

Doctoral Program HANDBOOK



**Seattle Pacific University
School of Education
2008-2009 Academic Year**

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ABOUT SEATTLE PACIFIC UNIVERSITY

Seattle Pacific University was founded in 1891, and is currently a flourishing Christian university of the arts, sciences and professions serving 3,500 students. It is located in a residential neighborhood just minutes from downtown Seattle, the business and cultural heart of the Northwest.

The University's clear Christian commitment gives depth and perspective to classroom learning, balancing knowledge with values. Pursuit of all truth is centered in God's revelation in Jesus Christ. Our resources include the divinely-inspired Holy Scriptures, the best of human reason, humanity's common experience and the wisdom of the people of God.

In affirming the great tenets of the Christian faith, Seattle Pacific stands unequivocally for the following: (1) the deity of Christ, (2) the inspiration and authority of the Old and New Testaments, (3) the need and efficacy of the atonement, (4) the new birth as a divine work carried out in the repentant heart by the Holy Spirit, (5) the necessity and glorious possibility for the Spirit-filled Christian to live a life of victory over sin, and (6) the personal return of the Lord Jesus Christ. Members of the University community seek to nurture this faith by the expression of concern for each other in all aspects of University life.

Specifically, Seattle Pacific desires to help its students achieve the following goals:

- ◆ Growth toward mature Christian faith.
- ◆ Maturing intellectual, social, spiritual and emotional judgment.
- ◆ Specialized learning, built on a foundation in liberal learning.
- ◆ Skills in reasoning, judgment and communication.
- ◆ Synthesis of academic knowledge, Christian values and personal behavior.
- ◆ Aesthetic appreciation and creative expression.
- ◆ Attitudes contributing to bodily fitness.
- ◆ Growing interpersonal and cultural sensitivity.
- ◆ Awareness of personal purpose with unique, creative self-expression.
- ◆ Development of competency in the context of Christian vocation.
- ◆ Commitment of lifelong learning.

Fully accredited, Seattle Pacific's academic disciplines set very high standards for students. Small classes mean students actively participate in their own education, gaining confidence to achieve their goals. A degree from SPU identifies individuals of significant academic achievement as people of integrity -- a powerful combination that opens doors to further study, challenging careers, and world service.

SEATTLE PACIFIC UNIVERSITY MISSION STATEMENT

“As a community of learners, Seattle Pacific University seeks to educate and prepare students for service and leadership. We are committed to evangelical Christian faith and values, and to excellence in teaching and scholarship for intellectual, personal and spiritual growth of students.”

SCHOOL OF EDUCATION MISSION STATEMENT

“To prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values.”

Conceptual Framework

I. *Foundational Knowledge and Skills*: Articulate key philosophies, theories, concepts, values, principles, and facts and demonstrate the essential skills that underlie the content of the professional discipline and vocational goal for which you are being prepared.

II. *Leadership*: Demonstrate the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, and to help teams achieve goals. Demonstrate the ability to manage them to completion.

III. *Communication*: Demonstrate the ability to listen, speak, read, and write with integrity and effect using traditional and new media. Make connections that create meaning between yourself and your audience.

IV. *Analysis & Problem Solving*: Demonstrate the ability to separate an idea or incident into its component parts. Individually, or as part of a team use values and the skills of the discipline for developing a theory or solution, and evaluate its effectiveness.

V. *Professionalism*: Demonstrate a commitment to vocational integrity, the goals of the discipline, activity in the professional community, and continued professional development.

VI. *Impact on Student Learning*: Demonstrate the ability to design, implement and evaluate programs, activities or lessons appropriate to the professional role for which you are being prepared that have a measurable direct or indirect positive impact on student learning.

DOCTORAL PROGRAM REQUIREMENTS

PROGRAM DESCRIPTION

The Doctor of Education degree is an interdepartmental degree offered by Seattle Pacific University and the School of Education and is designed and intended largely for educators from a variety of settings, including public and private schools and institutions of higher education. The degree is for individuals interested in leadership and teaching positions in education, and can be tailored to meet varied professional needs and interests.

DOCTORAL PROGRAM GOALS (ALIGNED WITH THE SOE GRADUATE GOALS, THE SOE MISSION STATEMENT AND THE SOE FOUR COMMITMENTS)

I. Foundational Knowledge and Skills:

1. Demonstrates an understanding of key philosophies, theories, values, and principles that underlie current trends in curriculum and instruction. (**competence**)
2. Demonstrates an ability to describe and discuss historical, philosophical, social, and cultural contexts of education. (**leadership, competence, character**)
3. Articulates the orientations in thought that underlie democratic systems of government and their relationships to education (**competence and character**)

II. Leadership:

1. Demonstrates an understanding of a variety of issues, perspectives, and trends in program evaluation and educational assessment (**service, leadership, competence**)
2. Demonstrates the ability to analyze and synthesize extant research and literature. (**competence, leadership**)
3. Uses a comprehensive knowledge base about learners within the contexts of their work (**service, leadership, competence, character**)

III. Communication:

1. Demonstrates the ability to express ideas clearly both orally and in writing. (**leadership, competence**)
2. Demonstrates an ability to provide informed opinions. (**competence, service, leadership, character**)

IV. Analysis & Problem Solving:

1. Demonstrates a thorough understanding of various parametric and non-parametric statistical procedures. (**competence**)
2. Demonstrates a knowledge of research methodology and its appropriate and ethical use. (**competence, character**)

V. Professionalism:

1. Demonstrates advanced knowledge in an area of specialization (**service, leadership, competence**)

VI. Impact on Student Learning:

1. Demonstrates skills necessary for delineating, obtaining and providing information to assist in judging the worth and guiding the improvement of educational programs. (**service, leadership, competence**)
2. Demonstrate a knowledge of techniques, technologies, and strategies that promote required or desired change (**service, leadership, competence**)

Course of Study

The core requirements of the degree are designed to develop instructional leadership by focusing on knowledge applicable to all fields and levels of education.

Because of the many educational benefits of collaborative and cooperative learning and continued professional association, the program uses a cohort approach for core doctoral classes. Students admitted to the program are expected to proceed through these cohort courses as a group on a defined schedule and sequence. Cohort courses are noted with an asterisk in the following listings.

The specialization/elective component provides the opportunity to develop an area of expertise appropriate to the student's professional and academic goals. Areas of Specialization include: Curriculum and Instruction, School Counseling, Educational Leadership (Superintendent and Principal), Reading/Literacy, Educational Technology or Self-Designed Specialization.

Because this is an interdepartmental degree, the student selects courses and learning experiences, with the assistance of the Director of Doctoral Studies, from a variety of areas and opportunities in the School of Education. He/she may also select graduate courses from other schools within the University. This component of the program is designed jointly by the student and the Director of Doctoral Studies, and is subject to approval by the School of Education Doctoral Faculty.

For non-education majors, these additional courses may be required:

- 1) EDU 6524 - Curriculum Design
- 2) EDU 6526 - Survey of Instructional Strategies
- 3) EDU 6655 - Human Development and Principles of Learning
- 4) EDU 6613 - Standards Based Assessment

90 CREDIT DOCTOR OF EDUCATION COURSE REQUIREMENTS

Foundations (9 credits)

- EDU 6085 Moral Issues in Education (3)
- EDU 6120 American Education: Past and Present (3)
- EDU 7910 Seminar in Educational Values (3)

Instructional Leadership (12-15 credits)

- *EDU 7101 Instructional Theory (3)
- *EDU 7102 Curriculum Design (3)
- *EDU 7106 Trends and Research in Global Education (3, 6)
- *EDU 7990 Leadership Colloquium (3)

Research and Dissertation (33 credits Minimum)

Note: The program director may require students who have not previously completed a course in educational statistics or research to complete **EDU 6975: Interpreting and Applying Education Research I** and/or **EDU 6976: Interpreting and Applying Education Research II** before taking any of the other courses in the research sequence.

- *EDU 7107 Program Evaluation (3)
- *EDU 7972 Research Design and Analysis I (3)
- *EDU 7973 Research Design and Analysis II (3)
- *EDU 7974 Research Design and Analysis III (Qualitative Emphasis) (3)
- *EDU 7991 Dissertation Orientation (1)
- *EDU 7995 Dissertation (20)

*Cohort Courses

Specialization/Electives (33-36 credits)

These courses are to be decided by the program advisor and approved by the Director of Doctoral Studies. They may be comprised of the following:

- 1) Courses
- 2) Internship/Practica
- 3) Independent Studies (EDU 6900)
- 4) Graduate Seminar (EDU 6950)

SUGGESTED COURSE SEQUENCES (90 credits)

THREE YEAR COHORT COURSE PROGRAM SEQUENCE

Year 1

Summer	Autumn	Winter	Spring
* EDU 7101 EDU 6085 Electives (6)	*EDU 7102 Elective (3)	*EDU 7972 Elective (3)	*EDU 7973 Elective (3)

Total Credits = 30

Year 2

Summer	Autumn	Winter	Spring
* EDU 7974 *EDU 7990 Electives (6)	*EDU 7106 Electives (3)	*EDU 7107 *EDU 6120 *EDU 7991(1)	Electives (6)

Total Credits = 31

Year 3

Summer	Autumn	Winter	Spring
*EDU 7910 Electives (9)	Dissertation (6)	Dissertation (6)	Dissertation (5)

Total Credits = 29

Students are required to take EDU 7991 as an orientation to the dissertation process. Students may take the orientation class before achieving “candidacy”

COURSE DESCRIPTIONS

EDU 6085 Moral Issues in Education (3):

Assists students in developing a theologically, philosophically, historically, and politically informed understanding of how religious and other moral considerations are properly addressed in schools. Specific attention is also paid to how Christian ideas and commitments can shape the theory and practice of education.

EDU 6120 American Education: Past and Present (3):

Examines historical aims and practical challenges related to popular education from the colonial period to the present. Democratic citizenship, equality of educational opportunity, and other major ideals of the common school will be discussed, with specific attention to how these ideals relate to present-day issues in education.

EDU 7910 Seminar in Educational Values (3):

An advanced study of ethics and values as they affect educational decision-making and policy.
Prerequisite: EDU 6085 – *Moral Issues in Education*.

EDU 7101 Instructional Theory (3):

A study of teaching/learning theories with applications to instructional settings. Theories examined will include constructivism, developmentalism, behaviorism, cognitive science, and

information processing. Students will be expected to articulate strengths and weaknesses of various theories and to make specific applications to their areas of program emphasis. Suggested prerequisite: EDU 6526 - *Models of Teaching or equivalent*.

EDU 7102 Curriculum Design (3):

A course in curriculum design based on an advanced study of theoretical constructs of the curriculum. Those constructs include academic-centered, society-centered, and learner-centered models. Students will be expected to develop a curriculum design appropriate to their area of emphasis. The design will include significant research findings as well as specific curricular applications. Suggested prerequisite: EDU 6524 - *School Curriculum or equivalent*.

EDU 7103 Organizational and Leadership Theory (3):

This course seeks to describe, understand, and predict human behavior in the environment of the formal educational setting. Emphasis is placed on both the internal and external contextual settings in which educational institutions operate.

EDU 7105 Issues in Education (3): A study of emerging and controversial issues in education. Issues will be chosen on the basis of their present significance and their potential for fundamental change in the educational system. Students will be expected to study the issues in depth and to develop written and oral positions. Prerequisite: EDU 6120 - *Foundations* and EDU 6085 - *Values and Ethics*.

EDU 7106 Trends & Research in Global Education (3-6): The course provides students with an overview of past developments, emerging trends, relevant research findings, teaching and learning methods, and prominent ideas in global education. The nature and quality of research in global, comparative, and international education represent a particular focus of the course. Students will be expected to participate interactively and to show evidence of reflection on the purposes and design of education as it is organized in societies around the world. A key question organizing the seminar is, how do different approaches to educational theory, practice, and research inform our perspectives on teaching and learning, educational policies and requirements, and expectations of teachers and students in an increasingly interconnected, global society?

EDU 7107 Program Evaluation (3): Examines the method and role of evaluation research in conducting formative and summative evaluations of educational programs. Emphasizes the use of evaluation results in the decision making process.

EDU 7990 Leadership Colloquium (3):

Requires the student to write a scholarly paper and to present that paper to the educational community. Evaluation of the scholarship and colloquium is conducted by the doctoral-level faculty of the School of Education.

RESEARCH COURSES

EDU 7972, 7973, 7974 (Research Design and Analysis I, II, III), and EDU 7107 (Program Evaluation): A sequence of courses focusing on current educational and social science research methodology including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. (e.g. ANOVA, MANOVA, discriminate analysis, multiple regression, and factor analysis). The courses must be taken in sequence and are designed to prepare the student for the production of a dissertation. Students who have not previously in completed a course in educational statistics or research may be required to take **EDU 6970: Interpreting and Applying Education Research I** or equivalent and **EDU 6971: Interpreting and Applying Education Research II** or equivalent before taking any of the 7000 level research courses.

EDU 7991 Dissertation Orientation (1): An overview of the Dissertation process, usually offered winter quarter. This course is required and must be completed before registering for any additional dissertation credit (EDU 7995). May be taken before “candidacy”.

EDU 7995 Dissertation (1-20): Significant and original research is conducted under the guidance of the student’s dissertation director/advisor. Prerequisite: Candidacy status.

APPROVED ELECTIVES (School of Education Electives)

General Education Courses

(3 credits each unless noted)

EDU 6130	Classroom Management
EDU 6132	Students as Learners
EDU 6134	Professional Issues (2)
EDU 6511	Strategies in Early Childhood Education
EDU 6524	Curriculum Design
EDU 6525	Culturally Responsive Teaching
EDU 6526	Survey of Instructional Strategies
EDU 6613	Standard-Based Assessment
EDU 6655	Human Development and Principles of Learning
EDU 6900	Independent Study
EDU 6950	Topics in Education
EDU 6975	Interpreting and Applying Education Research I
EDU 6976	Interpreting and Applying Education Research II
EDU 6972	Research Forum Experience
EDU 6982	Educational Inquiry

Reading Courses

(3 credits each unless noted)

EDRD 6506	Literacy Assessment and Standards
EDRD 6507	Language Development, Diversity and Literacy
EDRD 6508	Vocabulary Development
EDRD 6529	Teaching Reading: Strategies of Instruction

Reading Courses (continued)

EDRD 6530	Reading and Writing in the Content Areas
EDRD 6531	Children's/Young Adult Literature
EDRD 6533	Writing: Process to Product
EDRD 6641	Foundations of Reading Instruction
EDRD 6900	Independent Study
EDRD 6952	Topics in Language Arts
EDRD 6953	Topics in Reading

School Principalship Courses *(3 credits each unless noted)*

EDAD 6580	Educational Administration
EDAD 6581	The Principalship
EDAD 6582	Private School Principalship
EDAD 6584	Washington School Finance
EDAD 6585	Washington School Law
EDAD 6586	Human Resources Administration
EDAD 6588	Instructional Supervision
EDAD 6589	Current Issues in Educational Leadership
EDAD 6900	Independent Study
EDAD 6940	Principal Administrative Internship (9)
EDAD 6941	Program Administrator Internship (9)

School Superintendent Courses*(3 credits each unless noted)*

EDAD 7580	Professional Growth Planning
EDAD 7581	Systems Leadership
EDAD 7584	Resource Management
EDAD 7586	Interpersonal Relations
EDAD 7588	Improving Student Learning
EDAD 7589	Policy, Governance & Ethics
EDAD 7890	Field Experience (6 credits total)

School Counseling Courses* *(3 credits each unless noted)*

EDCO 6130	Strengths Based Class Management
EDCO 6600	Introduction to Systems Theory (1)
EDCO 6670	Introduction to School Counseling (4)
EDCO 6671	Counseling Theory and Practice I
EDCO 6672	Organization and Administration of K-12 Guidance Programs
EDCO 6673	Group Counseling in Schools
EDCO 6674	Introduction to Psychoeducational Assessment
EDCO 6677	Multicultural Counseling in Schools
EDCO 6675	Legal and Ethical Issues: School Counseling
EDCO 6676	Resiliency/At-Risk Assessment-Intervention
EDCO 6678	Advanced Developmental Foundations
EDCO 6679	Career Counseling
EDCO 6680	Special Education: Programs and Methods in School Counseling

School Counseling Courses (continued)

- EDCO 6681 Family Advocacy in K-12 Settings
- EDCO 6882 Positive Psychology and Spirituality in Schools
- EDCO 6900 Independent Study (1-5)
- EDCO 6930 Theory and Practice II
- EDCO 6931 Theory and Practice III
- EDCO 6940 Internship (9)

* Instructor Permission Required

Special Education Courses

(3 credits each unless noted)

- EDSP 6642 Individual Education Programs
- EDSP 6644 Educating Exceptional Students
- EDSP 6646 Severe Disabilities
- EDSP 6648 Teaching Students with Emotional/Behavior Disorders
- EDSP 6950 Topics in Special Education
- EDSP 6651 Special Education Assessment
- EDSP 6652 Seminar in Learning Disabilities and ADHD
- EDSP 6653 Teaching Reading to Exceptional Students
- EDSP 6657 Behavior Management
- EDSP 6658 Issues in Special Education

Educational Technology Courses

(3 credits each unless noted)

- EdTc 6431 Learning with Technology
- EdTc 6432 Computer Authoring & Production
- EdTc 6433 Teaching with Technology
- EdTc 6434 Networking and Telecommunications for Education
- EdTc 6535 Issues and Advances in Educational Technology
- EDTC 6536 Instructional Technology & Information Management
- EDTC 6900 Independent Study (1-5)

Other Elective Courses

- EDU 6950 Topics in Education
- EDU 6900 Independent Study/Practicum
- EDU 7900 Independent Study/Practicum

DOCTORAL PROGRAM: TENTATIVE COURSE PLANNING SHEET

Doctoral Degree - 90 Credits (without masters, 135+ credits)

The doctoral degree is a 90 credit program, of which 51 credits are core classes required of all students:

- **Foundations (9 credits)**
EDU 6085, 6120, 7910
- **Instructional Leadership (12-15 credits)**
EDU 7101, 7102, 7106, 7990
- **Research Design and Statistics (12 credits)**
EDU 7972, 7973, 7974, 7107
- **Dissertation (21 credits)**
EDU 7991 – Orientation to Dissertation (1 credit)
EDU 7995 – Dissertation (20 credits)

An additional 33-36 credits of electives and/or specialization credits are required. These may be taken in the form of scheduled courses, independent study classes, or practica.

Students may be required to take the following research classes as before moving into the required research sequence.

- EDU 6975 *Interpreting and Applying Education Research I*
- EDU 6976 *Interpreting and Applying Education Research II*

For others (e.g., non-education majors) the following three courses (and/or others) may be required at the discretion of the Director of Doctoral Studies:

- EDU 6524 *Curriculum Design*
- EDU 6526 *Survey of Instructional Strategies*
- EDU 6613 *Standards-Based Assessment*
- EDU 6655 *Human Development and Principles of Learning*

These courses may all be applied to the 36 credit elective.

YEAR 1: _____			
SUMMER	AUTUMN	WINTER	SPRING
*EDU 7101 Inst. Theory (3)	*EDU 7102 Curr. Design (3)	*EDU 7972 Res. Design I (3)	*EDU 7973 Res. Des. II (3)
EDU 6085 Values/Ethics (3)	Elective (3)	Elective (3)	Elective (3)

Suggested Total Credits (30)
 *Cohort Classes

YEAR 2: _____			
SUMMER	AUTUMN	WINTER	SPRING
*EDU 7974 Res. Des. III (3) *EDU 7990 Colloquium (3) Electives (6)	*EDU 7106 Global Education Electives (3)	EDU 6120 Foundations (3) *EDU 7991 Dissertation Orientation (1) *EDU 7107 Program Evaluation (3)	Electives (6)

Suggested Total Credits (30)

*Cohort Classes

+ If student is spreading the dissertation credits over more than one year, he/she must register for at least for 3 credits of dissertation each quarter until 21 credits are reached.

YEAR 3: _____			
SUMMER	AUTUMN	WINTER	SPRING
*EDU 7910 Values Seminar Electives (9)	EDU 7995 Dissertation+ (6)	EDU 7995 Dissertation+ (6)	EDU 7995 Dissertation+(5)

Suggested Total Credits (30)

*Cohort Classes

+ If student is spreading the dissertation credits over more than one year, he/she must register for at least for 1 credit of dissertation each quarter until 20 credits are reached.

YEAR 4: _____ (if needed)			
SUMMER	AUTUMN	WINTER	SPRING

DOCTORAL PROGRAM POLICIES

ADMISSION REQUIREMENTS

Because a doctoral program requires considerable faculty time and resources, a limited number of students will be admitted to the program each year. It is expected that all applicants will have at least a bachelor's degree (135 credit doctorate) or a master's degree (90 credit doctorate) from a regionally accredited college or university. Admissions decisions will be based on the following:

1. Previous academic preparation and areas of study;
2. Overall undergraduate and graduate GPA;
3. Graduate Record Exam (GRE) or Miller's Analogy Test (MAT) scores;
4. Professional experience;
5. Future professional plans;
6. Letters of recommendation; and
7. A formal interview with School of Education faculty (optional).

APPLICATION PROCEDURE

Cohort classes begin each summer. Screening applicants for admission is an ongoing process, and students may be admitted to the program throughout the year so that they can begin needed prerequisites, foundations, and elective courses.

The items below must be submitted to the SPU School of Education. Items 2, 3 and 4 must be included in the packet with the graduate application. After they have been received, the applicant may be contacted to schedule a formal interview with faculty in the School of Education. When a decision is reached, students will be notified of their status by letter.

1. A doctoral application (form available online from The Graduate Center).
2. A \$50 processing fee.
3. Official transcripts from any institution where a degree was conferred or where post-master's graduate coursework was completed.
4. A personal statement discussing future professional plans. This should not exceed 300 words and should include the rationale for pursuing a doctoral degree.
5. Scores from the Graduate Record Exam (GRE) or the Miller's Analogy Test (MAT).
6. Four letters of recommendation. Two of these must be of an academic nature, i.e., from graduate professors. Two must be of a professional nature, i.e., from supervisors.

Current Graduate Students

Students who are currently enrolled in a master's degree or certification program at Seattle Pacific University may apply all of those credits toward the doctoral degree, if application to the doctoral program occurs before the completion of the current program. Application to the program requires a modified application requiring the following.

1. Doctoral Studies Application
2. A personal statement discussing future professional plans. This should not exceed 300 words and should include the rationale for pursuing a doctoral degree.
3. Scores from the Graduate Record Exam (GRE) or the Miller's Analogy Test (MAT) if not already presented for admission to current program.
4. Two letters of recommendation. One of these must be of an academic nature, i.e., from graduate professors. One must be of a professional nature, i.e., from supervisors.

PROGRAM AND ENROLLMENT POLICIES

At the time of admission, a student may transfer up to 15 post-master's degree credits into the doctoral program with the approval of the Director of Doctoral Studies. Courses transferred must be at the graduate level, from a regionally accredited institution, and relevant to the student's course of doctoral study. They must have been taken within the three years prior to admission and must have been part of a planned program leading to a graduate degree or a professional certificate. Courses with grades below a 3.0 ("B"), or those receiving "pass" or "satisfactory" grades cannot transfer into the program. Finally, transferred classes may be substituted for degree requirements if the student can document in writing that they are comparable to required courses offered through SPU. Modifications to these transfer policies may be made at the discretion of Director of Doctoral Studies in consultation with the Doctoral Admissions Committee.

Residency requirement

Students are encouraged to complete the required "cohort" courses (7000 level) in sequence during the first two years of the program. Students must be continuously enrolled (all four terms) in required SPU courses to earn the doctoral degree or until the student is officially withdrawn from the program. Exceptions to continuous enrollment must be approved by the Director of Doctoral Studies.

- A student who decides to no longer actively pursue a doctoral degree may officially withdraw from the program by notifying the Director of Doctoral Studies.
- A student is granted a leave of absence for a specific period of time by the school dean or program director. Once the leave of absence has expired, the student will either enroll in doctoral classes or be dropped from the program.

Advancing to Candidacy

Though students are encouraged to begin research on their dissertation topic as early as possible in their program, students must officially move to candidacy before they can register for dissertation credit and formally begin work on their dissertation.

In order to qualify for candidacy, the student must meet the following criteria.

- Successfully complete comprehensive exams.
- Successfully complete the dissertation seminar.
- Successfully present colloquium paper.

Grade Point Average

A 3.2 overall GPA is required for graduation.

Degree Completion

All requirements for the doctoral degree must be completed within five years from the quarter the first post-admission course was taken. Students needing more than five years to complete the degree must file a time extension petition with the Director of Doctoral Studies by January 15 of the fifth year. Students who fail to submit the necessary petition by this date may be dropped from the program.

LEADERSHIP COLLOQUIUM

After approximately one year of coursework (24 credits), students may register for the Leadership Colloquium (EDU 7990). This requires the student to write a scholarly paper and to present that paper in a formal setting to the educational community. Evaluation of the scholarship and colloquium is conducted by the doctoral faculty of the School of Education.

Evaluation of the colloquium will focus on three areas: (1) the degree of scholarship, analysis or insight applied to the topic; (2) written communication skills as demonstrated in the paper; and (3) oral communication skills demonstrated during the colloquium. The scholarly expectation is that the paper will not be simply descriptive, but will also include (the student's and not someone else's) analysis and evaluation. This will generally require the student to state and defend his/her own thesis about the topic.

The paper should be in the 12-15 page range, with adequate references to indicate that the topic has been researched thoroughly. APA format (5th edition) is required. The oral presentation should be a concise 20-25 minutes, with an additional 10-15 minutes of interaction with the audience. The colloquium papers will usually be presented during the second summer of coursework. Students are encouraged to begin early in their program by identifying a topic and planning the paper.

It may be helpful to view this experience as a possible beginning of the research on a dissertation topic. For example, if I am thinking of doing a dissertation that involves school or classroom environmental assessment, the paper for EDU 7990 might be, "A Comparison and Critique of the Classroom Environment Scale and the Learning Environment Inventory," or "An Analysis of Henry Murray's Needs Press Theory." Both of these topics would provide needed background for a dissertation in this area, and in fact, the dissertation would need to include this. The paper could be incorporated directly into the final dissertation product as part of the literature review.

A second suggestion for identifying a topic is to focus on a controversial issue. It is best to narrow the topic. For example, rather than the topic "A Critique of Multicultural Education," a more appropriate topic might be "An Examination of the Underlying Assumption of the National Council for the Social Studies Multicultural Education Curriculum." A second topic, such as "The Importance of Class Size in Schools," could be refined to "A Critique of Select Educational Research on Class Size." Remember, students cannot do an adequate and scholarly analysis of a broad topic in 12 pages.

SAMPLE FORM

EDU 7990 – Leadership Colloquium Evaluation

Student Name: _____

Date of Colloquium: _____

Subject of Paper/Presentation: _____

Evaluation of EDU 7990 is conducted in the areas below. Successful completion of EDU 7990 and the colloquium requires at least an *acceptable* (2) rating in the three areas of writing, content, and presentation.

Writing -- *APA style consisting of clear, focused and orderly presentation of ideas; smoothness of expression; economy of expression; precision and clarity in word choice; proper grammar, punctuation, spelling; proper format*

1. Below expectation / needs considerable work
2. Acceptable / some areas for improvement evident
3. Good / ongoing refinement always needed

Content -- *appropriateness and significance of topic; clarity of thesis; originality; appropriate use and number of sources; degree of in-depth analysis; warranted conclusions based on evidence*

1. Below expectation / needs considerable work
2. Acceptable / some areas for improvement evident
3. Good / ongoing refinement always needed

Presentation -- *preparation evident; focused, concise, and within time limits; smoothness of delivery*

1. Below expectation / needs considerable work
2. Acceptable / some areas for improvement evident
3. Good / ongoing refinement always needed

Result: Pass --- Fail

cc: student file

COMPREHENSIVE EXAMS

Students are required to write a comprehensive exam for each of the following areas: (1) Foundations and Instructional Leadership, (2) Research Design and Statistics, and (3) the student's area of academic specialization. The comprehensive exam for each of these areas may be taken once the student has completed the required coursework in that area. The exams are evaluated by a committee of graduate faculty. Successful completion of the three comprehensive examinations is one of the requirements which advances the student to doctoral candidacy. In the event that the student does not pass a comprehensive exam, it may be retaken one time, after a minimum of three months have passed since the original attempt. Following a non-passing score on the first administration of the examination, additional coursework may be required to supplement the area(s) of weakness.

Other policies:

- At the Doctoral Orientation meeting, students will receive examination questions for two of the three exams: Foundations and Instructional Leadership and Research Design and Statistics. Additionally, the examination process and scoring procedures for the comprehensive examinations will be discussed in depth at this gathering.
- Once the students feel they are ready to take the specialization examination, they should contact the Director of Doctoral Studies and the faculty mentor who will write the exam questions to set up this examination.
- Students will have their examinations read "blindly" (i.e., the reader of the examination will not know the identity of the writer).
- Each time students write an examination, they will receive three questions for each of the three domains and have four hours to complete them.
- Students may hand write or use a word processing program provided by the Doctoral Program.
- Students may not bring any materials into the testing room (i.e., notes, books, purses, computer disks).
- Students will be notified in writing about the outcome of their examination within three working weeks of the test date.
- A student may reschedule a test date no more than three times over a six-month period.
- If a student fails any of the three examinations two times, the student will be dropped from the program. Students will be notified in writing of this action.
- Students will be required to sign the Ethical Testing Declaration before beginning each section of the comprehensive exams.

**Comprehensive Examination Evaluation
Seattle Pacific University School of Education**

Evaluate each of the examination questions separately, and then assign an overall mark.

Rating for question # _____	5 (excellent)	4	3 (good)	2	1 (poor)
Coverage of content					
Examples and illustrations					
Reference to authorities					
Other research cited					
Organization of response					
Logic and coherence					
Vocabulary and expression					

Comments if necessary:

Rating for question # _____	5 (excellent)	4	3 (good)	2	1 (poor)
Coverage of content					
Examples and illustrations					
Reference to authorities					
Other research cited					
Organization of response					
Logic and coherence					
Vocabulary and expression					

Comments if necessary:

Rating for question # _____	5 (excellent)	4	3 (good)	2	1 (poor)
Coverage of content					
Examples and illustrations					
Reference to authorities					
Other research cited					
Organization of response					
Logic and coherence					
Vocabulary and expression					

Comments if necessary:

Outcome of Exam (reflecting an assessment of all 3 questions): Satisfactory Unsatisfactory

Evaluator: _____ Date: _____

THE DISSERTATION PROPOSAL AND DISSERTATION

The following information is intended to summarize the process and criteria for writing a dissertation proposal and dissertation in the Doctoral Studies Program at Seattle Pacific University. If you have further questions about either the proposal or the dissertation itself, please contact Rick Eigenbrood, Director of Doctoral Studies (206) 281-2710 or eigend@spu.edu. This information is also covered in the Dissertation Orientation class that is offered every winter quarter.

A Dissertation in our Doctoral Program:

- Is formulated on a sound theoretical construct(s) coupled with a well-developed research base.
- Contributes to the educational literature (extends or adds something "new" or "original").
- Should be largely self-developed and self-directed¹.
- Can include quantitative studies (e.g., causal-comparative, quasi-experimental, psychometric evaluations, meta-analyses, program evaluation, etc.), historical reviews, and philosophical analyses.
- Is based on data that the student has collected, analyzed, and interpreted².
- Follows closely APA guidelines (5th edition).
- Must be pre-approved by a faculty committee through the dissertation proposal process³.
- Must be pre-approved by SPU's Institutional Review Board (IRB)⁴.

Dissertations should NOT:

- Merely re-articulate the ideas, findings, and conclusions of prior theoreticians/researchers.
- Merely replicate earlier research. (The dissertation should replicate and extend prior research findings and conclusions.)
- Be a project that largely reflects the work (ideas, reflections, development, design, etc.) of a professor at SPU or elsewhere.
- Be a theoretical survey of opinion, a curriculum development project, or an action research project.

¹ This does not preclude working within a collaborative research team under the guidance of a faculty member. However, the dissertation focus, work, and writing should largely originate with each individual member of the team.

² Students should not hire external professional consultants to collect, analyze, and interpret the data.

³ A dissertation proposal must be approved before the student can collect data.

⁴ Forms can be obtained from Drs. Rick Eigenbrood, Chris Sink, or Frank Kline.

Guidelines for Dissertation Proposals

All dissertation proposals should follow established guidelines for doctoral dissertations in education. These guidelines are discussed in EDU 7991 *Dissertation Orientation* taught by Dr. Sink each winter quarter.

The student should -

- Consult with the Director of Doctoral Studies when beginning work on the dissertation proposal.
- Work closely with at least one faculty member in developing a dissertation topic and the proposal.
- Use standard accepted educational research methodologies (e.g., see Gall, Borg & Gall, 8th Edition, 2007).
- Follow the American Psychological Association's *Publication Manual* (5th edition) for the dissertation format.
- Develop dissertation topics and use research methodologies that tap the expertise of doctoral faculty. (Empirical studies with qualitative elements, as well as historical and philosophical analyses are acceptable if they are (a) pre-approved by the doctoral faculty and (b) there is a doctoral-level faculty member willing to chair and supervise such a dissertation.)

This process will be used for approval of dissertation proposals:

Abbreviated Proposals (Optional but Strongly Recommended)

1. Students will submit 3 copies of an abbreviated dissertation proposal (no more than 10 pages) to the Director of Doctoral Studies. The preliminary proposal should consist of these components:
 - A statement of the problem or research question(s). The statement should also discuss the significance of the project to the student's field of study.
 - A brief summary of the literature supporting the proposal topic.
 - A brief description of the proposed research, including the design, measures, sample, and data analysis.
2. The doctoral faculty and director will review this preliminary proposal and provide suggestions to the student.

3. If the topic and proposed methodology meet with the preliminary approval of the doctoral faculty and director, the student will be assigned a dissertation chair.

NOTE: In lieu of a preliminary proposal, students may submit a complete dissertation proposal for initial review. (Its length and the specific components of a complete proposal are discussed in EDU 7991.)

Full Proposal (Proposal)

Students are **required** to submit a full dissertation proposal prior to moving to any data collection or analysis. Proposals must be formally presented to their dissertation committee.

The student, under the guidance and leadership of his or her dissertation chair and committee, will finalize the proposal. (Specific components of the proposal are discussed in EDU 7991).

- The dissertation chair in consultation with the Director of Doctoral Studies will form a dissertation committee consisting of at least 3 faculty members.
- The dissertation chair and committee members are charged with the responsibility to review the entire document, make suggestions for revisions, and ultimately approve the final version of the dissertation proposal.
- At the discretion of the Director of Doctoral Studies, one committee member may be appointed from outside the School of Education.

Recommended texts to review before starting the dissertation process:

Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). Washington, D.C.: American Psychological Association.

Gall, M.D., Borg, W.R., & Gall, J.P. (2007). *Educational research: An introduction*, (8th edition). White Plains, NY: Longman.

SAMPLE FORM

DOCTORAL DISSERTATION PROPOSAL
Approval Form

Name of Student: _____

Title of Proposal:

Dissertation Committee:

Chair _____

Member _____

Member _____

Date Received: _____

Date Sent to Faculty: _____

Proposal Approved: _____ Date: _____
(Committee member sign)

Comments: _____

PLEASE RETURN THIS FORM TO AL BLOMQUIST AS SOON AS POSSIBLE

Reviewed by Program Director _____

Date: _____

File Notes:

CODE OF ETHICS

Academic Work:

1. The individual's academic work (such as papers, assignments, reports, tests) submitted shall be the student's own work or appropriately attributed in part or in whole to its correct source using APA (5th edition) method of citation.
2. The individual will use only his/her own information and only authorized notes or study aids on an examination. This means that it is unacceptable to use information from another student or another student's paper during an examination unless directed by the instructor to work with another student or in cooperative groups.
3. The individual will not alter a graded paper and submit it for re-grading unless asked to do so by the instructor. The individual will only submit work that is his/her own. This means that submission of commercially prepared materials as if they are one's own is unacceptable.

Research Procedures:

Data in a piece of work must be gathered in accordance with guidelines defining the appropriate methods for collecting and generating data and must be accompanied by an accurate account of the method by which data were gathered or collected.

Aiding Honesty in Others:

The individual will encourage honesty in others by refraining from providing material or information to another person with the knowledge that these materials or information will be used improperly.

Authenticity of Documents:

The individual will present only authentic documents and records such as transcripts, grade reports, letters of permission or recommendation, petition, or any document designed to meet or exempt the individual from an established requirement or regulation.

POLICY EXCEPTIONS

Petitions

Petitions are requests for exceptions to regular policies and procedures. They are not intended for matters of simple convenience. The petition process provides students and faculty with means of flexible response to an unusual or unavoidable circumstance when it conflicts with SPU and/or School of Education policy.

Situations Requiring Petitions

The following are examples of situations requiring a petition:

- Requests to transfer graduate course work, previously completed at another university, into the program.
- Requests to waive a class based upon previous graduate course work that is too old for direct transfer. (*Submit petition when admission is approved.*) **Note:** If the waiver is granted, a current 6000 or 7000 level elective must be substituted for the waived course.
- Requests to extend a doctoral program past the five-year deadline. (*Submit petition by January 15 of the student's fifth year of study*)
- Requests to reactivate doctoral status, after "dropping out" of the program for an extended period.

Petition Process

A petition form must be submitted to the Director of Doctoral Studies. The petition form should be sent to the following address:

**Director of Doctoral Studies
SEATTLE PACIFIC UNIVERSITY
SCHOOL OF EDUCATION
3307 THIRD AVENUE WEST SUITE 202
SEATTLE, WASHINGTON 98119-1950**

Petitions are generally reviewed by the Director of Doctoral Studies, the School of Education Dean, and relevant doctoral faculty. Generally, decisions are made within one month of receiving the petition form, with the exception of Christmas week, spring break, and the months of June and September. Students are notified in writing.

Note: It is possible to appeal a petition decision if further information has become available to clarify the situation. However, before a second letter of petition is submitted, this possibility should be discussed with the Director of Doctoral Studies.

PROCESS FOR RESOLUTION OF CONFLICTS

Provision of Recommendations on Ethical Issues and/or Review of Violations of Ethics

1. There shall be a review committee consisting of the School of Education graduate faculty members selected by the faculty and the Dean of the School of Education.
2. The functions of this committee shall be as follows:
 - a. Hear cases where disputes or conflicts regarding ethical decisions are not resolved at the primary level of occurrence.
 - b. Make recommendations to the Dean of the School of Education for the resolution of such conflicts.
 - c. Make recommendations to the Dean of the School of Education for actions to be taken as deemed necessary.
 - d. Provide advice to the professors and students in the School of Education when such advice is requested on ethical issues.
3. The procedures will be as follows:
 - a. When a dispute or conflict occurs on views of ethical behavior that has not been resolved at the primary level, a written description of the situation and a request for a hearing is to be submitted to the Dean of the School.
 - b. The committee will set times for a hearing or review.
 - c. A meeting of the committee members will be held for initial exploration.
 - d. Individuals will be invited by the committee to a second meeting as needed for additional information.
 - e. The committee may call upon consultants or outside resources for assistance or additional information.
 - f. The committee will have a final meeting to form a conclusion or recommendation.
 - g. The committee will provide in writing to the Dean of the School of Education their deliberations and findings with a rationale.
4. Consequences to a violation of Ethics are implemented as follows:
 - a. The review committee may recommend any of their following action: fail course; fail test or assignment; removal from the doctoral program; or other appropriate action.
 - b. If the student wishes to appeal the Ethics committee decision, the regular University academic grievance process outlined in NEXUS will be implemented.

WAIVING PROGRAM COURSE WORK

Course waivers may be petitioned when a graduate course, similar or identical in content to a current program requirement has been completed at SPU (or at another University) a number of years ago, but is considered “too old” for direct transfer, due to the SPU policy that all work applying toward the credit requirement in a doctoral program must be completed within five years. **Note:** The content of the course to be waived must not have experienced any substantial changes during the interim.

If a waiver request is granted, a current 6000-level or 7000-level elective must be taken during the program to replace or update the course that is waived. A particular elective or independent study may be designated as a replacement, or a student may be given several options. Replacement courses must be pre-approved by the Director of Doctoral Studies.

Ideally, the request to waive a course should be submitted soon after program admission. Waivers are petitioned similarly to direct course transfers as stated below.

A letter petitioning the waiver must be sent to the Director of Doctoral Studies in the School of Education. It should include the number, title, credits, quarter/year of completion, catalog description and syllabus (if available) of the course being petitioned. A statement must be included to explain how applicable areas in the doctoral programs curriculum/knowledge base are adequately covered by the proposed transfer class.

It is wise to speak to the Director of Doctoral Studies regarding the possibility of such a waiver being granted before sending in the letter of petition.

STUDENT RESOURCES

GENERAL LIBRARY INFORMATION

Library Hours

(Consult Library website for interim,
summer and holiday hours)

Monday – Thursday 7:30am–11:00pm

Friday 7:30am–8:00pm

Saturday 12:00pm–8:00pm

Sunday 3:00pm–11:00pm

Library Numbers

Circulation (206) 281 – 2228,


(206) 281 – 2229

Reference (206) 281 – 2419

Interlibrary Loans (206) 281 – 2154

Library Website: <http://www.spu.edu/library>

General Library Information

- **Online Catalog:** The library has a web-based online catalog that contains a record of all the books, journal titles, AV materials, etc. owned by the library.
- **Summit:** Seattle Pacific University Library is part of the Orbis Cascade Alliance a group of over 35+ academic libraries that have agreed to share resources and allow loaning between institutions. Materials requested through Summit borrowing usually arrive within 3 business days of request. The Summit catalog may be accessed from the SPU Online Catalog web page or look for the Summit button  when you are searching the SPU Library Online Catalog.
- **Databases (Journal Indexes):** The library subscribes to over 80 databases, some of which include full text. These databases can be accessed from on or off-campus. More information about how to access the databases and which ones are best for education resources is available in the next pages of this publication.
- **Computer Labs:** The computer lab, on the lower level of the library, provides computers for word processing, access to the Internet, and a number of other programs including SPSS. Printing to the library printers is \$.10 per page. In addition, the Library Computer Classroom on the main floor of the library is often open as a lab when not in use as a classroom.
- **Photo Duplication:** Photocopy machines are available on the lower and main levels of the library. Cost per exposure is \$.10 per page, or \$.07 per page when using a copy card. Copy cards may be purchased for \$1.00 from the circulation desk located on the main level of the library.
- **Interlibrary Loans:** If the SPU Library does not have a book or periodical article that you need for your research, it is possible to borrow the material from another library. In most cases it takes approximately 5 days for materials to arrive but be aware it can take up to 2 weeks in some instances. The request form is available on the library web pages. See the Reference Librarian or Interlibrary loan Coordinator on the main level regarding fees and for additional information.

LIBRARY RESOURCES FOR SCHOOL OF EDUCATION DOCTORAL STUDENTS

Jenifer Sigafos Phelan is the School of Education's Library Specialist. She is assigned to help you with your research questions for your course work and dissertation. Please feel free to contact Jenifer with any questions regarding the library and your research. Her office is in the Library, room 127, and she may be reached at (206) 281-2074, or at sigafos@spu.edu. If you need immediate help you may contact the reference desk, at (206) 281-2419, or reference@spu.edu. For general questions you may contact the circulation desk by phone, (206) 281-2228.

Electronic Resources Available from Off-Campus

With Internet access a number of resources are accessible from off-campus. From the SPU Library homepage at www.spu.edu/library the following options may be of particular interest to doctoral students.

Accessing the Library's Catalog :

Access to the Library's Online Public Access Catalog is provided via the Internet on the SPU Library homepage. Go to <http://www.spu.edu/library> and then click on "Library Catalog."

The Library Catalog web page provides you with links to the following services.

- The SPU Library Catalog to search for materials the library owns.
- The Summit Catalog to see what our consortium owns. (The SPU Library's consortium membership allows you to request library materials from over 35+ academic libraries with a three business day turn around. For more information about the benefits of Orbis Cascade Alliance membership visit http://www.spu.edu/library/about_library/main/services/orbis.htm.)
- A list of links to the catalogs of other libraries in our area, e.g. Seattle Public Library, King County Library, University of Washington Library.
- Search for materials your professor put on reserve for your class.
- Access to your patron record, which allows you to see what you have checked out, renew your library materials electronically, track the items you have requested through Summit borrowing, and monitor the availability of books you have placed on hold.

Accessing the Library's Databases:

Access to the databases is provided via the WWW on the SPU Library homepage. Go to <http://www.spu.edu/library>, then click on "Databases," and choose a database from the alphabetical list or select a listing of databases by subject.

Access to the library's databases is automatic for registered students, but there may be a time when you are actively working on your dissertation, but you are not registered for any classes. For those quarters you will want to fill out the library's application for library access so that the library can manually update your library record. Link to the online form here:

http://www.spu.edu/depts/library/about_library/online_forms/application-for-library-access.docx

From computers OFF campus:

1. Once connected to the SPU Library homepage click on “Databases.”
2. Select a Database from the alphabetical list, or one of the other lists provided.
3. You will then be prompted to enter your name, your SPU student ID number and your library PIN (a six digit number initially set as your birthdate, mmddyy).

Note: You must be a currently registered SPU student, faculty, or staff. If you are having problems accessing the databases from off campus, call the Reference Desk at (206) 281-2419 or email reference@spu.edu. Exception: Once you have completed your course work and are still working on your dissertation you can request an extension of library access. If you are not registered for SPU credits while completing your dissertation, contact the library for the “Application for Library Access” form. This form is available in paper or electronically. Complete the top portion, have your dissertation advisor complete and sign the middle portion, and return the form to the library.

RefWorks: RefWorks is an online citation management program that allows you to organize your research data and insert citations into your papers and your dissertation. This will be a key resource for you while you work on your course work and dissertation. Contact the Library Reference Desk, 206-281-2419, reference@spu.edu for the current RefWorks “Group Code” so you can set up an account and use this bibliographic management tool to organize the resources you locate in the Library’s databases.

Subject Databases:

- **ERIC:** covers all aspects of education
Coverage: 1966 to the present
- **Dissertation Abstracts:** covers the full range of academic subjects found in dissertations. Coverage: 1861 to the present
- **Education Full Text:** covers topics in education and is a source for book reviews and computer software reviews. Coverage: October 1983 to the present.
- **Mental Measurement Yearbook:** contains full text information about and reviews of all English-language standardized tests covering educational skills, personality, vocational aptitude, and psychology. Coverage: 1989 to the present.
- **Physical Education Index:** Covers all Aspects of physical education including administration, coaching, curriculum, measurement and evaluation, motor learning, research, sport psychology, and teaching methods. Coverage: 1970 to the present.
- **Professional Development Collection:** designed for professional educators, this database provides a highly specialized collection of over 500 full text journals,

including more than 300 peer-reviewed titles. Some full text available online. Coverage: 1984 to the present.

- **PsycINFO:** covers psychology and psychological aspects of education. Some full text available online. Coverage: 1887 to the present

Note: The listing above is only a sampling of the numerous databases the library provides online. Please take a moment to visit the Library website, <http://www.spu.edu/library> to familiarize yourself with the other databases that are provided.

The ERIC Database

The United States Department of Education provides the **ERIC** database. The SPU Library provides several versions of the ERIC Database. Here is a listing of the special features of each of the versions of ERIC provided on the SPU Library website.

ERIC Versions:ERIC via EBSCOhost

- Some full text available
- Search PsycInfo simultaneously
- Links to some full text ERIC Documents -Direct ILL service from the database
- Includes ERIC Thesaurus
- Ability to limit to SPU holdings

ERIC via FirstSearch

- Links to some full text ERIC Documents
- Direct ILL service from the database
- Includes ERIC Thesaurus
- Ability to limit to SPU holdings

ERIC via Cambridge Scientific Abstracts

- Search LLBA (Lang. & Linguistics
- Behavior Abstracts) simultaneously

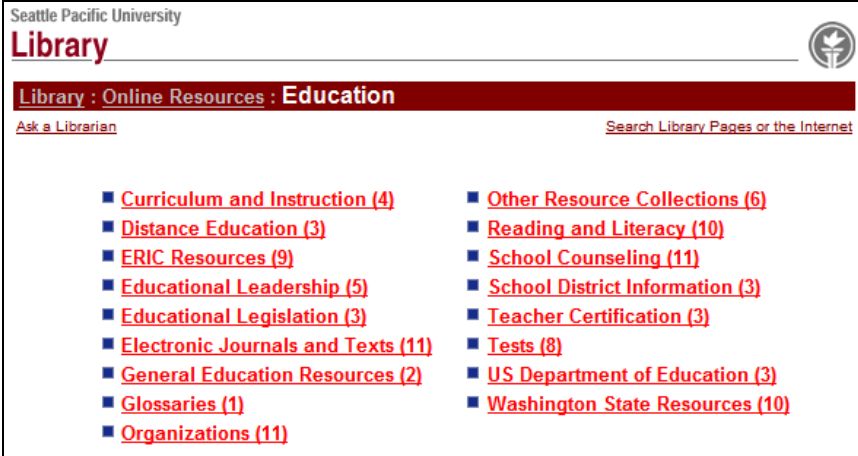
-Includes ERIC Thesaurus**Tips for searching the ERIC Database:**

- The ERIC database includes two portions ERIC Documents, (EDs) and ERIC Journals, (EJs)
- ERIC Documents (EDs) may be available online through the ERIC database or on microfiche at the Library's Circulation Desk. In either case, you will need to know the ERIC Document (ED) number in order to request the document. (Example: ED415832)
- ERIC Journals (EJs) are references to articles published in scholarly journals.
- To search for only EDs or only EJs use the advance searching options in the ERIC database version you have chosen to limit the "Document Type" to "Journals" or "Documents."

Searching the Internet :

Currently, the search engine that indexes the largest number of web pages on the internet is “Google,” <http://www.google.com>. There are however many other Internet search engine choices. The Library homepage, <http://www.spu.edu/library>, provides a link entitled “Search” that will take you to a page where you can search Google or link to web pages that list links to many other Internet search engines you may want to try, for example www.kartoo.com which provides a graphical map of your search results.

The Library Liaison for the School of Education has worked with other librarians and School of Education faculty to collect Internet resources you may find useful. To access the list of collected Internet resources go to the Library homepage, <http://www.spu.edu/library>, and click on “Online Services,” then click on “Online Resources/Reference Materials,” and then click on “Education” or simply visit ... http://www.spu.edu/depts/library/reference/education/main_education.htm, see below.



The screenshot shows the Seattle Pacific University Library website. At the top, it says "Seattle Pacific University" and "Library" with a logo. Below that, a red banner reads "Library : Online Resources : Education". There are two links: "Ask a Librarian" and "Search Library Pages or the Internet". The main content is a list of resource categories with counts in parentheses:

- Curriculum and Instruction (4)
- Distance Education (3)
- ERIC Resources (9)
- Educational Leadership (5)
- Educational Legislation (3)
- Electronic Journals and Texts (11)
- General Education Resources (2)
- Glossaries (1)
- Organizations (11)
- Other Resource Collections (6)
- Reading and Literacy (10)
- School Counseling (11)
- School District Information (3)
- Teacher Certification (3)
- Tests (8)
- US Department of Education (3)
- Washington State Resources (10)

USEFUL WEBSITES:

- <http://www.academicinfo.net/>
A Pathfinder to Quality Internet Resources
- <http://www.ed.gov/>
U.S. Department of Education
- <http://lrs.ed.uiuc.edu/LRS/indexNT.html>
Learning Resource Server – University of Illinois College of Education
- <http://nces.ed.gov/>
National Center for Education Statistics
- <http://www.eric.ed.gov/>

The Educational Resource Information Center, ERIC, is a national information system funded by the U.S. Department of Education's Institute of Education Sciences to provide access to education literature and resources.

- <http://www.eduref.org/>
The Educator's Reference Desk which includes what was previously available on the AskERIC website.
- <http://www.k12.wa.us/>
The Office of the Superintendent of Public Instruction, OSPI, is the primary agency charged with overseeing K-12 education in Washington State.
- APA – 5th Edition Style Resources
<http://www.apastyle.org/>
<http://www.lib.usm.edu/assets/files/apa-text-version.html>
http://owl.english.purdue.edu/handouts/research/r_apa.html
- <http://library.sau.edu/bestinfo/>
St. Ambrose University's O'Keefe Library – “Best Information on the Net”
- <http://myhome.spu.edu/csink/links.html>
Links to Resources for School Counselors collected by Dr. Chris Sink
- Book purchasing services
<http://www.amazon.com>
<http://barnesandnoble.com>

Additional links are listed on the Seattle Pacific University's School of Education website, <http://www.spu.edu/depts/soe/about/history/resources.asp>.

HELPFUL INFORMATION

REGISTRATION

Advance Registration Procedures

Each quarter, matriculated students are eligible to participate in Advance Registration.
*See the University Calendar for quarterly dates.

Options for Registering

For those who prefer registering in person, a registration worksheet, or add/drop form must be completed before registration can take place. Students may also choose to mail or fax a signed registration worksheet. Students may choose to drop off a completed registration worksheet in the drop box located outside DH 120. The SPU address and fax number is listed below.

Mail-In Registration: Student Academic Services
Seattle Pacific University
RE: Registration
3307 Third Avenue West Ste 113
Seattle, WA 98119-1950

FAX-In Registration: (206) 281-2669

Registering On the Web

For those who wish to register on the Web, a current personal identification number (PIN) is the only required item. Web Registration is not available for the following: Distance Learning, Independent Study Agreement, and Internship. Students must register for these courses in the Office of Registration.

12-Step Program to Web Registration

1. Finding Banner

On the SPU Homepage, you can select the blue dot in the second column under “quick access” called Banner Information System.

2. Log In

To log in, your user ID is your social security number/SPU ID number, if you haven't already changed you PIN, your original personal identification number is your birth date (MMDDYY).

- If you are logging on for the first time, the system will ask you to change your PIN number to a six-digit number.
- If you have forgotten your PIN number, you must come to the Registration Office with picture ID or email Student Academic Services at sasinfo@spu.edu to reset your PIN to your original birth date.

Once you click the log in button, the system will ask you verify your PIN one more time for safety purposes.

3. Main Menu

Under the heading of Main Menu, select the blue text hyperlink Student Registration and Class Schedules Menu.

4. Registration and Class Schedules Menu

Under this heading scroll down, either by using the arrow keys to the right of the keypad, or use the mouse and click on the arrows pointing down in the corner of the screen to the right. Select the *View Registration Holds*.

5. View Registration Holds

If you have registration holds you need to STOP and see the appropriate person to clear the hold before registering. If you do not have holds, you may continue by clicking on the red bar called Main Menu. DO NOT USE THE BACK BUTTON ON NETSCAPE! This will kick you out of the system.

6. Main Menu

Select Registration and Class Schedules Menu again, and then select the third option *Register, Add or Drop Classes*.

7. Select Term

Make sure the text box reads the appropriate quarter. Then click on the *submit term* button.

8. Add Classes

In this section you will enter a CRN (course reference number) for each class you would like to take. Remember, if your class requires a lab, you must enter a CRN for the lab as well. When finished, select the *submit changes* button to continue. When your request is finished processing, it will come back to the registration page.

9. Current Schedule

In this next screen you will have to *scroll down* to see your current class schedule. Make sure that you look at the status box to see if you are currently registered. If you have a conflict of some sort, such as major restriction, instructor approval, or time conflict, the system will notify you under the section called *Registration Errors*. You should see the appropriate person to deal with these matters.

10. Closed Class/Waitlist

If a class is closed and you choose to waitlist a course, you may do so by selecting either 1st or 2nd waitlist in the *Action* box. Make sure that you commit, before leaving this screen, otherwise the changes the changes you make will not be applied to your schedule. Note: You may only waitlist 2 classes per quarter, and if you choose to waitlist, it is your responsibility to drop the course you do not want. You can read more about this on the Web under this section.

11. Changing Variable Credit

If a course is offered for variable credits you may change the level of credit by selecting the blue text hyperlink which reads, *Change Class Options*. This next screen will allow you to change the variable credit by deleting the old credit (1.0) and replacing it with your desired credit amount.

12. Student Detail Schedule

Once you have finished selecting your courses for the quarter, scroll down to the bottom of the screen and select the student detail schedule text. Your schedule will appear on the screen and if you would like a copy select the print button at the top of the screen. Make sure that when you have finished registering, you LOG OUT, and close your application, (i.e. Netscape). This is important so that no one else can make any changes to your schedule.

TUITION

In order to register, your previous student account must be paid in full. Because all programs and policies are under continual review, SPU reserves the right to change its financial policies or charges at any time without previous notice. However, no changes will be made effective for a given quarter once that quarter has begun.

*Tuition rate: see yearly information sheet for current rate.

Student Account System

Each month, the SPU Student Financial Services Office sends all students a statement reflecting their tuition and fee charges, payments, past, current, and future-due amounts and chosen payment plan. It remains the student's responsibility, however, to see that proper payment reaches Student Financial Services by the due date. Checks should be made payable (U.S. dollars only) to Seattle Pacific University, and should include the student's name and identification (social security) number. Checks may be brought in person or mailed to the following address: SPU STUDENT FINANCIAL SERVICES, 3307 THIRD AVENUE WEST, SEATTLE, WASHINGTON, 98119-1950.

Course Payment Policy

A doctoral student may choose to meet financial obligations in one of two ways: (1) payment in full on or before the first day of class, or (2) use the three-month extended payment option. If the latter is selected, total charges (after all financial aid is applied) will be divided into three equal payments. In order to participate in the three-month extended payment option, it is necessary to fill out a payment plan application and return it to the Student Financial Services with the first payment and an application fee. (A new application must be submitted each quarter.) Student Financial Services should be contacted for appropriate application deadlines. *If a student does not choose the three-month extended payment option, that student is assumed to be choosing to pay in full by the first day of the quarter.*

A late fee, calculated at a rate determined in the month preceding the acceptance of a student's enrollment, will be assessed each month against any past due portion of the balance shown on the student's last statement of account. To avoid late fees, payment must be made in full on or before the first day of classes or in adherence with the chosen payment plan. A student who has delinquent financial obligations will not be permitted to register for subsequent quarters, attend classes, or order transcripts until such obligations have been satisfied. The University reserves the right to deny enrollment or extension of credit to any student who does not meet past-due obligations or fulfill financial commitments to the University.

Refunds and Account Adjustments

If a student decides to add or drop courses or delete other contracted services, an official change of registration form must be filed with Student Academic Services. If a student does not provide proper written notification to the University, financial obligations will remain binding regardless of whether classes were attended or whether or not any of the contracted services were utilized.

Refunds are made only for tuition and curriculum fees. The date on which the official withdrawal form is received by Student Academic Services will determine the amount of the refund for such charges. The following schedule will be used in determining refunds:

1 st week of the quarter	100%
2 nd week of the quarter	75%
3 rd week of the quarter	50%
4 th and 5 th weeks	25%
6 th week and following	0%

FINANCIAL AID

Types of Financial Aid Available

Financial aid for doctoral students is primarily available through: 1) Student Loans; 2) Scholarships; 3) Grants and 4) Graduate Assistantships. Scholarship and grant directories are also available in the SPU Library for students who wish to individually apply for aid outside of the University. See below for further information about Graduate Assistantship positions in the School of Education.

Eligibility

To be eligible for financial aid a student must:

- a) Have completed the Free Application for Federal Student Aid (FAFSA).
- b) Have been determined to have need.
- c) Have received written verification of admission to a doctoral program at SPU.
- d) Carry a minimum of four program credits each quarter financial aid is received.

To maintain financial aid eligibility, a student must show:

- a) Continued enrollment in at least four program credits each quarter.
- b) Maintenance of satisfactory progress each quarter and appropriate GPA.
- c) Continued financial need as determined by processing the FAFSA each year.

Application Process

The process of application and determination of need is handled by Student Financial Services (281-2046). Please contact this office for application procedures, appropriate forms and further clarification regarding financial aid.

Although no specific application deadlines exist if financial aid is desired for autumn, winter and spring quarters, it is advantageous for the student to have completed the process of application approval well in advance of the quarter in which financial assistance is desired.

Application deadlines do exist for summer term, which begins in June. Please contact the Student Financial Services for this information, as it varies yearly.

Graduate Assistantships

Approximately four graduate assistant positions become available each academic year in the School of Education. *Appointments are renewable.* Assistants work with designated faculty at the rate of 15 hours per week. They are paid 3 times per quarter – at the beginning of the month. Federal taxes are withheld. Stipends are approximately equivalent to 6 credits per quarter.

Assistants work on projects involving research, program evaluation, program development, and course development.

Eligibility

All candidates for graduate assistantships must have been formally approved for admission to a graduate program in education. Maintenance of graduate scholarship standards and enrollment in a minimum of 6 credits per quarter during the assistantship period are expected.

Application Procedures

Graduate assistant applications for a designated academic year may be obtained from the School of Education during winter quarter of the previous academic year. Contact Rick Eigenbrood for an application (206) 281-2710. Completed applications should be submitted no later than the beginning of spring quarter to the School of Education. *Appointment from the previous academic year may be renewable.* Selections for the upcoming academic year are generally made in May each year – after all candidates have been interviewed. Individuals are notified in writing of the final decision.

Other Employment Information

Contact Student Financial Services
Employment Office.....281-2471

Student Identification and Library Card

Once a student is in the SPU system as a registered student they may get an identification card. This card also serves as a library card. **Please note:** You must have an SPU ID card to check out library materials from SPU or other Orbis Cascade Alliance Libraries. To receive your ID card, go to the Office of University Services (281-2188). Bring a photo ID. A photo is taken and an ID card is issued in 24 hours. There is a \$15 charge for lost cards. This card may also be used as a meal ticket. Please ask about meal plans at the Office of University Services.

Parking Permits

Students that commute to campus may purchase a parking permit. Permit applications are available through Banner and charges may be applied to your student account. Permits are applicable to the academic school year. Parking in commuter lots is free during Summer quarter.

Bookstore Policies and Hours

Bookstore Hours: Monday-Thursday	8:30 am - 6:00 pm
Friday	8:30 am - 5:00 pm
Saturday	11:00 am - 2:00 pm

Hours may vary the first and last week of each quarter, holidays and summer session. Please contact the bookstore at (206) 281-2136 or (206) 281-2303.

- There is a 15-day return policy for all books purchased.
- Books may also now be purchased or reserved over the Internet at www.spu.bkstr.com.
- Students may also wish to purchase books over the Internet through amazon.com.

Student Housing

Student Housing is available for graduate students. Please call the Office of University Services at 281-2188.

Helpful Contact Information

School of Education	(206) 281-2214
Rick Eigenbrood, Director of Doctoral Studies eigend@spu.edu	(206) 281-2710
Megan Hamshar, Graduate Program Manager mego@spu.edu	(206) 281-2378
René Shafar, Administrative Assistant rshafar@spu.edu	(206) 281-2214
Joyce Bhang, Certification Officer bhangj@spu.edu	(206) 281-2198

Other Campus Phone Numbers

SPU Information	(206) 281-2050
School of Education General Number	(206) 281-2214
Student Financial Services	(206) 281-2061
Continuing Education	(206) 281-2274
Library	(206) 281-2228
Registration by FAX	(206) 281-2669
Student Academic Services (General Inquiries)	(206) 281-2031
Student Academic Services (Registration)	(206) 281-2032
Snow Closure Hotline	(206) 281-2800
<i>Please call this number on snowy or icy days <u>before making a trip to campus.</u></i>	

Off-Campus Locations

Office of the Superintendent of Public Instruction (OSPI) <i>Also known as "the State" or the Professional Certification Office</i>	(360) 753-6773
Puget Sound Educational Service District	(206) 439-3636

**SCHOOL OF EDUCATION GRADUATE FACULTY ASSOCIATED
WITH THE DOCTORAL PROGRAM**

Rick Eigenbrood, Ph.D. (206) 281-2710 eigend@spu.edu
Assistant Dean for Graduate Education and Assessment
Associate Professor of Education
B.A., Dordt College, 1974
M.Ed., University of Washington, 1979
Ph. D., University of Iowa, 1988
At SPU since 2001.

Cher Edwards, Ph.D. (206)281-2286 edwards@spu.edu
Department Chair and Associate Professor of School Counseling
B.A. Bowling Green State Univ 1994
M.S. University of Dayton 1995
Ph. D. Ohio University Lancaster 2002
At SPU since 2002.

Arthur K. Ellis, Ed.D. (206) 281-2362 aellis@spu.edu
Professor of Education, Curriculum and Instruction
B.S., Western Oregon College, 1962
M.S., Western Oregon College, 1965
Ed.D., University of Oregon, 1968
At SPU since 1986.

Christie Eppler, Ph. D. (206)281-2379 eppler@spu.edu
Associate Professor of School Counseling
B.A. Wheaton College IL 1994
M.A. University of Missouri Kansas City 1997
M.A. Michigan State University 2002
Ph. D. Michigan State University 2002
At SPU since 2003

Gregory J. Fritzberg, Ph.D. (206)281-2363 gregf@spu.edu
Professor of Education
B.A., Pacific Lutheran University, 1985
M.A., Fuller Theological Seminary, 1992
Ph.D., University of Washington, 1998
At SPU since 2001.

<p>Frank Kline, Ph.D. (206) 281-2504 Professor of Education; SOE Interim Dean B.S. Greenville College 1978 M.Ed. Wichita State University 1981 Ph.D. University of Kansas 1989 At SPU since 1996.</p>	<p>fkline@spu.edu</p>
<p>Andrew Lumpe, Ph. D. (206) 281-2369 Professor of Education and Chair of Curriculum and Instruction B.A. Washburn University 1983 M. S. Kansas State University Manhattan 1990 Ph.D. Kansas State University Manhattan 1992 At SPU since 2006.</p>	<p>lumpea@spu.edu</p>
<p>William E. Nagy, Ph.D. (206) 281-2253 <i>Professor of Education, Reading/Literacy</i> B.A., Michigan State University. 1970 Ph.D., University of California, San Diego, 1974 At SPU since 1996.</p>	<p>wnagy@spu.edu</p>
<p>Christopher Sink, Ph.D. (206) 281-2453 <i>Professor of Education, School Counseling</i> B.A., University of California, Irvine, 1978 M.S., California State University, Fullerton, 1981 Ph.D., University of California, Riverside, 1988 At SPU since 1994.</p>	<p>csink@spu.edu</p>
<p>Richard E. Smith, Ph.D. (206) 281-2375 <i>Chair of Educational Leadership</i> <i>Associate Professor of Education, Educational Administration</i> B.A., Seattle Pacific College, 1963 M.A., University of Oregon, 1968 Ph.D., University of Oregon, 1972 At SPU since 1988.</p>	<p>rsmith@spu.edu</p>

PRIMARY TOPICS OF INTEREST FOR SELECTED FACULTY

This list may be of some assistance as you plan and organize your course of study (including your electives and opportunities for research and independent studies):

Rick Eigenbrood

- Issues in Special Education
 - Strategies for Effective Inclusion
 - Assessment
 - School to Community Transition
 - Learning Strategies (SIM)
 - Instructional Strategies
 - Special Education Services in Christian Schools
 - Legal Issues in Special Education
- Developmentally Appropriate Instruction
- Multicultural Issues in Curriculum and Instruction

Arthur Ellis

- Chinese Education (limited to Christianity Studies)
- Christianity Studies
- Comparative Education
- Curriculum Development
- Educational Innovation
- History of Education
- Instructional Theory and Practice
- International Education
- Moral/Character Education
- Philosophy of Education
- Readings in Education
- Research in Curriculum Studies and Programs
- Russian Education
- Writing for Publication

Gregory Fritzberg

- Philosophy and History of Education
- Educational Politics and Policy
- Religion and Education
- Community/School Relationships
- Supplemental Education

Frank Kline

- Special Education
 - Learning disabilities
 - Inclusion
- Direct Instruction
- Cognitive Strategies
- Instructional Process
- Teacher Education
- Staff Development
- Educational Reform
- Socio-cultural Education (Vygotskian Approaches)
- Spiritual Development of Children

Bill Nagy

- Literacy
- Reading Instruction
- Language Acquisition

Bill Rowley

- School Counseling
- School Psychology
- Integration of Faith and Teaching
- Loss, Grief, and Recovery
- Community in Christian Education
- Self-Disclosure in Relationships
- Adolescent Development
- Clinical Supervision

Chris Sink

- Cognitive Development and Processes
- Constructivism and Education
- Education and Christianity
- Existentialism and Education
- Issues in Student Assessment, Measurement, and Psychometrics
- Research and Statistics
- School Counseling and Psychology
- Social and Affective Development

Dick Smith

- Personnel Administration
- Educational Leadership
- Superintendency
- Case Study Approach to Teaching

ABBREVIATIONS

Associated Students of Seattle Pacific	ASSP
Bertona Classroom.....	BERT
Center for Professional Education	CPE
Crawford Music Building	CMB
David McKenna Hall	DLMH
Demaray Hall	DH
Emerson Hall	EH
Grade Point Average	GPA
Instructional Technology Services	ITS
Intensive English Language Institute	IELI
Office of Student Life	OSL
"Seattle Pacific Instruction Reaching All Learners" Catalog	SPIRAL
Marston-Watson Hall	MWH
McKinley Hall (<i>also called "Bach Theatre"</i>)	MCK
Otto Miller Hall.....	OMH
Peterson Hall	PET
Royal Brougham Pavilion	RBP
School of Education	SOE
Student Academic Services	SAS
Student Financial Services.....	SFS
Student Union Building	SUB
University Communications Center (<i>also called "Information"</i>).....	UNI-COM