style through a service learning teaching component. Emphasis is placed on learning to build a positive classroom environment while meeting the needs of various levels of dance students. Fall. Prerequisite: Third or fourth year standing.

**THEA 496B Strategies for Dance Instruction II** 1 credit

Continuation of THEA 496a. Spring. Prerequisite: THEA 496a.

**THEA 497 Internship** 1 TO 3 credits

Professional work experience in theatre related fields. Fall, Spring, and Summer. Prerequisite: Upper division standing, 3.0 cumulative G.P.A. and permission.

**THEA 498 Senior Project I** 1 credit

All seniors must participate in a fourth year project, a senior capstone course or an extensive internship to fulfill this requirement in order to graduate. Fall. Prerequisite: permission.

**THEA 499 Senior Project II** 1 credit

All seniors must participate in a fourth year project, a senior capstone course or an extensive internship to fulfill this requirement in order to graduate. Spring. Prerequisite: permission.

## CRIMINAL JUSTICE

Director: E. Vacha

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

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

The curriculum is structured to blend the best of the liberal arts with courses designed for professional training of present and future members of the law enforcement community. Special

emphasis is placed upon the development of the habits of critical thinking and of effective communication skills as well as the acquisition of basic knowledge of the social sciences as they pertain to the area of criminal justice.

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

### B.A. Major in Criminal Justice: 34 credits

#### Lower Division Courses

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

#### Upper Division Courses

SOCI 304 Research Methods	4 credits
One of the following three courses	3 credits
CRIM 240 Issues in Law Enforcement	
CRIM 352 Corrections	
CRIM 390 American Court System	
One of the following three courses	3 credits
SOCI 350 Deviant Behavior	
SOCI 351 Criminology	
SOCI 353 Juvenile Delinquency	
Two of the following seven courses	6 credits
POLS 303 Civil Liberties	
POLS 304 Criminal Justice Amendments and Courts	
POLS 311 State & Local Government	
POLS 312 Urban Politics and City Life	
POLS 320 Public Administration	
POLS 321 Politics and Public Administration	
POLS 323 Constitutional Law	
One of the following two courses	3 credits
PSYC 380 Personality	
PSYC 426 Psychopathology	
CRIM, POLS, SOCI, PSYC Elective*	6 credits
CRIM 499 Criminal Theory & Measurement	3 credits

\* Acceptable elective choices are: Any CRIM; SOCI 350, 351, 353, and 385; POLS 303, 304, 311, 312, 320, 321 and 323; PSYC 380, 426, and 488; PHIL 470.

### Minor in Criminal Justice: 18 Credits

#### Lower Division Course

CRIM 101 Intro. to Criminal Justice	3 credits	<b>Upper</b>
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#### Division Courses

One of the following three courses 3 credits

- SOCI 350 Deviant Behavior
- SOCI 351 Criminology
- SOCI 353 Juvenile Delinquency

One of the following seven courses 3 credits

- POLS 303 Civil Liberties
- POLS 304 Criminal Justice Amendments and Courts
- POLS 311 State and Local Government
- POLS 312 Urban Politics and City Life
- POLS 320 Public Administration
- POLS 321 Politics and Public Administration
- POLS 323 Constitutional Law

CRIM 352 Corrections 3 credits

CRIM, POLS, SOCI, PSYC Elective\* 6 credits

\* Acceptable elective choices are: Any CRIM; SOCI 350, 351, 353, and 385; POLS 303, 304, 311, 312, 320, 321 and 323; PSYC 380, 426, and 488; PHIL 470.

## CRIMINAL JUSTICE

### Criminal Justice Courses

#### Lower Division Courses

**CRIM 101 Introduction to Criminal Justice** 3 credits

A critical analysis of the way the American criminal justice system operates, focusing on the nature of law, the police, and the courts.

**CRIM 240 Issues in Law Enforcement** 3 credits

Examines current issues in law enforcement such as corruption, brutality, use of deadly force, politics and policy administration, resource management, stress, community relations, and major court decisions.

#### Upper Division Courses

**CRIM 352 Corrections** 3 credits

An examination of the American correctional system, from its origins to the present day. Focuses on philosophical and policy issues and debates that confront our society in attempting to deal with criminal offenders. Field trips to correctional facilities.

**CRIM 354 Extremism in America** 3 credits

What is extremism and terrorism? Are there differences in extremist and terrorist ideologies? What makes a person turn to terrorism? Is Right Wing terrorism similar to Left Wing or single Issue terrorism/extremism? Should we be more afraid of International or Domestic terrorism? What is the government and law enforcement doing to protect the American people? What does the future hold for terrorism in America? By the end of the course students will have working knowledge of the following: an understanding of extremism and terrorism in the United States, be able to compare different American extremist ideologies and groups, be able to discuss law enforcement restrictions in investigating terrorism and be able to discuss past and future trends in American terrorism.

**CRIM 355 (SOCI 355) Elite and White Collar Crime** 3 credits

This course examines organizational crimes and the crimes of the rich and powerful. The nature and extent of various types of white collar crime are explored. The major types of white collar crimes are described, discussed and analyzed and methods of controlling this form of crime are presented. This course also provides a survey of various sociological explanations for white collar crime.

**CRIM 357 Inequality and Crime** 3 credits

This course reviews the relationship between criminal justice and race, class and gender in history and in contemporary America. The class examines whether members of one race, class or gender commit more crimes than members of other groups, and if so, why? It also explores how and why members of one race, class or gender are treated

differently by the criminal justice system than members of other groups. The differential treatment in police work, in courts and in corrections are looked at, and the class assesses how and why these differences may occur more or less in one or another of these branches of the criminal justice system.

**CRIM 361 Crime And Gender** 3 credits

An exploration of the ways in which gender influences who is and is not considered criminal, why women are often socialized to be the victims of crime and men the perpetrators of such actions, and how such behaviors are used to maintain and support pre-existing inequalities. As such, special attention will also be paid to how issues of social class, ethnicity, and sexual orientation often temper these societal outcomes.

**CRIM 380 Crim/Civil Trial Procedure** 0 OR 3 credits

Full court case preparation in a year-long mock trial team environment, including knowledge of the law, opening and closing statements, directs, redirects, cross-examinations, courtroom procedure and demeanor. Formal American Mock Trial competition takes place during Spring semester, at the end of which credit will be granted for successful completion of the course. Intended only for those with a serious interest in law. Cannot be repeated for credit. Prerequisite: second year standing, and permission of the instructor.

**CRIM 386 Criminal Law** 3 credits

Substantive criminal law; principles, functions, and limits; basic crime categories with extensive case analysis; state and national legal research materials.

## CRIMINAL JUSTICE

**CRIM 390 American Court System** 3 credits

A hands-on class conducted by a Superior Court Judge. Students observe actual trials and are instructed about the proceedings by the judge.

**CRIM 395-399 Topics In Criminal Justice** 3 credits

Specific topics to be chosen by professor. Prerequisite: second year standing.

**CRIM 465 International Criminal Justice** 3 credits

A comparison of criminal justice systems from around the world using the Internet and a seminar format. Prerequisite: CRIM 101.

**CRIM 490 Dir Read in Criminal Justice** 1 TO 4

Supervised readings in the criminal justice area.

## ECONOMICS

Director: John H. Beck

Professors: C. Barnes, J. Beck, R. Bennett

Assistant Professors: D. Friesner, M. McPherson

The mission of the economics program is to give students a broad background and knowledge of domestic and international economic systems that are essential for people in today's competitive global economy. Graduates can apply economic

theory to problems relating to market structures, resource markets, employment, and fiscal and monetary policies. The economics major is offered for students who aim for careers in business or government as well as those pursuing advanced study in law, business or economics.

Economics courses may be taken in order to satisfy the social science core requirement of the College of Arts and Sciences. Most 300-level courses require only ECON 201 as a prerequisite.

The College of Arts and Sciences in cooperation with the School of Business Administration offers a program leading to a Bachelor of Arts degree with a major in Economics. The courses in the major field are given by the faculty of the School of Business

**CRIM 494 Senior Thesis**

3 credits

3 credits

Students with a 3.7 GPA in the Criminal Justice major and a 3.3 overall GPA who wish to graduate with departmental honors in Criminal Justice must enroll in this course two semesters prior to their graduation AND COMPLETE A HONORS THESIS. The thesis may be a significant expansion of the student's work in SOCI 304 or CRIM 499. A committee of three faculty members will direct the thesis. Two members of the committee must be from the Criminal Justice/Sociology Department, and one may be from another department. The chair of the committee will be the instructor of record. The committee's decision about whether to award Departmental Honors is independent of the course grade. Prerequisites: appropriate GPAs, and consent of committee.

**CRIM 495 Spokane Police Department (SPD) Cooperative Education**

1-4 credits The course involves a 40 hour training academy and a commitment of at least 20 hours a month to the Spokane Police Department. Students will provide low priority responses to citizen needs such as property recovery and accident reporting. Prerequisites: Criminal Justice major, second year standing, 2.5 minimum GPA, and approval of the Spokane Police Department.

**CRIM 496 Practicum In Criminal Justice** 1 TO 3 credits

Supervised experience for Criminal Justice majors in selected criminal justice agencies such as The Spokane County Prosecutor's Office, The Spokane County Public Defender's Office, or the Spokane County Juvenile Court. Prerequisite: third or fourth year standing and

permission.

**CRIM 497 Criminal Justice Summer Internship** 1 TO 10

This is a limited program for third and fourth year students who will spend a minimum of 40 hours per week for ten weeks in the summer with a participating criminal justice agency in varied work and observer experience with both line and staff assignments. Prerequisite: United States citizen, third or fourth year standing and approval of the cooperating agency.

**CRIM 499 Criminal Theory & Measurement** 3 credits

An advanced class in criminological theory and methods. In a seminar format students will review and discuss current criminological research and theories. Required of all Criminal Justice majors and fulfills the comprehensive examination requirement. Spring. Prerequisites: SOCI 304 and one of the following: SOCI 350, 351, 353. Spring. .

Administration, but students are enrolled in the College of Arts and Sciences and must fulfill its degree requirements. Students must earn at least 104 credits from departments in the College of Arts and Sciences (including Economics).

All majors must register for a comprehensive examination (ECON 499) in their fourth year. Students expecting to go into a business field are encouraged to take courses in accounting and may want to consider the General Business Minor or the Minor in Analytical Finance offered by the School of Business Administration. Students expecting to pursue graduate study in

economics are encouraged to take calculus through MATH 259 and additional courses in statistics and mathematics.

## ECONOMICS

### B.A. Major in Economics: 33 Credits

#### Lower Division Courses

ECON 201 Microeconomics 3 credits

ECON 202 Macroeconomics 3 credits MATH 114 or 148  
or 157 3-4 credits

BUSN 230, MATH 321, or MATH 121/PSYC 202 3 credits

#### Upper Division Courses

ECON 302 Intermediate Macroeconomics 3 credits

Three of the following "applied microeconomics" courses 9 credits

ECON 304 Economics of Environmental Protection	
ECON 305 Public Finance	
ECON 310 Antitrust Policy and Regulation	
ECON 312 Work, Wages and Inequality	
ECON 403 Managerial Economics	
ECON 411 International Economics	
One of the following two courses	3 credits
ECON 401 Adam Smith and Karl Marx	
ECON 402 Currents in 20th Century Economics	
Any two upper division ECON electives*	6 credits
ECON 499 Senior Comprehensive Exam	0 credit

## Minor in Economics: 18 Credits

### Lower Division Courses

ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits

### Upper Division Courses

ECON 302 Intermediate Macroeconomics	3 credits
Two of the following "applied microeconomics" courses	6 credits
ECON 304 Economics of Environmental Protection	
ECON 305 Public Finance	
ECON310 Antitrust Policy and Regulation	
ECON 312 Work, Wages and Inequality	
ECON 403 Managerial Economics	
ECON 411 International Economics	
Any upper division ECON elective*	3 credits

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

### Lower Division Courses

**ECON 200 Economic Analysis** 3 credits

A one-semester economics course for General Business minors and others interested in a one-semester survey course. Key micro and macroeconomic models which are critical to the development of modern economics are explored. Analysis includes theories of supply and demand, theory of the firm, pricing, employment, monetary and fiscal policy, and international trade and finance. Fall

**ECON 201 Microeconomics** 3 credits

Economics of the firm and the consumer. Principles underlying supply and demand; analysis of competition, monopoly, and other market structures; labor and other resource markets. Fall & Spring

**ECON 202 Macroeconomics** 3 credits

The structure and functioning of the national economy. Particular attention is given to determinants of national income, employment and the price level, fiscal and monetary policies, international trade, exchange rates, and trade restrictions. Fall & Spring

**ECON 270H Honors Economics** 3 credits

The fundamental concepts and approaches used in economics for analyzing problems involving the use of scarce resources to satisfy wants. The roles and limitations of both markets and government-directed forms of resource allocation are studied. Modern economic theories are discussed in the context of the historical development of the study of economics. May be substituted for ECON 201 Microeconomics. Fall, odd-numbered years. Prerequisite: Honors Program or Hogan Program.

**ECON 302 Intermediate Macroeconomics** 3 credits

9 Analysis of the determinants of the levels of national output and prices and the effects of monetary and fiscal policies. Spring Prerequisites: ECON 202

**ECON 303H Honors Seminar in Game Theory** 3 credits

Game theory is the study of strategic decision-making. Students learn to make decisions that are not only in their best interests but also anticipate and incorporate the fact that their decisions (and subsequent actions) have an impact on others and vice versa. On sufficient demand. Prerequisite: Honors Program.

**ECON 304 Economics of Environmental Protection** 3 credits

Explores the economic dimensions of environmental topics such as air and water pollution, deforestation, non-renewable resource depletion, recycling, global warming. The course studies the extent of environmental problems and alternative solutions. On sufficient demand. Prerequisites: ECON 201

**ECON 305 Public Finance** 3 credits

Develops economic tools used to analyze government expenditures and taxation. Discussion of public policy issues such as welfare reform, health care, Social Security, tax reform, and fiscal problems of state and local governments. Fall, even-numbered years Prerequisites: ECON 201

**ECON 306 Comparative Economic Systems** 3 credits

Economic analysis of various systems of economic organization, including Capitalism, Socialism, and Communism. Historical development of the theoretical basis and description of the institutional organization of each system. Florence campus only. Prerequisites: ECON 201 or ECON 202

**ECON 310 Antitrust Policy & Regulation** 3 credits

Examines the rationale for and effects of various government policies toward business. Analyzes the economic consequences of market power.

Emphasis is placed on antitrust policy as a response to market power. Fall. Prerequisites: ECON 201

## ECONOMICS

**ECON 311 (INST 343) Global Economic Issues**

This course is a presentation of a broad range of global economic issues and policies relevant to a number of disciplines including business, political science, and international studies. Topics include: why nations trade, international trade and economic growth, protectionism, discriminatory trade policies, the foreign exchange market, factor mobility, and comparative economic systems. Fall and Spring Prerequisites: ECON 201 or permission.

**ECON 312 Work, Wages, and Inequality** 3 credits

An economic perspective on labor market issues. Explores recent controversial topics such as inequality in earnings, race and sex discrimination in labor markets, immigration, minimum wage laws and labor unions, health and safety regulations in the work place. Fall, odd-numbered years. Prerequisite: ECON 201

**ECON 401 Adam Smith and Karl Marx** 3 credits

A course focused on reading and discussing the works of two opposite but highly influential economic thinkers, Smith and Marx. Supplemented with material on other important economic thinkers from 1500 to 1870. Spring, even-numbered years Prerequisite: ECON 202

**ECON 402 Currents in 20th Century Economics** 3 credits

Emphasis on the works of Thorstein Veblen and Joseph Schumpeter, two important commentators on the capitalist system. Also explores related schools of economic thought, including the neoclassical, Austrian, Keynesian, and Chicago approaches. Spring, odd-numbered years Prerequisite: ECON 202

**ECON 403 Managerial Economics** 3 credits

The primary goal of this course is to apply the economic way of thinking to the business decision-making process. The course emphasis is on preparing students to become architects of business strategy. Topics include: demand analysis; production and cost analysis; profit maximization in various market structures; and advanced topics in managerial decision making. Spring, odd-numbered years.

Prerequisites: ECON 201 and MATH 114 or higher level MATH course.

**ECON 404 Economic Integration of the European Community** 3 credits  
A survey of the origins and development of the European Community; its relation to GATT (General Agreement on Trade and Tariffs); monetary coordination; monopoly, competition, and the balances of payments. Florence campus only.

**ECON 411 International Economics** 3 credits

The focus of this course is on international trade theory and macroeconomic issues related to international finance. Topics include: economic analysis of the basis for international specialization and trade; gains from trade; the balance of international payments; tariffs; international monetary problems; exchange rate adjustments; capital movements; and international economic organizations. Spring, even-numbered years.

Prerequisites: ECON Major, Minor or Concentration.

**ECON 489 Special Topic Seminar** 1 TO 3 credits

Topics and credit by arrangement. Prerequisites: ECON 201

**ECON 491 Directed Study** 1 TO 3 credits

An individually designed course appropriate to the student's major.

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

**ECON 497 Internship** 0 TO 3 credits

Work experience directly related to the student's major area of study.

Internship requires completion of a form, a 3.0 GPA, permission and cannot be registered for via Zagweb. Fall, Spring and Summer.

**ECON 499 Senior Comprehensive Exam (B.A.)** 0 credits

Required of all Arts and Sciences Economics majors in their fourth year.

Prerequisite: fourth year standing. Fall and Spring.

## ENGLISH ENGLISH

Chairperson: Elizabeth Cooley  
 Professors: J. Powers, S.J., M. Herzog  
 Associate Professors: D. Butterworth, D. Campbell, E. Cooley, K. Skovajsa, P. Terry, A. Wadden  
 Assistant Professors: S. Borrowman, T. Derrickson, P. Fowler, M. Pringle, J. Thayer, L. Tredennick

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

All undergraduate degree programs in the University require six semester hours in English: ENGL 101 and ENGL 102 (ENGL 103H and ENGL 104H for Honors Program students). Students in the College of Arts and Sciences must take an additional three credit course from ENGL 201-205 (206H for Honors students).

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

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

ENGL 370 or 480 will fill one (3 credit) elective requirement for English majors earning a secondary teaching credential. These students must also take ENGL 395.

### B.A. Major in English: 36 Credits

#### Lower Division Courses

ENGL 101 (103H)	3 credits
ENGL 102 (ENGL 104H)	3 credits
ENGL 201 (206H)	3 credits

#### Upper Division Courses

British Literature: Pre-1500	3 credits
ENGL 320 Middle English Literature	
ENGL 325 Medieval Romance	
ENGL 420 The Age of Beowulf	
ENGL 423 Chaucer	
*ENGL 466 Topics in Literature	
Shakespeare	3 credits
ENGL 330 Shakespeare	
ENGL 335 Classical & Renaissance Themes in Shakespeare (Florence)	
British Lit.: 1500-1800 (excluding Shakespeare)	3 credits
ENGL 331 Renaissance Literature	
ENGL 348 Restoration & 18th Century Literature	
ENGL 433 Milton and his Contemporaries	
ENGL 434 Tudor & Stuart Drama	
ENGL 436 18th Century British Novel	
ENGL 438 Restoration and 18th Century Drama	
*ENGL 466 Topics in Literature	

British Lit.: 1800-1900	3 credits
ENGL 340 Romantic Age	
ENGL 342 Victorian Era	
ENGL 446 19th Century British Novel	
*ENGL 462 Studies in the Novel	
*ENGL 466 Topics in Literature	
British or American Lit: 1900 to the present	3 credits
ENGL 312 American Literature III	
*ENGL 318 African-American Literature	
ENGL 414 20th Century American Novel	
ENGL 415 Recent American Writing	
ENGL 450 20th Century British Novel	
*ENGL 460 Studies in Women Writers	
*ENGL 462 Studies in the Novel	
ENGL 464 Studies in 20th Century Poetry	
ENGL 465 Studies in 20th Century Drama	
*ENGL 466 Topics in Literature	
American Literature (3 must be pre-1900)	6 credits
ENGL 310 American Literature I	
ENGL 311 American Literature II	
ENGL 312 American Literature III	
ENGL 318 African-American Literature	
ENGL 413 19th Century American Novel	
ENGL 414 20th Century American Novel	
ENGL 415 Recent American Writing	
*ENGL 460 Studies in Women Writers	
*ENGL 462 Studies in the Novel	
*ENGL 464 Studies in 20th Century Poetry	
*ENGL 465 Studies in 20th Century Drama	
*ENGL 466 Topics in Literature	
ENGL - - - Electives	6 credits
ENGL 499 English Comprehensive	0 credits

Note: No single class can satisfy more than one requirement. \* Indicates Chair's approval for using this course as a requirement.

### Minor in English: 21 Credits

#### Lower Division Courses

ENGL 101 (ENGL 103H)	3 credits
ENGL 102 (ENGL 104H)	3 credits
ENGL 201 (206H)	3 credits

#### Upper Division Courses

ENGL 300-489 Electives	12 credits
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#### Lower Division Courses

ENGL 090 Remedial Independent Study	1 TO 3 credits
ENGL 099 Basic Writing	3 credits
A basic writing course whose purpose is to prepare students for ENGL 101. This course does not fulfill any core or major requirements.	
ENGL 101 English Composition	3 credits
An expository writing class intended to be taken in conjunction with PHIL 101 and SPCO 101. The course is designed to help students express themselves effectively in writing.	
ENGL 102 Introduction to Literature	3 credits
Part of the University core curriculum and required of all undergraduates, this course studies the major genres of literature (poetry, fiction, and drama), and entails practice in effective critical writing based on close analysis of literary texts.	
ENGL 103H Honors Literature I	3 credits

A survey of Literature in the Western tradition from the Classical to Renaissance periods. The equivalent of ENGL 101 for honors students.

**ENGL 104H Honors Literature II** 3 credits

A survey of Literature in the Western tradition since the Renaissance. The equivalent of ENGL 102 for honors students.

**ENGL 200 Intermediate Composition** 3 credits

A course providing additional practice in expository writing. This course does not fulfill University or Arts & Science core requirements in literature. Can be taken instead of ENGL 101 with permission.

**ENGL 201 Studies in Poetry** 3 credits

The study of poetry, with emphasis on the major elements: imagery, tone, rhythm, etc.; practice in effective critical writing focused on

explication and interpretation of poems. Prerequisites: (ENGL 101 or ENGL 200 and ENGL 102)

**ENGL 202 Studies in Fiction** 3 credits

The study of fiction, with emphasis on the major elements of narrative form: plot, character, point of view, etc.; practice in effective critical writing focused on textual analysis and interpretation of short stories and novels. Prerequisites: (ENGL 101 or ENGL 200 and ENGL 102)

**ENGL 203 Studies in Drama** 3 credits

The study of drama, with emphasis on major elements of dramatic form: action, audience, structure, character, etc.; practice in effective writing focused on close reading and interpretation of plays. Readings will include a variety of types and forms that reflect the traditions of the genre. Prerequisites: (ENGL 101 or ENGL 200 and ENGL 102)

**ENGL 204 Literature and Film** 3 credits

This class is an introductory exploration of the relationship between literature and film, with the goal of learning to "read" films critically and appreciatively. Prerequisites: (ENGL 101 or ENGL 200 and ENGL 102)

**ENGL 205 Studies in Shakespeare** 3 credits

An introductory survey of Shakespeare's histories, comedies, and tragedies as well as the sonnets; close textual analysis. Prerequisites: (ENGL 101 or ENGL 200 and ENGL 102)

**ENGL 206H Honors Literature III** 3 credits

A Capstone Course for honors students providing an in depth study in a specific area of literary approaches. Examples include a specific genre, historical/literary period, theme, author, etc. Prerequisites (ENGL 103H, ENGL 104H)

**ENGL 250 Creative Writing** 3 credits

A course in the practice of writing poetry and fiction. This course does not fulfill the University core requirement on composition or literature. Prerequisites: ENGL 101 and ENGL 102

**ENGL 270 Business Communication** 3 credits

A course in clear and effective communication for business purposes. Prerequisites: ENGL 101, ENGL 102

**ENGL 290 GIEOP Mentoring** 1 credit

Gonzaga Indian Education Outreach Project (GIEOP) Student Mentoring: Students will learn how to help junior high and high school students from Nespelem and Wellpinit, respectively, with writing and literature assignments, and to role model for them the importance of a college education. Gonzaga students will accomplish this by successfully meeting course requirements listed on the syllabus. By permission only

### Upper Division

**ENGL 301 Poetry Writing** 3 credits

The practice of poetry writing. Prerequisites: English Core Requirements

**ENGL 302 Fiction Writing** 3 credits

The practice of fiction writing. Prerequisites: English Core Requirements

**ENGL 303 Creative Non-Fiction Writing** 3 credits

The practice of writing creative non-fiction. Prerequisites: English Core Requirements

**ENGL 310 American Literature I** 3 credits

American literature from 1620-1840, from the beginning of Colonial American literature to the early Romantic movement of the 1830s and 1840s. Prerequisites: English Core Requirements

**ENGL 311 American Literature II** 3 credits

American literature from 1840-1900, with special emphasis on the American Renaissance and the progression from the Romantic movement to Realism and Naturalism. Prerequisites: English Core Requirements

**ENGL 312 American Literature III** 3 credits

American literature from 1900 to present, emphasizing the literary movements of Realism and Modernism. Prerequisites: English Core Requirements

## ENGLISH

**ENGL 314 Multicultural Literature of the United States**

A study of literature produced by different social, ethnic and racial groups in the U.S. Prerequisite: English Core Requirements

**ENGL 316 Studies in Post-Colonial Literature** 3 credits

A study of works written in English by writers responding to the impact of Western colonization and imperialism. Prerequisite: English Core Requirements

**ENGL 318 African-American Literature** 3 credits

A study of African American writers. Prerequisites: English Core Requirements

**ENGL 320 Middle English Literature** 3 credits

Middle English literature 1200-1500, exclusive of Chaucer.

Prerequisites: English Core Requirements

**ENGL 325 Medieval Romance** 3 credits

Continental and English medieval romances. Prerequisites: English Core Requirements

**ENGL 330 Shakespeare** 3 credits

Selected plays and poetry. Prerequisites: English Core Requirements

**ENGL 331 Renaissance Literature** 3 credits

British literature covering the period 1500-1600, excluding drama.

Prerequisites: English Core Requirements

**ENGL 340 The Romantic Age** 3 credits

British writers of the Romantic period, 1798-1832, with emphasis on poetry. Prerequisites: English Core Requirements

**ENGL 342 Victorian Era** 3 credits

Writers of the Victorian Era, 1832-1901, with emphasis on poetry.

Prerequisites: English Core Requirements

**ENGL 348 Restoration & 18th Century Lit** 3 credits

Major prose and poetry from 1660-1800, exclusive of the novel.

Prerequisites: English Core Requirements

**ENGL 370 History of The English Language.** 3 credits

The English language from its beginnings to the present; Prerequisites: English Core Requirements

**ENGL 390 Writing Lab Practicum** 1

Supervised tutoring in the Writing Lab. Prerequisites: English Core Requirements

**ENGL 393 English Gothic Romance in Literature & Film**

Films that use Italy as a setting and focus on the gothic (Florence)

Prerequisite: English Core Requirements 3 credits **ENGL 394 (COMM 471) Literature and Film** 3 credits

A comparative study of selected works of art in two media.

Prerequisites: English Core Requirements

**ENGL 395 The Teaching of Composition** 3 credits

A course in techniques and approaches to teaching composition on the secondary-school level. Prerequisites: English Core Requirements

**ENGL 413 19th Century American Novel** 3 credits

Major American novels of the period 1800-1900. Prerequisites: English Core Requirements

**ENGL 414 20th Century American Novel** 3 credits

Selected major novelists of the 20th Century. Prerequisites: English Core Requirements

<b>ENGL 415 Recent American Writing</b>	3 credits	Requirements	3 credits
American prose and poetry since World War II. Prerequisites: English Core Requirements		<b>ENGL 460 Studies in Women Writers</b>	3 credits
<b>ENGL 420 Age of Beowulf</b>	3 credits	Selected authors and themes. Prerequisites: English Core Requirements	
Language and literary study of the Old English period with special emphasis on the anonymous epic poem Beowulf Prerequisites: English Core Requirements		<b>ENGL 462 Studies in The Novel</b>	3 credits
<b>ENGL 422 Chaucer and the Medieval Novella</b>	3 credits	Selected authors and themes. Prerequisites: English Core Requirements	
A study of the Italian Giovanni Boccaccio and the Englishman Geoffrey Chaucer. and their use of the distinctly medieval literary form known as the novella. Chaucer will be read in Middle English (Florence). Prerequisites: English Core Requirements		<b>ENGL 464 Studies in 20th Century Poetry</b>	3 credits
<b>ENGL 423 Chaucer</b>	3 credits	A study of poetry written in English since 1900. Prerequisites: English Core Requirements	
Chaucer's principal works in the original language. Prerequisites: English Core Requirements		<b>ENGL 465 Studies In 20th Century Drama</b>	
		Major figures of the modern European and American theater since 1900. Prerequisites: English Core Requirements	
<b>ENGLISH</b>		<b>ENGL 466 Topics in Literature</b>	3 credits
<b>ENGL 433 Milton and his Contemporaries</b>	3 credits	Selected authors or themes. Prerequisite: English Core Requirements	
Poetry and prose from the 17th Century with particular emphasis on Milton. Prerequisites: English Core Requirements		<b>ENGL 474 The European Novel</b>	3 credits
<b>ENGL 434 Tudor and Stuart Drama</b>	3 credits	A study of selected novels since the 18th Century (Florence). Prerequisite: English Core Requirements	
Principal plays 1520-1640, excluding Shakespeare. Prerequisites: English Core Requirements		<b>ENGL 480 Modern Theories of Literature &amp; Criticism</b>	3 credits
<b>ENGL 436 18th Century British Novel</b>	3 credits	Theories about the nature of literature and criticism. Prerequisites: English Core Requirements	
The British novel from 1700-1800. Prerequisites: English Core Requirements		<b>ENGL 490 Directed Reading</b>	1 TO 3 credits
<b>ENGL 438 Restoration and 18th Century Drama</b>	3 credits	A directed program of readings and written reports. Prerequisite: permission.	
An in Depth study of British drama from the re-opening of the London stages in 1660 through 1800. Fulfills 1500-1800 requirement. Prerequisites: English Core Requirements		<b>ENGL 492 Independent Study</b>	1 TO 3 credits
<b>ENGL 446 19th Century British Novel</b>	3 credits	Courses which allow the individual student to engage in interdepartmental and interdisciplinary study. Credit by arrangement. Prerequisite: permission.	
The British novel from 1800-1900 Prerequisites: English Core Requirements		<b>ENGL 498 Directed Research</b>	1 TO 3 credits
<b>ENGL 450 20th Century British Novel</b>	3 credits	A directed program in which the individual student will engage in approved research activity and submit a scholarly paper or papers. Prerequisite: permission.	
The British novel from 1900 and 2000. Prerequisites: English Core Requirements		<b>ENGL 499 BA English Comprehensive</b>	0 credits
		Based on a Departmental reading list and required of all majors in their fourth year. Prerequisite: permission.	

## HISTORY HISTORY

Chairperson: Stephen E. Balzarini

Professors: R. Carriker, E. Downey, J.R. Stackelberg (Emeritus),

A. Via, S.J. (Gonzaga-in-Florence)

Associate Professors: S. Balzarini, R. DeAragon

Assistant Professors: K. Chambers, E. Cunningham, R. Donnelly,

A. Goldman, K. O'Connor, T. Nitz,

The Department of History offers a variety of courses that enable students to fulfill the core requirements of their schools as well as to obtain a Bachelor of Arts with either a major or a minor in history. The goals of the department curriculum are to engender an informed, critical, and articulate sense of the past, an appreciation for the diversity of human experience, and an awareness of the role of tradition in shaping the present. The major develops a variety of practical research, analytic and communication skills and provides a foundation for graduate work, the study of law, teaching, archival and library sciences, and many careers in business and the professions. The department sponsors a chapter of Phi Alpha Theta, the international history honor society.

Majors are required to complete six elective upper-division courses. Of the six, one each must be taken from four specific categories (i.e., a total of four courses). Majors should consult their advisors for the specific courses contained within these categories: 1) Non-Western or Developing Areas, 2) Pre-Modern European, 3) Modern European, and 4) United States. Majors are also

required to complete HIST 398 (Historical Methods and Bibliography), normally taken in the third year. In exceptional cases, students with an honors-level grade point average and with approval of the Department may elect to take HIS 499 (Senior Thesis) in lieu of HIST 398. Majors who wish to obtain teacher certification should confer each semester with the School of Education as well as their departmental adviser.

Students in the College of Arts and Sciences (who are not History majors) should complete their core requirement in history by taking HIST 101 and either HIST 102 or HIST 112 in their first two years. Third-and fourth-year students who have not completed these courses in their first two years must complete the core requirement by taking appropriate 200 or 300 level courses. The history requirement for the School of Business Administration may be satisfied by taking one course: HIST 101, HIST 102, or HIST 112..

### B.A. Major in History: 33 Credits

#### Lower Division Courses

HIST 101 Survey of Western Civilization I	3 credits
One of the following two courses	3 credits
HIST 102 Survey of Western Civilization II	
HIST 112 Survey of World Civilization	
HIST 273 History of U.S.A. I	3 credits
HIST 274 History of U.S.A. II	3 credits

#### Upper Division Courses

One course in each of the following areas:

1. Non-Western or Developing Areas  
 HIST 363: Women in Colonial Latin America  
 HIST 381: East Asia after World War II  
 HIST 382: Modern China  
 HIST 383: Modern Japan  
 HIST 384: Foundations of East Asian Civilization  
 HIST 385: Revolutions in Modern Latin America  
 HIST 386: Colonial Latin America  
 HIST 387: Mexico  
 HIST 393: Islamic Civilization  
 HIST 394: History of the Modern Middle East
2. Pre-Modern Europe  
 HIST 301: The Ancient City  
 HIST 304: Alexander the Great and the Hellenistic World  
 HIST311: The Roman Republic from Romulus to Julius Caesar  
 HIST312: The Roman Empire from Augustus to the "Decline and Fall"  
 HIST 315: Art and Archaeology of Greece and Rome  
 HIST 321: Medieval Europe  
 HIST 334: Renaissance Europe  
 HIST 335: The Reformation  
 HIST 336: Tudor and Stuart England  
 HIST 337: Medieval and Renaissance Economic  
 HIST 338: Florence of the Medici and their Successors  
 HIST 361: Women in Early European History
3. Modern European  
 HIST 340: Age of the French Revolution and Napoleon  
 HIST 341: Europe in the Nineteenth Century  
 HIST 342: Europe 1914-1939  
 HIST 343: Europe-US Relations after WWII  
 HIST 344: Modern Germany  
 HIST 345: Hitler's Germany
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- HIST 346: Europe and the World Since 1945  
 HIST 347: The Holocaust  
 HIST 348: World War II  
 HIST 349: Modern Russia  
 HIST 351: Tsarist Russia  
 HIST 353: Eastern Europe since 1863  
 HIST 359: Modern Britain
4. U.S. History  
 HIST 362: Women in United States History  
 HIST 367: The City in American History  
 HIST 368: Coming to America  
 HIST 370: American Civil War and Reconstruction  
 HIST 371: North American Exploration  
 HIST 372: The American West  
 HIST 373: The Age of Theodore Roosevelt  
 HIST 374: The Age of Franklin D. Roosevelt  
 HIST 375: African-American History  
 HIST 376: Pacific Northwest History  
 HIST 378: Post-World War II Presidents  
 HIST 379: American Biography  
 HIST 380: U.S. Since 1945
- HIST Electives 6-9 credits  
 One of the following two courses  
 HIST 398 Historical Methods & Historiography 3 credits

HIST 499 Senior Thesis

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

- HIST 101 Survey of Western Civilization I 3 credits  
 One of the following two courses 3 credits  
 HIST 102 Survey of Western Civilization II  
 HIST 112 Survey of World Civilization  
 HIST Electives (200 level) 0 - 6 credits

**Upper Division Courses**

- HIST Electives 6-12 credits

**Lower Division Courses**

- HIST 101 Survey of Western Civilization I** 3 credits  
 A survey of the origins of Western Civilization in the Near East; Greek and Roman civilizations; and developments in Europe through the Reformation.
- HIST 101H Survey of Western Civilization I Honors** 3 credits  
 For Honors students Prerequisites: HONS 190
- HIST 102 Survey of Western Civilization II** 3 credits  
 A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes.
- HIST 102H Survey Western Civilization II Honors** 3 credits  
 For Honors Students Prerequisites: HONS 190
- HIST 112 World Civilization 1500-Pres 3 credits  
 A survey of World Civilization from the 16th century to the present with an emphasis on the different civilizations of the world and their interactions.
- HIST 261 Introduction to Florence** 3 credits  
 Cannot be used for Core requirement, history elective. and cannot substitute for 200-level history for major/minor
- HIST 273 History of United States I** 3 credits  
 The political, diplomatic, and territorial history of the United States from colonial beginnings through the Civil War. Historical geography is emphasized.

**HISTORY****HIST 274 History of United States II**

A continuation of HIST 273 with special attention given to the Reconstruction period, the rise of industry, reform, and American participation in world events in the late 19th and the 20th centuries.

- HIST 274H History of the US II Honors** 3 credits  
 see HIST 274 Prerequisites: HONS 190

- HIST 276 Washington History** 1 credits  
 This course is intended for students working towards teacher certification.

**Upper Division Courses**

- HIST 303 Athens in the 5th Century BC** 3 credits  
 The history of Greece from its origins with the Minoan and Mycenaean civilizations, through the Archaic period, during which time Greece formed its major political, social, and cultural institutions, and culminating with Greece's remarkable victory in the Persian Wars in 479 B.C.
- HIST 301 The Ancient City** 3 credits  
 This course is a survey of the development of the city in the ancient world. Students will explore urban forms and processes as they are shaped by-and as they shape-their social, cultural, economic and physical contexts. The course will focus on representative urban centers of the ancient Near East, Egypt, and the Mediterranean world. The course will trace the evolution of ancient urbanism from the Near East to the classical worlds of Greece and Rome, beginning with the transition from hunter-gatherer societies to urbanized, state level societies in the

Near East and ending with the transition of imperial power from Rome to Constantinople in the fourth century A.D.

**HIST 304 Alexander the Great and the Hellenistic World** 3 credits  
The political, social, and cultural history of Greece from 399 to 30 B.C., emphasizing the cultural achievements and political upheavals of the fourth century B.C., the life and career of Alexander the Great, and the transformation of the eastern Mediterranean in the Hellenistic Period under the influence of Greek monarchies.

**HIST 311 The Roman Republic from Romulus to Julius Caesar** 3 credits  
The political, social and cultural history of Rome from its origins to the end of the Republic in c 27 B.C., with special attention to internal social and political conflicts, involving such figures as the Gracchi, Pompey, and Julius Caesar, and to Rome's creation of a massive empire through conquest.

**HIST312 The Roman Empire from Augustus to the "Decline and Fall"** 3 credits

The political, social and cultural history of Rome during the age of the Emperors, from Augustus' creation of the principate in c. 27 B.C. to the fall of the Roman Empire in the west in A.D. 476, with special attention to the workings of the Imperial system, daily life, the rise of Christianity, and Rome's ultimate demise.

**HIST 315 Art and Archaeology of Greece and Rome** 3 credits  
This course examines the techniques and methods of Classical Archaeology as revealed through an examination of the major monuments and artifacts of the Greek and Roman world. Architecture, sculpture, vase and fresco painting, and the minor arts are examined. The course will consider the nature of this archaeological evidence, and the relationship of Classical Archaeology to other disciplines such as History, Art History, and the Classical Languages.

**HIST 321 Medieval Europe** 3 credits  
Developments in the first flowering of Western European civilization, C.A.D. 500-1350, including feudalism, the rise of representative assemblies, the commercial revolution and the papal monarchy. Taught at both the Main campus and Florence campus.

**HIST 334 Renaissance Europe** 3 credits  
The history of western Europe 1350-1550, emphasizing the political, religious, social, and economic foundations for the cultural achievements of the age of Michelangelo, Henry VIII, and Joan of Arc. Taught at both the Main campus and the Florence campus.

**HIST 335 The Reformation** 3 credits  
The figures, ideas, and events that produced the religious upheaval and disruption of medieval Christendom in the sixteenth century. Normally offered at the Florence campus.

## HISTORY

**HIST 336 Tudor And Stuart England** 3 credits  
British religious, political, social, and economic developments from the late 1400s to 1689, including the English Renaissance and Reformation, the rise of Parliament, the Civil War and the Restoration, and the Revolution of 1688.

**HIST 337 Medieval & Renaissance Economics** 3 credits  
An examination of the economic structure of medieval and early modern Europe. Florence campus only.

**HIST 338 Florence of the Medici and their Successors** 3 credits  
A study of the social, literary, and artistic development in Florence from the time of Lorenzo the Magnificent and Savonarola, through the Florence of Michelangelo, the Medici, Galileo, and the Grand Dukes. Florence campus only.

**HIST340 (INST383) Age of the French Revolution and Napoleon** 3 credits  
The political, social, intellectual, and religious history of Europe from the eighteenth century to 1815, including the Enlightenment, the fall of the ancient regime, the French Revolution, and Napoleon.  
Prerequisite: HIST 102 or 112.

**HIST 341 (INST 386) Europe in the Nineteenth Century** 3 credits

The social and political history of Europe from the Congress of Vienna (1815) to the outbreak of the First World War (1914), including the industrial revolution, the revolutions of 1848, the unifications of Italy and Germany, the growth of liberalism, socialism, nationalism, and imperialism. Prerequisites: HIST 102 or HIST 112 or permission.

**HIST 342 (INST 387) Europe 1914-1939** 3 credits  
Europe from 1914 to 1939 including the Great War, the Paris Peace Conference and the Treaty of Versailles, the rise of fascism, the Great Depression, Hitler and National Socialism, and the origins of World War II. Prerequisites: HIST 102 or HIST 112, or permission.

**HIST 343 Europe-US Relations after WWII** 3 credits  
A detailed analysis of the development of U.S.-Western European relations since World War II. Florence campus only.

**HIST 344 (GERM 340, INST 388) Modern Germany** 3 credits  
German society, culture and politics from the late eighteenth to the end of the German Empire. .

**HIST 345 (GERM 341, INST 397) Hitler's Germany** 3 credits  
German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule.

**HIST 346 (INST 378) Europe and the World Since 1945** 3 credits  
World affairs since the end of World War II with special emphasis on the Cold War, North-South relations, wars in Indochina and the MidEast, European integration, and the disintegration of the East bloc in 1989-1991.

**HIST 347 The Holocaust** 3 credits  
A history of the Nazi genocide of the Jews in World War II, including its origins, the historical context, the process of distinction, the experiences of the victims, the motives of the perpetrators, and post-war historiography, interpretation and commemoration.

**HIST 348 World War II** 3 credits  
The causes, conduct and consequences of the Second World War.  
Prerequisites: HIST 102 or HIST 112

**HIST 349 Modern Russia** 3 credits  
This course examines the major political, social, and cultural developments in Russia from the mid-nineteenth century through the end of the Soviet era, with particular focus on the crisis of imperial Russia, the revolutions of 1905 and 1917, Stalinism, the communist party-state, and the collapse of communism.

**HIST 351 Tsarist Russia** 3 credits  
This course examines the major political, social, intellectual, and cultural developments in Russia from the Kievan Rus era through the Great Reforms of the mid-nineteenth century. Its major themes include the development of Russian autocratic traditions, Russian imperial expansion, and the growing tensions between state and society under the Romanovs.

**HIST 353 Eastern Europe since 1863** 3 credits  
This course surveys the major political developments in central, eastern, and southeastern Europe from the mid-nineteenth century to the present. Its major themes include the collapse of the region's multinational empires, the creation of nation-states, World War II and the Holocaust, the Cold War, and the political challenges posed by democracy, nationalism, communism, and foreign domination.

**HIST 359 (INST 398) Modern Britain**  
British history from 1688 to the present, emphasizing the reign of Victoria, industrialization and reform, imperialism, constitutional and colonial development, the conflict with Napoleon, the Irish Home Rule, the decline of liberalism and the rise of labor, the two world wars, and the postwar welfare state. Prerequisite HIST 102 or 112.

**HIST 361 (WOMS 370) Women in Early European History** 3 credits  
Women, gender, and the family in Western life and thought from prehistory to circa 1600. Prerequisites: HIST 101

**HIST 362 Women in United States History** 3 credits  
An examination of the roles, experiences, and activities of American women from the colonial period to the 1970s.

**HIST 363 (WOMS 331) Women in Colonial Latin America** 3 credits  
The lives of women in both the pre-contact and post-conquest societies.

**HIST 367 The City in American History** 3 credits

What is a city? How, when, and why do cities in America develop where they did? How do physical form and institutions vary from city to city and how are these differences significant? How are cities changing and what is their future? This course will explore these and other questions while emphasizing twentieth-century American cities, with particular reference to Spokane. Students will examine urban populations, city culture, crime and municipal politics.

**HIST 368 Coming to America** 3 credits

Why is it important to study not only our own roots, but also the backgrounds of others in this polyethnic nation? What factors impelled our ancestors to leave the "Old Country" and what features in the "New World" made it an attractive destination? What "baggage" did they bring? How were they received, where did they settle, and how did they assimilate? Using memoirs, film, discussion, and lecture, students will consider ethnic identity, community, citizenship, work, race, gender, class and exclusion.

**HIST 369 Age Jefferson-Jackson 1801-1848** 3 credits

The political, intellectual, and diplomatic events during the formative years of the American nation.

**HIST 370 American Civil War and Reconstruction** 3 credits

The causes of sectional conflict after 1850, the actual war, and federal reconstruction to 1877.

**HIST 371 North American Exploration** 3 credits

A biographical approach to individual, government and institutional exploration of the Trans-Mississippi West after 1800.

**HIST 372 The American West** 3 credits

An investigation into frontier American institutions and activities that have helped form the modern American character.

**HIST 373 The Age of Theodore Roosevelt** 3 credits

The United States from 1877 to 1914. Emphasis is on big business, agricultural crisis, labor strife, political reform, and the emergence of America as a world power. The period is studied through the career of Theodore Roosevelt. Prerequisites: HIST 274

**HIST 374 The Age of Franklin D. Roosevelt** 3 credits

The United States from 1914-1945: Progressivism, the Jazz Age, the New Deal and World War II. The period is studied through the careers of Franklin and Eleanor Roosevelt. Prerequisites: HIST 274

**HIST 375 African-American History** 3 credits

A study of the experiences of African-Americans from the 1600s to the 1960s, which will include the development of slavery, the Civil War and Reconstruction, African-Americans on the frontier, and the

African-American experience in the 20th century.

**HIST 376 Pacific Northwest History** 3 credits

The social and political roots of the Pacific Northwest, from early exploration to the present, with a concentration on the people and places of Washington State.

**HIST 378 Post-World War II Presidents** 3 credits

The post-1945 presidency evolved and changed drastically as consequence of domestic and foreign events and ideology. Students will examine the power and limitations of the post-1945 US Presidents in both foreign and domestic affairs. Students will assess their relationships to Congress, the American people, the press and other nations, and we will explore presidential power, agenda, persuasion, secrecy, and character.

**HIST 379 American Biography** 3 credits

Glimpses of notable Americans who have helped shape the American character.

**HIST 380 U.S. Since 1945** 3 credits

How have events in the past fifty years shaped our individual lives? What lessons do we learn from the Cold War and Gulf War, Civil Rights

and Feminist movements, Woodstock and Disco, Watergate and presidential scandals, the space and computer ages? Students will examine the impact of the events, ideologies, and phenomena of the past fifty years, and debate the significant controversies of the period.

**HIST 381 (INST 373) East Asia after World War II** 3 credits

This course explores the transformation of four East Asian nations since the end of World War II: Japan's emergence as one of the world's leading powers after its devastating defeat in 1945, China's experiment with communism and its attempts to bridge communism and capitalism in the past two decades, and Taiwan and South Korea's transformation from former colonies to economic dynamos, civil societies, and democratic states.

**HIST 382 (INST 374) Modern China** 3 credits

This course explores the revolutionary progress of modern China in the past two centuries. Issues to be explored include: internal and external challenges in the nineteenth century, the decline and fall of imperial China, the revolutions during the first half of the twentieth century, the attempts to create a communist society after 1949, and the efforts at "market socialism" in the past two decades.

**HIST 383 (INST 375) Modern Japan** 3 credits

This course explores the modernization process from the latter half of the nineteenth century through the twentieth century, examining such topics as the forces that enabled Japan to modernize in a relatively short period, the repercussions of this rapid transformation which led Japan down the path of militarism and war, the factors which led to Japan's political and economic recovery after World War II, and changes and continuity in postwar Japanese society.

**HIST 384 Foundations of East Asian Civilization** 3 credits

This course seeks to give students an understanding of the history and culture of pre-modern China, Japan, and Korea. After exploring the historical roots of Confucianism, Daoism and Buddhism in China, students will examine the ways in which these foundational philosophies helped form social, cultural, and political institutions in China and its neighbors. Students will also focus attention on the historical emergence of the Chinese imperial system, and its greatest pre-modern exemplars, the Qin, Han and T'ang dynasties. Not limiting the focus to China alone, students will also explore how the concept of China as the "middle kingdom" influenced the language, religion and political developments in Japan and Korea, leading to an authentic "macro-culture" in East Asia. The course will finish by looking at how the Mongol conquests of Central and East Asia transformed the region, taking students to the threshold of the early modern period in Asia.

**HIST 385 Revolutions in Modern Latin America** 3 credits

Social and political turmoil and its effect on emerging Latin American nations.

## HISTORY

**HIST 386 (INST 372) Colonial Latin America**

A survey of colonial Latin America that examines the contact, conflict, and accommodation among Europeans, Native Americans, and Africans that shaped colonial Latin America.

**HIST 387 (INST 377) Mexico** 3 credits

A survey of Mexican history from the Aztec wars to the present.

**HIST 388 (INST 394) Modern Latin America** 3 credits A general introduction to the history of the former colonies of Spain and Portugal in the Western Hemisphere.

**HIST 390 Topics in History** 3 credits

Selected historical topics of current and special interest.

**HIST 391 Topics in History** 3 credits

Selected historical topics of current and special interest.

**HIST 392 Topics in History** 3 credits

Selected historical topics of current and special interest.

**HIST 393 (INST 368/RELI 492E) Islamic Civilization** 3 credits

Examines the origins of the Islamic religion, what Muslims believe, how the religion influenced the civilizations where it became the dominant faith, and the nature of the Islamic modern world.

**HIST 394 (INST 371) History of Modern Middle East** 3 credits

Surveys the development of the Middle East during the nineteenth and twentieth centuries including the creation of the contemporary states of the Middle East at the end of World War I, and their history from 1920 through the end of the twentieth century.

**HIST 395 Topics in History** 3 credits

Selected historical topics of current and special interest.

**HIST 396 Topics in History** 3 credits

Selected historical topics of current and special interest.

**HIST 397 Topics in History** 3 credits

Selected historical topics of current and special interest.

**HIST 398 History Methods** 3 credits

## **INTEGRATED B.A. OR B.S. AND M.B.A.**

Director: Scott Bozman, Assistant Dean, School of Business Administration

The integrated B.A. or B.S. and M.B.A. program is designed for Gonzaga students interested in liberal arts or other non-business disciplines who also seek collegiate preparation for administrative positions or business careers. By integrating preparatory business courses into their undergraduate programs of study, students are able to earn both an undergraduate degree and the Gonzaga M.B.A. within a five-year period versus six years if the degrees are completed separately.

Students choosing this program must complete their B.A. or B.S. degree and the required preparatory business courses listed below before being admitted to the Graduate School of Business and the M.B.A. program. Provisional admission may be available to students who do not complete the preparatory business courses prior to receiving their B.A. or B.S. degree.

## **INTEGRATED B.A. OR B.S. AND M.B.A.**

### **Preparatory Business Courses**

ACCT263 or ACCT260 and ACCT261 (Principles of Accounting I and II)

ECON 200 or ECON 201 and ECON 202 (Microeconomics and Macroeconomics)

BUSN 230 Business Statistics

BUSN 283 Business Law

MKTG 310 Principles of Marketing

BFIN 320 Principles of Finance

OPER 340 Operations Management

MGMT 350 Principles of Management

BMIS 235 Management Information Systems

In addition, students should take the Graduate Management Admissions Test (GMAT) during their fourth year. Students completing the preparatory courses will be awarded an undergraduate business minor.

The M.B.A. degree program requires 33 semester hours of 600level coursework beyond the required preparatory business courses. Additional information is contained in the Graduate Catalogue.

3 credits

This course is designed to acquaint the student the student with the basic elements of historical research, writing, evaluation of evidence, and criticism. The main activity of the course will be the writing of a major research paper drawn from primary and secondary sources. .

**HIST 399 Advanced Historical Writing** 1 credits

This course is designed for students who have taken HIST 398 and who wish to improve their historical and writing skills by continuing work on their research papers. Prerequisites: HIST 398

**HIST 490 Directed Reading and Research** 1 TO 3 credits

Topic to be decided by faculty.

**HIST 499 Thesis** 0 credits

In exceptional cases, this course may be taken in lieu of HIST 398 by students with honor-level grade point averages, course work, and the permission of the Department of History.

## INTERNATIONAL STUDIES

## INTERNATIONAL STUDIES

Director: T. A. Nitz

The International Studies (INST) major offers students the opportunity to obtain a Bachelor of Arts in International Studies. The overall goal of the program is to promote better understanding of the growing interdependence of nations, the rights and obligations that arise from those interdependencies, and significant transnational issues. The program also aspires to impart an awareness of the religious, political, economic, and cultural diversity among nations. Students pursuing an International Studies major or minor must select from one of four areas of emphasis: Asian Studies, European Studies, Latin American Studies, or International Relations. Students contemplating a major or minor in International Studies are encouraged to take HIST 112 (World Civilizations) as part of their University and College of Arts and Sciences core requirement in history.

To earn the Bachelor of Arts in International Studies, students must satisfactorily complete three sets of requirements. (1) All students choose a foreign language and achieve competency in that language as defined below. (2) Complete the courses which form the upper division International Studies core, including INST 499, Senior Project. INST 499 is normally taken in the second semester of the senior year and involves completing a written project or report and giving an oral presentation on a topic related to the student's area of emphasis. (3) Take elective INST or approved related courses not used to satisfy any other INST requirement, including a minimum number which focus on the individual student's area of emphasis. (Students may only double-count a maximum of 3 upper division courses with participating departments [i.e. POLS, HIST, Modern Languages].) Requirements for the International Studies major and minor by area of emphasis is explained in more detail below.

### B.A. Major in International Studies: Asian Studies (44 Credits)

#### Foreign Language Competency

Students must achieve competency in either Chinese or Japanese. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of Chinese or Japanese courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students who are majoring in International Studies are required to complete at least six credits at the 300 or higher level in their chosen language. Students who participate in a Study Abroad program of at least one semester may, with the permission of the International Studies Program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the Study Abroad program for this requirement

#### Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit

Plus one of the following two courses 3 credits

INST 373 East Asia After World War II INST

389 Politics of the Pacific Rim

#### Asian Studies Electives

Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.

INST 302 Topics in International Studies 3 credits  
(if the topic relates to Asian Studies)

INST 310 Third World Development 3 credits INST 325  
Post-Soviet Russia and China 3 credits

INST 330 World Rel. and Global Rel. Perspectives 3 credits

INST 333 Buddhism 3 credits

INST 343 Global Economic Issues 3 credits

INST 360 Japanese Culture I 3 credits

INST 361 Japanese Culture II 3 credits

INST 366 Arab-Israeli Conflict 3 credits

INST 367 Middle East Politics 3 credits

INST 368 Islamic Civilization 3 credits

INST 371 History of the Modern Middle East 3 credits

INST 373 Intro to East Asian Hist. and  
Civilization 3 credits

INST 374 Modern China 3 credits

INST 375 Modern Japan 3 credits

INST 389 Politics of the Pacific Rim 3 credits

INST 392 Tyranny to Democracy: Democratic

Transitions in the Late 20th Cent. 3 credits

INST 396 Chinese Philosophy 3 credits

INST 399 Area Studies Abroad 3 credits

(if the topic relates to Asian Studies)

INST 480 Topics in International Studies 1-3 credits

(if the topic relates to Asian Studies)

HIST 348 World War II 3 credits

MKTG 417 International Marketing 3 credits

PHIL 416 Marxism 3 credits

(Appropriate upper division language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate Area Studies courses taken abroad may be accepted at the discretion of the INST Director, provided that a grade of "B" or above is attained.)

### Minor in International Studies: Asian Studies (31 Credits)

Students must achieve competency through the 202 level or its equivalent in Chinese or Japanese as defined for the major in Asian Studies above.

#### Upper Division Core Courses

INST 301 Survey of International Studies 3 credits INST 410

Perspectives on Global Issues 3 credits

#### Asian Studies Electives

Choose courses totaling 9 credits of INST or related courses from the Asian Studies electives listed above for International Studies: Asian Studies majors.

### B.A. Major in International Studies: European Studies (44 Credits)

#### Foreign Language Competency

Students must achieve competency in French, German, Italian, or Spanish. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of French, German, Italian, or Spanish courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students who are majoring in International Studies are required to complete at least six credits at the 300 or higher level in their chosen language. Students who participate in a Study Abroad program of at least one semester may, with the permission of the International Studies Program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the Study Abroad program for this requirement

### Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit
plus one of the following three courses	3 credits
INST 378 Europe and the World Since 1945	
INST 387 Europe, 1914-1939	
INST 395 Politics in Western Europe	

### European Studies Electives

Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.

INST 302 Topics in International Studies (if the topic relates to European Studies)	3 credits
INST 325 Post-Soviet Russia and China Women in Comparative Societies	3 credits
INST 330 World Rel. & Global Rel. Perspectives	3 credits
INST 339 French Cinema	3 credits
INST 341 Cont. Issues of The Hispanic World	3 credits
INST 343 Global Economic Issues	3 credits
INST 346 Parliamentary Government	3 credits
INST 378 Europe and the World Since 1945	3 credits
INST 383 Age of the French Revolution	3 credits
INST 386 Europe in the 19th Century	3 credits
INST 387 Europe, 1914-1939	3 credits
INST 388 Modern Germany	3 credits
INST 392 Tyranny to Democracy: Democratic Transitions in the Late 20th Cent.	3 credits
INST 393 Democratization in Eastern Europe	3 credits
INST 395 Politics in Western Europe	3 credits
INST 397 Hitler's Germany	3 credits
INST 398 Modern Britain	3 credits
INST 399 Area Studies Abroad (if the topic relates to European Studies)	3 credits
HIST 347 The Holocaust	3 credits
HIST 348 World War II	3 credits
HIST 395 Eastern Europe	3 credits
MGMT 352 International Management	3 credits
PHIL 416 Marxism	3 credits

(Appropriate upper division language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate Area Studies courses taken abroad may be accepted at

the discretion of the INST Director, provided that a grade of "B" or above is attained.)

## Minor in International Studies: European Studies (31 Credits)

### Foreign Language Competency

Students must achieve competency through the 202 level or its equivalent in French, German, Italian, or Spanish as defined for the major in European Studies above.

### Upper Division Core Courses

INST 301 Survey of International Studies	3 credits	INST 410 Perspectives on Global Issues	3 credits
European Studies Electives			
Choose courses totaling 9 credits of INST or related courses from the European Studies electives listed above for International Studies: European Studies majors.			

## B.A. Major in International Studies: Latin American Studies (44 Credits)

### Foreign Language Competency

Students must achieve competency in Spanish. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of Spanish courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students who are majoring in International Studies are required to complete at least six credits at the 300 or higher level in their chosen language. Students who participate in a Study Abroad program of at least one semester may, with the permission of the International Studies Program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the Study Abroad program for this requirement

### Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit
plus one of the following two courses	3 credits
INST 385 Latin American Politics	
INST 394 Modern Latin America	
Latin American Studies Electives	
Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.	
INST 302 Topics in International Studies (if the topic relates to Latin American Studies)	3 credits
INST 310 Third World Development	3 credits
INST 315 Latin American Society	3 credits
INST 326 Women in Comparative Societies	3 credits
INST 330 World Rel. & Global Rel. Perspectives	3 credits
INST 341 Contemp. Issues of the Hispanic World	3 credits

**INTERNATIONAL STUDIES**

INST 343 Global Economic Issues Colonial Latin America	3 credits 3 credits	INST 372
INST 377 Mexico	3 credits	
INST 385 Latin American Politics	3 credits	
INST 392 Tyranny to Democracy: Democratic Transitions in the Late 20th Cent.	3 credits	INST 394
Modern Latin America	3 credits	
INST 406 Narrative Fiction in Spanish America	3 credits	
INST 399 Area Studies Abroad (if the topic relates to Latin American Studies)	3 credits	
INST 415 The Hispanic Cinema	3 credits	
INST 480 Topics in International Studies (if the topic relates to Latin American Studies)	1-3 credits	
HIST 385 Revolutions in Modern Latin America	3 credits	
PHIL 416 Marxism	3 credits	(Appropriate upper division

language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate Area Studies courses taken abroad may be accepted at the discretion of the INST Director, provided that a grade of "B" or above is attained.)

**Minor in International Studies: Latin American Studies (31 Credits)**

Students must achieve competency through the 202 level or its equivalent in Spanish as defined for the major in Latin American Studies above.

**Upper Division Core Courses**

INST 301 Survey of International Studies Perspectives on Global Issues	3 credits 3 credits	INST 410
Latin American Studies Electives		

Choose courses totaling 9 credits of INST or related courses from the Latin American Studies electives listed above for International Studies: Latin American Studies majors.

**B.A. Major in International Studies: International Relations (44 credits)****Foreign Language Competency**

Students must achieve competency in a modern foreign language. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of modern foreign language courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students who are majoring in International Studies are required to complete at least six credits at the 300 or higher level in their chosen language. Students who participate in a Study Abroad program of at least one semester may, with the permission of the International Studies Program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the Study Abroad program for this requirement

**Upper Division Core Courses**

INST 301 Survey of International Studies Perspectives on Global Issues	3 credits 3 credits	INST 410
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1 credit

**International Interactions Elective Courses**

Choose 9 credits not used for any other INST requirement from the following list of courses which focus on International Interactions among nations:

INST 302 Topics in International Studies (if the topic relates to international interaction)	3 credits
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INST 342 International Relations	3 credits
INST 343 Global Economic Issues	3 credits
INST 345 International Law	3 credits
INST 366 Arab-Israeli Conflict	3 credits
INST 367 Middle East Politics	3 credits
INST 371 History of the Modern Middle East	3 credits
INST 378 Europe and the World Since 1945	3 credits
INST 385 Latin American Politics	3 credits
INST 389 Politics of the Pacific Rim	3 credits
INST 390 African Politics and Development	3 credits
INST 395 Politics in Western Europe	3 credits

**INTERNATIONAL STUDIES**

INST 399 Area Studies Abroad (if the topic relates to international interaction)	3 credits
INST 480 Topics in International Studies (if the topic relates to international interaction)	1-3 credits
COMM 418 Intercultural & International Communication	3 credits
HIST 347 The Holocaust	3 credits
HIST 348 World War II	3 credits
HIST 395 Eastern Europe	3 credits
POLS 319 American Foreign Policy	3 credits
POLS 375 Global Environmental Politics	3 credits

**International Differences Elective Courses**

Take an additional 6 credits not used for any other INST requirement which focus on International Differences among nations. Each course must focus on a different region of the world (Africa, Asia, Europe, Latin America, or the Middle East) or must compare two or more regions.

Courses which compare two or more regions include:

INST 310 Third World Development	3 credits	INST 325
Post-Soviet Russia and China	3 credits	INST 326
Women in Comparative Societies	3 credits	INST 330
World Religions and Global Religious Perspective	3 credits	
INST 392 Tyranny to Democracy	3 credits	
INST 399 Area Studies Abroad (if the topic relates to international differences)	3 credits	
INST 480 Topics in International Studies (if the topic relates to international differences)	1-3 credits	

(Appropriate Area Studies courses taken abroad may also be accepted at the discretion of the INST Director, provided that a grade of "B" or above is attained.)

## Minor in International Studies: International Relations (31 credits)

Students must achieve competency through the 202 level or its equivalent in a modern foreign language as defined for the major in International Relations above.

### Upper Division Core Courses

INST 301 Survey of International Studies 3 credits INST 410  
Perspectives on Global Issues 3 credits

#### International Relations Electives

Choose courses totaling 9 credits of INST or related courses: 6 credits from the International Interactions electives and 3 credits from the International Differences electives listed for International Relations majors.

### Upper Division Courses

**INST 301 (POLS 350) Survey Of International Studies** 3  
Contemporary global issues and background information for all courses in International Studies. Studies the spiritual wisdom of the world's main civilizations, international economics, international politics, and the potential for international integration. Fall.

**INST 302 Topics in International Studies** 3 credits  
This course number designates special topics which are offered on occasion as full semester courses by faculty members from the various disciplines which make up the International Studies program. Such courses will focus on subjects of current or special interest which are not normally a part of the regular curriculum.

**INST 310 (POLS 359) Third World Development** 3 credits  
Focus on political development in the Third World. After examining the making of the Third world through imperialism and colonialism, key political institutions (the state, political parties, the military) are analyzed, as is the international economic context of dependency and vulnerability. Several case studies follow a common analytical framework to trace experiences with democratic and authoritarian rule and assess the underlying causes of democratic success and failure. On sufficient demand.

**INST 315 (SOCI 322) Latin American Society** 3 credits  
This course provides an overview of Latin American development. Several socioeconomic factors are examined. Development issues are broadly conceptualized within economic, demographic, and cultural dimensions. These variables are viewed as overlapping forces influencing development. Prerequisite: second year standing.

**INST 316 (SPAN 307) Latin American Literature I** 3 credits  
A study of the major literary works from colonial period to the classic works of the 19th century. Alternate Years. Taught in Spanish.

**INST 317 (SPAN 308) Survey Latin-American Lit II** 3 credits  
A study of the region's literary classics from the Enlightenment to the contemporary period. Alternate years. Taught in Spanish.

**INST 325 (POLS 355) Post Soviet Russia And China** 3 credits  
Focus on the pre-1985 Soviet political system; how Gorbachev's six-year reform program led to the unraveling of the Soviet Union; and the difficult transition to democracy and a market economy in post-Soviet Russia. Similarly, Maoist China is contrasted with the uneasy mixture of economic reform and political repression coexisting in China today. On sufficient demand.

**INST326 (POLS 363/WOMS 342) Women In Comparative Societies** 3 credits  
This course will compare women's movements around the world. We will examine women's roles in various nations and how women themselves are both redefining and using their roles to bring about political change. Starting with the U.S., we will proceed to study European, Latin American, Russian, and Palestinian women's movements.

**INST 330 (RELI 492) Wrld Rel And Global Rel Persp** 3 credits  
The diverse non-Western religious beliefs and practices and various religious perspectives regarding world brotherhood and sisterhood.

Includes an introduction to the religions of the world. Prerequisite: second year standing.

**INST 333 (RELI 492D) Buddhism** 3 credits  
This course is a study of Buddhism as Asian spirituality and world religion; an examination of the Buddha's teachings, the expansion and development of Buddhism, and the teachings and practices of contemporary Buddhism.

**INST 339 (FREN 331) Contemporary French Cineman** 3 credits  
A study of French cinema as it has evolved in the last two decades. The films viewed will be used as a means to encourage reflection on the history, ideas and values that have gone into the making of modern France.

**INST341 (SPAN 340) Contemporary Issues of Hispanic World** 3 credits  
Reading and/or discussion of social, political, economic or environmental issues of Hispanic world as presented by foreign media. Taught in Spanish.

**INST 342 (POLS 351) International Relations** 3 credits  
Theory and practice in the functioning of the international political system and the behavior of the nations within it. Prerequisite: POLS 350 or permission. On sufficient demand

**INST 343 (ECON 311) Global Economic Issues** 3 credits  
This course is a presentation of a broad range of global economic issues and policies relevant to a number of disciplines including business, political science, and international studies. Topics include: why nations trade, international trade and economic growth, protectionism, discriminatory trade policies, the foreign exchange market, factor mobility, and comparative economic systems. Fall and Spring Prerequisites: ECON 201 or permission.

**INST 345 (POLS 371) International Law And Organization** 3 credits  
Nature, sources, and development of international law and its interrelationship with international organizations. Prerequisite: second year standing or permission.

**INST 346 (POLS 360) Parliamentary Government** 3 credits  
Parliamentary or Cabinet government is contrasted with American government. Focus on disciplined parties, prime ministers, civil servants and elected politicians, written and unwritten constitutional rules, parliamentary and right-based politics. Usually a specific nation, such as Canada is featured, but examples are also drawn from Great Britain, Australia, and Japan. On sufficient demand.

**INST 350 (PHIL 453) International Ethics** 3 credits  
The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration.

**INST 360 (JPNE 350) Japanese Culture I** 3 credits  
This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. (This course will be taught in English.) Prerequisite: Second year standing. On sufficient demand.

**INST 361 (JPNE 351) Japanese Culture II** 3 credits  
This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. (This course will be taught in English.) Prerequisite: Second year standing. On sufficient demand.

**INST 366 (POLS 373) Arab-Israeli Conflict** 3 credits  
Why is there an Arab-Israeli conflict? The question is much-discussed but not very often answered. This course is interdisciplinary, touching on the historical, political, and sociological aspects of the origins and trajectory of the Arab-Israeli conflict.

**INST 367 (POLS 372) Middle East Politics** 3 credits  
Shows the Middle East is more than a region fraught with violence, ethnic hatred and the struggle for control of oil by examining the modern Middle East's history and context, a diverse set of country case studies, and current issues including the role of women, Islamic fundamentalism, terrorism, and peace in Israel-Palestine.

**INST 368 (HIST 393/RELI 492E) Islamic Civilization** 3 credits

Examines the origins of the Islamic religion, what Muslims believe, how the religion influenced the civilizations where it became the dominant faith, and the nature of Islam in the modern world.

**INST 369 (HIST 385) Revolutions in Modern Latin America** 3 credits  
Social and political turmoil and its effect on emerging Latin American nations.

**INST 371 (HIST 394) History of Modern Middle East** 3 credits  
Surveys the development of the Middle East during the nineteenth and twentieth centuries including the creation of the contemporary states of the Middle East at the end of World War I, and their history from 1920 through the end of the century.

**INST 372 (HIST 386) Colonial Latin America** 3 credits  
A survey of colonial Latin America that examines the contact, conflict, and accommodation among Europeans, Native Americans, and Africans that shaped colonial Latin America.

**INST 373 (HIST 381) East Asia After World War II** 3 credits  
This course endeavors to explore the extraordinary transformation of four East Asian nations since the end of World War II: Japan's emergence as one of the world's leading powers after its devastating defeat in 1945, China's experiment with communism and its attempts to bridge communism and capitalism in the past two decades, and Taiwan and South Korea's transformation from former colonies to economic dynamos, civil societies, and democratic states.

**INST 374 (HIST 382) Modern China** 3 credits  
A survey of the rise and decline of China's last imperial dynasty, China's confrontation with the West and imperialism the revolutionary movements leading to the establishment of the Nationalist and then Communist governments, the struggle to resist Japanese domination in the 1930's and 1940's, and the development of Chinese communism.

**INST 375 (HIST 383) Modern Japan** 3 credits  
A survey of the rise and decline of the Tokugawa shogunate and Japan's struggle to become a world power after the Meiji Restoration of the late 1860s.

**INST 376 (HIST 349) Modern Russia** 3 credits  
Russian history from the Napoleonic era to the present, including the reign of the Romanovs, the fall of the Empire, the Russian Revolution, the Soviet Union, and the collapse of communism.

**INST 377 (HIST 387) Modern Mexico** 3 credits  
A survey of Mexican history from the Aztec wars to the present.

**INST 378 (HIST 346) Europe And World Since 1945** 3 credits  
World affairs since the end of World War II with special emphasis on the Cold War, North-South relations, wars in Indochina and the Mid-East, European integration, and the disintegration of the East bloc in 1989/1991.

**INST 383 (HIST 340) Age Of The French Revolution** 3 credits  
The political, social, intellectual, and religious history of Europe from the 18th century to 1815, including the Enlightenment, the fall of the ancient regime, the French Revolution, and Napoleon. Prerequisite: HIST 102 or 112

**INST 385 (POL 352) Latin American Politics** 3 credits  
Focus on the caudillo or leader in Latin American history, culture, and society, in the range of contemporary forms of government (democratic, dictatorial, revolutionary). Some treatment of U.S. foreign policy. Spring. Prerequisite: second year standing.

**INST 386 (HIST 341) Europe in the Nineteenth Century** 3 credits  
The social and political history of Europe from the Congress of Vienna (1815) to the outbreak of the First World War (1914), including the industrial revolution, the revolutions of 1848, the unifications of Italy and Germany, the growth of liberalism, socialism, nationalism, and imperialism. Prerequisite: HIST 102 or 112 or permission.

**INST 387 (HIST 342) Europe, 1914-1939** 3 credits  
Europe from 1914 to 1945 including the Great War, the Paris Peace Conference and the Treaty of Versailles, the rise of fascism, the Great Depression, Hitler and National Socialism, and the origins and conduct of World War II. Prerequisites: HIST 102 or 112

**INST 388 (GERM 340/HIST 344) Modern Germany** 3 credits  
German society, culture, and politics from the late eighteenth century to the end of the German Empire. Taught in English.

## INTERNATIONAL STUDIES

**INST 389 (POL 364) Politics of the Pacific Rim** 3 credits

Focus on the role played by the East Asian capitalist development states (Japan, South Korea, Taiwan, Hong Kong, and Singapore) in the accelerated economic growth of the Pacific Rim; a consideration of the Philippines as a representative of ASIAN; finally, a brief look at the likely impact of this Pacific Basin dynamism on the USA, Russia, and the P.R.C. Fall. Prerequisite: second year standing or permission.

**INST 390 (POL 365) African Politics And Development** 3 credits  
Contemporary sub-Saharan, black ruled Africa is examined in four key areas of development and politics: (1) contemporary social, economic, and ecological conditions; (2) colonial and nationalist eras; (3) development strategies and African decline; and (4) state and society tensions. On sufficient demand. Prerequisite: second year standing or permission.

**INST 392 (POL 368) Tyranny to Democracy 21st Century** 3 credits  
Between 1974 and 1990 more than fifty countries in Southern Europe, Latin America, East Asia, and Eastern Europe shifted from authoritarian to democratic systems of government. An examination of the causes and nature of these democratic transitions. Several case studies of democratic transitions in different areas of the world will be investigated in order to understand the factors responsible for the democratic trend and to ascertain which key variables best explain completed democratic transitions and democratic consolidation. On sufficient demand.

**INST 393 (POL 367) Democratization In East Europe** 3 credits  
Problems of and prospects for democracy in Eastern/Central Europe. The history, movements, institutions, and politics of the nations will be considered, as well as of democratization and economic reform.

**INST 394 (HIST 388) Modern Latin America** 3 credits  
A general introduction to the history of the former colonies of Spain and Portugal in the Western Hemisphere.

**INST 395 (POL 354) Politics In Western Europe** 3 credits  
Survey of the parties, institutions, political processes, issues and policies of the major western European industrialized nations. Special focus on England, France, and Germany, but coverage will extend to the other European democracies as well.

**INST 396 (PHIL 434) Chinese Philosophy** 3 credits  
A survey of the history of Chinese Philosophy focusing on the Confucian tradition and taking other traditions such as Taoism and Buddhism into account.

**INST 397 (HIST 345) Hitler's Germany** 3 credits  
German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule.

**INST 398 (HIST 359) Modern Britain** 3 credits  
British history from 1688 to the present, emphasizing the reign of Victoria, industrialization and reform imperialism, constitutional and colonial development, the conflict with Napoleon, the Irish Home Rule, the decline of liberalism and the rise of labor, the two world wars, and the postwar welfare state.

**INST 399 Area Studies Abroad** 2 TO 4 credits  
Area Study courses in politics, history, and economics taken abroad.

**INST 406 (SPAN 406) Narrative Fiction in Span Amer** 3 credits  
The novel and short story in Spanish America during the twentieth century. Focus on literature of the "boom." Taught in Spanish.

**INST 410 (POL 366) Perspectives on Global Issues** 3 credits  
A critical analysis of vital global issues from the different perspectives of realists, idealists, and system-transformers. This framework encourages an exploration of competing worldviews and value systems and requires the weighing of evidence from differing ideological, cultural, and gender perspectives. The major analytical perspectives and organizing concepts that scholars have fashioned to make these issues comprehensible are introduced.

**INST 415 (SPAN 415) The Hispanic Cinema** 3 credits

The course will focus on Spanish or Spanish American cinema, using representative films of these diverse countries to amplify student understanding of these complex societies. Taught in Spanish.

**INST 480 Topics in International Studies** 1 TO 3 credits  
Selected International Studies topics of current and special interest.

**INST 490 Directed Reading** 1 TO 3 Credit by arrangement for directed reading and reports on selected topics. Prerequisite: permission.

**INST 492 Independent Research or Study** 1 TO 3 credits

**INST 499 Senior Project** 1 credits Students research a topic related to their area of emphasis in International Studies, write an academic research paper, and give an oral presentation on that topic. Required of all majors in their fourth year.

## ITALIAN STUDIES

### ITALIAN STUDIES PROGRAM

Director: Gabriella Brooke

Italian Studies is an interdisciplinary program aimed at imparting an understanding of Italian culture and competence in the Italian language. It is designed with flexibility in order to meet the needs of individual students. The director of the program is responsible for assisting the students to meet needs in accordance with University curricular standards.

The Bachelor of Arts degree with a major in Italian Studies includes one year of participation in the Gonzaga-in-Florence program or comparable experience in Italy and a senior thesis (ITAL 498) on a topic pertaining to Italian culture, or a comprehensive exam. Italian majors are required to take an upper division Italian course during their fourth year regardless of credits earned. B.A.

#### Major in Italian Studies: 38 Credits

##### Lower Division Courses

ITAL 101 Elementary Italian I	4 credits
ITAL 102 Elementary Italian II	4 credits
ITAL 201 Intermediate Italian I	4 credits
ITAL 202 Intermediate Italian II	4 credits

##### Upper Division Courses

ITAL - - - Florence: Three electives in Italian art, comparative literature, economics, history, Italian literature, political science, or sociology 9 credits

## LITERARY STUDIES

### LITERARY STUDIES

Director: Elizabeth Cooley

A Bachelor of Arts with a major in Literary Studies is offered by the departments of English, Classical Languages, and Modern Languages and Literature. It is administered by a committee made up of the chairpersons of the three cooperating departments and one faculty member in the field of comparative literature. The chairperson of the Department of English is always the head of this Literary Studies Program Committee.

This program, which contains many of the features of a major in comparative literature, involves course work in the three departments mentioned above and includes the study of languages as well as literature.

Although no lower division requirements are specified for this major, students must note that several of the upper division electives require lower division skills or courses. Application for

ITAL 301 3 credits One of the following two courses 1 credit

ITAL 498 Senior Thesis

ITAL 499 Comprehensive Examination

#### Minor in Italian Studies: 25 credits

##### Lower Division Courses

ITAL 101 Elementary Italian I	4 credits
ITAL 102 Elementary Italian II	4 credits
ITAL 201 Intermediate Italian I	4 credits
ITAL 202 Intermediate Italian II	4 credits

##### Upper Division Courses

Any upper-division Italian courses or any courses chosen from those listed below: 9 credits

#### Gonzaga-in-Florence Courses

The following Florence courses may be applied towards electives for the major and minor; complete course descriptions can be found under the appropriate departmental listings.

VART 290 History of Art I

VART 291 History of Art II

VART 397 Renaissance Art

ECON 307 Social and Econ. Devel. of Italy

ECON 404 Econ. Integration of the European Econ. Community

HIST 324 The Medieval World

HIST 334 Renaissance Europe

HIST 343/POLS 361 European-U.S. relations after W.W. II

ITAL 301 Advanced Italian

ITAL 303 Survey of Italian Literature I

ITAL 307 Conversational Approach to Contemporary Issues

ITAL 318 The Italian Novel

ITAL 350 Italian Culture and Civilization

ITAL 361 Firenze citta' d'arte e cultura

ITAL362 (HIST 338) Florence of the Medici and their Successors

POLS 370 Modern Democracies

POLS 357 Italian Political System

the Literary Studies Major should be initiated with the chairperson of the Department of English, who must approve all courses counted towards the major.

#### B.A. Major in Literary Studies: 30+ Credits

##### Lower Division Courses

ENGL 101, 102, 201 or the Honors Program equivalents

Foreign, classical, and modern languages and literature as needed

##### Upper Division Courses

1) A course in literary criticism (history or theory) 3 credits 2)

A course in comparative literature in translation 3 credits 3) A

course in modern foreign literature in translation 3 credits 4)

A course in classical literature in translation 3 credits

5) Three courses in classical or modern foreign

literature in the original language 9 credits 6) Two

courses in British or American Lit. 6 credits

7) LITS 499A Senior Thesis or Project\* 3 credits

\* In place of the Senior Thesis, a student may elect one or more courses in literature from any of the above categories in which case he or she must then also pass an oral comprehensive examination (LITS 499B) for no credit.

### Minor in Literary Studies: Not Available

## MATHEMATICS AND COMPUTER SCIENCE

Chairperson: Scott Coble, SJ

Professors: R. Bryant, J. Burke, W. Carsrud, J.

Firkins (Emeritus), K. Yerion

Associate Professors: P. De Palma, D. Hughes, T.

McKenzie, G. Roth, J. Vander Beek,

Assistant Professors: S. Coble, S.J., D. Larson, G. Nord,

S. Overbay, J. Villalpando, T. Woods

The Department of Mathematics and Computer Science trains students to meet the expanding quantitative needs of society and provides them with the theoretical structures from which practical applications derive. Its curriculum, a blend of several broad areas of thought in both mathematics and computer science, has these major components: pure mathematics, classical applied mathematics, and computer science. Majors in this department are wellprepared for positions in industry and government demanding quantitative techniques or computer science, for teaching mathematics on the primary or secondary level, and for graduate work.

The department offers four degree programs: Bachelor of Arts in Mathematics, Bachelor of Science in Mathematics, Bachelor of Science in Mathematics-Computer Science, Bachelor of Science in Computer Science. Majors must take the senior comprehensive (MATH 499 or CPSC 499) in the Fall of their fourth year. These courses review material in preparation for the ETS Major Field Tests, which is required of all majors.

Prospective teachers of mathematics on the primary level are required to take MATH 121 and MATH 203.

It is recommended that majors in computer science and/or mathematics take PHYS 103, CHEM 105 or BIOL 101 to satisfy their College of Arts and Sciences laboratory science requirement.

The department has student chapters of the Mathematical Association of America and the Association for Computing Machinery. The MAA and the ACM sponsor lectures and social events for department majors. Mathematics majors may participate in the William Lowell Putnam Mathematical Competition held every December. Computer science majors may participate in the Annual ACM Programming Contest held every November.

The department has its own extensive computing laboratory which includes PCs running Windows XP and a Hewlett-Packard A400 machine running UNIX. This powerful machine is capable of handling 100 users concurrently. The department also owns a network of Linux PCs that is used to study data communications and operating systems. The machines in the department's lab have C and C++ compilers, Java interpreters, graphics packages, office suites, Mathematica, and Oracle, the computer industry's premier database management system. In addition, the University maintains microcomputer laboratories in many buildings across campus. All computer labs on campus, as well as all dormitory

rooms, are connected to the campus-wide network and from there to the Internet via a high-speed link.

### B.S. Major in Mathematics: 40 Credits

#### Lower Division Courses

MATH 157 Calculus & Analytic Geo. I	4 credits
MATH 258 Calculus & Analytic Geo. II	4 credits
MATH 259 Calculus & Analytic Geo. III	4 credits
MATH 231 Discrete Structures	3 credits

#### Upper Division Courses

MATH 339, any 400-level	15 credits
MATH - - - Electives*	9 credits

\* One of these courses may be replaced by MATH 260 or an upper division CPSC course.

MATH 499 Senior Comprehensive	1 credit
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## MATHEMATICS & COMPUTER SCIENCE

### B.A. Major in Mathematics: 31 Credits

#### Lower Division Courses

MATH 157 Calculus & Analytic Geo. I	4 credits	MATH 258	4 credits
Calculus & Analytic Geo. II	4 credits	MATH 259	4 credits
Calculus & Analytic Geo. III	4 credits		
MATH 231 Discrete Structures			3 credits

#### Upper Division Courses

MATH 339, any 400-level	9 credits
MATH - - - Electives*	6 credits
* One of these courses may be replaced by MATH 260 or an upper division CPSC course.	
MATH 499 Senior Comprehensive	1 credit

### B.A. Major in Mathematics: 31 Credits

For Prospective Teachers Seeking a Mathematics Endorsement

#### Lower Division Courses

MATH 157 Calculus & Analytic Geo. I	4 credits
MATH 258 Calculus & Analytic Geo. II	4 credits
MATH 259 Calculus & Analytic Geo. III	4 credits
MATH 231 Discrete Structures	3 credits
MATH 260 Ordinary Differential Equations	3 credits

#### Upper Division Courses

MATH 321 Statistics for Experimentalists	3 credits
MATH 339 Linear Algebra	3 credits
MATH 341 Modern Geometry	3 credits
MATH 437 Abstract Algebra I	3 credits
MATH 499 Senior Comprehensive	1 credit

(Note: Students in this program should consult their advisors for updates in endorsement course requirements.)

### Minor in Mathematics: 24 credits

#### Lower Division Courses

MATH 157 Calculus & Analytic Geo. I	4 credits
MATH 258 Calculus & Analytic Geo. II	4 credits
MATH 259 Calculus & Analytic Geo. III	4 credits
MATH 231 Discrete Structures	3 credits

#### Upper Division Courses

MATH any 400-level	3 credits
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MATH Electives	3 credits
MATH or CPSC Electives	3 credits

**B.S. Major in Computer Science: 59 credits**

**Lower Division Courses**

CPSC 121 Computer Science I	3 credits
CPSC 122 Computer Science II	3 credits
CPEN 230 Digital Logic	4 credits
CPSC 223 Abstract Data Structures	3 credits
CPSC 224 Object-Oriented Programming	3 credits
CPEN 231 & 231L Microcomp. Architecture and Assembly Lang. Prog. & Lab	4 credits MATH
157 Calculus & Analytic Geo. I	4 credits MATH
258 Calculus & Analytic Geo. II	4 credits
MATH 231 Discrete Structures	3 credits

**Upper Division Courses**

CPSC 351 Theory of Computation	3 credits	CPSC 300-
level or above except 497	9 credits	
CPSC upper division elective, (except 497), CPEN 331, or CPEN 428	3 credits	MATH 321, 328, 339, 350,
351, any 400-level	6 credits	CPSC 491 Software
Engineering, Group Design I	3 credits	CPSC 492 Software
Engineering, Group Design II	3 credits	
CPSC 499 Senior Comprehensive	1 credit	

## MATHEMATICS & COMPUTER SCIENCE

### Minor in Computer Science: 18 credits

CPSC 121 Computer Science I	3 credits
CPSC 122 Computer Science II	3 credits
CPSC 223 Data Structures	3 credits
CPSC Electives (CPSC 224 or above)	9 credits

### B.S. Major in Mathematics-Computer Science: 49 Credits

#### Lower Division Courses

CPSC 121 Computer Science I	3 credits
CPSC 122 Computer Science II	3 credits
CPSC 223 Data Structures	3 credits
CPSC 224 Object-Oriented Programming	3 credits
MATH 157 Calculus & Analytic Geo. I	4 credits
MATH 231 Discrete Structures	3 credits
MATH 258 Calculus & Analytic Geo. II	4 credits
MATH 259 Calculus & Analytic Geo. III	4 credits

#### Upper Division Courses

CPSC 300-level or above except 497	6 credits
MATH 413, 414, 417, 421, 422, 437, 438, 454	3 credits
MATH 321, 328, 339, 350, 351, 413, 414, 417, 421, 422, 437, 438, 454	12 credits
MATH 499 Senior Comprehensive	1 credit

**Minor in Mathematics-Computer:** Science is not available

### Suggested Program Schedule for B.S. Major in Computer Science

#### First year Schedule

##### Fall Semester

CPSC 121 Computer Science I	3 credits
MATH 157 Calculus & Analytic Geometry I	4 credits
Other Courses	9-11 credits

##### Spring Semester

CPSC 122 Computer Science II	3 credits
MATH 258 Calculus & Analytic Geometry II	4 credits
CPEN 230 Digital Logic	4 credits
Other Courses	5-7 credits

#### Second year Schedule

##### Fall Semester

CPSC 223 Data Structures	3 credits
CPEN 231 Microcomputer Architecture and Assembly Language Programming	4 credits
MATH 231 Discrete Structures	3 credits
Other Courses	7-9 credits

##### Spring Semester

CPSC 224 Object-Oriented Programming	3 credits
MATH Elective	3 credits
Other Courses	10-12 credits

#### Third year Schedule

##### Fall Semester

CPSC 351 Theory of Computation	3 credits
CPSC Electives	3 credits
MATH Elective	3 credits
Other Courses	7-9 credits

##### Spring Semester

CPSC Electives	6 credits
Other Courses	10-13 credits

#### Fourth year Schedule

##### Fall Semester

CPSC 491 Software Eng. & Group Design I	3 credits
CPSC 499 Senior Comprehensive	1 credit
CPSC Elective	3 credits
Other Courses	9-11 credits

##### Spring Semester

CPSC 492 Software Eng. & Group Design II	3 credits
Other Courses	13-16 credits

## Mathematics

### Lower Division Courses

**MATH 103 Excursions in Mathematics** 3 credits

An elementary survey of various mathematical areas such as algebra, geometry, counting (permutations, combinations), probability, and other topics selected by the instructor. This course is intended for the liberal arts student not pursuing business or the sciences. Fall and Spring. Prerequisite: Two years of high school algebra.

**MATH 112 College Algebra** 3 credits

College algebra for those students who need additional preparation before taking MATH 114, MATH 147, or MATH 148. Topics include equations, polynomials, conics, graphing, algebraic, exponential and logarithmic functions. Fall and Spring. Prerequisite: 2 years of high school algebra.

**MATH 114 Mathematical Analysis for Business** 3 credits

Designed for the student majoring in business. Topics selected from: functions, systems of linear equations and matrices, linear programming, elementary probability, and an introduction to differential calculus. Fall and Spring. Prerequisite: MATH 112 or equivalent.

**MATH 121 Introductory Statistics** 3 credits

An introduction to the basic concepts of descriptive and inferential statistics and their application to the interpretation and analysis of data. Fall and Spring. Prerequisite: two years of high school algebra.

**MATH 147 Pre-Calculus** 3 credits

Topics include advanced equations and inequalities, functions and graphs including composite and inverse functions, logarithmic and exponential functions, trigonometric functions and their graphs, right angle trigonometry, trigonometric identities, systems of equations, and conics. Fall and Spring. Prerequisite: MATH 112 or two years high school algebra and high school geometry.

**MATH 148 Survey of Calculus** 3 credits

A one-semester introduction to differential and integral calculus designed to convey the significance, use and application of calculus for liberal arts students, particularly those in the behavioral, biological, and social sciences. Fall and Spring. Prerequisite: MATH 112 or a strong high school background in algebra, functions, and graphs.

**MATH 157 Calculus and Analytic Geometry I** 4 credits

Functions, continuity, the derivative with application to curve sketching and maximum-minimum problems, introduction to limits, and the integral. Fall and Spring. Prerequisite: MATH 147 or equivalent.

**MATH 203 Mathematics for Elementary Teachers I** 3 credits

Does not satisfy the university core requirement in mathematics unless the student earns a Teacher Certificate in Elementary Education. Topics include problem solving, sets and logic, functions, geometry, and number theory. Fall and Spring. Prerequisite: EDTE 100 or permission.

**MATH 231 Discrete Structures** 3 credits

Topics taken from sets, functions, matrices, ordered sets, partially ordered sets, directed graphs, algebraic systems, recursive definitions, and algorithms. Fall and Spring. Prerequisite: MATH 258.

**MATH 258 Calculus and Analytic Geometry II** 4 credits

Introduction to exponential, logarithmic, and hyperbolic functions; parametric equations; polar coordinates; techniques and applications of integration. .) Fall and Spring. Prerequisite: MATH 157 (with a grade of C or higher strongly recommended)

**MATH 259 Calculus and Analytic Geometry III** 4 credits  
Infinite series, vectors, partial derivatives, multiple integrals, solid analytic geometry including spherical and cylindrical coordinates. Fall and Spring. Prerequisite: MATH 258 (with a grade of C- or higher strongly recommended).

**MATH 260 Ordinary Differential Equations** 3 credits  
Solution methods for first order equations, and for second and higher order linear equations. Includes series methods, and solution of linear systems of differential equations. Fall and Spring. Prerequisite: MATH 259 (with a grade of C- or higher strongly recommended)

**MATH 290 Sophomore Directed Reading** credit by arrangement  
Readings and reports in selected mathematical topics. On sufficient demand. Prerequisite: permission.

## Upper Division

**MATH 321 Statistics for Experimentalists** 3 credits  
An extensive survey of statistical methods with an emphasis on their application. The focus is on inferential statistics with topics chosen from estimation, significance tests, regression, correlation, analysis of variance, multiple regression, nonparametric statistics, goodness of fit tests, and contingency tables. Fall and Spring. Prerequisite: MATH 157 or permission.

**MATH 328 Operations Research** 3 credits  
Quantitative methods for application to problems from business, engineering, and the social sciences. Topics include linear and dynamic programming, transportation problems, network analysis, PERT, and game theory. Spring, even years. Prerequisite: MATH 258.

**MATH 339 Linear Algebra** 3 credits  
A systematic study of matrices, vector spaces, and linear transformations. Topics include systems of linear equations, determinants, dependence, bases, dimension, rank, eigenvalues and eigenvectors. Applications include geometry, calculus, and differential equations. Spring Prerequisite: MATH 259.

**MATH 341 Modern Geometry** 3 credits  
Axiomatic systems for, and selected topics from, Euclidean geometry, projective geometry, and other non-Euclidean geometries. Special attention will be given to the needs of the individuals preparing to teach at the secondary level. Spring, even years. Prerequisite: MATH 259.

**MATH 350 Elementary Numerical Analysis** 3 credits  
An introduction to numerical analysis: root finding, interpolation, numerical integration and differentiation, finite differences, numerical solution to initial value problems, and applications on a digital computer. Spring, odd years. Prerequisite: MATH 258.

**MATH 351 Combinatorics and Graph Theory** 3 credits  
An introduction to combinatorics and graph theory with topics taken from counting techniques, generating functions, combinatorial designs and codes, matchings, directed graphs, paths, circuits, connectivity, trees, planarity, and colorings. Fall, odd years. Prerequisite: MATH 231.

**MATH 413 Advanced Calculus I** 3 credits  
Notions from set theory, the real number system, topology of the real line, continuity (including uniform continuity), differentiation, Riemann integration, sequences, and infinite series of numbers and functions. Fall, even years. Prerequisite: MATH 231 and MATH 259, or permission.

**MATH 414 Advanced Calculus II** 3 credits  
Continuation of MATH 413. Spring, odd years. Prerequisite: MATH 413.

**MATH 417 Complex Variables** 3 credits  
Complex numbers and functions, analyticity and the Cauchy-Riemann equations, integration, and Cauchy's theorem and formula. Other topics chosen from Taylor and Laurent series, the calculus of residues,

conformal mapping, and applications. Fall, odd years. Prerequisite: MATH 231 and MATH 259, or permission.

**MATH 421 Probability Theory** 3 credits  
A mathematical treatment of the laws of probability with emphasis on those properties fundamental to mathematical statistics. General probability spaces, combinatorial analysis, random variables, conditional probability, moment generating functions, Bayes law, distribution theory, and law of large numbers. Fall, even years. Prerequisite: MATH 231 and MATH 259, or permission.

**MATH 422 Mathematical Statistics** 3 credits  
An examination of the mathematical principles underlying the basic statistical inference techniques of estimation, hypothesis testing, regression and correlation, nonparametric statistics, analysis of variance. Spring, odd years. Prerequisite: MATH 421.

**MATH 437 Abstract Algebra I** 3 credits  
A detailed examination of topics chosen from groups, rings, integral domains, Euclidean domains, unique factorization, fields, Galois theory, and solvability by radicals. Fall, odd years. Prerequisite: MATH 231 and MATH 259, or permission.

**MATH 438 Abstract Algebra II** 3 credits  
Continuation of MATH 437. . Spring, even years. Prerequisite: MATH 437

**MATH 450-453 Selected Topics** 1-3 credits  
Possible topics include combinatorics, topology, number theory, advanced numerical analysis, advanced linear algebra, theory of computation and complexity, and history of mathematics. Credit by arrangement. . On sufficient demand. Prerequisite: third year standing and permission

## MATHEMATICS & COMPUTER SCIENCE

**MATH 454 Partial Differential Equations** 3 credits  
Derivation of the wave, heat, and Laplace's equations, separation of variables. Sturm-Liouville problems, sets of orthogonal functions, Fourier series, solutions of boundary value problems, Laplace transforms, and numerical methods. Spring, even years.. Prerequisite: MATH 259 and either MATH 260 or MATH 231, or permission.

**MATH 490 Directed Reading** 1-3 credits  
Selected topics in mathematics. Prerequisite: permission.

**MATH 497 Mathematics Internship** 1-6 credits  
Special program for mathematics majors. Prerequisite: permission.

**MATH 499 Senior Comprehensive** 1 credit  
Preparation for and writing of the Educational Testing Service's Major Field Test in mathematics. Required of all Mathematics and MathematicsComputer Science majors in their fourth year. Prerequisite: fourth year standing and permission. Fall.

## Computer Science

### Lower Division Courses

**CPSC 103 Introduction to Internet** 3 credits  
Introduction to the Internet and its network services for noncomputer science majors. Study of physical network connectivity, communication, addressing schemes, social issues in network communication, especially ethics, and current technologies. Hands-on experience with web searches, file transfers, electronic mail, and creating web pages. On sufficient demand.

**CPSC 105 Computer Fundamentals** 3 credits  
An introduction to the key concepts and methods of computer science, both for students who wish to know more about the field and for those who want to investigate it as a possible career. Topics include computer hardware, software design and programming, databases, and artificial intelligence. Emphasis throughout will be on hands-on involvement with computers and software. In particular, students will develop elementary programming skills through a series of programming projects. On sufficient demand.

**CPSC 107 User-Centered Web Site Design** 3 credits

This course focuses on quality design principles and user-centered development techniques used in creating a web site. Topics will include human-computer interaction, graphical design, prototyping, and introduction to web programming. On sufficient demand.

**CPSC 121 Computer Science I** 3 credits

Techniques of problem-solving and algorithmic development. An introduction to programming. Emphasis is on how to design, code, debug, and document programs using good programming style. Fall and Spring.

**CPSC 122 Computer Science II** 3 credits

A continuation of CPSC 121. An examination of pointers and recursion; an introduction to basic data structures and algorithmic analysis. Fall and Spring. Prerequisite: CPSC 121.

**CPSC 223 Abstract Data Structures** 3 credits A continuation of CPSC 122. Topics include the design and implementation of ADTs stack, queues, binary trees, balanced search trees, and heaps. Emphasis is on a formal analysis of important data structures and algorithms. Also included is an introduction to object-oriented programming: classes, objects, function and operator overloading, inheritance, virtual functions, templates. Fall and Spring. Prerequisite: CPSC 122, Corequisite: MATH 231.

**CPSC 224 Object-Oriented Programming in C++** 3 credits Object-oriented topics like overloading, templating, inheritance, and virtual functions as they arise in the study of the event-driven programming. Introduction to object-oriented design using the Unified Modeling Language. Spring. Prerequisites: CPSC 223.

**CPSC 290 Directed Reading** 1 TO 3 credits

Selected topics for further reading; credit by arrangement. On sufficient demand. Prerequisite: permission

## MATHEMATICS & COMPUTER SCIENCE

### Upper Division Courses

**CPSC 324 Topics in Java Programming** 3 credits

Topics raised by the Java programming language including the Java Virtual Machine, object-oriented programming, event-driven programming, and Java Applets. Fall, odd years, on sufficient demand. Prerequisites: CPSC 223.

**CPSC 325 Computer Graphics I** 3 credits

An introduction to the use of graphics primitives within a higher level language to produce two- and three-dimensional images; underlying mathematical operations used to implement standard graphics packages; practical experience with current graphics systems. Fall, odd years, on sufficient demand. Prerequisites: CPSC 223 and MATH 231.

**CPSC 326 Organization of Program. Lang.** 3 credits

An examination of the structures and concepts of procedural, functional, logic-based and object-oriented programming languages. On sufficient demand. Prerequisites: CPSC 223 .

**CPSC 327 Artificial Intelligence** 3 credits

An introduction to AI. Topics include state space and heuristic search, knowledge representation formalisms, automated reasoning and one or more AI application areas. Fall, even years, on sufficient demand. Prerequisites: CPSC 223 and MATH 231

**CPSC 351 Theory of Computation** 3 credits

Study of the theory of computation. Regular grammars, finite state automata, context-free grammars, push down automata, Turing

machines, parsing, normal forms, and the Chomsky hierarchy. Fall. Prerequisites: third year standing and CPSC 223 and MATH 231.

**CPSC 421 Database Management Systems** 3 credits

Introduction to database concepts. A study of data models, data normalization, relational algebra. Use of data definition and data manipulation languages including embedded SQL. File and index organization. Fall, odd years, on sufficient demand. Prerequisites: CPSC 223 and MATH 231.

**CPSC 424 Computer Graphics II** 3 credits A continuation of CPSC 325. Spring, even years, on sufficient demand. Prerequisites: CPSC 325.

**CPSC 425 Artificial Intelligence II** 3 credits A continuation of CPSC 327. Spring, odd years, on sufficient demand. Prerequisites: CPSC 327.

**CPSC 428 Compiler Theory and Design** 3 credits Scanning, parsing, code generation, optimization theory and practical limitations, metacompilers. Spring, odd years, on sufficient demand. Prerequisites: CPSC 351, CPEN 231.

**CPSC 446 Operating Systems** 3 credits

A study of operating systems internals. Topics include concurrent processes, memory management, file system management, scheduling algorithms, resource allocation, security. . Spring, even years, on sufficient demand. Prerequisites: CPSC 223, CPEN 231

**CPSC 447 (CPEN 447) Data Communications** 3 credits

Study of hardware and software components of computer communications and networks; communication protocols; routing algorithms; machine addressing and network services. Fall, even years, on sufficient demand. Prerequisites: CPSC 223.

**CPSC 450 Design & Analysis of Computer Algorithms** 3 credits

Study of algorithms that occur frequently in computer applications. Analysis includes basic principles and techniques of computational complexity behavior. . Spring, even years, on sufficient demand. Prerequisites: CPSC 223 and MATH 231

**CPSC 460 - 469 Selected Topics**

Possible topics include complexity theory, computer architecture, systems analysis, cryptography, event driven programming, advanced topics in compiler design, advanced topics in operating system design. Corequisite: CPSC 351

**CPSC 490 Directed Reading** 1 TO 3 credits Advanced readings in computer science theory. Credit by arrangement. Prerequisite: permission of the instructor.

**CPSC 491 Software Engineering & Group Design I** 3 credits Two-semester senior design project. Combines an examination of the theoretical principles of software engineering with the design of a major project. Emphasis on working in teams. Fall. Prerequisite: CPSC 351 plus 3 credits upper division CPSC electives.

**CPSC 492 Software Engineering & Group Design II** 3 credits Continuation of CPSC 491. Spring.

**CPSC 497 Computer Science Internship** 1 TO 6 credits Special program for computer science majors. Prerequisite: permission.

**CPSC 499 Comprehensive** 1 credits

Preparation for the Educational Testing Service's Major Field Test in computer science. Both CPSC 499 and the exam are required for computer science majors in the Fall semester of the fourth year. Fall. Prerequisite: fourth year standing and permission.

## MODERN LANGUAGES & LITERATURE

### MODERN LANGUAGES AND LITERATURE

Chairperson: Françoise KuesterStefania Nedderman

Professor: G. Brooke

Associate Professors: A. Englekirk, M. Gonzales, F.

Kuester, S. Nedderman, B. Semple

Assistant Professor: B. Krause

Instructors: D. Birginal, E. Ditto, M. Drake, S. Katsushima

The Department of Modern Languages and Literature offers the Bachelor of Arts degree with majors in French and Spanish, and cooperates in offering majors in Italian Studies, Latin American Studies, European Studies and Asian Studies, with the Departments of Art, History and Political Science; more

information on these programs can be found elsewhere in this catalogue.

Minors are available in French, German, Italian, Italian Studies, and Spanish. Students interested in a minor in these languages are encouraged to consider a European Studies major. This major, along with its language skills, will provide an understanding of the changes in the new integrated Europe. It will also be a very marketable degree. All language majors are encouraged to become proficient in a foreign language through study abroad; secondary education language majors are required to study abroad. All language majors take a comprehensive exam or a thesis; content varies by language.

A waiver for lower division requirements may be granted by the chairperson of the Department on recommendation of faculty according to the student's level of achievement or background. All majors need a minimum of 19 credits at the 300 level or above.

Three or six Ccredits will be granted if the student has who achieved a score of four or five higher on the Advanced Placement Examination. Credit will not be given to native speakers of a language for their knowledge of that language. Native speakers or students with near-native fluency will not be allowed to enter into enroll in first year language courses of their native language.. They will be placed into an appropriate course level according to their skills. No language course can be challenged for credit.

Gonzaga also offers a one-year or one-semester program of study in Paris, France. Courses taken at the Sorbonne and/or the Institut Catholique may be transferred to Gonzaga and applied to the major requirement. Gonzaga-in-Florence, Italy, admits students for one year of study. The Department also has a fall and spring semester program in Granada, Spain, plus a summer intensive program (up to 6 credits) in Cuernavaca, Mexico. Study abroad programs in Japan and China are also available through the University. Study in Germany with the Goethe-Institut is available during the summer.

The Asian Studies, Latin American Studies, and European Studies Programs, which are part of the International Studies major, are fully described under International Studies.

**B.A. Major in French: 35 Credits or 19 credits at the 300 level and above**

**Lower Division Courses**

FREN 101 & 102 Elementary French I & II	8 credits
FREN 201 and 202 Inter. French I & II <b>Upper</b>	8 credits

**Division Courses**

FREN 300 Advanced Grammar Review	3 credits
FREN 330 Literary Genres	3 credits
FREN 331 Contemporary French Cinema	3 credits
FREN 333 Survey of French Literature I	3 credits
FREN 334 Survey of French Literature II	3 credits
FREN 330 Literary Genres	3 credits
FREN 350 French Civilization and Culture	3 credits
FREN - - - Electives	6 credits
FREN 499 Senior Comprehensive	1 credit

FREN 333 and 334 are open to French minors by permission of the instructor only. Minors in French are encouraged to study abroad for one semester in Paris or on an approved summer program.

**B.A. Major in Spanish: 31-32 Credits or 19 credits at the 300 level and above**

**Lower Division Courses**

SPAN 101 Elementary Spanish I	4 credits
SPAN 102 Elementary Spanish II	4 credits
SPAN 201 Intermediate Spanish I	4 credits
SPAN 202 Intermediate Spanish II	4 credits
SPAN 203 Intermediate Spanish III <b>Upper</b>	4 credits

**Division Courses**

SPAN 301 Advanced Spanish	3 credits
SPAN 303 , 304, 307 or 308	6 credits
SPAN 409 or SPAN 410	3 credits
SPAN - - - Electives	3-9 credits
SPAN 499 Spanish Comprehensive	1 credit

(All upper division required courses for the Spanish major must be taken on the Gonzaga campus)

**Minor in French or German or Italian or Spanish: 28-32 Credits or 20 credits from the 200 Level level and Aboveabove**

**Lower Division Courses**

Elementary Level	8 credits
Intermediate Level	8 to 12 credits

**Upper Division Courses**

Electives in Same Language	12 credits
All Spanish minors are required to take Spanish 301	
All French minors are required to take French 300	

**Special Topics in Language Courses**

With prior approval of departmental Chair, students may study a language abroad (in a university approved program) not studied at Gonzaga and transfer these units to Gonzaga.

MDLA 190 Elementary language course(s)	3-6 credits
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MDLA 290 Intermediary language course(s)	3-6 credits
MDLA 390 Advanced language course(s)	3-6 credits

**Courses in Foreign Civilization and Culture**

Note: For these courses foreign-language competence is not a prerequisite. Courses are offered On sufficient demand.

**GERM 340 (HIST 344, INST 388) Modern Germany** 3 credits German society and politics from the late 18th to the early 20th centuries as reflected in German literature.

**GERM 341 (HIST 345, INST 397) Hitler's Germany** 3 credits German history from 1918 to 1945. The causes, characteristics and consequences of Nazi rule.

**ITAL 261 (HIST 261) Introduction to Florence I** 3 credits A survey of Florentine history from its origins to 1400, with special reference to the social, literary, and artistic developments of the 13th and 14th centuries; the age of Dante, Petrarch, and Boccaccio. Lectures are illustrated by weekly tours of the main museums and places of historical interest in the city. Florence campus only. Prerequisite: third year standing or permission. Cannot be used for history major.

**ITAL 315 The Italian Cinema** 3 credits

This course aims at an in-depth understanding and authentic enjoyment of the Italian cinema as an art form and as a medium conveying a multiplicity of humorous, social, and political messages. Prerequisites: second year standing or permission. Special arrangements made for Italian majors.

**ITAL362 (HIST338) Florence of the Medici and TheirSuccessors** 3 credits A study of the social, literary, and artistic development in Florence from the time of Lorenzo the Magnificent and Savonarola, through the Florence of Michelangelo, Cosimo I, Galileo, and the Grand Dukes. Florence campus only.

**JPNE 350 (INST 360) Japanese Culture I** 3 credits

This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. (This course will be taught in English). Prerequisite: second year standing. On sufficient demand.

**JPNE 351 (INST 361) Japanese Culture II** 3 credits

This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. (This course will be taught in English). Prerequisite: second year standing. On sufficient demand.

**Chinese**

**Lower Division Courses**

**CHIN 101 Elementary Chinese** 4 credits

Training in all four skills of language fundamentals: Mandarin sound system, conversation and listening comprehension on daily topics, reading and writing simple discourse consisting of basic syntactic constructions. Fall.

**CHIN 102 Elementary Chinese II** 4 credits

A continuation of CHIN 101. Spring. Prerequisite: CHIN 101 or permission

**CHIN 201 Intermediate Chinese I** 4 credits

Review and further training in the fundamentals of grammar and syntax. In addition to work in oral Chinese, there are progressive exercises in reading and writing longer discourse. Fall. Prerequisite: CHIN 102 or permission.

**CHIN 202 Intermediate Chinese II** 4 credits

A continuation of CHIN 201. Spring. Prerequisite: CHIN 201.

**Upper Division Courses**

**CHIN 301 Advanced Chinese I** 3 credits

The course strengthens competence in four language skills; reading, writing, speaking, and listening through the study and discussion of essays and dialogues of contemporary social and cultural interest. Prerequisite: CHIN 202

**CHIN 302 Advanced Chinese II** 3 credits  
A continuation of CHIN 301. Prerequisite: CHIN 301

## MODERN LANGUAGES & LITERATURE

### French

#### Lower Division Courses

**FREN 100 French for Travelers** 3 credits Acquisition of vocabulary, phrases, essential grammar and cultural knowledge needed to communicate in a French-speaking milieu. Emphasis on conversation. Summer.

**FREN 101 Elementary French I** 4 credits Grammar and pronunciation, extensive oral practice, short compositions, and reading of simple texts. Fall or Spring.

**FREN 102 Elementary French II** 4 credits  
A continuation of FREN 101. Fall or Spring. Prerequisite: FREN 101.

**FREN 200 French Conversation** 3 credits Review of grammar and syntax with emphasis on spoken French. Progressive exercises in conversation. On sufficient demand. Prerequisite: FREN 102.

**FREN 201 Intermediate French I** 4 credits  
Review of the fundamentals of grammar and syntax. In addition to work in oral French, there are progressive exercises in reading and composition. Fall. Prerequisite: FREN 102 or permission.

**FREN 202 Intermediate French II** 4 credits  
A continuation of FREN 201. Spring. Prerequisite: FREN 201 or permission.

**FREN 280 Special Topics I** 1 TO 3 credits  
By arrangement. Prerequisite: permission.

#### Upper Division Courses

**FREN 300 Advanced Grammar Review** 3 credits An intensive one-semester grammar course with extensive oral practice. Fall. Prerequisite: French 202 or permission.

**FREN 301 Advanced French I** 3 credits  
Short stories, plays, novels, or essays by modern authors, with grammar and conversation based on the texts studied. Practice in phonetics where needed. In Paris. Prerequisites: FREN 201 and FREN 202.

**FREN 302 Advanced French II** 3 credits Continuation of FREN 301. A greater emphasis on composition and advanced style. In Paris. Prerequisites: FREN 301 or permission.

**FREN 322 17th-Century French** 3 credits The dramatists: Corneille, Racine, and Moliere. In Paris. Prerequisite: FREN 330 or permission.

**FREN 323 18th-Century French** 3 credits The moralists: Montesquieu, Voltaire, and Rousseau. In Paris. Prerequisite: FREN 330 or permission.

**FREN 324 19th-Century French I** 3 credits Romanticism in poetry and theater. Baudelaire and the Symbolists; Realist Theater. In Paris. Prerequisites: FREN 330 or permission.

**FREN 325 19th-Century French II** 3 credits The novelists: Stendhal, Balzac, Flaubert, and Zola. In Paris. Prerequisite: FREN 330 or permission.

**FREN 326 20th-Century French I** 3 credits  
Contemporary drama. In Paris. Prerequisites: FREN 330 or permission.

**FREN 327 20th-Century French II** 3 credits  
Contemporary novel. In Paris. Prerequisite: FREN 330 or permission.

**FREN 330 Literary Genres** 3 credits  
Study of selections of prose and poetry in their historical and cultural context. Development of reading comprehension and skills for interpretation of literature. Fall. Prerequisites: FREN 201 and FREN 202 or permission.

**FREN 331 (INST 339) Contemporary French Cinema** 3 credits  
A study of French cinema as it has evolved in the last two decades. The films viewed will be used as a means to encourage reflection on the history, ideas and values that have gone into the making of modern France. Spring. Prerequisite: FREN 300 or FREN 330 or permission.

**FREN 333 Survey of French Literature** 3 credits The major French writers by genre. Fall. Prerequisite: FREN 330 and permission and fourth

year standing.

**FREN 350 French Civilization And Culture** 3 credits  
The political, social, intellectual, and artistic development of French culture from the beginning to the present. In Paris. Prerequisite: second year standing

**FREN 410 Stylistics** 3 credits Designed to develop variety and flexibility of style in the writing of French prose. In Paris. Prerequisite: FREN 302 or permission.

**FREN 412 (MTSL 300) Literacy, Language & Culture** 3 credits  
This is a Service-Learning course that pairs Spokane Public Schools' English language learners with Gonzaga students. The course prepares students to work with linguistic minorities by providing them with methods and theories of second language acquisition.

**FREN 425 Advanced French Conversation** 3 credits  
Intensive practice in oral French. Study of vocabulary, grammar, and pronunciation through discussion of cultural topics. In Paris and spring semester at Gonzaga University. Prerequisite: 300-level French class or permission.

**FREN 491 Directed Reading** 1 TO 3 credits  
Selected readings by arrangement. Prerequisite: permission.

**FREN 499 French Comprehensive** 1 credits  
Required of all majors in their fourth year. Prerequisite: permission.

#### Courses Offered in Paris Only:

FREN 301 Advanced French I	3 credits
FREN 302 Advanced French II	3 credits
FREN 322 17th -Century French	3 credits
FREN 323 18th -Century French	3 credits
FREN 324 19th-Century French I	3 credits
FREN 325 19th-Century French II	3 credits
FREN 326 20th -Century French I	3 credits
FREN 327 20th -Century French II	3 credits
FREN 350 French Civilization and Culture	3 credits
FREN 410 Stylistics	3 credits
FREN 411 Cultural Tour of France	3 credits
FREN 420 Journalism in France	3 credits
FREN 421 French Politics	3 credits
FREN 422 French Art & Architecture	1-3 credits
FREN 423 Geography and Tourism in France	3 credits
FREN 424 European Cinema	3 credits
FREN 425 Advanced French Conversation	3 credits
FREN 426 History of French Thought	3 credits
FREN 427 French Art & Architecture	3 credits
FREN 429 Economic Life of the French Provinces	3 credits
FREN 430 Historic Evolution of France: 1789-1991	3 credits
FREN 431 Middle Ages and Renaissance	3 credits
FREN 432 France in the Third World	3 credits
FREN 433 Business French	3 credits
FREN 434 History of Contemporary France	3 credits
FREN 435 European Relations	3 credits
FREN 436 Paris Discovery	3 credits
FREN 437 Creative French Theater	3 credits
FREN 438 Systematic Studies of French Politics	3 credits
FREN 439 Political and Economic Language	3 credits
FREN 442 Social History of France	3 credits
FREN 480 French Phonetics	1-3 credits
FREN 481 Advanced French Phonetics	3 credits

#### German

**Lower Division Courses**

- GERM 101 Elementary German I** 4 credits  
This course aims to develop in the student the four language skills of oral comprehension, speaking, reading, and writing. Fall
- GERM 102 Elementary German II** 4 credits  
A continuation of GERM 101. Spring. Prerequisite: GERM 101.
- GERM 201 Intermediate German I** 4 credits  
Review and further training in the fundamentals of grammar and syntax; work in oral German and progressive exercises in reading and composition. Fall. Prerequisite: GERM 102.
- GERM 202 Intermediate German II** 4 credits  
A continuation of GERM 201. Spring. Prerequisite: GERM 201.

**Upper Division Courses**

- GERM 301 Advanced German** 3 credits Reading and discussion of short stories with writing and grammar review. Alternate years. Prerequisite: GERM 202 or permission.
- GERM 305 German Conversation** 3 credits  
Modern texts are the basis for structured conversations within a correct grammatical framework Alternate years. Prerequisite: GERM 202 or permission.
- GERM 306 German Youth Literature** 3 credits This course focuses on popular texts written for children and young adults. Advanced grammar will be part of the course. Alternate years. Prerequisite: GERM 202 or permission.
- GERM 307 Contemporary Issues** 3 credits  
Reading and discussion of current social, political, economic and environmental issues of German speaking countries as represented by their media. Alternate years. Prerequisite: GERM 202 or permission.
- GERM 330 Literary Genres** 3 credits  
A study of examples of the major literary forms (prose, drama, and poetry) in their historical context. Alternate years. Prerequisite: GERM 202 or permission.
- GERM 340 (HIST 344/INST 388) Modern Germany** 3 credits  
German society and politics from the late 18th to the early 20th century as reflected in German literature. Readings include novels and dramatic works in translation as well as historical texts. German language ability is not required.
- GERM 341 (HIST 345/INST 397) Hitler's Germany** 3 credits German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule.
- GERM 480 Seminar** 3 credits  
Specific topic chosen by professor. Prerequisite: permission.
- GERM 491 Directed Reading** 1 TO 3 credits  
Selected reading by arrangement. Prerequisite: permission.

**Italian Lower Division Courses**

- ITAL 101 Elementary Italian I** 4 credits  
Grammar, composition, and verbal practice form the basis of this course. Designed to provide the student with the fundamentals of the Italian language. Fall or Spring.
- ITAL 102 Elementary Italian II** 4 credits  
A continuation of ITAL 101. Fall (in Florence) and Spring. Prerequisite: ITAL 101
- ITAL 105 Elementary Conversation** 3 credits  
This course offers a practical, hands-on approach to learning Italian. Students learn to use the language in a variety of everyday situations through focused practice in class and organized encounters with native speakers of Italian. Does not count toward the Florence program or Arts and Sciences core requirement of one year of Italian. Co-requisite or prerequisite: ITAL 101 (Florence only)
- ITAL 106 Elementary Italian Convers II** 3 credits

In this course students develop their existing language skills in order to use Italian more confidently in and out of the classroom. Students learn to describe themselves, ask about others, tell about personal experiences, talk about home, family and work, etc. Vocabulary and grammar presented in Italian 102 are reinforced. Does not count toward the Florence program or The Arts and Sciences core requirement. Co-requisite or prerequisite: ITAL 102 (Florence only)

**ITAL 201 Intermediate Italian I** 4 credits  
This course will build on your existing skills in Italian, increase your confidence and your ability to read, write, speak and understand the language, and introduce you to more refined lexical items, more complex grammatical structures. Fall (main campus) or Spring (in Florence). Prerequisite: ITAL 102

**ITAL 202 Intermediate Italian II** 4 credits  
This course will continue to build on your existing skills in Italian, increase your confidence and your ability to read, write, speak and understand the language and introduce you to more refined lexical items, more complex grammatical structures, and more challenging cultural material. Spring. Prerequisites: ITAL 201.

**ITAL 205 Intermediate Conversation** 3 credits Does not count toward the Florence program or the Arts and Sciences core requirement. Co-requisite or Prerequisite: ITAL 201.

**ITAL 206 Intermediate Conversation II** 3 credits Does not count toward the Florence program or the Arts and Sciences core requirement. Co-requisite or Prerequisite: ITAL 202.

**ITAL 280 Special Topics I** 3 TO 6  
Permission Required

**Upper Division Courses**

**ITAL 301 Advanced Italian I** 3 credits  
This course aims at developing and deepening the language abilities which students acquire in their first two years of study. By reading, analyzing and discussing texts, students will be exposed to a variety of styles and genres. They will produce their own repertoire of original writings in Italian. Prerequisite: ITAL 202.

**ITAL 303 Survey Of Italian Literature I** 3 credits  
An overview of Italian literature from the age of Dante through the Renaissance, including Petrarch, Boccaccio and Machiavelli. On sufficient demand. May be offered in English with special arrangements for Italian majors and minors. Prerequisite: ITAL 202 or permission.

**ITAL 304 Survey Italian Literature II** 3 credits  
An overview of Italian literature from the Renaissance through contemporary times. May be offered in English with special arrangements for Italian majors and minors Prerequisites: ITAL 202. or permission

**ITAL 306 Advanced Conversation** 3 credits A class designed for students returning from Florence. Prerequisite: ITAL 202.

**ITAL 307 Conv Approach To Contemp Issue** 3 credits  
A course designed for those who wish to continue to improve their conversational skills. Prerequisite: ITAL 202

**ITAL 314 Fascism in Film and Literature** 3 credits  
This class examines the way fascism is presented and selected in novels and films. Main objective of the class is to study the impact of Fascism and segments of the Italian population which did not conform to fascist ideals and were therefore neglected and/or persecuted. May be offered in English with special arrangements for Italian majors and minors. Prerequisite ITAL 202 or permission, . If offered in Italian

**ITAL 315 The Italian Cinema** 3 credits  
This course aims at an in-depth understanding and authentic enjoyment of the Italian cinema as an art form and as a medium conveying a multiplicity of humorous, social, and political messages. Prerequisite: sophomore standing or permission. Special arrangements made for Italian Studies majors and minors.

## MODERN LANGUAGES & LITERATURE

- ITAL 316 The Italian Short Story I** 3 credits  
The development of the Italian short story from its origin through the Renaissance. Included are stories from the Novellino, the Decameron, the Novelliere, and short stories by Bandello and Machiavelli. Prerequisites: ITAL 202.
- ITAL 317 Italian Short Story II** 3 credits  
The Italian short story through the works of the nineteenth and twentieth century authors such as Verga, Pirandello, D'Annunzio, Buzzati, Calvino, Ginzburg, Banti, etc. Prerequisites: ITAL 202.
- ITAL 318 The Italian Novel** 3 credits Study of selected contemporary Italian novels. In English with special arrangements for Italian majors and minors.
- ITAL 322 The Italian Historical Novel** 3 credits  
This course will explore the development of the historical novel in Italy with a strong emphasis on modern historical novels. Prerequisite: ITAL 202 or permission.
- ITAL 330 Literary Genres** 3 credits A study of examples of the major literary genres (narrative, dramatic, and poetic). Prerequisites: ITAL 202.
- ITAL 350 Ital Civilization And Culture** 3  
Readings and discussion of various aspects of Italian life such as art, cinema, politics, literature, history, fashions, etc. Prerequisites: ITAL 202.
- ITAL 361 Firenze citta D'arte e Cultura** 3 credits  
Taught in Florence only Prerequisite: ITAL 202 In Italian
- ITAL 362 Florence Of the Medici And their successors** 3 credits A study of the social, literary, and artistic development in Florence from the time of Lorenzo the Magnificent and Savonarola, through the Florence of Michelangelo, Cosimo I, Galileo, and the Grand Dukes. The course closes with a brief study of Florence under the Lorraines and Florence, the capital of united Italy.
- ITAL 440 (WOMS 427) Women in Italian Literature** 3 credits This course examines the contribution of women novelists to Italian literature through the discussion of five contemporary novels by women. Prerequisite: sophomore standing or permission. In English with special arrangements for Italian Studies majors and minors.
- ITAL 480 Seminar** 3 credits
- ITAL 481 Seminar** 3 credits **ITAL 490 Directed Readings** 0 TO 3 credits  
This course requires completion of a form, and Dept. permission. and cannot be registered for via Voice Response Phone System.
- ITAL 491 Directed Readings** 1 TO 3 credits  
Readings and reports on selected texts.
- ITAL 498 Italian Studies Thesis** 1 credits  
Thesis permission only
- ITAL 499 Comprehensive** 1 credits  
Comprehensive permission only

### Japanese

#### Lower Division Courses

- JPNE 100 Japanese for Travelers** 3 credits  
Acquisition of useful vocabulary, phrases, sentence patterns for getting around in Japan. The students will acquire cultural understanding for better communication with Japanese speakers. Summer.
- JPNE 101 Elementary Japanese I** 4 credits  
Grammar, composition, conversation, and discussion of cultural topics. Mastery of hiragana, katakana, and approximately 50 kanji (Chinese characters). Fall.
- JPNE 102 Elementary Japanese II** 4 credits A continuation of JPNE 101. 150 kanji in addition to those introduced in JPNE 101. Spring. Prerequisite: JPNE 101 or permission.
- JPNE 201 Intermediate Japanese I** 4 credits

Intensive Oral Work to develop fluency in the language; written composition and reading at the intermediate level. 200 kanji in addition to those introduced in JPNE 102. Fall. Prerequisites: JPNE 102 or permission.

**JPNE 202 Intermediate Japanese II** 4 credits A continuation of JPNE 201. 200 kanji in addition to those introduced in JPNE 201. Spring.

Prerequisites: JPNE 201 or permission.

**JPNE 290 Japanese Tutoring** 1 credits This course is designed to train Japanese language tutors to assist Japanese language learners. The course focus is on practical experience. Tutors will meet regularly with their pupils. May be repeated for up to 4 credits. Prerequisite: Native speakers of Japanese or permission.

### Upper Division Courses

**JPNE 301 Advanced Japanese I** 3 credits

Intensive oral work to develop fluency in the language; written composition and reading at the advanced level. 200 kanji in addition to those introduced in JPNE 202. Fall. Prerequisites: JPNE 202 or permission.

**JPNE 302 Advanced Japanese II** 3 credits A continuation of JPNE 301. 200 kanji in addition to those introduced in JPNE 301. Spring.

Prerequisites: JPNE 301 or permission.

**JPNE 305 Advanced Japanese III** 3 credits

Designed to meet the needs of advanced students and to improve further skills in reading, writing, listening and speaking. Prerequisites: JPNE 301 or permission.

**JPNE 350 (INST 360) Japanese Culture I** 3 credits

This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. (This course will be taught in English). On sufficient demand. Prerequisite: second year standing.

**JPNE 351 (INST 361) Japanese Culture II** 3 credits

This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. (This course will be taught in English). On sufficient demand. Prerequisite: Second year standing.

**JPNE 390 Japanese Tutoring** 1 credits This course is designed to train Japanese language tutors to assist Japanese language learners. The course focus is on practical experience. Tutors will meet regularly with their pupils. May be repeated for up to 4 credits. Prerequisite: Native speakers of Japanese or permission.

**JPNE 491 Directed Reading** 1 TO 3 credits Selected readings by arrangement. May be repeated. Prerequisite: Permission.

### Spanish

#### Lower Division Courses

**SPAN 101 Elementary Spanish I & Lab** 4 credits Introduction to the fundamental language skills of listening, speaking, reading, and writing Spanish.

**SPAN 102 Elementary Spanish II & Lab** 4 credits  
A continuation of SPAN 101. Prerequisite: SPAN 101.

**SPAN 201 Intermediate Spanish I & Lab** 4 credits  
Review of the fundamentals of grammar and syntax. In addition to work in spoken Spanish there are progressive exercises in reading and composition. Prerequisite: SPAN 102 or permission.

**SPAN 202 Intermediate Spanish II & Lab** 4 credits  
A continuation of SPAN 201. Prerequisite: SPAN 201 or permission.

**SPAN 203 Intermediate Spanish III & Lab** 4 credits  
A continuation of SPAN 202. Prerequisite: SPAN 202 or permission.

**SPAN 206 Spanish Conversation** 3 credits Development of oral expression in Spanish within a correct grammatical framework. Prerequisite: SPAN 102.

**SPAN 280 Special Topics 1 TO 3 credits** By arrangement only. On topic selected by student-teacher consultation. Prerequisite: permission.

**Upper Division Courses**

**SPAN 301 Advanced Spanish I** 3 credits Advanced grammar and composition. A review of specific grammatical constructs most fundamental to effective oral and written communication. Prerequisites: SPAN 203.

**SPAN 303 Survey of Spanish Literature I** 3 credits Readings and discussions of major works from the origins to the Golden Age. Fall, alternate years. Prerequisite: SPAN 301 or permission.

**SPAN 304 Survey Of Spanish Lit II** 3 credits Continuation of SPAN 303; Golden Age to the present. Spring, alternate years. Prerequisite: SPAN 301 or permission.

**SPAN 306 Advanced Conversation** 3 credits Designed for those who wish to continue improving their listening and speaking skills. Prerequisite: (May be taken concurrently with Spanish 301) or permission

**SPAN 307 (INST 316) Survey Latin-American Lit I** 3 credits A study of the region's literary classics from the pre- Columbian period to the Independence in the early 19th century. Fall, alternate years. Prerequisite: SPAN 301 or permission.

**SPAN 308 (INST 317) Survey Latin-American Lit II** 3 credits A study of the major literary works from the Independence period through Modernism and the classic works of the 20th century. Spring, alternate years. Prerequisite: SPAN 301 or permission.

**SPAN 325 (SOCI 325) Mexican American Experience** 3 credits This course will study the historical development of Mexican American society and culture from 1848 to the present, stressing themes of assimilation, acculturation and social prejudice. Analysis of specific works of Mexican American literature, theater and film that focus on the above themes will comprise the second half of the course. Prerequisite: SPAN 301 or permission.

**SPAN 340 (INST 341) Contemp Issues of Hispanic World** 3 credits Reading and/or discussion of social, political, economic or environmental issues of Hispanic world as presented by foreign media. Prerequisite: SPAN 301 or permission.

**SPAN 401 Spanish Poetry** 3 credits This course studies the evolution of Spanish verse from origins to the present. Emphasis is on major poets and the effects of their writings on subsequent generations. Prerequisite: SPAN 301 or permission.

**SPAN 403 Spanish Theater** 3 credits Spanish theater from its origins to the present. Emphasis on the significance of the Golden Age of theater to the evolution of this genre. Prerequisite: SPAN 301 or permission.

**SPAN 404 Spanish-American Theater** 3 credits Spanish American theatre from colonial period to the present. Emphasis placed on the contemporary period and the theater that evolved subsequent to the Modernist period. Prerequisite: SPAN 301 or permission.

**SPAN 405 Narrative Fiction In Spain** 3 credits Analysis of the historical evolution of the novel and short story and their literary antecedents in Spain, from origins to the present. Prerequisite: SPAN 301 or permission.

**SPAN 406 (INST 406) Narrative Fiction in Span Amer** 3 credits The novel and short story in Spanish America during the twentieth century. Prerequisites: SPAN 301 or permission

**SPAN 408 The Spanish American Essay** 3 credits Overview of the history of Spanish American thought as expressed in this specific genre. Essay of post-independence period stressed. Prerequisite: SPAN 301 or permission.

**SPAN 409 Span Civilization And Culture** 3 credits A study of Spanish history and the historical development of the country's art, music, architecture, social customs and values. Prerequisite: SPAN 301 or permission.

**SPAN 410 Span-Amer Civ And Culture** 3 credits A study of Spanish American history and historical development of the region's art, music, architecture, social customs and values. Prerequisite: SPAN 301 or permission.

**SPAN 411 Mexican Culture** 3 credits Summer Session course in Mexico on Mexican society, art, history and literature. Prerequisite: SPAN 301 or permission.

**SPAN 415 (INST 415) The Hispanic Cinema** 3 credits The course will focus on Spanish or Spanish American cinema, using representative films of these diverse countries to amplify student understanding of these complex societies. Prerequisite: SPAN 301 or permission.

**SPAN 440 (WOMS 426) Women Writers in Spanish Lit** 3 credits The topics of this course will change periodically. Works will be considered within their social and ideological context. We will raise questions of power, knowledge, and explore the ways power impinges on being/body/tongue. Taught in English/Spanish. Prerequisite: SPAN 301 or permission.

**SPAN 442 20th Century Latin Amer Women Lit** 3 credits Studies and analyzes narrative fiction (short stories and novels) and essays written by or about Latin American women writers since 1970. Prerequisite: SPAN 301 or permission.

**SPAN 471 The Hispanic Community in U.S.** 3 credits Social outreach course: readings on, and volunteer work with Hispanic community. Prerequisite: SPAN 301 or permission.

**SPAN 480 Seminar** 3 credits Specific topics to be chosen by professor. Prerequisite: SPAN 301 or permission.

**SPAN 481 Seminar** 3 credits Specific topics to be chosen by professor. Prerequisite: SPAN 301 or permission.

**SPAN 490 Directed Study** 1 TO 3 credits Readings and reports on selected topics. By arrangement. Prerequisite: SPAN 301 or permission.

**SPAN 491 Directed Reading** 1 TO 3 credits Readings and reports on selected topics. By arrangement. Prerequisite: SPAN 301 or permission.

**SPAN 499 Comprehensive** 1 credits Required of all majors in their fourth year. Prerequisite: SPAN 301 or permission.

**Summer Session course in Mexico** with emphasis on oral communication skills. Prerequisite: permission.

**Spanish courses in Granada:**

**SPAN 290 Spanish Grammar Review.** "Intensive" course in Granada 3 credits

SPAN 302 Conversation and Composition 3 credits SPAN 305 Islamic Culture in Spain 3 credits

SPAN 321 Survey of Latin-American Literature 3 credits SPAN 350 Spanish Culture and Civilization 3 credits

SPAN 419 Translation 3 credits

SPAN 420 Current Spanish Socio-Political Life 3 credits SPAN 425 Contemporary Spanish History 3 credits

SPAN 427 Franco Era 3 credits

SPAN 428 Modern Spanish History 3 credits SPAN 429 Latin American History 3 credits

SPAN 431 Golden Age Literature 3 credits

SPAN 433 Spanish Ancient and Medieval Art 3 credits SPAN 434 Spanish Contemporary Art 3 credits

SPAN 436 19th and 20th Century Literature 3 credits SPAN 438 Contemporary Spanish Poetry 3 credits

SPAN 446 Business Spanish 3 credits SPAN 447 The European Union 3 credits

SPAN 470 Special Topics Study Abroad 3 credits

SPAN 482 Spanish Dialects 3 credits

(Students must complete SPAN 301 the semester before they apply for this program. Students must plan their Granada schedule with a Spanish faculty member. It is the responsibility of the student to arrange a meeting with a Spanish faculty member about Granada).

## MUSIC

MUSIC  
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Chairperson: Robert Spittal  
 Professors: E. Schaefer, J. K. Waters, S.J.  
 Associate Professors: K. Hekmatpanah, R. Spittal, G.  
 Uhlenkott, S.J.  
 Instructor: D. Fague

The Music Department offers the degrees of Bachelor of Arts in Music and the Bachelor of Arts in Music Education, as well as several minors in music. The Bachelor of Arts in Music has several possible emphases, including performance, composition, music literature, and liturgical music. The Bachelor of Arts in Music Education certifies the graduate to teach music in the elementary and secondary schools in the state of Washington and many reciprocating states.

Students majoring in music education may elect one of two tracks, choral and general music or instrumental and general music, or they may combine the tracks. Students should consult the School of Education for additional course requirements to obtain teacher certification.

All music majors are required to be involved in a major ensemble (orchestra, wind ensemble, or choir) and applied lessons in their major instrument each semester after declaration as a music major. Majors in the performance track are required to enroll in applied lessons for two credits every semester beginning the sophomore year. Students must audition to enter upper-division applied lessons (MUSC 331). All music majors are also required to pass a functional keyboard proficiency examination. Those students who are awarded music scholarships are required to be involved actively in the department, maintain high academic standards, and participate in a major ensemble and applied lessons each semester.

The instrumental and vocal ensembles are open, some through audition, to all students regardless of major. Individual lessons are also available in voice, piano, organ, guitar, woodwinds, strings, brass and percussion.

**B.A. Major in Music: 39-50 Credits****Lower Division Courses**

MUSC 131 Applied Lessons	2 credits
MUSC 231 Applied Lessons	2 credits or
MUSC 231 Applied Lessons (performance emphasis only)	4 credits
MUSC 140, or 146, or 147 Ensembles	4 credits
MUSC 161 Music Theory I	3 credits
MUSC 162 Music Theory II	3 credits
MUSC 261 Music Theory III	3 credits
MUSC 262 Music Theory IV	3 credits

**Division Courses**

MUSC 390 Music History I	3 credits
MUSC 391 Music History II	3 credits
MUSC 461 18th Century Counterpoint	3 credits
MUSC 462 Orchestration	3 credits

**Music Literature Emphasis: 39 Credits**

One music elective from (MUSC 375, 345, 346, or 347) 3 credits  
 MUSC 399 Research Methods and Materials 3 credits

MUSC 499 Senior Thesis 1 credits

**Performance Emphasis: 44 Credits**

MUSC 331 Applied Lessons 4 credits

MUSC 431 Applied Lessons 4 credits MUSC 311

Conducting 2 credits MUSC 325 Half Recital 0 credits

MUSC 425 Full Recital 0 credits **Composition**

**Emphasis: 40 Credits**

MUSC 364 Composition 2 credits

MUSC 464 Composition 4 credits

MUSC 311 Conducting 2 credits

MUSC 326 Composition Jr. Portfolio 0 credits

MUSC 426 Composition Sr. Portfolio 0 credits

**Liturgical Music Emphasis: 50 credits**

MUSC 331 Applied Lessons, primary inst. (keyboard or voice) 2 credits

MUSC 431 Applied Lessons, primary inst. (keyboard or voice) 2 credits

MUSC 131, 231 Applied Lessons, secondary inst. (keyboard or voice) 2 credits MUSC 311

Conducting 2 credits

MUSC 325 Half Recital (primary inst.) 0 credits MUSC 333 Applied Conducting 1 credit

MUSC 347 Music in the Catholic Church 3 credits

MUSC 451 Gregorian Chant 3 credits

MUSC 497 Internship 3 credits

**Notes:**

- at least two ensemble credits must be in MUSC 151 Gregorian Schola;
- students must attain at least upper elementary level proficiency on the second instrument (organ or voice);
- the internship must be structured in such a way that the student has some significant responsibilities in planning, preparing and executing music for a certain number of liturgies.

**B.A. Major in Music Education: 48 - 55 Credits****Required Music Courses (all tracks)****Lower Division Courses**

MUSC 131 Applied Lessons	2 credits
MUSC 231 Applied Lessons	2 credits
MUSC 140, or 146, or 147 Ensembles	4 credits
MUSC 161 Music Theory I	3 credits
MUSC 162 Music Theory II	3 credits
MUSC 261 Music Theory III	3 credits
MUSC 262 Music Theory IV	3 credits

**Division Courses**

MUSC 311 Conducting	2 credits
MUSC 390 Music History I	3 credits
MUSC 391 Music History II	3 credits
MUSC 461 18th Cent. Counterpoint	3 credits
MUSC 462 Orchestration	3 credits

**Required Music Education Courses (all tracks)**

MUSC 354 Music Education Methods	3 credits
MUSC 133, 134, 135, 136 Brass, Woodwind, String, Percussion Methods	4 credits

MUSC 333 Applied Conducting 1 credit

### Choral and General Track: 48 Credits

MUSC 140 Gonzaga University Choir 4 credits

MUSC 325 Half Recital 0 credits

MUSC 331 Applied Lessons (Voice) 2 credits

### Instrumental and General Track: 48 Credits

MUSC 146 Wind Ensemble or MUSC 147 Orchestra 4 credits

MUSC 325 Half Recital 0 credits

MUSC 331 Applied Lessons (Instrument) 2 credits

### Combined Choral, Instrumental and General Track: 54 Credits

MUSC 131, 231 Applied Lessons (second inst.) 4 credits

MUSC 140, 146 or 147 Ensembles (primary area) 4 credits

MUSC 140, 146 or 147 Ensembles (second area) 2 credits

MUSC 325 Half Recital (primary inst.) 0 credits

MUSC 331 Applied Lessons 2 credits

For the B.A. in Music Education degree additional credits of Education courses are required. For required course information consult the School of Education and the Music Department Handbook.

### Minor in Music Performance: 20 credits

MUSC 131, 231, or higher Applied Lessons

(one instrument) 4 credits

MUSC 140, 141, 146 or 147 Ensembles 4 credits

MUSC 161 Music Theory I 3 credits

MUSC 162 Music Theory II 3 credits

MUSC 171 Music in the Humanities 3 credits

Music Elective: (MUSC 175, 245, 246, 247) 3 credits

### Minor in Jazz: 20 Credits

MUSC 131, 231 or higher Applied Lesson (one instrument) 4 credits

MUSC 142, 149, 152 Jazz Ensembles 4 credits

MUSC 161 Music Theory I 3 credits

MUSC 162 Music Theory II 3 credits

MUSC 175 Jazz History 3 credits

Music Elective: (MUSC 171, 245, 246, 247) 3 credits

### Minor in Music Literature: 20 credits

MUSC 131, 231, or higher Applied Lessons (one instrument) 4 credits

MUSC 140, 141, 146 or 147 Ensembles 4 credits

MUSC 171 Music in the Humanities 3 credits

Music Elective: (MUSC 175, 245, 246, 247) 9 credits

### Lower Division Courses

**MUSC 121 Piano Class I** 1 credit

Designed for the pianist with no previous keyboard skills or note reading ability. Emphasis is on basic terminology, technique, and musical concepts. Literature includes classical to contemporary.

**MUSC 122 Piano Class II** 1 credit

A continuation of MUSC 121, designed for both the student with some past keyboard experience and music majors preparing for the keyboard competency exam. Includes review of basics, plus technique, sightreading, harmonizing, transposition, improvisation, and literature.

Prerequisites: MUSC 121

**MUSC 123 Guitar Class I** 1 credits

Designed for the beginning guitarist. Emphasis on turning, position, chords, and basic reading skills.

**MUSC 124 Guitar Class II** 1 credits

A continuation of Guitar Class I. Prerequisites: MUSC 123

**MUSC 125 Vocal Class** 1 credits

Designed for the beginning vocalist. Emphasizes the development of basic techniques of breath management, posture, tone quality, and diction. Includes study of vocal theory, exercise materials, and an introduction to standard vocal literature.

**MUSC 131A - V Applied Lessons** 1 TO 2 credits **MUSC 133 Brass Methods** 1 credits

Designed to formulate principles for teaching the brass instruments. Discussion, demonstration, and performance on the brass instruments.

Includes development of proper embouchure, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.

**MUSC 134 Woodwind Methods** 1 credits

Designed to formulate principles for teaching the woodwind instruments. Discussion, demonstration, and performance on the woodwind instruments. Includes development of proper embouchure, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.

**MUSC 135 Strings Methods** 1 credits

Designed to formulate principles for teaching the string instruments. Discussion, demonstration, and performance on the string instruments.

Includes development of proper bowing, tone production, intonation, range and tone quality. Representative repertoire and teaching materials

### MUSIC

studied.

**MUSC 136 Percussion Methods** 1 credits

Designed to formulate principles for teaching the percussion instruments. Discussion, demonstration, and performance on the percussion instruments. Includes development of snare drum technique, proper grip, striking action, and tone quality. Representative repertoire and teaching materials studied.

**MUSC 137 Choral Methods** 1 credits

**MUSC 140 Gonzaga University Choir** 1 credits

Audition required.

**MUSC 141 Gonzaga Chorale** 1 credits

A choir open without audition to all members of the University and Spokane community. The Chorale sings works selected predominantly from the choral-orchestra repertoire.

**MUSC 142 Jazz Choir** 1 credits

Audition required. Prerequisites: MUSC 141 (may be concurrent)

**MUSC 143 Chamber Singers** 1 credits

Audition required. Prerequisites: MUSC 141 (may be concurrent)

**MUSC 146 Wind Ensemble** 1 credits

Audition or permission required

**MUSC 147 Symphony Orchestra** 1 credits

Audition or permission required

**MUSC 148 Small Performance Ensemble** 1 credits

Audition or permission required Prerequisites: MUSC 140 or MUSC 146 or MUSC 147

**MUSC 149 Jazz Workshop Combo** 1 credits

Audition required Prerequisites: MUSC 146 (may be concurrent)

**MUSC 150 Guitar Ensemble** 1 credits

Audition required

**MUSC 151 Gregorian Schola** 1 credits

An auditioned ensemble devoted to the singing of Gregorian chant and medieval and Renaissance polyphony. The schola sings for the weekly Gregorian liturgy on campus and occasional special events and concerts. Prerequisites: MUSC 140

<b>MUSC 152 Jazz Ensemble</b>	1 credits	<b>MUSC 245 Music in Film and Television</b>	3 credits
The Jazz Ensemble performs new and standard literature for big band/jazz orchestra. Membership in the Jazz Ensemble is limited to saxophones, trumpets, trombones, and rhythm section players. An entrance audition at the beginning of the Fall semester is required. May be repeated for credit.		A course intended to provide a better understanding of music and its relationship to the visual image. A detailed study of the history and development of film music from the silent film era to the present. Analysis of important films and scores by prominent composers with extensive viewing of notable film sequences.	
<b>MUSC 154 Percussion Ensemble</b>	1 credits	<b>MUSC 246 The World of Opera</b>	3 credits
The Percussion Ensemble performs a wide variety of literature from standard to non-traditional and ethnic music. The ensemble will focus on learning to play a wide range of percussion instruments as well as working on rhythm, pulse, and playing with a group. Anyone interested in percussion, rhythm, and playing in a group is welcome.		An exploration of the high moments in the history of opera as well as an explanation of some common features of the genre constitute the principle ingredients of this course. By means of recordings and videotape, an ample sampling of opera productions punctuates the course through the semester.	
<b>MUSC 161 Music Theory I</b>	3 credits	<b>MUSC 247 Music of the Catholic Church</b>	3 credits
Basic analysis, the study of harmony through secondary dominants, rhythmic readings, sight-singing, melodic and harmonic diction. Introduction to musical forms. Prerequisites:		An exploration of the music of the Catholic Church from Gregorian chant to the popular styles of music following the Second Vatican Council. Special emphasis will be given to times in the Church's history when she has dealt with musical reforms: what were the issues, how did the reforms address them, and what was the result.	
<b>MUSC 162 Music Theory II</b>	3 credits	<b>MUSC 248 Development of Western Music</b>	3 credits
A continuation of MUSC 161. Prerequisites: MUSC 161		A survey of western music, with particular attention paid to the influence of Italian composers and performers on the development of western music from the Renaissance to the present. Class will take advantage of its Italian and European setting to visit sites of musical significance such as La Scala opera house in Milan, St. Mark's Basilica in Venice and the home of Mozart in Salzburg.	
<b>MUSC 171 Music In The Humanities</b>	3 credits	<b>MUSC 261 Music Theory III</b>	3 credits
Historical survey of the development of music from antiquity to the present. Relationships between the other arts, philosophies, and social structures presented in context with the evolution of music. Emphasizes the understanding of music history through lecture, performance, and recordings.		Continuation of Music Theory II. Advanced ear-training skills, analysis, stylistic writing, and introduction to complex musical forms.	
<b>MUSC 175 Jazz History</b>	3 credits	Prerequisites: MUSC 162	
A survey of music in the jazz idiom from its origins to the present. Chronological examination of the principal musicians and composers. Analysis of the more influential soloists, groups, and composers through the use of tapes and scores. Students develop a knowledge of the various periods styles, and forms.		<b>MUSC 262 Music Theory IV</b>	3 credits
<b>MUSIC</b>		Continuation of Music Theory III. Twentieth-century and contemporary harmony and composition. Prerequisites: MUSC 261	
<b>MUSC 204 (BRCO 204) Fund of Audio Production</b>	3 credits	<b>Upper Division Courses</b>	
A practicum dealing with the technical aspects of radio management, programming, and production. Emphasis will be placed on the mastering of all operational procedures. This course is a prerequisite for all participants in Gonzaga's FM radio station. Prerequisite: Permission. Fall and Spring.		<b>MUSC 311 Conducting</b>	2 credits
<b>MUSC 204L (BRCO 204L) Fund of Audio Production Lab</b>	0	Fundamental study of conducting and score reading and analysis skills applicable to instrumental and choral ensembles. Prerequisites: MUSC 262	
Broadcasting requires completion of a form and Dept. permission and cannot be registered for via Voice Response Phone System		<b>MUSC 325 Half Recital</b>	0
<b>MUSC 221 Piano Class III</b>	1 credits	Presentation of recital requires successful audition, one month before recital date.	
A continuation of MUSC 122, designed for both the student with some past keyboard experience and music majors preparing for the keyboard skills competency exam. Includes review of fundamentals, technical sight-reading, harmonizing transposition, improvisation, and literature. Prerequisites: MUSC 122		<b>MUSC 326 Composition Portfolio</b>	0
<b>MUSC 222 Piano Class IV</b>	1 credits	Public performance and recording of two or more compositions written for MUSC 364. Required of composition emphasis music majors.	
A continuation of MUSC 221, designed for both the student with some past experience and music majors preparing for the keyboard competency exam. Includes review of fundamentals, plus technique, sight-reading, harmonization, transposition, improvisation, and literature. Prerequisites: MUSC 221		<b>MUSC 331A - Applied Lesson</b>	1 TO 2 credits
<b>MUSC 223 Guitar Class III</b>	1 credits	Audition required Prerequisites: MUSC 231A - V	
A continuation of Guitar Class II, this course provides a survey of guitars styles from classical to contemporary. Prerequisites: MUSC 124		<b>MUSC 346 The World of Opera</b>	3 credits
<b>MUSC 224 Guitar Class IV</b>	1 credits	An exploration of the high moments in the history of opera as well as an explanation of some common features of the genre constitute the principal ingredients of this course. By means of recordings and videotape, an ample sampling of opera productions punctuates the course through the semester.	
A continuation of guitar Class III, this course provides an advanced survey of guitar styles and techniques from classical to contemporary. Emphasis on application in performance. Prerequisites: MUSC 223		<b>MUSC 347 Music of the Catholic Church</b>	3 credits
<b>MUSC 225 Intro to Music &amp; Technology</b>	1 credits	An exploration of the music of the Catholic Church from Gregorian chant to the popular styles of music following the Second Vatican Council. Special emphasis will be given to times in the Church's history when she has dealt with musical reforms: what were the issues, how did the reforms address them, and what was the result.	
Student in this course will be introduced to basic applications of computer-based music technology, including sequencing and basic digital recording.		<b>MUSC 354 Music Education Methods</b>	3 credits
<b>MUSC 231A - V Applied Lesson</b>	1 TO 2	Intended primarily for the music education major. Foundations, methods and materials for teaching instrumental and general music in the elementary and secondary schools.	
Prerequisites: MUSC 131A - V		<b>MUSC 364 Composition</b>	2 credits

Two semester course, In the first semester, required compositions include a song cycle and either an instrumental duo or trio; and in the

second semester, an a capella vocal piece and a work for solo instrument, sonata length. Prerequisites: MUSC 262

**MUSC 375 Jazz History** 3 credits

A survey of music in the jazz idiom from its origins to the present. Chronological examination of the principal musicians and composers. Analysis of the more influential soloists, groups, and composers through the use of audio and video recordings. Students develop knowledge of the various periods styles, and forms. Students submit a research paper on a specific jazz artist, or jazz style. Only music majors are eligible to register for this course at the 300 level. Non-majors should register for MUSC 175.

**MUSC 390 Music History I** 3 credits

Survey of music history and literature from the Medieval, Renaissance, Baroque and Classical Periods. Discussion of prominent composers and their influence on the stylistic features of the period. Prerequisites:

**MUSC 391 Music History II** 3 credits

Survey of music history and literature from the Romantic and Contemporary Period. Discussion of prominent composers and their influence on the stylistic features of the period. Prerequisites: MUSC 390

**MUSC 399 Research Meth & Materials** 3 credits

**MUSC 415 Instrumental Conducting** 3 credits

Continuation of MUSC 311. Emphasizes development of advanced instrumental conducting skills, including complex patterns, score reading, score preparation, and rehearsal techniques. Prerequisites: MUSC

311

**MUSC 425 Full Recital** 0

Presentation of recital requires successful audition 1 month prior to recital date. One course of MUSC 431A-N required as a co-requisite.

**MUSC 426 Composition Portfolio** 0

Public performance and recording of one or more compositions written for MUSC 364 or MUSC 464. Works performed for MUSC 326 are ineligible to meet this requirement. Required of composition emphasis music majors. Prerequisites: MUSC 463

**MUSC 431A - V Applied Lesson** 1 TO 2

Prerequisites: MUSC 331A - V

**MUSC 451 Gregorian Chant** 3 credits

The study and performance of Gregorian Chant. The course includes and examination of the principle sources of chant melodies and texts, the liturgical role of chant, and three systems of notation (Loan, St. Gall, Vatican) used for chant, and a study of the liturgical role of chant. Analysis, paleographic comparisons, singing and conducting will be regular activities. Spring

**MUSC 461 18th Century Counterpoint** 3 credits

The study of 18th century counterpoint. Evaluation materials will include both analysis and composition. Prerequisites: MUSC 262

**MUSC 462 Orchestration** 3 credits

Study of instruments in the band and orchestra regarding range, color, quality, and technical restriction as applied to scoring for solo and ensemble performance. Prerequisites: MUSC 262

**MUSC 464 Advanced Composition** 2 credits

This course is intended for students who have completed MUSC 311, and are interested in the advanced study of conducting techniques and score reading. Permission required. Prerequisites: MUSC 364

**MUSC 490 Directed Study/Readings** 1 TO 3 credits

Directed Study/Readings requires completion of a form, and Dept. permission and cannot be registered for via zagweb.

**MUSC 497 Internship** 1 TO 3 credits

Supervised practicum in a parish setting. The intern will work with a parish musician with a mutually agreeable schedule of tasks, at least some of which will include taking full responsibility for planning and implementing the music for selected liturgies.

**MUSC 499 Senior Thesis** 0 credits

For fourth year music majors in the Music Theory and Literature emphasis. A major research paper on a selected topic. This course serves as a comprehensive demonstration of the student's work in music.

## PHILOSOPHY

Chairperson Brian Steverson

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

Associate Professors: D. Calhoun, B. Clayton, , D. Kries, Q. Liu, W. Ryan, S.J., B. Steverson, M. Tkacz, R.

McClelland, J. Wagner

Assistant Professor: T. Clancy, S.J., T. DiMaria

Philosophy has played a central role in Jesuit education since its inception, a tradition that is reflected by the place of philosophy in the Gonzaga University core curriculum. Philosophy courses required as part of the University core curriculum for all undergraduate programs aid students in developing skills of thought and logical analysis (PHIL 101), introduce students to sustained reflection on basic questions of human nature and personhood (PHIL 201), and examine the practical and theoretical considerations relevant to human morality and value (PHIL 301). The 400level elective requirement vitally contributes to a liberal arts education by giving the student critical distance, through philosophical reflection, from immediate involvement in career, professional, academic, and human concerns.

The Philosophy Department also offers courses leading to the Bachelor of Arts degree with a major or minor in philosophy. Beyond courses required by the university core, students must

complete an additional nine credits of upper-division course work for a philosophy minor, and twenty-six additional upper-division hours for the philosophy major. Two special features of the philosophy major curriculum are the Philosophy Major Proseminar, which orients new philosophy majors to the main issues and problems in philosophy and offers practice in philosophical writing, and the Senior Seminar. Philosophy majors should register for the Proseminar as soon as possible after declaring a philosophy major, normally in the fall of their Junior year; the Senior Seminar is a capstone course in the spring of the senior year.

An undergraduate major in philosophy is useful preparation for a variety of careers. The focus on logic, argumentation, and moral theory is valuable to students with career plans in law. Students with interests in business, public policy, or government service can benefit from the many courses which provide reflective analysis on the ways in which political, moral, and social values are embedded in social institutions. A degree in philosophy can be valuable when applying to a variety of professional schools which actively look for liberal arts majors and to employers who do the same.

Transfer students who have taken philosophy courses at other institutions may have some or all of the core courses substituted if, in the judgment of the Department, they are equivalent to those courses required at Gonzaga and if a grade of "C" or better was earned.

**PHILOSOPHY**

**B.A. Major in Philosophy: 38 Credits****Lower Division Courses**

PHIL 101 Critical Thinking	2 credits
PHIL 201 Philosophy of Human Nature	3 credits

**Division Courses**

PHIL 301 Ethics	3 credits
PHIL 400 Philosophy Major Proseminar	3 credits
PHIL 401 History of Ancient Philosophy	3 credits
PHIL 405 History of Medieval Philosophy	3 credits
PHIL 410 History of Modern Philosophy	3 credits
PHIL 420 Contemporary Philosophy	3 credits
PHIL 400 level Electives*	12 credits

(cannot include PHIL 402 or PHIL 412)  
PHIL499 Senior Seminar in Metaphysics/Epistemology 3 credits

\* Majors in philosophy should choose their electives carefully in consultation with their advisors and in the light of their philosophical interests and academic objectives. PHIL 402 and 412 will not count for elective credit for philosophy majors.

**Minor in Philosophy: 20 Credits****Lower Division Courses**

PHIL 101 Critical Thinking	2 credits
PHIL 201 Philosophy of Human Nature	3 credits

**Division Courses**

PHIL 301 Ethics	3 credits
PHIL 400 Level Electives	12 credits

**Lower Division Courses**

**PHIL 101 Critical Thinking** 2 credits  
The philosophy component of the Thought and Expression sequence. Focus on formal (syllogistic, propositional) and informal (fallacies, induction, etc) logic. Fall and Spring

**PHIL 102H Critical Thinking-Philosophy** 3 credits  
The philosophy component of the Thought and Expression sequence for Honors students. Fall Prerequisites: Honors

**PHIL 201 Philosophy of Human Nature** 3 credits  
A systematic study of human nature and what it might involve Focus on appetitive and cognitive processes, the problems of freedom, immortality, and personal integration. Fall and Spring Prerequisites: PHIL 101 or PHIL 102H

**PHIL 201H Philosophy Of Human Nature Honors** 3 credits  
A systematic study of human nature and what it might involve. Focus on appetitive and cognitive processes, the problems of freedom, immortality and personal integration. Fall. For Honors students Prerequisites: 102H

**PHILOSOPHY**

**PHIL 271 Community Outreach** 3 credits  
A course on volunteer work with both classroom and volunteer field work components. This course does not satisfy any philosophy core, major, or minor requirements. On sufficient demand.

**Upper Division Courses**

All 400-level courses have PHIL 301 as a prerequisite and are contingent on demand and faculty availability unless otherwise specified.

**PHIL 301 (WOMS 237C) Ethics** 3 credits

A general theory of the goals of human life and the norms of moral behavior; the theory will be applied to several specific moral problems. Fall and Spring. Prerequisites: PHIL 201 or PHIL 201H and second semester sophomore standing.

**PHIL 301H Ethics-Honors** 3 credits  
A general theory of the goals of human life and the norms of moral behavior; the theory will be applied to several specific moral problems.

Fall Prerequisites: PHIL 201H

**PHIL 389 Ethics & Service Learning** 1

A service learning seminar that may be taken in conjunction with specified sections of PHIL 301. Students discuss and apply ways by which to communicate with Spokane-area youth (primarily middle- and high-school age) what they are learning about ethics and character.

Co-requisites: PHIL 301 (specified sections) Prerequisites: PHIL 201 or PHIL 201H

**PHIL 390 Medical Ethics Internship** 1 TO 3 credits  
Application of concepts from medical ethics in a clinical setting.

**PHIL 400 Philosophy of Major Pro Sem** 3 credits  
An introduction to the major topics in philosophy with a special emphasis on practice in philosophical writing. Fall Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H and Major status.

Philosophy majors should register for the Proseminar as soon as possible after declaring a philosophy major, normally in the spring of the sophomore year.

**PHIL 401 History Of Ancient Philosophy** 3 credits

A survey of major figures and developments in ancient Greek and Hellenistic philosophy from Thales to Plotinus, using texts in translation. Major or minor status or permission. Fall. Prerequisites: PHIL 301 (WOMS 237 C) or PHIL 301H

**PHIL 402 Ancient-Medieval Philosophy** 3

A study of important philosophers in the ancient and medieval periods. This course is designed for non-majors and cannot count towards a philosophy major. Prerequisites: PHIL 301 (WOMS 237C)

**PHIL 403 Contemp Ethical Theory** 3 credits

This course will explore developments in ethical theory in the later twentieth century. Prerequisites: 301

**PHIL 405 History of Medieval Philosophy** 3 credits

A survey of Christian philosophy in the Latin West focusing on such major figures as St. Augustine, St. Thomas Aquinas, and William of Ockham. Spring. Prerequisites: PHIL 401 (WOMS 237C) or permission,

**PHIL 406 Philosophy of St Augustine** 3 credits

A survey of St. Augustine's philosophy of God and the universe

with special attention to Augustine's pivotal role in summing up Greek and Roman thought and laying the foundation for Medieval thought. Prerequisites: PHIL 301

**PHIL 407 St. Thomas Aquinas** 3 credits

Life, works, and selected texts and problems. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 408 Just War Theory** 3 credits  
This course will be divided into two parts. The first will examine the rise and the development of what has come to be known as the "just war theory." Authors from Augustine to Vittoria will be treated. In the second part of the course, the applications of the "just war

theory" to modern warfare will be treated. Conflicts from World War II to Bosnia and Afghanistan will be discussed.

Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 409 Social Justice** 3 credits This course will critically consider famous theories of justice, as well as their applications to some social and moral problems. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 410 History Of Modern Philosophy** 3 credits A survey from Descartes through Hume. Philosophy majors are strongly urged to take this course only after completing PHIL 401 and PHIL 405.

Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H and

Major/Minor status or permission.

**PHIL 412 Modern-Contemporary Philosophy** 3 credits

A study of important philosophers in the modern and contemporary periods. Course is designed for non-majors & cannot count towards a Philosophy Major. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 413 Philosophy of Mysticism** 3 credits

What is mysticism? Is there a common element in all forms of mysticism? What is the connection between mysticism and mental health/disease? What is the relationship between mysticism and the paranormal? Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 415 Ethics and the Internet** 3 credits This course considers various ethical issues raised by the recent widespread adoption of internet technologies in the US and around the world. We'll consider issues such as online privacy and identity, law enforcement vs. civil liberties in cyberspace, the existence and implications of the "digital divide," the status of internet access as a privilege or a right, and obligations of professionals and private citizens when communicating online. No background in computer science is required for this course, but experience of comfort with the internet will prove helpful. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 416 Marxism** 3 credits

The major writings of Marx, Engels, and Lenin. The relation between Marxist theory and revolutionary practice. Contemporary problems in Marxism. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 419 Happiness** 3 credits

In one form or another, the nature of happiness has always been a central concern of philosophical reflection. In recent years, a new body of psychological research has made interesting contributions to our understanding of happiness. Specifically, Mihaly Csikszentmihalyi's work on "flow" and Martin Seligman's research on happiness will be considered. This course will sample some of this research and bring it into dialogue with traditional philosophical texts from Western and Eastern philosophy, such as Epicureanism, Stoicism, Taoism, and modern movements such as Existentialism, Liberalism, and Marxism. We will also consider very recent philosophical work on the nature of happiness. Along with this study, we will ask historiographic questions about how the philosophical problem of happiness is temporally and culturally conditioned. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 420 Contemporary Philosophy** 3 credits

A survey of major figures from the post-Hegelian period to the present.. Spring Prerequisites: PHIL 410 or PHIL 301 (WOMS 237C) or PHIL 301H or permission

**PHIL 421 American Philosophy** 3 credits

A study of major figures in the American philosophical tradition. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 422 Post Modern Thought** 3 credits

This course begins with a review of the meaning of philosophical and cultural modernism, covers several of the major founding thinkers of the postmodern movement: Jacques Derrida, Michel Foucault, and Francois Lyotard. From its beginnings in the revolutionary atmosphere of the French student rebellion, we move to post-modern thinkers in the analytic and post-analytic tradition, including the later Ludwig Wittgenstein and Richard Rorty. This course concludes with a survey of postmodern culture,

sampling specific developments in fields such as architecture, music and contemporary art. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 423 Process Philosophy** 3 credits

Philosophers such as Bergson and Whitehead, who regard creative process as the essence of the real. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 424 Existentialism** 3 credits

The movement from Kierkegaard to the present. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 425 Phenomenology** 3 credits

Some proponents of phenomenological philosophy stemming from Husserl. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 426 Existential Psychology** 3 credits

A study of important existentialist philosophers and their influence upon psychology and psychologists. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 427 Analytic Philosophy** 3 credits

A survey of 20th century Anglo-American philosophy. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 428 Philosophical Hermeneutics** 3 credits

Allied with phenomenology, philosophical hermeneutics struggles not only with interpreting patterns of meaning in classical philosophical texts, but also with interpreting patterns of meaning in human existence, based on the model of the text. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 430 Metaphysics** 3 credits

A systematic ordering and development of the perennial questions concerning being and existence; unity, diversity, truth, value, causality, and transcendence; the existence and nature of God. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 432 Philosophy Of Education** 3 credits

Representative thought regarding educational agents, aims, and curricula. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 433 Philosophy of Psychology** 3 credits

Systematic philosophical investigation of primary psychological phenomena such as the emotions, intentions, explanations of actions, motivational systems, the nature of self-deception, weakness of will, and the nature of the self. Consideration will be given to general theories of psychopathology and to various major psychological schools of thought. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 434 (INST 396) Chinese Philosophy** 3 credits

A survey of the history of Chinese Philosophy focusing on the Confucian tradition and taking other traditions such as Taoism and Buddhism into account. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 437 Philosophy of Time** 3 credits

This course looks at answering the question "What is time?" This is done by looking at ancient and modern arguments surrounding the structure, experience and models of time. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 438 Phil of Love and Friendship** 3 credits

Survey and analysis of influential accounts of love and friendship, including treatments of erotic/romantic love, friendship, and charity, within a framework provided by C.S. Lewis' classic study *The Four Loves*. Special attention will be given to the relation between views of love and the nature of happiness, proper treatment of others, human desire and psychology, character, self-love, and religious devotion. Prerequisites: PHIL

301 (WOMS 237C) or PHIL 301H

**PHIL 439 Christian Metaphysics** 3 credits

The course is divided into three parts: 1) the Metaphysics of Nature which studies the principles of created being and the necessity of divine being as its source 2) the Metaphysics of Being which studies being in its most

generic characteristics, and 3) the Metaphysics of God which studies the nature of divine being as far as it can be understood by human beings. Among the topics to be considered are: act and potency, causality and chance, the cosmological argument, substance and accident, necessity and contingency, ontological participation, transcendentals, the analogy of being, divine simplicity, and the incarnation. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 440 Theory of Knowledge** 3 credits

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

Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

## PHILOSOPHY

**PHIL 441 Symbolic Logic** 3 credits

The study of modern symbolic logic (propositional and predicate). Metalogical issues - the syntax and semantics of formal systems - are discussed. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 443 Philosophy Of Science** 3 credits

Examination of recent developments in the philosophy of science and its treatment of the nature and methods of the physical, biological, and social sciences. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 444 Sci, Technology, & Soc Values** 3 credits

Examines the relationship between science and technology, particularly modern technology, and the effect of science and technology on culture and values. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 445 Evolution And Creation** 3 credits

Readings by scientists, theologians and philosophers on issues raised by the theory of evolution. Among the questions to be discussed are: How exactly are evolution and creation related? Are they rival explanations of the same thing? What evidence is there for evolution? How does evolution work? What implications does it have for our understanding of human nature and the place of human beings in nature? Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 446 Phil Refl on Christnty & Science** 3 credits

Philosophical inquiry into the historical relationship between Christian religious doctrine and the knowledge imparted by the sciences, with focus on particular episodes such as the Galileo affair and the Darwinian revolution. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 448 Philosophy of Mind** 3 credits

Treatment of the nature and functional capacities of the mind, and the philosophical problems raised by analysis of the mind, including mind and body, materialistic reductionism, other minds, freedom, and personality. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 450 Native American Philosophy** 3 credits

This course will study philosophy indigenous to Native America with an emphasis on the plateau region of Washington State through an examination of indigenous languages and cultural traditions. Prerequisites: PHIL

301 (WOMS 237C) or PHIL 301H

**PHIL 451 Political Philosophy** 3 credits An examination of the nature and norms of political life, with attention to major historical themes in the light of contemporary relevance. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 452 Social Ethics** 3 credits

A consideration of the moral implications of communal life, including such topics as individual rights and distributive justice. Issues such as pornography, capital punishment, and affirmative action are treated. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 453 (INST 350) International Ethics** 3 credits The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration. Prerequisites:

PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 454 Metaethics** 3 credits

This course is an advanced study of contemporary disputes in ethical theory and metaethics. It will cover issues like the meaning and ontology

of moral value and language, the realism-antirealism debate, concerns in moral psychology, and the impact of evolutionary theory on ethics. In addition the course will also examine a range of competing, twentiethcentury ethical theories. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 455 Health Care Ethics** 3 credits

Ethical concepts and issues in the medical field: personhood, relationship between health care professional and patient, experimentation, rights to health care, and allocation of health care resources. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 456 (WOMS 435)**

3 credits

**Feminist Ethics**

Explores women's experiences of oppression and some of the ways in which this has marginalized their concerns and their perceptions of the moral dimension. Feminist contributions

to rethinking the concept of moral agency, the traditionally sharp distinction between the public and private domains, the relevance of personal

relationships to ethics, and the process of moral development and moral decision-making are considered Spring, odd years. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

## PHILOSOPHY

**PHIL 457 Business Ethics** 3 credits

The philosophic basis of business and its relation to social development. Responsibilities of the business community to society and the individual. The relationship between economic theories and philosophical approaches. Fall and Spring Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 458 Environmental Ethics** 3 credits

The detailed philosophical study of humanity's understanding of its relationship to the natural environment, concentrating on historically prominent conceptions of that relationship, and the philosophical foundation of the contemporary "environmental movement."

Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 460) Gender & Hlth Care Ethics** 3 credits

This course will explore ethical issues in health care with an emphasis on gender. The course will explore both traditional and feminist approaches to health care ethics, considering how a feminist ethics perspective challenges, expands, and sometimes transforms the discipline of health care ethics. Prerequisite: PHIL 301 (WOMS 237C) or PHIL

301H

**PHIL 462 Ethical-Social Issues in Engr** 3 credits

This course is designed for engineering majors. It will introduce them to some of the general ethical concerns facing the profession of engineering, some of the perennial as well as new social challenges facing engineers (e.g. the increasing impact of technology on society), and a number of the landmark cases of ethical concern in the history of engineering. The goal is to instill in the students both a genuine concern for the social/ethical dimension of their profession and work, as well as a set of basic intellectual tools to use when confronted with ethical dilemmas in their career. Prerequisites: PHIL 301 (WOMS 237C) or PHIL

301H

**PHIL 464 Magic/Mysticism Med Rens Culture** 3 credits

This course examines the philosophical and cultural understandings of magic and mysticism in the transition from Medieval to Renaissance Culture, especially the emerging culture of scientific practices. We will begin by looking at some late Roman and early Christian attitudes toward magic and some aspects of mystical thought in the medieval period. The course considers magic and mysticism from a philosophical point of view and in connection with Medieval Christian Philosophy, as well as examining similarities and differences between magical practices

and scientific practices. The class will learn about magical symbolism in renaissance art and visit museum sites for this purpose.

Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 465 Philosophy Of Religion** 3 credits

Philosophical investigation of the rational justification of religious faith.

Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 466 (RELI 491) Philosophy of God** 3 credits

Philosophical views about God and our knowledge of God.

Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 467 Faith and Reason** 3 credits

This course will address a cluster of fundamental problems of faith and reason- the nature of knowledge, especially in connection with religious claims, evidence for the existence of God, the relevance of recent advances in cosmology to the Christian worldview, the problem of evil and suffering, and the challenge of atheism. Spring Prerequisites:

PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 470 Philosophy Of Law** 3 credits

The sources, structure, and function of human law and its relations to moral law. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 471 Philosophy Of Literature** 3 credits

What is literature and what is it for? This course considers a variety of answers to these questions by both philosophers and writers. This course is sometimes organized historically covering major developments in Western thought about literature including Platonic, Renaissance, Romantic and Contemporary. Other semesters the course is organized systematically with a heavy emphasis on theories of interpretation, each of which entails a view of the nature of literary language.

Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 472 (VART 466) Philosophy of Art** 3 credits

An analysis of beauty, creativity, and taste according to the theories of Plato, Aristotle, Aquinas, and selected contemporary philosophers.

Several representative works from all areas of the fine arts are examined in the light of the aesthetic principles of classical philosophy.

Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 473 Philosophy of History** 3 credits

A study of the philosophical presuppositions of historical method and of the meaning or goal of historical process. Prerequisites: PHIL 301

(WOMS 237C) or PHIL 301H

**PHIL 474 Philosophy Of Sport** 3 credits

A study of sport as an important, unique, and fundamental activity of human beings, exploring how experiences encountered in athletic activity shed light on classical philosophical problems. Prerequisites: PHIL

301 (WOMS 237C) or PHIL 301H

**PHIL 475 Philosophy of the Visual Arts** 3 credits

Examines contemporary applied theories of art in a variety of visual art media including painting, sculpture, film, and photography.

Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 476 Racism, Slavery, & Evil** 3 credits

A study of events in the history of slavery, reconstruction, the Jim Crow era, the civil rights struggle in terms of different philosophers' accounts of the nature of human evil. In addition to the focus on evil, we will discuss philosophically the complexities and adequacy of some of the responses to the evils we study. This course satisfies the Social Justice requirement of the College of Arts and Sciences. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 485 Philosophy in Film** 3 credits

Many current films raise first-order philosophical questions or issues, though few films are particularly good at solving those same problems or resolving the conflict underlying the issues. This course seeks to explore many contemporary films (none older than "Blade Runner") and the philosophical issues they raise, both by their explicit content and by their implicit content. Metaphysical issues about the mind and body relationship, the nature and extent of freewill, the nature of personal

identity will be included. Some epistemological issues having to do with how well we can expect to have access to reality, and what might be among the impediments to the access, will also be included. The course generally avoids treating ethical or moral issues, but also takes an interest in the use of the emotions in films, the treatment of violence and human sexuality in films, the nature of comedy in films. Some attention will also be given to film techniques, especially from the point of view of the audience. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 486 Seminars** 3 credits

Topics will vary. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 487 Seminar** 3 credits

Topics will vary. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 488 Seminars** 3 credits

Topics will vary. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 489H Honors Seminar** 3 credits

Topics and credit by arrangement. Prerequisite: Honors and permission. Spring or Fall. Prerequisites: PHIL 301H

**PHIL 490 Directed Study** 1 TO 6 credits

Credits and topics by arrangement. Prerequisite: permission.

Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

**PHIL 495 Study Abroad Special Topics** 1 TO 15 credits

For department use only

**PHIL 498 Research** 1 TO 3 credits

Course requires permission of instructor and department chair.

**PHIL 499 Sr Sem-Metaphysic-Epistemology** 3 credits

Each student will present a number of short papers on metaphysical and/or epistemological topics. Students will develop and defend philosophical positions for discussion by the class. Prerequisite: fourth year standing, philosophy major. Spring. Prerequisites: PHIL 301 (WOMS 237C) or PHIL 301H

## PHYSICS

Chairperson: Eric Kincanon

Professors: J. Bierman, J. Byrne (Emeritus),

S. Hoffmaster, E. Kincanon

Associate Professors:, A. Greer

Assistant Professors: D. Garvey

The Department of Physics offers Bachelor of Science and Bachelor of Arts degrees in physics. Students are expected to declare their major in this area in their freshman year; students in their sophomore year and students in the Florence program, however, can be accommodated by special arrangement with the department.

The Bachelor of Science is designed as a terminal degree. Students who are considering graduate school studies should plan on taking additional course work. Students should be able to work out a four-year course of study with their advisor that will satisfy graduate school requirements. Physics majors interested in careers in health sciences should discuss course requirements and potential accommodations with a Physics faculty member.

Majors in physics are expected to achieve a familiarity with computer programming.

Students planning on majoring in Physics and attending medical school should meet with a Physics faculty member as early as possible to discuss course scheduling and potential course substitutions for particular degree

requirements. Students may rather elect to earn a B.A. Physics degree. The basic degree requirements for the B.A. Physics degree are essentially the same as the B.S. Physics degree except that rather than choosing two additional upper division PHYS courses, as the B.S. degree requires, the B.A. degree requires two courses from any area that are agreed to by the department chair. The B.A. physics degree is intended to better allow College of Arts & Sciences students to complete double majors, therefore, students who earn a B.A. Physics degree must also be earning a B.A. degree in another A&S department.

More information is available on the department's website at <http://www.phy.gonzaga.edu/>. **B.S. Major in Physics: 52 Credits**

### Lower Division Courses

PHYS 103 & 103L Scientific Physics I	4 credits
PHYS 204 & 204L Scientific Physics II	4 credits
PHYS 205 20th Century Physics	3 credits
PHYS 217 Modern Physics Lab	2 credits
CHEM 101 or 105 (with pertinent labs)	4 credits
CPSC 121 Computer Science I	3 credits
MATH 157, 258	8 credits
PHYS 210 Linear Electronics	2 credits

### Upper Division Courses

PHYS 300 Mathematical Methods	3 credits
PHYS 301 Intermediate Mechanics	3 credits
PHYS 306 Electricity and Magnetism	3 credits
PHYS 310 Intermediate Laboratory	2 credits
PHYS 464 Quantum Physics	3 credits
MATH 350 Elementary Numerical Analysis	3 credits

In addition, at least two of the following courses:

PHYS 307 Optics
PHYS 402 Advanced Mechanics
PHYS 407 Electricity & Magnetism II
PHYS 409 Nuclear & Particle Physics
PHYS 450 Statistical Physics
PHYS 465 Advanced Quantum Physics

Physics majors are also encouraged to take:

MATH 259 Calculus III
MATH 260 Ordinary Differential Equations
MATH 339 Linear Algebra and additional CPSC courses.

minor. These students, after finishing 205, need only get the following PHYS credits:

Chemistry: 6 ( Assuming that physical chemistry is taken for the major.)	
Civil Engineering:	8
Mechanical Engineering:	8
Computer Engineering:	9
Electrical Engineering:	5
( Electrical engineering students must take courses other than PHYS 306 to satisfy the minor elective. )	

### Lower Division Courses

<b>PHYS 100 Conceptual Physics</b>	3
The basic principles of physics are covered in a descriptive (non-mathematical) manner. Designed for students not majoring in the natural sciences or those needing a very basic background in physics. Fall and Spring	
<b>PHYS 100L Conceptual Physics Laboratory</b>	1
Taken concurrently with PHYS 100. Two hours of laboratory.	
<b>PHYS 101 General Physics I</b>	3
Mechanics, fluids, and sound. Three hours of lecture with experimental demonstrations and problems. Not accepted as a prerequisite for any advanced work. Fall Prerequisite: High school algebra and trigonometry.	
<b>PHYS 101L General Physics I Lab</b>	1
Taken concurrently with the lecture course PHYS 101. Three hours of laboratory. Fall and Spring	
<b>PHYS 101R General Physics I Recitation</b>	0
Must be taken concurrently with PHYS 101. Fall	
<b>PHYS 102 Gen Physics II</b>	3
Heat, light, electricity, magnetism, and modern physics. Three hours of lecture with experimental demonstrations and problems. Not accepted as prerequisite for any advanced work. Spring Prerequisites: PHYS 101	
<b>PHYS 102L General Physics II Laboratory</b>	1
Taken concurrently with the lecture course PHYS 102. Three hours of laboratory. Fall and Spring Prerequisites: PHYS 101L	
<b>PHYS 102R General Physics II Recitation</b>	0
Must be taken concurrently with PHYS 102. Spring	
<b>PHYS 103 Scientific Physics I</b>	3
Classical mechanics: dynamics, waves, and fluids. Three hours of lecture with experimental demonstrations and problems. Fall and Spring Prerequisites: MATH 157 or permission.	
<b>PHYS 103L Scientific Physics I Lab</b>	1
Taken concurrently with the lecture course PHYS 103. Three hours of laboratory. Fall and Spring	
<b>PHYS 103R Scientific Physics I Recite</b>	0
Must be taken concurrently with PHYS 103. Fall and Spring Prerequisites: MATH 157	

### PHYSICS

### Minor in Physics: 28 Credits

#### Lower Division Courses

PHYS 103 & 103L & 103R Scientific Physics I	4 credits
PHYS 204 & 204L & 204R Scientific Physics II	4 credits
PHYS 205 Twentieth Century Physics	3 credits
MATH 157 and 258	8 credits

#### Upper Division Courses

PHYS--Electives 9 credits Courses that can be counted as a minor elective are any 300 or 400 level course other than PHYS 300. For Chemistry and Engineering students consideration of their course work for their major has led to credit for part of the

### PHYSICS

<b>PHYS 110 Intro to Astronomy</b>	3
This course is designed for the non-science major. A wide range of topics is covered in order to give an overview of what is currently known about the structure and evolution of the universe. Most areas of observational and theoretical astronomy do not go beyond basic high-school algebra.	
<b>PHYS 110L Intro to Astronomy Lab</b>	1
This laboratory familiarizes students with the constellations, methods in amateur astronomy. The course meets once weekly for two hours with a majority of the lab work done outside the classroom. Mathematics involved does not go beyond basic algebra and trigonometry.	
<b>PHYS 125 Physics of Music and Sound</b>	3

The nature of vibrations and waves will be studied and investigated at the introductory level. Vibrations, properties of waves, addition of waves and the resulting wave phenomena will be covered with an emphasis on their relationship to sound production and interpretation via the ear. This class is designed for non-science majors. The required mathematics will not exceed high school algebra.

#### **PHYS 125L Physics of Sound and Music Lab**

PHYS 125L is optional with concurrent enrollment in PHYS 125. The course will further investigate topics from PHYS 125 involving the behavior of waves. The required mathematics will not exceed high school algebra and trigonometry.

#### **PHYS 130 Time**

The course presents a survey of physics with time as the unifying concept. Topics covered include mechanics, conservation laws, special relativity, thermodynamics, and chaos. This course is designed for nonscience majors.

#### **PHYS 150 Applying Scientific Method**

Teaches the scientific method by applying it to current and familiar topics. Students move from relatively easy topics of investigation (e.g., the chances of being in an auto accident next year) to more in-depth investigations (e.g., whether global warming is a real phenomenon).

#### **PHYS 170H Honors Physics**

Key physical theories and principles will be discussed from historical, societal, and physical perspectives. Prerequisites High school algebra and Honors program permission.

#### **PHYS 170L Honors Physics Lab**

Laboratory to accompany PHYS 170H.

#### **PHYS 204 Scientific Physics II**

Thermodynamics, electricity and magnetism, and optics. Three hours of lecture with experimental demonstrations and problems. Fall and Spring Prerequisites: PHYS 103 and MATH 258 or permission.

#### **PHYS 204L Scientific Physics II Lab**

Taken concurrently with the lecture course PHYS 204. Three hours of laboratory. Fall and Spring Prerequisites: PHYS 103L

#### **PHYS 204R Scientific Physics II Recite**

Taken concurrently with the lecture course PHYS 204. Prerequisites: PHYS 103 and MATH 258

#### **PHYS 205 Modern Physics**

Special relativity, development and an introduction to quantum mechanics and other selected topics. Spring Prerequisites: PHYS 204

#### **PHYS 210 Introduction to Linear Electronics**

This course is primarily a laboratory in which the student is introduced to basic concepts of linear electronics and laboratory technique. Passive electronic components such as resistors, capacitors, inductors, and diodes are studied in DC and AC applications. Students will learn to use test equipment such as digital meters and oscilloscopes. Much emphasis is placed on the operational amplifier, an active component with wide application. Basic transistor circuits, power supplies, and other areas are covered as well. One hour lecture and one three hour laboratory per week. Spring of even years. Prerequisite: PHYS 204 and PHYS 204 Lab.

#### **PHYS 217 Modern Physics Lab**

Taken concurrently with PHYS 205, this course looks at laboratory examples of topics covered in PHYS 205. Fall of even years.

#### **PHYS 290 Sophomore Directed Reading**

Directed reading in approved topics. Requires completion of a form, and Dept. permission and cannot be registered for via zagweb.

### **Upper Division Courses**

#### **PHYS 300 Mathematical Methods**

Survey of mathematical techniques used in upper division physics courses. Fall Prerequisites: PHYS 204

#### **PHYS 301 Intermediate Mechanics**

Particle and rigid body statics and dynamics in a rigorous vectorial calculus treatment. A fundamental introduction to theoretical physics. Spring of even years Prerequisites: PHYS 300 or equivalent.

#### **PHYS 306 Electricity And Magnetism**

Electrical and magnetic phenomena leading to a development of Maxwell's equations and electromagnetic field theory. Fall of even years Prerequisites: PHYS 300 or equivalent.

#### **PHYS 307 Physical Optics**

Classical electromagnetic theory applied to optical phenomena. Spring of odd years Prerequisites: PHYS 306 or equivalent.

#### **PHYS 310 Intermediate Laboratory**

This course will discuss the major analytic techniques used in experimental physics through experiments in mechanics, heat, electromagnetism, and modern physics, and will apply these techniques to classic experiments. Fall of odd years Prerequisites: PHYS 204L

#### **PHYS 402 Advanced Mechanics**

A continuation of PHYS 301 and extension to dynamics of particles, rigid bodies, and fluids by the use of Lagrangian and Hamiltonian formalisms. Fall of even years Prerequisites: PHYS 301

#### **PHYS 407 Electricity & Magnetism II**

A continuation of PHYS 306; a study of advanced topics in E&M for graduate school preparation. Spring of odd years Prerequisites: PHYS 306

#### **PHYS 409 Nuclear and Particle Physics**

Study of experimental and theoretical aspects of nuclear interactions as they apply to nuclear structure and elementary particle characteristics. Spring of even years Prerequisites: PHYS 205

#### **PHYS 450 (CHEM 420) Statistical Physics**

Study of thermal properties from microscopic and statistical viewpoints. Topics include: probability distributions, entropy, density of states, blackbody radiation. Spring of odd years Prerequisites: PHYS 204

#### **PHYS 464 Intro To Quantum Physics**

The development of the Schrodinger equation and its application to various potential energy functions. Fall of odd years Prerequisites: PHYS 300 or equivalent.

#### **PHYS 465 Quantum Physics**

Advanced topics in quantum physics. On sufficient demand Prerequisites: PHYS 464

#### **PHYS 490 Directed Reading**

Directed reading in advanced topics. Requires completion of form, and Dept. permission.

#### **PHYS 499 Senior Project**

May be undertaken by B.S. physics majors in their senior year. Permission required.

## **POLITICAL SCIENCE**

Chairperson: Robert Waterman

Professors: B. Garvin, M. Leiserson

Associate Professors: M. Connolly, S.J., M. Treleaven, S.J., R. Waterman

Assistant Professors: L. Brunell, B. Jones, J. Isacoff

Courses in Political Science afford the student the opportunity to examine political thought and systems past and present. A Bachelor of Arts with a major or minor in Political Science provides an essential component of a liberal arts education, an enduring political education for citizens, a solid basis for graduate work, and a fine background for the study of law and the teaching or practice of politics.

Students majoring in this field are urged to take additional course work in the fields of economics, English literature, history, philosophy, psychology, and sociology.

In the fall or spring semester of their senior year majors must take POLS 499, "Preparation for the Comprehensive"; this one credit seminar assists students in reviewing their departmental and related studies in preparation for comprehensive examination in November or April. Each exam will be based on the special interests and thematic questions which a student has pursued through courses and the major. The purpose of POLS 499, therefore, is to specify those interests and questions for each student, and to discover how they have or have not been answered.

The department also provides special counseling in preparation for graduate school or law school. For students planning a career in the teaching or practice of politics, in governmental administration, or in international affairs, special direction and assistance is also available from members of the department.

Programs for students preparing for secondary school teacher certification-- either a primary or a secondary endorsement-- are available (please contact the chairperson of the Political Science Department and the chairperson of the Teacher Education Department for details).

Political Science majors are encouraged to take more than 31 credits, especially if considering postgraduate study.

## B.A. Major in Political Science: 31 Credits

### Lower Division Courses

POLS 101 American Politics 3 credits **Upper Division**

### Courses

POLS 303-329; 484 U.S. Govt. & Pol.:Two courses 6 credits

POLS 330-349; 486 Political Thought:Two Courses 6 credits

POLS 350-379; 487-88 Comp. Govt./Intl. Rel.: Two Courses 6 credits

POLS - - Electives\* 9 credits

POLS 499 Prep. for Comprehensive 1 credit

\* Six semester credits of lower-division Political Science maybe used if these lower-division credits were taken in the first or second years.

## Minor in Political Science: 18 Credits

### Lower Division Courses

POLS 101 American Politics 3 credits **Upper Division**

### Courses

POLS 303-329; 484 U.S. Govt. & Politics 3 credits

POLS 330-349; 486 Political Thought 3 credits

POLS 350-379; 487-88 Comp. Govt./Intl. Rel. 3 credits

POLS - - - Electives\* 6 credits

\* Three semester credits of lower-division Political Science may be used if these lower-division credits were taken in the first or second years.

## POLITICAL SCIENCE

### Lower Division Courses

**POLS 101 American Politics** 3 credits The American

Constitution; the evolution of democracy; the structure of the national government. Congress; the Presidency; the courts. Political parties and interest groups. Public policy in domestic and foreign affairs. How to think about politics.

**POLS 102 Political Thinkers and Actors** 3 credits

Treatment of six distinctive figures in political life- philosopher, saint, prince, revolutionary, statesman, and citizen- in order to determine their characteristic contributions to an understanding of politics. Examples: Socrates, Thomas More, Machiavelli's Prince, Marx and Engels, the American Founding Fathers, and the students of the 1960's. A variety of materials used, including pamphlets, philosophical dialogues, essays, and dramas.

**POLS 103 People & Politics World Wide** 3 credits

Comparison of key political institutions, political attitudes, patterns of interaction, and long-term quarrels in France, Germany, Russia, China, Mexico, and Nigeria. How legislatures, executives, and political parties work and the influence of culture, social structure, ideology, and nationalism.

### Upper Division Courses

**POLS 300 American National Politics** 3 credits

This course provides an in depth analysis of the five major institutions and processes of the U.S. government: Congress, President, Courts, Parties and Elections, and Bureaucracy.

**POLS 303 Civil Liberties** 3 credits The current meaning of the Bill of Rights: freedom, privacy in and outside the home, equal protection and affirmative action, defendants "versus" society, property and economic rights. How the Supreme Court and the country can read the Constitution.

**POLS 304 Crim Just Amends & Courts** 3 credits

Study of the 4th, 5th, 6th and 8th amendments to constitution and how they are applied in the criminal justice system. Focus on relevant case law, operation of the courts and law enforcement in the criminal justice system.

**POLS 306 Congress and the Presidency** 3 credits

The Congress, its rules and procedures, and the influence of Congress on national policy. Committee and party leadership The Presidential office, its constitutional powers, and its evolution over the years. The "modern presidency" since Franklin Roosevelt. Conflict and co-operation between the Congress and the President.

**POLS 309 Political Parties And Election** 3 credits

The nature of American political parties at the local, state, and -- especially - the national level. Political reform and other causes of the decline of political party organization. The new service and moneyraising roles of parties. Presidential and congressional elections. The rise of "candidate-centered" campaigns. The role of interest groups, the media, and professional campaign management firms in the conduct of elections. Explaining voter behavior and election outcomes through the tools of survey research.

**POLS 311 State, Tribal and Local Government** 3 credits

Surveys in state, tribal and local government: intergovernmental relations, finance, state and tribal sovereignty, shifts in federalism and social policy, politics of urban and rural regions. State election systems may be studied for their significant influence over national elections.

**POLS 312 Urban Politics & City Life** 3 credits

"Why aren't our cities like that," asks University of Pennsylvania Professor Witold Rubczynski? We begin by asking this question. Our exploration will take us through a study of city life and all the elements that define it, then on to the problems and prospects of the urban polity that surround, influence, constrain and

color city life. A course in political science complimented with an interdisciplinary literature--history, political- economy, urban studies and planning, organization theory, social criticism, even architecture.

**POLS 313 (WOMS 313) Think Globally, Act Locally** 4

Course's core is social justice, especially economic justice for American low wage workers. Considers the changes globalization precipitates in U.S. economy, politics and patterns of civic engagement. Encourages development of civic skills appropriate to these changes; requires 30 hours of service through community organizations. Service Learning for Social Justice

## POLITICAL SCIENCE

- POLS 318 Administrative Law** 3 credits This course shows how the laws and regulations governing federal, state and local bureaucracies make up and fit into the politics of the country.
- POLS 316 Church & State in US Politics** 3 credits Study of the history of church-state separation in American government and constitutional law. Focus on religion and politics from the Puritans to the Bush administration, touching on everything in between. The latter portion of the course focuses on relevant Supreme Court cases.
- POLS 319 American Foreign Policy** 3 credits Evolution of American foreign policy, with emphasis on contemporary issues, national interests, interrelationship with domestic politics, and the decision-making process. Evaluation of Nationalist, Revisionist, and Realist views of foreign policy. How foreign policy may do justice.
- POLS 320 Bureaucracy & Citizens** 3 credits From a citizen's viewpoint, the need for public bureaucracy, its politics, improvement, and relations with citizens.
- POLS 321 (WOMS 340) Politics & Public Admin** 3 credits The way American public bureaucracy operates.
- POLS 322 Gender And Politics** 3 credits Survey of feminist theories and their impact on the political position of women in America. The history of the postwar women's movement in the US. A variety of issues raised by women will be explored, and placed in comparative context to further illuminate possible choices and consequences.
- POLS 323 Constitutional Law** 3 credits The roles of law, politics, and ethics in our constitutional system; the workings of the Supreme Court; constitutional development during the three major eras of our history, and how those experiences are relevant today; how to "brief" court opinions; six different but valid ways to interpret the Constitution. (Most students find this difficult course easier after taking POLS 303.)
- POLS 324 Participatory Democracy** 3 credits Examination of past town-meeting and recent theory and practice aimed at increasing participation in politics by ordinary American citizens. Emphasis on the possibility of a new model of democratic government. Spring.
- POLS 325 Selected Topics: American Politics** 3 credits The study of the selected topics in American politics. On Sufficient demand.
- POLS 326 Race & Ethnicity Politics in the US** 3 credits Analysis of early to present immigration of slave and other groups to the United States in order to show the diversity of the current population, the political problems encountered by the distinct groups and for the rest of the country, plus the variety of political solutions and results.
- POLS 327 (WOMS 344) American Social Policy** 3 credits This course examines the origins, patterns, reforms, and criticisms of American social policy. Ties between knowledge and social policy are studied. The particular impact of education, health care, and welfare policies on women, children, different racial and ethnic groups, and the middle class are considered. Normative claims for the proper role of the state and capitalism are reviewed. Comparisons are made with other western, capitalist societies and their policy regimes.
- POLS 328 Politics Of The Pacific NW** 3 credits State and society in the Pacific Northwest: government, parties, reform movements, regionalism, and social forces in the USA Pacific Northwest, and British Columbia and Alberta. Regional issues such as taxation, health care, urbanization, land use, education, the environment, and resource-based economics are addressed in a comparative Canadian-U.S. context.
- POLS 329 N Amer Environmental Policies** 3 credits Study of local, regional, and international environmental policy, its challenges for not only administration and understanding, but also for citizenship and accountability. Topics include water, ecosystem management, and sustainability in the US, Canada, and Mexico.
- POLS 330 Classical & Medieval Political Thought** 3 credits A thorough examination of the most important texts from Plato's Republic to The Prince and The Discourses of Machiavelli. FALL.
- POLS 331 Modern Political Thought** 3 credits European political thought from Hobbes Leviathan to John Stuart Mill's On Liberty. The development of liberalism in Britain and France between the 17th and 19th centuries. Spring.
- POLS 332 Am Pol Thought of the Founding Era** 3 credits to The political thought of the Puritan founders of Massachusetts. The American Revolution and the Constitution. Federalists and AntiFederalists. Tocqueville's Democracy in America.
- POLS 333 Am Thought Civil War & After** 3 credits Survey of American political thought from the Progressives through the rise of Neoconservatism and the newly emergent Republican majority. Relies on political documents such as speeches and essays, fiction with political overtones, and scholarly writing about American politics and thought.
- POLS 334 Politics and Literature** 3 credits "Why are there so few political novels that are first rate as literature?" Political relations are abstractions; people live concretely. But literature can still bridge this gap. Comparing mediocre political novels with a great one teaches not only about literary quality but also about political reality. And truly great novels show how political realities appear even in private lives. Such "spectacles" express the shallowness of political ideology, and reveal the political features of ordinary lives as well as the personal meaning of politics. Spring.
- POLS 335 Marxism** 3 credits Foundations of Marxism-Leninism. The major writings of Marx, Engels, and Lenin. The significance of Marxism in light of the apparent collapse of world communism. Marxism as a critique of American liberalism. **POLS 336 Selected Texts In Political Thought** 3 credits An intensive look at a single writer or group of writers; designed to achieve greater understanding than is possible in a broad survey course. On sufficient demand.
- POLS 337 Ethics And Politics** 3 credits The problem of "dirty hands" in politics and why it occurs. Three different ways politics can be ethical. How the separation of powers in the American Constitution is a distinction of moral authorities. Close reading of classic works including Machiavelli, Just War, the LincolnDouglas debates. Spring.
- POLS 338 20th-Century Political Thought** 3 credits Treatment of 20th-century authors who examine the difficulties for democratic political life in contemporary mass society. Fall.
- POLS 339 Liberalism & Conservatism** 3 credits Study of current liberal & conservative ways of thinking about American politics; exploration of possibly valid philosophical grounding for them; application of the views to current policy.
- POLS 340 Christian Political Thought** 3 credits This course examines Protestant and Catholic theologies of politics, ancient, modern, and contemporary. Christians have had a variety of reactions to politics and its issues of power, authority, social justice, freedom, rights, obligations, citizenship, sin, and grace in history and institutions. Secular critiques of Christian thought are also considered. On sufficient demand.
- POLS 341 Feminist Thought** 3 credits Analyzes the contributions of feminist scholars to political theory and shows how feminist scholarship is transforming how we study politics and what we consider political. Reviews both the classics of feminist political theory and more current attempts to illuminate the gendered nature of state, economic and social power.
- POLS 342 (POLS 302) Law as a Vocation** 3 credits Can the practice of law be both a "profession" and a true "vocation?" The lawyer-statesman ideal and the realities of today's practice of law. The nature of a rule of law system, and how it is ethical.
- POLS 343 War and Peace** 3 credits

This course will analyze several political philosophers' writing about war and peace, such as Kant's Perpetual Peace, and also will look into a handful of recent case studies about establishing peace in various parts of the world.

**POLS 344 (FREN 435) European Relations** 3 credits

Offered in Paris only

**POLS 350 (INST 301) Survey of International Studies** 3 credits

Formerly POLS/INST 240. Contemporary global issues and background information for all courses in International Studies. Studies the wisdom of the world's main civilizations, comparative economic systems and ideas, international politics, and the potential for international integration.

**POLS 351 (INST 342) International Relations** 3 credits

Theory and practice in the functioning of the international political system and the behavior of the nations within it.

**POLS 352 (INST 385) Latin American Politics** 3 credits

Focus on the caudillo or leader in Latin American history, culture, and society, in the range of contemporary forms of government-democratic, dictatorial, revolutionary. Some treatment of U.S. foreign policy.

**POLS 353 (INST 382) Japan: Culture And Politics** 3 credits

The historical and cultural context of Japanese politics today.

Explanation of Japanese democracy and capitalism in terms of

Confucian tradition, Buddhist spirituality, and indigenous aesthetics.

Relations between these three, personal relations, and politics: as seen through literature, film and other arts. How all this affects Japan's international relations.

**POLS 354 (INST 395) Politics In Western Europe** 3 credits

Survey of the parties, institutions, political processes, issues and policies of the major western European industrialized nations. Special focus on England, France, and Germany, but coverage will extend to the other European democracies as well.

**POLS 355 (INST 325) Post-Soviet Russia And China** 3 credits

Focus on the pre-1985 Soviet political system; how Gorbachev's sixyear reform program led to the unraveling of the Soviet Union; and the difficult transition to democracy and a market economy in post-Soviet Russia. Similarly, Maoist China is contrasted with the uneasy mixture of economic reform and political repression coexisting in China today.

**POLS 356 Area Studies In Politics** 3 OR 4

An analysis of selected foreign governments.

**POLS 357 Italian Political System** 3 credits

The constitutional principles and governmental agencies in Italy today.

Taught only at Gonzaga-in-Florence.

**POLS 359 (INST 310) Third World Development** 3 credits

Focus on political development in the Third World. After examining the making of the Third world through imperialism and colonialism, key political institutions (the state, political parties, the military) are analyzed, as is the international economic context of dependency and vulnerability. Several case studies follow a common analytical framework to trace experiences with democratic and authoritarian rule and assess the underlying causes of democratic success and failure.

**POLS 360 (INST 346) Parliamentary Government** 3 credits

Parliamentary or Cabinet government is contrasted with the American government. Focus on disciplined parties, prime ministers, civil servants, and elected politicians, written and unwritten constitutional rules, parliamentary supremacy and rights-based politics. Usually a specific nation, Canada, is featured, but examples are also drawn from Great Britain, New Zealand, India, and Australia.

**POLS 363 (INST326/WOMS 342) Women In Comparative Societies** 3 credits Compares women's movements around the world by examining women's roles in various nations and how women themselves are both redefining and using their new roles to bring about political change. U.S. European, Latin American, Russian, and Palestinian women's movements.

**POLS 364 (INST 389) Politics of the Pacific Rim** 3 credits

Focus on the role played by the East Asian capitalist development states (Japan, South Korea, Taiwan) in the accelerated economic growth of the Pacific Rim; a consideration of the Philippines or Indonesia as a representative of ASIA; also an analysis of the Asian financial crisis and its impact on Hong Kong as well as on the USA, Russia, and China.

**POLS 365 (INST 390) African Politics & Development** 3 credits

Contemporary sub-Saharan Africa is examined in four key areas of development and politics: (1) contemporary social, economic, and ecological conditions; (2) origins of the modern African state; (3) development strategies and post- independence decline; and (4) state and society after developmentalism.

**POLS 366 (INST 410) Perspectives on Global Issues** 3 credits

A critical analysis of vital global issues from the different perspectives of realists, idealists, and system- transformers. This framework encourages an exploration of competing worldviews and value systems and requires the weighing of evidence from differing ideological, cultural, and gender perspectives. The major analytical perspectives and organizing concepts that scholars have fashioned to make these issues comprehensible are introduced.

**POLS 367 (INST393) Democratization in Central and Eastern Europe** 3 credits

Problems of and prospects for democracy in Eastern/Central Europe. The history, movements, institutions, and politics of the nations will be considered, as well as of democratization and economic reform.

**POLITICAL SCIENCE****POLS 368 (INST 392) Tyranny to Democracy 21 C.**

Between 1974 and 2000 more than fifty countries in Southern Europe, Latin America, East Asia, and Eastern Europe shifted from authoritarian to democratic systems of government. An examination of the causes and nature of these democratic transitions. Several case studies of democratic transitions in different areas of the world will be investigated in order to understand the factors responsible for the democratic trend and to ascertain which key variables best explain completed democratic transitions and democratic consolidation.

**POLS 370 Modern Democracies** 3 credits

Selected foreign democratic systems; constitutional and ideological principles; governmental forms, practices, and problems. Taught at Gonzaga-in-Florence.

**POLS 371 (INST 345) International Law** 3 credits

Examines the fundamentals of public international law by studying its sources, methods of dispute resolution, and current problems of interest to North Americans.

**POLS 372 (INST 367) Comparative Middle East Politics** 3 credits

Shows the Middle East is more than a region fraught with violence, ethnic hatred and the struggle for control of oil by examining the modern Middle East's history and context, a diverse set of country case studies, and current issues including the role of women, Islamic fundamentalism, terrorism, and peace in Israel-Palestine.

**POLS 373 Arab-Israeli Conflict** 3 credits

Why is there an Arab-Israeli conflict? The question is much-discussed but not very often answered. This course is a comprehensive effort to understand that question as well as the intense political debates that have evolved surrounding it. The course is interdisciplinary, touching on historical, political, and sociological aspects of the origins and trajectory of the conflict.

**POLS 374 Democracy in the Middle East** 3 credits

While the Middle East is not a wellspring of democracy, there are a diverse range of democratic institutions, ideas, and even states in the region. This course examines in depth the four most democratic countries-Israel, Turkey, Iran, Lebanon-the prospective democracy in Iraq plus the regional and transnational issues crucial to Middle Eastern democracy.

**POLS 375 Global Environmental Politics** 3 credits

Unique interdisciplinary examination of the historical, philosophical, and moral consequences of human interaction with the global environment; of the local, national and international governments, of the national and indigenous peoples, of the non-governmental organizations (NGOs), regimes and industry that affect it.

**POLS 395 Topics in Political Science** 3 credits

Selected questions in the discipline.

**POLS 396 Service Learning Public Affair** 1 credits

Field work by arrangement with a community organization. Must be taken together with a designated service learning course. A comprehensive internship report is required. Normally limited to upper division students but, in special cases, first and second year students may be granted authorization.

**POLS 483 Seminar In Political Economy** 3 credits

Selected topics.

**POLS 484 Seminar In American Politics** 3 credits

Selected topics.

**POLS 486 Seminar In Political Thought** Selected 3 credits

topics.

**POLS 487 Seminar: Intn't Relations** 3 credits

Selected topics.

**POLS 488 Seminar: Comparative Politics** 3 credits

Selected topics.

**POLS 490 Directed Readings** 1 TO 3 credits

Credit by arrangement for directed reading and reports on selected topics. Political Science 490 Directed Readings requires completion of a form, and Dept. permission and cannot be registered for via zagweb.

**POLS 492 Indep Research Or Study** 1 TO 3 credits

Credit by arrangement for research or study. Political Science 492 Independent Research or Study requires completion of a form, and Dept. permission and cannot be registered for via zagweb.

**POLS 497 Public Affairs Internship** 1 TO 9 credits

Field work by arrangement with a public agency or political party. Requires a comprehensive internship report. Normally limited to upper division students; in special cases frosh and sophomores may be allowed. No student may earn more than nine credits. Political Science 497 Public Affairs Internship requires completion of a form, and Dept. permission and cannot be registered for via zagweb.

**POLS 499 Comprehensive Exam Preparation** 1 credits

Required of all majors in their final year; students must register during regular registration.

## PSYCHOLOGY

### PSYCHOLOGY

Chairperson: Molly Kretchmar-Hendricks

Professors: S. Leigland

Associate Professors: M. McBride, N. Worsham, M. Kretchmar-Hendricks

Assistant Professors: T. McCulloh, J. Williams, P. Mulick

The Department of Psychology offers courses that focus upon the scientific study of human and animal behavior; most courses offered in the department, however, stress observable and experiential human behavior. The Department offers a Bachelor of Arts in Psychology.

Because psychology is related to a wide variety of other disciplines, majors are encouraged to pursue studies in related fields such as sociology, biology, communication arts, literature, business, mathematics, education, and philosophy.

Beyond General Psychology, Statistics for the Social Sciences (PSYC 202, SOCI 202, POLS 202, MATH 121,) and Research Methods in Psychology (PSYC 207) are required for entry into most upper division courses. These two courses provide students with an initial understanding and appreciation of the scientific method in psychology.

Majors are required to take a comprehensive examination (PSYC 499). Students usually complete the examination in either the second semester of their third year or the first semester of their final year. Majors are also encouraged to take additional upper division courses if they are planning on graduate studies.

Psychology majors are required to take at least one non-psychology course in satisfying the social science core requirement.

## B.A. Major in Psychology: 34 Credits

### Lower Division Courses

PSYC 101 General Psychology 3 credits

MATH 121 Statistics 3 credits

PSYC 207 Research Methods in Psychology 3 credits

PSYC 207 Research Methods in Psych. Lab **Upper** 1 credit

### Division Courses

PSYC 330 Social Psychology 3 credits

PSYC 335 or PSYC 433 3 credits

PSYC 380 Personality Theory 3 credits

PSYC - - - Electives 15 credits

PSYC 499 Comprehensive 0 credit

## Minor in Psychology: 22 Credits

### Lower Division Courses

PSYC 101 General Psychology 3 credits

MATH 121 Statistics 3 credits

PSYC 207 Research Methods in Psychology 3 credits

PSYC 207 Research Methods in Psych. Lab **Upper** 1 credit

### Division Courses

PSYC - - - Electives 12 credits

### Lower Division Courses

**PSYC 101 General Psychology** 3 credits

An overview of contemporary psychology which introduces the student to the following areas: human development, sensation perception, motivation, learning, emotion, psychological measurement, personality, biological basis of behavior, experimental psychology, intelligence, abnormal behavior, and personality. Format consists of lectures and discussions. Fall and Spring; Summer on sufficient demand.

**PSYC 207 Research Methods in Psychology** 3 credits

An introduction to research methods in psychology with particular focus on the experimental method. Primary emphasis is on the application of the methods learned in class to actual psychological research problems. Fall and Spring. Prerequisites: (MATH or BUSN 230 or NURS 320) and PSYC 101

**PSYC 207L Research Methods in Psych Lab** 1 credits

To be taken concurrently with PSYC 207, the lab will provide the student with practical, hands-on experience in conducting and writing-up research projects in psychology. Students are guided through all of the phases of designing and conducting a research project. Fall and Spring.

### Upper Division Courses

**PSYC 300 Educational Psychology** 3 credits

Designed to guide students in the application of psychological theory and research to work in the classroom, this course will include topics such as learning, aspects of human development that influence learning, and how to structure the classroom environment to maximize learning.

On sufficient demand. Prerequisites: PSYC 101

**PSYC 321 Child Psychology** 3 credits

The essentials of child psychology, representing various schools of thought based upon research on the development of children from conception to preadolescence. May include a service-learning component. Fall and/or Spring. Prerequisites: (PSYC 207 or EDSE 417 or SOCI 304 or EXSC 305)

**PSYC 322 Adolescent Psychology** 3 credits

A survey of psychological research and major theories regarding the life-span between puberty and the attainment of maturity. May include a service-learning component. Fall and/or Spring. Prerequisites: (PSYC 207 or EDSE 417 or SOCI 304 or EXSC 305)

**PSYC 323 Development in Diverse Env** 3 credits

Course will explore child development across various contexts with particular emphasis on broadening students' perspectives beyond normative development in white, middle class environments. Contexts explored will include poverty and homelessness, racial discrimination, diverse family contexts (e.g., divorce, parents who are homosexual), foster care and adoption, violent/war stricken environments, and cross-cultural child-rearing practices. May include a service-learning component. On sufficient demand Prerequisites: (PSYC 207 or EDSE 417 or SOCI

304 or EXSC 305)

**PSYC 330 Social Psychology** 3 credits

An analysis of psycho-social endowment. The impact of individuals, groups, and social structure on the development of personality and interpersonal relations. Fall and Spring; Summer on sufficient demand. Prerequisites: (PSYC 207 or SOCI 304 or EXSC 305)

**PSYC 333 Environmental Psychology** 3 credits

An exploration of the environment interaction between human behavior and the physical. Emphasis on perception, preference, and coping with less preferred environments. Spring.

Prerequisites: PSYC 101

**PSYC 335 Cognition** 3 credits

How information is processed, stored, retrieved, and used. Includes attention, memory, language, and thinking. Spring. Prerequisites: (PSYC 207 or SOCI 304 or EXSC 305)

**PSYC 350 Tutoring And Proctoring** 1 TO 3 credits

Advanced psychology students participate in the tutoring and proctoring of students who can benefit from special assistance in a particular area of psychology. It is assumed that tutors and proctors have an especially good command of the subject matter. Fall and Spring.

**PSYC 355 Cross-cultural Psychology** 3 credits

An exploration of the psychological research that seeks to understand differences and similarities in human behavior when compared across cultures and groups. On sufficient demand. Prerequisites: PSYC 101

**PSYC 372 Physiological Psychology** 3 credits

The purpose of this course is to study and discuss how anatomy, chemistry, and physiology affect behavior, how biological processes impact everyday behavior, and how abnormalities in our biology can produce various conditions and disorders. Fall. Prerequisites: PSYC 101 and

MATH 121 and (PSYC 207 or SOCI 304 or EXSC 305)

**PSYC 380 Personality** 3 credits

A survey and critique of major theories of personality. Fall and Spring. Prerequisites: PSYC 101

**PSYC 411 Intro to Psys Tests & Measure** 3 credits

Emphasis on the theoretical aspects of psychological testing for administration, construction, and evaluation. On sufficient demand.

Prerequisites: PSYC 207

**PSYC 413 Psych of Error and Illusion** 3 credits

This class will examine both perceptual and cognitive errors, and their relation to technology, everyday life, and decision-making. Studying various perceptual illusions will lead to a greater understanding of how the senses work. For example, topics such as color television, stage

magic, and 3-D glasses will heighten our understanding of the visual system; other illusions will likewise demonstrate the workings of other senses. In addition we examine common errors in decision making that have profound effects on individuals and society.

**PSYC 422 History And Systems Of Psychlgy** 3 credits

The various systematic approaches to the understanding of psychological phenomena are surveyed in historical context; such schools as structuralism, functionalism, psychoanalysis humanistic psychology, and varieties of behaviorism and cognitivism, will be considered. Fall. Prerequisites: PSYC 101

**PSYC 424 Community Psych-Primary Prevnt** 3 credits

Combines an emphasis on exploring alternative methods of providing mental health services in the community and the identification of conditions of risk to psychological adjustment and the prevention or lessening

of risk factors. On sufficient demand. Prerequisites: (PSYC 207 or SOCI 304 or EXSC 305)

**PSYC 426 Psychopathology** 3 credits

Survey of major emotional and behavior disorders; discussion of causation, symptomology, and treatment. Fall and Spring. Prerequisites: (PSYC 207 or SOCI 304 or EXSC 305)

**PSYC 433 Learning** 3 credits

Advanced survey of concepts and methods relevant to the scientific analysis of learning. Fall. Prerequisites: PSYC 101

**PSYC 435 Sensation & Perception** 3 credits

Examines the transduction of sensory information, its processing by the human nervous system, and how these processes result in perceptual experience. On sufficient demand. Prerequisites: (PSYC 207 or SOCI 304 or EXSC 305)

**PSYC 441 Behavior Management** 3 credits

A critical review of learning procedures used to effect behavioral change in the natural environment. Includes treatment of both normal and maladaptive behaviors. Spring. Prerequisites: PSYC 101 credits

**PSYC 444 Behavior Analysis** 4

The attitudes, principles, and techniques which enter into the experimental analysis of behavior. Concentrated laboratory study and the communication of experimental findings. Spring. Co-requisites: PSYC

444L Prerequisites: PSYC 101

**PSYC 444L Behavior Analysis Lab** 0

To be taken concurrently with PSYC 444. Spring. Co-requisites: PSYC 444

**PSYC 450 Industrial-Organizational Psyc** 3 credits

A survey of psychology applied to the work experience. Selection, evaluation, leadership, and work motivation are among the broad range of topics covered. Fall. Prerequisites: PSYC 101 and MATH 121

**PSYC 460 Health/Pediatric Psychology** 3 credits

This course is designed to cover a survey of health/ pediatric psychology (i.e., studying the interface between psychological and physical processes), while simultaneously providing in-depth analysis of various topic areas (e.g., psychosocial aspects of oncology; pain management in infants/toddlers, etc.). Classes will follow a seminar format incorporating discussion of assigned readings, presentation of new material, and an emphasis on written expression skills. Course content will emphasize many aspects of health/pediatric psychology including basic and applied research, consultation, clinical intervention, and health promotion strategies. Participation with ongoing research projects may be included. On sufficient demand. Prerequisites: (PSYC 207 or EDSE 417 or SOCI 304 or EXSC 305) and MATH 121 and PSYC 101

**PSYCHOLOGY****PSYC 470 Group Process**

This course is an introduction to the theory and practice of group counseling and psychotherapy. Students in this course study 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 process, counseling theories, group counseling methods, and skills. On sufficient demand. Prerequisites: PSYC 207

**PSYC 475 Clinical/Counseling Psychology** 3 credits

An introduction to current theory and method in clinical and counseling psychology. On sufficient demand. Prerequisites: (PSYC 207 or SOCI 304 or EXSC 305 or EDSE 417) and PSYC 380.

**PSYC 477 Psychology of Intimacy** 3 credits

This course will explore the nature of attachment relationships from birth through the life span with a specific focus upon issues of intimacy.

On sufficient demand. Prerequisites: PSYC 207

**PSYC 478 Evolutionary Psychology** 3 credits

Evolutionary psychology examines the adaptive significance of behavior as the result of universal processes that have shaped the functioning of life. Specific topics include mating strategies, sexual jealousy, cheater detection, pregnancy sickness, parental nurturance and negligence, spatial memory, landscape preferences, and aggression and violence. On sufficient demand. Prerequisites: PSYC 207

**PSYC 479 Seminar: Psychology of Trauma** 3 credits

This seminar style course is an introduction to the psychological aspects of individuals exposure to traumatic experiences. This course will cover a variety of topics including historical and current literature regarding the effects, diagnosis, and treatments of trauma exposure throughout the lifespan. The course will place an emphasis on student participation in classroom discussions and presentations of course material. Fall or on sufficient demand. Prerequisites: PSYC 207

**PSYC 481 Attachment Across the Lifespan** 3 credits

Seminar course explores the basic principles of attachment theory and an analysis of attachment relationships (e.g., parent-child, romantic partners) at various points in the lifespan. May include a service-learning component. On sufficient demand. Prerequisites: (PSYC 207 or EDSE

417 or SOCI 304 or EXSC 305)

**PSYC 482 Psychology of Aging** 3 credits This course will explore

the interaction and impact of the aging process on physiological, cognitive, and psychological changes within the individual. The course will include topics such as the diversity of aging experiences, retirement, widowhood, coping with illness, family caregiving, and mental health issues. On sufficient demand. Prerequisites:

PSYC 207

**PSYC 483 Emotion** 3 credits

On sufficient demand. Prerequisite: PSYC 207.

**PSYC 484 Abnormal Child Psychology** 3 credits

An overview of theory, research, and practice in developmental psychopathology. The major disorders of childhood are reviewed. On sufficient demand. Prerequisites: PSYC 207

**PSYC 487 Seminar-Verbal Processes** 3 credits

Prerequisites: (PSYC 207 or SOCI 304 or EXSC 305)

**PSYC 489 Seminar: Infant Development** 3 credits

Seminar involves an in-depth study of the research and theory on development from conception through infancy with special attention to the real-world application of knowledge gained. May include a servicelearning component. On sufficient demand. Prerequisites: (PSYC 207 or SOCI 304 or EXSC 305)

**PSYC 490 Directed Reading In Psychology** 1 TO 3 credits

Directed Reading of an advanced topic in the field of psychology; reports submitted, conferences attended, and examination taken at the judgment of the director. Prerequisites: PSYC 207

**PSYC 496 Practicum In Psychology** 1 credits

Supervised agency experiences in one or more of the applied aspects of psychology. Only one hour may be counted toward the requirements for the major. Prerequisites: PSYC 426 and PSYC 475

**PSYC 497 Group Research Topic** 1 TO 3 credits

Supervised research experience as a part of a research team working on a specific project under the direction and supervision of a faculty member.

**PSYC 498 Individual Research Topics** 1 TO 3 credits

Supervised individual research on a topic of interest to the student and approved by and arranged with a faculty member. Prerequisites: PSYC 207

**PSYC 499 Comprehensive** 0 credits

Passing the Graduate Record Advanced Test in Psychology is required of all majors prior to receiving their degree.

## RELIGIOUS STUDIES RELIGIOUS STUDIES

Chairperson: Patrick McCormick

Professors: M. Cook, S.J., J. Dallen, H. Doohan (Emeritus),

L. Doohan (Emeritus), J. Downey, P. Hartin,

P. McCormick, A. Nigro, S.J. (Emeritus),

C. Skok (Emeritus), L. Schearing,

B. Tyrrell, S.J. (Emeritus)

Associate Professors: S. Kuder, S.J., R. Large, ,

J. Milos, C.S.J., J. Mossi, S.J., M. Moynahan, S.J.,

C. Siejk

Assistant Professors: R. Egan, S.J., M. Garvin, SNJM,

R. Hauck,, K. McCrudden

Instructors: A. Merrill Willis

The aim of the religious studies curriculum is to help students develop an informed, reflective, critical, and articulate consciousness of their own developing faith in relation to the development of the modern world. This aim is pursued through the study of scripture and Christian tradition and their application to major areas of contemporary life, especially the integration of religion and society. The Department of Religious Studies offers courses in the areas of scripture, historical and systematic theology, Church history, moral theology, spirituality, and ministry.

Undergraduate students in all degree programs are required to take three religious studies courses (nine credits) sequenced as follows: one 100-level course, one 200-level course, and one 300level course.

A Bachelor of Arts degree with a major in religious studies requires 33 credits: twelve required lower division credits; twenty-one credits from the upper division courses. Majors may concentrate in specific areas; e.g., biblical studies, theology, ethics, spirituality. The Religious Studies major focuses on an intellectual and spiritual appropriation of human experience that is both religious and moral. The major stresses Christianity, but it also requires study of one other tradition.

The Religious Studies Department also offers a minor in religious studies. A total of eighteen credits is required for the minor in religious studies, of which nine credits must be upper division.

For information regarding endorsement for teacher certification, please contact the Department Office.

Only electives offered by the Department of Religious Studies or approved by the Department Chair may be counted toward the major.

The Department also offers a twelve-credit Certificate of Ministry Program (Theology of Ministry, Ministry elective, Programming and Administration in Ministry, and Practicum) which certifies that a person has been prepared in a practical way

to meet the demands of work in Christian ministry. These courses are taken in addition to the required lower division credits. RELI 454 and 457 cannot be accepted as part of the major in religious studies.

Gonzaga's Department of Religious Studies is accredited by the Association of Theological Schools.

## B.A. Major in Religious Studies: 33 Credits

### Lower Division Courses

RELI 110 Old Testament\* 3 credits

RELI 120 or 124 New Testament\* 3 credits  
(RELI 105 may substitute for either Old or New Testament)

RELI 200-240 History/Theology 6 credits **Upper Division**

### Courses

RELI 330 Principles of Christian Morality\* 3 credits

RELI 492 World Rel. (or other non-Christian rel.) 3 credits

RELI - - - Electives 12 credits RELI 499 Senior Symposium 3 credits

## Minor in Religious Studies: 18 Credits

### Lower Division Courses

RELI 110 Old Testament\* 3 credits

RELI 120 or 124 New Testament\* 3 credits  
(RELI 105 may substitute for either Old or New Testament)

RELI 200-240 History/Theology 3 credits **Upper Division**

### Courses

RELI 330 Principles of Christian Morality\* 3 credits

RELI - - - Electives 6 credits \* Upper level (400)

advanced courses in this subject area may be substituted for this requirement. Prior approval from the Chair is required. Students who have already taken an advanced course can submit an appeal.

## Lower Division Courses: Scripture

Note: lower-division Scripture courses have no prerequisites.

**RELI 105 Old and New Testament** 3 credits

A study of both Old and New Testament as the scriptures of Christianity.

**RELI 110 Introduction To The Old Testament** 3 credits

Examines the historical, literary and contemporary worlds of the Old Testament.

**RELI 110A(WOMS 251)Feminist Introduction to the Old Testament** 3 credits  
This course introduces students to the Old Testament with special attention given to texts dealing with women.

**RELI 110H Honors Introduction to Old Testament** 3 credits

For Honors students See RELI 110 for course description

Prerequisites: HONS 190

**RELI 120 Introduction to the New Testament** 3 credits

An exploration of the world and environment of the New Testament writers as well as Christianity's roots in the Jewish tradition. A basic introduction to the writings of the New Testament.

**RELI 120H Honors Introduction to New Testament** 3 credits

For Honors students. See RELI 120 for course description

Prerequisites: HONS 190

**RELI 124 New Testament:Matthew Mark Luke** 3 credits

A study of the synoptic gospels and their inter-relationship and independent development.

**RELI 124H Honors NT:Matthew Mark Luke** 3 credits

For Honors Students. See RELI 124 for course description.

Prerequisites: HONS 190

## Lower Division Courses: Doctrine (200 level)

Note: lower division Doctrine courses have as a prerequisite one 100-level RELI course

**RELI 200 Religion and Human Experience** 3 credits

An exploration of some of the basic experiences, concepts, and challenges involved in being religious.

**RELI 205 History and Teachings of Christianity** 3 credits

Designed to give students of Christian and non-Christian backgrounds an introductory knowledge of the growth and development of Christianity from its beginnings to the present day.

**RELI 210 Christian Doctrine** 3 credits

An introduction to the academic discipline of Christian theology and the way in which the Christian community makes believing possible and meaningful for contemporary people of faith.

**RELI 210A (WOMS 252C) Feminist Christian Doctrine** 3 credits

Informed by the voices of contemporary feminist theologians and biblical scholars, this course examines the traditional understanding of what it means to live in a Christian faith in a pluralistic culture.

**RELI 210H Honors Christian Doctrine** 3 credits

For Honors students only. See RELI 210 for course description

Prerequisites: HONS 190

**RELI 215 Christian Diversity** 3 credits

An introduction to the history, beliefs, and practices of selected denominations within Christianity such as Orthodox, Lutheran, Anglican, Reform, Anabaptist, and others. Students will also examine the impact of culturally diverse expressions of Christianity within a North American context, e.g. African American and Hispanic.

**RELI 215H Honors Christian Diversity** 3 credits

For Honors students only. See RELI 215 for course description

Prerequisites: HONS 190

**RELI 220 Catholicism** 3 credits

Exploration of the identity of the Roman Catholic tradition with emphasis on Catholicism's dialogue with the contemporary world.

**RELI 220H Honors Catholicism** 3 credits

For Honors students only. See RELI 220 for course description

Prerequisites: HONS 190

**RELI 230 Contemporary Church** 3 credits

A theological and historical examination of the contemporary church from the perspective of the Second Vatican Council.

**RELI 230A(WOMS 255C) Women and Contemporary Church** 3 credits

The focus of this course is to examine the identity and mission of the church as an institution and a community of faith emerging from Vatican Council II. Feminist theology will provide the lens for examining the role of women in the church in both historical and contemporary situations.

**RELI 240 Core Seminar: Special Topics** 3 credits

## Upper Division Courses: Applied Theology

Note: upper division 300-level course have as a prerequisite one 100-level RELI course and one 200-level RELI course.

**RELI 310 Bible And Christian Morality** 3 credits

The role of Scripture in Christian moral choices, the relationship between current moral problems and biblical insights, and application of a critical biblical understanding to modern questions of justice and morality.

**RELI 330 Principles of Christian Morality** 3 credits

How are Christians to fashion moral choices, character, and communities? What are the sources, tools, and rules of Christian ethics? What kind of Justice does our faith demand?

**RELI 331 Christian Sexual Morality** 3 credits

A Christian perspective on the ethical dimensions of human sexuality and issues of gender.

**RELI 332 Christian Marriage** 3 credits

Catholic teachings in the area of marriage and family life in light of contemporary challenges.

**RELI 333 Christian Medical Ethics** 3 credits

How should Christians judge and respond to the technologies and dilemmas of modern medicine? What Christian principles should guide our medical and health care decisions and policies?

**RELI 334 Healing and Wholeness** 3 credits

A Christ-centered model and method for healing, transforming, transcending physical challenges, psychological wounds, addictive, tendencies and for ongoing transfiguration of the whole person.

**RELI 335 Faith, Justice, And The Church** 3 credits

What does our Christian faith have to say about our economic, political, social and cultural structures and practices. An examination of the ways our Church calls us to practice a "faith that does justice."

**RELI 335A Christianity and Human Rights** 3 credits

This course focuses on human rights in order to address the general issue of how religion and politics might honestly mix. Can Christian thought contribute to grounding a critical cross-cultural conversation? Issues include the use and abuse of religious traditions, conflicts between human rights and religion, the notion of universal human rights, the Asian values debate, human rights in contemporary American society, human rights in the church, globalization, unity and diversity, relativism, Christian resources and the formulation of a political theology.

## RELIGIOUS STUDIES

**RELI 337 Vietnam: War-Christian Morality**

An analysis of Christian moral teachings on war with a specific focus on the Vietnam War. Topics include peace, justice, killing, revolution, and protest.

**RELI 343 Christian Leadership** 3 credits

The scriptural and traditional foundations for religious leadership; contemporary leadership theories; the development and role of Christian leaders in the Church and world today.

**RELI 360 Liturgy** 3 credits

A general survey of liturgy; the roots and contemporary manifestations of celebration, ritual, and symbol.

**RELI 360A Worship In Western Christianity** 3 credits

The historical evolution of worship in Western Christianity to the twentieth century and how it has been understood theologically; contemporary Catholic and Protestant traditions of worship.

**RELI 370 Christian Spirituality** 3 credits

The sources, nature, and forms of Christian spirituality historically and within the contemporary context.

**RELI 370A(WOMS 356) Women And Christian Spirituality** 3 credits

An exploration of the themes, questions, and foundations of Christian spirituality with special focus on the experience of women.

**RELI 385 (WOMS 355) Feminist Theologies** 3 credits

Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity.

**RELI 390 Applied Theology: Special Topics** 3 credits

## Upper Division Additional Course

Note: Unless otherwise noted, these courses all have as prerequisites one 100-level, one 200-level, and one 300-level RELI course and they are offered when there is sufficient demand.

**RELI 411 Pentateuch** 3 credits

An historical-critical and theological study of the documents which constituted Israel's understanding of covenant with God.

**RELI 412 Prophets Of Israel** 3 credits

A survey of prophecy in ancient Israel that focuses on the nature of prophecy, the role and message of the prophets, and the parameters of contemporary prophetic ministry.

**RELI 413A Psalms Literature** 3 credits

An examination of Israel's Psalms that explores their poetic and theological elements, their history of interpretation in Judaism and Christianity, and their use in contemporary worship.

**RELI 413B Wisdom Literature** 3 credits

A study of the literary, theological, and historical dimensions of the books of Proverbs, Job Ecclesiastes, Sirach, and the Wisdom of Solomon and their place in the development of Hebrew thought.

**RELI 414 Hebrew Scriptures:Special Topics** 3 credits

**RELI 414A Beginning with Genesis** 3 credits

**RELI 414B Dead Sea Scrolls** 3 credits

**RELI 414C Bible, Gender and American Society** 3 credits

**RELI 414D Prophets Past and Present** 3 credits

**RELI 415 Synoptic Gospels** 3 credits

Matthew, Mark, and Luke in their interrelationship and their independent development.

**RELI 416 Johannine Literature** 3 credits

The Gospel of John and the Johannine letters.

**RELI 417 Letters of Paul** 3 credits

Paul's life and theology as reflected in his letters.

**RELI 418 Revelation and General Epistles** 3 credits

How to interpret the Book of Revelation and the Epistles of James, Hebrews, Jude, and 1 and 2 Peter.

**RELI 419 New Testament: Special Topics** 3 credits

**RELI 419A Christians Romans and Jews** 3 credits  
Origin, character, and development of Christianity in first-century Rome as revealed in the New Testament.

**RELI 420 Contemporary Trends In Theology** 3 credits

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

## RELIGIOUS STUDIES

**RELI 420A Contemporary Catholic Thought** 3 credits

A survey of recent modern and postmodern Catholic theologies.

**RELI 421 Trinity, Creation, Eschatology** 3 credits

The manifestation of God's purposes for human existence and the Christian's relationship with the Triune God.

**RELI 422 Christology** 3 credits

The key movements in Christology today in the light of scriptural and conciliar teachings on Christ.

**RELI 424 Suffering God** 3 credits

Can we really honor the reality of God and the concrete fact of human suffering at the same time? What is the relationship between suffering and God? The course investigates this ambiguous but classic religious experience as articulated in political and liberation theologies.

**RELI 425 Political Theology** 3 credits

The critical relationship of religious and political values as foundational; memory, narrative, and solidarity as theological categories. Special emphasis on the work of Johann Baptist Metz with some attention to J. Moltmann and D. Soelle.

**RELI 426 Religion and Human Rights** 3 credits

An introduction to the notion of universal human rights with special attention to the role of religion in the debate. The contribution of recent Christian theology to this conversation. Issues include the clash of cultures, cultural relativity and universal truths, the possibility of a global ethic, the use and abuse of religious language, and theological contributions to international political dialogue.

**RELI 429 Systematic Theology:Special Topics** 3 credits

**RELI 430 Theological Ethics** 3 credits

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

**RELI 431 Christian Sexual Morality** 3 credits

Fundamental Christian moral principles and their application to the expression of human sexuality and issues of gender.

- RELI 435 Church and Social Justice** 3 credits  
The issues of justice from a Church perspective as they affect society locally, nationally, and internationally.
- RELI 437A The Ethics of Nonviolence** 3 credits  
An examination, through the writings of Mohandas Gandhi and Martin Luther King, Jr., of the sources, presuppositions, and goals of nonviolence as both a personal ethic and a movement for social change.
- RELI 437B War, Peace, And Christian Ethics** 3 credits  
Is there a Christian morality of war and peace? Can war be just? Must Christians be pacifists? A study of the Christian tradition's moral reflections on war and peace.
- RELI 438 Death and Dying** 3 credits  
Study of the ethical issues that death and dying raise for human existence. Topics include definitions of death, truth-telling, termination of treatment, God and death, and war and death.
- RELI 439 Ethics: Special Topics** 3 credits
- RELI 440 Contemporary Ecclesiology** 3 credits  
Study of the Church's ecumenical self-understanding of its nature and function in the contemporary world as reflected in official documents and theological writings.
- RELI 444 Women in Ministry** 3 credits  
Women's participation in the Church's mission as expressed in scripture, history, tradition, and the contemporary life of the Church. Special emphasis on the development of skills which will enable a positive contribution to the issues.
- RELI 445 Church History to the Reformation** 3 credits  
The historical origins of the Church and its development to the Reformation.
- RELI 446A The Reformation** 3 credits  
The figures, ideas, and events that produced the religious challenge to medieval Christendom in the sixteenth century.
- RELI 447 American Religious History** 3 credits  
The role of religion in the development of American culture from the colonial period to the present.
- RELI 448 Church History: Special Topics** 3 credits
- RELI 449 Church: Special Topics** 3 credits
- RELI 450 Theology of Ministry** 3 credits  
Theological foundations for ministry in the church including historical roots and contemporary experience. Attention will be given to both the theory and practice of ministry. Skills of theological reflection will provide the method if inquiry and direction for collaborative pastoral response.
- RELI 451 Introduction to Pastoral Counseling** 3 credits  
Foundations of theological models, methodology, and practice crucial to pastoral counseling. Special attention to counseling theory and related pastoral issues with emphasis on theological reflection and evaluative methods.
- RELI 452 Introduction to Spiritual Direction** 3 credits  
A holistic approach to the history, theological, and psychological foundations and methods of spiritual direction. Personality types and prayer forms are also studied within the context of the director-directee relationship.
- RELI 452A The Practice of Spiritual Direction** 3 credits  
Key contemporary models of the practice of spiritual direction are studied and evaluated. Students critically test and practically apply these methods to instances both by presenting written examples and through role-playing. Prerequisites: RELI 452
- RELI 453 Programing and Administration in Ministry** 3 credits  
Practical skills in church administration and collaborative ministerial leadership: skills for developing and administering ministry programs.
- RELI 454B Sharing Faith** 3 credits  
This course propose foundations for a participatory and empowering approach to religious education and pastoral ministry. The curriculum is focused around five generative themes: the who, what, why, where, and how of Christian religious education.
- RELI 455 Homiletics** 3 credits  
The development of preaching skills; the translation of theological language into the language of the hearers, the theological content of homilies, practice homilies, and theology of preaching.
- RELI 457 Supervised Ministry** 1 TO 4 credits  
Ministerial experience under supervision and assistance in theological reflection. Permission required Prerequisites: RELI 450
- RELI 458 Practicum** 3 credits  
Field based experience involving demonstrated competence in ministry. Prerequisites: 12 RELI credits and permission. Necessary for Certificate of Ministry.
- RELI 459 Ministry: Special Topics** 3 credits
- RELI 459A Community Outreach** 3 credits  
A course on volunteer work with both classroom and volunteer fieldwork components.
- RELI 461 Sacraments** 3 credits  
Theological study of the scriptural, doctrinal, and systematic presentation of sacramental life and worship
- RELI 462 Liturgical-Sacramental Spirit** 3 credits  
The interrelation of liturgical celebration, personal spirituality, and Christian living.
- RELI 463 Sacraments of Initiation** 3 credits  
Christians are made, not born; a study of how this has been and is done sacramentally through baptism-confirmation and the Eucharist.
- RELI 465 Eucharist** 3 credits  
Study of its Jewish origins, New Testament foundations and Catholic theology, including real presence, sacrifice, and ministry. The Eucharist as prayer and the Eucharist in ecumenical perspective.
- RELI 469 Liturgy-Sacraments:Special Topics** 3 credits
- RELI 470 Old Testament Spirituality** 3 credits  
This course addresses the experiences of God that compelled the writers of Genesis through Malachi to tell the stories, preach the sermons, and sing the songs of the Old Testament and examines how these great works of the Jewish and Christian faith shape contemporary theologies.
- RELI 471 New Testament Spirituality** 3 credits  
The nature of biblical spirituality and a consideration of the spiritual teachings of the gospel writers.
- RELI 472 Christian Spiritual Traditions** 3 credits  
A study of themes, issues, and selected classic texts in the history of Christian spirituality.
- RELI 473 Contemporary Christian Spirituality** 3 credits  
A contemporary exploration of human relationships: self, community, world, and God through the lens of Christian spirituality.
- RELI 474 Understanding Christian Mystics** 3 credits  
The lives of Teresa of Avila and John of the Cross; their works and relevance for today.
- RELI 475 Spirituality and Social Justice** 3 credits  
Explores the interconnectedness of the Christian experience of God and the commitment to justice in society; the dialectic of the mystical and prophetic dimensions of Christian existence.
- RELI 476 Prayer and Discernment** 3 credits  
Practical spiritual and personal development: contemplative prayer, discernment, spiritual direction, healing ministry.
- RELI 479 Spirituality: Special Topics** 3 credits
- RELI 481 Ignatian Spirituality** 3 credits  
The personal spirituality and legacy of St. Ignatius Loyola.
- RELI 482 Spirituality andAdult Life Cycle** 3 credits  
The dynamics of Christian growth in connection with contemporary life-cycle research.
- RELI 485 Feminism and Christianity** 3 credits  
An investigation and critique of the dialogue between feminist theory and Christian theology. Specific issues and persons are selected for consideration.

- RELI 485A (WOMS 457) Women and Spiritual Journey** 3 credits  
An exploration of the impact of the women's movement on the understanding and experience of spirituality; issues include God-imagery, scriptural approaches, expressions of prayer and ritual.
- RELI 486 Creation Feminism, Ecology** 3 credits  
A critical reflection on the relation between people, environment, values, and beliefs with specific attention to new models and metaphors of wholeness, equality, and mutuality suggested by feminist scholarship.
- RELI 490 Directed Readings** 1 TO 6 credits  
Prerequisites: permission
- RELI 491 (PHIL 466) God And Philosophy** 3 credits  
Philosophical views about God and our knowledge of God.
- RELI 492 (INST 330) World Religions** 3 credits  
The diverse non-Western religious beliefs and practices and various religious perspectives regarding world brotherhood and sisterhood. Includes an introduction to the religions of the world.
- RELI 492A Judaism** 3 credits  
Judaism as a living religion and a diverse religio-cultural phenomenon; Judaism's history and a survey of contemporary Jewish religious practices.

## RELIGIOUS STUDIES

- RELI 492B Holocaust**  
Hitler's war and the history of Christian anti-Semitism; impact of Christianity's supercessionist theology, the role of the language of dehumanization, and the use of Christian language in nationalist and racist rhetoric.
- RELI 492C Native American Religions** 3 credits  
Traditional Native cultures and contributions along with the cultural stereotypes that distort their reality. Includes the role of Christian missions in forming contemporary Native realities and studies the revitalization movements among North American tribes.
- RELI 492D (INST 333) Buddhism** 3 credits  
A study of Buddhism as Asian spirituality and world religion; an examination of the Buddha's teachings, the expansion and development

## SOCIOLOGY

Chairperson: Edward Vacha  
Professors: B. Coughlin, S.J., J. Rinehart, E. Vacha

major in sociology have been designed to facilitate the acquisition

Associate Professors: M. Marin, A. Miranne, G. Weatherby  
Assistant Professor: M. Bahr  
Instructor: Andrea Fallenstein

The Department of Sociology offers the Bachelor of Arts degree in sociology. The study of sociology helps the student to develop an awareness of the connections between our individual experiences and the groups to which we belong. Learning the theories and methodologies of sociology provides students with an excellent foundation for a variety of careers, including law, government service, teaching, and business. The requirements for a of skills in social scientific theorizing and research design. The student may use the credits available in electives to pursue an interest in a specific content area of the discipline such as social inequality, social psychology, social institutions, or deviance.

Students have the opportunity to graduate with honors in the major if they have fulfilled all requirements, achieved a grade point average of at least 3.5 in their sociology courses, and written and defended a senior thesis (SOC 498). In their fourth year, all

of Buddhism, and the teachings and practices of contemporary Buddhism.

- RELI 492E (HIST 393/INST 368) Islamic Civilization** 3 credits  
Introduction to the history of Islamic civilization centering on the relationship of religion to society and culture; the origins of Islam; Islamic belief and practice; Islam, politics, and society; fine arts and intellectual developments; and Islam in the modern world.
- RELI 492F Hinduism** 3 credits  
Introduction to the foundations and milestones of Hinduism and the importance of Hindu mythology in shaping Indian culture and rituals.
- RELI 493 (SOC 384) Sociology of Religion** 3 credits  
Social aspects of religion as viewed by classical and contemporary theorists. Religion's role in social change.
- RELI 494 Judaism in Greco-Roman Culture** 3 credits  
This course is a survey of the history, literature, and thought of Jews from Alexander to the rise of Rabbinic Judaism.
- RELI 495 Religion Theology and Science** 3 credits  
A survey of various theological mediations of science, society, and religion. What challenges and opportunities does contemporary science offer to contemporary Christianity? How might one speak of Christian belief, scientific method, and religious experience in the modern world?

- RELI 496A Biblical Greek** 3 credits  
**RELI 496B Biblical Hebrew** 3 credits  
**RELI 496C Latin** 3 credits  
**RELI 498 Religion and the Radical Right** 3 credits  
An exploration of the worldview of the American Radical Religious Right by tracing themes of racism, nativism, anti-Semitism, and apocalypticism in selected groups. Special attention is given to the use of religion and the Bible in undergirding the radical views of the ideal American society.
- RELI 499 Senior Symposium** 3 credits  
Integration of basic issues and methods of the discipline in a research project. . Required of all Religious Studies Majors during their fourth year. Students must register for both fall and spring semesters. Three credits total are given for both semesters.  
Sociology majors must complete SOCI 499 (Sociological

## SOCIOLOGY

Analysis).  
Students who are planning to obtain certification in elementary or secondary education while majoring in sociology must consult with advisors in the department and in the School of Education in order to insure that both sets of requirements may be met. These students are advised to choose a minor which will broaden and strengthen their knowledge of social science.

## SOCIOLOGY

### B.A. Major in Sociology: 34 Credits

#### Lower Division Courses

- SOCI 101 Introduction to Sociology 3 credits  
MATH 121 Statistics 3 credits  
SOC - - - Lower-division electives (excluding SOCI 100) 0-3 credits

#### Upper Division Courses

- SOCI 304 Research Methods 4 credits  
SOCI 411 Classical Social Theory 3 credits  
SOCI 412 Contemporary Social Theory 3 credits  
SOC - - - Electives 12-15 credits

SOCI 499 Sociological Analysis 3 credits

## Minor in Sociology: 18 Credits

### Lower Division Courses

SOCI 101 Introduction to Sociology 3 credits

SOCI - - - Electives (excluding SOCI 100) 0-6 credits

### Upper Division Courses

SOCI - - - Electives 9-15 credits

### Lower Division Courses

**SOCI 100 Culture, Ethnicity & Race: in the United States** 3 credits This course examines issues concerned with culture, ethnicity, and race as unique to the United States experience. The course will focus on the structures and circumstances that promote racist ideology; the nature of prejudice and discrimination, as well as survival and resistance strategies. This course is designed to serve non-majors and non-minors in Sociology. This course does not count towards the Sociology major or minor requirement.

**SOCI 101 Introduction to Sociology** 3 credits A general survey of the field of sociology and how human society works. Materials focus on an understanding of modern societies. SOCI 244 (WOMS 201) Sex, Gender, and Society 3 credits Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.

### Upper Division Courses

Note: unless otherwise stated, all 300-level SOCI courses have sophomore standing as prerequisite.

**SOCI 304 Research Methods** 4 credits Provides training and experience designing conducting, and analyzing social research through projects using surveys, interviews, and observation. The course is useful for students contemplating careers in which knowledge concerning people (customers, clients, employees, students, etc.) is needed for testing theories, making decisions, targeting appeals, etc. Required for all majors. Prerequisite: third year standing or permission of the instructor.

**SOCI 322 (INST 315) Latin American Society** 3 credits An overview of Latin American development. Several socio-economic factors are examined. Development issues are broadly conceptualized within economic, demographic, and cultural dimensions. These variables are viewed as overlapping forces influencing development.

**SOCI 323 Race And Minority Relations** 3 credits A consideration, through theory and research, of the concepts of race; racial conflicts; ethnic, political, sexual, and religious minorities; and the modes of adjustment to such situations.

**SOCI 325 Mexican American Experience** 3 credits Course will study the historical development of Mexican American society and culture from 1848 to the present. Analysis of specific works of Mexican American literature and film that focus on the above themes will comprise second half of course. Diversity course. Team-taught in English.

**SOCI 327 Social And Economic Inequalities** 3 credits Examines the distribution of such social rewards as income, power, style of life, wealth, and prestige among members of a society. Also considers a variety of sociological explanations for the distribution of rewards; compares and contrasts stratification systems across societies.

**SOCI 328 Social Change** 3 credits Studies change in both individual and social structures. Emphasis on change at the societal level, especially with regard to the emergence of

the modern industrial order and the possible future of this type of society. Taught at Gonzaga-in-Florence only.

**SOCI 329 Sociology of Culture** 3 credits

Focus on analysis of rules and values that constitute American culture, especially in relation to how these are portrayed in mass media and the built environment.

**SOCI 330 Society And The Individual** 3 credits

Social psychology introduces novelty into the ancient pastime of speculating about human behavior and human groups by attempting to use scientific methods. This course focuses on the relationship between individuals and groups. It includes an examination of the impact of groups on individuals, and the impact of individuals on the groups to which they belong. Topics covered include friendship, leadership, influence, the self concept, prejudice, and morality.

**SOCI 332 Small Groups** 3 credits

Studies the basic structure of small groups and examines the social processes that go on within them; including allocation of power, prestige, leadership, friendship, conflict, group productivity and decision making.

**SOCI 333 Popular Culture & Film** 3 credits

This course deals with contemporary film and the five social institutions of religion, economy, family, politics and education. Images of God, depiction of the family historically and currently, the value of education by ethnicity, evolving gender roles and distinctions, political rights and governmental intervention, and other social issues will be explored in depth primarily through the use of film.

**SOCI 334 Collective Behavior** 3 credits

Crowds, mass behavior, public opinion, riots and social movements are forms of human behavior characterized by the spontaneous development of new norms that often contradict/reinterpret existing norms. The course examines the classical and recent research on this social behavior.

**SOCI 336 Socialization** 3 credits

Much of what makes human life interesting and exiting revolves around personality - the complex cluster of traits that makes each of us unique. This course focuses on the way our experiences interacting with others in the family, school, and at work shape our personalities while preparing us to become a part of society.

**SOCI 342 (WOMS 360) Gender, Family and Society** 3 credits

Examines images and practices of family life in American society. Explores how family has become a significant political topic in contemporary America. Connects family issues to struggles about gender.

**SOCI 348 Sociology of Death & Dying** 3 credits

Presents perspectives on dying and death as cultural constructions and socially organized practices. Emphasizes the connections between how people live and die in America today, especially in terms of the differences due to gender, age, race, and ethnicity.

**SOCI 350 Deviant Behavior** 3 credits

Knavery, skullduggery, cheating, crime, malingering, cutting corners, immorality, dishonesty, betrayal, wickedness, and all other unconventional activities are forms of deviance. All known societies have members who become deviants. This course introduces students to several theories explaining deviance and examines the life styles of a variety of deviants.

**SOCI 351 Criminology** 3 credits

A study of crime and criminal offenders in America. Special attention will be given to criminal statistics, theoretical explanations, and public policy.

**SOCI 353 Juvenile Delinquency** 3 credits

An investigation of the nature and extent of juvenile delinquents in America. Special attention will be given to theoretical explanations; the effect of family, peers and school; and the history of the juvenile justice system in handling juvenile offenders.

**SOCI 354 Sociology of Mental Illness**

This course provides an analysis of the problems of mental health and illness from the sociological perspective. Sociological approaches to the definition of mental illness; the social epidemiology of mental illness, problems of recognizing and defining conditions of mental illness, and hospital and community treatment of mental illness will be covered.

**SOCI 355 (CRIM 355) Elite and White Collar Crime** 3 credits

This course examines organizational crimes and the crimes of the rich and powerful. The nature and extent of various types of white collar crime are explored. The major types of white collar crimes are described, discussed and analyzed and methods of controlling this form of crime are presented. This course also provides a survey of various sociological explanations for white collar crime.

**SOCI 382 Population and Society**

There are more people on this planet than ever before, and the problems associated with population growth seem to be everywhere. Urban crowding, disease, poverty, ethnic tensions, refugees, illegal immigration, environmental degradation, unemployment, aging and the social security "crisis" are just a few of these troubles. This course introduces students to the study of population and demography to help them better understand these issues. After learning how to measure and analyze population characteristics and trends, students will explore the relationship between population changes and contemporary social and political issues in the developing regions of the world.

**SOCI 381 Politics And Society** 3 credits

An empirical analysis of the major theories which attempt to describe the actual distribution of power in America. The course is primarily concerned with how power in societies is contested, given legitimacy, and sustained; it also examines political behavior of the public focusing on voting behavior.

**SOCI 384 (RELI 493) Sociology Of Religion** 3 credits

Studies works of classical and contemporary sociologists on the social and cultural aspects of religion. Examines how religion is influenced by social conditions and often plays an important role in shaping society.

**SOCI 385 Law And Society** 3 credits

An examination of the legal process from the emergence of legal norms to the impact of legal sanctions from a sociological point of view. The course focuses on the social processes that influence the development of specific laws, the administration of the law, and the impact of legal sanctions.

**SOCI 388 Sociology Of Education** 3 credits

The sociology and social psychology of schooling. Topics will include race, social class and school success; functions of schooling; classroom group dynamics; the impact of grouping; and how schooling today compares to schooling in other societies and to schooling in the past.

**SOCIOLOGY****SOCI 390 (WOMS 401) Feminist Thought**

Analyzes the contributions of feminist scholars to social and political theory and shows how feminist scholarship is transforming topics, methods, and goals. Reviews the major approaches to feminist theorizing and invites students to put these to work examining contemporary social and political issues. Prerequisites: SOCI 244 (WOMS 201) or permission.

**SOCI 395-399 Topics in Sociology** 3 credits

Specific topics to be selected by the professor. Prerequisite: second year standing.

**SOCI 411 Classical Social Theory** 3 credits

Analyzes the theories developed by Marx, Weber, Durkheim, and others during the nineteenth and early twentieth centuries and how these continue to influence the work of sociologists today. Invites students to examine their own practices of theorizing. Fall.

**SOCI 412 Contemporary Social Theory** 3 credits

Explores the major strategies for sociological theorizing developed during the twentieth century in America and Western Europe. Considers

3 how constructions of modernity and postmodernity are central to understanding what theorizing means and what it can contribute to our work as sociologists and as citizens. Spring.

**SOCI 478 (ECON 307) Social And Economic Development of Italy** 3 credits The impact of social theories on economic problems in Italy. The Mezzogiorno treated from the economic, sociological, political, and religious points of view. Offered at Gonzaga-in-Florence. Prerequisite: third year standing.

**SOCI 486-489 Seminars** 1 TO 3 credits

Topics selected by departmental faculty. Prerequisite: third year standing.

**SOCI 490 Directed Readings** 1 TO 3 credits

Supervised advanced reading in one of the previously mentioned areas.

Except under highly unusual circumstances, prerequisite is the student's

having performed satisfactorily in a course dealing with the subject

matter of the readings. Prerequisite: permission of the chairperson

**SOCI 496 Practicum In Sociology** 1 TO 3 credits

Supervised experience in a selected social agency. Credit by arrangement.

Prerequisite: fourth year sociology major or permission.

Prerequisites: SOCI 101

**SOCI 497 Independent Research Project** 1 TO 3 credits

Approved directed experience in sociological research proposed by the student. Prerequisite: third year standing and permission.

**SOCI 498 Senior Honors Thesis** 3 credits

Students with a 3.7 grade point average in their sociology courses who wish to be graduated with departmental honors in sociology must enroll in this course in the semester prior to the semester in which they are graduated. Work is done under the direction of a faculty member from the department. The student must pass an oral examination of the thesis administered by the department. The thesis may be theoretical or based upon empirical research. Prerequisite: 3.7 GPA in sociology and permission.

**SOCI 499 Sociological Analysis** 3 credits

Offers Sociology majors the opportunity to review theories and research, and to consider how these might be useful for understanding current social issues. Required of all Sociology majors and fulfills comprehensive examination requirement. Spring Prerequisite: permission.

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## WOMEN'S STUDIES WOMEN'S STUDIES

Director: RaGena DeAragon

Gonzaga's Women's Studies Program provides students with the tools they need to participate competently in our society's current conversation about gender. This multi-disciplinary program examines the historical and contemporary circumstances which have shaped the relationships between men and women. It raises fundamental questions about gender relations, explores philosophical assumptions about human nature, and considers the possibility of new social practices which will bring about greater equality and mutual understanding. The program offers a twenty-one credit concentration in Women's Studies. There are three required courses (WOMS 201, 401, and 499). Students also select four electives from courses in several disciplines, including English literature, history, modern languages, philosophy, political science, religious studies and sociology. A maximum of six elective credits may be lower-division courses with a WOMS number. Furthermore, a maximum of six elective credits may be Component courses with the remainder of electives being full Women's Studies courses. Full Women's Studies courses

systematically use the methods, themes, and approaches of feminist scholarship throughout the semester. In Component courses, onethird to one-half of the course material addresses gender issues and/or uses feminist perspectives. A maximum of 9 credits may be taken in any one department. WOMS 401 will not be included in this count. Students should also note the policy in this catalogue on multiple usage of courses for meeting degree requirements in the WOMS Concentration and the core or major/minor.

## Concentration in Women's Studies: 21 Credits

### Lower Division Courses

- WOMS 201 Sex, Gender, and Society 3 credits  
 WOMS 200 level Electives **Upper** 0-6 credits

### Division Courses

- WOMS 300 level and above Electives 6-12 credits  
 WOMS 401 Feminist Thought 3 credits  
 WOMS 499 Symposium 3 credits

Note: Component courses have a "C" suffix.

### Lower Division Courses

**WOMS 201 (SOCI 244) Sex, Gender and Society** 3 credits  
 Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.

**WOMS 220C (ENGL 202) Studies in Fiction** 3 credits  
 Explores the elements of fiction through careful examination and discussion of short stories and novels. While not all authors read are women, the focus is primarily on female characters, gender roles, and feminist themes and issues. This course satisfies the ENGL 200 requirement. Prerequisites: ENGL 101 and 102

**WOMS 237C (PHIL 301) Ethics** 3 credits  
 Explores several approaches to ethics, including a feminist perspective, considering how each theoretical approach is grounded. Examines the process of ethical decision making and how gender affects how we approach ethical issues. Contemporary ethical issues are examined, some of which are gender related. This course satisfies the PHIL 301 requirement. Prerequisites: PHIL 201

**WOMS 251 (RELI 110) A Feminist Intro to Old Testmt** 3 credits  
 This course will introduce students to the Old Testament with special attention given to texts dealing with women. After analyzing the literary types and social roles of biblical women, the course examines how their stories shaped attitudes toward women in American society. In addition to the biblical text, students read contemporary feminist and womanist commentators and study what is involved and presumed by a feminist reading of the Bible. This course satisfies the RELI 100 requirement.

**WOMS 252C (RELI 210) Christian Doc From Femnst Prsp** 3 credits  
 Informed by the voices of contemporary feminist theologians and biblical scholars, this course examines the traditional understanding of what it means to live Christian faith in a pluralistic world. This course satisfies the RELI 200 requirement. Prerequisites: RELI 100 level. **WOMS 255C (RELI 230) Contemporary Church-AFeminist Perspective** 3 credits  
 The focus of this course is to examine the identity and mission of the church as an institution and a community of faith emerging from Vatican Council II. Feminist theology will provide the lens for examining the role of women in the church in both historical and cotemporary situations. Prerequisites: RELI 100 level.

**WOMS 271C (HIST 101) Western Civilization I** 3 credits  
 An introduction to women and men in the civilizations in the Mediterranean region and Europe from circa 3100 BC to AD 1648, with a focus on

political, social, economic, religious and cultural matters; this course will highlight individual and group ideas, institutions and events which have contributed to western society. This course satisfies the HIST 100 level requirement.

### Upper Division Courses

**WOMS 313 (POLS 313) Think Globally, Act Locally** 4 credits  
 Studies the changes that globalization precipitates in the economy, in the capacity of the welfare state, and in civic activity. Develops new "habits of the heart" and political engagement including advocacy; service learning through local organizations to perform all forms of household labor for women who are raising children alone.

**WOMS 321C American Literature I** 3 credits  
 This course examines a variety of genres in American Literature through the 1840s: essays, novels, short stories, sermons, poems, women's captivity narratives, and autobiographies. The course will progress from Spanish and Native American narratives of contact to the self-questioning of Puritan writers and the mythologizing tendencies of Crevecoeur, Franklin, Cooper, and later writers. In exploring Native American and African American texts as well as works by Emerson and Hawthorne, students will consider the ways in which gender and race help to shape an Amercian literary canon.

**WOMS 323C (ENGL 311) American Literature II** 3 credits  
 The course analyzes the development of American literature from the romanticism of the 1830s to the full blooming of the American Renaissance of the 1850s and 1860s. Writers such as Hawthorne, Poe, Emerson, Whitman, Thoreau, and Dickinson will be read alongside less canonical writers such as Fuller, Davis, Douglass, Jacobs, and Stowe. This course seeks to broaden an understanding of American Literature by reading works from a variety of genres (short stories, poems, essays, autobiographies, novels) and from writers of different races, classes, and geographical backgrounds. Prerequisites: English Core Required.

**WOMS 324C (ITAL 322) The Italian Historical Novel** 3 credits  
 This course will explore the development of the historical novel in Italy with a strong emphasis on modern historical novels.

**WOMS 325C (ENGL 318) African American Literature** 3 credits  
 Examining both nineteenth and twentieth century literary works, African American Literature seeks to expose students to the historical, aesthetic, and cultural backgrounds of black writers and writing in America. The course will begin with the classic slave narratives. Late nineteenth- and early twentieth-century black intellectuals -(e.g., Booker T. Washinton and W.E.B. Dubois) will serve to introduce the students to the social and political dissension among advocates of black liberation. The course will examine the aesthetic flowering of writers of the Harlem Renaissance (e.g. Langston Hughes and Zora Neale Hurston) and will conclude with close reading of twentieth century plays and novels (e.g. Lorraine Hansberry, Ralph Ellison, Toni Morrison, August Wilson) Fulfills American Literature requirement. Prerequisites: English Core Required.

**WOMS 326C (ENGL 312) American Literature III** 3 credits

This course surveys American literature from the 1870s to 1950. We will discuss some of the following developments and authors of the 19th

Century: The rise of realism (James, Wharton) and naturalism (Crane, Dreiser), regional literature (Jewett, Freeman), and African American literature (Washington, DuBois, Chesnut). The survey of 20th century works includes works by several modern poets (Eliot, Frost, Hughes), novelists (Huron, Faulkner, Welty), and dramatists (Odetts, O'Neill).

Prerequisites: English Core Required

**WOMS 331 (HIST363) History of Women in Colonial Latin America** 3 credits

This course will investigate the lives of women in both the pre-contact and post-conquest societies. The first part of the course concentrates on the activities of women, and their role in society, among the Aztec, Inca, and Pueblo civilizations. The course will follow with a study of their experiences after the Spanish Conquest. The final section of the course will cover the variety of women and their experiences in the Spanish colonies, including one woman who fled a nunnery dressed as a man, served in the Spanish army and killed numerous men in duels.

**WOMS 340 (POL322) Gender And Politics** 3 credits

Survey of feminist theories and their impact on the political position of women in America. The history of the postwar women's movement in the U.S. A variety of issues raised by women will be explored, and placed in comparative context to further illuminate possible choices and consequences. On Sufficient Demand.

**WOMS 342 (INST326/POL363) Women In Comparative Societies** 3 credits

Through a comparative lens that uses the United States as an initial reference point, this course will focus on legal and political issues of concern to women world wide. These include an exploration of: marriage and family laws and traditions; the gendered nature of work regimes and educational opportunities; health and reproductive policies; global patterns of violence against women; women's movements. Prerequisites: second year standing.

**WOMS 343 (POL303) Civil Liberties:Race & Gender** 3 credits

Civil liberties is the legal face of the fundamental issue of democratic politics: how can we combine majority rule AND cultural pluralism AND protection of individual rights? This course begins by studying traditional civil rights: the tension between protection of individual rights and the power of the majority in a democracy. Then we survey how that traditional understanding has been modified to protect "individuals" who are only in court because they belong to a non-mainstream group or subculture. Then we focus in depth on two such groups - African Americans and women - reading books which argue that the traditional individualistic understanding of civil rights fails to provide justice. Finally we conclude with a mainstream defense of the traditional view.

**WOMS 344 (POL327) American Social Policy** 3 credits

This course examines the origins, patterns, reforms, and criticisms of American social policy. Ties between knowledge and social policy are studied. The particular impact of education, health care, and welfare policies on women, children, different racial and ethnic groups, and the middle class are considered. Normative claims for the proper role of the state and capitalism are reviewed. Comparisons are made with other western, capitalist societies and their policy regimes. On Sufficient Demand.

**WOMS 350 Women in the Visual Arts 1875-1975** 3 credits

This course examines the work of women artists in North America and Europe from 1875 to 1975. Initially, we will examine the social, political, and ideological restrictions that have historically limited women's involvement in the visual arts; however, we will also consider, through a series of case studies (e.g. Mary Cassatt, Suzanne Valadon, Romaine Brooks, Kathe Kollwita, Lee Krasner, Eve Hesse, Judy Chicagok, Faith Ringgold, and Mary Kelly), how women artists have chosen to define themselves and to forge their own artistic identities despite these limitations. Although the course will focus on women as creators of art, it will also address how women have been represented by men and other women. General themes of the course include the nature of gendered

space; women and modernism; women and abstraction; visualizing "female" experience; and the intersection of gender with race, class, and/or sexual identity.

**WOMEN'S STUDIES 101****WOMS 355 (RELI 385) Feminist Theologies** 3 credits

Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity. Prerequisites: RELI 100 and 200 Level.

**WOMS 356 (RELI 370A) Women & Christian Spirituality** 3 credits

Explores the major theological and spiritual foundations of Christian spirituality. Considers how women have, at different points in Christian history, lived the "spiritual life." Also considers new questions that have been raised in recent years about women's experiences of God

Prerequisites: RELI 100 and 200 Level Courses

**WOMS 360 (SO342) Gender, Family and Society** 3 credits

Examines images and practices of family life in American society. Explores how family has become a significant political topic in contemporary America. Connects family issues to struggles about gender. Prerequisites: second year standing.

**WOMS 370 (HIST 361) Women In Early European History** 3 credits

A survey of women and gender in western civilization, prehistory to c. 1600 A.D. The focus is on such topics as work, marriage, the family, sexuality, power and definitions of gender, with an emphasis on reading historical documents. Prerequisites: HIST 101, second year standing.

**WOMS 384 Women's Studies Internship** 2 TO 3 credits

Opportunities to work as an intern with various agencies that assist women in Spokane. Students meet to discuss their experiences and write a paper integrating their internship experience with their Women's Studies course work. Fall and Spring. Prerequisites: 12 credits of WOMS required.

**WOMS 401 (POL341/SOCI 390) Feminist Thought** 3 credits

Analyzes the contributions of feminist scholars to social theory and shows how feminist scholarship is transforming topics, methods, and goals. Reviews the major approaches to feminist theorizing and invites students to put these to work examining contemporary social and political issues. Spring. Prerequisites: WOMS 201 (SO324)

WOMS 416 (ENGL 436) 18th Century British Novel 3 credits The British novel from Behn to Austen. Prerequisites: English Core Required.

**WOMS 418 Shakespeare: Gender & Genre** 3 credits

Gender and Genre: This course will study the language, themes, and preoccupations of Shakespeare, as well as his social, philosophical, and historical context. All the texts selected for our close reading will feature strong female figures, and we will pay particular attention to the construction, impact, and implications of these women on other characters, on the form of their texts, and on us, the inheritors of their literary and cultural tradition. Readings will include Taming of the Shrew, Macbeth, and Anthony and Cleopatra, in addition to secondary sources featuring feminist theory and literary criticism. Prerequisites English Core Required.

**WOMS 420C Language & Cultural Identity** 3 credits

This upper division seminar is designed for students who are interested in sociocultural perspectives on identity and language and their intersection in diverse cultural communities. Our goal will be to explore the theoretical and methodological issues and substantive findings surrounding current research focusing on identity and language. We will also examine related theoretical and empirical research on identity and language (multicultural education, literacy education, feminist pedagogy). Prerequisites: English Core Required.

**WOMS 421C (ENGL314) Multicultural Literature of the United States** 3 credits

In this course, students will study literature by different social, ethnic, and racial groups in America. Topics, texts, and approaches for the course will vary; however, readings will generally include works by African American, Native American, Asian American, and Latino/a writers. Students will develop a critical vocabulary for approaching issues related to cultural, ethnic, racial, class, gender, and/or sexual diversity.

Students will also investigate questions related to minority voice, cultural hybridity, and identity construction. Prerequisites: English Core Required.

## WOMEN'S STUDIES

### **WOMS 422C (ENGL 413) 19th Century American Novel** 3 credits

This course explores the diverse literary themes, social contexts, and intellectual backgrounds of the American novel from its beginnings in romantic tradition through the realist and naturalist movements of the late nineteenth century. Works by Hawthorne, Melville, Stowe, Wharton, James, Twain, Harper, and others offer a rich opportunity to investigate issues not only of literary value but of race, class and gender in nineteenth-century America. In addition to analyzing each work's form and genre, we will ask the following questions: What accounts for the inclusion (or exclusion) of this work from the canon of American literature? In what ways does the work reflect, critique, or ignore its social context?

Prerequisites: English Core Required

### **WOMS 423C (ENGL 414) 20th Century American Novel** 3 credits

This course features works by Edith Wharton, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Eudora Welty, Ralph Ellison, EL Doctorow, and Toni Morrison. Although emphasis will be on close readings of the novels, we will also examine them against the backgrounds of social history, literary history, and race and gender in American culture. Students are expected to participate in class discussion, collaborate in group work, and write in-class exercises and formal critical essays. Prerequisites: English Core Required.

### **WOMS 424C (ENGL 462) Studies in the Novel** 3 credits

Focuses on thematically or historically related novels (general topic/theme of the class varies). Through close examination of texts, critical background and theory, this course explores the way gender issues, among other issues, are portrayed by various English and/or American writers. Prerequisites: English Core Required.

### **WOMS 425C (ENGL316) Studies in Post-Colonial Literature** 3 credits

This course involves the study of works (in English) by writers responding to the social, cultural, and economic impact of Western colonization and imperialism. Works in the course may vary; however, literary texts from Africa, South Asia, India, New Zealand, and the Caribbean will typically be represented. Throughout the course, students will examine a range of political issues associated with the history of colonialism and its aftermath, including topics such as the ideological construction of "the West;" the spread of global capitalism; the tensions of cultural negotiation; and the politics of class, race, and gender as they relate to the formation of the nation-state. Prerequisites: English Core Required.

### **WOMS 426 (SPAN 441) Women Writers in Spanish Literature** 3 credits

The topics of this course will change periodically. Works will be considered within their social and ideological context. We will raise

questions of power, knowledge, and explore the ways power impinges on being/body/tongue. Prerequisites: ENGL 102

### **WOMS 427 (ITAL 440) Women in Italian Literature** 3 credits

This course will analyze five novels by Italian women writers. The course will explore the forces that have historically disenfranchised and isolated women, and what is important and beautiful in women's writing.

### **WOMS 435 (PHIL 456) Feminist Ethics** 3 credits

Explores women's experiences of oppression and some of the ways in which this has marginalized their concerns and their perceptions of the moral dimension. Feminist contributions to rethinking the concept of moral agency, the traditionally sharp distinction between the public and private domains, the relevance of personal relationships to ethics, and the process of moral development and moral decision making are considered. Prerequisites: PHIL 301

### **WOMS 457 (RELI 485A) Women and the Spiritual Journey** 3 credits

An exploration of the impact of the women's movement on the understanding and the experience of spirituality, issues include God-imagery, scriptural approaches, expression of prayer and ritual. Prerequisites: Religious Studies Core Required.

### **WOMS 460 (ENGL 460) Studies of Women Writers** 3 credits

This course will examine various literary works written in dialogue with or in response to other literary works; but not all of the texts we examine will illustrate women writers responding to earlier male authors. Prerequisites: English Core Required.

### **WOMS 490 Directed Reading** 1 TO 3 credits

Supervised reading in one of the previously mentioned areas of study, not to replace existing courses but to provide an opportunity for advanced study not available within the regular curriculum. Prerequisites: WOMS 201 and WOMS 401

### **WOMS 491 Directed Study-Women's Studies** 1 TO 3 credits

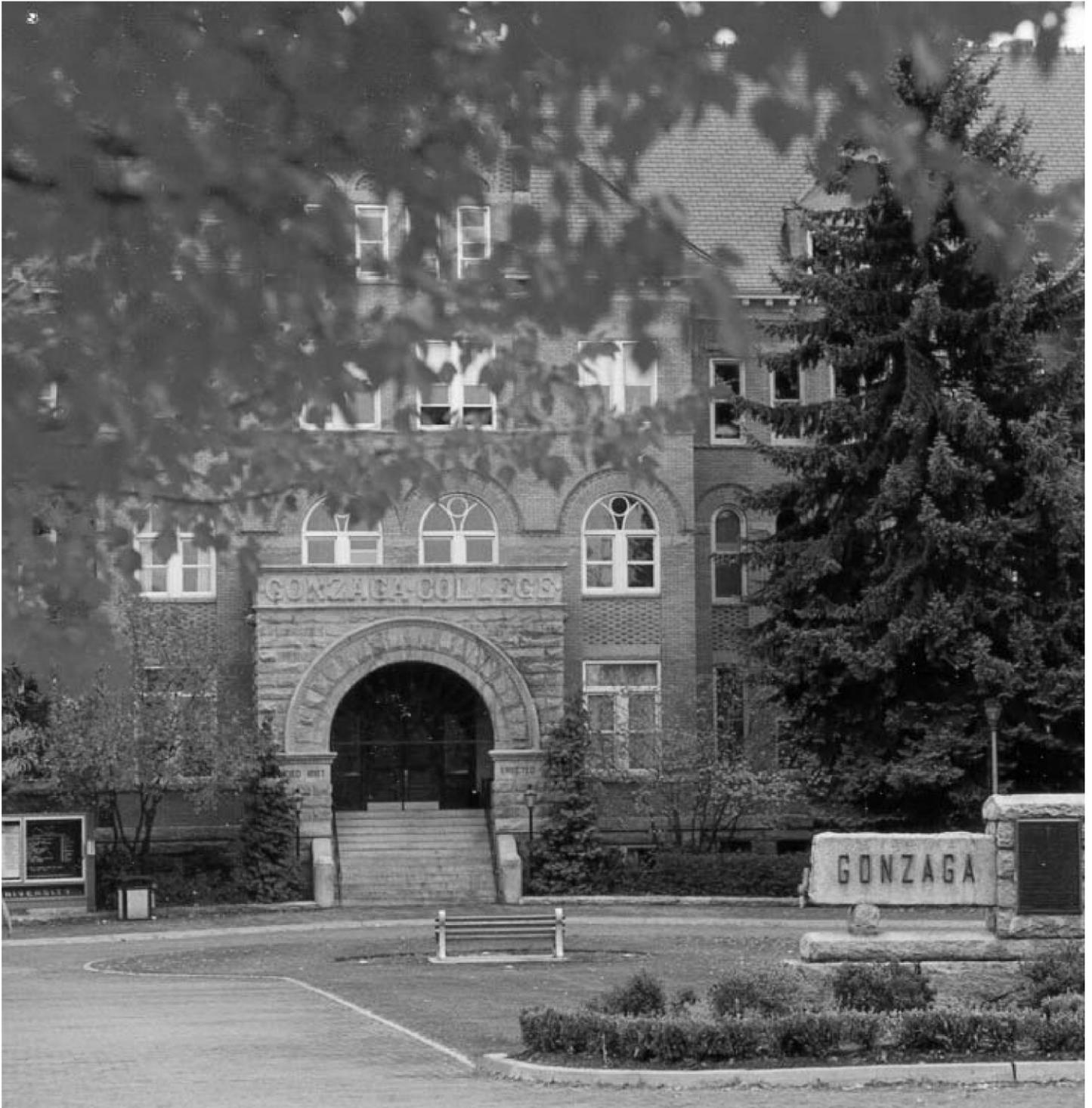
Directed Study requires completion of a form, Dept. permission, and cannot be registered for via Zagweb

### **WOMS 499 Symposium in Women's Studies** 3 credits

The capstone course in the Women's Studies concentration provides an opportunity for a special kind of faculty and student conversation. Responsibility for organizing and structuring this course will rotate among Women's Studies Faculty. Topics will vary. Regardless of the texts or topics, the goals will be to create a conversation in which students play active roles and in which they develop collaborative process skills as well as analytic and writing skills. Students will share responsibility for initiating and facilitating class discussions. Students and faculty will work together to develop credible readings of assigned texts. Students will write regularly. Finally, where possible, faculty and students will discuss implications of the course readings and conversation for the anticipated future work worlds of the students. Prerequisites: WOMS 201

(SOCL 244) and WOMS 401 (SOCL 390/POLS 341)

# School of Business Administration



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# SCHOOL OF BUSINESS ADMINISTRATION

Dean: Clarence H. Barnes

John L. Aram Chair of Business Ethics Alan Singer

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

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

Associate Professors: T. Chuang, M. Shrader, W. Teets,

Assistant Professors: J. Andrus, M. Beqiri, N. Chase, , D. Friesner, S. Hedin, T. Korkeamaki, L. Kurpis, D.

Law, P. Loro, M. McPherson, S. Melendy, V. Ptail, M. Pepper, M. Rutherford, G. Weber, D. Zu

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 "strives to develop professionally competent graduates who exemplify the humanistic, ethical, and moral values of a Jesuit institution. A personal learning environment, quality students, and a faculty dedicated to teaching and advising, scholarship, and service will mark our excellence. As part of a dynamic business environment, we will strengthen relationships with the regional, national, and international communities." To support the mission of the School of Business, the learning objectives of the programs prepare students to:

- apply fundamental business theories and practices to any organization
- analyze challenges and opportunities critically and arrive at a best solution
- understand diverse perspectives and the global reach of business decisions

- communicate ideas and information effectively
- approach decision-making ethically and with a commitment to the common good- adapt readily to the changing demands of a high-technology market.

Required courses in literature, fine arts, religious studies, philosophy, mathematics, history, natural and social sciences, and communication skills are an integral part of the business curriculum. These courses foster the development of critical thinking, creative problem solving, and interpersonal communication skills that are vital to the education of future leaders.

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### **Admission Requirements**

School of Business courses numbered 300 and above may be taken by students who have: a) attained junior standing, and b) achieved a cumulative grade point average of 2.50 in the following lower division business core courses: ACCT 260-261 (Principles of Accounting I and II), BUSN 230 (Business Statistics), BMIS 235 (Management Information Systems), and ECON 201-202 (Microeconomics and Macroeconomics). Third year transfer students who have not completed all the lower-division business core courses listed above should consult their advisors.

### **Degree Requirements of the School of Business**

In addition to the general degree requirements of the University, the Bachelor of Business Administration degree requires the following:

- 1) Completion of the core curriculum of the School of Business;
- 2) Completion of the requirements for a major course of study in the School of Business;
- 3) Completion of a comprehensive exam (BUSN 499) in the last year prior to graduation;
- 4) Earn a minimum 2.00 grade point average in all course work taken in the major field;
- 5) Complete 55 credits of the 128-credit BBA degree requirement outside the School of Business;

6) Complete at least 50 percent of all business courses (core and major requirements) at Gonzaga.

Except for internships, courses that fulfill business core, major, concentration, and minor requirements may not be taken on a satisfactory/non-satisfactory basis.

## The Core Curriculum of the School of Business Administration

The School of Business Administration core curriculum consists of 66 credits which are common to, and required in, the undergraduate B.B.A. degree program. The remaining 31 credits consist of specific requirements in a business discipline major program and general electives.

University and Business School core courses listed below are required of all business majors. Business courses at the 100- and 200-level should be completed by the end of the sophomore year.

- I. Thought & Expression (7 credits): ENGL101, SPCO 101, and PHIL101 (preferably taken in the same semester)
- II. Philosophy (9 credits): PHIL201, PHIL301, and PHIL400-level elective
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one course from each level
- IV. Mathematics (3-4 credits): One MATH (not CPSC) 100-level course or above: business students must take MATH 114, MATH 148, or MATH 157
- V. English Literature (3 credits): ENGL 102 (or 103H)
- VI. Business Composition (3 credits): ENGL 270
- VII. History (3 credits): HIST101, HIST102, HIST112, or HIST350
- VIII. Social Sciences (3 credits): one course in CRIM, HIST, POLS, PSYC, SOCI
- IX. Science (3 credits): BIOL, or CHEM, or PHYS
- X. Fine Arts (3 credits): any VART, MUSC or THEA
- XI. Economics (6 credits): ECON 201, ECON 202
- XII. Business Statistics (3 credits): BUSN 230
- XIII. Accounting (6 credits): ACCT 260 and ACCT 261
- XIV. Business Computing (3 credits): BUSN 111 XV. Information Systems and Operations Management (6 credits): BMIS 235 and OPER 340
- XVI. Marketing (3 credits): MKTG 310
- XVII. Finance (3 credits): BFIN 320
- XVIII. Management (4 credits): MGMT350 and MGMT351
- XIX. Business Law (3 credits): BUSN 283
- XX. General Business (5 credits): BUSN 101, BUSN 481, BUSN 499
- XXI. Non-business electives (9 credits)

Transfer students are not required to take BUSN 101 if, prior to enrolling at Gonzaga University, they have completed the equivalent of four of the following courses: ACCT 260-261, BUSN 230, ECON 201-202 and BMIS 235. In addition, students admitted with more than 45 semester credits may receive a waiver for one of the following School of Business core requirements:

HIST 101, 102, or 112; social science elective, science elective, or fine arts elective.

## BUSINESS ADMINISTRATION Table of Credits For Degree Majors and Minors

### B.B.A. Majors:

Accounting	24 credits
Business Administration	18 credits
(The business administration major includes one of the following 12-credit concentrations)*	
Economics	
Finance	
Human Resource Management	
Marketing	
Management Information Systems	
Operations and Supply Chain Management Interdisciplinary Concentrations:	
International Business	
Law and Public Policy	
Individualized Study	

\* Specific course requirements for each concentration are listed in the appropriate sections in the following pages.

### Minors for non-business majors:

Advertising *	27 credits
*(available to Communications majors only)	
Analytical Finance	27-28 credits
Economics	18 credits
General Business	24 credits
Management Information Systems	18 credits
Promotion	18 credits

## Major Programs of Study in Business

The degree of Bachelor of Business Administration (BBA) is offered with a major in Accounting or a major in Business Administration.

The Accounting major requires completion of 21 credits, as described in the accounting section of this catalogue.

The Business Administration major requires completion of 18 upper division credits including:

1. Six credits selected in consultation with the advisor from the following:
  - a. Integrative courses: BUSN 490, which may be repeated for up to 6 credits.
  - b. International courses: BFIN 327, ECON 311, ECON 404, MGMT 352, MKTG 417, OPER 440 (not more than 3 credits)
  - c. Experiential courses: BUS 494 or BUSN 497 Internships (not more than 3 credits)
2. Twelve credits from a designated concentration. Requirements of concentrations in Economics, Finance, Human Resource Management, Marketing, Supply Chain Management, and Management Information Systems are described in the respective sections of this catalogue.

Also offered are interdisciplinary concentrations in International Business, and Law and Public Policy. Students may also design an interdisciplinary individualized concentration with the approval of a faculty advisor.

A second concentration in the School of Business may be earned by completing 12 credits required in the area. Only one course may be double-counted between two concentrations.

Students in the School of Business may also earn minors from other colleges of the University.

The B.B.A. is also offered with an Honors designation. Interested students should contact the Director of the Honors Program.

### **Hogan Entrepreneurial Leadership Program**

The Hogan Entrepreneurial Leadership Program is a four-year undergraduate concentration that immerses students in the fundamentals of creating and managing new ventures in the private and public sectors. The Hogan program seeks students who have the desire and ability to be leaders in creating new ventures that make a positive difference in society. Four features distinguish the program:

- 1) An honors program model that attracts outstanding students;
- 2) rigorous curriculum combined with any academic major;
- 3) immersion in entrepreneurial contexts; and
- 4) based on Jesuit educational ideals and commitment to the common good.

Admission to the Hogan Entrepreneurial Leadership Program is competitive and is based on the student's entrance exam scores, grade point average, demonstrated leadership creativity, and service to others. Requirements are listed in Section X of this catalogue.

### **Student Internships**

An internship program is available to eligible juniors and seniors in the School of Business. This program for academic credit provides work experience in a field directly related to the student's major or area of concentration. Interns are selected by the Internship Director and are matched with participating firms which are expected to provide the resources for adequate exposure to business practices in the area of the student's major and concentration. Internship guidelines are available from the School of Business Internship Director.

### **Bachelor of Arts in Economics**

In cooperation with the College of Arts and Sciences, a Bachelor of Arts degree with a major or minor in Economics is offered. This integrated curriculum combines the objectives of humanistic education with a concentration in economics.

Interested students should refer to the College of Arts and Sciences section for specific requirements of this degree program. Students should note two things: 1) this degree requires completion of at least 104 of the minimum 128 credits required for graduation in the College of Arts and Sciences; and, 2) the core curriculum of the College of Arts and Sciences must be fulfilled.

### **Minors for Non-Business Majors**

The School of Business offers General Business, Analytical Finance, Economics, and Promotion minors to non-business students. These minors are recommended to students who wish to pursue a degree in another school of the University but wish some background in the business field. Students in the College of Arts and Sciences, however, are reminded that they must earn 104 credits in that College. Except in the case of B.A. Economics majors, non-business majors may not take more than 32 semester credits from the School of Business Administration.

#### **General Business Minor: 24 credits**

(Completion of ACCT 260-261 (or ACCT 263), ECON 201-202 (or ECON 200) and one three credit course in statistics with a minimum GPA of 2.5 must be earned to enroll in 300-level business courses required in the minor program.) Enrollment applications are available in the School of Business.

#### **Lower Division Courses**

ACCT 263 Accounting Analysis	3 credits
or ACCT 260-261	6 credits
ECON 200 Economic Analysis	3 credits
or ECON 201-202	6 credits
BUSN 230 Business Statistics	
or MATH 121 Introductory Statistics	3 credits

#### **Upper Division Courses**

MKTG 310 Principles of Marketing	3 credits
BFIN 320 Principles of Finance	3 credits
MGMT 350 Management and Organization	3 credits
Electives: BMIS 235 or BUSN 283 or OPER 340 0-6	credits

### **Minor in Economics: 18 Credits**

#### **Lower Division Courses**

ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits

#### **Upper Division Courses**

ECON 302 Intermediate Macroeconomics	3 credits
6 credits from ECON 304, 305, 310, 312, 403 or 411	6 credits
ECON - - - Any upper division elective	3 credits

### **Minor in Analytical Finance: 27-28 Credits**

The minor in analytical finance is intended for students with a secondary interest in either general corporate finance or investments. This field of study may be particularly useful to two groups of students, mathematics majors interested in actuarial science careers and those interested in a more finance-oriented minor than the General Business Minor program offers. Completion of ECON 201-202, ACCT 260-261, and one three credit course in statistics with a minimum GPA of 2.5 is required to enroll in upper division courses required in the minor. Enrollment applications are available in the School of Business.

#### **Lower Division Courses**

ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
ACCT 260 Principles of Accounting I	3 credits

ACCT 261 Principles of Accounting II	3 credits
One of the following two courses	3-4 credits
MATH 114 Mathematical Analysis for Business	
MATH 157 Calculus & Analytical Geometry	
One of the following three courses	3 credits
BUSN 230 Business Statistics	
MATH 121 Introductory Statistics	
MATH 321 Statistics for Experimentalists	

### Upper Division Courses

BFIN 320 Principles of Finance	3 credits
BFIN 322 Intermediate Finance	3 credits
BFIN 422 Investment Analysis	3 credits

## BUSINESS ADMINISTRATION 109

### Minor in Promotion: 18 credits

The minor in promotion is offered to non-business majors. The focus is how to communicate effectively and efficiently through a variety of methods with any target audience. Students must complete three required courses as well as three courses from the approved elective courses listed below.

#### Required Courses

MKTG 310 Principles of Marketing	3 credits
MKTG 315 Consumer Behavior	3 credits
MKTG 335 Marketing Communications	3 credits

#### Approved Elective Courses

PRLS 305 Writing for Public Relations	3 credits
MKTG 330 Market Research	3 credits
MKTG 342 Graphic Design	3 credits
MKTG 411 Advertising	3 credits
MKTG 418 Sales Management	3 credits
PRLS 467 Advanced Public Relations	3 credits
MKTG 490* Promotion Project	3 credits

\* with marketing faculty approval

Also note that an Advertising minor is offered to communication arts majors through the Communication Arts Department. See that section of this catalogue under the College of Arts and Sciences.

### Pre-Law Students

Students who intend to pursue the study of law are encouraged to enroll in business courses that will provide a solid understanding of the integral relationship between law and business.

Core courses such as Principles of Accounting I and II (ACCT 260 and 261), Microeconomics and Macroeconomics (ECON 201 and 202) are recommended for pre-law students with majors outside the School of Business Administration. Accounting provides basic skills to prepare and analyze financial statements and to complete case analysis; economics gives an understanding of how economics affects government fiscal policies, international trade, labor and other resource markets, political decisions, etc.

In addition, a pre-law student in the School of Business Administration will benefit from courses in the Law and Public Policy concentration. This concentration includes various courses which address legal issues such as corporate taxation, regulation of

securities trading, business ethics, mergers and acquisitions, and antitrust policy and regulation. All of these courses provide pre-law students a unique insight into how business functions within the framework of the legal system.

### Validation of Transfer Courses

Transfer students who took lower division business courses at another school or university that are equivalent to required upper division business courses at Gonzaga, or who took upper division business courses as a freshman or sophomore at another university, must have these courses validated for transfer.

Validation must be completed during the student's first year at Gonzaga. Validation of lower division courses may be completed by taking one of the following:

- 1) an advanced course, if available, in the same discipline to demonstrate competence. A minimum grade of "C" must be earned in the advanced course;
- 2) an equivalent CLEP exam or a departmental exam, if available, and earning a passing score. No credits are given for these validation exams.

## ACCOUNTING ACCOUNTING

The accounting program is designed to enable students to develop an understanding of, and proficiency in, accounting concepts and techniques. Building on the principles of accounting, students study financial reporting, auditing, taxation, income determination, account valuation, accounting systems, and the role of accounting in the allocation and use of resources. The program offers several career options leading to employment in business, government, and public accounting.

### CPA Certificate Track

To sit for the CPA examination, Washington State requires candidates to obtain 150 semester credit hours of acceptable educational preparation. Gonzaga offers a Masters of Accountancy (MAcc) degree tailored for students who desire to fulfill the 150-hour requirement and earn a graduate degree at the same time. A student pursuing this track will, during the junior, senior, and graduate years, acquire the technical competence in the 300- and 400-level accounting courses, while more fully developing research, communication, and presentation skills offered in graduate classes. A student planning to obtain both undergraduate and graduate degrees should work closely with a faculty advisor for proper course sequencing.

Gonzaga's accounting majors may apply for the MAcc program during the second semester of the junior year. If accepted into the program, nine credit hours of graduate-level courses may be taken during the senior year with the permission of the Accounting Program Coordinator. Before applying for admission, a student should have completed 75 credit hours (including ACCT 360) with a cumulative GPA of 2.5 and an average GPA of 2.0 in upper division accounting courses. The student must be admitted to the MAcc program before enrolling in any graduate courses.

### Non CPA Track

A student who does not wish to obtain CPA certification can earn the BBA degree in accounting. With this degree, a student might find employment in governmental agencies, financial

institutions, and industrial firms such as Boeing and Avista. The student pursuing this track is encouraged to obtain an accounting major accompanied by elective course work in information systems. Both the Certified Internal Auditor (CIA) and Certified Managerial Accountant (CMA) designations are available to students with this degree.

## B.B.A. Major in Accounting: 21Credits\*

### Upper Division Courses

ACCT 360 Intermediate Accounting I	3 credits
ACCT 361 Intermediate Accounting II	3 credits
ACCT 362 Accounting Information Systems	3 credits
ACCT 363 Cost Accounting	3 credits
ACCT 365 Federal Taxation	3 credits
ACCT 464 Auditing	3 credits
ACCT - - Electives**	3 credits

\*\* ACCT 466 and ACCT 467 must be taken concurrently; however, only one of these two courses may be used to satisfy an accounting elective requirement.

### Lower Division Courses

#### ACCT 260 Principles of Accounting I 3 credits

An introduction to financial accounting with emphasis on the preparation and analysis of basic financial statements of business organizations. Fall and Spring. Prerequisite: Sophomore standing.

#### ACCT 261 Principles of Accounting II 3 credits

An introduction to managerial and cost accounting concepts and techniques. Topics include cost determination and the uses of cost data for managerial planning, control, and decision-making. Fall and Spring. Prerequisite: ACCT 260.

**ACCT 263 Accounting Analysis** 3 credits An accounting foundation course for non-business majors pursuing a general business minor or planning to apply for admission to the MBA program. The course introduces the student to accounting and emphasizes preparation, analysis, and interpretation of general purpose financial reports and uses of accounting information for decision-making. Spring. Prerequisite: Sophomore standing.

### Upper Division Courses

#### ACCT 360 Intermediate Accounting I 3 credits

An intensive study of financial accounting theory and practice. Topics include recognition, measurement, and reporting of assets, liabilities, corporate equity, revenues and expenses; preparation and analysis of the principal financial statements. Fall. Prerequisite: ACCT 261.

#### ACCT 361 Intermediate Accounting II 3 credits

Continuation of ACCT 360. Spring. Prerequisite: ACCT 360.

#### ACCT 362 Accounting Information Systems 3 credits

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. Spring. Prerequisite: ACCT 261.

**ACCT 363 Cost Accounting** 3 credits An examination of the mechanics and application of accounting principles and concepts for planning, control, and decision making. Topics include cost behavior, job, process, and standard cost systems; budgeting and control; and activity-based costing. Fall. Prerequisite: ACCT 261.

**ACCT 365 Federal Taxation** 3 credits Fundamentals of federal taxation with emphasis on individual taxation and tax planning. Topics include income, deductions, losses, and credits in addition to capital asset and other property transactions. Spring. Prerequisite: ACCT 261.

#### ACCT 366 Advanced Federal Taxation 3 credits

A study of corporate, partnership, estate and gift, and international taxation. Current issues in taxation relating to both business and individual taxation will be discussed, along with an examination of tax procedure and tax practice. Fall. Prerequisite: ACCT 365.

#### ACCT 367 Financial Reporting 3 credits

A study of the financial accounting theory and practice necessary for those planning to pursue a concentration in finance. Topics covered will include corporate financial reporting, revenue recognition concepts, accounting estimate, and GAAP principles associated with stocks and bond transactions. Spring. Prerequisite: Junior standing.

#### ACCT 368 Not-For-Profit Accounting 3 credits

An investigation of accounting principles and procedures as applied to governmental and not-for-profit organizations such as universities, health care agencies, and health and welfare organizations. On sufficient demand. Prerequisite: ACCT 261.

**ACCT 460 Advanced Accounting** 3 credits Advanced topics in financial accounting, reporting theory and accounting practice. Other topics will include inter-corporate investments, consolidated financial statements, foreign currency operations and transactions, and partnership accounting. Fall. Prerequisite: ACCT 361.

**ACCT 464 Auditing** 3 credits A study of auditing concepts and practices. Includes audit planning and procedures, EDP auditing, statistical sampling, ethical considerations, and report writing. Fall. Prerequisite: ACCT 361 and ACCT 362.

#### ACCT 466 Accounting Integration I 3 credits

An intensive study of accounting theory and practice for corporations and not-for-profit organizations, including integration of financial and managerial analysis and control. Spring.

**ACCT 467 Accounting Integration II** 3 credits A continuation of ACCT 466 and taken concurrently with ACCT 466. Spring.

**ACCT 468 Personal Financial Planning** 3 credits A study of financial analysis and planning for individuals, with an emphasis on retirement planning, including applications of Federal tax law. Topics include: mission and goal-setting; budgeting; present value analysis of fund accumulations and withdrawals; investment allocations; risk management; estate tax planning. Students prepare a comprehensive personal financial plan. This course satisfies the integrative course requirements for those with BA majors. On sufficient demand. Prerequisite: ACCT 261.

#### ACCT 489 Special Topic 1-3 credits

On sufficient demand.

**ACCT 491 Directed Study** 1-3 credits Directed Study requires completion of a form, and department. permission.

**ACCT 497 Internship** 1-3 credits Internship requires completion of an application form, and Departmental approval and 3.0 gpa.

## GENERAL BUSINESS

The following general business courses are offered to all students in the School of Business Administration.

### Lower Division Courses

#### BUSN 101 The World of Business 2 credits

This course provides an overview of the role of business in society, and of the global economic, political, social and other environments in which businesses and other organizations operate. Students will be introduced to concepts and applications of the various business functions, including management, marketing, finance, economics, accounting, production and service operations management, and information systems. The course is designed to encourage students' curiosity and critical thinking about the world of business. Students will prepare a business proposal. Business majors in the Hogan Entrepreneurial Leadership Program will take ENTR 101 (2 credits) instead of this course. Fall and Spring

**BUSN 111 Business Computing** 3 credits

This course introduces students to an integrated set of software tools to solve business problems and to communicate results. Students learn to use spreadsheets, database systems, presentation software, Internet facilities (e.g., e-mail, newsgroup, FTP, and Web browsers) to help improve problem solving skills. Additionally, students will learn about file management systems, operating systems, and how to incorporate Visual BASIC (VBA) for applications with Microsoft Office Suite. Classroom lectures and hands-on computer use are employed to enhance learning. Fall and Spring.

**BUSN 230 Business Statistics** 3 credits

This course introduces business students to the terminology, uses and underlying theory in the areas of data summarization and description, basic probability concepts and distributions, sampling methods and sampling distribution, hypothesis testing, analysis of variance, regression and correlation, and nonparametric methods. The course improves the student's awareness and ability in incorporating statistical considerations into the decision-making process and provides them with experience in using statistical software to assist in the quantitative analysis of business problems. Fall and Spring. Prerequisites: MATH 114 and BUSN 111 and sophomore standing.

**BUSN 283 Business Law** 3 credits

This course addresses the legal fundamentals in running a business with particular attention to contracts, partnerships, corporations, property, commercial paper, securities, and the regulatory environment. Fall and Spring.

**Upper Division Courses**

**BUSN 481 Strategic Management** 3 credits

A capstone course that introduces strategic management and practice and integrates functional areas in a broad systems-perspective approach to organizational challenges. The primary instructional tool is case analysis. Consideration is given to the international elements of strategic management and to the ethical dimensions of decision-making crucial to strategy formulation and implementation. Fall and Spring. Prerequisites: BFIN 320, MGMT 350, MKTG 310 and OPER 340 and senior standing.

**BUSN 489 Special Topic Seminar** 1-3 credits

Topics and credit by arrangement.

**BUSN 490 Integrative Perspectives** 3 credits

This course focuses on integrating advanced topics and/or best practices from different disciplines. The course content varies over time to reflect leading edge concepts and practices, e.g., business ethics, quality management and international standards, technology infrastructure, e-business strategy, etc. Courses often involve a large-scale team project. May be repeated up to a maximum of six credits. Permission required.

**BUSN 491 Directed Study** 1-3 credits Directed study requires completion of an application form, and departmental permission. Summer.

**BUSN 492 Business Planning** 3 credits

This course integrates business principles with business practices. Topics include assessing industry attractiveness, environment analysis, market segmentation, demand forecasting, product development, operations, financial analysis, control mechanisms, contingency planning, and implementation strategies. The preparation of a business plan is also a required component of the course as well as weekly written assignments. This course may be used to satisfy three credits of BUSN 490 Integrative Perspectives. Prerequisites: BFIN 320, MGMT 350, MKTG 310 and OPER 340.

**BUSN 494 Management Consulting** 1-3 credits

Practicum in providing management assistance to businesses and nonprofit organizations in marketing, management, finance, accounting, information systems operations and related case problems. The course will also examine the management of the consulting process, and the role of the consultant as an agent for organizational change. Requires completion of an application form and Departmental permission and a 3.0 gpa. Fall and Spring. Prerequisite: Senior standing, minimum cumulative GPA of 3.0, and permission of instructor.

**BUSN 497 Internship** 1-3 credits Work experience directly related to the student's major and area of concentration. Guidelines are available from the Internship Director. Prerequisites: Junior or senior standing; Minimum cumulative 3.0 GPA Fall, Spring and Summer.

**BUSN 499 Comprehensive Exam** 0 credits Required of all business majors in their final year. Fall and Spring.

**ECONOMICS**

**ECONOMICS**

The mission of the economics program is to give students a broad background and knowledge of domestic and international economic systems that are essential for business managers in today's competitive global economy. Graduates can apply economic theory to problems relating to market structures, resource markets, employment, and fiscal and monetary policies. Economists occupy a wide range of positions in profit and nonprofit enterprises as well as in government. The economics concentration is highly recommended for pre-law students, as well as for students aiming for careers in banking, finance, government, or industry.

Students in the College of Arts and Sciences may also pursue a major or minor in this field. The requirements for a B.A. degree in Economics can be found under the College of Arts and Sciences in this catalogue. Students expecting to pursue graduate studies in economics are encouraged to take calculus through MATH 259.

**Economics Concentration: 12 credits**

- ECON 302 Intermediate Macroeconomics 3 credits
- Six credits of "applied microeconomics" selected from ECON 304, 305, 310, 312, 403 and 411 6 credits
- ECON upper division elective 3 credits

**Lower Division Courses**

**ECON 200 Economic Analysis** 3 credits

A one-semester economics course for General Business minors and others interested in a one-semester survey course. Key micro and macroeconomic models which are critical to the development of modern economics are explored. Analysis includes theories of supply and demand, theory of the firm, pricing, employment, monetary and fiscal policy, and international trade and finance. Fall.

**ECON 201 Microeconomics** 3 credits

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

**ECON 202 Macroeconomics** 3 credits

The structure and functioning of the national economy. Particular attention is given to determinants of national income, employment and the price level, fiscal and monetary policies, international trade, exchange rates, and trade restrictions. Fall and Spring.

**Upper Division Courses**

**GENERAL BUSINESS 111**

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

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

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

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

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

**ECON 311 (INST 343) Global Economic Issues** 3 credits This course is a presentation of a broad range of global economic issues and policies relevant to a number of disciplines including business, political science, and international studies. Topics include: why nations trade, international trade and economic growth, protectionism, discriminatory trade policies, the foreign exchange market, factor mobility, and comparative economic systems. Fall and Spring. Prerequisites: ECON 201 or permission.

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

**ECON 401 Adam Smith and Karl Marx** 3 credits A course focused on reading and discussing the works of two opposite but highly influential economic thinkers, Smith and Marx. Supplemented with material on other important economic thinkers from 1500 to 1870. Spring, even-numbered years. Prerequisite: ECON 202.

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

**ECON 403 Managerial Economics** 3 credits The primary goal of this course is to apply the economic way of thinking

to the business decision-making process. The course emphasis is on preparing students to become architects of business strategy. Topics include: demand analysis; production and cost analysis; profit maximization in various market structures; and advanced topics in managerial decision making. Spring, odd-numbered years. Prerequisites: ECON 201 and MATH 114 or higher level MATH course.

**ECON 404 Economic Integration of the European Community** 3 credits A survey of the origins and development of the European Community; its relation to GATT (General Agreement on Trade and Tariffs); monetary coordination; monopoly, competition, and the balances of payments. Florence campus only.

**ECON 411 International Economics** 3 credits

The focus of this course is on international trade theory and macroeconomic issues related to international finance. Topics include: economic analysis of the basis for international specialization and trade; gains from trade; the balance of international payments; tariffs; international monetary problems; exchange rate adjustments; capital movements; and international economic organizations. Spring, even-numbered years. Prerequisites: ECON Major, Minor or Concentration.

**ECON 489 Special Topic Seminar** 1-3 credits Topics and credit by arrangement. Prerequisites: ECON 201

**ECON 491 Directed Study** 1-3 credits Individually-designed course appropriate to the student's major. Directed study requires completion of a form and permission. Summer

**ECON 497 Internship** 0-3 credits Work experience directly related to the student's major area of study. Internship requires completion of an application form, a 3.0 gpa, permission. Fall, Spring and Summer.

## FINANCE

The finance curriculum is designed to give students a solid foundation in financial theory while developing skills and techniques necessary to manage today's dynamic business environment. The globalization of both product and financial markets, rapid development in information technology, and recent advances in the field of finance have created a growing need for well-qualified graduates. Challenging career opportunities exist in the securities and finance services industry, information systems, and corporate financial management.

### Finance Concentration: 15 Credits

BFIN 322 Intermediate Finance	3 credits
ACCT 367 Financial Reporting	3 credits
BFIN 422 Investment Analysis	3 credits
BFIN 423 Financial Management Cases	3 credits
Electives chosen from BFIN 325, 327, 424, 426, or 4293 credits	

### Upper Division Courses

**BFIN 320 Principles of Finance** 3 credits Financial analysis and management, including time value of money, risk and return models, valuation, the cost of capital, capital budgeting techniques, and capital structure theory. Fall and Spring. Prerequisite: admission to junior-level business courses.

**BFIN 322 Intermediate Finance** 3 credits An extension of BFIN 320; new topics include advanced capital budgeting techniques, options, and futures. Fall and Spring. Prerequisites: BFIN 320.

**BFIN 325 Financial Institutions** 3 credits Allocation of financial flows through the markets. Topics covered include the various financial institutions, fund flows, structure of markets, and management of financial institutions. On sufficient demand. Prerequisites: BFIN 320.

**BFIN 327 International Finance** 3 credits A study of the financial management considerations inherent in international business operations. Topics covered include foreign currency exchange and foreign exchange forecasting, hedging methods and strategies, and international financial markets. Attention will be given to the ways in which legal, political, and policy differences affect trade and economic integration. Fall. Prerequisites: BFIN 320.

**BFIN 422 Investment Analysis** 3 credits

Basic principles and fundamentals of securities markets. Introduction to alternative investment choices and economic factors influencing these choices. Fall. Prerequisites: BFIN 320.

**BFIN 423 Financial Management Cases** 3 credits

Case problems in corporate financial management. Topics include working capital, raising long-term capital, capital budgeting, cost of capital, and asset structure. Spring Prerequisites: BFIN 322.

**BFIN 424 Real Estate Principles** 3 credits Astudy in the principles and practices of real estate marketing and financing. On sufficient demand Prerequisite: third or fourth year standing.

**BFIN 426 Mergers And Acquisitions** 3 credits

Merger types and characteristics, theoretical motivations for mergers, and principles of valuation are covered within the corporate finance framework. Spring. Prerequisites: BFIN 320.

**BFIN 429 (A,B,C) Portfolio Management** 1 credit

## HUMAN RESOURCE MANAGEMENT

This concentration provides students a broad background in the management of human resources as well as an awareness of the functional specialties within the field of human resource management. In addition to qualifying students for specific careers in human resources management and general management, this concentration also provides an excellent entry to a variety of professional positions that demand effective direction of people.

**Human Resource Management Concentration: 12 Credits**

MGMT352 Strategic and International Perspectives of HRM 3 credits

MGMT405 Assessing and Compensating Employee Performance 3 credits  
MGMT410 Developing People and Organizations 3 credits

MGMT415 Employment Law and Employee Relations 3

credits **Upper Division Courses**

## MANAGEMENT INFORMATION SYSTEMS

**MGMT 350 Management and Organization** 3 credits

This course studies the theory and practice of management and behavior in organizations. Topics covered include motivation, leadership, workplace diversity, conflict, decision-making, employment law, and global management as applied to managerial functions of planning, organizing, leading, and controlling. Requires completion of admissions prerequisite courses with a 2.25 minimum GPA. Fall and Spring. Prerequisite: Admission to junior-level business courses.

**MGMT 351 Developing Managerial Skills** 1 credit

This is an experiential, skill-building lab to enhance students' management and interpersonal skills. The course will engage students in various exercises to improve self-awareness, skill learning, and the application of skills to management situations. The course will focus on developing skills such as: problem solving, creative thinking, supportive communication, motivating others, managing conflict, stress, delegation and team building. Fall and Spring.

## HUMAN RESOURCE MANAGEMENT

**MGMT352 International Perspectives of Human Resource Management** 3 credits This course provides an overview of all human resource management activities from both a strategic and an international perspective. Particular emphasis is given to human resource planning, recruiting and staffing, and human resource information systems. Fall. Prerequisite: MGMT 350.

This is a course that runs for three consecutive semesters beginning in the Spring semester of the student's junior year. The class will initially consist of lectures on financial theory and portfolio management from the finance faculty and local investment analysis, followed in the senior year with the actual management of an equity portfolio. Prerequisites: BFIN 320, 2.75 minimum GPA, and permission of the instructor.

**BFIN 489 Special Topic Seminar** 1-3 credits

Credit by arrangement. On sufficient demand. Prerequisites: BFIN 320.

**BFIN 491 Directed Study** 1-3 credits

An individually designed course appropriate to the student's concentration. Summer. Prerequisites: junior or senior standing, minimum 3.0 gpa and Dean's permission.

**MGMT 405 Assessing-Compensatng Employee Performance** 3 credits

This course examines the central role of job analysis in designing effective human resource management systems. Methods of job evaluation and various approaches to designing compensation and benefits systems are also presented. The course also covers the evaluative dimensions of performance appraisal. Fall. Prerequisite: MGMT 350.

**MGMT 410 Developing People and Organizations** 3 credits

The course describes techniques and strategies for improving the fit between individual and the organization and between the organization and its environment. The focus will be on developing guidelines for designing and implementing development programs and understanding the change processes that empower individuals through involvement. Spring. Prerequisite: MGMT 350.

**MGMT 415 Employment Law-Employee Relations** 3 credits

This course examines the legal issues affecting human resource management. Unionization and collective bargaining processes are presented; safety and health, and other employee rights issues are also discussed. Spring. Prerequisite: MGMT 350.

**MGMT 420 Applied Project-Human Resources Management** 3 credits Fall and Spring. Prerequisite: MGMT 352.

**MGMT 489 Special Topic Seminar** 1-3 credits Credit by arrangement. Fall or Spring or Summer. Prerequisite: MGMT 350.

**MGMT 491 Directed Study** 1-3 credits Directed Study requires completion of an application form, and Department permission. Summer Only.

## MANAGEMENT INFORMATION SYSTEMS

**Management Information Systems Concentration: 12 credits**

BMIS 331 Problem Solving and Programming Techniques 3 credits  
BMIS 342 Web-Based Applications and Architecture 3 credits

BMIS 441 Business Database Systems 3 credits

BMIS 444 Information Systems Analysis and Design 3 credits

**Minor in Management Information Systems: 18 credits**

The world has moved into the Information Age. Information technology and its applications affect every walk of life by improving the productivity of individuals. As a result, the social, economic, and organizational structures change rapidly. The minor in MIS is intended for all non-business students, especially those in computer science and engineering degree programs, to

have a basic understanding of how business operates and how information systems affect today's organizations.

### Lower Division

\*BUSN 111 Business Computing 3 credits BMIS 235

Management Information Systems 3 credits **Upper Division**

BMIS 331 Problem Solving and Programming Techniques 3 credits

BMIS 342 Web-Based Applications and Architecture 3 credits

BMIS 441 Business Database Systems 3 credits

BMIS 444 Information Systems Analysis and Design 3 credits

\*BUSN 111 may be waived if students have equivalent background and approved by the MIS faculty.

### Lower Division Courses

**BMIS 235 Management Information Systems** 3 credits

This course introduces fundamental concepts of information systems and develops essential skills and techniques for using information technology (IT). The emphasis is on the role of information systems in today's organizations, including how IT changes individual work, impacts organizational structure and processes, and shapes competition in the business environment. Topics include the system concept, hardware, software, communication tools, database management systems, components of information systems, e-commerce (EC), technologies for developing EC, and systems development approaches. Advanced software tools are employed to develop students' ability to apply information technology to business problems. Spring and Fall. Prerequisite: BUSN 111.

**BMIS 245 Web Page Design** 3 credits

This course explores the use of various application packages for developing interactive web pages. Beginning with a short history of the Internet and the World-Wide-Web, the course introduces students to the way Web-based information systems are developed. Using the system development life cycle (SDLC) as a framework, a variety of tools and techniques for planning and creating a well-designed and well-functioning web site are introduced. Topics include the structure of web pages, web page language (XHTML), and introductions to: cascading style sheets (CSS), graphics, animation, audio, and script languages (such as JavaScript and ActionScript). Spring. Prerequisite: BMIS 235.

**BMIS 289 Special topic in Business (Application)**

**Programming** 3 credits This course teaches the development of business information systems using a business-oriented programming language such as Visual Basic, ASP and XML. Students will learn programming concepts and systems development processes to develop business applications. On sufficient demand. Prerequisite: BMIS 235.

### Upper Division Courses

**BMIS 331 Problem Solving and Programming Techniques** 3

credits This course provides a basic introduction and practical experience in writing computer programs using an object-oriented programming language such as Java. Students will be required to utilize an Integrated Development Environment (IDE) to design solutions for specific business problems, as well as to code business logic, test, and debug programs that are soundly structured and easy to maintain. Topics include variables, data

types, control structures, arrays, method invocation and parameter passing. Fall. Prerequisite: BMIS 235.

**BMIS 342 Web-Based Applications and Architecture** 3 credits

The course is intended to introduce the architecture and development of web-based applications. The course presents an overall introduction to major components of web-based applications, including communication protocols, web servers, database server, programming (script) language, and development tools for webbased applications. The course provides a general coverage of alternative platforms and their associated technologies for developing web-based applications. Popular web languages and standards are introduced as a vehicle to familiarize students with practical skills and development techniques. Spring. Prerequisite: BMIS 235.

**BMIS 441 Business Database Systems** 3 credits

This course helps students understand, through practice, the concepts of database management. Text reading provides a broader view in aspects of system modeling, project life cycle, data structure, data normalization, and data administration. Research projects demand students have in-depth knowledge of databases that are in use. Computer projects are used to give students hands-on experience developing a workable system in a PC environment. Fall. Prerequisite: BMIS 235.

**BMIS 443 Electronic Commerce Strategy and Applications** 3

credits An interdisciplinary course, the course is designed to provide students with some of the most exciting concepts, business models and technologies that are emerging in the field of electronic commerce (EC) and which are expected to shape both consumer and business applications (e.g., accounting, supply chain, marketing, finance, and human resource management) and decision making in the coming decade. EC is not just about technology, it is also about business. Students study real-world cases and business models and learn how to apply EC strategy to transform and redefine organizations and ultimately to improve or create company's competitive advantage. Appropriate software may be used for applications development. Spring. Prerequisite: BMIS 235.

**BMIS 444 Information Systems Analysis and Design** 3 credits

The full range of business software development is covered in this course, including problem definition, analysis and design, testing, documentation, and implementation strategies. Students will gain experience working with the main tools and techniques utilized throughout the Systems Development Life Cycle (SDLC). Topics include strategic planning, framework for systems development, system development methodologies, project management tools, requirements development, data and process modeling using a software engineering CASE tool, object modeling using UML, application architecture, installation and evaluation. Spring. Prerequisite: BMIS 441 and Senior standing.

**BMIS 489 Special Topic Seminar** 3 credits Students must have their own PCs. Fall, Spring, Summer. Prerequisite: BMIS 235.

**BMIS 491 Directed Studies** 1-3 credits Directed study requires completion of an application form, and department permission. Summer only.

## MARKETING

Marketing emphasizes satisfying needs and wants through the facilitation of the exchange process between and among organizations and customers. Marketing concepts and techniques apply to all types of organizations, whether they are for profit or

non-profit and whether providing goods, services, experiences or ideas to their customers. An organization's long-run success is

determined by understanding customer preferences and perceptions as well as how they change. Marketing is also a critical link between organizations and their environment.

The topics studied include: gathering and interpreting market information, understanding customer decision processes and the influencers of these processes, target market decisions involving segmenting markets and positioning market offerings, marketing promotion and advertising, product design and modification, pricing, distribution of products, and effective managerial decision making and planning.

Marketing is an essential, universal activity common to all individuals and organizations around the world, whether pursuing personal employment, seeking clients for an accounting firm or in marketing supertankers or soap. Marketing knowledge and skills may lead to challenging and satisfying careers in nearly any field including such activities as sales and sales management, advertising and promotion management, retail management and buying, product development and management, public relations, industrial marketing, marketing research, and international marketing.

### Marketing Concentration: 12 credits

MKTG 315 Consumer Behavior	3 credits
MKTG 330 Marketing Research	3 credits
MKTG 335 Marketing Communications	3 credits
MKTG 419 Marketing Strategy	3 credits

A Promotion minor is offered to non-business majors through the School of Business Administration. An Advertising minor is also offered to majors in Communication Arts through the Communication Arts Department. See that section of this catalogue under the College of Arts and Sciences.

### Upper Division Courses

#### MKTG 310 Principles of Marketing 3 credits

This course provides an overview of the dynamics of marketing. The focus is the study of exchange and its facilitation for all types of products, both tangible and intangible. The functions, institutions, problems and philosophies of modern marketing are presented in survey form. The major areas of marketing decision-making are examined including: selecting and working with target markets, product development and management, promotion and marketing communication, pricing, and distribution. Fall and Spring. Prerequisite: Admission to junior-level business courses.

**MKTG 315 Consumer Behavior** 3 credits Consumer behavior is the study of human responses to products and services and to the marketing of those products and services. The focus of the course is on achieving a deeper understanding of the psychological, social, cultural and economic dimensions of consumer judgment and decision-making. Influence factors such as attitudes, personality, memory, motivation, perception, and reference groups are explored. In addition, ethical concerns in the field are considered. Fall. Prerequisite: MKTG 310.

**MKTG 330 Marketing Research** 3 credits This course provides a general overview of marketing research. Students will be introduced to the analytical procedures and technology most widely employed by marketing professionals. Students will acquire an appreciation of the marketing research process and become knowledgeable users of information provided by this form of inquiry. Specific topics covered include: alternative methods of obtaining information, problem

identification, research design, measurement scales, questionnaire construction, validity and reliability issues sampling error, sampling procedures, statistics, computer data analysis, research reporting, and ethical dilemmas. Spring.

Prerequisite: BUSN 230.

## MARKETING 115

### MKTG 335 Marketing Communications

3 credits

This course examines the strategic use of various marketing communication elements including advertising, sales, promotion, public relations, personal selling, and direct marketing to build and maintain broad equity. Analysis will focus on topics such as selecting among alternative promotional tools, budgeting and allocation decisions, determining appropriate message strategy, and developing media schedules for a given product/market selection. Particular attention will be paid to the effective integration of elements across the promotional mix. Spring. Prerequisite: MKTG 315.

**MKTG 342 Graphic Design** 3 credits A survey of recent developments, styles, techniques and theory of graphic design as a commercial art form is the focus of this course. The class incorporates the use of professional computer software as a means to create effective visual communications. Fall. Prerequisite: MKTG 310.

**MKTG 411 Advertising** 3 credits This course explores the role of advertising in marketing strategy. Key topics include the communication process as well as basic practices and procedures of modern media. In addition, the course focuses on the application of advertising principles to the development of advertising objectives, strategy formulation, budgeting, media selection, copy testing, and evaluating advertising results. Regulatory, social, and ethical dimensions of advertising are also explored. Fall or Spring. Prerequisite: MKTG 310.

### MKTG 417 (INST 347) International Marketing 3 credits

This course provides an introduction to international marketing concepts and their application to various business situations. The course emphasizes principles and practices of marketing in the contemporary global environment. It is designed to enhance students' knowledge about current developments in international business. The material covers both U.S. and foreign companies doing business in various countries around the world. The course considers the marketing perspectives that allow increased interaction with global markets. Techniques, operations, and ethical dilemmas that are unique to international marketing will be discussed. Fall. Prerequisite: MKTG 310.

**MKTG 418 Sales Management** 3 credits This class examines two different aspects of the selling process. An introduction to basic principles underlying all types of selling and the practical applications of these principles to various selling situations is provided. In addition, an introduction to problems in the management of a sales force such as recruiting, selection, training, motivation, compensation, sales analysis, and control procedures are pursued. On sufficient demand. Prerequisite: MKTG 310.

**MKTG 419 Marketing Strategy** 3 credits This is an integrative, capstone course in marketing. This course focuses on developing and implementing marketing strategies and determining their impact on customer satisfaction and profitability. The course emphasizes systematic analysis of marketing problems and exercising good decision-making when faced with such problems. The core competencies to be developed in the course are the enhanced understanding of the marketing management process, marketing analysis, and decision-making, and the ability to formulate marketing strategy. Spring. Prerequisites: MKTG 310, 330 and senior standing.

**MKTG 489 Special Topic Seminar** 1-3 credits Credit by arrangement. Fall or Spring or Summer. Prerequisite: MKTG 310.

**MKTG 490 Promotion Project** 3 credits Members of the class form a marketing agency for an outside company or organization. Over the course of the project, the class designs and implements a promotional campaign, manages a budget, conducts market research, makes an

agency-style presentation to the client, and develops a professional recap book which reports the results of the campaign. This course can help the student improve skills in marketing, public relations, human resources and operations management, communications, business writing, public speaking, event planning, time management, group dynamics, and teamwork. Open to all concentrations. Spring Prerequisites: Junior or senior standing and MKTG 310.

**MKTG 491 Directed Study** 1-3 credits An individually designed course appropriate to the student's concentration. Directed study requires completion of an application form, and department permission. Summer only. Prerequisite: Junior or senior standing, minimum 3.0 GPA and Dean's permission.

## OPERATION & SUPPLY CHAIN MANAGEMENT OPERATIONS & SUPPLY CHAIN MANAGEMENT

The growth of e-commerce, heightened global competition and advances in information technology are some of the forces behind the ongoing need to eliminate waste and add value throughout a product's supply chain. The Operations and Supply Chain Management (OSCM) concentration examines how a firm can establish and enhance the operational core competencies determined by demanding consumers in a dynamic marketplace.

This concentration prepares students for the challenges of tomorrow's business environment by providing them with the technical, informational and managerial skills needed to manage and improve an integrated system of productive processes. Career opportunities exist with organizations that provide or are dependent on fast, low-cost, accurate and uniform flows of products, information and services. Examples of career opportunities in the Pacific Northwest include consulting, logistics, manufacturing health services, government, retail, insurance and banking.

### Operations and Supply Chain Management Concentration: 12 credits

Four courses selected from the following:

OPER 343 Spreadsheet Modeling for Managers 3 credits

OPER 345 Service Operations 3 credits OPER 346/BUSN

490 Project Management 3 credits OPER 347/ BUSN 490

Lean Thinking 3 credits

OPER 348/490 Quality Mgmt and Int'l Standards 3 credits

OPER 440 Global Operations and Supply Chain Mgmt 3

credits OPER 445 Process Mgmt and Improvement 3 credits

BMIS 443 e-Commerce and Infrastructure Development 3 credits

### Upper Division Courses

**OPER 340 Operations Management** 3 credits

This core course provides an understanding of the strategic and tactical role of operations management in building and maintaining a firm's core competencies. A significant emphasis is placed on discussing the impact of technology and globalization on creating and enhancing value from both the producer and consumer's perspective. This hybrid course uses a combination of lectures, Blackboard.com exercises, computer lab projects and group projects to ensure an understanding of basic concepts. Upon completion of the course students will possess the requisite skills to create and sustain the operational core competencies required to

compete in a global marketplace. Fall and Spring. Prerequisite: admission to junior-level business courses.

**OPER 343 Spreadsheet Modeling for Managers** 3 credits

This course involves building, solving and interpreting analytical models of managerial problems from operations, finance, marketing and statistics using Microsoft Excel, specialized add-ins and the Visual Basic for Applications programming language. This is a "hands on" course where you will learn advanced Excel skills and how to create spreadsheet models of business processes and solve them to generate quality solutions. Fall. Prerequisites: BUSN 111 and BUSN 230.

**OPER 345 Service Operations** 3 credits This course introduces

business students to service operations and attempts to familiarize them with the distinctive characteristics of service organizations and how to successfully manage them. Discussion includes, but is not limited to, such topics as the role and nature of services; competitive environment of services and competitive service strategies; service design; managing service operations; and globalization of services. Summer and on sufficient demand Prerequisite: OPER 340.

**OPER 346 Project Management** 3 credits

This operations skills course provides students with the requisite skills necessary to manage a wide-range of projects including: project planning, task scheduling, resource management and project reporting. The course provides students the knowledge of how to use MS Project 2003 to plan and control multiple projects utilizing finite resources. Summer and on sufficient demand. Prerequisite: OPER 340.

**OPER 347 Lean Thinking** 3 credits

This operations strategy course extends the benefits of lean thinking outward from the factory floor to encompass the entire global supply-chain. The principles of lean thinking are applied to each stage of supply-chain management including the make-vs.-buy decision, sourcing, product and process design, facility location and management, and relationship management. Practical methods for enhancing a firm's core competencies by identifying and eliminating waste are presented along with recommendations for building an integrated supply-chain through the use of Internetbased strategies and software solutions. Summer and sufficient demand. Prerequisite: OPER 340.

**OPER 348 Quality Management and International Standards** 3

credits This course provides an introduction to management practices aimed at quality improvement and international quality standards as applied to productive systems throughout a product's global supply chain. Topics include product and process design for quality and reliability, vendor selection and quality defect prevention throughout the supply chain, control and improvement of process capability for all supply chain processes, ISO 9000 and ISO 14000 standards, and customer relationship management. Fall. Prerequisite: OPER 340.

**OPER 440 Global Operations and Supply Chain Management** 3

credits This course examines the role of technology and the impact of globalization on creating and enhancing value from both the producer and consumer's prospective. Learning objectives include understanding how culture and contextual differences in management practice affect the efficiency and effectiveness of global operations and how developing a global supply chain creates a sustainable competitive advantage. The course uses a combination of lectures, Internet exercises, case analysis, field research and group projects. Prerequisite: admission to junior-level

business courses. Summer and on sufficient demand. Prerequisite: OPER 340.

**OPER 445 Process Management and Improvement** 3 credits

All organizations have business processes that produce and deliver products and services to customers. This course examines the design and management of key business processes by focusing on the process flow, key performance measures, and the management of levers that lead to process improvement. The student will be introduced to process management tools as part of the course. Spring. Prerequisite: OPER 340.

**OPER 489 Special Topic Seminar** 1-3 credits

Prerequisites: OPER 340.

**OPER 491 Directed Study** 1-3 credits

Directed study requires completion of an application form, and department. Permission.

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## INDIVIDUALIZED PROGRAM

Students may design an interdisciplinary concentration of courses related to their individual goals and interests. This concentration must include twelve credits of upper division courses approved by a faculty advisor. A student might focus on courses geared toward financial management or consumer behavior issues. For example:

ACCT 363 Cost Accounting 3 credits BFIN 322  
Intermediate Finance 3 credits

MGMT 352 Strategic & International Aspects of HRM3  
credits

MKTG 315 Consumer Behavior 3 credits **LAW AND**

## PUBLIC POLICY

Government regulation and legislation has a major impact on business, creating a need for public policy makers to understand the workings of business and for people in the private sector to understand the public sector. This is especially relevant for people pursuing careers in corporate public affairs and professional study in law, public administration, and public policy analysis.

### Law and Public Policy Concentration: 12 credits

Four courses selected with advisor approval from the following, with not more than six credits from one department:

ACCT 365 Federal Taxation  
ECON 304 Economics of Environmental Protection  
ECON 305 Public Finance  
ECON 310 Antitrust Policy and Regulation  
BFIN 426 Mergers and Acquisitions  
MGMT 415 Employment Law and Employee Relations  
POLS 303 Civil Liberties  
POLS 311 State and Local Government  
POLS 318 Administrative Law  
POLS 320 Public Administration  
POLS 321 Politics & Public Administration  
POLS 323 American Constitutional Law

POLS 327 American Social Policy

POLS 342 Law as a Vocation

## INTERDISCIPLINARY CONCENTRATIONS **117**

### INTERNATIONAL BUSINESS

The creation of the WTO and advances in information technology have resulted in a truly global economy. The international business concentration is designed for students who want to prepare themselves to meet the challenges associated with globalization. The concentration aims to expose students to global practices and related issues in the areas of economics, finance, human resource management, marketing and operations & supply chain management. It is recommended that students selecting this multidisciplinary concentration also complete a functional concentration in tandem.

### International Business Concentration: 12 credits

Four courses selected from the following:

ECON 311 Global Economic Issues 3 credits BFIN 327  
International Finance 3 credits

MGMT 352 Strategic and International Aspects  
of Human Resource Management 3 credits MKTG 417

International Marketing 3 credits

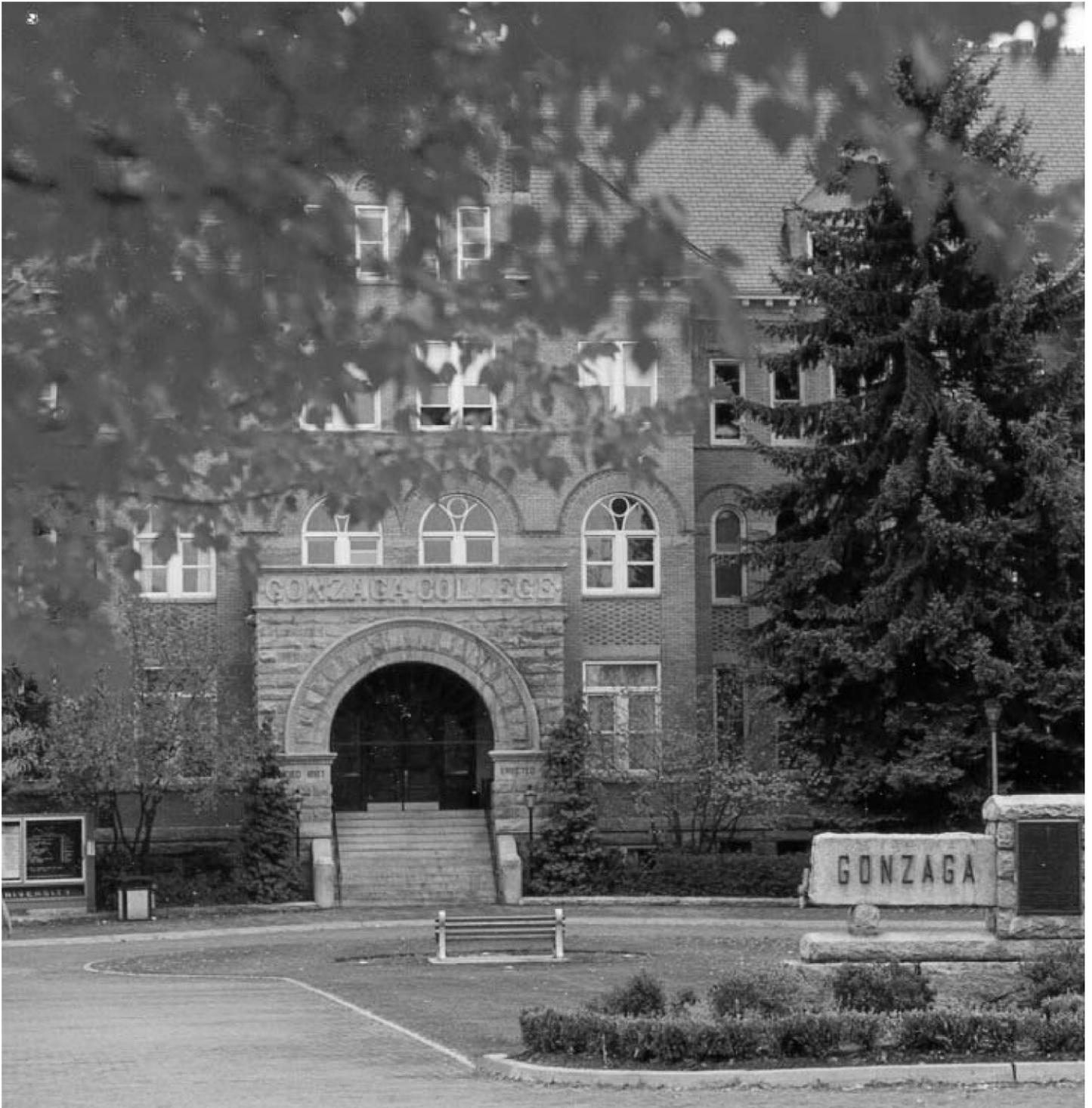
OPER 440 Global Operations and Supply Chain  
Management 3 credits

Course descriptions are found under the respective disciplines.

Students with a concentration in International Business may not double-count any of the above courses to satisfy the International elective (3 credits) in the Business Administration major. Students in this concentration may count one three credit foreign language course to satisfy the international elective. (A course in a student's native language is not counted as an international course elective.)



# School of Education



# SCHOOL OF EDUCATION

Dean: Shirley J. Williams

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

Associate Professors: R. Bialozor, J. D'Aboy (Emeritus), J. Dixon, A. Fein, P. Hastings, M. Jeannot, D. Mahoney, D. McDonald, J. Shepard, J. Sunderland, D. Tunnell, K. Weber

Assistant Professors: A. Barretto, E. Bennett, J. Brougher, D. Connors, J. Cox, B. Foster, S. Koffman, F. Walsh, A. Wolf

Instructors: M. Brown, D. Howe

## 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.

## Programs of Study

The School offers two undergraduate degrees. The Department of Special Education offers the Bachelor of Education (B.Ed.) in Special Education and the Department of Sport and Physical Education offers the Bachelor of Education (B.Ed.) in Sport Management and Bachelor of Education (B.Ed.) in Physical Education.

Additionally there is a cTeacher Certification Program, offered by the Department of Teacher Education, which enables students to obtain initial (Residency) certification as well as continuing (Professional) certification.

The School also offers initial and advanced certification for school counselors, and school administrators. at the graduate level. More information on these programs can be found in the Graduate Catalogue.

## Accreditation

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

While this catalog provides students with the most current information regarding School of Education undergraduate programs, students are advised that programmatic changes are a

common occurrence in the field of education and are usually the result of directives from the State Office of the Superintendent of Public Instruction and National Council for the Accreditation of Teacher Education. The School of Education takes seriously its responsibility to communicate all changes to education students. Students must be sure to see their Education advisors regularly to complete a plan of study in compliance with current regulations.

## Core Curriculum of the School of Education

The core curriculum or common body of knowledge of the School of Education consists of 47 credits which are common to and required of all undergraduate degree programs: the first 31 credits are from the University Core; the remaining 16 credits are specific to the School of Education.

Transfer students should consult the General Degree Requirements and Procedures section of this catalogue for possible modifications to the philosophy and religious studies core requirements.

## University Core

- I. Thought & Expression (7 credits): ENGL 101, SPCO 101, and PHIL 101 (preferably taken in the same semester)
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHILElective
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one course from each level
- IV. Mathematics (3 credits): MATH 100 level or above. Students pursuing teaching certification should consult their education advisor for a math course that will

count toward certification and satisfy this core requirement.

V. English Literature (3 credits): ENGL 102 (or 103H)

School of Education Core

VI. Fine Arts (3 credits): at least a total three credits in VART, MUSC, or THEA

VII. Laboratory Science (4 credits): one course with laboratory in either BIOL, CHEM, PHYS, EXSC, or EDPE (Physical Education majors must take EDTE 376/376L)

VIII. Social Science (6 credits): A HISTORY course plus one elective from the following: ECON, SOCI, POLS, PSYC, HIST: as recommended by your education advisor

IX. Social Justice: Diversity is a common component of all education coursework. However, EDTE 221 Differential Instruction and Assessment has specific focus on the impact of cultural pluralism in education planning. Students seeking teaching certification must take this course. Non certification students may fulfill this requirement by completing any course listed in the catalogue that has a "J" designation or a course approved by the Dean of the School of Education **Available**

### **Endorsement Areas for Teacher Certification**

#### **Grade Level:**

PRE-3: Early Childhood Special Education

Elementary: Elementary Education

Secondary: Biology, Chemistry, Physics, English, English/Language Arts, History, Mathematics, and Social Studies

All Levels: Theatre Arts General Music, Choral Music, Instrumental Music, Visual Arts, Designated World Languages, ESL, Health/Fitness, Reading, Special Education

## SPECIAL EDUCATION

### SPECIAL EDUCATION

Chairperson: Randy Williams

The Department of Special Education offers a major in Special Education which emphasizes learning experiences in applied settings. Public and private schools, as well as a variety of nonschool settings, provide students the opportunity to combine academic training with practical experience.

Students who earn the Bachelor of Education degree with a major in Special Education are prepared to work with individuals with mild to severe disabilities, such as learning disabilities, pervasive developmental disabilities, and behavior disorders. The major focuses on skills needed to function in a resource room, a self-contained classroom, or an inclusionary model. The Department of Special Education also individualizes for students who plan to work outside the school setting.

The Department of Special Education offers two primary teaching endorsements for the state of Washington: a primary endorsement in special education and a primary endorsement in early childhood special education, either or both of which can be completed in the Department of Special Education. Most students also choose to complete a primary endorsement in elementary education (K-8). In doing so, the student will have to meet the certification requirements of the Department of Teacher Education. All students majoring or minoring in Special Education who wish to become endorsed to teach special education in the state of Washington must complete 1) the coursework, 2) special education practica (EDSE 306 and 406), 3) student teaching in a special education classroom, and 4) State of Washington certification requirements.

Students who wish to become endorsed in early childhood special education must complete 1) the major, 2) the in-school practica (EDSE 306 and 406), 3) student teaching in an early childhood special education classroom, 4) certification requirements of the Department of Teacher Education, and 5) complete a series of four courses specifically addressing critical issues, background, and pedagogy for early development, methodology, physical development, and communication (EDSE 345, 350, 351, and 352). In the Early Childhood Special Education program students are taught to serve young children with disabilities from birth through the preschool years.

All Gonzaga University students may enroll in EDSE 150, 306, 307, 320, 340, 406, or 407. All other upper division courses require official acceptance into the major or minor in Special Education. Acceptance and maintenance in the major or minor is dependent on an overall Gonzaga GPA of at least a 3.0, a 3.0 average or higher in EDSE 150, 320, 340, a minimum of 3.0 in EDSE 320; a pass and positive evaluations in EDSE 306, 307, 406, or 407; recommendation by the advisor; and approval by the faculty in the Department of Special Education.

### B.Ed. Major in Special Education: 44 Credits

#### Lower Division Courses

EDSE 101L Special Education Professional Skills Lab: 0 credits  
EDSE 150 Psychology of Children with Exceptionalities 3 credits

#### Upper Division Courses

One of the following two courses: 1 credits

EDSE 306 Special Education In-School Experience: Elementary

EDSE 307 Special Education Application

EDSE 320 Applied Behavior Analysis 3 credits

EDSE 340 Special Education Policies and Procedures 3 credits

One of the following two courses 1 credit

EDSE 406 Special Education In-School Experience: Secondary

EDSE 407 Special Education Application with Adults

EDSE 410 Precision Teaching 3 credits

EDSE 417 Assessment - Special Education 3 credits

EDSE 451 Direct Instruction: Reading 3 credits

EDSE 452 Direct Instruction: Mathematics 3 credits

EDSE 465 Classroom Management 3 credits

One of the following three courses: 9-12 credits

EDSE 495 Extended Application of Special Education Experience 9 credits

EDSE 496 Special Education Student Teaching Practicum 9 credits

EDSE 497 Extended Special Education Teaching Practicum 12 credits

EDSE Electives: 155 level or above 9 credits, 3 of which include one of the following courses: EDSE 345, EDSE 356, EDSE 351, or EDSE 352

### Minor in Special Education: 32 Credits

#### Lower Division Courses

EDSE 101L Special Education Professional Skills Lab: 0 credits  
EDSE 150 Psychology of Children with Exceptionalities 3 credits

#### Upper Division Courses

One of the following two courses 1 credit

EDSE 306 Special Education In-School Experience: Elementary

EDSE 307 Special Education Application

EDSE 320 Applied Behavior Analysis 3 credits

EDSE 340 Special Education Policies and Procedures 3 credits

One of the following two courses 1 credit

EDSE 406 Special Education In-School Experience: Secondary

EDSE 407 Special Education Application with Adults

EDSE 417 Assessment - Special Education 3 credits

EDSE 451 Direct Instruction: Reading 3 credits

EDSE 452 Direct Instruction: Math 3 credits

EDSE 465 Classroom Management 3 credits

One of the following three courses: 9-12 credits

EDSE 495 Extended Application of Special Education Practicum 9 credits

EDSE 496 Special Education Student Teaching Practicum 9 credits

EDSE 497 Extended Special Education Student Teaching Practicum 12 credits

#### Lower Division Courses

**EDSE 101L Professional Skills Lab** 0 credits

This course is a requirement for any students who are pursuing an endorsement in special education. This course will cover basic requirements for Washington State Certification with an

endorsement in special education, including Washington State Patrol and FBI clearances, West B competency testing, Praxis II competency testing, professional standards, dispositions and program expectations of special education teacher candidates, and residency and professional certification. As a co-requisite for EDSE 101L, students must be concurrently enrolled in EDSE 320 and EDSE 320L at the undergraduate level or EDSE 520 at the graduate level. **EDSE 150 Psychology of Children with Exceptionalities** 3 credits This course covers litigation and legislation affecting students with special needs, the basic handicapping conditions and how they relate to the education process. Basic remediation strategies will be discussed, as well as historical, medical, and psychological perspectives of the various disabilities.

**EDSE 155 Signing Exact English** 3 credits  
A basic SEE signing course where the student acquires the initial signs to help in working with students with hearing impairments and other disabilities.

**EDSE 225 Advanced Signing Exact English** 3 credits  
An advanced course in SEE signing. Specific techniques in teaching with special populations who require signing as a form of total communication. Prerequisite: EDSE 155 or permission.

### Upper Division Courses

**EDSE 306 Special Education In-School Experience:Elementary** 1 credit Students spend 30 hours assisting a Special Education teacher at the elementary level. Arrangements are made with the instructor. Prerequisite: EDSE 150 or permission.

**EDSE 307 Special Education Application** 1 credit  
Students complete 30 supervised hours working directly with the individuals with disabilities in non-school settings. Arrangements are made with the instructor. Prerequisite: EDSE 150 or permission.

**EDSE 320 Applied Behavior Analysis** 3 credits  
The basic principles of learning and procedures of Applied Behavior Analysis are presented. Techniques of Behavior Analysis such as effective teaching of diverse populations, objective measurement, experimental design, evaluation, and social validity are discussed in detail. A variety of real-life situations are examined. Prerequisite: EDSE 150 or permission.

**EDSE 320L Applied Behavior Analysis Lab** 0 credits  
This lab course is a co-requisite of EDSE 320. There are two primary components of the lab. One is to remediate and assist students with difficult concepts presented in EDSE 320 and the other is to focus on the development, implementation, write-up, and presentation of an applied research project.

**EDSE 330 Psychology of Learning Disabilities** 3 credits This course cover the various types of learning disabilities. Historical foundations are presented as well as various viewpoints on learning problems and teaching techniques for effective instruction. Prerequisite: Acceptance into the program.

**EDSE 335 Autism** 3 credits  
This course presents the etiology, diagnosis, and treatment of autistic behavior. Emphasis is placed on the various successful remediation techniques with such children and youth. Prerequisite: Acceptance into the program.

**EDSE 340 Special Education Policies and Procedures** 3 credits  
The legal and ethical questions regarding mainstreaming are examined in detail. Emphasis is placed on developing individualized education programs, communicating with parents and staff, and issues of due process. Recent research in mainstreaming is reviewed. Prerequisite: EDSE 150 or permission.

**EDSE 344 Psychology of the Child with Behavior Disorders** 3 credits This course examines various behavior disorders in children. The various viewpoints as to cause and remediation are outlined. Practical solutions to behavior and emotional disorders are discussed in detail. Prerequisite: Acceptance into the program. **EDSE 345 Early Development of Children with Exceptionalities** 3 credits This course examines normal child development and etiology of exceptionalities from infancy through age 6. History and philosophy of early childhood special education, as well as relevant legislation, are studied. Applied experience is provided in an integrated preschool setting. Prerequisite: Acceptance into the program and a 3.5 GPA in Special Education.

**EDSE 346 Techniques for Teaching Students with Learning Disabilities** 3 credits The various practical classroom techniques to measure and remediate learning disabilities are presented. The course focuses on techniques of practical use for the special and regular classroom teacher. Prerequisite: Acceptance into the program.

**EDSE 350 Early Childhood Special Education** 3 credits This course overviews the principles and practical procedures involved in integrated preschool services for children with disabilities. Applied experience is provided in an integrated preschool setting. Prerequisite: Acceptance into the program and a 3.5 GPA in Special Education.

**EDSE 351 Physical Development** 3 credits  
This course examines normal physical and neuro-motor development with an emphasis on methods for identifying and treating delayed or dysfunctional development. Applied experience is provided in an integrated preschool setting. Prerequisite: Acceptance into the program and a 3.5 GPA in Special Education.

**EDSE 352 Language And Communication** 3 credits  
This course examines the principles of normal language development as well as educational guidance for facilitating functional language development in infants, toddlers, and preschoolers. The focus is on intervention programs designed for enhancing generalization of functional language usage. Applied experience is provided in an integrated preschool setting. Prerequisite: Acceptance into the program and a 3.5 GPA in Special Education.

**EDSE 400 Tutoring and Proctoring** 1 TO 3 credits  
This course provides students the opportunity to work collaboratively and gives experience in teaching adults. Students may assume leadership roles and develop strategies for later application in training situations. In addition, teaching recently learned material reinforces the extension and generalization of their own knowledge. Prerequisite: Acceptance into the program.

**EDSE 406 Special Education In School Experience: Secondary** 1 credit The student spends 30 hours working in a special education classroom at the secondary level with emphasis in math and reading. Prerequisite: EDSE 150 or permission.

**EDSE 407 Special Education Application with Adults** 1 credit  
The student spends 30 hours working in environments serving adults with developmental disabilities. Settings include group homes, sheltered workshops, supported work programs, and institutions. Prerequisite: EDSE 150 or permission.

### SPECIAL EDUCATION

**EDSE 410 Precision Teaching** 3 credits This class covers the basic techniques and procedures of Precision Teaching (e.g., pinpointing, movement cycles, charting, etc.). Emphasis is placed on using the techniques of Precision Teaching to remediate and evaluate learning and behavior problems. Prerequisite: Acceptance into the program.

**EDSE 415 Psychology of the Child with ADHD** 3 credits  
This class covers the historical and present treatment techniques dealing with the child with attention deficits and hyperactivity in the classroom and at home. Various assessment devices to determine ADHD are examined. Practical procedures that can be implemented in the school or home are strongly emphasized. Prerequisite: Acceptance into the program.

**EDSE 417 Assessment-Special Education** 3 credits  
This course deals with various assessment procedures, such as psychometric testing, teacher constructed tests, achievement tests, and observational scoring. Emphasis is placed on using assessments to identify instructional interventions that can be carried out in the classroom setting to remediate learning and behavior problems. Prerequisite: Acceptance into the program.

**EDSE 427 Methods for Teaching Persons with Developmental Disabilities** 3 credits  
This course provides students with an understanding of state-of-the-science practices for serving individuals who have mental disabilities. The focus is on development of intervention within community, school, vocational, domestic, and social settings for both school-age students and adults. Prerequisite: Acceptance into the program.

**EDSE 451 Direct Instruction: Reading** 3 credits  
This course covers how to teach special education and regular education pupils beginning through intermediate reading skills directly. Particular emphasis is placed on instructing teachers to use reading techniques which have had research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various reading skills. Prerequisite: fourth year standing and acceptance into the program.

**EDSE 452 Direct Instruction: Mathematics** 3 credits This course covers how to teach basic mathematical skills directly to special education and regular education elementary pupils. Emphasis is placed on instructing teachers to use mathematical techniques which have research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various mathematical skills. Prerequisite: Acceptance into the program.

**EDSE 452L DI Math Lab** 0 credits  
This lab course is a co-requisite of EDSE 452. This lab provides supplemental instruction and also remediation for students having difficulty with math concepts presented in EDSE 452.

**EDSE 465 Classroom Management** 3 credits  
Principles and procedures are presented to promote effective classroom discipline and teaching in either a self-contained or resource center setting. Emphasis is placed on practical techniques

that can be employed by one teacher. Prerequisite: Acceptance into the program.

**EDSE 465L Classroom Management Lab** 0 credits  
This course provides supplemental information to benefit students taking EDSE 465. Content of the course includes APA format for project completion, computer instruction on creating graphs and tables, review of difficult content from class, directed information regarding action research, and ethical standards information.

**EDSE 470 Functional Analysis Seminar** 3 credits  
This course reviews functional analysis methodologies for systematically identifying environmental variables that serve to maintain aberrant behavior. The course includes a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analyses. Particular emphasis is placed on reinforcement-based interventions and dimensions of reinforcement. Prerequisite: Acceptance into the program and permission.

**EDSE 476 Consulting In The Classroom** 3 credits  
This course overviews information and skills required to consult effectively with educators and parents regarding the development and implementation of educational programs within the least restrictive environment. Prerequisite: Acceptance into the program.

**EDSE 490 Directed Readings** 1-3 credits This course is an individualized study based on readings approved by the professor. The student develops a selected bibliography. Prerequisite: permission.

**EDSE 491 Directed Study** 1-3 credits This course is an individualized study that is designed by the professor. Students follow a prescribed course outline. Prerequisite: permission.

**EDSE 492 Independent Study** 1-6 credits  
This course is an individualized study that is designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource. Prerequisite: permission.

**EDSE 494 Special Projects** 1-3 credits  
This course is an individualized study that is project-based. The study requires the practical application of educational theory. The project or a written report of the project is submitted to the professor for evaluation. Prerequisite: permission.

**EDSE 495 Extended Special Education Experience** 3-9 credits  
This practicum is designed to provide students with an intensive applied experience in community settings. The student works under the supervision of a University supervisor and a community professional. Prerequisites: Acceptance into the program, EDSE 417, and EDSE 465. Application and acceptance required. **EDSE 496 Special Education Student Teaching Practicum** 9 credits  
This is the intensive field experience in which the student assumes the full responsibility of a special education teacher under the direction of a University supervisor and a cooperating teacher. Prerequisites: EDSE 451, 452, 465, and EDTE 496, a 3.0 cumulative overall grade point average, a 3.0 grade point average in the Special Education major or minor, and a 3.0 grade point average in Teacher Preparation courses required for Washington State Teacher Certification, and application approval. Application and acceptance required.

**EDSE 497 Extended Special Education Teaching Practicum** 12 credits  
This is an intensive field experience in which is at least 12 weeks in duration (12 credits). The student will systematically take over the responsibilities of the special education teacher under

the direction of the University supervisor and the cooperating Special Education teacher. Prerequisites: EDSE 410, 451, 452, 465, 3.0 grade point average in the Special Education major, minor, or concentration, 3.0 grade point average in Teacher Education preparation courses required for Washington State Certification, and formal application approval by the Department of Special Education.

**SPORT AND PHYSICAL EDUCATION**

Chairperson: Jon Sunderland

The Department of Sport and Physical Education Program offers two program options: The Bachelor of Education in Physical Education (B.Ed.) with an emphasis in teaching physical education and the B.Ed. with an emphasis in Sport Management. The B.Ed. prepares students to pursue careers and/or graduate study in physical education (pedagogy or administration) or sport management (professional opportunities in sport-related professions and business). Teacher certification in physical education (health and fitness) K-12 is available to physical education majors who fulfill the certification requirements of the Teacher Education Program in addition to the requirements for the B.Ed. in Physical Education. A minor in physical education or sport management is also available, as is a health and fitness endorsement for those students whose primary area of teaching certification lies in an area other than physical education. Students in sport management follow a curriculum that includes taking a minor in general business, communications studies, public relations, journalism, or promotions. This track prepares students to enter the sport/athletic management field or pursue graduate studies in sport management.

Physical Education also offers a large number of activity courses each semester (EDPE 100-189) which are open to students throughout the University. Activity courses may be repeated for credit.

**B.Ed. Major In Physical Education: 53 Credits**

Program Director: D. Tunnell

**Lower Division Courses**

EDPE 190 Foundations of H.S.P.E.	3 credits	EDPE 201-204 Professional Activity Labs	8 credits
EDPE 210 Community CPR, First Aid and Safety Education	3 credits	EDPE 220 Athletic Training	3 credits
EDPE 222 Health and Human Movement	3 credits	EDPE 224 Nutrition for Health and Fitness	3 credits

**Upper Division Courses**

EDPE 311 Health, Fitness, and Physical Ed. Teach. Procedures	3 credits	EDPE 312 Methods in Health Education	3 credits
EDPE 315 Adapted Physical Education	3 credits	EDPE 340 Psycho-Social Aspects of Sport and Exercise	3 credits
EDPE 376 & 376L Anatomical and Physiological Principles of Health and Fitness	4 credits		

EDPE 377 & 377 L Scientific Principles of Health and Physical Ed.	4 credits
EDPE 413 Student Evaluation and Management	3 credits
EDPE 420 Motor Development	3 credits
EDPE 496A/496B Practicum/Field Experience or 497A/B/C Field Experience	2-3 credits
EDPE 499 Comprehensive Senior Exam	0 credits

**SPORT & PHYSICAL**

**B.Ed. Major in Sport Management: 38 Credits**

Program Director: J. Sunderland

**Lower Division Courses**

EDPE 190 Foundations of H.S.P.E.	3 credits
EDPE 210 Community CPR, First Aid and Safety Education	3 credits
EDPE 202-207 Professional Activity and Officiating Labs	8 credits
EDPE 222 Health and Human Movement	3 credits

**Upper Division Courses**

EDPE 340 Psycho-Social Aspects of Sport and Exercise	3 credits
EDPE 400 Sport Promotions	3 credits
EDPE 412 Administration of Sport/Athletics	3 credits
EDPE 414 Trends and Issues in Sport/Athletics	3 credits
EDPE 421 Facilities in Sport/Athletics	3 credits
EDPE 496D Practicum in Sport Management	6 credits
EDPE 499 Comprehensive Senior Exam	0 credits

Students in the Sport Management program will also take courses leading to a minor in General Business, Applied Communications Studies, Public Relations, Promotion, or Journalism.

**Minor in Physical Education: 32 Credits**

**Lower Division Courses**

EDPE 190 Foundations of H.S.P.E.	3 credits
EDPE 202 Strength and Aerobic Conditioning Pro-Lab	2 credits
EDPE 201-204 Professional Activity Labs	2 credits
EDPE 210 Community CPR, First Aid and Safety Education	3 credits
EDPE 222 Health and Human Movement	3 credits

**Upper Division Courses**

EDPE 311 Health, Fitness, & Physical Education Teaching Procedures	3 credits
EDPE 315 Adaptive Physical Education	3 credits
EDPE 376 & 376L Anatomical and Physiological Principles of Health and Fitness	4 credits
EDPE 377 & 377L Scientific Principles of Health and Physical Education	4 credits
EDPE 413 Student Evaluation and Management	3 credits
EDPE 496A /496B Practicum/Field Experience	2-3 credits

**Minor in Sport Management: 18 Credits**

EDPE 190 Foundations of H.S.P.E.	3 credits
EDPE 340 Psycho-Social Aspects of Sport and Exercise	3 credits
EDPE 400 Sport Promotions	3 credits
EDPE 412 Administration of Sport/Athletics	3 credits
EDPE 414 Trends and Issues in Sport/Athletics	3 credits
EDPE 496D Practicum in Sport Management	3 credits

**SPORT & PHYSICAL EDUCATION****Activity Courses**

Note: All students may enroll in the activity courses listed below. No more than eight credits, however, in any combination of activity courses can be earned towards a bachelor's degree and no more than one of these courses can be taken in a semester. Majors in physical education, however, may take up to 12 credits from these activity courses.

Activity courses can only be taken on standard or pass/fail grading modes, and cannot be taken on audit grading mode or any "no credit" program.

Activity courses may be repeated more than once for credit.

**EDPE:**

- 101 Tai Chi
- 102 Basketball and Softball
- 103 Basketball and Flag Football
- 108 Beginning Bowling
- 109 League Bowling
- 113 Archery
- 115 Aerobics
- 116 Cardio Conditioning
- 117 Beginning Social Dance
- 118 Intermediate Social Dance
- 119 advanced Social Dance
- 124 Beginning Fencing
- 126 Beginning Golf
- 127 Inter. Advance Golf
- 129 Judo/Self Defense
- 130 Triathlon Training
- 131 Beginning Karate
- 132 Intermediate Karate
- 133 Advance Karate
- 136 Scuba
- 137 Ski Conditioning
- 138 Alpine Skiing
- 139 Ski Racing
- 140 Snowboarding
- 146 Soccer and Volleyball
- 147 Softball and Volleyball
- 151 Kayaking
- 152 Racquetball and Tennis
- 153 Tennis and Badminton
- 155 Soccer/Basketball
- 156 Pilates
- 157 Yoga
- 158 Fitness and Conditioning
- 159 Aqua Aerobics
- 160 Weight Training

- 162 Tennis and Volleyball
- 163 Team LaCrosse
- 165 Beg. English Horseback Rid.
- 166 Inter. English Horseback Rid.
- 167 Adv. English Horseback Rid.
- 168 Beg. Western Horseback Rid.
- 170 Ice Skating
- 173 Badminton and Racquetball
- 175 Beginning Rock Climbing
- 176 Intermediate Rock Climbing
- 178 Racquetball
- 179 Handball
- 186 GU Out of Bounds Rafting

**Lower Division Courses**

**EDPE 190 Fndtn of Hlth, Sprt, & Phys Ed** 3 credits Overview of the historical and philosophical foundations of health, sport, and physical education. Introduction to careers in related fields and professional preparation and development. Spring

**EDPE 201 PI:Team Sports And Aquatics** 2 credits Exposure to the basic skills, terminology and concepts, rules, and strategies necessary to participate in selected team sports and aquatics as well as teaching techniques appropriate for instruction in team sports and aquatics. Emphasis will be placed upon both traditional and non-traditional team sports commonly taught in the public schools. Prerequisite: second year standing. Fall, even years. Prerequisites: EDPE 190 or permission

**EDPE 202A Strength and Aerobic Condition** 2 Provides the background and knowledge to prepare for programming issues in supervising fitness programs, fitness trainers, and facilities. Participants will gain an understanding of the foundations, design and oversight of strength/aerobic conditioning programs: the elements of fitness and appropriate terminology; qualifications of fitness leaders; and an appreciation for the many aspects of fitness program leadership. Fall, odd years Prerequisites: EDPE 190 or permission

**EDPE 202B Strength and Aerobic Conditioning Pro Lab** 2 credits Trains educators in the delivery of effective and appropriate lessons in health-related fitness activities for P-12 students. This course utilizes the Physical Best Specialist training program, including Fitnessgram Test administration. Students learn to design and deliver health fitness curricula and teach health related fitness lessons. Fall odd Prerequisite: EDPE 190 or permission

**EDPE 203 PI:Individual Sports And Dance** 2 credits Exposure to basic skills, terminology and concepts, rules, and strategies necessary to participate in selected individual sports; and exposure to several types of dance, dance terminology, positions, and movements, as well as teaching techniques appropriate for instruction in individual sports and dance. Emphasis will be placed upon both traditional and non-traditional activities commonly taught in the public schools. Fall, odd years. Prerequisites: EDPE 190 or permission

**EDPE 204 PI:Leisure Sports And Games** 2 credits Exposure to basic skills, terminology and concepts, rules, and strategies necessary to participate in selected individual sports; exposure to several types of dance, dance terminology, positions, and movements, as well as teaching techniques appropriate for instruction in individual sports and dance. Emphasis will be placed upon both traditional and non-traditional activities commonly

taught in the public schools. Spring, odd years. Prerequisites: EDPE 190 or permission

**EDPE 205A Pro Lab: Officiating I** 2 credits

A course designed to instruct students in the rules, methods and administrative requirements needed to effectively officiate selected team and individual sports. Emphasis will also be given to the skills and knowledge necessary for professional certification in the selected sport's. Spring even years Prerequisites: EDPE 190 or permission

**EDPE 205B Pro Lab: Officiating II** 2 credits

A course designed to instruct students in the rules, methods and administration requirements needed to effectively officiate selected team and individual sports. Emphasis will also be given to the skills and knowledge necessary for professional certification in the selected sports. Fall even years Prerequisites: EDPE 190 or permission

**EDPE 207 Technology/Prof Readings** 2 credits

A course designed for Sport Management majors. Career path analysis including vita and interview preparation, sources for employment opportunities and professional sport related literature will be examined. In addition, procedures and methods for utilizing technological skills and software appropriate to sport leadership presentations, research, and management will be covered.

Spring odd years Prerequisite: EDPE 190 or permission

**EDPE 210 CPR, First Aid, & Safety Ed** 3 credits

This course provides preparation in the basic knowledge and skills involved in recognizing and responding to a variety of emergencies and life-threatening situations, including training in how to evaluate and provide basic care for victims of injury and/or sudden illness until professional medical help arrives (CPR & First Aid). Additionally, students receive instruction and practice in the prevention of common injuries. Safety and health education issues are studied with their application to prevention in the community, home and workplace settings. Students receive American Red

Cross Certification in Community First Aid and CPR. Fall and Spring

**EDPE 211 Aerobic Exercise Instruction** 1 TO 2 credits

Development and perfection of skills necessary to participate in aerobic exercise activities, along with techniques of instructing the specifics of these skills. Prerequisite: second year standing. On sufficient Demand. Prerequisites: EDPE 115

**EDPE 212 First Responder** 3 credits

Preparation in the basic knowledge and skills involved in recognizing and responding to a variety of emergencies and life threatening situations. Includes training in how to evaluate, stabilize, and treat victims of injury and/or sudden illness. American Red Cross Certification. Concurrent enrollment in 212L required. On sufficient demand

**EDPE 212L First Responder Lab** 0 Hands-on practice and perfection of skills necessary for First Responder Certification. Must be taken concurrently with EDPE 212.

**EDPE 213 Safety Education** 3 credits

The fundamentals of safety education: home, fire, personal protection, motor vehicle and pedestrian, occupational, recreational, and school safety; natural and man-made disasters; particularly as these areas apply to children in the educational system and the teaching of safety in the school curriculum. On Sufficient Demand.

**EDPE 220 Athletic Training** 3 credits

Procedures and techniques in the prevention and care of injuries through taping and a basic introduction to treatment of common athletic injuries. Fall even Prerequisite: second year standing or permission.

**EDPE 222 Health And Human Movement** 3 credits

Investigation of the factors affecting healthful living and wellness, including mental, emotional, physical, and environmental health; with a focus on how movement and physical fitness affect and are affected by other aspects of health. Fall.

**EDPE 223 Lifeguard Training** 3 credits

Prepares individuals to assume the duties and responsibilities of lifeguards at swimming pools and at protected (non-surf) open water beaches. Prerequisite: Successful completion of pre-course skill test. On sufficient demand

**EDPE 224 Nutrition for Health & Fitness** 3 credits A basis for understanding the current research and advances that promote healthy lifestyles and fitness through proper nutrition. Emphasis will be given to how food, metabolism, and lifestyle choices interact in humans to increase or reduce poor health and risk of disease. Spring odd years

**Upper Division Courses**

**EDPE 311 Hlth, Fitness, & Phys Ed Teach** 3 credits Introduction to and application of a variety of teaching styles and strategies, appropriate for health, fitness and physical education. Emphasis will be placed on daily and yearly planning, organizational components and reflection in educational settings. Particular attention will be given to national and state objectives and standards. Fall. Prerequisites: EDPE 190

**EDPE 312 Methods in Health Education** 3 credits

This course emphasizes the development of student outcomes and assessments for health related content and material in the K-12 educational environment. Every third semester starting Spring 2006 Prerequisites: EDPE 190

**SPORT & PHYSICAL**

**EDPE 315 Adapted Physical Education** 3 credits

A course dealing with postural defects, body mechanics and other muscular and structural handicaps that affect the physical and emotional development of children. Physical activities for all levels of handicapped conditions, along with the technique of instructing these activities will be presented. Spring even years. Prerequisites: EDPE 190 or permission

**EDPE 316 Water Safety Instruction** 3 credits

Analysis, methods of instruction and evaluation for all age levels. Course conducted to meet the requirements of the American Red Cross Instructor's Course. Certificate will be awarded to those who qualify. On sufficient demand Prerequisite: Successful completion of the pre-course skill and written test.

**EDPE 340 Soc-Psy Aspect Of Sport-Actvty** 3 credits

The application of psychological principles and research to the areas of physical activity and coaching. Topics of discussion will include: personality, motivation, aggression and interaction as they relate to athletics and athletes. Fall. Prerequisites: EDPE 190 or permission

**EDPE 343 Coaching Basketball** 2 credits Principles of defense and offense; fundamentals, special drills, rules, officiating, and equipment. Prerequisite: third year standing. On Sufficient demand

**EDPE 346 Coaching Baseball** 2 credits

Principles of coaching competitive baseball with an emphasis on strategy, drills for skill attainment, skill evaluation and Coaching philosophy. On sufficient demand

**EDPE 347 Coaching Football** 2 credits

Principles of coaching competitive football with an emphasis on offensive and defensive strategy, position drills, and coaching philosophy. On sufficient demand

**EDPE 349 Coaching Soccer** 2 credits Principles of coaching competitive soccer with an emphasis on offensive and defensive strategy, position drills and philosophy. On sufficient demand

**EDPE 355 Wilderness Survival** 2 credits

Education in the priorities, skills, and procedures necessary for survival in emergency wilderness situations, including planning and prevention, orienting, first aid, shelter construction, signaling, and survivor theory through readings, case studies, and field experience. This course will help build self-confidence in one's ability to participate safely in and lay a foundation for organizing safe outdoor recreational experiences. Fall On sufficient demand.

**EDPE 376 Anat & Physio Princ Hlth/Fit** 3 credits An introduction course emphasizing an understanding of anatomical and physiological structure and function of the major systems. Primary focus will be on the musculoskeletal, nervous, circulatory, and respiratory, systems as they relate to fitness, health, and disease in the human body. Must be concurrently enrolled in EDPE 376L. Fall Prerequisites: 2nd year standing

**EDPE 376L Anat&Phys Prin Hlth/Fit Lab** 1

Laboratory experience dealing with the structure and function of tissues, organs, and organ systems in the human body. Must be taken concurrently with EDPE 376. Fall

**EDPE 377 Scient Princ: PE & Health** 3 credits

Study of principles and concepts of kinesiology and exercise physiology. Emphasis on movement patterns--basic analyses of activity motions--functions of our physiological systems as they respond to various stimuli & evaluation of an individual's response for the purpose of enhancing performance. Concurrent enrollment with EDPE 377L required. Prerequisites: EDPE 376

**EDPE 377L Scient Princ Lab:PE & Health** 1

Laboratory experience designed to allow the student to put into practice the principles studied in EDPE 377. Concurrent enrollment with EDPE 377 required. Prerequisites: EDPE 376

**EDPE 400 Sports Promotion** 3 credits

Study of policies & procedures in managing relations with external & internal publics associated with the sport and athletic industry. Spring even years Prerequisites: EDPE 190 or permission

## SPORT & PHYSICAL EDUCATION

**EDPE 412 Admin of Sport & Athletics** 3 credits

An introduction to organizational theories and practices with an emphasis on the sport industries. Leadership styles and theories, organizational development, personnel, fiscal, and legal issues will be introduced. Fall and Summer, odd years Prerequisites: EDPE 190 or permission

**EDPE 413 Student Evaluation & Mgmt** 3 credits

A continuation of EDPE 311 paying special attention to principles and procedures for student evaluation, discipline and management techniques in the classroom and gymnasium. Spring. Prerequisites: EDPE 190 or permission

**EDPE 414 Trends and Issues in Sport, PE-Athletc-Recrtn** 3 credits Current issues, ideas, and trends in physical education, and their role in the educational process; special attention to the

expanding role of the instructor, and to the new areas of curriculum and instruction. Prerequisites: EDPE 190 or permission

**EDPE 415 Elementary Physical Education** 1

Introduction to a variety of teaching styles and strategies, curriculum planning and evaluation methods appropriate for teaching elementary physical education (K-8). Fall, spring, and summer. Prerequisite: EDTE 221-phase III.

**EDPE 416 Health Methods** 1 Introduction to a variety of teaching styles and strategies, curriculum planning and implementation, and evaluation methods appropriate for teaching health education at the elementary level (K-8). Fall, Spring and Summer. Prerequisite: EDTE 221-phase III

**EDPE 417 Abuse Prevention** 1 Awareness of the incidence of abuse and how to deal with abuse problems within the school (K-12).. Fall, Spring and Summer. Prerequisite: third year standing or permission

**EDPE 420 Motor Development** 3 credits

Introduction to the biological basis of human movement phenomena, changes in motor behavior across the life span, and principles and factors affecting the development and acquisition of motor abilities and skills. Every third semester starting Fall 2005. Prerequisites: EDPE 190

**EDPE 421 Facilities for Sports & Athletics** 3 credits

The planning, instruction, maintaining, scheduling, and in-depth administrative procedures associated with indoor and outdoor sport and athletic facilities. Fall even years Prerequisite: EDPE 190 or permission

**EDPE 490 Directed Readings** 1 TO 3 credits

Individualized study based on readings approved by the professor. Students will develop a selected bibliography. Fall and Spring and Summer

**EDPE 491 Directed Study** 1 TO 3 credits Individualized study that is designed by the professor. Students will follow a prescribed course outline. Fall and Spring.

**EDPE 492 Independent Study** 1 TO 3 credits

Individualized study that is designed by the student in consultation with the professor for self-directed learning in a selected area of interest. Fall and Spring and Summer

**EDPE 494 Special Projects** 1 TO 3 credits

Individualized study that is project based. The study will result in a practical application of educational theory. The project or a written report of the project will be submitted to the professor for evaluation. Fall and Spring and Summer

**EDPE 495 Student Teaching Health and Physical Education** 12

credits Prerequisite: EDPE 496A

**EDPE 496A Practicum:Physical Education** 2 credits Practical experience in the area of physical education either at the elementary or secondary level. Prerequisite: third year standing. Fall and Spring and Summer .

**EDPE 496B Practicum: Coaching** 2 credits Practical experience in the area of athletic coaching either at the elementary or secondary level. Prerequisite: third year standing. Fall and Spring and Summer

**EDPE 496C Practicum:Health & Fitness** 3 credits

Practical experience with areas of physical therapy or exercise science. Prerequisite: third year standing. Fall and Spring and Summer.

**EDPE 496D Practicum:Sport Management** 3 credits

Practical Experience in the area of sport management either in a public or private organization. Fall, Spring and Summer

**EDPE 497A In School Exp I- Hlth/Fit**

1

This field experience emphasizes instructional strategies and technology practices in the educational environment. Students will spend a minimum of 30 hours assisting a physical education teacher with instruction and assessment. Must be taken concurrently with EDPE 311 Prerequisites: EDPE 190

**EDPE 497B In School Exp II- Hlth/Fit**

This field experience emphasizes curriculum and assessment models in the educational environment. Students must spend a minimum of 30 hours assisting a health or physical education

instructor with instruction and assessment. Must be taken concurrently with EDPE 413 Prerequisites: EDPE 190

**EDPE 497C In School Exp III- Hlth/Fit**

This field experience emphasizes curriculum models and assessment use in the educational environment. Students must spend a minimum of 30 hours assisting a health education instructor with instruction and assessment. Must be taken concurrently with 312 Prerequisites: EDPE 190

**EDPE 499 Comprehensive Examination** 0 Required of all EDPE majors after completion of major coursework. Fall and Spring. Prerequisite: permission.

**TEACHER EDUCATION**

**TEACHER EDUCATION**

Chairperson: Daniel J. Mahoney

The Teacher Education Program at Gonzaga University offers a thorough preparation in academic subject matter and professional teaching at both the undergraduate and graduate levels. Student teacher candidates in the Teacher Education program must have enrolled in one of the undergraduate schools of the University.

For secondary teacher candidates, the academic major is generally selected from disciplines commonly taught at the middle or secondary level.

The Teacher Education program provides student teacher candidates with the opportunity to become reflective learners and practitioners of elementary or secondary education. As a community of reflective learners, faculty, staff, and student teacher candidates are involved in a supportive relationship which encourages service for others and responsibility to one another.

The Teacher Education Program is advised by a Professional Education Advisory Board composed of area teachers, school administrators, representatives of professional organizations, student teacher candidates, and faculty from the following programs: Teacher Education, Special Education, Physical Education, and Teaching English as a Second Language.

The teacher certification program meets standards specified by the Washington State Office of the Superintendent of Public Instruction (OSPI), The National Council for Accreditation of Teacher Education (NCATE), and the Northwest Association of State Directors of Teacher Education & Certification (NASDTEC).

**Requirements for Formal Admission to Teacher Certification**

1. Level I course work in the Elementary and Secondary certification programs.
2. Cumulative GPA of 2.5 or higher
3. Passing score on all three sections of WEST-B test (contact Teacher Education Department, for current standards)
4. Character and Fitness Form
5. FBI/Washington State Patrol Fingerprint Clearance

Upon acceptance to the Teacher Certification Program, the student teacher candidate is assigned a co-advisor in Teacher Education. The student teacher candidate's academic advisor will continue to advise the student teacher candidate regarding degree requirements.

Those applicants seeking Elementary Education Certification are allowed to teach grades K-8 as generalists in a self-contained classroom.

Those applicants seeking Secondary Education Certification are allowed to teach grades 5-12th and will need to choose a specific content area (endorsement) to teach. The academic area must be selected from disciplines commonly taught at the secondary level, e.g., History, Mathematics, English/Language Arts, Biology, etc.

**Criteria for Admission to Student Teaching:**

1. Minimum overall GPA of 2.5
2. Minimum GPA in Professional Education courses of 3.0
3. A completed major within a degree program/G.P.A. in major determined by academic department
4. Completion of prerequisite Professional Education courses
5. Two satisfactory evaluations from faculty or K-12 professionals
6. Assessment of the student teacher candidate's potential for success as a teacher by Teacher Education Faculty who have knowledge of the student teacher candidate's work
7. A completed application for student teaching submitted the semester prior to student teaching
8. State standardized content testing required
9. FBI/Washington State Patrol Fingerprint

Clearance **Endorsements available at Gonzaga**

**University are:**

Elementary Education, Biology, Chemistry, Physics, English/Language Arts, History, Mathematics, , Social Studies, Drama, General Music, Choral Music, Instrumental Music, Visual Arts, Designated World Languages, English as a Second Language, Health/Fitness, Reading, Special Education and Early Childhood Special Education.

. Additional endorsements may be added to a teaching certificate based on completing state requirements.

It is the applicant's responsibility to obtain all necessary information surrounding certification issues . For additional certification information, please check with the Certification Office, the School of Education advisors and the Certification Advisement Handbook. Please be advised that the student teaching requirement for certification must be completed within a 35 mile radius of Spokane, Washington.

*No student teacher candidate will be allowed to take part in any type of Field Experiences, i.e. EDTE 221L, EDTE 301L, 401L in*

the School of Education without a current Character & Fitness Form, and FBI/Washington State Patrol Fingerprint Clearance on file.

(\*Sp Ed majors equivalent EDSE 465)

\*Fulfills University Core requirement

#### Level IV: Approval to enter Student Teaching

EDTE 496A Elementary Student Teaching 12 credits

*Please be advised that the student teaching experience must be completed within a 35 mile radius of Spokane, Washington.*

### TEACHER

#### Elementary Certification Requirements

##### Level I: Admission/Acceptance to Teacher Certification

EDTE 101 Foundations of American Education 3 credits  
EDTE 101L Professional Skills Lab 0 credits

EDTE 121 Educational Technology 2 credits

\*EDSE 150 Psychology of the Exceptional Child 3 credits  
PE majors equivalent EDPE 315

EDTE 201 Learning Theories 3 credits

ENGL 101 English Composition/Grammar 3 credits

\*SPCO 101 Introduction to Speech Communication 2 credits

\*POLS 101 American Politics 3 credits 3 credits

\*HIST 112 Survey of World Civilization 3 credits

\*MATH 203 Math for Elementary Teachers 3 credits

\*MATH 121 Introductory Statistics 3 credits

\*HIST 273 or 274 History of the U.S. I or II 3 credits

HIST 276 Washington State History 1 credit

\*BIOL w/LAB 4 credits

(PE majors equivalent course EDPE 376)

##### Level II: Specific Teacher Education Course Work

EDTE 221A Differentiated Instruction & Assessment 3 credits

EDTE 221L Field Experience I 1 credit

(PE majors equivalent course EDPE 497)

EDTE 231 Instructional Methods Reading, Writing, Comm. I 3 credits

EDTE 304 Physical/Earth/Space Science 3 credit

##### Level III: Admission to Methods

EDTE 301L Field Experience II 1 credit

(To be taken with EDTE 303 & EDTE 331)

Pre-requisites: EDTE 221A & L (P.E. majors equivalent

EDPE 497, Sp Ed majors equivalent EDSE 406)

EDTE 303 Math Methods 3 credits

(Sp Ed majors equivalent EDSE 452)

EDTE 331 Instructional Methods Reading, Writing, Comm. II 3 credits

(Sp Ed Majors equivalent EDSE 451)

EDTE 400 Music Methods 1 credit

EDTE 401L Field Experience III 1 credit

(To be taken with EDTE 404 & 402)

(P.E. major equivalent EDPE 496)

EDTE 402 Social Studies Methods 3 credits

EDTE 403 Art Methods 1 credit

EDTE 404 Science Methods 3 credits

EDPE 415 Physical Education Methods (P.E. majors equivalent EDPE 204) 1 credit

EDPE 416 Health Education Methods (PE majors equivalent course EDPE 312) 1 credit

EDPE 417 Abuse Prevention 1 credit

EDTE 460A Classroom Management and Communication 3 credits

#### Level V Certification

### TEACHER EDUCATION

#### Secondary Certification Requirements:

##### Level I: Admission/Acceptance to Teacher Certification

EDTE 101 Foundations of American Education 3 credits

EDTE 101L Professional Skills Lab 0 credits

EDTE 121 Educational Technology 2 credits

EDSE 150 Psychology of the Exceptional Child

(P.E. majors equivalent EDPE 315)

\*ENGL 101 English Composition/Grammar 3 credits

\*SPCO 101 Introduction to Speech Communication 2 credits

\*MATH One course 3 credits

\*SCIENCE One course with Lab 4 credits

(The Science requirement can be taken in Level I or Level II)

EDTE 201 Learning Theories 3 credits

(Prerequisite EDTE 101)

##### Level II: Specific Teacher Education Course Work

\*EDTE 221B Differentiated Instruction & Assessment 3 credits (P.E. majors equivalent EDPE 311/413)

EDTE 221L Field Experience I 1 credit

(PE majors equivalent EDPE 497)

EDTE 241 Teaching in the Middle School 3 credits

##### Level III: Admission to Methods

EDPE 417 Abuse Prevention 1 credit

EDTE 418 Reading & Writing Across the Curriculum 3 credits

Secondary Methods (Spring only) (3 credits each)

EDTE 454L Secondary Field Experience II 2 credits

(P.E. Major equivalence EDPE 497)

EDTE 454E English/Language Arts Methods 3 credits

EDTE 454F History/Social Studies Methods 3 credits

EDTE 454M Math Methods 3 credits

EDTE 454S Science Methods 3 credits

EDTE 454T World Language Methods 3 credits

(Music Ed and Physical Ed majors will take methods in their degree program)

EDTE 460B Classroom Management and Communication 3 credits

##### Level IV: Approval to enter Student Teaching

EDTE 496B Secondary Student Teaching 12 credits

*Please be advised that the student teaching experience will be completed within a 35 mile radius of Spokane, Washington.* **Level**

#### V: Certification

**Special Offerings: Available to all teacher candidates**

EDTE 469 The Five Themes of Geography	3 credits
EDTE 491 Directed Study	variable credits
EDTE 492 Independent Study	variable credits
EDTE 494 Special Project	variable credits

For additional endorsement information, please check with the Certification Office and the Certification Advisement Handbook.

Teachers Education courses, EDTE, are described below. Descriptions of courses from other departments are listed elsewhere in this catalogue under the particular program which offer them (EDPE is Physical Education and EDSE is Special Education).

**Lower Division Courses**

**EDTE 101 Foundations of American Educ** 3 credits

This course provides an overview of the teaching profession. It is designed as an exploration of teaching as a career choice, serving as an introduction to various philosophical positions regarding education, the laws that affect students and teachers, the global and historical background of our current educational systems, and the issues concerned with recognizing, accepting, and affirming diversity.

**EDTE 101L Professional Skills Lab** 0

Student teacher candidates have an opportunity to learn about the professional requirements needed to become an effective educator. Successful completion of this lab course is prerequisite for admission to the Teacher Education program and further advancement through other EDTE classes. This course should be taken concurrently with EDTE 101.

**EDTE 121 Educational Technology** 2 credits

This course addresses the nature of contemporary school curriculum and the need for the professional educator to gain a basic understanding of computers and computer technology and explores a variety of computer applications and evaluation of their uses in the classroom.

**EDTE 201 Learning Theories** 3 credits

This course is designed to introduce the undergraduate student teacher candidate to theories of learning. The contributions of behaviorism, humanistic psychology, and cognitive psychology will be examined in order to give a basis for critically analyzing how and why human development and growth occur in the teaching/learning act. Based on the dynamics of respect for individual differences within the learning community, prior learning, and authentic scholarly exploration of historical and current literature, student teacher candidates will be able to articulate, develop, and seek alternatives to their theories-in-use. Prerequisites: EDTE 101

**EDTE 221A Differentiated Instruction & Assessment** 3 credits

This course is designed to develop student competencies and strategies for successful teaching across the content areas and with a wide range of student learning. The major focus of this course will be meeting the learning needs of a diverse population which includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds. This course must be taken concurrently with EDTE 221L.

**EDTE 221B Differentiated Instruction & Assessment** 3 credits

This course is designed to integrate the planning, implementation, and assessment of instruction across content areas at the secondary level with a special emphasis on diversity. The major focus of this course will be meeting the learning needs of a diverse population which includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds. This course must be taken concurrently with EDTE 221L. Prerequisites: EDTE 201 and EDTE 201L

**EDTE 221L Field Experience I** 1

This is a lab course to be taken concurrently with EDTE 221A or 221B and is to be taken after EDTE 201 and 201L. It is the logical extension of theory into practice. Students will have the opportunity to explore

firsthand the theoretical frameworks that are at work in schools. The course will aid the student to focus and integrate learning by observing, reflecting, and analyzing instructional events in the school site. The course will provide students with field experiences that reveal the connections between knowledge and its use in the complexity of teaching. Teacher candidates are required to submit a placement request prior to taking this course. Three evening seminars will be held in conjunction with this lab.

Co-requisite: EDTE 221A/B

**EDTE 231 Instruction Methods: Reading/ Writing/ Communication I**

3 credits The primary purpose of this course is to provide understanding and opportunities for teacher candidates to understand theoretical constructs related to reading, writing, and communication in classroom curriculum. Student teacher candidates will develop pedagogy from an analysis of the processes of natural learning, language acquisition, multiple intelligence, and learning styles. This knowledge will become the framework for instructional methodology for reading, writing, and communication skills.

**EDTE 241 Teaching in the Middle School** 3 credits

The purpose of this course is to help the prospective middle level/secondary teacher develop in-depth knowledge and understanding of early adolescents. The developmental characteristics and needs of adolescents provide a framework for this course.

**Upper Division Courses**

**EDTE 301L Field Experience II** 1

The course coincides with the Elementary Methods courses. Teacher candidates will have the opportunity to explore first-hand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, reflecting, and analyzing instructional events occurring at the school site. The course will enable teacher candidate to observe and participate instructional decision making, strategies for differentiation, and various assessment modes. Teacher candidates are required to submit a placement request prior to taking this course. Three evening seminars will be held in conjunction with this lab. Prerequisites: EDTE 221 A/B and EDTE 221L

**EDTE 303 Elementary Methods: Math** 3 credits

The primary purpose of this course is for pre-service teachers to develop knowledge of mathematics, techniques for instruction and assessment in mathematics, as well as skill in the use and integration of technology in meeting the needs of all learners in the general education classroom. Preservice teachers will develop and implement instructional plans, within the framework of the EALRs and WASL, that will include a variety of strategies for large and small group instruction as well as individualized learning. Assessment skills will emphasize performance-based and developmental assessments. Prerequisites: Math 121 and MATH 203 credits

**EDTE 304 Concepts in Science** 3 credits

This course presents earth, physical, and space science concepts for nonscience majors.

**EDTE 331 Instruct Methods:Reading/Writing/Communicating II** 3

credits The purpose of this course is twofold: one, to prepare teachers to create appropriate methods for teaching literacy which provide opportunities for children to become involved with literacy in a purposeful and meaningful manner and second, to become aware of available literary resources, including technology for thematic teaching. An emphasis of this course will be the compatibility of methods of instruction and assessment with regard to the EALRs and WASL. Prerequisites: EDTE 231

**EDTE 400 Elementary Methods: Music** 1

This course presents theories and techniques appropriate to teaching Music in the elementary school..

**EDTE 401L Field Experience III** 1

The course coincides with the Elementary Methods courses. Teacher candidates will have the opportunity to explore first-hand the instruction, assessment, and technology practices that are at work in schools. This

course will aid the teacher candidate to focus and integrate learning by observing, reflecting, and analyzing instructional events occurring at the school site. The course will enable teacher candidate to observe and participate in instructional decision making, strategies for differentiation, and various assessment modes. Teacher candidates are required to submit a placement request prior to taking this course. Three evening seminars will be held in conjunction with this lab. Prerequisites: EDTE221L and 221A/B.

**EDTE 402 Elementary Methods:Social Study** 3 credits This course presents theories and techniques appropriate to teaching Social Studies in the elementary school. Fall, Spring, and Summer.

**EDTE 403 Elementary Methods: Art** 1 Theories and techniques appropriate for teaching Art in the elementary school. Fall and Spring.

**EDTE 404 Elementary Methods: Science** 3 credits This course presents theories and techniques appropriate to teaching science in the elementary school. Fall and Spring.

## TEACHER

**EDTE 418 Reading and Writing Curriculum** 3 credits

This course presents the theory and practice for developing inter-disciplinary literacy in secondary classrooms, including the structure and development of language and its effective expression in specific disciplines.

**EDTE 454L Field Experience II** 2 credits

The course coincides with the Secondary Methods course. Teacher candidates will have the opportunity to explore, observe, and participate in instructional decision making, strategies for differentiation, and various assessment modes in a school setting. Teacher candidates are required to submit a placement request prior to taking this course. Three evening seminars will be held in conjunction with this lab. Prerequisites: EDTE 221L

**EDTE 454E Secondary Methods-English** 3 credits

See 454L. Prerequisite: EDTE 221B

**EDTE 454F Secondary Methods-Social Study** 3 credits

See 454L. Prerequisite: EDTE 221B

**EDTE 454M Secondary Methods-Math** 3 credits

See 454L. Prerequisite: EDTE 221B

**EDTE 454N Secondary Methods-Music** 3 credits

See 454L. Prerequisite: EDTE 221B

**EDTE 454O Secondary Methods-PE** 3 credits

See 454L. Prerequisites:

**EDTE 454S Secondary Methods-Science** 3 credits

This course presents theories and techniques appropriate to teaching science at the secondary level. Fall and Spring. Prerequisite EDTE 221B

**EDTE 454T Secondary Methods-World Language** 3 credits

See 454L. Prerequisite EDTE 221B

**EDTE 460A Classroom Management and Communication (Elementary)** 3 credits Teacher candidates are provided with strategies to manage the elementary classroom, create a motivating 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 teacher.

**EDTE 460B Classroom Management (Secondary)** 3 credits

Student teacher candidates are provided with strategies to manage the secondary classroom, create a motivating classroom climate, communicate with student teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations.

## NOTES

**EDTE 461 Reading Diagnosis** 3 credits

This course provides a wide range of reading assessment tools which are examined and applied to identify and diagnose reading strengths and deficiencies of K-12 students. Appropriate instructional strategies for remediation and extension are developed. This class incorporates field experience components.

**EDTE 462 Child And Adolescent Literature** 3 credits

This course surveys classical and contemporary literary works for children and youth, preschool-early adolescent. Assessment and teaching strategies for the utilization of literature across the K-12 curriculum are presented

**EDTE 463 Reading In The Content Area** 3 credits The application of reading and writing strategies particularly suitable to content areas in the elementary grades K-8 is presented in this course. Strategies include use of readability assessments, schema theory, motivation techniques for reading, and study skills. Prerequisites:

**EDTE 464 Practicum-Reading** 1

This course creates and applies literacy instruction assessment strategies in K-12 classroom setting. A school location is arranged. 1 credit = 30 contact hours.

## TEACHER EDUCATION

**EDTE 469 The Five Themes of Geography** 3 credits

This course is an introduction to the five themes of geography, location, place, human environment interaction, movement, regions. This course fulfills the geography requirement for a Social Studies endorsement.

**EDTE 490 Directed Reading** 1 TO 4 Directed Reading requires completion of a form, and Dept. permission and cannot be registered for via zagweb.

**EDTE 491 Directed Study** 1 TO 3 credits Individualized study that is designed by the professor. Student teacher candidates follow a prescribed course outline.

**EDTE 492 Independent Study** 1 TO 4

Individualized study that is designed by the student teacher candidate in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource.

**EDTE 494 Special Project** 1 TO 6

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

**EDTE 496A Elementary Student Teaching** 12 credits

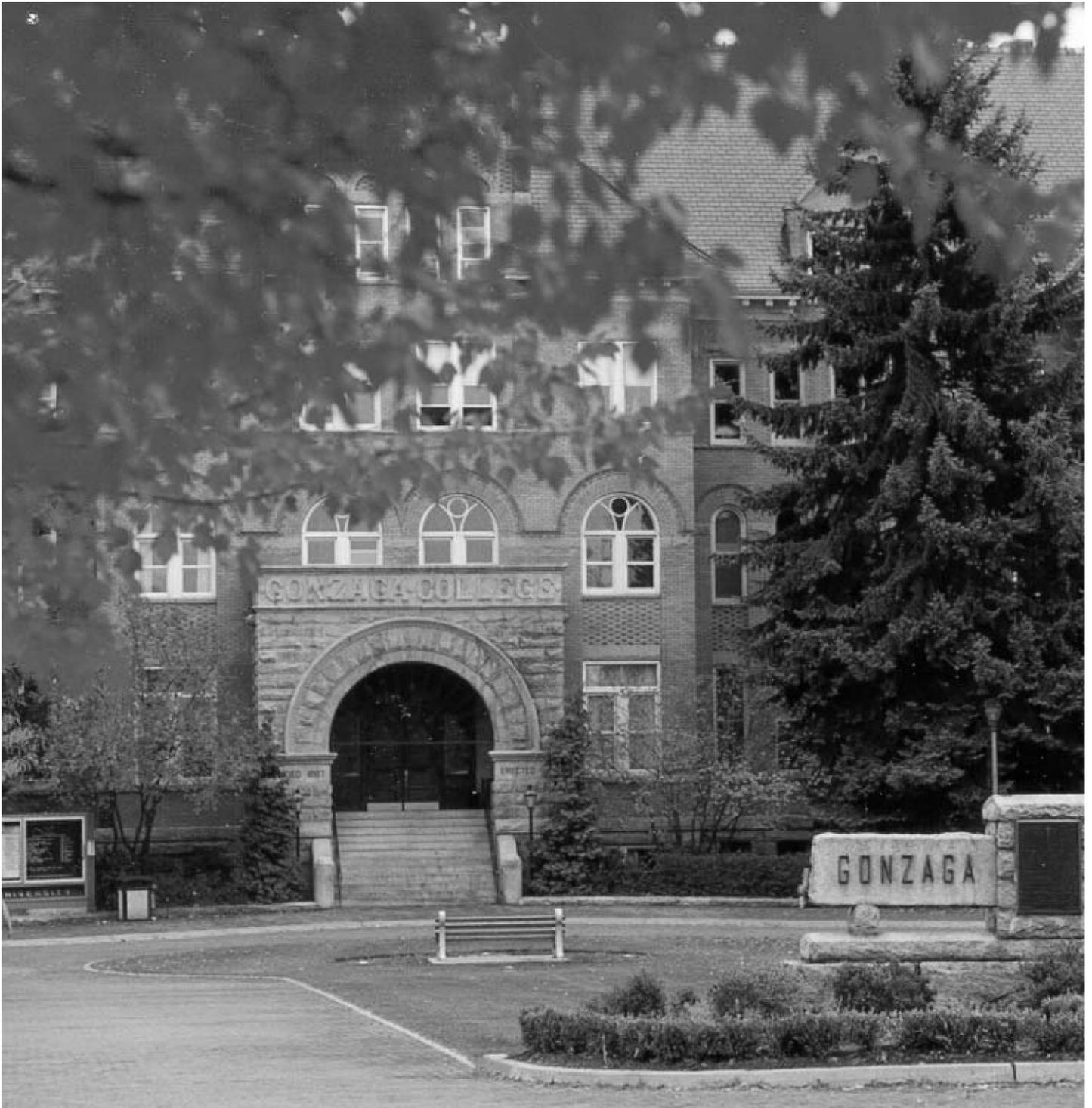
This is an intensive field experience in which the student teacher candidate assumes the full responsibility of an elementary teacher under the direction of a University supervisor and a co-operating teacher. Concurrent seminars are provided for student interaction, problem solving, certification requirements, and informational support. Five evening seminars will be conducted in conjunction with this course. Student teaching must be completed within a 35 mile radius of Spokane, Washington Prerequisite: Completion of Certification Program and passing WEST E.

**EDTE 496B Secondary Student Teaching** 12 credits

This is an intensive field experience in which the Student candidate assumes the full responsibility of a secondary teacher under the direction of a University supervisor and a co-operating teacher. Concurrent seminars are provided for student interaction, problem solving, certification requirements, and informational support. Five evening seminars will be conducted in conjunction with this course. Student teaching must be completed within a 35 mile radius of Spokane, Washington. Prerequisite: Completion of Certification Program and passing WEST E.



# School of Engineering



# SCHOOL OF ENGINEERING

Dean: Dennis R. Horn

Associate Dean: Paul S. Nowak

Engineering is the profession in which a knowledge of natural sciences and mathematics is applied with judgment to develop ways to utilize, economically and with concern for the environment and society, the materials and forces of nature for the benefit of humankind. Engineers and scientists pursue a common goal of introducing new knowledge through research. The new knowledge is applied by the engineers to create new devices and systems. Engineers enjoy a unique professional satisfaction: they can usually point to tangible evidence of their efforts. For example, every bridge, skyscraper, television set, computer, robot, airplane, steam or hydroelectric plant, or automobile is a lasting testimonial to the engineers responsible for it.

The goal of the undergraduate programs in the School of Engineering at Gonzaga University is to provide an engineering education that prepares the student with a baccalaureate degree to be a professional engineer. In addition, the programs provide a base both for graduate study and for lifelong learning in support of evolving career objectives, which include being informed, effective, and responsible participants in the engineering profession and society. The objectives include:

- 1) a strong background in the fundamentals of the basic sciences, mathematics, and engineering science;
- 2) a structured program in theology, philosophy, thought and expression, with emphasis on the development of moral values, highethical standards, and effective oral and written communication;
- 3) the development of problem-solving skills, especially those which are necessary for the practice of engineering design, and theability to think critically and creatively;
- 4) laboratory experiences that introduce the students to state-of-the-art experimental techniques and equipment; and5) the emphasis of the computer as a problem-solving tool.

The undergraduate engineering programs at Gonzaga University are designed specifically to emphasize:

- a) an engineering education that prepares students to become competent practicing professionals,
- b) an engineering education that prepares the students to attend graduate school and ultimately join academia as teachers andresearchers or to join industry, and government research facilities.
- c) an engineering education that is designed to challenge the intellect of the student and help her/him learn the value and rewardof analytical and logical thinking.

A concerned and well-trained faculty, small class size, easy access to faculty outside the classroom, and modern facilities provide Gonzaga University students with the knowledge and skills to become productive engineers and to assume leadership roles in business, industry, and government. A unique feature of the program is the strong emphasis on liberal arts education. A strong and rigorous technical curriculum combined with a broad liberal arts education emphasizing communication skills, critical thinking, and ethics enables Gonzaga graduates to adapt to an ever-changing engineering, social, political, and business environment.

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## Degree Programs and Accreditation

The School of Engineering at Gonzaga offers four-year Bachelor of Science degrees in Civil Engineering (B.S.C.E.), Computer Engineering (B.S.Cp.E.), Electrical Engineering (B.S.E.E.), General Engineering (B.S.G.E.), and Mechanical Engineering (B.S.M.E.). The Civil, Electrical, Computer, and Mechanical Engineering degree programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET).

## Center for Engineering Design

Engineering is a rapidly changing profession. The fast pace of technological advances and new approaches to organizing the work place are requiring engineers to reassess their training. In

addition to having a broad range of technical knowledge, today's engineers are expected to possess excellent interpersonal skills. They must be able to deal with open-ended design problems, to work cooperatively in a team environment, to communicate effectively, and to understand the technical, economical, environmental, and managerial aspects of projects.

The diverse skills required of modern engineers cannot be learned solely in a classroom or from a textbook. Design skills are best learned through a combination of observation, emulation, analysis, and experimentation (this demands a high degree of interaction between the student and experienced design engineers). Interpersonal skills are best developed through team work. Industry has discovered that the give-and-take process that characterizes a well motivated team is a key element to a project's

success. The motivation for learning new skills is further enhanced by working on problems that have real value to business, industry, and government.

The Center for Engineering Design is structured to enhance the design content of the engineering programs at Gonzaga University by promoting interaction between the industrial and academic communities. The Center's mission is to organize, support, and provide guidance to student teams. These teams undertake design projects defined by sponsors in both the private and public sectors. A project team typically consists of three to five students having a diversity of knowledge and experience that best suits the project. Together they must make effective use of their available resources to perform and manage the project activities. By working on a real engineering problem, each student has the opportunity to make decisions under risk, to work as part of a team, and to interact with professionals in the private and public sectors.

### SCHOOL OF ENGINEERING

Gonzaga engineering faculty members, who advise the student teams, are ideally suited as advisors. More than half of them have at least five years of industrial experience. A faculty advisor lends knowledge and experience to the project team by guiding and counseling the students in the technical and managerial decisions required by the project.

A liaison engineer from the sponsoring organization provides technical direction and advice to the student team, monitors the project's progress, and ensures that the project meets the needs of the sponsor. The liaison engineer also assists the team in making the best use of the sponsor's resources and facilities.

Design projects related to all the engineering disciplines are sought throughout the year. Sponsors who are supportive of engineering education provide ideas, resources, and funds for projects. By identifying project topics and the technical areas that are of interest to them, they help direct students to realistic engineering problems that are important to their operations.

At the end of the spring semester, a day is dedicated to the presentation of projects, during which the student design teams present their projects and reports, and demonstrate models and prototypes. Industrial sponsors, faculty members, prospective students, and members of the community are invited to attend the event and to interact with the project teams.

### The Herak Engineering Computer Center

The Herak Engineering Computer Center (HECC), located in the Herak Center for Engineering, is the central facility for general purpose computing in the School of Engineering. This fully staffed Center is available to students seven days a week, and provides general computing services over and above the extensive and diverse computer systems found in the Engineering departmental laboratories.

The Center's computer facilities include over forty CAD/CAE workstations. All systems are connected to the University network which makes them able to access Internet, the computing resources of the Computer Information Services department, and the FOLEY library system. The Center also contains numerous plotters, printers, and digitizers of all sizes.

Software is available to support all aspects of engineering taught at Gonzaga University. Computer aided drafting and solid

modeling programs are available to support the engineering graphics portion of our curriculum. Finite element, structural, and mechanism analysis programs are available for the Mechanical and Civil Engineering programs. Electrical and Computer Engineering are supported by programs for controls analysis, schematic and circuit board layout and simulation, and VLSI design layout and simulation. The Center also supports several general purpose programs, including language compilers, a spreadsheet, a data base manager, three mathematics programs, a word processor, and a project management package.

### Degree Requirements include:

- 1) Fulfillment of the general degree requirements of the University including the University Core Curriculum.
- 2) Completion of the common core courses in the School of Engineering.
- 3) Completion of the specific program requirements.
- 4) Attainment of an average cumulative grade point of 2.0 in all engineering course work taken at Gonzaga University.
- 5) No engineering or core courses can be taken under the Pass/Fail Option.

### The Core Curriculum of the School of Engineering

The core curriculum or the common body of knowledge of the School of Engineering consists of fifty-three credits which are common to and required of all degree programs in the School: the first thirty-two credits (of which there is a more complete description in the General Degree Requirements and Procedures section of this Catalogue) form the University core requirement while the remaining twenty-one credits are required by the School of Engineering degree programs.

All undergraduate students are subject to the provisions of this core; transfer students, however, should consult the General Degree Requirements and Procedures section of this catalogue for possible modifications to the philosophy and religious studies requirements listed below. Substitutions for discontinued courses are required and authorized by the proper University authorities.

The University and School core requirements are grouped into the following nine categories:

- I. Thought & Expression (7 credits): ENGL 101, SPCO 101, and PHIL 101 (preferably taken in the same semester);
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL 400 level elective;
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one elective from each level;
- IV. Mathematics (4 credits): one MATH (not CPSC) course at the 100 level or above: engineering students must use MATH 157;
- V. English Literature (3 credits): ENGL 102 (or 103H);
- VI. Mathematics (11 credits): MATH 258, 259, 260;
- VII. Physics (4 credits): PHYS 103, 103L; VIII. Chemistry (4 credits): CHEM 101, 101L; IX. Engineering Science (2 credits): ENSC 300.

## Table of Credits

	Degree	Major	Minor
Civil Engineering	BSCE	133	n.a.
Computer Engineering	BSCpE	130	n.a.
Electrical Engineering	BSEE	132	n.a.
General Engineering	BSGE	130	n.a.
Mechanical Engineering	BSME	135	n.a.

## CIVIL ENGINEERING

Chairperson: Anwar Khattak

Professors: N. Bormann, S. Dar (Emeritus),

D. Horn (Dean), W. Ilgen (Emeritus), A. Khattak,

P. Nowak

Assistant Professors: S. Ganzerli, B. Striebig

Civil engineers are problem solvers who utilize sophisticated technologies to find solutions to the challenges facing society. A

civil engineer plans, designs and supervises construction of numerous infrastructure facilities required by modern society. These facilities exist in both the public and private sectors, and vary in scope and size. Examples of civil engineering projects include space satellites and launching structures, offshore drilling platforms, bridges, highways, buildings, transportation systems, dams, irrigation systems, water supply and treatment systems, wastewater collection and treatment systems, flood control facilities, solid and hazardous waste management, and environmental restoration. Civil engineers have important roles in analysis, design, management, regulatory enforcement, and policy development. To participate effectively in this broad scope of activities, civil engineers acquire technical and problem solving skills, and the ability to communicate clearly and effectively. Students completing the requirements for a degree in civil engineering have a choice of technical electives from four areas: environmental engineering, geotechnical engineering, structural engineering, and water resources engineering.

The Department of Civil Engineering, in conjunction with its various constituencies, has clearly defined five program objectives. In doing this, the department made a conscious decision to keep the objectives realistic and reflective of the continuously changing needs of the industry and the society at large. We have avoided ambiguous and overambitious goals to keep the accomplishment of these objectives within our reach, in view of the available resources and expertise in the Department of Civil Engineering.

The Department also identified program objectives which are commensurate with EAC/ABET accreditation criteria. We believe that the Civil Engineering degree requirements which are outlined in the current curriculum, when fulfilled successfully, will allow our graduates to have fulfilled all of the attributes that are given in the requirements under Criterion 3 of these criteria. The Department of Civil Engineering is committed to the following program objectives:

**Program Objective 1:** To produce graduates with a strong background in mathematics, basic sciences and modern computation methods.

**Program Objective 2:** To produce graduates who are trained to think logically in terms of understanding the physics of an

engineering problem. Such an approach will naturally guide them to a correct, feasible and an effective solution.

**Program Objective 3:** To produce graduates who are technically competent at solving engineering problems in the areas of Structures, Geotechnical Engineering, Water Resources and Environmental Engineering so that they will be able to effectively participate in the practice of civil engineering. (This ability will allow our graduates to join the national institutions as productive professionals).

**Project Objective 4:** To produce graduates with ability to successfully carry a project from conception to completion. This ability includes: the formulation of the problem definition, the characterization of the key project requirements and their solutions, the dynamics of the work environment, team work, oral and written communication and ethical considerations.

**Program Objective 5:** To produce graduates with an understanding of the importance of their ethical responsibility both to the profession and the society and their moral obligation to function in an ethical manner.

## CIVIL

### B.S. in Civil Engineering: 133 Credits First Year

#### Fall

ENSC 100 Introduction to Engineering*	1 credit
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
MATH 157 Calculus & Analytical Geometry I	4 credits
ENGL 101 English Composition	3 credits
PHIL 101 Introduction to Critical Thinking	2 credits
SPCO 101 Intro. to Speech Communication	<b>Spring</b> 2 credits

MATH 258 Calculus & Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103L Scientific Physics I Lab	1 credit
ENGL 102 Literary Genres	3 credits
RELI 1 - - Religion Elective	3 credits
ENSC 101 Engineering Graphics	2 credits
CENG 101 Engineering, Society and Culture	2 credits

#### Second Year

##### Fall

CENG 261 Introduction to Surveying	2 credits
ENSC 205 Statics	3 credits
MATH 259 Calculus & Analytical Geom. III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L Scientific Physics II Lab	1 credit
CENG 270 Technical Writing	2 credits
PHIL 201 Philosophy of Human Nature	3 credits

##### Spring

ENSC 301 Mechanics of Materials I	3 credits
ENSC 306 Dynamics	3 credits
MATH 260 Ordinary Differential Equations	3 credits
MATH 321 Statistics for Experimentalists	3 credits
RELI 2 - - Religion Elective	3 credits

#### Third Year

##### Fall

CENG 302 Construction Materials Lab	2 credits
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CENG 301 Structural Analysis I	3 credits
CENG 331 Soil Mechanics	3 credits
CENG 331L Soil Mechanics Lab	1 credit
ENSC 352 Fluid Mechanics	3 credits
CENG 303 Environmental Engineering	3 credits
PHIL 301 Ethics	3 credits

**Spring**

ENSC 300 Economics	2 credits
RELI 3 - - Religion Elective	3 credits
CENG 340 Contracts, Specifications & Law	2 credits
CENG 351 Hydrology	3 credits
CENG 352 Water Resources Engineering	3 credits
CENG 304 Environmental Chemistry	3 credits
CENG 305 Environmental Engineering Lab	1 credit

**Fourth Year****Fall**

CENG 411 Steel Design	3 credits
CENG 473 Foundation Design	3 credits
CENG 491 Senior Design Project I	2 credits
PHIL 4 - - Philosophy Elective	3 credits
- - - Technical Elective **	3 credits
- - - Technical Elective	3 credits

**Spring**

CENG 412 Concrete Design	3 credits
CENG 492 Senior Design Project II	2 credits
POLS 3xx: Political Science Elective	3 credits
- - - Technical Elective	3 credits
- - - Technical Elective	3 credits

*\*ENSC 100, Introduction to Engineering, is required of entering first year students. The course is not required of transfer students nor of students enrolled in the Honors Program or the Hogan Entrepreneurial Leadership Program. \*\* Civil Engineering students enrolled in the Hogan Entrepreneurial Program can also waive one technical elective.*

**CIVIL ENGINEERING****Technical Electives**

Courses from the following list satisfy the technical elective requirements. Before selecting technical electives, students should consult with their advisor. To aid in course selection, the discipline(s) covered in each course are identified as follows: environmental engineering (E), geotechnical engineering (G), structural engineering (S), and water resources engineering (W).

CENG 390 Structural Analysis II (S)
CENG 413 Groundwater (E, G, W)
CENG 414 Waste Management (E)
CENG 415 Masonry and Timber Design (S)
CENG 416 Hydrogeology (E, W)
CENG 420 Structural Dynamics (S)
CENG 424 Physicochemical Treatment Processes ((E)
CENG 434 Stormwater Management (W)
CENG 444 Air Pollution (Spring,- E)
CENG 454 Biological Treatment Processes (E)
CENG 455 Open Channel Hydraulics (W)
CENG 463 Pavement Design (G, S)
ENSC 401 Mechanics of Materials II (S)
MENG 434 Vibration Engineering (S)

MENG 435 Applications in Vibrations (S)
MENG 465 Introduction to Finite Elements (G, S)
MENG 467 Designing with Polymers and Composites (S)
MENG 480 Advanced Fluid Mechanics (W)

**Political Science Elective**

POLS 319 American Foreign Policy
POLS 321 Politics and Public Administration
POLS 327 American Social Policy
POLS 329 North American Environmental Policies and Politics
POLS 350 Survey of International Studies
POLS 374 Democracy in the Middle East
POLS 375 Global Environmental Politics

**Lower Division Courses****CENG 101 Engineering, Society & Culture** 2 credits

Engineering isn't practiced in a vacuum- it impacts, and in turn is impacted by, the natural and social sciences, politics, and the arts and humanities. The course explores these links as it traces the evolution of modern engineering and technology, and the concurrent development of an urban and industrial society. Lectures emphasize the political, financial, and aesthetic context of engineering innovation and projects, while homework assignments focus on the basic principles of engineering science that explain how modern objects and systems work.

**CENG 261 Introduction To Surveying** 1 credit

Theory and practice of vertical and horizontal control in plane surveying. Introduction to surveying techniques and the use of basic and advanced surveying instruments. One hour of lecture and three hours of laboratory per week. Corequisite: CENG 261L

**CENG 261L Introduction To Surveying Lab** 1 credit

Must be taken with CENG 261.

**CENG 270 Technical Writing** 2 credits

A course in clear and effective communication for engineering purposes. Prerequisite: ENGL 101

**Upper Division Courses****CENG 301 Structural Analysis I** 3 credits

Theory and application of engineering mechanics to the solution of internal forces in statically determinate structures subjected to static and moving loads. Introduction of energy concepts for simple indeterminate structures. Prerequisites: ENSC 301

**CENG 302 Construction Materials** 2 credits

The study of construction materials and applicable code specifications. Site visits to local construction material manufacturers and material testing labs. Materials studied include concrete, timber, brick, block, asphalt, aluminum and steel. Technical writing of laboratory reports is stressed. One hour of lecture and three hours laboratory per week.

Prerequisite: ENSC 301 Corequisite: CENG 302L

**CENG 302L Construction Materials Lab** 0

Must be taken with CENG 302.

**CENG 303 Environmental Engineering** 3 credits

An overview of environmental engineering. Topics include water quality management, water and wastewater treatment, solid and hazardous waste management, and air pollution control. Prerequisite: CHEM 101 or CHEM 105

**CENG 304 Environmental Chemistry** 3 credits

This course emphasizes the chemistry of aqueous solutions in the environment. The course presents the quantitative relationship describing a) solubility and chemical reactions, b) chemical equilibrium calculations. Aquatic systems will be described by mass and energy balances.

Prerequisite: CENG 303 Spring

**CENG 304L Water Quality Chemistry lab** 1 credit  
Must be taken with CENG 304.

**CENG 305 Environmental Engineering Lab** 1 credit  
This course emphasizes the fundamental principles in analytical techniques and environmental chemistry used to quantify man-made sources of pollution. The course also introduces statistical analysis, data interpretation and reporting requirements related to environmental engineering. Prerequisites: CENG 303

**CENG 331 Soil Mechanics** 3 credits  
In this course the properties and behavior of soils (sand, gravel, silt and clay) is studied under various environmental conditions. The study includes weight-volume relations, soil classifications, soil compaction seepage through porous media, normal effective stress concept, consolidation, shear strength, lateral pressures and slope stability. Laboratory and Field methods for evaluating pertinent properties, generally used for analysis and foundation design. Three hours of lecture and three hours of laboratory per week. Prerequisite: ENSC 301 Fall  
Corequisite: CENG 331L

**CENG 331L Soil Mechanics Lab** 1 credit  
Must be taken with CENG 331.

**CENG 340 Contracts Specifications & Law** 2 credits  
Study of how contracts, specifications, and law are related to the engineering profession. Topics include contract types, formation and conditions of contracts, contractual obligations, and termination of contracts. Specific contract clauses, incorporating general conditions, financial considerations, and the contractor selection process will be addressed. Preparation of specifications for engineering projects will highlight workmanship and materials. Engineering drawings will be integrated with specification requirements. Professional and ethical responsibilities of engineering professionals will be covered. Issues of intellectual property, liability, lawsuits, and arbitration will be addressed. Prerequisite: ENSC 205. .

**CENG 351 Hydrology** 2 credits  
Causes and occurrence of precipitation, analysis of infiltration and runoff using watershed characteristics. Statistical treatment of information in water resources, frequency analysis, confidence intervals for predictions, risk. Experimental investigation of the dynamic behavior and properties of water, turbulent flow of water in pipes and open channels. Flow measurement. Two hours of lecture and three hours of laboratory each week. Prerequisite: ENSC 352 Corequisite: CENG 351L

**CENG 351L Hydrology Lab** 1 credit  
Must be taken with CENG 351.

**CENG 352 Water Resources Engineering** 3 credits  
Uses of fluid mechanics, engineering economic analysis and statistics in the engineering analysis and design of components of water resources systems. Flow of liquids in pipes and pipe net-works. Design of hydromachinery in water systems. Steady flow of water in open channels with immobile boundaries. Reservoir sizing. Includes computer applications. Prerequisite: ENSC 352 Concurrent with CENG 351 credit

**CENG 390 Structural Analysis II** 3 credits  
Theory and application of approximate methods for statistically indeterminate trusses and frames. Matrix methods of structural analysis. Force and displacement methods for 2-D and 3-D structures. Prerequisite: CENG 301

**CENG 403 Wastewater Treatment** 3 credits  
The theory and design of physical and chemical treatment processes for water and wastewater treatment and biological processes for wastewater treatment. Topics include coagulation/flocculation, sedimentation, filtration, disinfection, adsorption, ion exchange, air stripping, and membrane processes for physical and chemical treatment and basic microbiology, activated sludge, trickling filters, and miscellaneous other

biological treatment processes for biological treatment. Prerequisite: CENG 303

**CENG 411 Steel Design** 3 credits  
Application of basic principles of mechanics applied to the design of steel members. Design of structural members and connections using the current American Institute of Steel Construction specifications. Load and Resistance Factor Design and Allowable Stress Design procedures. Prerequisite: CENG 301

**CENG 412 Concrete Design** 3 credits  
Theory and application of analytical procedures applied to the design of reinforced concrete structural members. Proportioning of beams, columns, footings, and walls in concrete structures is approached using current American Concrete Institute code specifications. Ultimate Strength Design Procedures. Prerequisite: CENG 301

**CENG 413 Groundwater** 3 credits  
Principles of fluid motion in porous media. Techniques for design and construction of groundwater components in water resources systems. Introduces contaminant movement in the sub-surface and the mitigation of groundwater contamination. Computer applications. Prerequisite: CENG 351 and CENG 352 and CENG 303

**CENG 414 Waste Management** 3 credits  
An overview of solid, hazardous, and industrial waste management. Topics include regulations, contaminant transport, waste sources, waste minimization, recycling, treatment and remediation technologies, landfill design and risk assessment. Prerequisite: CENG 303

**CENG 415 Masonry - Timber Design** 3 credits  
Analysis and design of masonry and timber structures. Sizing of members in masonry and timber according to applicable building codes. Prerequisites: CENG 301

**CENG 416 Hydrogeology** 3 credits  
Investigate the fundamentals of hydrogeology: the hydrologic cycle; surface water/ground water interactions; Darcy Law; principles of groundwater flow; steady-state and transient flow; regional groundwater flow; numerical solutions to the groundwater flow equation utilizing finite difference equations and Mod-flow; ground water flow to wells and aquifer testing; ground water law and management; contaminant transport. Prerequisite: ENSC 352

## CIVIL

**CENG 420 Structural Dynamics** 3 credits  
The analysis and response of structures to dynamic loads. Emphasis is given to dynamic loads due to earthquakes. Basic principles of the seismic design of structures. Prerequisites: CENG 301 and ENSC 306. .

**CENG 424 Physiochemical Treatment Proc** 3 credits  
The theory and design of physical and chemical treatment processes for water and wastewater. Topics include coagulation/flocculation, sedimentation, filtration, disinfection, adsorption, ion exchange, air stripping, and membrane processes. Prerequisite: CENG 303

**CENG 434 Stormwater Management** 3 credits  
Integration of concepts from hydrology, hydraulics, water quality and economics in the development of storm water management. Sources, transport and effects of containments in storm water on surface and groundwater resources. Application of computer models. Prerequisites: CENG 303 and CENG 351 and CENG 352

**CENG 444 Air Pollution** 3 credits  
An introduction to the field of air pollution and its control. Topics include regulations, air pollution sources, health effects, meteorology, and the theory and design of control techniques. Prerequisite: CENG 303

**CENG 454 Biological Treatment Processes** 3 credits

The theory and design of biological processes for wastewater treatment. Topics include basic microbiology, activated sludge, trickling filters, rotating biological contactors, aerated lagoons, stabilization ponds, constructed wetlands, and small on-site treatment systems. Prerequisite: CENG 303

**CENG 455 Open Channel Hydraulics** 3 credits

Analysis of flow characteristics and design for the conveyance of water in open channels. Gradually varied flow rapidly varied flow, sewers, gates, transitions, spillways, bank protection, and flood routing. The functions of open channels in water resource systems. Computer applications. Prerequisite: CENG 352

**CENG 463 Pavement Design** 3 credits

Loads on pavements, stresses in pavements, vehicle and traffic consideration, climate, environmental effects. Soils and materials characterization. Prerequisite: CENG 331

**CENG 473 Foundation Design** 3 credits

General principles foundation design - shallow and deep foundation. : Spread footings, pile foundation, retaining structures: sheet-pile walls, bulkheads and cofferdams. Prerequisites: CENG 331

**CENG 491 Senior Design Project I** 2 credits

Introduction to civil engineering processes, planning and execution of design projects. Project proposal preparation. Review of civil engineering practice. Development of civil engineering and a faculty advisor. Project considers technical and non-technical aspects of the engineering problems.

**CENG 492 Senior Design Project II** 3 credits

Completion of the design project developed in CENG 491. Culminates in a comprehensive written report and oral presentation. Prerequisites: CENG 491

## **ELECTRICAL ENGINEERING AND COMPUTER ENGINEERING**

Chairperson: Gail Allwine

Professors: G. Allwine, J. Bala, R. Birgenheier (Emeritus),  
G. Braileanu, C. Tavora

Associate Professor: S. Schennum

Assistant Professors: V. Labay, X. Liu

The purpose of the electrical engineering (EE) and computer engineering (CpE) programs is to develop knowledgeable and competent engineering professionals who exemplify the humanistic, Catholic, and Jesuit tradition of education, and who are committed to social justice, service to others, life-long learning, ethical and moral responsibility, and concern for the environment. The integration of the Gonzaga University core curriculum as an essential part of the EE and CpE curricula gives the programs their distinct and desirable characteristics.

The University core curriculum includes a structured program in theology, philosophy, thought and expression, written and oral communication skills, and English literature. Roughly half of the credits in either the EE or the CpE program are devoted to engineering topics, including at least 16 semester credits devoted to engineering design. Both programs include four technical electives to allow students to pursue specialization in one or more areas of electrical engineering and/or computer engineering. During their final year, students complete a design project, which involves both technical and non-technical aspects of an engineering problem, under faculty supervision. The senior design project culminates in a comprehensive written report and an oral presentation.

### **Program Educational Objectives**

The EE and CpE programs have program educational objectives that are consistent with the mission of Gonzaga University and the School of Engineering, as well as with the accreditation criteria of EAC/ABET. These program objectives have been developed by the departmental faculty in response to the requirements of the programs' constituencies, and were reviewed and approved by various advisory boards and councils.

The EE and CpE programs will produce graduates with:

- Knowledge of the fundamental principles of mathematics, basic sciences, and engineering sciences, and the ability to understand, analyze, and solve engineering problems.
- Knowledge of the fundamental electrical engineering laws and principles that will enable them to enter and advance in their profession or pursue graduate studies.
- The ability to design, plan, construct, operate and maintain devices, processes, or systems that meet specifications in their areas of specialization.
- The ability to design and conduct scientific experiments and engineering tests, and to analyze and interpret the resulting data and measurements.
- A high regard for ethical standards and the impact of their work on the environment, and the ability to adapt to the work place of the future through continued professional development, to communicate effectively, and to function effectively in a team setting.

### **Career Opportunities**

Graduates of our EE and CpE programs are well prepared to embark on careers in electrical engineering or computer engineering, or to further their education at graduate schools of their choice. Our graduates find employment with a broad segment of industry, as well as with governmental agencies. Employment opportunities include the design of electronic products, design of electrical systems, development of computer, hardware, software/firmware, computer applications, research and development, engineering consulting, electrical utilities, manufacturing, marketing, operations and maintenance, administration, and teaching. Moreover, electrical and computer engineers traditionally engage in interdisciplinary fields, such as aerospace engineering, national defense systems, global communication systems, biomedical engineering, instrumentation, transportation systems, energy conversion, robotics, and industrial automation. Many of our graduates have distinguished themselves at some of the best graduate schools in the USA. Moreover, a substantial number of our graduates have achieved high positions in academia, business, and government.

### **Electrical Engineering**

Electrical Engineering is the profession that applies mathematics, the basic sciences, technology, and problem-solving skills to the design, construction, operation, and maintenance of electrical and electronic products, equipment, services, and information systems. Electrical engineers find innovative ways to use electricity, information, computers, and electronics to make people's lives better. Traditionally, electrical engineering involves the areas of communication systems, computer systems, control systems, electric power systems, electronics, and signal processing.

Communication systems process and transfer information from one point to another. This information includes audio and video data, as well as digital data used in computers. Computer systems includes computer design, as well as the areas of hardware and software used to control processes and equipment. Control systems use electronic circuits to regulate processes to meet specific objectives and requirements. Electric power systems generate, transmit, and distribute electricity to residential, commercial, and industrial establishments. Electronics engineers design and develop devices, components, and circuits that are used in computers, appliances, automobiles, and countless other areas. Signal processing systems transform electrical and electromagnetic signals to more usable form in such applications as computerized tomography (CT) scan and magnetic resonance imaging (MRI).

### **B.S. in Electrical Engineering: 132 credits**

#### **First Year Fall**

CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab.	1 credit
ENGL 101 English Composition	3 credits
ENSC 104 Digital Computer Programming	2 credits
MATH 157 Calculus & Analyt. Geom. I	4 credits
PHIL 101 Intro. to Critical Thinking	2 credits
SPCO 101 Intro. to Speech Comm.	2 credits

#### **Spring**

## 140 ELECTRICAL & COMPUTER ENGINEERING

ENGL 102 Literary Genres (or ENGL 103H)	3 credits
EENG 102 Elect and Comp Eng Appl	2 credits
MATH 258 Calculus & Analyt. Geom. II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103L Scientific Physics I Lab.	1 credit
RELI 1 - Scripture Elective	3 credits

### Second Year

#### Fall

CPEN 230 Intro. Digital Logic	3 credits
CPEN 230L Intro. Digital Logic Lab	1 credit
ENSC 205 Statics	3 credits
MATH 259 Calc. & Analyt. Geom. III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L Scientific Physics II Lab	1 credit
PHIL 201 Phil. of Human Nature	3 credits

#### Spring

CPEN 231 Microcomputer Arch. & Prog.	3 credits
CPEN 231L Microcomputer Arch. & Prog. Lab	1 credit
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab.	1 credit
EENG 201R Circuit Analysis I Rec.	0 credit
MATH 260 Ord. Differential Equations	3 credits
PHYS 205 Modern Physics	3 credits
RELI 2 - Christian Doct. Elective	3 credits

### Third Year

#### Fall

EENG 301 EM Fields and Materials	4 credits
EENG 302 Circuit Analysis II	3 credits
EENG 302R Circuit Analysis I Rec.	0 credit
EENG 303 Electronics Design I	3 credits
EENG 303L Electronics Design I Lab.	1 credit
PHIL 301 Ethics	3 credits
RELI 3 - Applied Theology Elective	3 credits

#### Spring

EENG 304 Electronics Design II	3 credits
EENG 304L Electronics Design II Lab.	1 credit
EENG 311 Signals and Systems	4 credits
EENG 322 Probabilistic Methods	3 credits
EENG 340 Intro. Electric Power Engr.	3 credits
EENG 340L Intro. Electric Power Engr. Lab.	1 credit
EENG 391 Engineering Design	1 credit

### Fourth Year

#### Fall

EENG 411 Intro. Control Systems	3 credits
EENG 421 Intro. Communication Systems	3 credits
EENG 425 Comm. & Controls Lab.	1 credit
EENG 491 Senior Design Project I	2 credits
Technical Elective <sup>2</sup>	3 credits
Technical Elective <sup>2</sup>	3 credits

#### Spring

EENG 492 Senior Design Project II	2 credits
ENSC 355 Thermal Science	3 credits
PHIL 4 - Philosophy Elective	3 credits

ENSC 300 Engineering Economics	2 credits
Technical Elective <sup>2</sup>	3 credits
Technical Elective <sup>2</sup>	3 credits

*Notes: 1 Except for students in the Honors or Hogan Entrepreneurial Leadership programs*

*2 Approved EENG or CPEN elective courses*

### Areas of Specialization in Electrical Engineering

(Required and Elective Courses)

The following list includes both required and elective courses. Only 300 and 400 level courses that are not required in the degree plan can be used to satisfy the technical elective requirements. The selection must be approved by the student's advisor, and the total package of electives must contain at least four credits of design.

#### Electromagnetics, Electronics and Filters

EENG 301 Electromagnetic Fields and Materials (Fall)
EENG 303/303L Electronics Design I (Fall)
EENG 304/304L Electronics Design II (Spring)
# EENG 401 Advanced Electronics (On demand)
# EENG 402 Electromagnetic Waves and Materials (On demand)
# EENG 403 Passive and Active Filter Design (On demand)
# EENG 406 Introduction to Integrated Circuit Engineering (Spring, on demand)

#### Control Systems and Automation

EENG 411 Introduction to Control Systems (Fall)
# EENG 412 Digital Control Systems (Spring, on demand)
# EENG 413 Automation (On demand)

#### Communication Systems and Signal Processing

EENG 311 Signals and Systems (Spring)
EENG 322 Probabilistic Methods for Elect. Engr. (Spring)
EENG 421 Introduction to Communication Systems (Fall)
# EENG 422 Digital Comm. Systems (Spring, on demand)
# EENG 424 Digital Signal Processing (Fall)
EENG 425 Communication and Controls Laboratory (Fall)

#### Electric Power and Power Systems Engineering

EENG 340/340L Introduction to Electric Power Engineering (Spring)
# EENG 441 Analysis of Power Systems (Fall)
# EENG 442 Electric Power Distribution System Engineering (On demand)
# EENG 443 Analysis of Electrical Machines (On demand)
# EENG 444 Computational Methods for Power Systems (Spring)

#### Computer Engineering

CPEN 230/230L Intro. to Digital Logic (Fall and Spring)
CPEN 231/231L Microprocessor Architecture and Assembly Programming (Fall and Spring)
# CPEN 321 Introduction to System Software (Fall)
# CPEN 342 Embedded Computer Systems (Spring)
# CPEN 423 (CPSC 423) Object-Oriented
# CPEN 428 Real-Time Computer Sys. Eng. (Spring, on demand)
# CPEN 430 Digital System Design (Fall)

## ELECTRICAL & COMPUTER ENGINEERING

# CPEN 431 Computer Architecture (Spring)

# CPEN 447 (CPSC 447) Data Communications (Fall, on demand) Note: # Approved technical elective courses.

### COMPUTER ENGINEERING

Computer Engineering (CpE) combines the disciplines of electrical engineering and computer science. It encompasses computer hardware, software, and systems. The study of computer engineering is not limited to general purpose computers, but also covers embedded computer systems that control a vast multitude of devices and functions from automotive ignitions to cellular phones and various industrial controls, medical instruments, robotics, consumer electronics. Computer hardware design involves logic design, digital electronics, computer architecture, and integrated circuit design. Computer software involves the design of programs in various languages using structured and object-oriented techniques to control devices and systems. Computer systems involve the combination of hardware, software and operating system that will provide the most effective realization of a system.

Computer engineers are continually developing newer and faster computers, and they find new applications for computers every day to fill the needs of society. The computer engineer must have a broad understanding not only of computer systems, but also of basic engineering fundamentals to apply computer technology to the solution of real engineering problems.

The courses and laboratories offered in the CpE program are organized into the three disciplines of hardware, software, and system design. Technical electives that are chosen from various fields of specialization (e.g., communications, computers, controls, electronics, and power) enable CpE seniors to apply their computer engineering knowledge in selected areas in their professional career.

### B.S. in Computer Engineering: 130 credits

#### First Year

##### Fall

CHEM 101 General Chemistry I	3 credits	CHEM 101L General Chemistry I Lab	1 credit	CPSC 121 Computer Science I	3 credits
ENGL 101 English Composition	3 credits				
EENG 102 Electrical and Computer Engineering Applications	2 credits				
MATH 157 Calculus & Analytic Geom I	4 credits				
SPCO 101 Intro to Speech Communications	2 credits				
CPSC 122 Computer Science II	3 credits				
ENGL 102 Literary Genres (or ENGL 103H)	3 credits				
MATH 258 Calculus & Analytic Geom II	4 credits	PHIL 101 Intro to Critical Thinking	2 credits	PHYS 103 Scientific Physics I	3 credits
PHYS 103L Scientific Physics I Lab	1 credits				

#### Second Year

##### Fall

CPEN 230 Intro. Digital Logic	3 credits	CPEN 230L Intro. Digital Logic Lab	1 credit	MATH 231 Discreet Structures	3 credits
MATH 259 Calculus & Analytic Geom III	4 credits				
PHYS 204 Scientific Physics II	3 credits	PHYS 204L Scientific Physics II Lab	1 credit		
RELI 1 - - Scripture Elective	3 credits				

#### Spring

CPEN 231 Microcomputer Arch. & Prog.	3 credits	CPEN 231L Microcomputer Arch. & Prog. Lab	1 credit	CPSC 223 Abstract Data Structures	3 credits
EENG 201 Circuit Analysis I	3 credits	EENG 201L Circuit Analysis I Lab	1 credit		
EENG 201R Circuit Analysis I Rec.	0 credit	MATH 260 Ord Diff Equations	3 credits		
RELI 2 - - Christian Doctrine Elective	3 credits				

#### Third Year

##### Fall

CPEN 321 Intro to System Software	2 credits				
CPEN 321L Intro to System Software Lab	1 credit				
ENSC 300 Engineering Economics	2 credits				
EENG 302 Circuit Analysis II	3 credits				
EENG 302R Circuit Analysis II Rec.	0 credit				
EENG 303 Electronics Design I	3 credits				
EENG 303L Electronics Design I Lab	1 credit				
PHIL 201 Phil of Human Nature	3 credits				

##### Spring

CPEN 342 Embedded Computer Systems	3 credits				
EENG 304 Electronics Design II	3 credits				
EENG 304L Electronics Design II Lab	1 credits				
EENG 311 Signals and Systems	4 credits				
EENG 322 Probabilistic Methods	3 credits				
EENG 391 Engineering Design	1 credit				
RELI 3 - - Applied Theology Elective	3 credits				

#### Fourth Year

##### Fall

CPEN 430 Digital System Design	3 credits				
EENG 491 Senior Design Project I	2 credits				
PHIL 301 Ethics	3 credits				
Technical Elective	<sup>2</sup>				3 credits
Technical Elective	<sup>2</sup>				3 credits

##### Spring

CPEN 431 Computer Architecture	3 credits				
EENG 492 Senior Design Project II	2 credits				
PHIL 4 - - Philosophy Elective	3 credits				
Technical Elective	<sup>2</sup>				3 credits
Technical Elective	<sup>2</sup>				3 credits

*Note: 1 Except for students in the Honors or Hogan Entrepreneurial Leadership programs  
2 Approved EENG or CPEN elective courses*

### Areas of Specialization in Computer Engineering

(Required and Elective Courses)

The following list includes both required and elective courses. Only 300 and 400 level courses that are not required in the degree plan can be used to satisfy the technical elective requirements. Approved computer science courses may also be used as electives. The selection must be approved by the student's advisor, and the total package of electives must contain at least four credits of design.

#### Computer Software

CPEN 321 Introduction to System Software (Fall)

## 142 ELECTRICAL & COMPUTER ENGINEERING

# CPEN 423 (CPSC 423) Object-Oriented Modeling and Design

(Fall, on demand)

\* CPSC 121 Computer Science I ( Fall and Spring )

\* CPSC 122 Computer Science II (Fall and Spring )

CPSC 223 Abstract Data Structures (Spring)

\*# CPSC 421 Database Management Systems (On demand)

\*# CPSC 428 Compiler Theory and Design (On demand)

\*# CPSC 446 Operating Systems (On demand)

### Computer Hardware

CPEN 230/230L Introduction to Digital Logic (Fall and Spring)

CPEN 231/231L Microprocessor Architecture and Assembly Programming (Fall and Spring)

CPEN 430 Digital System Design (Fall)

CPEN 431 Computer Architecture (Spring)

### Computer Systems

# CPEN 428 Real-Time Computer Sys. Eng. (Spring, on demand)

CPEN 342 Embedded Computer Systems (Spring)

# CPEN 447 (CPSC 447) Data Communications (Fall, on demand) **Electrical Engineering**

# EENG 301 Electromagnetic Fields and Materials (Fall)

EENG 303/303L Electronics Design I (Fall)

EENG 304/304L Electronics Design II (Spring)

EENG 311 Signals and Systems (Spring)

EENG 322 Probabilistic Methods for Elect. Engr. (Spring)

# EENG 401 Advanced Electronics (On demand)

# EENG 402 Electromagnetic Waves & Materials (On demand)

# EENG 403 Passive and Active Filter Design (On demand)

# EENG 406 Introduction to Integrated Circuit Engineering (Spring, on demand)

# EENG 411 Introduction to Control Systems (Fall)

# EENG 412 Digital Control Systems (Spring, on demand)

# EENG 413 Automation (On demand)

# EENG 421 Introduction to Communication Systems (Fall)

# EENG 422 Digital Comm. Systems (Spring, on demand)

# EENG 424 Digital Signal Processing (On demand)

# EENG 425 Communication and Controls Laboratory (Fall)

# EENG 340/340L Introduction to Electric Power Engineering (Spring)

# EENG 441 Analysis of Power Systems (Fall)

# EENG 442 Electric Power Distribution System Engineering (On demand)

# EENG 443 Analysis of Electrical Machines (On demand)

# EENG 444 Computational Methods for Power Systems (Spring) *Notes: \* Course description under Computer Science.*

# *Approved technical elective courses.*

### Electrical Engineering

#### Lower Division Courses

**EENG 102 Electrical and Computer Engineering Applications** 2 credits A laboratory and project based course to introduce the freshman student to electrical and computer engineering professions. A survey of the field is presented through several laboratory experiments and computer software applications. Six hours lab per week. Fall and Spring

**EENG 201 Circuit Analysis I** 3 credits

Fundamental electrical laws; network theorems; basic circuit elements: resistance, inductance, capacitance, independent and controlled sources, and op-amps; techniques of circuit analysis; steady-state and transient responses; first-order and second-order circuits; complex numbers; sinusoidal analysis. Three hours lecture per week. Prerequisites: MATH 259, PHYS 204 with at least C- (1.7) grade. Corequisite: MATH 260. Spring. Note: EENG 201 must be passed with at least a C (2.0) grade for a student to proceed to a subsequent course for which EENG 201 is a prerequisite.

**EENG 201L Circuit Analysis I Lab.** 1 credit

Taken concurrently with lecture course (EENG 201). Three hours laboratory per week. Spring.

**EENG 201R Circuit Analysis I Recitation** 0 credits

Must be taken concurrently with EENG 201. Spring.

#### Upper Division Courses

**EENG 301 Electromagnetic Fields & Materials** 4 credits

Application of vector calculus to static time-varying electric and magnetic fields; electromagnetic properties of conductors, insulators, dielectrics, and ferromagnetic materials; Maxwell's equations; electromagnetic waves; transmission lines. Four hours of lecture per week. Prerequisites: EENG 201, PHYS 204, MATH 260. Corequisite: EENG 302. Fall.

**EENG 302 Circuit Analysis II** 3 credits

Continuation of EENG 201. Sinusoidal steady-state analysis; RMS value; real, reactive, and complex powers; balanced three-phase circuits; frequency response; Bode plots; resonance; complex frequency; transfer functions; two-port circuits; magnetically coupled circuits; transformers. Three hours lecture per week. Prerequisite: EENG 201. Fall. Note: EENG 302 must be passed with at least a C (2.0) grade for a student to proceed to a subsequent course for which EENG 302 is a prerequisite.

**EENG 302R Circuit Analysis II Recitation** 0 credits

Must be taken concurrently with EENG 302. Fall.

**EENG 303 Electronics Design I** 3 credits

Introduction to electronics design concepts; semiconducting devices and their associated electrical behavior; amplifier modeling, design, and trade-offs; practical designing, building, testing, and analyzing of electronic circuits. Three hours lecture per week. Prerequisite: EENG 201.

Corequisite: EENG 302. Fall.

**EENG 303L Electronics Design I Lab** 1 credit

Taken concurrently with EENG 302 and EENG 303. Three hours laboratory per week. Fall.

**EENG 304 Electronics Design II** 3 credits

Continuation of EENG 303. Frequency response and distortion; operational amplifiers; feedback concepts and oscillators; digital circuits; logic families; switching theory; electronic memory; data conversion; practical design and application of electronic circuits. Three hours lecture per week. Prerequisite: CPEN 230, EENG 303. Spring.

**EENG 304L Electronics Design II Lab** 1 credit

Taken concurrently with EENG 304. Three hours laboratory per week. Spring.

**EENG 311 Signals and Systems** 4 credits

Signals and systems; types of signals; properties of systems; convolution integral; Fourier series; Fourier transform and applications; Laplace transform and applications. Four hours lecture per week. Prerequisites: EENG 302, MATH 260. Spring.

**EENG 322 Probabilistic Methods for Electrical Engineering** 3 credits

Introduction to probability; random variables; multiple random variables; elements of statistics; random processes; applications in electrical engineering. Three hours of lecture per week. Corequisite: EENG 311.

Spring.

**EENG 340 Introduction to Electric Power Engineering** 3 credits

## ELECTRICAL & COMPUTER ENGINEERING

Magnetic circuits; principles of electromechanical energy conversion; transformers; synchronous machines; three-phase induction machines; D.C. machines; transmission lines; power system modeling; power flow analysis. Three hours lecture per week. Prerequisites: EENG 301, EENG 302. Spring.

**EENG 340L Introduction to Electric Power Engineering Lab** 1 credit  
Taken concurrently with EENG 340. Three hours laboratory per week. Spring.

**EENG 391 Engineering Design** 1 credit  
Preparatory course for EENG 491 Senior Design Project. Fundamentals of the engineering design process fundamentals: project requirements analysis and specification, system design, detailed design, testing and written and oral presentations. Project management: tasks, schedules, budget, critical items and fall back options. Ethics and professionalism. One lecture hour per week. Spring.

**EENG 401 Advanced Electronics** 3 credits  
Physics and technology of semiconductor devices; Carrier transport phenomena; p-n junctions; Metal semiconductor junctions; Device operation based on junction physics; Process technologies; Some simulation using modern software. Three hours lecture per week. On sufficient demand. Prerequisite: EENG 304.

**EENG 402 Electromag Waves and Materials** 3 credits  
Continuation of EENG 301. Time varying fields; electromagnetic waves and transmission lines; metallic waveguides and resonators; principles of photonics; antennas. Three hours lecture per week. Prerequisites: EENG 301 On sufficient demand.

**EENG 403 Passive And Active Filter Dsgn** 3 credits  
Properties of network functions; properties and realizations of LC and RC driving point functions; passive realizations of transfer functions; Butterworth, Chebyshev, and Bessel filter approximations; design techniques for low-pass, high-pass, band-pass, and band-elimination filters. Basic building blocks for active filters; direct and cascade realizations approaches. Three hours lecture per week. Prerequisite: EENG 311 On sufficient demand.

**EENG 406 Intro to Integrated Circuit** 3 credits  
Structural design of digital integrated circuits in MOS technology; layout, design rules, fabrication techniques; use of computer automated design and simulation tools. Three hours lecture per week. Prerequisites: CPEN 230, EENG 304 Spring, on sufficient demand.

**EENG 411 Intro To Control Systems** 3 credits  
Analysis and design of linear closed-loop systems; stability; design based on root locus and root contours; design based on Nyquist and Bode plots. A package of computer programs is used for homework and design problems. Three hour lectures per week. Prerequisites: EENG 304, EENG 311 Fall

**EENG 412 Digital Control Systems** 3 credits  
Classical and modern control system analysis and design techniques. Sampling; stability; frequency response; root locus; state variables in discrete time; controllability; observability; state variable feedback; pole placement and observers. A package of computer programs is used for homework and a design project. Three hours of lecture per week. Prerequisites: EENG 411 Spring On sufficient demand.

**EENG 413 Automation** 2 credits  
Use of programmable controllers to automate manufacturing processes and equipment; ladder logic and state based control languages; controller architecture and systems software; structured design using Grafcet; interactive graphic operator interface design; safety considerations; sensors and instrumentation; single loop controllers. Two hours of lecture per week. Prerequisites: ENSC 104, EENG 311 or MENG 301/301L. On sufficient demand.

**EENG 413L Automation Lab** 1 credit  
Must be taken concurrently with EENG 413. Three hours laboratory per week.

**EENG 421 Intro Communication Systems** 3 credits

Basic concepts in communication systems: correlation and power spectral density; pulse modulation; amplitude modulation; angle modulation; effects of noise. Three hours lecture per week. Prerequisites: EENG 311 and EENG 322 Fall

**EENG 422 Digital Communication Systems** 3 credits  
Statistical Communications: random processes; formatting and baseband transmissions; bandpass modulation and demodulation; communication analysis; block and convolutional channel coding; modulation and coding tradeoffs. Three hours of lecture per week. Prerequisites: EENG 421 Spring, on sufficient demand.

**EENG 424 Digital Signaling Processing** 3 credits  
Discrete Fourier Transform and circular convolution; Fast Fourier Transform; use of windows in spectral estimation; filter approximations; design and realization of IIR and FIR digital filters; effects of finite word size; sampling rate conversion. Three hour lectures per week. Prerequisites: EENG 311 Fall, on sufficient demand.

**EENG 425 Communication-Control Lab** 1 credit  
Experimental investigation of concepts and subsystems used in communications and controls. Three hours lecture per week. Concurrent with EENG 411 and EENG 421 Fall

**EENG 441 Analysis of Power Systems** 3 credits  
Per unit system; transmission line parameters; power system models; generators, transformers, lines, loads; power flow problem and solution methods; symmetrical components; symmetrical and unsymmetrical fault analysis; use of computer software package to solve power-flow and short-circuit problems. Three hours lecture per week. Prerequisites: EENG 340 Fall

**EENG 442 Electr Pwr Distbn System Eng** 3 credits  
Distribution system planning; load characteristics; distribution transformer applications; design of sub-transmission lines, substations, primary and secondary distribution systems; voltage regulation; capacitor applications; protection. Three hours lecture per week. On sufficient demand. Prerequisites: EENG 340 On sufficient demand.

**EENG 443 Analysis Of Electrical Machines** 3 credits  
D.C. machine dynamics; D.C. motor starters and controllers; synchronous machine steady-state and transient performance; polyphase induction machine dynamics; A.C. motor starters and controllers; transformer applications; fractional horsepower A.C. motors; power electronics. Three hours lecture per week. On sufficient demand. Prerequisites: EENG 340

**EENG 444 Computnl Mthds for Power System** 3 credits  
Power system matrices; Y-bus and Z-bus matrices; computer programming considerations: sparsely, triangular factorization; computer solutions of power flow fault circulations; protective relays; protection of generators, transformers, and transmission lines; stability concepts; transient stability, computer simulations. Three hours lecture per week. Prerequisites: EENG 441 Spring

**EENG 481-482 Special Topics in Electrical Engineering** 1-6 credits  
Courses of special interest may be offered from time to time. Prerequisites will depend on the nature of the material offered and will be announced.

**EENG 491 Senior Design Project I** 2 credits  
Students work as a team to produce a project proposal. The proposal must describe the project requirements, conceptual design, management plan and project cost. Prerequisite: EENG 391 Fall

**EENG 492 Senior Design Project II** 2 credits  
Implementation, management, and completion of the project proposed in EENG 491; use of resources within and outside of the team to accomplish the project objectives; project documentation; demonstration of compliance with requirements; presentation of results and submission of comprehensive written report. Prerequisite: EENG 491. Spring.

**Computer Engineering****Lower Division Courses**

- CPEN 230 Intro Digital Logic** 3 credits  
Number systems and codes, Boolean Algebra, Logic gates and flipflops. Combinational and sequential Logic Design. Three hours lecture per week. Prerequisite: ENSC 104 or CPSC 121 Fall and Spring
- CPEN 230L Introduction to Digital Logic Lab** 1 credit  
Three hours lab per week. Concurrent with CPEN 230. Fall and Spring.
- CPEN 231 Microcomputer Arch & Assm Prog** 3 credits  
Study of components of simple computer systems: CPU's memory, registers, busses, computer control, microprogramming, assembly language programming. Three hour lecture per week. Prerequisites: CPEN 230 and CPSC 121 or ENSC 104. Fall and Spring
- CPEN 231L Microcomp Arch & Assm Prog Lab** 1 credit  
Three hours of lab per week. Concurrent with CPEN 231. Fall and Spring

**Upper Division Courses**

- CPEN 321 Intro System Software** 2 credits  
Design of software that meets specific real-time requirement using a 68HC11 based microcomputer. Implementation of system and application software using C and assembly language. Software design considerations for optimizing memory utilization. Structure of an executive program and I/O drivers. Use of debuggers, in-circuit emulators and logic analyzer to troubleshoot hardware and software. Prerequisites: CPEN 231 and (CPSC 121 or ENSC 104)
- CPEN 321L Intro System Software Lab** 1 credit  
Three hours of lab per week. Concurrent with CPEN 231. Fall
- CPEN 342 Embedded Computer Systems** 3 credits  
The micro controller as an engineering component: Software and hardware components of real-time systems. Board level design of real-time systems. Design project. Troubleshooting with logic analyzer and incircuit emulation Prerequisites: CPEN 231 and EENG 303

**MECHANICAL ENGINEERING**

Chairperson: Massimo "Max" Capobianchi

Professors: K. Ansari, A. Aziz

Associate Professors: M. Capobianchi, J. Marciniak, P. Appel

Mechanical Engineering is about the creation of systems that harness forces and energy in nature to serve society. In dealing with forces and energy, Mechanical Engineers are usually involved with things that move. We apply principles discovered by scientists and engineers to turn envisioned concepts into real physical objects and systems through a process of problem

description, creative idea generation, design, analysis, judgment, planning, and production. This process typically involves design engineers, test engineers, analysts, customer engineers, manufacturing engineers, patent attorneys, educators, managers, and a host of others who may all have been educated as Mechanical Engineers and who consider themselves as part of that profession.

Mechanical Engineers work in such diverse fields and industries as aerospace, pharmaceuticals, automobiles, law, computers, banking, agriculture, medicine, and entertainment. A Mechanical Engineer may design automobile engines, test airfoils, design artificial human implants, develop patents, design laser printers, trouble-shoot customer problems, create manufacturing processes, design medical instruments, monitor space flights, educate engineers, recover sunken ships, design roller coasters, analyze thermal response in computer chips, seek new methods for generating solar energy, or design acoustical treatments for churches. Think of any device or system that

**CPEN 423 (CPSC 423) Object-Oriented Modeling and Design** 3 credits  
Introduction to modeling as a design technique; object modeling; dynamic modeling; functional modeling; analysis; system design; object design; implementation; use of CASE tools for software development; introduction to Windows programming. Prerequisite: CPSC 224. Fall. On sufficient demand.

**CPEN 428 Real-Time Computer System Engineering** 3 credits  
Review of computer hardware used in real-time systems; utilization of real-time operating systems and real-time kernels to design and implement multitasking/multiprocessing embedded programs; programs will also include intertask communication and synchronization; vxWorks RTOS; introduction to real-time scheduling theory. Prerequisites: CPEN 321. Spring. On sufficient demand.

**CPEN 430 Digital System Design** 3 credits  
Modern methods of digital design realization. Technology independence. Designs utilizing gate arrays and custom integrated circuits. Use of high level design software. Extensive use of Verilog hardware design language for system description, simulation and implementation. Prerequisites: CPEN 230 and (CPSC 121 or ENSC 104) Fall

**CPEN 431 Computer Architecture** 3 credits  
Modern CPU design, caches, pipelining RISC vs. CISC designs. Synchronous and Asynchronous bus design. Practical factors in circuit board layout. Three hours lecture per week. Prerequisites: CPEN 231, CPEN 430 Spring

**CPEN 447 (CPSC 447) Data Communications** 3 credits  
Study of hardware and software components of computer communications and networks; communication protocols; routing algorithms; machine addressing and network services. Prerequisites: CPEN 231 and CPSC 223 Fall, on sufficient demand.or CPSC 224

**CPEN 481-482 Special Topics in Computer Engineering** 1-6 credits  
Courses of special interest may be offered from time to time. Prerequisites will depend on the nature of the material offered and will be announced.

involves energy or movement-its creation probably involved one or more Mechanical Engineers.

Graduates of our Mechanical Engineering Program design fuel cells, write computer programs for orbital mechanics, practice law as patent attorneys, manage corporations, design heating and air conditioning systems, design high-performance aircraft, create virtual reality simulations to increase mine safety, design robust laptop computers, analyze aircraft airframes, design processes for manufacturing electronic instruments, help companies become more productive, design huge earth movers, and teach in colleges and universities. Indeed, our Mechanical Engineering alumni have almost as many different types of jobs as there are graduates.

**MECHANICAL ENGINEERING**

Some exciting, rapidly developing fields and emerging technologies of interest to Mechanical Engineers include: fuel cells (the use of chemical fuel and an oxidant to directly produce electricity), rapid prototyping (the use of computer-controlled machines to fabricate complete objects in one step directly from computer models), mechatronics (the marriage of mechanical systems and electronic sensing and control), biomedical engineering (the application of engineering to problems in medicine and biology), nanoengineering (the creation of materials and devices at the nanometer level, i.e., at the atomic, molecular, or supramolecular levels), and MEMS (Microelectromechanical Systems-the integration of mechanical, chemical, and/or electronic systems at the chip level).

We believe it to be the twofold goal of the University, its School of Engineering, and the Department of Mechanical Engineering to develop men and women who are both competent engineers and educated, responsible human beings.

The student's evolution into an educated and responsible human being is affected by course work from both the liberal arts and the profession. A graduate who cannot communicate effectively, cannot make correct logical inferences, or who will not behave ethically is deficient not only as an educated human being, but also as a competent professional. Thus, the two aspects of our goal are interwoven, being a single, integrated fabric having many threads, contributed by many curricula. This synthesis is expressed in the Mechanical Engineering Program Objectives, which consist of the following four imperatives:

The Mechanical Engineering Program develops engineers who:

Understand the fundamental principles of mathematics, science, and engineering science, and who can apply them to the identification, formulation, analysis, and solution of engineering problems.

Understand and can perform effectively within the context of engineering practice.

Understand and are able to apply the techniques of experimental design and data collection.

Are able to synthesize viable engineering design solutions.

## MECHANICAL ENGINEERING

Diversity of opportunity and professional breadth are hallmarks of Mechanical Engineering. This translates into a need for a thorough grounding in a variety of mathematical, scientific, and engineering fundamentals. Our Program thus prepares the student in the areas of mathematics, chemistry, physics, mechanics, thermodynamics, fluid mechanics, heat transfer, materials, manufacturing, design, control theory, experimentation, and economics. We enhance these fundamentals with exposure to important engineering tools such as: mathematical techniques; computer programming; computer applications tools including computer aided design (CAD), computer aided manufacturing (CAM) finite element analysis (FEA), and computational fluid dynamics (CFD); and the use of equipment, instruments, and software typically found in manufacturing and laboratory situations.

Teamwork is an essential aspect of the modern practice of Mechanical Engineering, and our Program gives considerable attention to building personal communication skills through team design projects, reports, and presentations, as well as through communication skills courses in the University Core Curriculum.

Design is an important part of our Program. All students engage in design activities beginning in the sophomore year and continuing in courses such as machine design. The design activity culminates in a three-semester major design experience that includes the solution of real industrial problems by student design teams led jointly by faculty and industry engineers.

The degree requirements include the opportunity for breadth as well as concentration in particular engineering applications through a group of technical electives taken in the fourth year. The list of allowable technical electives is given below. The Department also has available a five-year plan for students wishing to proceed at a slower pace or for those planning to add a minor in business or in a liberal arts subject such as physics, music, or art. Information and suggested course packages are also available for students planning to work in the closely allied but more specialized fields of aerospace or biomedical engineering.

In addition to the following course requirements, all students must take the nationally administered Fundamentals of Engineering Examination prior to graduation. Information regarding this examination, and the associated preparation course offered by the School of Engineering, may be obtained from the student's advisor or the Department chairperson.

### B.S. in Mechanical Engineering: 135 credits

#### First Year Fall

ENSC 100 Intro. to Engineering*	1 credit
MATH 157 Calc. & An. Geom. I	4 credits
CHEM 101 General Chem. I (or CHEM 105)	3 credits
CHEM 101L General Chem. I Lab (or 105L)	1 credit
ENGL 101 English Composition	3 credits
PHIL 101 Intro. to Critical Thinking	2 credits
RELI I - Scripture Elect.	3 credits

#### Spring

ENSC 104 Dig. Comp. Prog.	2 credits
ENGL - - - English Lit.	3 credits
MATH 258 Calc. & An. Geom. II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103 L&R Sci. Phys. I Lab & Rec.	1 credit
RELI 2 - Christian Doc. Elect.	3 credits
SPCO 101 Intro to Speech Comm.	2 credits

#### Second Year

##### Fall

MENG 291 Intro to Mech. Engr. Design	2 credits
ENSC 205 Statics	3 credits
MATH 259 Calculus & Analyt Geom III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L&R Sci. Phys II Lab & Rec	1 credit
PHIL 201 Phil Human Nature	3 credits

##### Spring

MENG 221 Materials Engineering	3 credits	ENSC 244 Computer Methods	3 credits
ENSC 306 Dynamics			3 credits
MATH 260 Ordinary Differential Eq	3 credits	MATH 321 Statistics for Experiment	3 credits
PHIL 301 Ethics			3 credits

#### Third Year

##### Fall

MENG 321 Thermodynamics I	3 credits	ENSC 300 Engineering Economics	2 credits
ENSC 301 Mechanics of Materials I	3 credits	ENSC 311 Electrical Engr Sci	3 credits
ENSC 311L Electrical Engr Sci Lab			1 credit
ENSC 371 Advanced Eng Math	3 credits		
RELI 3 - Applied Theo Elect.			3 credits

##### Spring

MENG 301 Manufacturing Proc.	2 credits	MENG 301L Manufacturing Proc Lab	1 credit
MENG 322 Thermodynamics II	3 credits	MENG 330 Machine Design	3 credits
ENSC 352 Fluid Mechanics			3 credits
MENG 391 Engineering Design	1 credit	MENG 391L Engineering Design Lab	1 credit
PHIL 4 - Philosophy Elect.			3 credits

#### Fourth Year\*\*

##### Fall

MENG 441 Heat Transfer			3 credits
MENG 411 Measurement Systems	3 credits	MENG 411L Measurement Systems Lab	1 credit
MENG 434 Vibration Engineering	3 credits	MENG 461 Sys Dynamics & Control	3 credits
MENG 491 Mechanical Eng Design I	0 credit	MENG 491L Mechanical Eng Design I Lab	2 credits
----- Technical Elective			3 credits

##### Spring

MENG 412 Mechanical Engineering Lab	3 credits
MENG 412LL Mechanical Engineering Lab	1 credit
MENG 492 Mechanical Eng Design II	3 credits
----- Technical Elective	3 credits
----- Technical Elective	3 credits

\*ENSC 100, Introduction to Engineering, is required of entering first year students. The course is not required of transfer students nor of students enrolled in the Honors Program or the Hogan Entrepreneurial Leadership Program.

\*\*Fundamentals of Engineering Examination must be taken in the student's fourth year of study

#### Technical Electives

The courses used to satisfy the technical elective requirement must normally be selected from the following list. The selection must be approved by the student's advisor.

MENG 435 Applications in Vibrations
MENG 442 Advanced Heat Transfer
MENG 445 Heating, Ventilating, and Air Conditioning

MENG 446 Mechanical Design & Cooling of Electronic Devices  
 MENG 450 Topics in Machine Design  
 MENG 462 Gas Dynamics  
 MENG 463 Simulation and Optimization  
 MENG 465 Introduction to Finite Elements  
 MENG 467 Designing with Polymers and Composites  
 MENG 480 Advanced Fluid Mechanics  
 MENG 484 Manufacturing Systems  
 CENG 301 Structural Analysis I  
 CENG 390 Structural Analysis II  
 EENG 412 Digital Control Systems  
 ENSC 413 Automation  
 ENSC 481 Special Topics I  
 ENSC 482 Special Topics II

ENSC 483 Independent Study I  
 ENSC 484 Independent Study II  
 ENSC 491 Design Project I  
 ENSC 492 Design Project II OPER  
 348 Quality Management  
 OPER 440 Adv. Operations Man.  
 OPER 445 Projects and Cont. Systems

No more than one OPER course may be used to meet the technical elective requirement. (Note: All OPER courses require OPER 340 as a prerequisite.).

Students may take courses from other departments if approved by the advisor and the Mechanical Engineering department chair.

## Lower Division Courses

**MENG 221 Materials Engineering** 3 credits

The course introduces the structure-property-processing relationship in metallic, ceramic, and polymeric materials. Students are introduced to the structure of material and structure influences on mechanical, electrical, and thermal properties. Materials are selected to meet engineering design constraints. Students will see how manufacturing processing modifies structure, and consequently changes the properties of materials. Prerequisites: Chem 101 and 101L. Corequisite: ENSC205. Prerequisites: (CHEM 101 and CHEM 101L and ENSC 205) or (CHEM 105 and CHEM 105L)

**MENG291 Intro to Mech Eng Design and Design Communication** 1 credit  
 An introduction to the practices of mechanical engineering design, with emphasis on the communication of design ideas. Methods of shape and size description used in mechanical engineering practice; development of the ability to visualize three-dimensionally and to create computer-based three-dimensional objects and proof-of-concept solid models; communication of design ideas through freehand sketching, detailed engineering drawings, design proposals, final reports, and oral presentations; design specifications and their place in the creation of designs; the evaluation of competing design concepts. Students will complete three design projects, two of which are team projects. A major portion of the course involves the utilization of high-end computer aided solid modeling facilities. Two three-hour laboratory sessions per week. Prerequisites: ENSC 104

**MENG 291L Intro to Mechanical Engineering Design and Communication Lab** 1 credit

## Upper Division Courses

**MENG 301 Manufacturing Processes** 2 credits

This course provides an overview of the reducing, consolidating, and shaping families of manufacturing processes and how they influence design decision making. The course emphasizes designing for manufacturing and specifying manufacturing processes. Project based

labs provide the students opportunities to exercise creativity and solve real problems in implementing processes to make real parts. Prerequisites: MENG 221

**MENG 301L Manufacturing Processes Lab** 1 credit

Prerequisites: MENG 221. Co-requisite: MENG 301

**MENG 321 Thermodynamics I** 3 credits  
 The first and second laws of thermodynamics; thermophysical properties of matter; concept of entropy as applied to thermal systems.

Prerequisites: MATH 259

**MENG 322 Thermodynamics II** 3 credits

Second Law analysis, power and refrigeration cycles, mixtures, combustion, and high speed flow. Applications of first and second law analysis to engineering systems. Prerequisites: MENG 321

**MENG 330 Machine Design** 3 credits

Application of stress analysis and theories of failure to basic machine elements. Design of elements under static and fatigue loading. Design involving mechanical elements such as shafts, columns, flywheels, springs, and welds. Prerequisites: ENSC 301

## MECHANICAL

**MENG 391 Mech Engr Design Fundamentals** 1 credit

A design project course introducing the fundamentals of the engineering design process. Two two-hour design problem laboratory sessions per week. Prerequisites: MENG 291, MENG 321, ENSC 300\*\*\*101), and ENSC 301 and Corequisite: MATH 321, MENG 301/301L, MENG391L \*\*\*ENSC 300 Waived for Hogan Entrepreneurial Students

**MENG 391L Mch Engr Design Fund Lab** 1 credit

Co-requisite: MENG391

**MENG 411 Measurement Systems I** 3 credits

Basic concepts of measurement and analysis of measurement uncertainties and of experimental data. Study of transducers and investigation of data acquisition, signal conditioning, and data processing hardware typically utilized in performing mechanical measurements. Prerequisites: ENSC 244, ENSC 311, ENSC 311L, ENSC 371, MATH 321 Co-requisite: MENG 411

**MENG 411L Measurement Systems Lab** 1 credit

Prerequisites: ENSC 244, ENSC 311, ENSC 371, MATH 321 Co-requisite: MENG 411

**MENG412 Measurement Systems II** 3 credits

Study of the techniques used for measuring displacement, velocity, acceleration, force, pressure, flow, temperature, and strain. Investigation of the proper application and the associated limitations of the techniques and of the required instruments. The topics are studied within the context of obtaining experimental solutions to engineering problems in thermodynamics, heat transfer, fluid mechanics, mechanics, and strength of materials. Prerequisites: MENG 411, MENG 411L, MENG 441

**MENG 412L Mechanical Engr Laboratory Lab** 1 credit

Prerequisites: MENG 411 and MENG 411L Co-requisite: MENG 412 credits

**MENG 434 Vibration Engineering** 3 credits

Elements of vibrating systems. Free, forced harmonic and transient vibrations of single-degree-of-freedom systems with and without damping. Vibration isolation and control. Two-degree-of-freedom systems and the dynamic vibration absorber. Application of matrix techniques to multi-degree- of-freedom systems. Prerequisites: ENSC 306 and ENSC 371

**MENG 435 Applications in Vibrations** 3 credits

Continuation of MENG 434. Practical application of vibration theory to topics such as the following: Control and suppression of vibration in machinery. Vibration isolation and damping treatments. Dynamic vibration absorbers. Balancing of rotating and reciprocating machinery. Critical speed evaluation of flexible rotors. Ground vehicle response to road profile excitation and evaluation of ride performance. Vibration in electronic equipment and prevention of vibration failures. Aircraft vibration and flutter. Response of structures to earthquakes. Prerequisite: MENG 434.

**MENG 441 Heat Transfer** 3 credits  
One and multi-dimensional steady conduction, transient conduction, internal and external forced convection, natural convection, radiative heat transfer, boiling and condensation, heat exchangers. Prerequisites: ENSC 352 and MENG 321

**MENG 442 Advanced Heat Transfer** 3 credits  
Advanced topics in conduction, contact resistance multidimensional transients, periodic heat transfer, non-uniform heat generation, freezing and melting processes, fin heat transfer, radiation in absorbing media. Design of shell-and-tube heat exchangers. Prerequisites: MENG 441

**MENG 445 Heating Vent and Air Condition** 3 credits This course will introduce students to the techniques used in the analysis and design of heating, ventilating, and air conditioning (HVAC) systems. Topics will include the arrangement of typical air conditioning systems (i.e. all air systems, air and water systems, etc.), moist air processes, comfort and health criteria for indoor air quality, heating and cooling loads, piping system design, building air distribution, and operational principles and performance parameters of typical components (i.e., cooling towers, air washers, heating and cooling coils, etc.) Prerequisites: MENG 441

## MECHANICAL ENGINEERING

**MENG 446 Mech Design/Cool of Elect Sys** 3 credits  
This course will introduce students to the fundamentals of mechanical design and analysis of electronic systems. Topics will include packaging architectures, component and subcomponent design (i.e. chip packaging technologies, printed circuit boards, interconnections and connectors, etc.), thermal management techniques, thermomechanical analysis and design, design for dynamic environments, and design techniques for humid and/or corrosive environments. Prerequisites: MENG 441 and ENSC 306 and ENSC 311/311L

**MENG 450 Topics in Machine Design** 3 credits  
Continuation of material presented in MENG 330. Design topics involving mechanical elements such as bolts, spur and helical gears, journal bearings and flexible mechanical elements. Prerequisites: MENG 330

**MENG 461 System Dynamics and Control** 3 credits  
Principles of feedback control. Mathematical modeling and analysis of dynamic physical elements and systems. Transient and steady-state response of first and second-order systems. Use of Laplace transforms. System response with zeros and additional poles. Transfer functions and block diagrams. Stability criteria and steady-state errors. Root locus and frequency response methods. Prerequisites: ENSC 306 and ENSC 371

**MENG 462 Gas Dynamics** 3 credits  
Conservation equations, sonic velocity, and Mach number. Variable area adiabatic flow, isentropic flow. Normal and oblique shocks. Fanno and Rayleigh flows. Prandtl-Meyer flow, combined effects, experimental techniques-Schlieren, shadowgraph, interferometer, and hot-wire anemometry. Prerequisites: ENSC 244 and ENSC 352

**MENG 463 Simulation And Optimization** 3 credits

Steps in engineering design, workable systems, economic evaluation, mathematical modeling, curve fitting, system simulation, Lagrange multipliers, search techniques, dynamic programming, linear programming, geometric programming, optimization software, engineering case studies.

Prerequisites: ENSC 244

**MENG 465 Introduction To Finite Element** 2 credits  
The development includes the stiffness matrix method applied to the bar and beam elements. The plane problem is discussed and plane elements are presented. The Isoperimetric formulation is introduced. Modeling and accuracy in linear analysis is considered. The ANSYS finite element program is used in problem solving. Two hour lecture and one hour computer lab each week. Prerequisites: ENSC 244 and ENSC 301

**MENG 465L Intro to Finite Elements Lab** 1 credit  
Prerequisites: ENSC 244 and ENSC 301 Co-requisite: MENG 465

**MENG 467 Design w/Polymers-Composites** 3 credits  
Background of composites, stress-strain relations for composite materials, extension and bending of symmetric laminates, failure analysis of fiber-

reinforced materials, design examples and design studies, nonsymmetric laminates, micromechanics of composites. Prerequisites: ENSC 301 and ENSC 371

**MENG 480 Advanced Fluid Mechanics** 3 credits  
Ideal fluid flow. Laminar and turbulent boundary layer flows, conservation equations, and solution methods. Turbo machinery. Unsteady flow problems. Prerequisites: ENSC 352

**MENG 484 Manufacturing Systems** 2 credits  
A course designed to familiarize the student with manufacturing decisions required in the industrial sector. Developing manufacturing strategies, integrating process alternatives, equipment selection analysis, process costs, and total integration of manufacturing systems are assessed quantitatively and qualitatively to maximize outcomes. Project-based laboratories provide the students opportunities to integrate manufacturing processes with a perspective on automation and production systems. Two hours of lecture and three hours of laboratory per week. Prerequisite: MENG 301 and MENG 301L.

**MENG 484L Manufacturing Systems Lab** 1 credit  
Prerequisites: MENG 301 Corequisite: MENG 484

**MENG 491 Mechanical Engineering Design I** 0 credits  
Continuation of MENG 391, Procedures and practices of engineering design. Oral and written technical presentations. Completion of a design proposal under faculty supervision involving both technical and non-technical aspects of an engineering problem. Culminates in a project plan and preliminary design work. Prerequisites: MENG 330 and MENG 391

**MENG 492 Mechanical Engineering Design II** 3 credits  
Continuation of MENG 491. Completion of the design project proposed in MENG 491. Culminates in a comprehensive written report and oral presentation. Prerequisites: MENG 491

An introduction to geometrical methods used in civil engineering practice. The ability to comprehend three-dimensional objects is stressed. A major portion of the course involves the utilization of computer aided drafting (CAD) with an emphasis on civil engineering applications. Two three-hour problem lab sessions per week.

**ENSC 104 Digital Computer Programming** 2 credits An introduction to problem solving using digital computers. Design of algorithms and their translation into well-structured computer programs. Implementation of algorithms in the C & C++ language. Instruction in the use of iteration, control, selection, subroutines and arrays.

**ENSC 205 Statics** 3 credits A vector treatment of systems of forces and moments in equilibrium. Topics include centroids, distributed loads, effects of friction; analysis of trusses and frames and calculations of moments of inertia. Prerequisites: and PHYS 103 MATH 258

**ENSC 244 Computer Methods For Engineers** 3 credits

## ENGINEERING SCIENCE

### ENGINEERING SCIENCE

The following Engineering Science courses are service courses for all majors within the School of Engineering.

#### Lower Division Courses

**ENSC 100 Intro to Engineering** 1 credit  
A course to introduce freshman engineering students to the engineering curriculum and the engineering profession. A broad introduction to the study and practice of engineering, professional development, academic success strategies, and orientation to the engineering education system. One class meeting per week.

**ENSC 101 Engineering Graphics** 2 credits

A course developed facility in the solution of engineering problems by numerical methods using digital computers. A practical treatment of the computational tools for solving linear and non-linear algebraic equations, and ordinary differential equations. Techniques of numerical differentiation, integration, regression analysis, and interpolation. Use of mathematics computer software. Prerequisites: ENSC 104 Co-requisite:

**MATH 260 Upper Division Courses**

**ENSC 300 Engineering Economics** 2 credits

Selected topics include: annual cost, present worth, rate of return, and benefit cost ratio in engineering decision making. Prerequisites: MATH 258

**ENSC 301 Mechanics of Materials I** 3 credits

Behavior of materials, elementary theories of stress and strain, generalization of these theories to stress distribution, and deformation and instability in structural members. Prerequisites: ENSC 205

**ENSC 306 Dynamics** 3 credits A vector treatment of kinematics and kinetics. General motion of a particle, energy and momentum methods for particles and rigid bodies.

Prerequisites: ENSC 205

**ENSC 311 Electrical Eng Science I** 3 credits

An introduction to electric circuit theory for non-electrical engineering students: electrical network theorems applied to DC, transient, and AC steady-state circuits; polyphase circuits and power. Three hours lecture per week. Prerequisites: MATH 259

**ENSC 311L Electrical Engr Science I Lab** 1 credit

Co-requisite: ENSC 311.

**ENSC 352 Fluid Mechanics** 3 credits Fluid properties, fluid statics, fluids in motion, momentum and energy equations, dimensional analysis, boundary layers, flow in conduits, drag and lift. Prerequisites: ENSC 205

**ENSC 355 Thermal Science** 3 credits First and second law of thermodynamics applied to system and control volume analysis; introduction to conduction, convection, and radiation heat transfer. For non-mechanical engineering majors only.

**ENSC 371 Advanced Engineering Math** 3 credits

Application of advanced mathematical techniques to problems of interest to engineers and scientists. Analytical and numerical methods involving topics such as algebraic equations, ordinary and partial differential equations, complex variables and special functions. Prerequisites: ENSC 244

**ENSC 401 Mechanics Of Materials II** 3 credits

Unsymmetrical bending, curved flexural members, shearing stress in beams, shear flow in thin webbed sections, Saint Venant's theory of torsion, thick-walled cylinders and rotating disks, and use of finite elements in analysis. Prerequisites: ENSC 301

## GENERAL ENGINEERING

Coordinator: Paul S. Nowak, Associate Dean

General Engineering, like all engineering programs, is for the individual who possesses the dreams and aspirations to create a better world; it is especially suited to those whose talents and interests are broader than conventional engineering design and analysis.

A graduate with a B.S. in General Engineering will have the ability to understand and converse in general engineering principles and processes. This program contains an engineering core that provides the student with a foundation in engineering principles and it leads to a B.S. in General Engineering with a business minor. It provides sufficient preparation for entry into the M.B.A. program which can be completed in only one additional calendar year.

For additional information on this M.B.A. option, see "Integrated General Engineering & M.B.A." immediately

following the General Engineering program description.

Students graduating from this program will be conversant in the basic scientific and engineering principles, both qualitatively and quantitatively. The successful graduate will be able to formulate concepts, develop system designs, and apply engineering problem solving skills to their solution. They will be able to see the "big picture" and interact with other engineers to develop practical, technologically achievable solutions, within the constraints of time, cost and resources. Graduates may pursue careers in sales or marketing. They will also be able to mediate between design team members, particularly in their ability to interpret requirements,

**ENSC 413 Automation** 2 credits Use of programmable controllers to automate manufacturing processes and equipment. Ladder logic and state based control languages. Controller architecture and system software. Structured design using Grafset. Interactive graphic operator interface design. Safety considerations. Sensors and instrumentation. Single Loop Controllers Prerequisites: ENSC 244 and (EENG 411 or MENG 361)

**ENSC 413L (EENG 413L) Automation Lab** 1 credit  
Must be taken concurrently with ENSC 413. Three hour lab per week. Prerequisites: ENSC 104

**ENSC 481 - 482 Special Topics in Engineering** 1 TO 6  
Special topics in engineering. Admission is based on satisfying any specified prerequisite, co-requisite and/or restrictions particular to that special topic course. Fall and Spring.

**ENSC 483-484 Independent Study in Engineering** 1-6 credits  
Admission is based on evidence of ability to pursue independent study in depth and approval of a submitted project in engineering science. Prerequisite: permission of department chair and dean. Fall and Spring.

**ENSC 491-492 Engineering Design Project** 1-6 credits  
Elective senior design project of an interdisciplinary or specialized nature involving both technical and non-technical aspects of an engineering problem for students in any of the engineering majors. Course usually runs two semesters. Prerequisite: fourth year standing. Fall and Spring.

explain designs and describe features for the non-technical members of the team.

The curriculum provides the same foundation in physics, chemistry, and mathematics as found in the other engineering programs. During the following years, the student completes fundamental engineering courses and develops a focus area through the selection of 18 credits of technical electives. These electives are chosen by the students from consultation with their advisors. This selection draws from a wide selection of interests within each engineering discipline, including: structures, geotechnical, the environment, water resources, power, computers, manufacturing, automation, mechanics, fluid flow, and energy, so students may customtailor a program that ideally fits their needs and career interests.

The General Engineering Program is not intended to provide an opportunity for students majoring in other engineering programs to earn a second engineering degree. Therefore, this degree will not be awarded in conjunction with any other engineering degree.

## GENERAL ENGINEERING

### B.S. in General Engineering: 130 credits General

#### Focus

#### First Year

##### Fall

ENSC 100 Intro. to Engineering	1 credit
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
MATH 157 Calculus & Analytical Geometry I	4 credits
ENGL 101 English Composition	3 credits

PHIL 101 Introduction to Critical Thinking 2 credits  
 SPCO 101 Introduction to Speech 2 credits

**Spring**

ENSC 104 Digital Computer Programming 2 credits  
 MATH 258 Calculus & Analytical Geometry II 4 credits  
 ENGL 102 English Literature 3 credits  
 PHYS 103 Scientific Physics I 3 credits  
 PHYS 103L Scientific Physics I Lab 1 credit  
 RELI 1 - - Religion Elective 3 credits

**Second Year**

**Fall**

ECON 200 Economic Analysis 3 credits  
 ENSC 205 Statics 3 credits  
 MATH 259 Calculus & Analytic Geometry III 4 credits  
 PHYS 204 Scientific Physics II 3 credits  
 PHYS 204L Scientific Physics II Lab 1 credit  
 PHIL 201 Philosophy of Human Nature 3 credits

**Spring**

MENG 221 Materials Engineering 3 credits  
 ACCT 263 Accounting Analysis 3 credits  
 ENSC 301 Mechanics of Materials I 3 credits  
 MATH 260 Ordinary Differential Equations 3 credits  
 RELI 2 - - Religion Elective 3 credits

**GENERAL ENGINEERING**

**Third Year**

**Fall**

ENSC 352 Fluid Mechanics 3 credits  
 MGMT 350 Management & Organization 3 credits  
 CENG 303 Environmental Engineering 3 credits  
 ENSC 311 Electrical Engineering Science I 3 credits  
 ENSC 311L Electrical Eng. Science I Lab 1 credit  
 PHIL 301 Ethics 3 credits

**Spring**

----- Technical Elective\* 3 credits  
 BFIN 320 Principles of Finance 3 credits  
 MATH 321 Statistics (or equivalent) 3 credits  
 ENSC 355 Thermal Science 3 credits  
 ENSC 306 Dynamics 3 credits  
 RELI 3 \_\_ Religion Elective 3 credits

**INTEGRATED ENGINEERING & M.B.A. B.S. IN**

**ENGINEERING & M.B.A.**

Director: Gary Weber, Assistant Dean, School of Business Administration

To meet the need for business knowledge and skills as an enhancement to the technical engineering degree, students with an aptitude for engineering and the capacity to assume management responsibilities may complete a program which leads to the B.S. in one of the disciplines of Engineering and Master of Business Administration (M.B.A.). The joint degree program takes five

**Fourth Year**

**Fall**

ENSC 491 Senior Design Project I 2 credits  
 ----- Technical Elective\* 3 credits  
 ----- Technical Elective\* 3 credits  
 ----- Technical Elective\* 3 credits  
 BUSN 283 Business Law 3 credits  
 OPER 340 Operations Management **Spring** 3 credits

ENSC 492 Senior Design Project II 3 credits  
 ----- Technical Elective\* 3 credits  
 ----- Technical Elective\* 3 credits  
 PHIL 4 \_\_ Philosophy Elective 3 credits  
 MKTG 310 Principles of Marketing 3 credits

*\* technical electives must be approved by the Program Coordinator*

years of full-time study with a General Engineering degree but longer for other engineering programs.

Students choosing this program must complete their bachelor's degree in engineering and the required preparatory courses in Business before being admitted to the Graduate School of Business. Provisional admission may be available to students who do not complete the preparatory business courses prior to receiving a B.S. in Engineering.

**Preparatory Business Courses (24 Credits)**

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

*\*Only need two of these three classes*

Engineering students who complete BFIN 320 and ECON 200 may have ENSC 300 waived.

The M.B.A. degree program requires 33 semester hours of 600level coursework beyond the required preparatory business courses. Additional information about the M.B.A. program is contained in the Graduate Catalogue.

# School of Professional Studies



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



# SCHOOL OF PROFESSIONAL STUDIES

Dean: Mary McFarland

## Mission

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

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

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

## Undergraduate Degree Programs in the School of Professional Studies

Exercise Science (B.S.)

Bachelor of General Studies (B.G.S)

Nursing (B.S.N. pre-nursing, R.N. to M.S.N)

## EXERCISE SCIENCE

Chairperson: Christina A. Geithner

Professor: D. McCann

Associate Professor: C. Geithner

Assistant Professor: A. Zink

The Department of Exercise Science offers courses that provide students with an opportunity for specialized work in and original investigation of human physiological responses and adaptations to activity and exercise. The Bachelor of Science (B.S.) degree program provides preparation for graduate or professional study in a variety of areas including allied health professions; careers in health, fitness, and human performance; and research and teaching in exercise science. Laboratory experiences are emphasized to introduce students to the methods of investigation, evaluation, and remediation of human function. The program is unique within the University because it emphasizes the scientific basis and mechanisms of human function, adaptation, growth and aging, health and disease, and performance.

The B.S. in Exercise Science is designed for students planning to pursue graduate study in clinical allied health fields (e.g., physical therapy, occupational therapy, etc.) or subdisciplines of exercise science such as exercise physiology, biomechanics, motor behavior, or ergonomics. The degree provides an introduction to the physical and biological sciences, a concentrated study of the acute responses and chronic adaptations to exercise, laboratory research in exercise science, and course work which fulfills a number of graduate program prerequisites. The curriculum also includes applied work in exercise testing and prescription and is designed to furnish the basic knowledge and skills necessary for students to pursue certification options offered by the American College of Sports Medicine and the National Strength and Conditioning Association. Students must complete the University

## EXERCISE SCIENCE

core requirements in addition to the program requirements of the B.S. in Exercise Science.

### Exercise Science Core: 36 credits

BIOL 101, 101L Diversity of Life	4 credits
BIOL 170, 170L Introductory Microbiology	4 credits
CHEM 101, 101L General Chemistry	4 credits
CHEM 220 or 230, 2301L Survey of Organic Chemistry or Organic Chemistry	4 credits
PSYC 101 General Psychology	3 credits
PSYC/SOCI Electives	6 credits
EXSC 224 Nutrition	3 credits
EXSC 241, 241L Human Anatomy & Physiology I	4 credits
EXSC 242, 242L Human Anatomy & Physiology II	4 credits

### B.S. Major in Exercise Science: 51 credits

#### Lower Division Courses: 17 credits

MATH 112 College Algebra	3 credits
MATH 121 Introductory Statistics	3 credits
PHYS 101, 101L General Physics I	4 credits
PHYS 102, 102L General Physics II	4 credits
EXSC 202 Essentials of Strength Testing & Conditioning	3 credits

#### Upper Division Courses: 34 credits

EXSC 301, 301L Exercise Testing & Prescription	4 credits
EXSC 305 Experimental Research: Methods & Design	3 credits
EXSC 474, 474L Kinesiology	4 credits
EXSC 475, 475L Biomechanics	4 credits
EXSC 476, 476L Physiology of Exercise	4 credits
EXSC 477, 477L Advanced Physiology of Exercise	4 credits
EXSC 478, 478L Human Growth & Maturation	4 credits
EXSC 499 Culminating Experience	1 credit
Electives (upper division EXSC courses)	6 credits

**Minor in Exercise Science: 22-23 credits\***

- EXSC 241, 241L Human Anatomy & Physiology I 4 credits  
 EXSC 242, 242L Human Anatomy & Physiology II 4 credits  
 EXSC 202 Essentials of Strength Testing & Conditioning 3 credits or  
 EXSC 301, 301L Exercise Testing & Prescription 4 credits  
 EXSC 305: Experimental Research: Methods & Design 3 credits  
 EXSC 474, 474L Kinesiology 4 credits  
 EXSC 476, 476L Physiology of Exercise 4 credits

\*See prerequisites listed in course descriptions below

**Courses recommended for Exercise Science majors pursuing career paths requiring graduate school:**

Because prerequisites for admission to different graduate programs vary, students are advised to obtain the specific prerequisites from programs and schools of interest as early in their academic career as possible.

**EXERCISE SCIENCE****Lower Division Courses**

**EXSC 202 Essentials of Strength Testing & Conditioning** 3 credit  
 Students will review the muscular system before examining basic concepts of technique, design, and organization of a safe and effective strength training program. Students will develop the knowledge necessary to complete the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist exam. Spring  
 Prerequisite: EXSC 241

**EXSC 224 Nutrition** 3 credit  
 An introduction to the study of the roles of carbohydrates, fat, protein, vitamins, minerals, and water in the diet and the body; and the digestion, absorption, metabolism and storage of these substances. Energy balance and weight control, nutrition and physical activity, and nutrition and disease prevention are also addressed. Spring Prerequisite: EXSC 241

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

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

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

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

**Upper Division Courses**

**EXSC 301 Exercise Testing & Prescription** 3 credit  
 The relationships among physical activity, fitness, and disease provide the basis for developing a knowledge and understanding of the purposes, methods, and guidelines related to fitness assessment and exercise program design. Students will learn the principles of exercise prescription and how to individualize exercise programs for the purposes of reducing

disease risk, improving healthy and/or fitness, and meeting a client's goals. Fall Prerequisite: EXSC 242

**EXSC 301L Exercise Testing & Prescription Lab** 1 credit The student will learn how to perform and administer multiple field and laboratory tests to assess different components of health-related fitness. Along with EXSC 301, this course will provide students with the knowledge and skills necessary to pursue the American College of Sports Medicine's Health/Fitness Instructor certification exam. Taken concurrently with EXSC 301. Fall

**EXSC 302 Exercise Prescription for Special Populations** 3 credit This course extends the content of EXSC 301 to non-traditional clients with special needs and/or physically limiting conditions such as children, the elderly, and those with known disease (e.g., cardiovascular disease, diabetes, obesity, arthritis, cancer, etc.). Therapeutic applications of exercise for various physical conditions will be emphasized. Spring - Even years Prerequisite: EXSC 301

**EXSC 304 Practice in Lab Teaching** 1 credit  
 Students gain experience in the scheduling, directing, and quizzing of Exercise Science laboratory sections. May be repeated with departmental permission. Fall & Spring Prerequisite: Permission

**EXSC 305 Experimental Research: Methods & Design** 3 credit  
 This course introduces students to the research process and peer-reviewed literature in exercise science. It also provides them with the knowledge and skills necessary to understand, interpret, and design experimental research studies. Fall Prerequisite: EXSC 242, MATH 112, and MATH 121

**EXSC 378 Physiology of Aging** 3 credit An introduction to normal structural and functional changes that occur in the body, from cellular to organismal levels, over time (with aging). Relevant terminology, methodologies used to study aging, and theories of aging will be covered. The research literature will provide a basis for discussing aging-disease interactions and the effects of physical activity and exercise on the aging process. Spring - Odd years Prerequisites: EXSC 242 and EXSC 305

**EXSC 399 Advanced Topics** 2  
 An introduction to current research and literature reviews on specific topics in exercise science. This course prepares students to study, analyze, and discuss results of exercise science research. Fall & Spring Prerequisite: EXSC 242

**EXSC 474 Kinesiology** 3 credit  
 The study of human movement with emphasis on gross anatomy, gait, movement patterns, and basic analyses of sport/activity motions. Fall Prerequisites: EXSC 242; PHYS 101 and EXSC 305, or concurrently

**EXSC 474L Kinesiology Lab** 1 credit  
 Laboratory techniques and exercises focused on the analysis of human motion. Basic concepts in cinematography and two-dimensional motion analysis will be covered. Taken concurrently with EXSC 474. Fall

**EXSC 475 Biomechanics** 3 credit  
 The study of forces that act on the human body and the effects that these forces produce. Various sport and activity movements will be analyzed with the intent of improving performance for the participant, coach/educator or practitioner. Spring Prerequisites: EXSC 474

**EXSC 475L Biomechanics Lab** 1 credit  
 Laboratory techniques and exercises dealing with performance and the forces that affect the outcome of performance. Students will utilize cinematographical and software applications for complete motion analyses. Taken concurrently with EXSC 475. Spring

**EXSC 476 Physiology of Exercise** 3 credit  
 A course dealing with the nature and function of neuromuscular activity, circulation, metabolism and respiration as they relate to exercise and performance Fall Prerequisites: EXSC 242; EXSC 305 and PHYS 101, or concurrently

**EXSC 476L Physiology of Exercise Lab** 1 credit

Laboratory techniques and exercises dealing with the evaluation of physiological capacities involved in exercise: neuromuscular interactions, metabolism, respiration, and circulation. Taken concurrently with EXSC 476. Fall

**EXSC 477 Advanced Physiology of Exercise** 3 credit

An in-depth study of specific topics in physiology of exercise, including the cellular and systemic responses and adaptations of various organ systems to exercise and environmental stress. This course also introduces the student to the investigation of the mechanisms underlying exercise-induced changes in cell structure through modification of gene expression. Spring Prerequisite: EXSC 476

**EXSC 477L Advanced Physiology of Exercise Lab** 1 credit

Advanced laboratory work in the techniques and experimental methods used in the study of acute and chronic responses and adaptations to exercise. Students will work in groups and independently in conducting, analyzing, and presenting experimental research. Taken concurrently with EXSC 477. Spring

**EXSC 478 Human Growth & Maturation** 3 credit

An introduction to human growth (i.e., an increase in size of the body or its parts, including changes in proportions, body composition, motor abilities, etc.) and maturation (timing and tempo of progress toward the mature biological state), and the physiological mechanisms underlying these processes. Impact of biological and physiological changes on physical activity and performance will be addressed. Spring Prerequisites: EXSC 301 and EXSC 305

**EXSC 478L Human Growth & Maturation Lab** 1 credit

An introduction to and experience with concepts, measurements, and techniques used in the assessment of human growth and maturation, including measurement variability, growth curves, and anthropometric assessment of proportions, physique, and body composition. Taken concurrently with EXSC 478. Spring

**EXSC 490 Directed Reading** 1 TO 3 credit

Reading materials will be selected by the student after consultation with a faculty member in the department. Course content will vary with instructor. Course may be repeated to total not more than 6 credits. Fall, Spring, Summer Prerequisite: Permission

**EXSC 492 Research Techniques** 1 TO 3 credit

An introduction to some of the experimental techniques used in research in exercise science. Course content will vary with instructor. Course may be repeated to total not more than 6 credits. Fall, Spring, Summer Prerequisite: Permission

**EXSC 498 Directed Research** 1-3 credit

This course provides the motivated student with the opportunity to conduct an independent research project under the direction of an Exercise Science faculty member. Course may be repeated to total not more than 6 credits. Fall, Spring, Summer Prerequisites: Permission and EXSC 305

**EXSC 499 Culminating Experience** 1 credit

Required of all EXSC majors in their senior or final year. Spring Prerequisite: Senior status

**EXERCISE SCIENCE 153****BACHELOR OF GENERAL STUDIES (BGS)**

Director: Sheri K. Meyer, M.S.W.

Advisor: Melissa Lowdon, M.A.

Designed for adults and working professionals, the BGS degree is for the motivated student who is age 25 or older. Students in the BGS program are subject to all Gonzaga requirements and policies for a bachelor's degree, with the exceptions of a separate core pattern and the substitution of an area of concentration instead of a major.

**BGS Graduation Requirements**

Bachelor of General Studies (BGS) degree requires a total of 128 semester credits with a GPA of at least 2.0. The last 30 semester credits prior to graduation must be Gonzaga University courses and taken within the BGS program.

A BGS student chooses an area of concentration rather than a major. BGS students complete a minimum of 21 semester credits in one of the pre-designed concentrations or in an individually designed concentration. Each BGS student develops a personal degree plan in consultation with the BGS advisor. A tuition scholarship is offered for qualified students enrolled in the Bachelor of General Studies.

Policies and procedures for graduation with a BGS degree are the same as for any other Gonzaga undergraduate degree. BGS students are eligible for honors if they meet the standards prescribed by the University. Just as for a major or minor in other Gonzaga schools and colleges, BGS candidates must have a cumulative GPA of 2.0 as well as a GPA of 2.0 in the concentration.

**BGS Core Requirements**

The BGS core consists of 40 semester credits, 35 of which must be distributed in the categories defined below. The remaining five credits may be in any of the categories below. All students must satisfy the BGS core either by Gonzaga coursework or substantively equivalent transfer courses. Only English composition, mathematics, philosophy, and religious studies core courses are required for BGS students who have earned an AA degree.

1. English Composition (3 credits): A course in written English and composition is required. Gonzaga courses meeting this requirement are ENGL 101 and ENGL 200.
2. Speech (2 credits): A speech course in public speaking is required. BGS students normally will satisfy this requirement by taking Gonzaga courses SPCO 201 or SPCO 101 with departmental permission. Courses that do not emphasize public speaking (e.g., 'Persuasion' or 'Interpersonal and Small Group Communication') do not meet the speech core requirement.
3. Mathematics (3 credits): A course in mathematics beyond intermediate algebra is required in the BGS core. At Gonzaga, any math course with a 100 level or higher meets the requirement. Computer science, business math or social science statistics courses do not meet the math core requirement. Math for elementary teachers only satisfies the core requirement if a student earns a Teacher Certificate in Elementary Education.

**GENERAL STUDIES**

4. Natural Science (3 credits): The BGS core requires a course in one of the natural sciences (such as biology,

chemistry, or physics). Alab section is not required of BGS students.

5. Social Sciences (6 credits): Two courses must be completed in the social sciences (economics, history, political science, psychology, or sociology).
6. Humanities (6 credits): Two courses must be completed in the humanities (art, English, foreign culture, language, history, music, philosophy, religion, or theatre arts).
7. Religious Studies (6 credits): Two courses are required in religious studies, preferably with one of the two in scripture. To meet the BGS requirement, courses transferred from other institutions must have a religion or theology department code (thus, 'Sociology of Religion' or 'Philosophy of Religion' would not meet the core requirement).
8. Philosophy (6 credits): BGS students must satisfy the philosophy core requirement by completing two philosophy courses, preferably Gonzaga courses PHI 201 and PHI 301 or by transfer. Critical thinking (or logic, rhetoric) does not satisfy the philosophy core.

### The BGS Concentration

The BGS concentration consists of a minimum of 21 semester credits. The concentration is individually designed or is selected from one of the pre-designed concentrations. Individually designed concentrations must be approved by the Director of the BGS program and the BGS academic advisor. Concentrations may be interdisciplinary and interdepartmental.

1. There is no minor in General Studies.
2. BGS students complete a concentration which appears on the graduation transcript. The concentration title need not be the name of an academic discipline or department.
3. A BGS concentration is individually designed or selected from one of the pre-designed concentrations and may include undergraduate courses from any academic discipline or from any Gonzaga department, school or college. Instructor permission may be required of some courses. While concentrations may be interdisciplinary, the Director of the BGS program and the Dean of the School of Professional Studies must determine in each case that the concentration has academic coherence and intellectual integrity.
4. Transfer credits may apply toward completion of a concentration. The total number of such transfer courses is determined on a case by case basis. 12 of the 21 credits counted toward a concentration must be taken at Gonzaga.
5. Of the minimum 21 credits counting toward a concentration, 9 of the credits must be taken as upper division courses. Exceptions must be submitted in writing to the Registrar's Office by the Director of the BGS program.

### GENERAL STUDIES

6. A second or third concentration may be earned. The same rules are required for other concentrations as for the first one. The same course may not be used for more than one concentration.
7. A concentration in a BGS degree as a second baccalaureate degree must meet the above criteria plus these

standards: (a) courses taken as part of a first degree do not transfer to a second degree; (b) courses which satisfy the BGS core but which were taken as part of a first baccalaureate degree at an accredited institution are not repeated; (c) waiver forms must be completed and filed with the Registrar for core requirements in philosophy and religious studies which were satisfied as part of a first degree; (d) a concentration as part of a BGS degree as a second baccalaureate may not duplicate a major or minor completed as part of the first degree; (e) no more than nine semester credit units of the concentration may be waived in recognition of relevant elective course work taken as part of a first degree; and (f) there is no second degree in BGS with an education concentration.

8. A tuition scholarship is offered for BGS students enrolled in 12 credits or less. The BGS tuition is in effect only while the student is a BGS student.

### Transfer of Credit

University policies on transfer of credit from other accredited higher education institutions generally apply to BGS candidates. However, in recognition of the Northwest Association of Schools and Colleges accreditation guideline XXIV that transfer "policies and procedures should provide maximum consideration for the individual who has changed institutions or objectives," the following criteria apply to transfer of credit for the BGS degree:

1. At the time of admission to Gonzaga, the academic advisor shall complete a transfer evaluation, notifying both the student and the Admissions Office of the specific credits accepted in transfer to Gonzaga.
2. The Dean of School of Professional Studies or his/her designee may accept up to a maximum of sixteen semester credits of coursework which is not otherwise transferable into Gonzaga.
  - (a) such credit shall be noted on the student's transcript as "transfer credit accepted toward the BGS degree";
  - (b) such credit is not transferable to another Gonzaga school or to another institution.
  - (c) such credit cannot meet a core requirement;
  - (d) such credit does not count toward the minimum 21 credits for a concentration;
  - (e) such credit may include transcribed courses from nonaccredited institutions which are determined by the Dean of Professional Studies to be equivalent to college level work, or which the Dean determines is appropriate to an individual student's degree and career objectives.
3. No "experiential learning credit" is granted for the BGS degree, nor does such credit on the transcript of another institution transfer into the BGS program.

### The BGS and Other Professional Schools

1. No more than one-fourth (32 credits) of a BGS student's total undergraduate credits may be in business administration courses, or in courses normally taught in an AACSB accredited business school. This includes any business credits transferred to Gonzaga from another institution. There is no BGS concentration possible in business programs accredited by AACSB. A BGS student may not take more than six credits from any single upper

division business field beyond the business core curriculum. Economics and Business Statistics do not count as part of the 32 credits. Students who desire a General Business minor must contact their advisor.

2. BGS candidates may simultaneously seek a teacher's credential, provided that (a) the student has the approval of the School of Education; (b) a credential advisor is assigned by the Gonzaga Department of Teacher Education; and (c) courses taken toward a credential must be part of the student's BGS degree plan.
3. BGS candidates may enroll in engineering courses with the permission of the Dean of Engineering; however, there is no concentration possible in engineering fields accredited by ABET.

## **BGS ACCELERATED PROGRAM**

Director: Sheri K. Meyer, M.S.W. Advisor:  
Melissa Lowdon M.A.

The BGS Accelerated Program is designed for the working adult who has completed previous undergraduate coursework (5056 semester credits) . The BGS Accelerated program consists of 8week sessions with breaks between Spring, Fall and Summer sessions. Students can complete their Bachelor degree through courses offered on Saturdays or a combination of Saturday and Internet courses. Students must complete two in-person and/or Internet courses per session in order to finish the degree in two years. By taking two courses per session, the student will complete 12 credits every 16 weeks. Completion of this program will result in a concentration in Organizational Leadership ( see page xxx for Organizational Leadership course descriptions) A significant tuition reduction scholarship is offered to each admitted student.

All other requirements pertaining to the traditional BGS program must be fulfilled. Students must apply through the Admissions office after meeting with the BGS Advisor for the Accelerated program.

## NURSING

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

The Department of Nursing offers two unique undergraduate degrees: 1) a Bachelor of Science in Nursing (BSN) for individuals seeking initial preparation and licensure as a Registered Nurse (RN) and 2) a BSN degree designed exclusively for individuals who have already earned a diploma or associate degree in nursing and are presently licensed as a RN. The Department of Nursing also offers the RN to MSN program for registered nurses who wish to achieve a graduate degree through a streamlined progression plan (see graduate catalogue)

### Bachelor of Science in Nursing Partnership Nursing Programs

Gonzaga University offers a prelicensure BSN degree through partnerships with Seattle University and Washington State University. Studies lead to the Bachelor of Science in Nursing (BSN) degree and prepare graduates to obtain licensure to practice as professional registered nurses as well as pursue graduate study. Nursing is an exciting and dynamic profession with many opportunities and choices. It offers many specialties and diverse settings for practice for all nurses and these are continuing to evolve as the delivery of health care changes.

In this program, students complete the general university requirements of Gonzaga University and the courses prerequisite to nursing during their first two years of study, then go through a competitive admission process to the nursing major at either Seattle University or Washington State University Intercollegiate College of Nursing. If students are accepted into the nursing major, they complete the majority of their nursing coursework at either Seattle University or the Intercollegiate College of Nursing/Washington State University (ICN/WSU) during their junior and senior years of study. The ICN-a consortium of Eastern Washington University, Gonzaga University, Washington State University, and Whitworth College-is the oldest and largest public/private nursing education consortium in the country. While taking courses at ICN/WSU, students also remain enrolled at Gonzaga University and complete additional courses on campus but pay tuition through Washington State University. At completion of the program, the BSN degree is awarded jointly by Gonzaga University and Washington State University. Students who complete their BSN degree through Seattle University, another Jesuit institution, have their degree jointly awarded by Gonzaga University and Seattle University and pay Seattle University tuition while attending Seattle U.

### Admission Requirements for the ICN Partnership Program

Students are admitted to Gonzaga University through regular undergraduate admission processes. Transfer students must complete at least 50% of the lower division (100-200 level) core courses at Gonzaga. Students must meet ICN/WSU or Seattle University admission requirements and make formal application

through a competitive process to progress to upper division (300/400 level) nursing courses, which begin in both fall or spring semester.

Admission requirements: GU/WSU Consortium Program/Seattle University

### Eligibility Considerations:

1. To be considered a Gonzaga University student, must compete at least 50% (34) of the credits other than WSU nursing courses at GU.
2. All courses prerequisite to the upper division nursing major, general University requirements, and junior standing must be completed by the end of the term in which the application is submitted.
3. No more than three prerequisite courses to nursing may remain to be completed during the term when the application is being reviewed.
4. A letter or numerical grade must be submitted for required prerequisite courses; pass or satisfactory grades may not be used. **Admission criteria:**

Admission decision by the ICN Committee are based on the following criteria:

1. Cumulative GPA of 2.9 or higher required for consideration (competitive application process)
2. Cumulative GPA of 2.9 or higher in courses that are prerequisite to the nursing major. Minimum acceptable grade in a prerequisite course is 2.0.
3. Junior standing.
4. Favorable evaluation of all information on file by the admissions committee of the nursing major.

## Curriculum

### I. Core Requirements 67 credits

A. University Core	31 credits
Thought and Expression	
ENGL 101 English Composition	3 credits
SPCO 101 Speech	2 credits
PHIL 101 Critical Thinking English	2 credits
Literature	
ENGL 102 Literary Genres	3 credits
Philosophy	
PHIL 201 Phil. of Human Nature	3 credits
PHIL 301 Ethics	3 credits
PHIL 455 Health Care Ethics	3 credits
Religion	
RELI 100 level	3 credits
RELI 200 level	3 credits
RELI 300/400 level	3 credits
Mathematics	
* NURS 320 Statistics for Health Prof.	3 credits
B. Professional Core	36 credits
Biological/Life Sciences	
BIOL 101/101L Diversity of Life	4 credits
* BIOL 170/170L Microbiology	4 credits
* EXSC 241/241L Anatomy/Physiology I	4 credits
* EXSC 242/242L Anatomy/physiology II	4 credits
* CHEM 101/101L General Chemistry	4 credits

* CHEM 230/230L Organic Chemistry	4 credits
* EXSC 224 Nutrition	3 credits
Social/Behavioral Sciences	
* PSYC 101 General Psychology	3 credits
* SOCI 101 Introduction to Sociology	3 credits
SOCI/BEHAV Elective	3 credits
* Courses prerequisite to nursing	

**NURSING**

<b>II. Nursing Major</b>	<b>67 credits</b>
A. Gonzaga Courses	5 credits
NURS 200 Professional Nursing	2 credits
NURS 495 Senior Capstone	3 credits
B. ICN/WSU Courses	62 credits
N308 Professional Development I	2 credits
N309 Professional Development II	4 credits
N311 Pathophysiology & Pharmacology	4 credits
N314 Intro. to Nursing Practice in Health/Illness	4 credits
N315 Nursing Practice in Health/Illness	4 credits
N318 Growth/Develop. Across Life Span	3 credits
N322 Human Experience of Diversity and Health	2 credits
N324 Nurs. Concepts: Acute/Chronic Illness in Adult	4 credits
N325 Nurs. Practice: Acute/Chronic Illness of Adults	5 credits
N328 Intro. to Gerontological Nursing	2 credits
N408 Professional Development III	3 credits
N409 Professional Development IV	2 credits
N414 Child/Family Health Theory	3 credits
N415 Children/Families as Focus of Nursing Care	2 credits
N416 Child-bearing Health of the Family	2 credits
N417 Nursing Care of Child bearing Families	3 credits
N424 Psychiatric/Mental Health Nursing Concepts	3 credits
N425 Nursing Practice: Psychiatric/Mental Health	2 credits
N426 Comm. Health Nursing Theory	2 credits
N427 Comm. Health Nursing Practice	3 credits
N430 Senior Practicum	3 credits

(Course Descriptions for ICN/WSU classes (with a single 'N' prefix) are not in this catalog. They can be found in the ICN/WSU catalog.)

**Admission Requirements: Seattle University Partnership Program:**

- To be considered a Gonzaga University student, must complete at least 50% (34) of the credits other than SU nursing courses at GU.
- All courses prerequisite to the upper division nursing major - except PSYC 322, Psychology of Growth and Development - and general University requirements must be completed by the end of the term in which application is submitted.
- All major program required courses must be completed with a grade of C or 2.0 or better.
- Cumulative GPA of 2.75 or higher.
- Cumulative GPA of 2.75 or higher for courses prerequisite to nursing.

**Curriculum**

(Note: Seattle University is currently undergoing a curriculum revision. Please see the nursing program advisor for updates.)

**I. Core Requirements 63 credits**

A. University Core 31 credits	
Thought and Expression	
ENGL 101 English Composition	3 credits
SPCO 101 Speech	2 credits
PHIL 101 Critical Thinking	2 credits
English Literature	
ENGL 102 Literary Genres	3 credits
Philosophy	
PHIL 201 Philosophy of Human Nature	3 credits
PHIL 301 Ethics	3 credits
PHIL 455 Health Care Ethics 3.3 (5) credits	(fulfilled by SU PHIL352)
Religion	
RELI 100 level	3 credits
RELI 200 level	3 credits
RELI 300/400 level	3 credits
*Mathematics	
*MATH 103 or 112	3 credits
Interdisciplinary	
(completed at SU)	2 (3) credits
B. Professional Core 32 credits	
Biological/Life Sciences	
BIOL 101/101L Diversity of Life	4 credits
*BIOL 170/170L Microbiology	4 credits
*EXSC 241/241L Anatomy/Physiology I	4 credits
*EXSC 242/242L Anatomy/Physiology II	4 credits
CHEM 101/101L General Chemistry	4 credits
Social/Behavioral Sciences	
*PSYC 101 General Psychology	3 credits
*PSYC 322 Growth and Development 3.3 (5) credits	(taken at SU first quarter concurrent with NURS 204 and 207)
SOCI/BEHAVElective (excluding psychology courses)	6 credits
*courses prerequisite to nursing	

**II. Nursing Major 63 (94.5 qtr) credits**

A. GU Courses	5 (7.5) credits
NURS 200 Professional Nursing	2 (3) credits
*NURS 320 Statistics for Health Professions	3 (7.5) credits
(fulfill NURS 202 and NURS 203)	
B. SU Courses	58 (87) credits
(Note: Seattle University credits reflect quarters of study in the parentheses)	
NURS 204 Pathophysiology	3.3 (5) credits
NURS 207 Introduction to Pharmacology	2 (3) credits
NURS 306 Foundations of Professional Nursing	3.3 (5) credits
NURS 308 Health Assessment/Intervention I	3.3 (5) credits
NURS 309 Promoting Wellness in Families	6.7 (10) credits
NURS 311 Promoting Wellness during Altered Health I	6.7 (10) credits

NURS 324 Nursing Research & Epidemiological Methods	3.3 (5) credits
NURS 326 Health Assessment/Intervention	3.3 (5) credits
II NURS 401 Promoting Wellness during Altered Health II	6.7 (10) credits
NURS 402 Leadership and Management in Health Care	3.3 (5) credits
NURS 403 Health Care in Communities	6.7 (10) credits
NURS 416 Contemporary Issues with Vulnerable Populations	1.3 (2) credits
NURS 425 Transition to Professional Nursing Practice	6 (9) credits
NURS 490 Senior Synthesis	2 (3) credits

### III. Electives 2 credits

## Total Credits 128 (198 qtr) credits

### Bachelor of Science in Nursing (for Registered Nurses): 128 credits

This program is designed exclusively for Registered Nurses with a diploma or associate degree in nursing. The central objective of the program is to build upon existing knowledge and expertise to promote a new level of excellence in nursing. The curriculum stresses critical inquiry and analysis in an environment conducive to adult learning. Students apply theoretical concepts and research-based knowledge in a variety of practice settings. The BSN program is accredited by the Commission on Collegiate Nursing Education.

The BSN program is designed to meet the needs of working registered nurses. The program emphasizes individualized advising and can be completed through part-time or full-time study. The program is offered through both on-campus and distance learning formats.

The distance learning (DL) format was launched in 1987 to assist registered nurses living in rural areas and other sites without access to university programs to further their education. The distance learning format is designed to reduce obstacles inherent in traditional educational programs, yet insure quality education. The distance learning format combines videotapes of actual current class sessions and clinical experiences in geographical locations within reasonable commuting distance to students' home communities with participation on campus at scheduled intervals each semester, and web-based learning activities. This format allows nurses to continue to reside in their own communities, be active family members, and maintain concurrent employment. A cornerstone of the on-campus program format is non-traditional scheduling of nursing classes to allow continued employment with minimal disruption.

Distinctive features of the BSN program for registered nurses include an emphasis on the Jesuit-inspired values of knowledge, sensitivity, excellence, integrity, and justice; pursuit of humanistic and ethical alternatives to address contemporary nursing and health care problems; critical reasoning; leadership, communication, and management skills; integration of theory and clinical practice; on-campus and distance learning formats; and course load individualized according to personal circumstances and program capability.

### Admission Requirements

Admission decisions are based upon an applicant's total profile.

Selection is based on:

1. completed University application;
2. an earned diploma or associate degree in nursing from a state-approved or nationally accredited nursing program;
3. current unencumbered Registered Nurse license;
4. minimum grade point average of 2.25 on a 4.0 scale;
5. current professional vita
6. typewritten statement describing
  - (a) interest in the program and purpose of achieving a BSN degree,
  - (b) professional goals,
  - (c) strengths,
  - (d) professional experiences
7. satisfactory letters of reference.

### Degree Requirements

The Bachelor of Science in Nursing degree requires a total of 128 semester credits. Many of these credits have already been earned in prior educational experiences and transfer to fulfill several of the degree requirements. Up to 64 semester credits earned in associate degree and diploma programs can be transferred. All credits submitted for transfer approval must have a grade of at least 2.0 on a 4.0 scale. All transfer students must complete at least 30 credits at Gonzaga University immediately preceding graduation from the University. Most registered nurses enter with third year status (60-95 transfer credits).

The BSN curriculum is comprised of four major components. Nursing requirements must be completed within seven years after acceptance into the program. An asterisk (\*) denotes requirements that are frequently fulfilled or partially fulfilled with transfer credit. The curriculum is dynamic and changes may occur on a regular basis.

#### I. Core Requirements

University Core: 50 credits

* English composition/Speech	5 credits
Philosophy:	
Phil 201, Phil 301, and Phil 445	9 credits
Religious Studies one course from 100 level, one course from 200 or 300 level	6 credits
Statistics: NURS 320	3 credits
* English Literature	3 credits
* Biological/Life Sciences	12 credits
* Social/Behavioral Sciences	12 credits

#### II. Lower Division Nursing: 28 credits\*

#### III. Upper Division Nursing Requirements: 35 credits

NURS 335 Professional Concepts I	3 credits
NURS 340 Professional Communication	2 credits
NURS 360 Holistic Health Assessment	3 credits
NURS 365 Client-Centered Health Care	3 credits
NURS 380 Research Concepts	3 credits
NURS 400 Systems Concepts in Health Care	3 credits
NURS 405 Client-Based Health Care Del.	2 credits
NURS 411 Systems-Based Health Care Del.	3 credits
NURS 435 Professional Issues	3 credits
NURS 441 Professional Internship	4 credits
NURS ___ Nursing Electives	6 credits

#### IV. Electives\* up to 15 credits\* Nursing or non-nursing courses

**Total: 128 credits (including transfer credits)**

**RN to MSN Program**

(for Registered Nurses)

The RN to MSN Program prepares professional nurses with the knowledge, skills, and values essential for advanced nursing practice and leadership in current and evolving future health care systems. The program is grounded in the theme Leadership in Nursing. Theory and research in nursing and related fields are integrated to provide a broad base for advanced nursing practice. Graduates may function as nurse practitioners or clinical nurse specialists, managers/administrators, educators, consultants, and/or evaluators/researchers in a variety of specialties and settings. Particular emphasis is given to meeting the needs of underserved populations. Students taking graduate level courses should consult the graduate catalogue for additional policies and procedures.

The RN to MSN Program is designed to meet the needs of working registered nurses. The program can be completed on a full-time or part-time basis and is offered through flexible delivery formats. A cornerstone of the format is non-traditional block and cluster scheduling that allows students to continue employment with minimal disruption. Some courses also include DVD recordings of current campus classes sent to students to view at home. Students complete their clinical experiences at sites within commuting distance from their home community, and participate in on-campus classes at regularly scheduled intervals each semester.

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

**Admission Requirements**

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

1. Complete Gonzaga University application for admission
2. One official transcript from every college and university on nursing school attended with documentation of:
  - an associate degree in nursing from an accredited college or diploma in nursing from a state approved program and
  - GPA of 2.75 or other evidence of potential to pursue graduate level study.

**NURSING**

3. Photocopy of current unencumbered RN license
4. Typewritten statement (maximum 500 words) which describe the applicant's
  - interest in the RN to MSN Program and what he/she hopes to gain from achieving the RN to MSN degrees,
  - professional goals,
  - personal and professional strengths, and- professional experiences.
5. Current Professional Vita

6. Satisfactory letters of recommendation from two individuals who can evaluate the applicant's leadership, interpersonal skills, professional practice, critical thinking and judgment, and potential for advanced study (e.g., employer, professional colleague, professor).
7. Satisfactory score on the Miller Analogy Test.

Students are admitted into the program when accepted into the RN to MSN; however, progression into the graduate level courses requires a second review of credentials. Students who have earned a 3.0 GPA in their coursework at Gonzaga and have a satisfactory faculty recommendation and MAT score are guaranteed progression.

**Degree Requirements**

The RN to MSN Degree requires a total of 153 credits. Many of the undergraduate credits have already been earned in prior educational experiences and transfer to fulfill several of the degree requirements. Up to 64 semester credits earned in associate degree or diploma programs can be transferred. All credits submitted for transfer must have a grade of at least 2.0 on a 4.0 scale.

(See graduate catalogue for specific program description)

**Gonzaga University Lower Division Courses**

- NURS 100 Nursing Perspectives** 1 credit  
Designed for students who are considering nursing as a career. Exploration of career opportunities in nursing, education options and planning considerations, and facets of nursing. Provides a forum for support and sharing for pre-nursing students at Gonzaga University. Spring
- NURS 200 Professional Nursing** 2 credit  
For non-RN students who are pursuing a BSN degree through the consortium program. Introduction to nursing history, nursing theory, and issues currently confronting the nursing professions. Discussion of different roles and opportunities in professional nursing. Spring
- NURS 320 Stats For Health Professions** 3 credit  
Emphasizes applications for interpretation of descriptive and inferential statistics. Considers frequency distributions, measures of central tendency and variability, t-tests ANOVA, correlation, Chi-square, and regression. Fulfills University mathematics requirement for BSN students. Summer and Fall. Prerequisite: Admission to nursing program.
- NURS 335 Professional Concepts I** 3 credit  
Considers the domain of nursing practice and its evolution. Stresses systems theory and the content of health care delivery, as well as ramifications and implications for nursing practice, providers of nursing care, and the profession of nursing. Fall and Spring Prerequisite: Admission to nursing program.
- NURS 340 Professional Communications** 2 credit  
Writing and speaking skills for a variety of professional audiences and situations. Considers information science and technology as vehicle for communication. Stresses interpersonal dynamics in client/nurse, intra professional, and interprofessional relationships. Emphasizes negotiation, collaboration, and conflict resolution.
- NURS 348 Special Topics 1 TO 3 credit** **NURS 360 Holistic Health Assessment** 3 credit  
Integrated approach to assessment of health status of individuals and families taking into consideration lifespan similarities and differences. Emphasizes diagnostic reasoning and clinical decision-making. Stresses implications for care delivery. Spring. Prerequisites: NURS 335 and NURS 340 or concurrent
- NURS 365 Client Concepts in Health Care** 3 credit

Focuses on planning and managing care for individuals. Stresses physiological, pathophysiological, psychobiological and pharmacologic concepts. Emphasizes cellular and bio-chemical processes. Spring

Prerequisites: NURS 335 or concurrent

**NURS 380 Research Concepts** 3 credit

Introduction to quantitative and qualitative research principles and methodologies, including evaluation of research studies and application to practice. Emphasizes critical analysis of nursing and health care research. Stresses research design, sampling, data collection strategies, and ethical considerations in research.

**NURS 400 Systems Concepts in Hlth Care** 3 credit

Focuses on planning and managing care for families, groups, communities, and aggregates. Stresses epidemiological concepts, populationbased care, evidence-based practice, policy development, program planning and evaluation, and integration of financial considerations with client management. Fall Prerequisites: NURS 320 and NURS 380. Concurrent of prerequisite: NURS 335 and NURS 340.

**NURS 405 Client-Based Health Care Del** 2 credit Clinical practice emphasizing planning, delivering, managing, and evaluating cost effective quality care of individuals in a variety of settings. Emphasizes intra- and interdisciplinary collaboration and supervision.

Prerequisites: NURS 360 and NURS 365

**NURS 411 Systems-Based Health Care Del** 3 credit

Clinical practice emphasizing planning, delivering, managing and evaluating cost effective quality care for families, groups, and communities, and aggregates in a variety of settings. Emphasizes interdisciplinary collaboration and evidence-based practice. Prerequisite: NURS 335, 340.

Prerequisites or concurrent: NURS 400

**NURS 423 Pathophysiology** 2 TO 3 credits

Prerequisites: NURS 323

**NURS 430 Dying With Dignity** 2 TO 3 credit

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

**NURS 435 Professional Concepts II** 3 credits

Examines selected leadership concepts and models that are applicable to nursing practice. Stresses theoretical foundations or role development and professional management (for BSN students only). Prerequisites: NURS 405 and NURS 411

**NURS 437 Exercise and Health** 2 TO 3 credit

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

NURS 450 Policy & Political Action 2 TO 3 Prerequisite: 300-Level Nursing

**NURS 441 Professional Internship** 4 credits

Provides opportunities to synthesize and apply nursing knowledge and skills in clinical settings of choice. Emphasizes extension and referment of selected concepts and roles. (for BSN students only). Prerequisites: NURS 405, and NURS 411. Concurrent or prerequisite: NURS 435.

**NURS 463 Geriatric and long Term Care Nursing** 2 TO 3 credit This course will have two distinct elements presented in discrete modules; 1) geriatric pharmacological principles, and 2) comprehensive geriatric assessment. Pharmacological principles specific to the elderly individual will be discussed including, alterations in drug clearance, adverse reactions, drug interactions, and polypharmacy. Each of the pharmacological principles will be discussed as they relate to the elderly in the community as well as those in long term care settings. The second component of the course is comprehensive geriatric assessment. Normal aging changes will be presented as a foundation for the discussion of

common diseases, abnormalities, and symptomatology in the elderly population. There will be an emphasis on physical and functional assessment with appreciation for expected decline, quality of life and ethical principles.

**NURS 473 Legal Tort and Malpractice** 2 TO 3 credit

**NURS 480 Writing For Publication** 2 TO 3 credit Examines the process of writing and marketing articles for professional publication. Considers each step from conception through publication. Includes preparation of manuscript for submission.

**NURS 485 Diabetes Management** 2 TO 3 credit

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

**NURS 490 Clinical Internship** 3 credit Assists nurses in period of transition from nursing student to registered nurse or from one practice setting to another. Adaptation to role transition fostered through preceptorship with expert clinical RN and through interaction with faculty Opportunities to both practice and master current knowledge and skills and acquire new ones.

**NURS 492 Independent Study** 1 TO 3 credit Opportunity to pursue a nursing project or topic of choice with guidance of a faculty member. Prerequisite: permission.

**NURS 495 Senior Capstone** 3 credit This course is designed to provide baccalaureate nursing students preparing to graduate the opportunity to integrate and synthesize their total nursing program into a comprehensive whole that will guide their practice as professional nurses. Opportunities are provided for each student to reflect upon his/her educational experiences-- both theory and clinical, focus professional goals, and collaborate with course faculty to identify activities to strengthen identified areas of need. The unique perspectives of Jesuit nursing are examined. Increasing self awareness, articulating personal and professional beliefs and values, developing a personal model for nursing and crystallizing future professional plans are stressed. Taken during final semester.

**NURS 496 Independent Practicum** 1 TO 4 Opportunity to explore a clinical field or an expanded nursing role with guidance of a faculty member and a clinical preceptor. Prerequisite: permission.

**NURS 498 Special Topics** 1 TO 3 credit

**NURS 499 Special Topics** 1 TO 3 credit Seminars designed to address special topics in nursing and health care, based on student and faculty interests. Prerequisite: permission.

## Seattle University Nursing Courses

See Seattle University Catalog for course descriptions

NURS 202S Stats Health Research	3.3 credit
NURS 203S Contemp Nurs	1.32 credit
NURS 204S Pathophysiology	3.3 credit
NURS 207S Intro Pharmacology	1.98 credits
NURS 306S Foundation Prof Nurs	3.3 credit
NURS 308S Hlth Assess Interven I	3.3 credit
NURS 324S Nurs Research Epid Method	3.3 credit
NURS 326S Hlth Assess Interven II	3.3 credit
NURS 330S Promo Wellness Family Theory	3.3 credit
NURS 331S Promo Wellness Family Prac	3.3 credit
NURS 342S Promo Well Alter Hlth I Theory	3.3 credit
NURS 343S Promo Well Alter Hlth I Prac	3.3 credit
NURS 372S Issue Women Hlth Wll Persp	1.98 OR 3.3 credit
NURS 391S Special Topics	.66 TO 3.3 credit
NURS 392S Special Topics	.66 TO 3.3 credit
NURS 393S Special Topics	.66 TO 3.3 credit

NURS 416S Contemp Issue Vulner Pop	1.32 credit
NURS 418S Promo Wll Alter Hlth II Theory	3.3 credit
NURS 419S Promo Well Alter Hlth II Prac	3.3 credit
NURS 420S Drug Nurs Imp Case Study App	1.32 credit
NURS 434S Hlth Care Comm Theory	3.3 credit
NURS 435S Hlth Care Comm Prac	3.3 credit
NURS 437S Trnas Prof Nurs Prac	5.94
NURS 480S Changing Family	1.98
NURS 481S Stress Survival Adapt	1.98
NURS 482S Contemp Concept Hlth Heal	1.98 OR 3.3 credit
NURS 483S Intro Alcohol Drug Addict	1.98
NURS 490S Senior Synthesis	1.98
NURS 491S Special Topics	.66 TO 3.3 credit
NURS 492S Special Topics	.66 TO 3.3 credit
NURS 493S Special Topics	.66 TO 3.3 credit
NURS 496S Independent Study	1.32 TO 3.3 credit
NURS 497S Directed Reading	1.32 TO 3.3 credit
NURS 498S Directed Research	1.32 TO 3.3 credit
NURS 396S Directed Study	1.32 TO 3.3 credit
NURS 402S Leader Manage Hlth Care	3.3 credit

**Intercollegiate College of Nursing Courses**

**NURSING**

NURS 300I	12 credit
NURS 308I Professional Dev I	2 credit
NURS 309I Professional Dev II	3 OR 4
NURS 310I Pharmacological Basis Nurs Pra	2 credit
NURS 311I Pathophysiology & Pharm	4
NURS 312I Pathophysiological Basis	3 credit
NURS 313I Mental Health Concepts	2 credit
NURS 314I Intro Nurs Prac: Hlth/Illness	4 TO 5
NURS 315I Nurs Pract: Hlth/Illness	4
NURS 318I Growth/Dev Across Life Span	3 credit
NURS 320I Nursing Concepts:Foundations	3 credit
NURS 321I Nursing Practice: Foundations	4
NURS 322I Human Exp of Diversity & Hlth	2 credit
NURS 324I NC:Acute/Chronic Illness Adult	4
NURS 325I NP:Acute/Chronic Illness Adult	5
NURS 328I Intro to Gerontological Nurs	2 credit
NURS 330I Nursing concepts and Practice	3 credit
NURS 342I Nursing Concepts: Maternity	2 credit
NURS 343I Nursing Practice: Maternity	3 credit
NURS 344I Nursing Concepts: Children	2 credit
NURS 345I Nursing Practice: Children	3 credit
NURS 346I Nursing Concepts: Family	2 credit
NURS 401I Nursing Leadership: Research	2 credit
NURS 402I Nursing Leadership: Theory	2 credit
NURS 403I Nursing Leadership and Mgmt	3 credit
NURS 408I Prof Dev III	3 credit
NURS 409I Prof Dev IV	2 credit
NURS 414I Child/Family	3 credit
NURS 415I Child/Family Prac	3 credit
NURS 416I Child Brg Hlth	2 credit
NURS 417I Nurs Care Fam	2 credit
NURS 420I Nursing Concepts: Adult	5
NURS 421I Nursing Practice: Adult	4 TO 6
NURS 424I PMH Concepts	3 credit
NURS 425I PMH NSG Prac	2 credit
NURS 426I CHN Theory	2 credit
NURS 427I CHN Prac	3 credit
NURS 430I Senior Prac	3 credit
NURS 440I Nursing Concepts: Health	2 credit
NURS 441 Prof Intern:	4
NURS 441I Nursing Practive: Health	4
NURS 450I Nurs Concepts: Mental Health	3 credit
NURS 451I Nurs Practice: Mental Health	3 credit
NURS 477I Health Care Ethics	3 credit
NURS 490I Adv Cardiac Life Support	2 credit
NURS 497I Special Topics	3 credit
NURS 499I SP Problems	1 TO 2 credit

See Washington State University Catalog for course descriptions

**ORGANIZATIONAL LEADERSHIP****ORGANIZATIONAL LEADERSHIP**

Chairperson: Joseph F. Albert

Professor: M. McFarland

Associate Professor: M. Carey, L. Brown

Assistant Professors: J. Albert

Director: S. Meyer

Advisor: M. Lowdon

The Department of Organizational Leadership offers a unique BGS concentration through the BGS Accelerated program. The Organizational Leadership concentration lays the foundation for the development of leadership abilities applicable to diverse organizational settings. Learning opportunities encourage self-appraisal, exploration, and development of leadership potential.

## Upper Division Courses

**ORGL 400 Leadership Theory** 3 credits

This course provides an overview of basic leadership theory, including trait, behavior, situation, power, and transforming and servant leadership. Special emphasis is given to integrative vision and shared leadership.

**ORGL 401 Leadership Practice** 3 credits

This course provides an overview of basic leadership skills, including successful organizational diagnosis, organizational architecture, and use of power, change processes, and approaches to motivation. Special emphasis is given to methods of empowerment and collaboration.

**ORGL 402 Organizational Behavior** 3 credits

This course provides an examination of the interface between organizations and human behavior, addressing issues such as learning, motivation, communication, personality, job satisfaction, and leadership and groups will be discussed.

**ORGL 403 Organizational Change** 3 credits

This course provides an overview of change theories applied to individuals, groups, and organizations.

**ORGL 404 Organizational Development** 3 credits

This course will explore the understanding of Organizational behavior, using the concept of framing for the purposes of organizational improvement. Understanding change process and specifically focusing on resistance to change as it impacts organizational reform.

**ORGL 405 Supervision and Evaluation** 3 credits This course is an examination of the dynamics of supervision and evaluation within a variety of leadership situations.

**ORGL 407 Leadership and Change** 3 credits

This course is an examination of the dynamics of individual, group, and organizational change.

**ORGL 410 Leadership and Art** 3 credits

This course provides an examination of leadership through the perspectives of the liberal arts, specifically fine arts. Special emphasis is given to the role of imagination in the fine arts as a metaphor for leadership imagination.

**ORGL 411 Leadership and Music** 3 credits

This course provides an examination of leadership through the perspectives of the liberal arts, specifically music. Special emphasis is given to the role of imagination in the creation of music as a metaphor for leadership imagination.

**ORGL 412 Leadership and History** 3 credits

This course provides an examination of leadership through the perspectives of the liberal arts, specifically history. Special emphasis is given to the role of imagination in the analysis of historical events as a metaphor for leadership imagination.

**ORGL 413 Leadership and Literature** 3 credits

This course provides an examination of leadership through the perspectives of the liberal arts, specifically literature. Special emphasis is

given to the role of imagination on the writing process as a metaphor for leadership imagination.

**ORGL 414 Leadership and Science** 3 credits

This course provides an examination of leadership through the perspectives of the liberal arts, specifically science. Special emphasis is given to the role of imagination in scientific method as a metaphor for leadership imagination.

**ORGL 420 Leadership and Values** 3 credits

Inquiry into the philosophic foundations of interpersonal relations and values in organizational contexts with emphasis on applications of ethical systems to the responsibilities of people in organizations toward society and individuals.

**ORGL 421 Leadership and Imagination** 3 credits

This course provides an introduction to the nature and dynamics of the creative processes involved on leadership and organizational life.

**ORGL 422 Servant Leadership** 3 credits

This course provides an examination of a variety of contemporary health and health care issues from personal, social, cultural, political, and economic viewpoints, with a focus on personal and communitywide health concerns as they relate to broader health care policy issues.

**ORGL 423 Leadership and Health** 3 credits

This course provides an examination of a variety of contemporary health and health care issues from personal, social, cultural, political, and economic viewpoints, with a focus on personal and community.

**ORGL 424 Leadership and Spirituality** 3 credits

This course provides an examination of the relationship between the individual and communal search for Truth and the vocation of the organizational leader.

**ORGL 430 Leadership and Diversity** 3 credits

Study of research findings, theories, and models of communication in organizations and examination of the impact of organizational Culture and Structure on the communication process, including factors maximizing effective communication and over coming communication barriers.

**ORGL 431 Conflict and Negotiation** 3 credits

This course provides an examination of the causes, types, benefits, and management of conflict in a variety of organizational situations with a focus on the difference between constructive and destructive conflict.

**ORGL 432 Political Action** 3 credits

This course provides an examination of the need and strategies for influencing systems and policies, both formally and informally, with a focus on lobbying, using the media, building coalitions, and handling opposition.

**ORGL 433 Technology & the Organization** 3 credits

This course provides an exploration of various technologies and an analysis of how they can affect individual productivity, communication, education, social interaction, and other facets of individual organizational life.

**ORGL 434 Community Building** 3 credits

This course provides an introduction to the need and strategies for building community in civic, organizational, and small group settings.

**ORGL 435 Supervisory Ethics and Law** 3 credits This course is an examination of the ethical and legal issues facing leaders in a variety of situations.

**ORGL 436 Economics and Leadership** 3 credits

The course is designed for community and organizational leaders to achieve an enhanced understanding of economics. Basic economic principles and current economic trends are explained by application to community and organizational settings. The effects of globalization and national economic policies on families, organizations, and communities are examined.

**ORGL 437 Women and Leadership** 3 credits

This course is designed to facilitate a discussion around the dynamics of women in leadership roles in variety of settings, but primarily in the

forprofit business sector. Students will gain a stronger understanding of feminine leadership styles and attributes and their effectiveness in the workplace. Power, political, economic, gender and family issues that impact a woman's ability to gain access to leadership positions will be discussed.

<b>ORGL 440 Organizational Administration</b>	3 credits
This course provides an overview of the theory and methods of program administration in a variety of organizational settings.	
<b>ORGL 441 Organizational Supervision</b>	3 credits
This course provides an overview of the theory and methods of employee supervision in a variety of organizational settings.	
<b>ORGL 442 Fiduciary Responsibility &amp; Leadership</b>	3 credits
This course provides an overview of the theory and analytical techniques of financial decision-making in a variety of organizational settings, with a focus on the role of the leader in resource allocation.	
<b>ORGL 443 Organizational Evaluation</b>	3 credits
<b>ORGL 444 Organizational Teams</b>	3 credits
This course provides an overview of the key elements of high performing teams in a variety of organizational settings.	
<b>ORGL 445 Team Bldg &amp; Lrdshp Intensive</b>	3 credits
This highly interactive intensive course is designed to increase students' knowledge and understanding of leadership and team development through a combination of information sessions and active participation in cooperative challenging activities.	
<b>ORGL 445B Adv Teambuilding &amp; Leadership</b>	1 credits
<b>ORGL 445C Team Building &amp; Leadership III</b>	1 credits
<b>ORGL 446 Organizational Planning</b>	3 credits

This course provides an overview of concepts and strategies for strategic planning and change in organizations **ORGANIZATIONAL**

**LEADERSHIP 161**

**ORGL 449 Career Planning** 3 credits  
The basic purpose of this course is to educate students on principle elements of career development and provide an opportunity for students to learn how to maneuver and develop the necessary skills that will assist in all areas of life/career planning.

**ORGL 450 Leadership Practicum** 3 credits  
This integrative course examines leadership practices in contemporary situations, using actual leadership experience as the focus of critical seminar discussions.

**ORGL 490 Reading in Leadership** 1 TO 5 credits  
Selected reading in Leadership

**ORGL 491 Special Topics in Leadership** 1 TO 3 credits  
Selected topics in leadership studies.

**ORGL 497 Leadership Internship** 1 TO 3 credits  
This course provides a student with a supervised and evaluated experience in an organizational setting. Student must fill out "internship" form to register.

**ORGL 498 Leadership Capstone Seminar** 3 credits  
The capstone provides an integrative experience of the theory, methods, and questions of organizational leadership

## SUMMER SESSION

## SUMMER SESSIONS

Gonzaga University's summer session is administered by the School of Professional Studies. Courses available during the various summer terms are designed to meet diverse student interests and needs. Offerings range from doctoral to graduate to undergraduate, credit to non-credit, and traditional to innovative. More detailed information on the courses available and alternative session terms may be obtained from the office of the Dean of the School of Professional Studies or the Registrar.

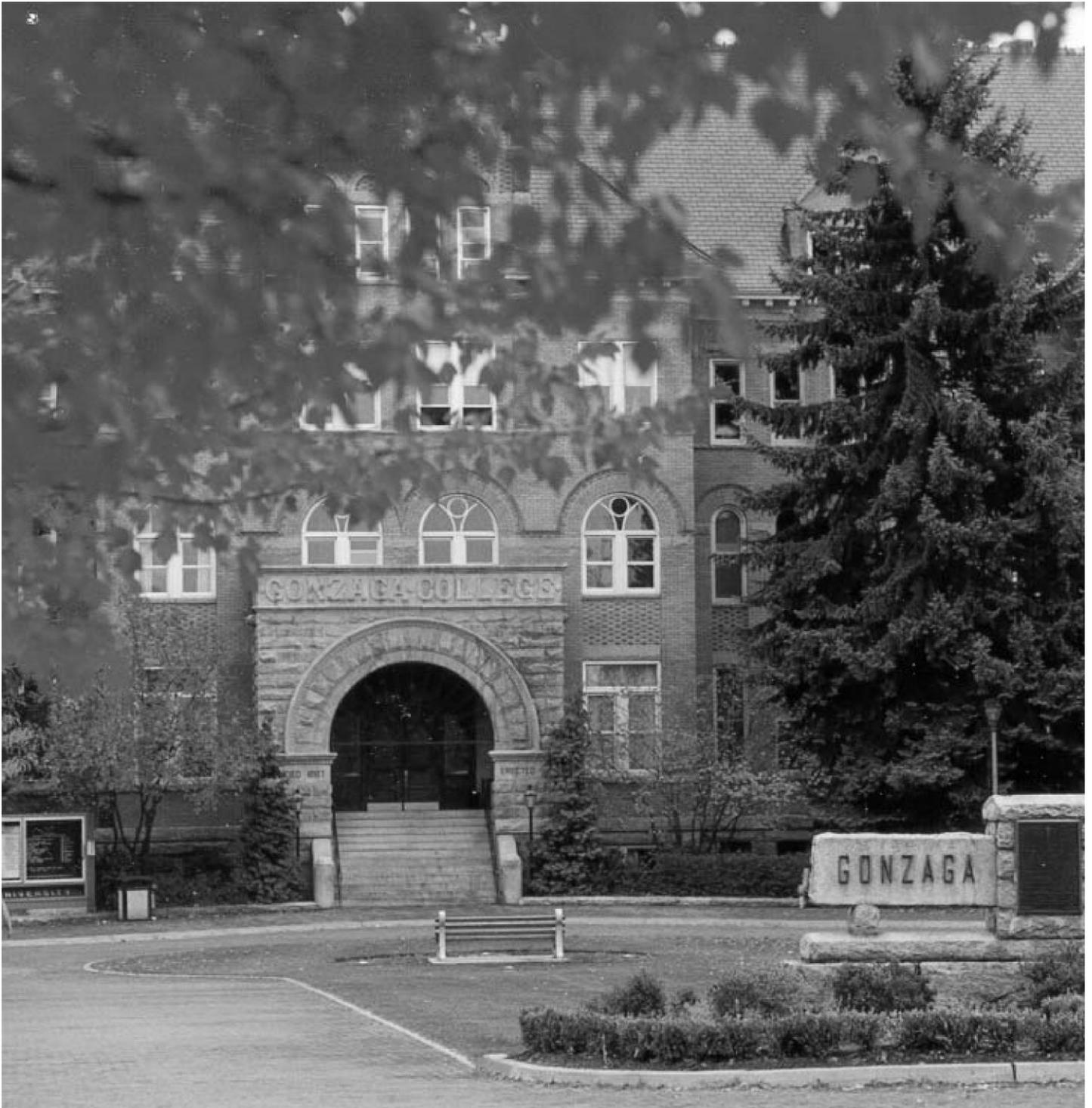
Admission to or attendance at a summer session neither presupposes nor implies acceptance into a degree program. Students from other colleges and universities have an opportunity to take Summer Session courses at Gonzaga that may not available to

them at their home campus or fulfill requirements that can be transferred to that institution. Gonzaga undergraduate students may take classes that meet core curriculum requirements and other courses required for their degree programs.

Graduate students will typically find several classes applicable to their program of study and in some instances will find complete academic programs offered in the Summer Session. Attendance in graduate-level courses for summer students who have not been accepted into a degree program requires permission from the appropriate Department Chairperson. Courses, institutes, and workshops are also available to students who are interested in continuing their education. Select courses are offered on-line in the summer.

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# Other Schools and Programs



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

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## UNIVERSITY COURSES

The University offers courses that are not subject to any one discipline, college, or school, but recommended for all students. Pathways (UNIV 104) is a course available to first year students as an introduction to Gonzaga University, providing readings and discussions of the concepts of, and opportunities for participation and leadership that support its unique Jesuit Mission. Students are encouraged to participate in these courses which elaborate on essential parts of University life. Descriptions of the courses follow.

<b>UNIV 099 Strategies for Success</b>	1 credit
<b>UNIV 101 Study Skills</b>	2 credits
<b>UNIV 104 Gonzaga Pathways</b>	1 credit

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An introductory course for first-time freshmen seeking to understand why this Jesuit university is distinctive, where its roots are, what its resources and opportunities are, and how to use them effectively. Pathways provides the speedy connection of the academic, spiritual, and social life of Gonzaga through readings and discussions of leadership, ethics, diversity and mission. Fall

## ACADEMIC CULTURAL EXCELLENCE (ACE)

### Student Leadership Courses

ACE courses are designed to prepare students to assume leadership roles in providing diversity education and training. The course objectives are: (1) To convey an understanding of servant leadership and other culture based leadership styles; (2) To develop facilitation skills in diversity training; (3) To provide a working knowledge of social justice and diversity issues within the University and Spokane communities; and (4) To examine and experience the process of creating knowledge, attitudes and skills necessary to promote social justice and create sustainable social change. These courses are intended to promote intercultural competency and improve race relations within the Gonzaga University community and in the Greater Spokane region. There are four courses in the ACE program and they need to be taken in the following developmental sequence:

**UNIV 120 ACE:First Word of Knowing** 0 credits  
This course focuses on self-knowledge and the practical significance of knowing self as a multicultural being, as a leader, and as a community activist. The notion of a Medicine Wheel or the framework for analyzing the four dimensions of what it means to be a human being. Therefore, particular emphasis is placed on students discovering and developing the physical, emotional, mental, spiritual dimensions of their multicultural leadership style. Fall.

**UNIVERSITY COURSES 167 UNIV 110 Step Basics** 2 credits  
STEP (UNIV 110) requires admission to program; no zagweb registration.

**UNIV 110L Step Basics Lab** 1 credit

**UNIV 115 The Strategy of College** 1 credit

An introductory course for first-time college students interested in honing academic strategies such as note and test-taking, study habits, reading and writing efficiency and a knowledge of university resources. Students spend time in readings and reflective writing, in combination with major/area of interest and career assessment instruments in an effort to maximize opportunities and academic success in college. Summer

**UNIV 115L GUST Outdoor Leadership Experience** 1 credit

**UNIV 116 Strategy of College Lab** 1 credit

This course is a two-day outdoor teamwork leadership experience designed to be taken concurrently or separately from UNIV 115, and is exclusive to GUST students. This intensive program is designed to increase the student's knowledge and understanding of leadership and team development through a combination of problem solving sessions and active participation in an outdoor environment.

## ACADEMIC CULTURAL EXCELLENCE

**UNIV 121 ACE:Second Word of Knowing** 0 credits

This course focuses on content knowledge associated with the sociological, psychological, pedagogical and spiritual issues in diversity education. Students examine the socio-political context of diversity and social justice issues. Particular emphasis is placed on studying the nature and causes of prejudice, oppression, identify politics, stereotyping, privilege and power. ACE students are introduced to effective practices in intercultural competency, equity education and intervention strategies. Spring Prerequisites: UNIV 120.

**UNIV 200 ACE:Third Word of Knowing** 0 credits

This course focuses on the facilitation knowledge concerning how to effectively implement group process consultation techniques in diversity training environments. Particular emphasis is placed on how to lead a group discussion that is inclusive, encourages reflective discernment, and provides an opportunity for transformative thinking. Prerequisites: UNIV 121.

**UNIV 201 ACE:Fourth Word of Knowing** 0 credits

This course focuses on the practical knowledge critical to becoming a servant leader in diversity education. Students are given the opportunity to learn how to plan, organize, implement, and evaluate a cultural educational campus-based event. ACE students are also given a field internship experience in the Spokane Community. The internship is designed to provide a hands-on experience with assisting in facilitating a diversity training program. These internships occur in partnership with local businesses, schools, governmental agencies, community-based social service agencies and faith communities. Spring Prerequisites: UNIV 200.

## HOGAN ENTREPRENEURIAL LEADERSHIP PROGRAM

### HOGAN ENTREPRENEURIAL LEADERSHIP PROGRAM

Director: Paul F. Buller, Ph.D.

The Hogan Entrepreneurial Leadership Program is a four-year undergraduate Concentration founded on the Jesuit educational philosophy of educating the whole person. Its purpose is to prepare students to create new ventures that make a positive difference in society. This student-centered Program is designed for promising individuals who demonstrate academic excellence, leadership, creativity, and a commitment to serve others. The Hogan Program embraces students from all academic majors, tailoring the entrepreneurial curriculum and co-curriculum to compliment the students' major fields of study, and providing them with the concepts, tools, and experiences to responsibly create successful new commercial and social enterprises.

#### Four features distinguish the Program:

- Honors program model that attracts outstanding students;
- Rigorous concentration combined with any major;
- Immersion in entrepreneurial contexts; and
- Foundation on Jesuit educational ideals of ethical leadership and commitment to the common good.

Admission to the Hogan Entrepreneurial Leadership Program is competitive based on the student's entrance exam scores, grade point average, and demonstrated leadership, creativity, and service to others.

#### Requirements

Students in the Hogan Entrepreneurial Leadership Program complete the requirements for a Bachelors degree in business, engineering, the arts and sciences, or education, along with a Concentration in Entrepreneurial Leadership. Students must satisfy the University and college core curricula relevant to their major. Note: business administration majors do not need to fulfill the 6credit integrative/experiential requirement for the major, because these types of courses are integral to the Entrepreneurial Leadership Concentration.

The Hogan Program curriculum is designed flexibly so that students with any major can graduate in four years. Waivers and substitutions for department requirements may be granted to meet special academic needs. In addition, the University waives the fees for credits in excess of the usual eighteen-credit per semester limit, provided the student is in good academic standing, as defined by the Hogan Program's Performance Policy.

In addition to the course work below, Entrepreneurial Leadership students participate in a variety of co-curricular activities introducing them to entrepreneurial organizations, leaders, and practices. These activities include regular lectures by entrepreneurs, site visits, internships, mentor relationships, New Venture Lab, and business plan competition. Students are expected to participate in these co-curricular activities and events.

The following course requirements for the Entrepreneurial Leadership Concentration amount to 20 credit hours for business administration majors and 26 credit hours for all other majors.

#### First Year

- ENTR 101 The World of Entrepreneurship 2 credits  
 One of the following three courses \*  
 ECON 200 Economic Analysis (for non-business majors)  
 ECON 201 Microeconomics (for any major)  
 ECON 270H Honors Economics (for any major, with permission)

\* These count towards core social science requirements for arts and sciences majors. Can be taken in second year if necessary.

#### Second Year

- ENTR 201 Seminar in Entrepreneurship 1 credit ACCT 260 Principles of Accounting I \* 3 credits ACCT 261 Principles of Accounting II \* 3 credits  
 \* Engineering students take ACCT 263 Accounting Analysis(3 credits) in lieu of ACCT 260 and ACCT 261. Students in arts and sciences majors have the option of taking ACCT 263 in lieu of ACCT 260 and ACCT 261, and are encouraged to do so.

#### Third Year

- ENTR 490 New Venture Creation 6 credits  
 ENTR 497 Internship 3 credits

#### Fourth Year

- ENTR 494 Incubation Project 5 credits ENTR 481 Entrepreneurial Leadership 3 credits

Students are encouraged to take an applied ethics course to fulfill their 400 level PHIL core requirement. Examples include PHIL 444, PHIL 449, PHIL 455, PHIL 457, PHIL 458, PHIL 462, PHIL 463. **Course Descriptions**

**ENTR 101 The World of Entrepreneurship** 2 credits  
 An introduction and overview of the world of entrepreneurship including an introduction to economics, the role of society and government, legal and ethical issues, fundamentals of entrepreneurship, creating and managing new ventures in the commercial or non-profit sectors, and the various functional areas of business. Students prepare a business plan as part of the requirements. Fall.

**ENTR 201 Seminar in Entrepreneurship** 1 credit  
 A seminar in entrepreneurship that builds on concepts presented in ENTR 101 and examines the theoretical and empirical foundations of creating new ventures. Fall. Prerequisite: ENTR 101.

**ENTR 481 Entrepreneurial Leadership** 3 credits  
 A capstone course that examines the personal characteristics of the successful entrepreneur and the fundamentals of ethical leadership. The course emphasizes the critical need for entrepreneurs to understand and contribute to the common good. Spring. Senior Standing.

**ENTR 490A New Venture Creation** 1 credit  
 This segment of the course focuses on marketing research and planning. Topics include: idea generation, estimation of demand, segmentation analysis, competitor analysis, using secondary and primary data in marketing research, and marketing strategies for new ventures. Fall . Prerequisite: ENTR 201.

**ENTR 490B New Venture Creation** 1 credit  
 This segment of the course focuses on financial analysis and management of new ventures. Topics include: capital budgeting, time value of money, net present and future value, cash flow, risk/return, valuation, and approaches to financing new ventures. Fall. Prerequisite: ENTR 490A.

**ENTR 490C New Venture Creation** 1 credit

This segment of the course focuses on computer modeling tools for business. Topics include: spreadsheet modeling of business and operations planning, pro forma analysis, cash flow analysis, and project management. Spring. Prerequisite: ENTR 490B.

**ENTR 490D New Venture Creation** 3 credits

This course integrates material from ENTR 490A, B, and C, and includes the following topics: the commercialization process, industry analysis, entrepreneurial strategy, creating and sustaining a competitive advantage, and attracting and maintaining an effective leadership team. Summer Session I. Prerequisites: ENTR 490C.

**ENTR 494A Incubation Project** 2 credits

An applied incubator experience in which students apply entrepreneurial concepts and analytical tools to the creation of an actual new commercial or social venture. Students can develop their own project or work on projects for local incubators or entrepreneurs.. The end result of this project is to produce a fundable business plan. Fall. Senior Standing.

**ENTR 494B Incubation Project** 3 credits

An applied incubator experience in which students apply entrepreneurial concepts and analytical tools to the creation of an actual new commercial or social venture. Students can develop their own project or work on projects for local incubators or entrepreneurs . The end result of this project is to produce a fundable business plan. Spring. Senior Standing.

**ENTR 497 Internship** 0-3 credits

An approved internship is required for completion of the Concentration in Entrepreneurial Leadership. The ideal internship allows the student to apply concepts and analytical tools from the curriculum. Approved internships consist of a minimum work requirement of 180 hours and completion of a written report summarizing the learning experience. Junior Standing.

## THE HONORS PROGRAM

Director: Tim Clancy S.J.

For fifty years Gonzaga University has offered a challenging and inspiring four-year honors curriculum for academically gifted, and highly motivated students who desire to discover and develop their calling.

### Academics

The program consists of two parts, annual honors colloquia and honors seminar sections for much of the general core curriculum. The honors colloquium classes introduce students to interdisciplinary study in areas of concrete interest and value.

The Freshman colloquium introduces students to issues of class, race, gender and sexual orientation. The course includes a twenty hour service learning component in one of these four categories. In class students learn the social genealogy of each category, hear from a local activist how the category appears in the Spokane area and watch and discuss a movie that tackles some of the issues involved.

The Sophomore colloquium is a multimedia, interdisciplinary course on Christianity, particularly as it is practiced in the United States. This course runs in tandem with the sophomore honors religion course entitled Christian diversity. It is team taught by a priest, the director, and a nun from the religious studies department.

The Junior colloquium involves a study of philosophical issues surrounding electronic culture.

In the senior colloquium the student writes an interdisciplinary honors thesis. Each student works with a mentor chosen by the

student. The thesis is then publicly presented in April to fellow students in the program.

The second part of the academic program consists in a number of honors seminar sections of core classes. They break down as follows:

**Philosophy:** There are four honors philosophy seminars mirroring the general philosophy core: Phil 102H, Phil 201H, Phil 301H and finally a senior honors philosophy seminar (Phil 489H). The topic for the senior seminar varies from year to year,

**Literature:** There are three honors literature seminars: a two semester history of Western Literature, ENGL 103H, and ENGL 206H and ENGL 207H whose content varies from semester to semester, but focuses either on a period or a genre,

**Math and Science:** One honors science course is required in addition to a laboratory science and one semester calculus (Math 157),

**Social Science:** One of the two social science requirements must be an honors seminar. Seminars rotate through psychology, sociology and economics,

**History:** One of the two required history courses must be an honors seminar in American history,

**Religious Studies:** There are honors seminars offered for two of the three religious studies requirements: RELI 110H and 215H Christian Diversity.

**Fine Arts Honors** Students are required to take 6 credits in Music, Art or Drama, 3 of which may be performance credits,

**Speech:** There is an honors Rhetoric seminar (SPCO 270H),

**Foreign Language:** One semester of ancient Greek or Latin or two year college proficiency in a modern language.

### HONORS PROGRAM 169

Honors students are also strongly encouraged to spend a semester abroad (typically in their junior year). The honors program has a wide experience with a number of study abroad programs catering to every possible field of interest, including engineering, the physical sciences and business.

### Student Life

One of the most popular features of the Honors Program is Hopkins House, where students can rest and relax, gather in study groups and take many of the honors classes. Hopkins has a warm living room, kitchen and the director's office on the first floor; an electronic seminar room and two study rooms with computers on the second floor and a third study area and an entertainment center in the attic. Hopkins has 5 computers with high speed internet connections available for student use, as well as copier, scanner and fax capabilities. Hopkins is also wireless so that students can connect their own laptops to the internet from anywhere in the house.

The honors program also sponsors a number of social outings. This begins with a weekend away in early September to begin to know one another, followed by progressive dinners, a Christmas party, and a second weekend away in the spring. All this is funded through a lab fee for the honors colloquia. This lab fee and books are offset by a \$500 annual honors scholarship.

A hallmark of the program is its emphasis on leadership and service. Many continue their service learning in freshman year to engage in a wide array of volunteer opportunities. Upon graduation, a sizable number of students end up deciding to enter the Jesuit Volunteer Corps and other service programs before heading off to graduate school. Honors students are awarded their diplomas with a special Honors designation and are granted special recognition at commencement ceremonies.

## Admission

Approximately twenty members of the entering freshman class are accepted into the program. Acceptance is based on test scores, high-school rank, extra-curricular interests and involvements, independent intellectual achievement, skill in effective expression, letters of recommendation, personal interview, and the quality of the essay on the Honors application form. For more information one can contact the honors program office at 509-3236702.

## STUDY ABROAD

### STUDY ABROAD

Director: Wanda L. Reynolds

Website: <http://www.gonzaga.edu/studyabroad>

Gonzaga University offers qualified students opportunities for foreign study in several programs usually during their junior year. Sponsored programs include a full year of study at Gonzaga-in-Florence or Gonzaga-in-Paris and various semester programs in British West Indies, Costa Rica, Kenya, London, Oxford, Spain, Mexico, China, and Japan. Each program may have restrictions to major, completion of language study, and grade point average. Program charges are listed under "Financial Information" in this catalogue.

## Gonzaga-in-Florence Program

Florence Interim Dean: J. Patrick Burke, Ph.D.

Gonzaga-in-Florence, administered by the University, was established in 1963 and admits both Gonzaga and non-Gonzaga juniors for the full academic year.

The city of Florence was chosen because of its tradition as the intellectual and artistic center of both the Middle Ages and the Renaissance. It also was the student home of Saint Aloysius Gonzaga. Its libraries, museums, churches, and monuments provide today's students with unique opportunities for understanding the forces which shaped European civilization.

The program is located in the heart of the old city near the University of Florence. Housing is provided for students in Italian boarding hotels. The Italian language is not a requirement for acceptance into the general Florence program. However, students are strongly encouraged to study Italian before going to Florence and to continue doing so while there. Students who do not take Italian prior to acceptance into the program will be required to take two semesters of Italian while in Florence. An Intensive Italian language program is available for Italian Studies majors (see below).

Academic Program: Designed as a junior year abroad, the courses offered in this program cover a wide range of subjects in the humanities including: art history, drawing, economics, English

literature, fresco, medieval and Renaissance history, and beginning through advanced Italian language (see Intensive Italian Program), philosophy, political science, sculpture, sociology, and religious studies, as well as management, marketing, finance and business law. Courses offered in Florence can be found in the departmental listings for Italian Studies and in individual departments where Florence courses are so noted. Students and their advisors should consult the Study Abroad Office in Spokane for specific courses offered each year in Florence. Students should schedule their Spokane course work in their first, second, and fourth years, so that they will be able to take advantage of the Florence courses and complete their major, optional minor, and core requirements within four years. The Florence faculty is composed of professors both from Gonzaga and from Italian universities in Florence and in Bologna.

Financial Information: The basic cost includes: 1) a \$500

deposit, applied to program charges but otherwise non-refundable; 2) the Opening Tour through Germany, Austria, and northern Italy; 3) tuition, room, board (breakfast every day and seven other meals per week), and general fees in Florence; 4) the Christmas Tour, including transportation, lodging, and most meals. Basic charges do not cover transportation to or from Europe, books, medical insurance, or personal expenses.

## Admission Requirements

- 1) a minimum grade point average of 3.0;
- 2) sophomore standing at time of application;
- 3) current transcripts of all college work;
- 4) two statements of recommendation;
- 5) payment of the \$500 deposit; and
- 6) completion of all financial arrangements by individual contract with the Gonzaga Student Accounts Office.

Further information and application forms can be obtained from the Director, Study Abroad, Gonzaga University, Spokane, WA 99258.

E-mail: [reynolds@gu.gonzaga.edu](mailto:reynolds@gu.gonzaga.edu)

Website: <http://www.gonzaga.edu/gonzagainflorence>

## Gonzaga-in-Florence Summer Program

The Gonzaga-in-Florence summer program, is an excellent opportunity for anyone 18 and over to have a fascinating European experience incorporating academics with three tours. The program begins in mid-May with an Opening Tour followed by six-weeks of courses ending in June. At the end of the program, an optional trip is offered to Africa. Selected Florence faculty and Gonzaga professors are invited to teach art, history, philosophy, and religion. Other subjects depend on the expertise of visiting faculty. An Italian language course is provided, with all other classes in English. Classes are four days per week allowing ample travel time. Guided weekend trips are offered. The program fee includes the Opening Tour, tuition for two courses, housing in Italian hotels, and some meals. Apply through Study Abroad.

Website: <http://www.gonzaga.edu/gonzagainflorence>

## The London Centre Program

The London Centre operates on either a fall or spring semester and classes are in a private facility. The courses, including history, political science, sociology, art, theatre and English literature, are enriched with weekly field trips and theatre nights. Preference is given to upper-division Arts and Science majors. The minimum grade point average for selection is 3.0. The London Centre program is coordinated by ILACA, a consortium arrangement of five Northwest institutions including Pacific Lutheran University, University of Portland, University of Puget Sound, Willamette University, and Gonzaga is the chief academic sponsor. Students outside the consortium are also recruited for the program. See the Financial Information section of this catalogue for program charges. Apply through Study Abroad.

### **Granada Program**

A fall or spring semester in Granada, Spain, through the ILACA consortium (see London) is available for students with five semesters of college-level Spanish. Classes are held at the University of Granada's Centro de Lenguas Modernas and are taught entirely in Spanish. A Spanish Placement Test determines which courses students are allowed to select. The semester begins with a group excursion to Madrid and orientation. Students have full university privileges and access to libraries, study areas, sport, cultural and recreational services, and other activities. Home stays are selected from families who live on an economic level which provides a relatively comfortable standard of living and modern home facilities. All meals are provided. Students are required to have a 3.0 grade point average and two letters of recommendation, as well as the equivalent of 5 semesters of college level Spanish. See the Financial Information section of this catalogue for program fees.

Apply through Study Abroad.

### **Sophia Exchange**

Gonzaga University and Sophia University in Tokyo each exchange three students for either a semester or full year. Except for language classes, all courses are taught in English and include many liberal arts and business options. Students pay tuition at their home campus; room and board is paid at the exchange university and students live in dormitories or with Japanese families. Gonzaga students must have one year of college-level Japanese and a 3.0 grade point average to be accepted. Apply through Study Abroad.

### **China Program**

The Beijing Institute of Language and Culture through Loyola Marymount University offers a unique mix of study and travel in China. Humanities and business courses are taught by professors trained in the U.S. Education-based adventure and travel take students to spots of historic and cultural significance where few travelers ever visit. Except for the Chinese language, all courses are taught in English. No advance language preparation is required. Students choose either a semester or full-year option. Apply through Study Abroad.

### **Gonzaga-In-Paris Program**

Gonzaga offers a one-semester or one-year program in Paris. Students interested in developing fluency in French take courses at the Sorbonne or the Catholic Institute and can receive 15 to 30 credits. Courses include language, French civilization, the arts, music, and much more, and are taught in French by professors from the Academy of Paris. Two full years of college-level language preparation are required to enter this program. This strong academic program leads to fluency, but it is also a program which promotes travel through France and Europe. Students interested in the program should start taking French in their freshman year. They will receive complete financial and academic information in their first semester at Gonzaga. Apply through Françoise Kuester.

### **School for Field Studies**

#### **Summer and Semester Programs**

School for Field Studies students may apply for either a summer session, fall or spring semesters at the following sites:

- The British West Indies at The Center for Marine Resource Studies;
- Australia at The Center for Rainforest Studies in Queensland;
- Baja, Mexico at The Center for Coastal Studies;
- Pacific Northwest Canada in Vancouver and the Barkley and Clayoquot Sound regions at The Center for Coastal Rainforest and Fisheries Studies;
- Costa Rica's Central Valley at The Center for Sustainable Development Studies;
- Kenya at the Center for Wildlife Management Studies.

The individual cost of the programs pays for instruction, room and board, and ground transportation during the course. It also covers group equipment, medical supplies, scientific instruments and material. It does not include transportation to and from the departure point.

Admission requires prerequisite courses and permission. Apply through Study Abroad.

### **STUDY ABROAD 171**

### **Cuernavaca Summer Program**

The Summer Spanish Intensive Program in Cuernavaca, Mexico offers two three-week sessions for Gonzaga students beginning in late May and ending in early July. Classes, taught by Mexican instructors, include Mexican art, history, literature, anthropology, politics, and all levels of Spanish. Guided tours to various sites of historic interest are part of the program. A Resident Director from Gonzaga's Spanish program accompanies the students and monitors their academic performance. The program cost includes tuition, room and board with Mexican families, and tours. Students must have a 3.0 cumulative grade point in all of their University course work. Apply through the Spanish Department of Modern Languages.

### **Brazil Exchange**

Gonzaga University will share in a \$197,000 grant from the U.S. Department of Education for a three-year student exchange program starting in 2006 that is focused on environmental research and involves a consortium of three U.S. Jesuit universities and two Brazilian universities.

Partners in the consortium are Gonzaga, Regis University in Denver, the University of San Francisco, and the Brazilian universities Universidade Federal Minas Gerais and Universidade Federal de Alagoas. The project is titled, "The Science of Degraded Versus Unspoiled Environments: The Cultural Differences of Conservation and Reclamation Emphasized in a Multi-Disciplinary Undergraduate Education."

As part of the grant from the U.S.-Brazil Higher Education Consortia Program Fund for the Improvement of Postsecondary Education, Gonzaga plans to send three to six students to Brazil in July 2006, July 2007 and July 2008. GU students participating in the program will pay only GU tuition. Brazilian tuition, air fare, housing and food will be paid by the grant - which means the GU students will save money as they will not have to pay board and room. The goal of the program is to increase intercultural exchange and improve postsecondary education by making grants to institutions in support of reform and innovation.

The first year, the GU students will attend a university and conduct research in Brazil from July to mid-December, 2006. The students need not have a particular major but must have taken a year of Portuguese, have a strong science background, and be prepared to do environmental research. Students must be juniors or seniors with preference given to juniors so they can share their research experiences with future students upon returning to campus.

GU will teach two semesters of Portuguese language courses for its students before they go to Brazil, and those students will take an intensive Portuguese class their first month in Brazil.

Gonzaga students going to Brazil will be encouraged to take environmental science courses at one of the two universities. Environmental projects being studied in Brazil include polluted water from a tin mine, and polluted river water and the genetics of sugar cane.

Students from the United States traveling to Brazil will experience firsthand the unique environmental and ecological challenges Brazil faces. Also, they will have an opportunity to perform research with faculty and graduate students in Brazil where the partner universities have extensive resources for advanced research.

The exchanges are expected to expose students from both countries to diverse ecosystems in unfamiliar cultures and provide the practical experience necessary to hone future business skills. This experience is expected to be invaluable for American and Brazilian students alike as they earn their degrees and move into environmentally related disciplines.

For more information, contact Gonzaga biology Professor Hugh Lefcort at (509) 323-6706 or via e-mail at [lefcort@gonzaga.edu](mailto:lefcort@gonzaga.edu).

## **MILITARY SCIENCE**

### **MILITARY SCIENCE**

Chairperson: LTC Allen E. Patty

Professor: Allen E. Patty, LTC

Assistant Professors: A. Westfield, LTC (Ret);

E. Cusick, MAJ; N. Andresky, CPT

The United States Army maintains a Military Science unit of the Reserve Officers' Training Corps (ROTC) at Gonzaga University. The ROTC program is a cooperative effort between the US Army and the University. It provides training and qualification for

leadership positions in the Regular Army, the US Army Reserve or the Army National Guard. Students may earn a commission as an Army Second Lieutenant while achieving a University degree in an academic discipline of their own choosing. Cadets incur no obligation during their first two years of ROTC and are not members of the US Army (unless they are ROTC scholarship winners). Lower Division courses are open to any Gonzaga student, but the associated Leadership Labs and Physical Fitness Courses may be restricted if students are in a participating rather than enrolled status.

The objectives of the program are to prepare academically and physically qualified scholar/athlete/leaders for the exciting challenges of serving as commissioned officers in the US Army. To that end, the program stresses building leaders of character and competence to serve their country and community.

### **Description of the Program**

The program has been designed to meet the country's requirement for officer-leaders in the Army (Active Duty, National Guard and Reserves). It is, therefore, multifaceted with distinctive subelements to meet individual needs and requirements. For example, ROTC is traditionally a four-year program, but individuals with prior service, members of reserve or National Guard units, participants of JROTC in high school, and summer Leader's Training Course may receive advanced placement credit and complete the program in two years. Normally all students enroll in one Military Science course, leadership laboratory, and physical fitness course per semester. Physical fitness of all cadets is closely monitored. The program consists of two phases: the Basic Course (Lower Division), normally taken during the Freshman and Sophomore years or obtained through advance placement credit, and the Advanced Course (Upper Division).

### **Basic Course**

The Basic Course refers to first and second year courses MILS 101, 102, 201, and 202, which are designed for the leadership development of beginning students who want to qualify for entry into the Advanced Course and for those students who may want to try Military Science without obligations. In addition to their academic requirement, Basic Course cadets may participate in a variety of extracurricular activities. Placement credit for the Basic Course may be granted to students who have completed initial entry training for the Armed Forces, three years of Junior ROTC in High School or ROTC Leader's Training Course. MILS 101 and 102 concentrate on fundamental skills, concepts, values, and problem solving and provide an overview of how the Military fits into society. MILS 201 and 202 more thoroughly address problem

solving, critical thinking, communication, and conflict resolution skills.

### **Advanced Course**

The Advanced Course consists of MILS 301, 302, 401, and 402. It is only open to students who have completed the Basic Course or earned placement credit (see above). Students must also enroll in Leadership Lab (301L-402L) and Military Physical Fitness (303-404). Students also attend the five-week ROTC Leadership Development and Assessment Course during the summer between their junior and senior years. In addition to their academic

requirements, the Advanced Course cadets provide the student leadership for the Gonzaga Cadet Battalion.

Completion of the Basic and Advanced Courses, coupled with graduation from the university, qualifies the cadet for a commission in the United States Army.

### Financial Assistance

Each Advanced Course student receives a subsistence allowance based upon their academic year. Junior cadets receive \$350 a month for up to ten months and senior cadets receive \$400 a month for up to ten months. Freshman and sophomore cadets that are on scholarship and contracted receive \$250 and \$300 a month respectively for up to ten months.

There are also cooperative programs with the Army Reserve and Army National Guard that will pay Advanced Course Cadets approximately \$1500.00 per year for simultaneous service.

### Scholarships

Freshman and sophomore students may compete on a national basis for Army ROTC scholarships. These scholarships are applied to tuition and fees, plus an allowance for books. A student need not be enrolled in ROTC to be eligible to compete for three-year and two-year scholarships. No commitment is incurred until a scholarship is accepted, the student meets all administrative and physical criteria, and the oath for contracting is administered.

High school seniors interested in applying for a four-year scholarship normally submit applications by November 15 of their senior year to Headquarters, Cadet Command.

### Fees, Uniforms, and ROTC Texts

Alab fee is the only University fee associated with participation in the ROTC program. ROTC textbooks for Advanced Course cadets are bought through the Student Bookstore; uniforms and other equipment are furnished without charge. Students are responsible for and must return all government property issued to them.

### Extracurricular Activities

Color Guard: The Gonzaga University Color Guard participates in a variety of school and civic functions where precision drill or presentation of the United States Flag is appropriate.

Intramural Sports: The ROTC program sponsors teams which participate in flag football, volleyball, basketball, softball, and other sports of the Gonzaga University intramural leagues.

Special Qualification Training: Advanced Course and select Basic Course Cadets may participate in confidence-building courses such as Air Assault School, Airborne School, Northern Warfare Training Center, and Cadet Troop Leadership Training.

### Military Science and Leadership Courses Lower Division Courses

**MILS 101 Foundations of Officership** 1-3 credits  
Develop self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction courses/team building exercises, first aid, giving presentations and basic rifle marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments. Weekly requirements: up to three hours for class and a required leadership lab, MILS 101L, plus required participation in a minimum of three one hour sessions for

physical fitness, and participation in several off-campus exercises (mandatory).

**MILS 101L Leadership Laboratory** 1 credit  
Open only to (and required of) students in the associated Military Science course. Learn and practice basic skills. Gain insight into advanced course in order to make an informed decision whether to apply for it. Build self confidence and team-building leadership skills that can be applied throughout life.

**MILS 102 Introduction to Leadership** 3 credits  
Learn/apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. Weekly requirements: up to three hours for class and a required leadership lab, MILS 102L, plus required participation in three one hour sessions for physical fitness, and participation in several off-campus exercises (mandatory).

**MILS 102L Leadership Laboratory** 1 credit  
Prerequisites: MILS 102 or MILS 191

**MILS 103 Military Physical Fitness Program** 1 credit  
Intensive military physical fitness program designed to raise the level of individual physical fitness to its highest potential with emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Participate in and learn to lead a physical fitness program.

**MILS 104 Military Physical Fitness Program** 1 credit

**MILS 190 Directed Reading** 1-3 credits Directed Reading requires completion of a form, and department permission.

**MILS 191 Directed Reading** 1-3 credits Directed Reading requires completion of a form, and department permission.

**MILS 201 Individual Leadership Studies** 1-3 credits Learn/apply ethics-based leadership skills that develop individual abilities and contribution to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Assessment Program. Weekly requirement up to three hours for class and a required leadership lab, MILS 201L, plus required participation in a minimum of three one hour sessions for physical fitness, and participation in several off-campus exercises (mandatory).

**MILS 201L Leadership Lab** 1 credit

**MILS 202 Indiv/Team Military Tactics** 1-3 credits  
Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Weekly requirements: up to three hours for class and a required leadership lab, MILS 202L, plus required participation in a minimum of three one hour sessions for physical fitness, and participation in several off-campus exercises (mandatory).

**MILS 202L Leadership Lab** 1 credit

**MILS 203 Military Physical Fitness Program** 1 credit

**MILS 204 Military Physical Fitness Program** 1 credit

**MILS 290 Directed Reading** 1-3 credits Directed Reading requires completion of a form, and department permission.

**MILS 291 Directed Reading** 1-3 credits  
Directed Reading requires completion of a form, and department permission. Prerequisites: MILS 201 or MILS 290

**MILS 300 Ranger Challenge** 1 credit

Must be enrolled in Military Science Basic or Advanced Class.

**MILS 301 Leadership and Problem Solving** 1-3 credits

Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead in situations of increasing complexity. Uses small unit tactics to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leadership. Weekly requirements: up to three hours for class and a required leadership lab, MILS 301L, plus required participation in a minimum of three one hour sessions for physical fitness, and participation in several off-campus exercises (mandatory).

**MILS 301L Leadership Laboratory** 1 credit

Open only to students in the associated Military Science course. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and of the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions.

## MILITARY SCIENCE 173

**MILS 302 Leading Small Organizations II** 1-3 credits

Continues methodology of MILS 301. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons

from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Weekly requirements up to three hours for class and a required leadership lab, MILS 301L, plus required participation in a minimum of three one hour sessions for physical fitness, and participation in several off-campus exercises (mandatory).

**MILS 302L Leadership Laboratory** 1 credit

**MILS 303 Military Physical Fitness Program** 1 credit

Open only to (and required of) students in MILS 301, 302, of which this program is an integral part. Participate in planning and leading physical fitness programs. Develop the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

**MILS 304 Military Physical Fitness Program** 1 credit

**MILS 390 Directed Reading** 1-3 credits Directed Reading requires completion of a form, and department permission.

**MILS 391 Directed Reading** 1-3 credits

Military Science 391 Directed Reading requires completion of a form, and department permission. Prerequisites: MILS 301 or MILS 390

**MILS 395 Leadership Development and Assessment Course** 3 credits

A five-week leadership practicum conducted at an Active Army installation. Only open to (and required of) students who have completed MILS 301 and 302. The student receives pay. Travel, lodging and meal costs are defrayed by the U.S. Army. The LDAC environment is highly structured and demanding, stressing leadership at small unit level under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. Although this course is graded on a Pass/Fail basis only, the leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type commission and job opportunities given to the student upon graduation from ROTC and the university. Prerequisites: MILS 302 or MILS 391

**MILS 401 Leadership and Management** 1-3 credits

Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals, put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Weekly requirements: up to three hours for class and a required leadership lab, MILS 401L, plus required participation in a minimum of three one hour sessions for physical fitness, and participation in several off-campus exercises (mandatory).

**MILS 401L Leadership Laboratory** 1 credit **MILS 402 Transition to Lieutenant** 1-3 credits

Continues the methodology from MILS 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as they relate to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Weekly requirements: up to three hours for class and a required leadership lab, MILS 402L, plus required participation in a minimum of three one hour sessions for physical fitness, and participation in several off-campus exercises (mandatory). Prerequisites:

**MILS 402L Leadership Laboratory** 1 credit

**MILS 403 Military Physical Fitness Program** 1 credit

**MILS 404 Military Physical Fitness Program** 1 credit

**MILS 490 Directed Readings** 1-3 credits

Directed Readings requires completion of a form, and department permission. Prerequisites: MILS 302

or MILS 391

**MILS 491 Directed Readings** 1-3 credits

Military Science 491 Directed Readings requires completion of a form, and Dept. permission and cannot be registered for via Voice Response Phone System. Prerequisites: MILS 401 or MILS 490

## SCHOOL OF LAW THE SCHOOL OF LAW

Interim Dean: George Critchlow

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

### Objectives of the School of Law

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

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

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

## Full and Part-Time Programs

The School of Law offers a full-time, three year, 90 semester credit degree along with a part-time, four or five year, 90 semester credit degree. Flexible scheduling allows working students the ability to successfully balance their legal education with personal and professional lives. Of the 90 units necessary for graduation, approximately 58 are of a required nature; the remaining units may be selected from electives and seminars. All degree credits must be completed within five years of matriculation.

## Curriculum

There is a deliberate and delicate balance to legal education at Gonzaga. The rigorous, full, and rounded curriculum focuses on legal analysis, problem solving, values, and ethics. Equally as important is the emphasis on practical experience to develop realworld lawyering skills. As a capstone to this innovative approach to legal education, the School of Law offers Juris Doctor degrees with special concentrations in public interest law, environment/natural resource law, and business law (including tax law). A few of the other elective courses include labor law, domestic law, criminal law, international law, and civil liberties.

The School of Law and the Graduate School of Business offer joint programs leading to the Juris Doctor/Master of Business Administration (JD/MBA) and the Juris Doctor/Master of Accountancy (JD/MACC). These programs prepare attorneys with a business background to recognize and deal with the problems affecting business operations. Application must be made to the Graduate School of Business as well as to the School of Law.

The Gonzaga-in-Florence summer program also offers law students an excellent opportunity to incorporate legal preparation with a European experience.

The JD/MSW dual-degree program is designed to prepare law and social work professionals to practice either profession competently, and also to prepare them to use this unique amalgamation of skills in new and enriched ways. This four-year program (three years for students with "Advanced Standing" in Social Work) will lead successful students to a J.D. from Gonzaga University School of Law, and a Master's in Social Work from Eastern Washington University. Graduates of the JD/MSW dual-degree program will be well-prepared to make significant contributions in areas such as public benefits, mental health services, children's services, services for people with disabilities, education, elder law and services, and public health. The program meets all applicable American Bar Association and Council on Social Work Education accreditation guidelines.

Admissions to the program is highly selective, and is currently limited to a maximum of four students per year. Students must apply and be admitted to both Gonzaga University School of Law and the Eastern Washington University School of Social Work, meeting each school's established admissions criteria, including qualifying scores on standardized tests, such as the Law School Admissions Test (LSAT). A candidate's application to the dualdegree program will only be considered after a candidate is admitted to both schools' programs.

## Center for Law and Justice

An added dimension to the legal education for many Gonzaga law students is the opportunity to practice law while in school

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

## Physical Facilities and Library

Rising from the banks of the beautiful Spokane River, the Gonzaga Law Center, which opened in May 2000, provides a stunning setting for research and learning. The law center offers a variety of classroom and library environments that support today's interactive teaching methods. Features throughout the building encourage students to greet each other and linger to talk and debate ideas in beautiful outdoor spaces, roof plazas and balconies, and comfortable lounges. Miles of state-of-the-art voice, data and video cable provide the "highway" for audio-visual, computer, and telecommunications technology throughout the building. The mix of classrooms, rooms for simulations of various sizes, and clinical teaching spaces provide flexibility to preserve the best of traditional law teaching while introducing new methods. The law library, designed to accommodate more than 250,000 volumes, reflects the changing patterns of legal research in a warm and inviting environment filled with natural light. Gonzaga's fine tradition of advocacy training and moot court competitions are promoted in the elegant Barbieri Courtroom.

## Co-Curricular Activities

Students find it easy to become involved in a broad range of cocurricular activities at the School of Law. Gonzaga is a major player in national moot court competitions. The student-run Gonzaga Law Review, more than 30 years in existence, is circulated throughout the country. The award-winning Student Bar Association is a strong, active organization which encourages student involvement. There is also opportunity to participate in an intra-school moot court competition, the client counseling competition, the negotiation competition, two legal fraternities, the Gonzaga Public Interest Law Project, the Dr. Martin Luther King, Jr. Committee, the Women's Law Caucus, the International Law Society, the Heidelberg Festival, the Environmental Law Caucus, the Hawaii Club, the law student newspaper - Bill of Particulars, and various other clubs, lectures, and series committees. Law students representing many cultural heritages join together in the Multi-Cultural Law Caucus to provide a support network on campus and into the Spokane community for those students of diverse backgrounds.

## Admissions

The School of Law endeavors to attract students with ambitious minds, professional motivation, and commitment to the highest ethics and values of the legal profession. A faculty committee reviews all applications. The consideration of applicants is not restricted to impersonal statistics. The enriching qualities of applicants such as work and life experiences, personal

accomplishment, and opinions of others reflected in letters of recommendation will be considered.

The School of Law seeks to enroll a diverse student body to assure that the school and the legal profession are enriched through the participation of people from different cultural and ethnic backgrounds. Those individuals who desire diversity factors to be considered in their admission decision should include in their applications information about those diversity factors.

Students who have completed 45 semester credits or their equivalent or less and who are in good standing at another ABA law school may apply for admission to the School of Law with advanced standing.

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## SCHOOL OF LAW 175

### Special Admission Program

The School of Law offers special acceptance to a limited number of applicants who do not meet regular admissions

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## GRADUATE PROGRAMS

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

### College of Arts and Sciences

- Master of Arts in Philosophy
- Master of Arts (Religious Studies)
- Master of Arts (Spirituality)
- Master of Arts (Pastoral Ministry)
- Master of Divinity

### School of Business Administration

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

### School of Education

- Master of Arts Anesthesiology Education
- Master of Arts in Leadership and Administration
- Master of Arts in Sports and Athletic Administration
- Master of Arts in Community Counseling
- Master of Arts in School Counseling
- Master of Arts in Counseling (site based)
- Master of Initial Teaching
- Master of Arts in Teaching

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## SERVICE LEARNING

Service learning has over a decade of development at Gonzaga.

One of the nation's most impressive movements in higher education, Service learning unites classroom theory and rigor with direct experience and thoughtful action in the larger civic community. Gonzaga's Mission Statement commits us "to prepare our students for an enlightened dedication to the Christian ideals of justice and peace..." "...in loving service of the human community." Service learning is one avenue of achieving these ideals.

At Gonzaga we now have service learning courses in eleven academic departments and the Law School. Presently, service learning is incorporated into over a dozen courses in these academic disciplines each semester. Departments including

requirements but whose application file suggests there may be potential for success beyond what the statistics would normally predict. There is no special application procedure for this program, and applicants will be considered automatically. Those accepted will be admitted to a special summer program which will consist of ten weeks commencing the summer before entrance into the first year.

For admission information write or call:

Admissions Office

Gonzaga University School of Law P.O.

Box 3528

Spokane, WA 99220-3528 1-800-793-

1710 admissions@lawschool.gonzaga.edu

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

Master of Education in Special Education

Master of Educational Administration

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## GRADUATE PROGRAMS

### School of Professional Studies

- Master of Arts in Organizational Leadership
- Master of Science of Nursing
- Doctor of Philosophy in Leadership Studies

### English Language Center

- Master of Arts in Teaching English as a Second Language

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

In addition to offering the previously noted graduate degrees, the Academic Vice President may periodically approve a new or interdisciplinary graduate degree within an academic specialty. For detailed information on any graduate program, such as curriculum, tuition and admission procedures, students should consult the graduate catalog and contact the academic area responsible for that specific graduate program.

biology, business, religious studies, education and others, are all committed to integrating community service as an instrument to achieve academic goals. A typical service learning course involves

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## SERVICE LEARNING

15-20 hours of outside service that reinforces the course content. Students interested in taking service learning courses can find them listed in each semester's course schedule, designated with an 'SL' notation.

Research indicates that service learning participants achieve higher levels of academic excellence (grading and degree aspirations) than do non-participants. It reveals that service reinforces and strengthens learning and that learning reinforces and strengthens service. Students learn to fulfill unmet needs in the community as well as have cross-cultural experiences.

The service learning program is guided by the Service Learning Advisory Board, comprised of interested faculty and staff. The Office of Service Learning operates under the umbrella of the Center for Community Action and Service Learning and provides resources for students and faculty, placements in the community, and a network of campus and community connections.

## **ENGLISH LANGUAGE CENTER**

### **ENGLISH LANGUAGE CENTER**

Director: Raymond Fadeley

Associate Professors: R. Harris, L. Huntington,  
M. Jeannot, M. Runyan, J. Hunter

Instructors: M. Savage

Since 1978, the University's English Language Center (ELC) has addressed the needs of students whose native language is not English. In that time, Gonzaga's ELC has served nearly 3000 students from other countries, introducing them to higher education in the United States, and providing Gonzaga's American students with the opportunity to meet, live with and exchange ideas with the young people from over seventy nations who have made up the ELC student population.

Instructional policies and program guidelines of the Gonzaga University ELC are in accordance with the Commission on Accreditation of Teachers of Speakers of Other Languages (TESOL), the national professional organization in this field, which approved Gonzaga ELC accreditation in September, 2002.

The ELC, with a faculty of six full-time instructors, offers yearround intensive classes in eight levels of instruction in English as a Second Language (ESL). These courses are designed to meet the needs of foreign students seeking undergraduate and graduate admission to Gonzaga, as well as to assist international professionals in improving their English language ability. In addition to the academic ESL Program, the ELC offers special short-term language programs for contracted groups of students and foreign visitors during the spring and summer sessions.

Applications and inquiries for the ELC may be directed to the International Student Programs Office (Please see the International Student Program section of this catalogue). While admission to the intensive language program does not in itself imply admission to the regular degree programs of the University, satisfactory completion of the program fulfills the English language proficiency requirement for admission to regular programs of study. Students wishing to learn English for their own personal or professional reasons are also welcome to apply for admission to the ELC.

In 1998, the ELC also initiated a Master's degree program in Teaching English as a Second Language (MA/TESL). Certain cross listed courses taught in the Teaching English as a Second Language program also fulfill the requirements necessary for a Washington State ESL endorsement. The student population of the ESL Program serves as a site for practica in MA/TESL and ESL endorsement, and ESL faculty members also teach in the graduate program. Please also see the Gonzaga University graduate catalog for details of the program.

The English Language Center offers a bridge course, ELCT 109, for first-term Gonzaga University international students who are

not native speakers of English. The purpose of this course is to prepare students for ENGL 101 and to better prepare non-native English speaking students for successful University study.

## **English Language Center Courses**

### **ELCT 101A-D**

Designed for students with basic knowledge of English, the four classes in this level include basic skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight week block.

### **ELCT 102A-D**

Designed for students with basic knowledge of English, the four classes in this level include further basic skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight week block. Prerequisite is Level 101 or placement through a comprehensive English test.

### **ELCT 103A-D**

Designed for students with intermediate English ability and some formal study of English language, the four classes in this level include skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight week block. Prerequisite is Level 102 or placement through a comprehensive English test.

### **ELCT 104A-D**

Designed for students with intermediate English ability and some formal English study, the four classes in this level include skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight week block. Prerequisite is Level 103 or placement through a comprehensive English test.

### **ELCT 105A-D**

Designed for students with advanced English ability and considerable formal English study, the four classes in this level include advanced skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight week block. Prerequisite is Level 104 or placement through a comprehensive English test.

### **ELCT 106A-D**

Designed for students with advanced English ability and considerable formal English study, the four classes in this level include advanced skill development in writing, reading, listening and speaking, and grammar. Classes meet for 148 instructional hours within an eight week block. Prerequisite is Level 105 or placement through a comprehensive English test.

### **ELCT 107A-E**

Designed for students with considerable formal English study who plan to continue on at a university, the five classes in this level prepare students for writing, reading, listening and speaking, and grammar necessary for study at the university. Classes meet for 172 instructional hours within an eight week block. Prerequisite is Level 106 with above average grades or placement through a comprehensive English test.

### **ELCT 108A-E**

Designed for students with considerable formal English study who plan to continue on at a university, the five classes in this level prepare students for writing, reading, listening and speaking, and grammar necessary for study at the university. Classes meet for 172 instructional hours within an eight week block. Prerequisite is Level 107 or placement through a comprehensive English test.

**ELCT 109**

Designed to prepare non-native English speaking undergraduate students for ENGL 101, the focus of the course is on standard academic writing, with an emphasis on note-taking, library research, reference materials, periodicals, and other outside resources. Content material will address orientation to American university study, educational standards, and expectations. Four major (5-7 pages) papers are required: compare/contrast, classification, expository, and research/argumentation. Other writing assignments will be determined by the instructor. ELCT 109 is taught by a full-time faculty member from the English Language Center. ELCT 109 is a semester-long course that is offered in all three academic terms.

ELCT 109 enrollment is determined by a thirty minute single prompt test on the first day of the course. Entering international visa students from non English-speaking countries

are required to take this exam unless otherwise exempted. The test is evaluated by the ELC faculty on the basis of the TOEFL Test of Written English scoring rubric. Students who receive a score of 5 or 6 are excused from taking ELCT 109.

The following students are automatically exempted from taking the writing test:

1. those having achieved a score of 600 or higher on the TOEFL examination,
2. those holding a bachelor's degree from an institution whose primary language of instruction is English,
3. and those who have completed a standard English composition course (e.g., ENL101) with a grade of "B" or better in a postsecondary US institution of higher learning.

Unless exempt (see above), all non-native speakers of English entering matriculate undergraduate programs at Gonzaga University are required to complete ELCT 109 with a grade of "B" or higher. This includes post-baccalaureate registrants and second bachelor degree candidates.

Matriculating Gonzaga students may receive three UNIV course credits for ELCT 109, the combination of ELCT 105 and ELCT 106, and/or the combination of ELCT 107 and ELCT 108 upon petition. These credits are only elective credits and while not satisfying any University core, major, minor or concentration requirement, may be used as three credits toward the total of the 128 semester credits required to graduate.

## Teaching English as a Second Language Endorsement and Undergraduate Courses

MTSL300 Literacy, Language and Cultural Understanding 3 credits

MTSL 312 Language & Cultural Identity 3 credits

\* MTSL454 World Languages 3 credits

MTSL 401 Theory and Practice of Lang. Teaching 4-5 credits

\* MTSL 404 Social Linguistics and Literacies 3 credits \*

MTSL408 Principles of Second Lang. Acquisition 3 credits

\* MTSL 414 Literacy & English Language Learner 3 credits

MTSL 480 ESL Language Camp 1-3 credits

*Those courses that are asterisked are courses that fulfill the requirements necessary for a Washington State ESL endorsement.*

## Course Description

MTSL300 (FREN 412) Literacy, Language, and Culture 3 credits

In conjunction with the Center for Community Action and Service Learning (CASSL), an Americorps grant and Spokane Public Schools, this is a task-based service learning course in which GU students are paired with ESL students in the public schools.

**MTSL 304 Refugee and Immigrant Perspective** 3 credits

A hands-on introduction to the lives of immigrants and refugees in the local area, with emphasis on second language learning and teaching. Students also visit local refugee and immigrant organizations.

**MTSL 312 Language and Cultural Identity** 3 credits

Explores the meanings and practices of various discourse communities, the relationship between language, culture and identity, and the significance of the linguistic and cultural identity in the 21st century, particularly as the themes relate to English language learners and non-standard varieties of English. (cross listed with Women's Studies)

## ENGLISH LANGUAGE CENTER 177

**MTSL 400 Methods and Materials for ESL Teach** 3 credits

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

**MTSL 401 Theory and Prac of Lang Teaching** 4 credits

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

**MTSL 402 Pedagogical Grammar** 3 credits

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

**MTSL 404 Intro to Sociolinguistics** 3 credits

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

**MTSL 408 Principles of Second Language Acquisition** 3-4 credits

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

**MTSL 414 Literacy and English Language Learner** 3 credits

This course will involve discussion and review of relevant research in reading and writing. It also includes a critical investigation of research to implementation in the language classroom.

**MTSL 417 Phonology** 1-3 credits

**MTSL 454 (EDTE 454T) Meth for Second Language Teach** 3 credits

This course presents theories and methods appropriate to teaching a foreign language in the secondary school. (Fulfills Methods requirements for

K-12 Endorsement)

**MTSL 480 Practicum in TESL** 1-3 credits

**MTSL 490 Independent Study** 1-6 credits

## 178 COMPREHENSIVE LEADERSHIP PROGRAM

### COMPREHENSIVE LEADERSHIP PROGRAM

Director: Joseph F. Albert, Ph.D.

Program Coordinator: Kassi Kain, M.A.

The Comprehensive Leadership Program (CLP) at Gonzaga University is a three year program designed to offer students curricular and co-curricular learning opportunities to develop knowledge and skills for leadership. Students participate in the CLP program in conjunction with the major they have chosen.

The CLP consists of a set of six academic courses and a series of co-curricular leadership opportunities. By design, each phase begins in the Spring semester and no more than forty students are admitted into the program within a given academic year.

The courses and activities are organized around three distinct themes or phases:

#### Phase I--Leadership in the Context of Self-Identity

Construction of a personal definition of leadership on the basis of knowledge of self, exploration of lives of leaders and the acquisition of concepts in formal academic leadership theory.

LDRS 220 Introduction to leadership 1 credit

LDRS 221 Profiles in Leadership 1 credit

#### Phase II--Leadership in Relationship

Development of knowledge and skills in key leadership areas including empathy, cross-cultural communication, influence and conflict resolution.

LDRS 320 Theories in Leadership Development 1 credit

LDRS 321 Dynamics in Leadership 1 credit

#### Phase III--Leadership in Action

Building upon a foundation of leadership and service, this phase involves options such as mentoring opportunities; community and campus-based servant leadership activities; and, academic coursework.

LDRS 4xx Leadership Elective or Internship 2 credits

LDRS 440 Servant Leadership 2 credits

### Course Descriptions

#### Lower Division

**LDRS 220 Introduction to Leadership** 1 credit

This course is designed to serve as an introduction to the dynamic and growing field of study in leadership. Through discussion, lecture, research, readings and activities students will review basic myths and principles of leadership, trait theory, great man theory, the role of self-understanding in effective leadership, the notion of relational leadership, ethics, power, and learn some basic leadership skills in groups. Students will be responsible for crafting their own leadership model that reflects the material covered in the course. Spring Freshman Year.

**LDRS 221 Profiles in Leadership** 1 credit

Using the context of a variety of historical and current leaders, this course is designed to answer the question, "What is it that makes someone a leader?" Students will examine various leadership theories such as trait theory, charisma, methods of influence, and other appropriate areas of leadership study. Examining the lives of various historical leaders, students will develop an analysis of the key themes and traits that capture the essence of the individual being studied. Fall Sophomore Year.

#### Upper Division

**LDRS 320 Theories in Leadership Development** 1 credit

This course, building on LDRS 220 and LDRS 221, challenges students to deepen their understanding of leadership by interacting with leaders, doing in-depth analysis of various leadership theories, studying leadership issues in current events, participating in role play exercises and refining their own personal leadership philosophy based on the class experience. Spring, Sophomore Year.

**LDRS 321 Dynamics of Leadership** 1 credit

This course is designed to be a practical application of previous course work in leadership. The focus of this class is on developing key leadership skills such as managing conflict, team building, group decision making and communication. Students will study group dynamics involving gender and other diversity topics. The class will include exercises, case studies and discussion, designed to give students opportunities to practice and develop leadership skills. Fall, Junior Year.

**LDRS 4xx Leadership Elective** 2 credits

Electives will be offered by faculty on a yearly basis based on student learning objectives and faculty expertise. Elective courses may include such courses as a Leadership Internship, Leadership Seminar, Student Leadership and Governance, and Leadership Instruction. Elective options will be available fall semester prior to spring registration. Spring, Junior Year.

**LDRS 440 Servant Leadership** 2 credits

This course is designed to expose students to the ideas of servant leadership. The course is an inquiry into the nature and dynamics of servant leadership, and includes a focus on the concepts of empowerment, collaboration and dialogue. Through study, self-awareness and mentoring, students will grow to be future servant leaders within the community. Students will model servant leadership by creating and/or participating in an on-campus or community project. Fall, Senior Year.

**LDRS 489 Leadership Seminar** 1 or 2 credits

#### Student Leadership and Governance

This course is designed to help student leaders learn leadership concepts and apply them to real life experiences. Topics will include group dynamics, decision-making, the role of mediation in problem solving, PR/marketing, working with cross-functional teams, collaboration, and being a change agent. Student leaders may come from a variety of areas on campus, including those currently involved in student government or considering running for office, and those involved in the leadership of clubs or organizations.

#### Leadership and Instruction

This course is designed to integrate the planning, implementation and assessment of instruction across the content areas in leadership. As teaching assistances for the Introduction in Leadership course, students will have the opportunity to explore first-hand the dynamics of teaching within a classroom setting.

**LDRS 497 Leadership Internship** 1 or 2 credits

This course is designed to give students hands-on experience in leadership. The course affords students the opportunity to use the skills and knowledge learned through CLP in a real-world internship context. The course material covers theories behind experiential education,

mentorship and internship education. The class time allows opportunity to process and reflect on the students' internship experience. **Leadership Internship (FLO)**

This course is designed to give abroad students hands-on experience in leadership within the communities they reside. The course affords

students the opportunity to use the skills and knowledge learned through CLP in a real-world internship context. The course material covers theories behind experiential education, mentorship and internship education. Blackboard instruction and discussion, allows students the opportunity to process and reflect on the internship experience.

## Directories



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**Robert Spitzer, S.J., 1998**, President of the University and Professor of Philosophy- B.B.A., Gonzaga University; M.A., Saint Louis University; M.Div., Gregorian University; Th.M., The Weston School of Theology; Ph.D., Catholic University of America.

**Bernard J. Coughlin, S.J., 1996**, Chancellor of the University and Professor of Sociology - B.A., Ph.L., and S.T.L., Saint Louis University; M.S.W., University of Southern California, Ph.D., Brandeis University.

**Stephen Freedman, 2002**, Academic Vice President, Professor of Biology, and Professor of Leadership Studies - B.S., Loyola of Montreal; M.E.S., York University; Ph.D., University of California-Irvine.

**Harry H. Sladich, 1983**, University Vice President - B.B.A., Gonzaga University; M.B.A., Gonzaga University.

**Charles J. Murphy, 1987**, Vice President for Finance - B.B.A., Gonzaga University. CPA State of Washington.

**Thayne M. McCulloh, 1990 (1998)**, Vice President for Administration and Planning, Dean of Student Financial Services, and Assistant Professor of Psychology - B.A., Gonzaga University; D.Phil., Oxford University.

**Sue Weitz, 1987**, Vice President for Student Life - B.A., M.Ed., College of Idaho; Ph.D., Gonzaga University.

**Margot J. Stanfield, 1991**, Vice President for University Relations - B.A., Eastern Washington University; M.A., Gonzaga University.

**Clarence H. Barnes, 1979**, Dean, School of Business Administration and Professor of Economics - B.B.A., Ohio University; M.B.A., Xavier University; Ph.D., University of Tennessee.

**Dennis R. Horn, 1997**, Dean, School of Engineering and Professor of Civil Engineering - B.S.E., Princeton University; Ph.D., The Johns Hopkins University.

**Mary McFarland, 1998**, Dean, School of Professional Studies and Professor of Nursing - B.S.N., University of Iowa; M.S., University of Portland; Ph.D., Gonzaga University.

B.A., New Mexico Highlands University; Ph.D., University of Arizona.

**Raymond F. Reyes, 1988**, Associate Vice President for Diversity and Assistant Professor of Education - B.A., Eastern Washington University; M.A., Baruch College of the City University of New York; Ph.D., Gonzaga University.

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

**Jolanta Kozyra, 1988**, Assistant Academic Vice President, University Registrar, Director of Institutional Research, and Adjunct Instructor of Counselor Education - B.A., Gonzaga University, 1991; M.A., Gonzaga University, 1994; Ph.D. candidate, Gonzaga University.

**Michael J. Casey, 2000**, Corporation Counsel - B.A., Gonzaga University; M.A., University of Northern Colorado; J.D., Gonzaga University.

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## ADMINISTRATION 181

**Robert D. Prusch, 1981 (1983)**, Dean of the College of Arts and Sciences and Professor of Biology - B.S.C., University of Portland; Ph.D., Syracuse University.

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**Eileen Bell-Garrison, 1981**, Dean of Library Services and Assistant Professor, Foley Center Library - B.A., Wittenberg University; M.A., University of Cincinnati; M.L.S., University of Kentucky; Ph.D., Gonzaga University.

**Shirley J. Williams, 2002**, Dean of the School of Education and Professor of Education - B.A., College of St. Francis; M.S., Illinois State University; Ed.D., Northern Illinois University.

**J Patrick Burke, 1989**, Interim Dean, Gonzaga-in-Florence and Adjunct Professor of Philosophy, Gonzaga-in-Florence - B.A., Gonzaga University, 1965; M.A., St. Louis University, 1967; Ph.D., Katholieke Universiteit Leuven, 1978.

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

DALE ABENDROTH, 1989, Assistant Professor of Nursing A.A., Los Angeles Valley College, 1972; B.S.N., California State University at Los Angeles,

1976; M.N., University of California at Los Angeles, 1985.  
JEANNETTE ABI-NADER, H.M., 1988 (2002), Professor Emeritus of Education and Associate Professor of Leadership Studies - B.A., Seton Hill College, 1961; M.A., University of Notre Dame, 1969; Ph.D., Georgia State University, 1987.  
JOSEPH F. ALBERT, 1994, Assistant Professor of Organizational Leadership - B.S., St. Joseph's University, 1974; M.A., Gonzaga University, 1984; Ph.D., Gonzaga University, 1993.  
MARK ALFINO, 1989 (2001), Professor of Philosophy - B.A., George Washington University, 1981; M.A., University of Texas at Austin, 1984; Ph.D., University of Texas at Austin, 1989. GAIL H. ALLWINE, 1975 (1995), Professor of Electrical Engineering - B.S., University of Washington, 1961; M.S., University of Washington, 1965; Ph.D., University of Washington, 1974.  
KIRK R. ANDERS, 2003, Assistant Professor of Biology - B.A., Whitman College, 1987; Ph.D., University of WisconsinMadison, 1997.  
KENNETH S. ANDERSON, 1986 (2000), Professor of Management - B.B.A., Gonzaga University, 1981; M.B.A., Gonzaga University, 1982; Ph.D., University of Nebraska, 1988.  
NIKOLAI ANDRESKY, CPT, 2004, Assistant Professor of Military Science - B.S., University of Richmond, 1995.  
JON M. ANDRUS, 2001, Assistant Professor of Accounting -B.S., University of Montana, 1979; M.S., University of Arizona, 1987; Ph.D. University of Arizona, 1996.  
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PHILIP W. APPEL, 2003, Associate Professor of Mechanical Engineering - B.S.M.S.E., Washington State University, 1988; M.S.M.E, University of Idaho, 1991; Ph.D., M.E., University of Idaho, 1994.  
ROBERT JOHN ARAUJO, S.J., 1994 (1998), Professor of Law A.B., J.D., Georgetown University, 1970, 1973; LL.M., J.S.D., Columbia University, 1990, 1992; M.Div., S.T.L., Weston School of Theology, 1993, 1994; B.C.L., Oxford University, 1994.  
ABDUL AZIZ, 1982, Professor of Mechanical Engineering B.S.M.E., B.S.E.E., University of Karachi, 1963; Ph.D., University of Leeds, 1966.  
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SERENABALDINI, 2004, Adjunct Instructor of Italian, Gonzaga in Florence - Dottore in Filosofia - Facoltà di Lettere e Filosofia, Università degli Studi di Firenze, 1996. Post Laurea Program Language and Communication - Department of Linguistics Università degli Studi di Firenze, 1996/1997.  
MEGAN J. BALLARD, 2004, Associate Professor of Law - B.A., Lewis and Clark College, 1984; M.A., University of WisconsinMadison, 1987; J.D. University of Wisconsin, 1994; L.L.M., University of Wisconsin Law, 1999.

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CLARENCE H. BARNES, 1973 (1996), Professor of Economics and Dean of the School of Business Administration - B.B.A., Ohio University, 1963; M.B.A., Xavier University, 1967; Ph.D., University of Tennessee, 1973.

ANJALI BARRETTO, 2001, Assistant Professor of Special Education - B.A., Goa University, 1991; M.A., Gonzaga University, 1997; Ph.D., University of Iowa, 2001.

HENRY BATTERMAN, 1984 (2002), Associate Professor of Modern Languages, Gonzaga-in-Florence - B.A., University of Colorado, 1978; M.A., University of Michigan, 1981.

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University, 1970; Master in Public Administration, University of Washington, 1972; Ph.D., Gonzaga University, 1983.

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The publication of a catalogue at a given date obviously does not (and cannot be allowed to) stop the evolution of academic programs. The present catalogue depicts the current status of the programs offered by Gonzaga University, but only as of the January 1 of the year of its publication. Changes in programs do and necessarily must occur; and the University maintains a master catalogue on file in the Registrar's Office which constitutes the official status of university policy and programs at all times. Any questions regarding changes since January 1, 2005, may be directed to the Registrar's Office or to the Academic Vice President's Office.

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B Federal law prohibits us from making preadmission inquiry about disabilities. Information regarding disabilities, voluntarily given or inadvertently received, will not adversely affect any admission decisions. If you require special services because of a disability, you may notify the Dean of Students' Office. This voluntary self-identification allows Gonzaga University to prepare appropriate support services to facilitate your learning. This information will be kept in strict confidence and has no affect on your admission to the University.

# ACADEMIC CALENDAR FOR 2005 - 2006

## Fall Semester 2005

New Faculty Conference	August 23
Fall Faculty Conference	August 24-25
Residence Halls Open For New Students	August 26
Residence Halls Open For Returning Students	August 28
New Student Orientation	August 26-September 3
President's Reception	August 28
Academic Convocation	August 29
New Students Meet with Assigned Advisors	August 29
Fall Validation Day	August 29
Classes Begin	August 30
Last day to Add/Drop	September 7
Mass of the Holy Spirit (11:00 AM and Noon classes canceled)	September 14
Labor Day Holiday Observed	September 16
Incompletes Revert to Provisional Grades	September 29
Mid-semester exams	October 10-14
Founder's Day Holiday	October 17
Mid-semester Grades Due in Registrar's Office	October 19
Fall Family Weekend	October 21-23
Last Day to Withdraw	November 11
Thanksgiving Holiday	November 23-25
Prep Week	December 5-9
Semester Examinations	December 12-15
Christmas Holiday Begins after Exams	December 16
Final Grades Due in Registrar's Office	December 20

## Spring Semester 2006

Residence Halls Open	January 15
Martin Luther King Holiday	January 16
New Student Orientation	January 17
Spring Faculty Conference	January 17
Spring Validation Day	January 17
Classes Begin	January 18
Last Day to Add/Drop	January 25
Incompletes Revert to Provisional Grades	February 17
President's Day Holiday	February 20
Mid-semester exams	March 6-10
Spring Vacation	March 13-17
Mid-semester Grades Due in Registrar's Office	March 14
Last Day to Withdraw	March 31
Good Friday Holiday - University closes at noon	April 14
Easter Holiday	April 17
Academic Honors Convocation (Classes canceled from 3:15 - 4:45 PM)	April 25
Prep Week	May 1-5
Semester Examinations (100/200 Courses)	May 8-12*
Semester Examinations (300/400 Courses)	May 8-10*
Senior Week Activities	May 10-12
Graduate School Mass	May 13
Graduate School Commencement	May 13
Law School Commencement	May 13
Baccalaureate Mass	May 13

Undergraduate Commencement	May 14
Final Grades Due in Registrar's Office	May 16
*Exams may start on Saturday, May 6	

## Summer Sessions 2006

Session I	May 22 - June 30
Session II	July 3 - August 11

## ACADEMIC CALENDAR 197

# ACADEMIC CALENDAR FOR 2006 - 2007

## Fall Semester 2006

New Faculty Conference	August 22
Fall Faculty Conference	August 23-24
Residence Halls Open For New Students	August 25
Residence Halls Open For Returning Students	August 27
New Student Orientation	August 26-September 3
President's Reception	August 27
Academic Convocation	August 28
New Students Meet with Assigned Advisors	August 28
Fall Validation Day	August 28
Classes Begin	August 29
Last Day to Add/Drop	September 6
Mass of the Holy Spirit (11:00 AM and Noon classes canceled)	September 13
Labor Day Holiday Observed	September 15
Incompletes Revert to Provisional Grades	September 29
Mid-semester Exams	Oct 9-13
Founder's Day Holiday	October 16
Mid-semester Grades Due in Registrar's Office	October 18
Fall Family Weekend	October 20-22
Last Day to Withdraw	November 10
Thanksgiving Holiday	November 22-24
Prep Week	December 4-8
Semester Examinations	December 11-14
Christmas Holiday Begins after Exams	December 15
Final Grades Due in Registrar's Office	December 19

## Spring Semester 2007

Residence Halls Open	January 14
Martin Luther King Holiday	January 15
New Student Orientation	January 16
Spring Faculty Conference	January 16
Spring Validation Day	January 16
Classes Begin	January 17
Last Day to Add/Drop	January 24
Incompletes Revert to Provisional Grades	February 16
President's Day Holiday	February 19
Mid-semester Exams	March 5-9
Spring Vacation	March 12-16

Mid-semester Grades Due in Registrar's Office	March 13	Auditing a course:	30
Last Day to Withdraw	March 30	Awards, University academic:	34
Good Friday Holiday - University closes at noon	April 6	Behavior, student:	18
Easter Holiday	April 9	Biology Department:	42
Academic Honors Convocation (Classes canceled from 3:15 - 4:45 PM)	April 24	Board of Members:	181
Prep Week	April 30-May 4	Board of Regents:	183
Semester Examinations (100/200 Courses)	May 7-11*	Board of Trustees:	182
Semester Examinations (300/400 Courses)	May 7-9*	Brazil Studies	171
Senior Week Activities	May 9-11	Broadcast Studies and	
Graduate School Mass	May 12	Electronic Media:	51
Graduate School Commencement	May 12	Business Administration, School of:	107
Law School Commencement	May 12		
Baccalaureate Mass	May 12		
Undergraduate Commencement	May 13		
Final Grades Due in Registrar's Office	May 15		

\*Exams may start on Saturday, May 6

### Summer Sessions 2007

Session I	May 21 - June 29
Session II	July 2 - August 10

### 198 INDEX

Academic calendar:	195	Academic citizenship:	32
Academic Cultural Excellence Student Leadership Program (ACE):	167		
Academic dismissal:	33		
Academic freedom of students:	32		
Academic honesty:	32		
Academic policies:	28		
Academic probation:	32		
Academic progress:	33		
Academic recognition	33		
Academic Services	29		
Accounting:	110		
Accreditation of the University:	6		
Activity courses:	28, 126		
Addiction counseling:	19		
Administration, officers of the:	181		
Admission to the University:	8		
Adult education:	155		
Advanced placement of freshmen:	9		
Advising, academic:	28		
Allied Health Careers:	26		
Applied Communication Studies:	50		
Art Department:	41		
Arts and Sciences, College of:	39		
degree programs:	40		
degree requirements:	39		
core curriculum:	39		
Athletics:	20		
Attendance at class:	33		

admission requirements:	107
degree requirements:	107
core curriculum:	107
major programs:	108
minor programs:	108

minors for non-Business students: 108	Disabilities Resources	21
internships: 108 validation of transfer courses: 109	studentDisclaimer:	28
individualized program: 117	Disciplinary cases:	18
C.L.E.P.: 9	Dual Enrollment:	9
Campus Security: 21	Economics:	59, 112
Campus visitation program: 9	Education, School of:	121
Career Center: 19	accreditation:	121
Catalogue Options: 27	mission:	121
Catholic Studies concentration: 46	programs of study:	121
Center for Community Action and Service Learning: 19	core curriculum:	121
Certificate of Ministry program: 96	teacher certification:	121
Chemistry Department: 47	Electrical Engineering:	140
China Programs: 171	Employment, student:	11
Chinese: 77	Engineering, Integrated	
Citizenship, academic: 32	B.S./M.B.A.:	150
Civil Engineering: 137	Engineering, School of:	135
Classical Civilizations: 49	degree programs and	
Classification: of courses: 29	accreditation:	135
of students, 29	degree requirements:	136
Clubs, student: 21	core curriculum:	136
Communication Arts Department: 50	Engineering Science:	148
Community Action & Service Learning: 19	English as Second	
Comprehensive Leadership Program: 178	Language:	177
Computer Engineering: 142	English Department:	61
Computer Science, Mathematics and, Department: 73	English Language Center:	176
Confidentiality of Records Policy: 35	Enrollment Verifications	32
Confirmation deposit: 12	Exercise Science:	153
Core curriculum, University: 27	Facilities of the University:	5
Counseling & Career Assessment Center: 18	Faculty of the University:	185
Course challenge program: 30	Fees:	13
Course Drops, Faculty Initiated: 33	Field Studies Program:	171
Course Load: 32	Final Examinations:	33
Criminal Justice program: 58	Finance:	113
Crosby Student Center: 21	Financial information:	12
Cuernavaca Program: 171	Financial aid:	10
Dean's list: 33	financial aid probation:	11
Degree requirements and procedures, general: 26	Florence Program	170
Degrees offered: 25	Foley Center Library:	5
	Foreign Study programs:	170
	French:	77
	GAMP:	19
	General Business:	111
	General Engineering:	149
	General Studies:	155
	German:	77
	Gonzaga name:	5

Graduate Program	126	Mathematics and Computer	
Graduate Studies program:	33	Science Department:	73
Graduate, Spain, Program:	170	Mechanical Engineering:	145
Grant aid:	80	Members, Board of:	187
Globalism:	50	Military Science Department:	172
Health Center:	30	Minor courses of study:	27
History Department:	163	Mission Statement:	1
History School of University:	178	Modern Languages and	
Human Resources	30	Literature Department:	76
Literary Studies Program:	9, 168	Multiple usage of courses:	28
Honor societies:	34	Music Department:	82
Honors program:	9, 169	Mutual responsibility:	18
Major and dining policies:	27	Non-discrimination statement:	6
Management Information Management:	113	Non-matriculation:	9
Incognito; removal of:	132	Nursing:	157
Integrated B.S. Engineering Back cover		Officers of the Administration:	187
Marketing B.A.:	156	Operation and Supply Chain	
Marketing B.A./B.S. - M.B.A.	5	Management:	116
program:	66	Organizational Leadership:	162
International Business:	117	Overload, course:	30
International Student Programs:	20	Pass/Fail option:	28, 32
		Philosophy Department:	85
		Physical Education:	125
		Physics Department:	89
		Political Science Department:	91
		Pre-dentistry program:	25
		Pre-law program:	26
		Pre-medicine program:	25
		Pre-nursing program:	26
		Pre-professional programs:	25
		Pre-veterinary:	25
Programs offered:	25	President's List:	33
Psychology Department:	94	Probation, academic:	33
Public Relations:	52	Professional Service organizations, student:	25
Refunds:	12	Studies, School Sociology Department:	99
Registration:	29 of::	153 Exchange:	171
Religious Studies Department:	96	Proficiency Spanish:	77
Repetition of courses:	32	Examination Special Education:	122
Residence halls:	17	Program: 9 description of: 5	Sport and Physical
Residency requirement:	17	<b>INDEX 199</b>	Education: 125
Residential living		Student behavior:	18
application-/agreement:	17	Student body, description of:	5

R.N./M.S.N.program: 159 Room and board: 13

Saint Aloysius Gonzaga Church: 6 Satisfactory Academic Progress: 11, 33

Scholarship aid: 10

Seal of the University: 6

Second majors, minors, degrees: 27

Student clubs:	21
Student government:	21
Student Life:	17
Student Publications:	21
Studies Abroad:	170
Summer term:	163
Teacher Certification:	40, 129
Teacher Education:	128
Telephone Directory:	198
Theatre Arts:	52
Third Party Sponsors:	12
Transfer of credits:	9, 29
Transfer students:	29
Tuition schedule:	13
Unity House Cultural Education Center:	20
University Academic Awards:	34
University Chapel:	6
University Courses:	167
University Ministry:	18
Unsatisfactory Progress:	33
Varsity athletics:	20
Veterans:	26, 33
Withdrawal from the University: program: 102	30 Women's Studies

Communication Arts	(509) 323-6748
Computer Science	(509) 323-5512
Criminal Justice	(509) 323-6793
English	(509) 323-6672
History	(509) 323-6695
Honors	(509) 323-6702
International Studies	(509) 323-3602
Mathematics	(509) 323-5512
Modern Languages	(509) 323-6662
Music	(509) 323-6733
Philosophy	(509) 323-6741
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Physics	(509) 323-5512
Political Science	(509) 323-6765
Psychology	(509) 323-3600
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MBA Program	(509) 323-3414

### School of Education

Dean's Office	(509) 323-3503
Graduate Admissions-Education	(509) 323-3481

Administration Curriculum & Instruction(509) 323-3501

Counselor Education (509) 323-3501

Leadership Formation (509) 323-3497 Special Education (509) 323-3470

Sport Management & Physical Education (509) 323-3497

Teacher Education (509) 323-3514

Certification Officer (509) 323-3473 Off

Campus Education (509) 323-3481 **School of**

### Engineering

Dean's Office (509) 323-3522

Civil (509) 323-3522

Electrical/Computer (509) 323-3522

General (509) 323-3522

Mechanical **School** (509) 323-3522

### of Law

Dean's Office (509) 323-5790

### School of Professional Studies

Dean's Office (509) 323-3542

## 200 PHONE DIRECTORY

### Admissions Office

Spokane Area (509) 323-6572

Toll-free 1-800-322-2584

### Advising

Foreign Student (509) 323-6561

Freshman **School** (509) 323-4072

### Coordinators

Arts & Sciences (509) 323-5522

Business (509) 323-5502

Education (509) 323-3503

Engineering (509) 323-3522

Professional Studies **College** (509) 323-3542

### of Arts and Sciences

Dean's Office (509) 323-5522

Art (509) 323-6686

Biology (509) 323-6638

Catholic Studies (509) 323-6720

Chemistry (509) 323-6638

Classical Languages (509) 323-6789

Doctoral Program	(509) 323-3486
Exercise Science	(509) 323-3498
General Studies	(509) 323-3568
Leadership Studies	(509) 323-3486
Nursing - Undergraduate	(509) 323-5542
Nursing - Graduate	(509) 323-6643
Organizational Leadership	(509) 323-3486

### **General Information**

Academic Vice President's Office	(509) 323-6504
Alpha Sigma Nu Honor Society	(509) 323-4249
Alumni Association	(509) 323-5999
Athletics	(509) 323-4202
Career Center	(509) 323-4234
Counseling/Career Assessment Center	(509) 323-4054
Debate	(509) 323-6654
Debate Coach	(509) 323-6663
English as a Second Language	
Graduate Program	(509) 323-5560
Financial Aid	(509) 323-6582
Foley Library	(509) 323-5931
Gonzaga Student Body Association	
(GSBA)	(509) 323-5824
Graduate School	(509) 323-5546
Health Center	(509) 323-4052
Housing - Student	(509) 323-4103
Human Resources	(509) 323-5996
International Student Programs	(509) 323-6562
Military Science	(509) 323-6512
Public Relations	(509) 323-6398
Registrar's Office	(509) 323-6592
Student Accounts	(509) 323-6812
Student Employment	(509) 323-6588
Student Orientation	(509) 323-6876
Student Life	(509) 323-4100
Study Abroad Programs	(509) 323-3549
Summer Sessions	(509) 323-3542
University Ministry	(509) 323-4242