

Curriculum & Instruction Program STUDENT HANDBOOK



Seattle Pacific University
School of Education
Department of Curriculum & Instruction

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WELCOME TO SPU'S CURRICULUM & INSTRUCTION PROGRAM

This handbook is intended as your official handbook for planning your program in Curriculum & Instruction at Seattle Pacific University. It is designed to provide guidance and structure to individuals who have been admitted to this course of study. This handbook is dated and contains requirements for you as you work on your degree. Keep this throughout the program. As requirements are modified, yours will always stay as they are written in this book.

All graduate education programs at SPU are accredited through the National Council for Accreditation of Teacher Education (NCATE) and the [Professional Educators Standards Board](#).

MISSION STATEMENT

Our task is to prepare individuals for competence, character, service, and leadership as teachers in K-12 settings. Students who complete our program will reflect God's excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.

The philosophy and purpose of the Curriculum and Instruction program is to:

- **Educate** in the history, theory, and research of curriculum and instruction;
- **Train** for excellence in the professional use of skills in helping all children learn;
- **Experience** the ongoing direct application of learning in the school context;
- **Integrate** the whole person of teacher for a life balanced in the devotion of one's heart, soul, mind, and strength. As faculty and students we will seek to model Biblical principles such as honesty, integrity, compassion, self-discipline, congruence, redemption, commitment, and community.

These endeavors will be facilitated by a faculty who strive to create and model a teaching/learning environment suitable for learners with diverse backgrounds, learning preferences, and life experiences, so that our graduates will be able to serve all students in the school setting.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

1. University Level

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 the intellectual, personal, and spiritual growth of students.”

University Vision Statement: “Engaging the Culture-Changing the World”

University Education Plan Initiatives: *Cross Cultural Studies, Scholarship of Wisdom, Educational Technology and Individualized/Flex Contracts*

2. School of Education Level

School of Education Mission Statement:

“The Mission of the Seattle Pacific University School of Education is to prepare educators for service and leadership in schools and communities by developing their professional competence and character within the framework of Christian faith and values.”

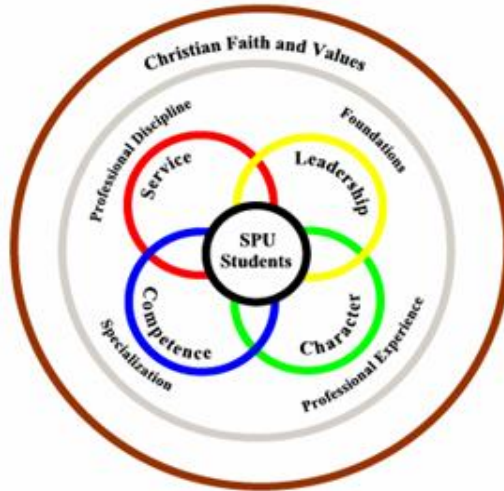
The School of Education Vision Statement:

“The vision of the Seattle Pacific University School of Education is to influence the region, the nation, and the world through the preparation of educational leaders for public and private schools.”

3. The Four Commitments

The four commitments of the School of Education Conceptual Framework speak to the conception of educator as master of a particular discipline, but also as a person who finds meaning and hope in a professional vocation, a “calling.” For this reason, the commitments include professional competence, and leadership in one's area of responsibility, but they also include a commitment to character and to a larger vision of service to the educational community and beyond. Through its integration of service, leadership, character and competence, the School of Education’s mission captures the distinctiveness of preparing Christian educators for 21st century.

The Four Commitments:



THE SCHOOL OF EDUCATION GRADUATE OUTCOMES AND GOALS

1. Academic Outcomes

The commitment of the program in the School of Education to its Mission Statement is demonstrated in the set of graduate outcomes which provide ways of carrying out the mandates of the University Education Plan Initiatives and provide programmatic targets for the themes of the mission and vision statements.

2. Graduate Competencies

The program goals for the graduate programs in the School of Education articulate expectations for aspiring master teachers, counselors, and administrators as they relate to School Mission, to state guidelines for the disciplines, to national requirements for the discipline, and to NCATE standards. The competencies reflect the conjunction of national goals for professional educators AND the unique mission of the School of Education, focused on the development of competence and character in the interest of “positive impact on student learning” in the schools and communities where our graduates serve.



These goals include:

- **Category 1: 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.
- **Category 2: Leadership**—Demonstrate the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, and help teams achieve goals. Demonstrate the ability to manage them to completion.
- **Category 3: Communication Skills**—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.
- **Category 4: Analysis and Problem Solving**—Demonstrate the ability to separate an idea or incident into its component parts. Individually or as a part of a team use values and the skills of the discipline for developing a theory or solution, and evaluate its effectiveness.
- **Category 5: Professionalism**—Demonstrate a commitment to vocational integrity, the goals of the discipline, activity in the professional community, and continued professional development.
- **Category 6: 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.

The Curriculum & Instruction Program is grounded in the mission statement and conceptual framework of the School of Education. The mission statement and graduate competencies are listed on each course syllabus, and course objectives, activities, and assessments are designed to assist students in achieving the school's mission and competencies. Therefore, the School of Education's Conceptual Framework and mission serve as direction and focus for the Curriculum & Instruction Program's conceptual framework.

PROGRAM OPTIONS AND DESCRIPTIONS

The Curriculum and Instruction Master's Program offers a specialization in Teaching and Learning, and the program may be completed through on-campus and/or online courses. The program is structured to develop and strengthen leadership skills while providing inspiration to excel at teaching.

The online program utilizes a user-friendly system to enhance communication and interaction between students and faculty - a majority of which have earned doctorates and are experienced educators and researchers.

The Curriculum and Instruction program at Seattle Pacific University admits candidates each quarter. The suggested [course scheduling](#) sequence depicts a two year plan for degree completion.

Due to the focus of the Curriculum and Instruction degree on the K-12 school system, it is preferred that each applicant has completed an approved program for teacher certification prior to enrollment.

Required Courses (Total: 48 credits)

Foundations and Research (15 credits) – Available Online or On-Campus

- EDU 6085 Moral Issues in Education (3)
- EDU 6120 American Education: Past and Present (3)
- EDU 6655 Human Development and Principles of Learning (3)
- EDU 6975 Interpreting and Applying Educational Research I (3)
- EDU 6976 Interpreting and Applying Educational Research II (3)

Teaching and Learning (27 credits) – Available only Online

- EDU 6895 Curriculum and Instruction Orientation (1) – Must be taken during first quarter after admission
- EDU 6524 Curriculum Design (3)
- EDU 6525 Culturally Responsive Teaching (3)
- EDU 6526 Survey of Instructional Strategies (3)
- EDU 6613 Standards-based Assessment (3)
- EDU 6600 Communication and Collaboration: Parents, Colleagues, and Community (3)
- EDSP 6644 Educating Exceptional Students (3)
- EDRD 6641 Foundations of Reading Instruction (3)
- EDTC Any 6000 level Educational Technology Course (3)
- EDU 6899 Capstone in Curriculum and Instruction (2)

Electives (6 credits selected from the following sources):

- Graduate degree (6000-level) courses offered through SPU. (Any amount permitted at this level). Non-education courses are also acceptable, but some may require written permission

from the department involved before enrollment is permitted. Courses from the math/earth science endorsement programs offered during Summer Quarter may also be used.

- Professional education (5000-level) courses offered for SPU credit. Please note that SPU's Professional Certification seminars meet these criteria and can count toward the master's degree. In general, 5000 level courses meet in school districts or may be taken online. Per-quarter listings are found in the [Spiral](#) bulletin.

Pre-approved Electives:

Possible electives for the teaching and learning specialization follow. These may be taken in any quantity or combination. Graduate degree offerings from other departments on campus are shown in the [University Time Schedule](#). Professional education (5000-level) courses are listed in the [Spiral](#) bulletin available through the [Continuing Education Department](#). A maximum of 6 credits of professional education courses may be taken.

Instructional Technology:

- EDTC 6431 Learning With Technology (3)
- EDTC 6432 Computer Authoring and Production (3)
- EDTC 6433 Teaching With Technology (3)
- EDTC 6434 Networking and Telecommunications in Education (3)
- EDTC 6535 Issues and Advances in Educational Technology (3)

Reading and Language Arts:

- EDRD 6508 Vocabulary Development
- EDRD 6506 Literacy Assessment and Standards (3)
- EDRD 6507 Language Development, Diversity and Literacy (3)
- EDRD 6529 Teaching Reading : Strategies of Instruction (3)
- EDRD 6530 Teaching Reading in the Content Areas (3)
- EDRD 6531 Children's/Young Adult Literature (3)
- EDRD 6533 Writing: Process to Product (3)

Special Education:

- EDSP 6652 Seminar in Learning Disabilities and ADHD (3)
- EDSP 6950 Topics in Special Education (3)

School Counseling:

- EDCO 6670 Introduction to School Counseling (3)
- EDCO 6676 Students at Risk: Assessment and Intervention (3)
- EDCO 6679 Career Counseling in the Schools (3)
- EDCO 6680 Special Education and School Counseling (3)

Math Education:

- MAT 5251 Real World Applications (4)
- MAT 5503 Problem Solving (4)
- MAT 5504 Algebra and Trigonometry (4)
- MAT 5505 Differential and Integral Calculus (4)
- MAT 5530 Probability and Statistics (4)
- MAT 5550 Euclidean and Non-Euclidean Geometry (4)

Science Education:

NMS 5140 Ideal Science Activities (4)

NMS 5000 Human Health/Bioethics (4)

NMS 5001 User's Guide for Our Planet (4)

NMS 5403 Down to Earth Geology (4)

NMS 5430 Exploring the Universe in Time and Space (4)

NMS 5506 Clouds, Currents, Calamities (4)

NMS 5534 Ocean Environments (4)



PROGRAM DISTINCTIVES

Distinctives of SPU's Master's Degree in Curriculum & Instruction

Accredited

- SPU is accredited by the Northwest Commission on Colleges and Universities (NWCCU)
- SPU's School of Education is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Washington State Board of Education for the preparation of elementary and secondary teachers
- SPU is a charter member of the Christian College Consortium (CCC) and is also a member of the Council for Christian Colleges and Universities (CCCU)

Rigorous

- Admission requires meeting high standards in grades, test scores, and recommendations
- The program is based on comprehensive standards aligned with core courses
- Students take a comprehensive exam at the end of the program
- Course work is focused on
 - improving teaching and learning
 - developing teacher leadership
 - recent research on teaching and learning
 - helping students meet standards
 - moral issues and cultural diversity

Taught by Premier Faculty

- Most courses are taught by full time, permanent professors who possess doctorates from prestigious universities
- Faculty members are active leaders in state, regional, national, and international organizations
- Faculty members regularly engage in scholarly activities including conducting research, presenting at conferences, publishing articles in premier journals, and writing books
- Faculty members regularly serve K-12 schools in a variety of activities including facilitating professional development, consulting, and serving on boards and committees
- Faculty members possess years of teaching experience at both the K-12 and university level

Flexible

- Online program does not require you to drive to campus
- Some elective flexibility
- Choose to take Foundations and Research courses online or on-campus
- You can combine your Professional Certification program and a Master's Degree

Interactive

- Courses are highly interactive involving discussions with faculty and other students, group work, readings, and writing
- Online programs are based on current learning theory
- Utilizes the highly interactive and user friendly Blackboard system

Fulfilling

- Improve your teaching and student's learning
- Improve your professional status with a graduate degree
- Higher Pay - increases can be over \$7,000 annually and include increased retirement contributions

Affordable

- SPU's tuition is comparable to other area institutions
- Financial aid is available for admitted students

COMPREHENSIVE EXAMINATION

A comprehensive examination is required for this program. It is a tool to help synthesize and apply information gained throughout the course of study.

Scheduling and Taking the Comprehensive Exam

The Comprehensive Examination is completed after taking the EDU 6899 Curriculum and Instruction Capstone course near the end of the program. Students must contact the Graduate Programs Manager in the School of Education once the Capstone course is complete in order to receive the exam. The exam will be sent via email with specific instructions, along with a rubric detailing performance expectations, and general information.

Exam Description

The comprehensive exam in Curriculum & Instruction is administered as a take home exam. It consists of three essay questions, designated at the time of the exam.

Evaluation

Comprehensive exams will be reviewed by pertinent faculty in the field, and evaluated on a pass/fail basis. Students are typically notified of their results *in writing* (letter and evaluation) within 2-3 academic weeks of taking the exam. The length of time may increase if the student takes the exam before the winter break. **Note:** Comprehensive exam results are placed in student files only. They do not appear on the transcript. Additionally, exams *are not* returned to students, as comments and rating are written directly on the evaluation form.

In Case of a Non-passing Result

Should a student not pass one or more questions, the student must retake the failed question(s). If the student fails all questions, he/she must retake all failed questions and take three new questions. A student may attempt the retake of failed questions no more than three times. Remedial coursework may be required prior to retaking exams.



CURRICULUM & INSTRUCTION PROGRAM STANDARDS

Curriculum and Instruction Graduate Standards

The standards listed below have been identified by the program faculty as representing the competencies necessary for the Curriculum and Instruction master's degree. Each standard is aligned with a course in the program.

A. Instructional Competence and Leadership (relate to Conceptual Model's *competence and leadership*)

(1) Instructional planning: Designs and monitors long and short-term plans for students' academic success. **EDU 6524**

(2) Learning environment: Creates and maintains school-wide and classroom environments that are safe, stable, and empowering. **EDU 6655**

(3) Curriculum: Provides knowledge and skills that bring academic subjects to life and are aligned with state content standards. **EDU 6524**

(4) Pedagogy: Engages students in learning experiences that are meaningful, stimulating, and empirically proven to promote intellectual growth. **EDU 6526**

(5) Assessment: Assesses students' mastery of curriculum and modifies instruction to maximize learning. **EDU 6613**

(6) Communication: Communicates regularly and effectively with colleagues, parents, and students through a variety of mediums. **EDU 6600**

(7) Collaboration: Cooperates with other professionals to bridge gaps between schools and community and between departments/disciplines within schools. **EDU 6600**

(8) Exceptionality: Addresses the unique learning and behavioral needs of all children, collaborating with other educators and professionals where necessary. **EDSP 6644**

(9) Cultural sensitivity: Establishes a culturally inclusive learning climate that facilitates academic engagement and success for all students. **EDU 6525**

(10) Technology: Integrates current technology into instruction and professional communication/collaboration activities where appropriate. **EDTC 6536**

B. Moral and Professional Dispositions (relate to Conceptual Model's character and service → Inquiry/Research is also a competence)

(11) Inquiry/Research: Competently consumes and produces where necessary empirical data to guide educational practice.

EDU 6975 & EDU 6976

(12) Professional citizenship: Willingly engages in dialogue that transcends the individual classroom, taking informed, coherent positions on important matters of educational policy and practice.

EDU 6120

(13) Respect (borrowing Thomas Lickona's "Two R's" synthesis of the larger "virtue lists"): Practices and teaches children respect for the feelings and ideas of all persons involved in the educational process.

Graduate Survey(s)

(14) Responsibility (see above): Engages professional tasks with diligence and relationships with goodwill and responsibility, promoting similar commitments among colleagues, parents, and students.

Graduate Survey(s)

(15) Service to others (colleagues, parents, and students): Demonstrates concern for colleagues, parents, and students through consistent and practical efforts to enhance their well-being.

Graduate Survey(s)

Electronic Portfolio

Like the best schools and colleges of education across the nation, the Curriculum and Instruction program utilizes an electronic portfolio system to track student achievement of program standards. Courses require assignments to be posted to this system for faculty review. This portfolio will be a record of completion and can be part of the application process as you begin your education career to showcase your work. Completion of the portfolio is required for degree completion.

Students enrolling for the first time will be assessed a fee of \$60 for an electronic portfolio. This fee will be posted to your student account. It is applied before classes begin so that financial aid can be applied to this fee as well as tuition charges.

STUDENT ASSISTANCE PLAN

STUDENT ASSISTANCE POLICY Curriculum & Instruction Program School of Education Seattle Pacific University

Purpose:

It is the purpose of the faculty of the Curriculum & Instruction Program to provide support, resources, and experiences that will assist students who are having difficulty meeting program standards. Although students in these programs are ultimately responsible for achieving program goals and competencies, the faculty views it as a moral responsibility to help those students in need who have been admitted to these programs.

Steps:

1. Recognition that a student is having difficulty meeting program goals and/or competencies in a class shall be discussed between the student and faculty member. A student or faculty member may initiate this discussion, and this should always be the first step in providing support for the student. The professor and student will develop an informal plan of support. Examples of support may include but are not limited to the following:
 - Mentoring the student
 - Assigning a student in the class to help the student
 - Arranging for a tutor through the Education Services Unit
 - Suggesting additional resources (e.g., articles, books, etc.)
 - Recommending additional time and experiences
2. Continued inability to meet program goals and/or competencies following an informal plan of support shall be reported to the Chair of Curriculum & Instruction. The Chair will consult with both student and professor to determine the nature of the student's problem and to learn the nature of support that has been provided. A Student Assistance Plan will be formally outlined and is to be followed by the student for the purpose of increasing the likelihood of success in the program. Every effort shall be made to assist the student in meeting program goals and competencies including support, resources, and experiences. Examples of support may include but are not limited to the following:
 - Mentoring the student
 - Restructuring the student's program (e.g., changing pace through the program)
 - Repeating a class
 - Requiring a prerequisite foundational class
 - Arranging an experience to enhance learning
 - Suggesting internal and/or external resources (e.g., Educational Services Unit, Internet resources)

3. The Chair of Curriculum & Instruction shall determine if the student has achieved expected program goals and competencies following the implementation of the Student Assistance Plan.
 - a. Successful achievement of program goals and competencies will maintain good standing in the program.
 - b. Continued unsuccessful achievement of program goals and competencies will lead to termination in the program.
4. A student who has been asked to leave the program by the Chair of the Department of School Counseling may appeal the decision to the following individuals within the School of Education in sequence: Associate Dean of Graduate Studies, Dean of the School of Education.

Sample Student Assistance Plan

**SAMPLE Student Assistance Plan SAMPLE
Curriculum & Instruction
School of Education
Seattle Pacific University**

Student's Name _____ Date of Plan: _____

Problems to be addressed:

1. Lack of knowledge of program standards 6 & 7.
2. No artifacts posted in electronic portfolio.

Remediation activities:

1. Postpone the comprehensive exam for one academic year for the purpose of mastering the knowledge and skills necessary to complete the exam.
2. Repeat EDU 6600 EDU 6600 Communication and Collaboration: Parents, Colleagues, and Community.
3. Post artifacts in electronic portfolio for standards 6 & 7.

Outcome:

Successful achievement of program standards 6 & 7.

An inability to achieve program goals and competencies will lead to termination from the program.

Student

Program Chair

Date

HELPFUL HINTS

1. Avoid receiving a non-passing grade (C- or below) in any course.
2. If you are jointly in the C&I and Professional Certification programs, plan your schedules carefully to ensure capability.
3. Plan for a lighter quarter just prior to taking your comprehensive exams.
4. Six credits per quarter is a full load for graduate school and financial aid purposes.
5. During summer you may take up to 12 credits, but we recommend no more than 9 credits total. No more than two classes at a time may be taken during a 4-week summer block.
6. Reminder: Those students who are on academic probation will need to factor those requirements into their plan.
7. It is strongly recommended that you communicate with the Chairperson and/or Graduate Program Manager consistently throughout your time in the program.
8. The suggested sequence of courses shown in the next section shows the quarters that each course is historically offered. There may be changes to this schedule so check the online catalog periodically.
9. Electives may be taken at any time.



PLANNING FOR THE PROGRAM

Suggested Sequence of Coursework

First Year		
Autumn Quarter		
C	EDU 6975	Interpreting and Applying Education Research I (3)
C	EDTC 6536	Instructional Technology and Information Management (3)
C	EDU 6895	C&I Orientation (1) REQUIRED TO BE TAKEN DURING FIRST QUARTER AFTER ADMISSION
Winter Quarter		
C	EDU 6655	Human Development and Principles of Learning (3)
C	EDU 6526	Survey of Instructional Strategies (3)
Spring Quarter		
C	EDU 6976	Interpreting and Applying Education Research II (3)
C	EDU 6525	Culturally Responsive Teaching (3)
Summer Quarter		
C	EDU 6524	Curriculum Design (3)
E		Elective (3)
Second Year		
Autumn Quarter		
C	EDU 6600	Communication and Collaboration (3)
C	EDU 6613	Standards-based Assessment (3)
Winter Quarter		
C	EDU 6085	Moral Issues in Education (3)
C	EDRD 6641	Foundations of Reading Instruction (3)
Spring Quarter		
C	EDU 6120	American Education: Past and Present (3)
C	EDSP 6644	Educating Exceptional Students (3)
Summer Quarter		
C	EDU 6899	Curriculum and Instruction Capstone (3)
E		Elective (3)
E		Elective (3)

C=Core
E=Elective

SAMPLE PROGRAM CHECK SHEET

Master of Education in Curriculum & Instruction

Name: _____ Student Number: _____

Admit Qtr: _____ Status: _____ Graduate _____

DEGREE REQUIREMENTS – 48 credits

I. Foundations and Research (15 credits)

	Quarter	Grade
EDU 6085 Moral Issues in Education (3)	_____	_____
EDU 6120 American Education: Past and Present (3)	_____	_____
EDU 6655 Human Development and Principles of Learning (3)	_____	_____
EDU 6975 Interpreting and Applying Educational Research I (3)	_____	_____
EDU 6976 Interpreting and Applying Educational Research II (3)	_____	_____

II. Teaching and Learning (27 credits)

EDU 6524 Approaches to Curriculum Design (3)	_____	_____
EDU 6525 Culturally Responsive Teaching (3)	_____	_____
EDU 6526 Survey of Instructional Strategies (3)	_____	_____
EDU 6613 Standards-based Assessment (3)	_____	_____
EDU 6600 Communication and Collaboration: Parents, Colleagues, and Community (3)	_____	_____
EDSP 6644 Educating Exceptional Students (3)	_____	_____
EDRD 6641 Foundations of Reading Instruction (3)	_____	_____
EDTC 6536 Instructional Technology & Information Management (3)	_____	_____
EDU 6895 Curriculum and Instruction Orientation (1)	_____	_____
EDU 6899 Curriculum and Instruction Capstone (2)	_____	_____

III. Electives (6 credits selected from the following sources)

Course & CRN	Course Title	Credits	Quarter	Grade
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

STANDARDS OF SCHOLARSHIP

The following standards for scholarship represent a composite of University and School of Education policies as applied to graduate education programs:

- 1) A graduate program must be completed within **six years** of the first class applied toward its credit requirements.
- 2) A cumulative grade point average of 3.0 or higher must be maintained in all program course work. If the GPA falls below 3.0, a student will be placed on academic probation. Failure to increase the cumulative GPA to 3.0 or higher by the completion of nine program credits after probation has been assigned will result in dismissal from the program.
- 3) Courses receiving less than a C will not apply toward a graduate program. Such courses must be retaken for an appropriate grade.
- 4) All courses use American Psychological Association's *Publication Manual* (latest edition) for papers, reports, write-ups, etc. Please adhere closely to these guidelines.

Appealing an Academic Decision

If a student wishes to contest an academic decision (such as a grade), there are several levels of appeal, all of which involve a personal conference between the student and a faculty member or administrator. Most problems will be resolved at Level 1; however, if this does not happen, the issue progresses to Level 2 and so on. Appeals at Level 2 and higher are to be conducted in writing. Levels for appeal are listed below:

- Level 1: Faculty/staff person initially involved
- Level 2: Program Chair
- Level 3: Assistant Dean for Graduate Studies
- Level 4: School Dean
- Level 5: Associate Vice President for Academic Affairs
- Level 6: Vice President for Academic Affairs
- Level 7: President of Seattle Pacific University

Probation

Probation Prior to Admission to the Program

In the event that a candidate for entry into the program meets most, but not all of the criteria for admissions, the admissions committee may decide to admit the student on probation. This means that the student is admitted, but within the first 9 credits completed,

there may be no grade less than a B (no B-) and EDU 6975 Interpreting & Applying Education Research I must be one of the courses.

Probation During the Program

Any graduate student whose cumulative GPA falls below 3.0 shall be placed on academic probation. Students on probation may take up to nine additional credits in the graduate program in which they have been admitted. Failure to bring the cumulative GPA to 3.0 or higher by the completion of the additional nine credits will result in dismissal from the program and from the University.

Academic Integrity

Definitions

A breach of academic integrity occurs when students receive academic benefits they did not earn through their own work. In its more blatant forms, academic dishonesty includes: copying another's work on an exam; preparing for an exam by using test questions from a stolen exam; bringing concealed answers to an exam; turning in another person's work as your own; committing plagiarism (i.e., copying portions of another's words from a published or electronic source without acknowledging that source.)

It is **not** dishonest to discuss possible answers to an exam question as part of a study group, to discuss ideas for a paper or other activities with other members of the class, or to ask a friend to read a draft of your paper for suggestions to improve it, unless the professor has prohibited these activities.

It is **not** dishonest to summarize, paraphrase, or quote the words of others in a paper so long as you acknowledge the sources with appropriate citations.

Guidelines for Penalties Against Academic Dishonesty

The penalties for breaches of academic integrity shall be clearly spelled out in a course syllabus; they may range from no credit for the work in question to no credit for the course. Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct. If the instructor suspects academic dishonesty, the following guidelines apply:

1. The instructor arranges a conference with the student to discuss the incident.
2. If, following the conference, the instructor is convinced that the student violated academic integrity, the instructor may propose appropriate action. If the student accepts such action as appropriate, both student and instructor verify this in writing and no further penalty will be necessary.
3. If agreement is not reached between the instructor and the student, the instructor may propose a grade penalty against the student by notifying the Assistant Dean for Graduate Studies (or school dean as appropriate). The penalty imposed will be commensurate with the degree of offense, from loss

of credit for the work involved in the infraction to loss of credit for the entire course, such penalty to be determined in consultation with the school dean. The student may appeal this action by following the process outlined under “Academic Appeals” in this handbook.

4. In the case of repeated offenses, or of flagrant dishonesty that warrant probation or dismissal from the University, charges will be made in writing by the instructor to the School of Education. The student may appeal this action through the dean to the vice president for academic affairs and then to the president of the University.
5. If the act of dishonesty is associated with a criminal act (e.g., breaking into a faculty office) or with concerted group effort (all or part of a class), such cases will be immediately referred to the Vice President for Academic Affairs.

Required Writing and Style Format for Assignments

All courses use American Psychological Association’s *Publication Manual* (latest edition) for papers, reports, write-ups, etc. Please adhere closely to these guidelines and those discussed by faculty. Information on this text can be obtained at: www.apa.org



AWARDING THE DEGREE

The master's degree is awarded after all course work, portfolio, and the comprehensive exam have been completed satisfactorily. Students anticipating graduation at the end of Spring Quarter or during the Summer Session must apply for graduation beginning in January. In addition, all bills must be paid and all course grades must have been submitted and entered before the degree may be placed on the transcript.

Receiving the Degree

Degrees are evaluated and posted to transcripts according to the schedules below, unless there is an unforeseen delay due to (1) unawarded grades, (2) an incorrect transcript, or (3) an unpaid bill.

ACADEMIC YEAR:	Degrees are evaluated and awarded within the first two months of the quarter following program completion.
SUMMER TERM:	To help students meet district pay raise, certification, or job closure deadlines which often occur during the summer months, all attempts are made by SPU staff to speed up the usual, two-month time frame for degree awarding. <i>However, we cannot guarantee that summer degrees will be posted to transcripts before early October.</i> So, persons attempting to meet July-September deadlines for a district pay raise, professional certificate, or job, should plan to complete all program requirements during spring quarter or before, if possible, so the degree will appear on the transcript when it is needed.

When it is determined that all degree requirements are completed, letters of congratulation will be sent from the School of Education Dean and the Graduate Program Manager to formally recognize the student's accomplishment. In addition, the Graduate Program Manager will inform SPU's Student Academic Services that the degree may be posted to the transcript and the diploma ordered.

Graduation Ceremonies

All students earning the Master's Degree are strongly encouraged to participate in the graduation festivities including graduate hooding, Ivy Cutting, and Commencement. Students whose degree will be completed by the end of summer quarter may march in the Commencement ceremony in June.

EXCEPTIONS TO POLICY

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 (over 5 years) for direct transfer. (*Submit petition when admission is approved.*) **Note:** If the waiver is granted, a current 6000-level elective must be substituted for the waived course.
- ◆ Requests to allow applicable SPU courses, over two years old at admission, to directly transfer into the program, i.e. fulfill credit requirements. (*Submit petition when admission is approved.*) **Note:** Courses over five years old at the time of admission may not be directly transferred.
- ◆ Requests to extend a graduate program past the six-year deadline. (*Submit petition two quarters before original deadline.*)
- ◆ Requests to reactivate graduate status, after "dropping out" of the program for an extended period.

Petition Process

A petition must be written, in letter format, to the Program Chair or Graduate Program Manager. The petition must not only voice the request, but must also substantiate the validity of the request.

Petitions must be sent to the following address:

GRADUATE PROGRAM MANAGER
SCHOOL OF EDUCATION, SEATTLE PACIFIC UNIVERSITY
3307 THIRD AVENUE WEST, SUITE 202
SEATTLE, WASHINGTON 98119

The Graduate Director, the School of Education Dean, the Graduate Program Manager, and the Program Chair generally review petitions. Certain cases may require that specific

instructors and/or the Graduate Committee be consulted. Generally, decisions are made within 2-3 weeks of receiving the petition, 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 Graduate Program Manager.

Waiving Program Coursework

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 graduate 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.

In the case of master’s degrees, if a waiver request is granted, a current 6000-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.

In the case of “certificate only” programs, the waived course does not need to be replaced with additional credits.

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 Program Manager 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 school counseling curriculum/knowledge base for the SPU class are covered by the proposed transfer class.

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

“Pre-Admission” SPU Courses

Under certain conditions, SPU courses taken before admission to a graduate program may be applied to program requirements. This is called “non-matriculated” status. To be considered for later acceptance into the program, a "pre-admission" SPU class must satisfy the following conditions:

- It must directly fulfill program requirements.
- It must be less than two years old at the time of admission, and reflect current thought in the field.

- It must have received a grade of "B" (3.0) or above. Courses taken at other accredited universities may be transferred into graduate education programs at the discretion of the Program Chair. **A maximum of 12 such credits is permitted** (see section on transfer courses for specifics).
- No graduate work taken at another institution during the time a student is working on a graduate degree at SPU may apply toward an SPU degree.
- One-credit courses from other universities may not be transferred into graduate education programs at SPU.

Up to 9 credits in the Curriculum & Instruction program may be taken non-matriculated and will be automatically accepted without petition at the time of program admission. Specific questions regarding inclusion of non-matriculated SPU courses should be directed to the Graduate Program Manager. It is highly recommended but not required that students are fully admitted prior to attending any classes. Certain courses non-matriculated students may not enroll in (please see program chair).

Transfer Courses

Up to 12 credits may *theoretically* be transferred from an accredited university into an SPU graduate education program at the discretion of the Program Chair, the Graduate Program Manager, and the Dean. In order to be considered for transfer, courses must satisfy the conditions below:

- Directly fulfill program requirements
- Be graduate level (The applicant must document this fact.)
- Be less than five years old and reflect current thought in the field
- Have received a grade of 3.0 (B) or above
- Be two or more credits
- Be taken before the last 15 credits of the program
- Be completed prior to admission to the program

Note: Even though all conditions for transfer are met, students are not guaranteed that a course from another university will transfer.

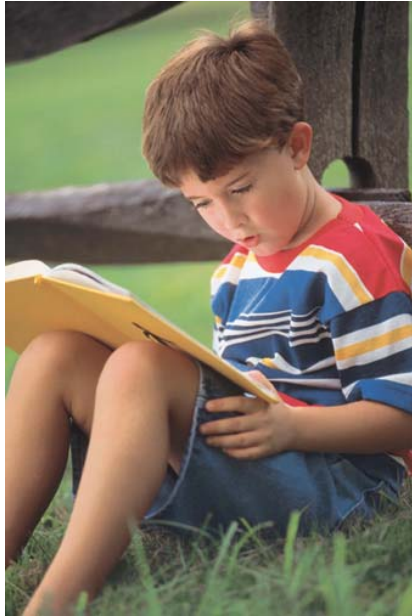
Process for Initiating Transfer of Course Work

Pre-admission transfer courses must be petitioned immediately after admission or included in the application. Post-admission transfer courses must be petitioned at least one full quarter before they will be taken. It is always a student's responsibility to initiate the transfer process as follows:

A letter petitioning the transfer must be sent to the Program Manager 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 Curriculum & Instruction syllabus/knowledge base for the SPU class are covered by the proposed transfer class.

The Program Chair or course instructor, Graduate Program Manager, and ultimately, the Dean, review all transfer petitions. The student is notified in writing of the final decision. **Note:** Transferred courses are placed on the PROGRAM CHECK SHEET, but do not appear on the SPU transcript.



Additional points to remember regarding transfer courses:

- 1) The six-year deadline for program completion begins with the first course applied to its credit requirements. The 'first course' may be either from SPU or transferred from another university. Or, it may also be a class that was taken before program admission.
- 2) After admission to an SPU program, all intended transfer courses must be petitioned and approved prior to enrollment. To finalize the transfer, an *official* transcript reflecting satisfactory completion of the course in question must be sent to the Graduate Program Manager.

REGISTRATION, PAYMENTS, & FINANCIAL AID

REGISTRATION

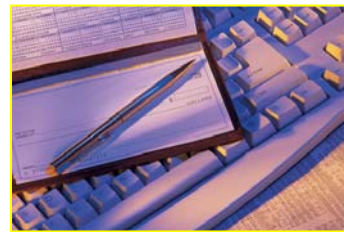
The Office of Registration and Student Records is located in Demaray Hall 151. Registration may be conducted in person, via mail, by FAX, or online at www.spu.edu/banweb/.

Registration for summer term usually begins in April. Registration deadlines for the academic year (autumn, winter, spring) are listed in the University Time Schedule, available online at <http://spu.edu/acad/catalog.asp>.

Students are advised to register early. *Persons attempting to enroll for a course past the registration deadline for a particular quarter are charged a late fee.* To receive further clarification regarding registration procedures and times, please refer to the online University Catalog, found at <http://spu.edu/acad/catalog.asp>.

PAYMENT AND FINANCIAL AID

Please refer to the [Student Financial Services](#) website for current tuition rates, as well as information on payment policies, refunds and account adjustments and financial aid.



Ethnic Diversity and Kingswood Scholarships

Applicants who are employed part-time or more in a private, state-approved Christian elementary or secondary school may be eligible for the *Kingswood Scholarship as funds are available*. For more information or an application, contact the Graduate Programs Manager at (206) 281-2378.

Ethnic Diversity Scholarships are available for students of color as funds are available who demonstrate financial need. For more information or an application, contact the Graduate Program Manager at (206) 281-2378.

There may be other scholarships available. Please be sure to ask.

Graduate Assistantships

Several graduate assistant positions become available each academic year in the School of Education. These part-time employment positions are not considered a part of the student's financial aid award. *Appointments are renewable*. Assistants work with designated faculty at the rate of 15 hours per week during autumn, winter, and spring quarters. They are paid on the University's Student Employee payment schedule – twice a month. Stipends are approximately equivalent to 6 credits per quarter. Contact the program chair or the Graduate Programs Manager for further information.

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 six credits per quarter during the assistantship period are required. The candidate must be making satisfactory progress toward degree completion, as determined by an advisor. Contact the appropriate graduate director regarding open positions and to obtain a Graduate Assistant Agreement (GAA) form.

Application Procedures

Graduate assistant applications for a designated academic year may be obtained from the Graduate Program Manager (206) 281-2378 during winter quarter of the previous academic year. Completed applications should be submitted no later than the beginning of spring quarter to the Administrative Assistant in the School of Education. *Appointments from the previous academic year may be renewable.* Selections for the upcoming academic year are generally made in April each year – after all candidates have been interviewed. Individuals are notified in writing of the final decision.



GRADUATE EDUCATION FACULTY & STAFF

*All area codes are 206 unless otherwise indicated

School of Education Administration

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Dean, School of Education
Professor of Education

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Associate Dean for Graduate Programs
Director of Doctoral Studies
Professor of Education

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Literacy/Curriculum & Instruction
Professor of Education

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Chair, Masters of Arts in Teaching (MAT)
Associate Professor of Curriculum and Instruction

Tracy Williams, Ed.D. 281-2293 williamst@spu.edu
Chair, Curriculum and Instruction
Assistant Professor, School of Education

Museum Phone: 206-281-2000 (dial “0”, if on campus) Hours: Mon, – Thu, 7:30 a.m. – 9 p.m.; Fri, 7:30 a.m. – 7:00 p.m.; Sat, 11:00a.m. – 6:00p.m.; Sun, 5:00 p.m. – 8:00 p.m.

Campus Security: Located at 306 W. Emerson, Safety and Security is open 24 hours a day, seven days a week. Security staff members are trained in CPR, first aid and respond to all campus emergencies and minor injuries. After dark, security officers are available to escort people from buildings to resident halls or cars. Phone: (206) 281-2922 (on campus, dial x2922). In an emergency on campus, dial x2911.

Computer HelpDesk: The Computer and Information Systems (CIS) is located in lower Marston. The HelpDesk is available for technical consultation on software applications, network access, account setup and other basic troubleshooting that can be handled over the telephone. Hours: Mon.-Fri. 7:30 a.m.-5 p.m. Phone: (206) 281-2982. www.spu.edu/help

Costs and Financial Aid for Graduate Students: Student Financial Services (SFS) can respond to your questions about financial aid, tuition, scholarships and student employment. Hours: Mon.-Wed. and Fri. 9 a.m.-4:30 p.m.; Thu. 9:30 a.m.-4:30 p.m. SFS is located in Demaray Hall 10. Phone: (206) 281-2061. www.spu.edu/depts/sfs/

Email: Email is a necessary and required method for communication at SPU. Following registration, your SPU email address is automatically created. Details are provided in the Computer Resources Menu of your Banner account. Additional help may be found on the [CIS Help Pages](#), or contact CIS at (206) 281-2982.

Enrollment Verification: Course enrollment and degree verification is verified for current and past quarters by Student Academic Services. Located in Demaray Hall 151 Hours: Monday - Wednesday and Thursday: 8:30 AM - 4:30 PM and Thursday: 9:30 AM - 4:30 PM Phone: 206/281-2031.

Grades and Grade Reports: The quality of a student’s performance in a course is recognized by a letter grade that is counted in points. Except in cases of clerical error, no instructor may change a grade that he or she has submitted to Student Academic Services. In addition, grade changes may be made only in the quarter following the course.

Gym/Workout Facilities: With a valid SPU ID card, graduate and evening students are welcome to use the gym facilities located in Royal Brougham Pavilion. Available services include weight room and aerobic fitness center. Students also have limited court access (please check the schedule outside the main gym for available court times). Locker rooms are available for student use. Hours: Mon.-Thu. 7 a.m.-10:45 p.m.; Fri. 7 a.m.-8:45 p.m.; Sat. 8 a.m.-8:45 p.m.; Sun. 2-5:45 p.m. Phone: (206)281-2085 or (206) 281-2307.

Housing: Limited housing is available for graduate students. To obtain an application or for more information call Housing Services at (206) 281-2188 or e-mail housing@spu.edu. www.spu.edu/depts/reslife

Sea Pac Pass (campus card): At the beginning of students’ first quarter at SPU, they are issued a [Sea Pac Pass](#) (campus I.D. card) at no charge.

The Sea Pac Pass is used for the following purposes: (1) photo identification; (2) meal-plan access; (3) entrance into residence halls and selected campus buildings (including exercise and weight rooms); (4) SPU Library privileges; (5) Copying and Printing in the Library; and (6) admission to, or the student discount on, certain SPU-sponsored events (sporting events, theater productions, etc.)

If necessary, a student may obtain a replacement Sea Pac Pass (lost/stolen/damaged) at the [Office of University Services](#) during regular business hours for a replacement fee. If you lose your card or it is stolen, please notify University Services immediately so that your card can be given inactive status to ensure your security.

If you have misplaced your card, you may purchase a three-day, temporary card in University Services. It will allow you access to Gwinn Commons and the Library, but it is not valid for accessing Advantage and SPU Points. If you do not have a valid Sea Pac Pass or a temporary card, you will be expected to pay cash at all food-service locations on campus.

A Sea Pac Pass is for your use only. If you allow another to use your card to access food service, building entrance, or identification, both parties will be subject to disciplinary actions.

Campus Card Services (Located in the Office of University Services)
3220 Sixth Avenue West
Hours: Monday-Friday, 8 a.m.–5 p.m.
Email: CampusCards@spu.edu

Library: The SPU Library provides books, journals and magazines. It also provides online databases, accessible from Library and through its website. Students need a valid University ID card to check out books and other materials. Hours: The Library hours starting in September will be: Mon - Thurs 7:30 a.m. - 11:00 p.m. Fri - 7:30 - 8:00 Sat - 12:00 - 8:00 Sun - 3:00 - 11:00. Phone: (206) 281-2228 (main desk); (206) 281-2419 (reference desk).

Parking: All vehicles must be registered with Safety and Security. This registration is free and required by the city and University. During the academic year, all commuter lots are free to park in from 5 p.m.-7 a.m. Mon.-Fri. and all day Sat.-Sun. (with the exception of S lot outside of Demaray Hall). Street parking is free, but cars must still be registered with Safety and Security. Hours: Safety and Security is open 24 hours a day. Phone: (206) 281-2821.

Public transportation: King County's Metro bus service is a reliable commuting option and it serves the University campus, making regular daily trips to downtown Seattle. Students may purchase bus passes in Safety and Security. Bus and ferry schedules are located in Uni-Com.

Class Registration: Dates for registration are published in the University Calendar found at the front of the Graduate Catalog and in the Time Schedule. Matriculated graduate and doctoral student may register through the first week of the quarter and participate in advance registration. Students will be asked to petition and late fees will be charged if registration occurs after the fifth day of the quarter. Procedures for registration vary from program to program, however there are four options available to students: 1. In person in

Student Academic Services 2. Via fax (206) 281-2669 3. Via mail to Student Academic Services 3307 3rd Ave W Seattle WA 98119 4. Via the SPU Homepage (using the Banner Information System on the web) at www.spu.edu.

Check with the program's graduate coordinator regarding procedures for registration.

Disability Support Services: The University provides a variety of services for students with disabilities. The Center for Learning, located in Lower Moyer, can assist with scheduling interpreters, readers and other special assistants. The office can also facilitate the acquisition of Braille and recorded materials, and it can provide individual counseling and/or referrals. The Center also supports classroom accommodation, including negotiating needs with faculty and arranging for accessible classrooms. Hours: Mon.-Thu. 8 a.m.-7 p.m.; Fri. 8 a.m.-5 p.m. Phone: (206) 281-2272.

Transcripts: Official transcripts are released only on written authorization of the student whose records are requested. To receive a copy of the transcript, students must send a written request to Student Academic Services. The letter needs to include: name the student attended under; social security number; the last quarter and year the student attended; if student is enrolled in a current quarter of instruction and the number of classes enrolled in for that quarter; destination; the number of official copies required; and a signature.

Food Service Options & Hours

Gwinn Commons Dining Hall

Our state-of-the-art dining facility features a restaurant-style atmosphere and a menu to accommodate student preferences. Orders are prepared fresh, right in front of you! Choose from the Grille, International, Classics, Pizzarette, Soup 'n Salad, and Sub & Sandwich. Hours: Weekdays 7 a.m.-7 p.m.; Saturday 8:30-10:00 a.m., 11:30 a.m.-1:00 p.m., & 4:30-6:00 p.m.; Sunday 8:15-10:00 a.m. & 12:00-1:30 p.m., 4:30-6:00 p.m.

Corner Place Market

The campus convenience store is located just off Martin Square. It features Subway® sandwiches, Starbucks® espresso, baked goods, chips, snacks, fruit and a wide selection of beverages. This one-stop shop is well stocked and open late, to meet the needs of the SPU community. Corner Place Market offers "Simply To Go", a selection of gourmet sandwiches, salads and yogurt parfaits already prepared for those on the run. In addition, it also carries bottled juices, sodas, and waters, fountain sodas, a wide variety of chips and other snacks, candy, gum, frozen foods, canned goods, fresh fruit, baked goods and ice cream. There is also a selection of sundries such as newspapers, aspirin and toiletries

Corner Place Market Hours of Operation

Monday-Thursday.....9:00 a.m. - 11:00 p.m.

Friday.....9:00 a.m. - 9:00 p.m.

Saturday.....9:00 a.m. - 8:00 p.m.

Sunday.....2:00 p.m. - 11:00 p.m.

Subway Hours of Operation

Monday - Thursday.....10:00 a.m. - 11:00 p.m.
Friday.....10:00 a.m. - 9:00 p.m.
Saturday.....10:00 a.m. - 8:00 p.m.
Sunday.....2:00 p.m. - 11:00 p.m.

Weter Coffeehouse Hours of Operation

Monday – Thursday ...7:45 a.m. - 8:00 p.m.
Friday..... 9:00 a.m. – 8:00 p.m.
Sunday2:00 p.m. - 9:00 p.m.

Falcon’s Landing (in Student Union Building) – Open Weekdays only

Academic Perks, Get your morning started with a steaming hot latte, cappuccino or hot chocolate. We also feature delectable desserts, muffins and more! Join our “Perks” club and get your 10th espresso beverage FREE!

Einstein Bros. Bagels, We are proud to offer you the delicious bagels you have come to love from Einstein Bros. Bagels right here on the SPU campus. Einstein’s at SPU offers a huge variety of bagels with all the toppings, bagel sandwiches for breakfast and lunch, freshly prepared salads, soup and more!

155° Grill, Cure those lunch cravings for a cheeseburger and fries with a stop at the 155° Grill. The 155° Grill features classics like chicken strips and grilled cheese, or veggie burgers.

Medley, a new salad station focusing on personalized service! All orders are perfectly tailored by you, our guest. Select from 3 salad greens, 17 toppings and 4 dressings, and your salad will be tossed & packaged by a Salad Artist just for you. Health, fast and convenient - enjoy!

USEFUL WEB SITES

- ❖ Seattle Pacific University
www.spu.edu
 - School of Education
<http://www.spu.edu/depts/soe/>
 - Curriculum & Instruction
<http://www.spu.edu/depts/soe/academics/graduate/curriculumonline/index.asp>
 - Student Financial Services
<http://www.spu.edu/depts/sfs/>
 - Health Services
<http://www.spu.edu/depts/healthservices/>
 - Library Support
<http://www.spu.edu/depts/library/>
 - Bookstore
<http://spu.bkstore.com/>

 - ❖ Campus accessibility map for our students who use assistive devices
<http://www.spu.edu/info/maps/access.html>

 - ❖ Office of Superintendent of Public Instruction (OSPI)
<http://www.k12.wa.us/>
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SPU BLACKBOARD & bPortfolio

SPU Blackboard

One of the many learning tools used by faculty and students alike is the SPU Blackboard system. Faculty utilize SPU Blackboard course sites as a means of communicating with students, posting course materials, collecting assignments, assessing student understanding, facilitating group projects, and providing feedback. Students appreciate the easy access to materials for class and having a vehicle for online discussions of the particular course as well as the overall program.

Online Resources: For up-to-date and step-by-step directions on how to access and navigate your SPU Blackboard course site, please visit <http://spuonlinelearning.wordpress.com/>.

Computer specifications for both PC and Macintosh computers can be found on this site, as well. Please take a moment to review the recommended hardware and software specifications as they will help ensure that you have a successful online experience. In general, if you have a computer 3 years old or newer that has broadband Internet access, it should work. You will want to be sure to have the latest copy of Microsoft Office and virus scanning software on your computer. Information about how to obtain these pieces of software FREE through SPU is also available on this web site. If you are unsure if your computer meets the recommended computer specifications, please contact the Online Learning Help Desk.

Please also note that many online courses use software plug-ins. A plug-in is a small piece of software that is added to a program to expand its functionality. For instance, in order to view an online course presentation, Acrobat PDF file, or a streaming video, you would need to download a free plug-in. Plug-ins vary in size and may require several minutes to be downloaded and installed. Once installed, a plug-in should run reliably for all online courses using this same plug-in. Please take the time to download each plug-in so that you can receive the fullest online learning experience possible.

Need help? If at any time you need assistance with the SPU Blackboard system, please contact the Online Learning Help Desk at onlinelearning@spu.edu or 206.281.2212. You are also welcome to visit the Instructional Technology Services office on the lower level of the SPU library weekdays 8 AM – 4 PM.

bPortfolio

Portfolio assessment is a growing trend in education. The idea of creating portfolios as a way of demonstrating knowledge and skill is not new, but the advent of the Internet has made sharing portfolios much easier.

Here are five reasons why students are asked to create electronic portfolios at SPU:

1. To allow students to demonstrate individual competency on the Curriculum and Instruction program standards.

2. To provide evidence to the National Council for Accreditation of Teacher Education (NCATE) that SPU is providing appropriate instruction in the program.
3. To help students reflect on important knowledge and skills they have learned during the Curriculum and Instruction program.
4. To help students prepare and organize examples of their professional work.
5. To help students prepare evidence for their professional certification (not all C & I students are working towards professional certification).

Need help? If at any time you need assistance with bPortfolio, please contact bPortfolio@spu.edu or 206.281.2212. You are also welcome to visit the Instructional Technology Services office on the lower level of the SPU library weekdays 8 AM –4 PM.

ABOUT SEATTLE PACIFIC UNIVERSITY

Seattle Pacific University was founded in 1891, and is a flourishing Christian university of the arts, sciences and professions serving nearly 3,400 students. It is located in a residential neighborhood just minutes from downtown Seattle, the business and cultural heart of the Northwest. The University campus is park-like and reminiscent of an earlier age.

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.
- Synthesize 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.

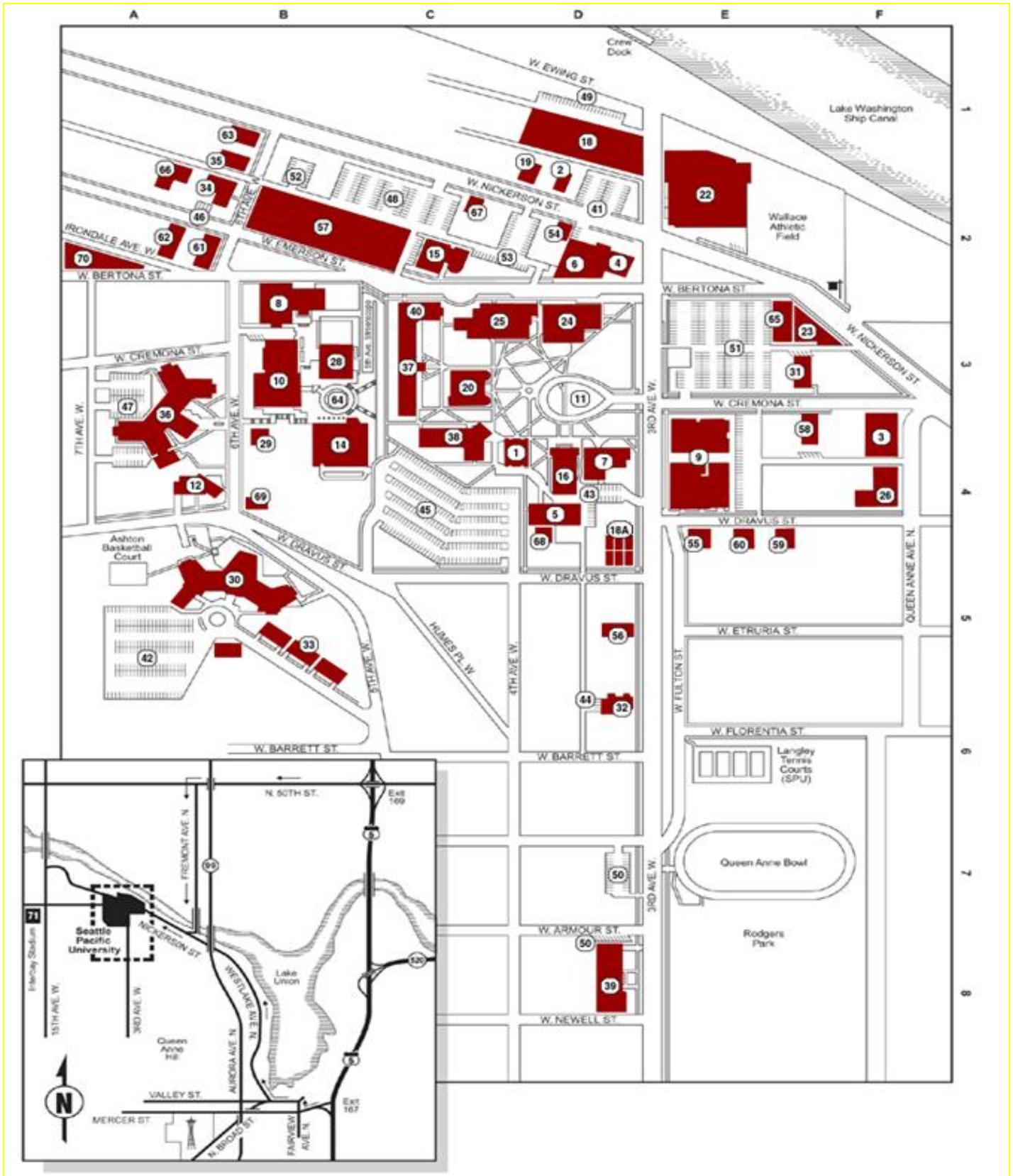
Fully accredited, Seattle Pacific's academic disciplines set very high standards for students. Small classes mean students actively participate in their own education, gaining confidence to achieve their goals. A degree from SPU identifies individuals of significant academic achievement as people of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



"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."



Campus Map & Legends



Building, Residence Halls & Apartments, & Offices & Services

Buildings

Alexander Hall (1) D4
Alumni Center (2) D2
American Cultural Exchange (54) D2
Art Center (3) F3
Bank (4) D2
Beegle Hall (5) D4
Bertona Classrooms (65) E3
Bookstore (6) D2
Center for Professional Development (67) C2
Crawford Music Building (7) D4
Credit Union (55) E4
Demaray Hall (DH) (8) B2
First Free Methodist Church (9) E4
Gwinn Commons (10) B3
Hillford House (Private) (12) A4
Human Resources Building (19) D2
Interbay Stadium (71) Insert Map
Library (14) B3
Marston Hall (37) C3
Martin Square (64) B3
McKenna Hall (15) C2
McKinley Hall (16) D4
Miller Science Learning Center (MSLC) (18) D1
MSLC Trailer Classrooms 1-6 (18A) (Sum 03-Win 04) D4
Peterson Hall (20) C3
Royal Brougham Pavilion (22) E2
Safety and Security (61) A2
Science Building (25) C3
Student Union Building (SUB) (24) D3
Tiffany Loop (11) D3
Two West Dravus (26) F4
Walls Advancement Center (23) F3
Watson Hall (40) C3
Weter Hall (28) B3
University Services Building (29) B4



Picture:
SPU Library

Residence Halls & Apartments

Ashton Hall (30) B5
Bailey Apartments (56) D5
Davis Apartments (32) D6
Etruria Duplexes (33) B5
Emerson Hall (57) B2
Falcon Apartments (34) B2
Falcon Duplex (35) B2
Falcon Fourplex (63) B1
Hill Hall (36) A3
Moyer Hall (38) C3
Robbins Hall (39) D8
 650 W. Bertona Apartments (70) A2
 34 W. Cremona Apartments (31) F3
 35 W. Cremona Apartments (58) F3
 37 W. Dravus Apartments (59) E4
 49 W. Dravus Apartments (60) E4
 528 W. Dravus Apartments (69) B4
 605 W. Emerson Apartments (62) A2
 608 W. Emerson Apartments (66) A2
 831 W. Nickerson Apartments (not shown)

Parking Lots

Alumni Center (41) D2
Ashton (42) A5
Crawford (43) D4
Davis (44) D6
Dravus (45) C4
Emerson Underground (57) B2
Falcon Apartments (46) B2
Hill (47) A3
McKenna (48) C2
Miller Science Learning Center (MSLC) (49) D1
Robbins (50) D7
Ross (51) E3
Sixth Avenue West (52) B2
Visitor (53, 45) C2, C4

Offices & Services

Academic Affairs, DH 210 (8) B2
Admissions (Undergraduate), DH 120 (8) B2
Alumni (2) D2
Art Center Gallery (3) F3
Associated Students, Main Level SUB (24) D3
Bach Theatre, McKinley (16) D4
Business and Facility Services/Building Maintenance, Two West Dravus (26) F4
Business and Finance, DH 250 (8) B2
Campus ID Cards, US (29) B4
Campus Ministries, Second Floor SUB (24) D3
Career Development, Second Floor SUB (24) D3
Center For Learning, Lower Moyer (38) C3
Center For Professional Development (67) C2
College of Arts and Sciences, Alexander (1) D4
Computer and Information Systems, Lower Marston (37) C3
Controller, Upper Weter (28) B3
Conference Services, US (29) B3
Continuing Studies, First Floor Peterson (8) B2
Copying Services, Lower Marston (37) C3
Credit Union (55) E4
Development (23) F3
Disability Support Services, Lower Moyer (38) C3
Falcon Newspaper, 3210 Fourth West (68) D4
Falcon's Landing, Main Level SUB (24) D3
Health Services, Main Level Watson (40) C3
Housing Services, US (29) B4
Human Resources (19) D2
Image Journal, Second Watson (37) C3
KSPU Radio, Main Level Weter (28) B3
Mailing Services, Lower Marston (37) C3
Media Services, Lower Marston (37) C3
Motorpool Maintenance (23) E3
President's Office, DH 210 (8) B2
Psychology Labs, Lower Watson (37) C3
Residence Life, 3220 Sixth West (29) B3
Safety and Security, 601 W. Emerson (61) A2
School of Business and Economics, McKenna (15) C2
School of Education, Peterson (20) C3
School of Health Sciences, Third Floor Marston (37) C3
School of Psychology, Family and Community, First Marston (40) C3
School of Theology, First Alexander (1) D4
Seattle Pacific Foundation, Upper Weter (28) B3
Student Academic Services, DH 120 (8) B2
Student Counseling Center, First Watson (40) C3
Student Financial Services, DH 10 (8) B2
Student Life, Second Floor SUB (24) D3
Student Lockers, Lower SUB (24) D3
Transfer Student Services, DH 120 (8) B2
University Advancement, DH 220 (8) B2
University Communications, Lower Weter (28) B3
University Counseling Center, Lower Watson (40) C3
University Relations, DH 253 (8) B2
Weter Student Lounge, Main Level Weter (28) B3

NOTE: The campus accessibility map for our students who use assistive devices can be found at <http://www.spu.edu/info/maps/access.html>