

School Counseling Program ***STUDENT HANDBOOK***



Seattle Pacific University
School of Education
Department of Counselor Education

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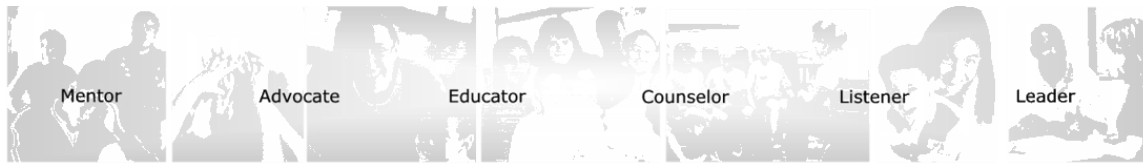
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WELCOME TO SPU'S SCHOOL COUNSELING PROGRAM

This document is your official Handbook for planning your program in school counseling 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 Washington State Board of Education. We are in the process of pursuing national accreditation for the program through CACREP.

School Counseling Web Site:

<https://sites.google.com/site/spucounseloreducation/>

MISSION STATEMENT

Our task is to prepare individuals for competence, character, service, and leadership as professional school counselors 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 School Counseling program is to:

- **Educate** in the history, theory, and research of psychology and education;
- **Train** for excellence in the professional use of skills in counseling, consultation and referral, coordination of guidance programs, and assessment for the purpose of helping students achieve the school's learning goals;
- **Experience** the ongoing direct application of learning in the school counseling context;
- **Integrate** the whole person of the school counselor 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"

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."

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-INTASC 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:

THE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK (continued)

- **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 School Counseling 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 School Counseling Program's conceptual framework.

School Counseling Web Site: <https://sites.google.com/site/spucounseloreducation/>



SCHOOL COUNSELING CONCEPTUAL FRAMEWORK

The conceptual framework of Seattle Pacific University's program in School of Counseling is based on the theory that supports a developmental, systemic approach to facilitating the healthy educational, career, multi-cultural, personal-social, and spiritual development of students. This framework rests on the following principles:

Professional School Counselors:

- Are integral to a comprehensive developmental approach to education.
- Focus on prevention and developmental strategies and sound educational interventions based on empirical research and best practice.
- Adopt a strengths-based approach, applying theory and research from the field of positive psychology.
- Stress collaboration and consultation with other school personnel and community resources to meet the needs of all students.
- Maintain the highest level of professional and ethical competence.
- Work within the guidelines of the American School Counselor Association and relevant Washington State statutes.

Our students receive extensive in-class and school-site based training in the areas of lifespan development, counseling, collaboration, consultation, and coordination. School counselors are seen as an *educator* who engages in a *proactive, prevention-oriented, developmental-systemic, and multicultural approach to counseling, education, family, and community*. Also, in keeping with our mission statement (see below), students are viewed in their entirety, including, e.g., their emotional, educational, and spiritual needs.

Student development must be determined accurately with the highest and most current levels of professional knowledge and skill. Educational decision-making is based fundamentally on current practice, assessment results, and legal and ethical guidelines. School counselors actively participate in educational decisions regarding students.

Schools are but one element in the student's world, and in order for students to find appropriate help and support, the family/community must be involved in the prevention and intervention process. School counselors are knowledgeable about school and community resources and can refer students when appropriate.

The School Counseling Program reflects the mission statements of the School of Education: *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*. In a practical sense, this means that individuals earning certification as school counselors from Seattle Pacific University will practice ethical principles in their work in schools.

In each of the aforementioned areas, the program emphasizes the role of research in the knowledge and evaluation of programs that will help students succeed. It is a performance-based program in that students are required to demonstrate high

standards of knowledge and skills while working with faculty and students in K-12 schools throughout their program. Students completing this program will be able to support students and teachers in achieving the Washington State learning goals.

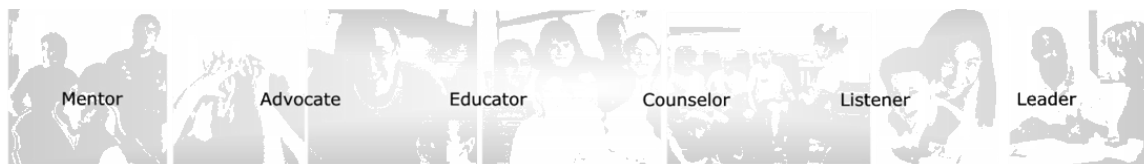
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PROGRAM ORIENTATION

Incoming students are introduced to the program through the fall Graduate Student Banquet hosted by the SPU's Graduate Center as well as through a experiential course, EDCO 6600 Introduction to Systems Theory, conducted at Blakely Island Field Station. Upon completion of the course students will possess a clear understanding of the school counseling program, including its requirements, expectations, faculty, mission, and philosophy¹.

COURSE CONTENT DELIVERY METHODS

For all program courses, the course content and skill development are taught by experienced instructors through these methods: didactic presentations, experiential (in graduate class and in K-12 school) activities, individual student and small group student presentations, professionals speakers and panels, in class and in K-12 supervised skill practice, on-line discussions, and related learning activities.



PROGRAM OPTIONS AND DESCRIPTIONS

Students have four program options. **Review Course catalogue/on-line course descriptions for pre-requisites, special approval requirements and relevant fees associated with specific courses.**

OPTION ONE: *Master's Degree (M.Ed.) in Education with a specialization in School Counseling*, includes *ESA Certification in School Counseling*

The Master of Education in School Counseling is designed to prepare an individual for a school counseling position in the elementary, middle/junior, or high school. Successful completion of this degree will qualify the student for a K-12 Initial Educational Staff Associate's (E.S.A.) certificate as a school counselor in the State of Washington.

¹ This course is discussed in Rowley, W. J., Sink, C. A., & MacDonald, G. (2002). An experiential and systemic approach to encourage collaboration and community-building within school counseling programs. *Professional School Counseling*, 5, 360-365.

It is highly recommended that all applicants have previously

(1) worked or volunteered in K-12 schools and (2) hold a bachelor's degree in psychology, sociology, social work, or a related area.

OPTION ONE: Coursework: M.Ed. in School Counseling with ESA Certification in School Counseling, Course/Credit Requirements (min. 72 credits).

▪ **Foundations/Research Core (15 credits)**

EDU 6085 Moral Issues in Education (3)

EDU 6120 American Education: Past and Present (3)

EDU 6655 Human Development & Principles of Learning (3)

EDU 6975 Interpreting & Applying Education Research I (3)

EDU 6976 Interpreting & Applying Education Research II (3)

▪ **School Counseling Core (48 credits)**

EDCO 6600 Introduction to Systems Theory (2)

EDCO 6130: Strengths Based Class Management (3)

Waived with Teaching Certification

EDCO 6670 Introduction to School Counseling (4)

Includes 20 hours of school counselor shadowing

EDCO 6671 Counseling Theory and Practice I (3)

EDCO 6672 K-12 Comprehensive School Counseling (3)

EDCO 6930 Counseling Theory and Practice II (3)

EDCO 6931 Counseling Theory and Practice III (3)

EDCO 6673 Group Counseling in the Schools (3)

EDCO 6674 Introduction to Psychoeducational Assessment (3)

EDCO 6675 Legal and Ethical Issues for School Professionals (3)

EDCO 6676 Students at Risk: Assessment and Intervention (3)

EDCO 6677 Multicultural Counseling in the Schools (3)

EDCO 6678 Advanced Developmental Foundations (3)

EDCO 6679 Career Counseling in the Schools (3)

EDCO 6680 Special Education: Program and Methods (3)

EDCO 6681 Family Advocacy in the Schools (3)

EDCO 6882 Positive Psychology and Spirituality in the Schools

▪ **Internship (9 credits)**

EDCO 6940 School Counseling Internship (Three quarters 3,3,3)

Prerequisites: all School Counseling Core courses and Internship orientation seminar; Approval Required. Note: The internship requires a minimum of 600 hours (240 Direct/360 Indirect) (~15 hours per week over 30 weeks) spread over an entire school year (three quarters). Interns register for a minimum of one credit per quarter – must register for nine credits over three quarters. For exemptions, please contact department chair.

OPTION TWO: *ESA Certification in School Counseling only (min. 57 Credits)*

People who otherwise qualify to enter the School Counseling Program and already have a master's or other advanced degree need not complete a second master's degree in school counseling in order to obtain ESA (Educational Staff Associate) certification as a school counselor. It is generally only necessary to complete the major courses² (min. of 48 credits), the internship (9 credits) and the comprehensive

²Note: Some classes may be waived based on previous graduate level coursework taken within 5 years of application to the program. Whether courses are waived or not is at the complete discretion of the

exam. The same guidelines and procedures for program admission apply. For students who do not already have a background in education, they will be assigned the Education Block requirement. Do to Federal regulations, students enrolled in a certification only program are ineligible for federal aid. Please contact program chair regarding program options approved for federal aid.

Course/Credit Requirements

- **School Counseling Core (48 credits) (see above)**
Internship (9 credits) (see above)

OPTION THREE: Doctorate (Ed.D.) in Education, with a focus in school counseling, including an ESA Certification in School Counseling (student entering with a BA/BS earn a M.Ed. as well)

Course/Credit Requirements (min. 120 quarter credits). Please see school counseling program or doctoral program chair for further information.

OPTION FOUR: Doctorate (Ph.D.) in Counselor Education, with a focus in school counseling, including an ESA Certification in School Counseling (student entering with a BA/BS degree earn a M.Ed. as well)

Course/Credit Requirements (min. 90 post masters/135 without master's quarter credits). Please see Counselor Education Department chair for further information.



School Counseling Web Site: <https://sites.google.com/site/spucounseloreducation/>

program chair in consultation with program faculty. Requests for course waivers will only be considered after the student has been admitted to the program.



EDUCATION BLOCK

The goal of the education block is to provide the non-certified teacher with practical experience in a school and the opportunity to learn about the life and issues of a classroom teacher. It is also intended to provide you with more credibility in the hiring process.

The **Education Block** is defined as follows:

- One hundred hours of work in one classroom where you actively work with students. The situation should require only a minimal level of administrative/clerical work. This may be a paid or volunteer activity with no course credit attached. It must specify number of hours served in the classroom. You may also fulfill this requirement by paid employment in one school as, e.g., a paraprofessional or teaching assistant. Please submit verification to graduate program manager upon completion of education block. Documentation should be on school letterhead, be signed by school employee that was responsible for overseeing the experience, and should indicate that the school counseling student completed a minimum of 100 hours in **one** classroom providing classroom/educational support.
- One or two 3-credit minimum, education classes. The goal is practical experience in education. Minimum required course: *EDCO 6130 Classroom Management (3 credits)*

You may also be asked to take additional classes in education (examples):

- EDU 6132 Students as Learners (3 credits)
- EDU 6526 Survey of Instructional Strategies (3 credits)

Other classes are possibilities, but they must be pre-approved prior to registration (see the School Counseling advisor or chair). It is highly recommended that you complete this prior to entering your internship.

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

Students must contact the Graduate Program Manager in the School of Education approximately one month before the test will be taken. After contacting the Graduate Program Manager, specific instructions regarding the scheduling and writing of the test will be sent, along with study questions, a rubric detailing

performance expectations, and general information as to possible categories that could be covered.

Comprehensive examinations are generally scheduled four times a year: January, March, June and August. The examination should be taken as soon as possible after the completion of course work. Most students take this exam during their second quarter of the internship. The exam schedule is regularly posted (see Graduate Program Manager). Students indicate when they contact the Graduate Program Manager which date they desire to write this test. Confirmation of scheduling is sent, in writing, shortly after the request is received.

Exam Description

The comprehensive exam in School Counseling is written only. It consists of two essay questions, designated at the time of the exam. The test lasts for two hours, with approximately one hour allotted per question. Notes and texts *are not* permitted. You will be provided a computer for taking 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 (does not include breaks) 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. Students are welcome to view their exam which is kept in their student file, up until the point of graduation, at which time the exam is purged. To make appointment to review the exam, please contact the department chair.

In Case of a Non-passing Result

Should a student not pass one or both questions, during the next regularly scheduled exam period, the student must (a) retake the failed question, (b) take another question. If the student fails both questions, he/she must retake both failed questions and take two 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.



INTERNSHIP

Design of the Internship Experience

The internship is a vital, integrative experience in which students conduct supervised counseling in a school setting over the course of an entire school year (three quarters). Students are expected to begin their work at their internship school site at the beginning of the school year and finish their experience the last week of the K-12 school year. It has as its primary objective the provision of practical experiences in the duties and activities of the school counselor, and requires the cooperative efforts of the student, a faculty supervisor from the SPU School of Education, and an approved school district "site supervisor" who is certified as an ESA School Counselor with a minimum of three years experience as a school counselor and training in supervision.

Students must attend the Internship orientation seminar. Students must be fingerprinted if you have not yet worked in the schools. (Someone who has a valid educational certificate in Washington does NOT need new fingerprints to obtain an additional certificate. A district might require them depending on the hiring circumstances.)

To correspond with CACREP standards for counselor education program, the internship includes a minimum of 600 hours (~20 hours per week over approximately 30 weeks spanning the internship site's school year) of participation in a variety of meaningful activities as specified and documented by an approved Internship Plan due by May 1 before the internship experience begins. Of this total, a minimum of 240 will be direct service hours. Site supervisors will provide a minimum of one hour per week of individual or triadic supervision. Group supervision will be provided by university supervisors and faculty on campus on average of 1.5 hours per week. Attendance for all EDCO 6940 course/supervision meetings is mandatory. Absences are only excused for family or medical emergencies. In the event of such absence, make-up supervision should be arranged with the course instructor/supervisor. Unexcused absences may result in suspension or termination of internship experience and/or a non-passing course grade. These experiences are to be related to the competencies required by the State of Washington knowledge base for school counselors (WAC 180-78-295) as well as those recommended by the School of Education.

To allow for optimal university supervision of your internship experience, a mileage limit of 30 miles from SPU's campus is indicated. Due to ethical considerations, students are not permitted to complete their internship experience at a school site where they are currently employed. Exceptions due to hardship may be requested in the form of a petition to the department chair by February 1st.

A required orientation and planning meeting is held fall quarter for the following year's internship group.

Prerequisites and Registration

It is permissible to enroll in any remaining Research / Foundations Core classes or the elective during the internship. However, in order to provide a solid foundation, with the exception of EDCO 6681 Family Advocacy in the Schools (this course is taken the fall quarter of internship year), all other School Counseling Core courses must have been completed beforehand. The Department Chair must approve exceptions to this prerequisite requirement prior to registration. The school counseling internship is usually taken at a rate of three credits per quarter over the academic year (autumn, winter, and spring quarters) for nine credits total. Exceptions to the credit-per-quarter requirement must be approved through the department chairperson prior to registering for the internship. Registration for the internship, as with other classes, must be completed before the quarterly deadline. This situation can cause a delay in the awarding of the degree and the ESA Certificate, and must be avoided. A fee is associated with enrollment in EDCO 6940 in order to provide a modest stipend for site supervisors. **Note: Approval required for registration.**



ELECTIVES (NOT REQUIRED)

While there are **no** required electives in the program, you may choose to take additional coursework (for example, in the marriage and family department) to round out your program. Please speak with the program chair about this opportunity. Enrolling in the EdD or PhD program will include some elective coursework, however.

School Counseling Web Site: www.spu.edu/orgs/schoolcounseling



CURRICULUM AND KNOWLEDGE BASE

The State of Washington (WAC 180-78-295) has given form to the curriculum through what is called the "knowledge base", defined as topics to be covered and evaluated during the course of the program. On the next pages, each school counseling course is shown with its own *sample* "knowledge base".

EDCO 6600 Introduction to Systems Theory

- Introduction to thinking systematically
- Theoretical orientation to the program, including its cultural, spiritual, and developmental foundations
- Portfolio development through Chalk and Wire

EDCO 6670 Introduction to School Counseling

This course includes a minimum of twenty clock hours of documented, structured observation of three or more school counselors.

- Reintroduce program's cultural, spiritual, and developmental foundations
- Consultation
- Referral sources and processes with the school and community
- Information services as applied equitably to diverse socioeconomic groups, cultural and ethnic groups, and situations involving sexual bias
- Parent education
- Family interaction
- How to provide educational and career decision-making experiences
- Crisis intervention and peer helpers
- How to conduct needs assessments of students, teachers and parents, and plan guidance programs
- How to measure outcomes related to guidance and counseling programs
- How to develop guidance plans based on student needs including goals, objectives, resources and timelines
- Coordination of programs with school psychologists, nurses, social workers, and community service providers
- Prepare, interpret and disseminate findings from guidance program evaluation, and follow-up studies to school personnel, parents and students
- Diversity issues in school counseling

EDCO 6671 Counseling Theory and Practice I

- First in a series of three courses that address:
- Individual counseling theories, principles and techniques
- Family dynamics
- Further explore cultural, spiritual, and developmental issues related to counseling theories

EDCO 6930 Counseling Theory and Practice II

- Second in a series of three courses that address:
- Further development of skills and knowledge of processes in school counseling
- Apply cultural, spiritual, and developmental issues related to counseling practice

EDCO 6931 Counseling Theory and Practice III

- Advanced development of skills and knowledge of processes in school counseling
- Prepare programs for parents to improve parenting skills and to positively interact with the school system

EDCO 6672 K-12 Comprehensive School Counseling

- How to conduct needs assessments of students, teachers and parents, and to plan appropriate guidance activities
- How to measure outcomes related to guidance and counseling services
- How to develop guidance plans based on student needs, including goals, objectives, resources, and timelines
- Coordination of programs with school psychologists, nurses, social workers, and community service providers
- How to prepare, interpret, and disseminate findings from guidance program evaluation, and from follow-up studies to school personnel, parents, and students

- Integration of school reform into programming
- Developing a program using the ASCA National Model (2005)
- Further apply cultural, spiritual, and developmental issues related to counseling practice

EDCO 6673 Group Counseling in Schools³

- Group counseling theories, principles, and techniques
- Group strategies for remedial, preventative, and developmental needs of students
- Group stages and dealing with issues at each phase
- Apply cultural, spiritual, and developmental issues related to group counseling practice by leading a 6-week school-based group with culturally and ethnically diverse students.

EDCO 6674 Introduction to Psychoeducational Assessment

- Appraisal theory and instruments
- Consulting with parents, teachers and students concerning the results of appraisal
- Achievement and aptitude tests
- Test characteristics, interpretation, and scores
- Limitations
- Case studies
- Developmental and cross-cultural issues in school assessment

EDCO 6675 Legal and Ethical Issues for the School Professional

- Legal and ethical issues related to the practice of school counseling
- Issue of child abuse and mandated reporting
- Ethics of integrating spirituality into school counseling practice
- Major societal concerns including stress, abuse, and discrimination
- Consultation for parents, teachers, and others
- Referral sources and processes
- Coordination of services with school psychologists, nurses, social workers, and community service providers
- Legal issues related to diversity in the school setting
- Knowledge and skill to apply legal guidelines, professional codes of ethics, and knowledge of general professional standards. [Statutory Authority: RCW 28A. 70--005. 88--07--002 Order 7-88, S 180--78--295, Files 3/388.]

EDCO 6676 Students At Risk: Assessment and Intervention

- Issues of child abuse, including identification, intervention, and referral
- Major societal concerns such as person/substance abuse and discrimination
- Changes in family roles and structure
- Crisis intervention and consulting about grief and suicide/drop-out prevention
- Preparation of programs which alleviate the unique needs of students in the above areas which interfere with a student's progress in school
- Apply cultural, spiritual, and developmental issues related to at-risk students

EDCO 6677 Multicultural Counseling in the Schools

- Demonstrate awareness and understanding of one's own cultural background.
- Relationship skills appropriate to the needs of diverse students through case studies and counseling simulations, and role-play
- Multicultural counseling competencies and processes relevant to cross cultural counseling in schools

³ Students may find they cannot work full-time when taking this class.

- Understanding of concepts relative to cultural competency including privilege, cultural norms, racism, prejudice, bias, identity development, and worldview
- Legal and ethical standards of the profession
- Cross-cultural assignments requiring interaction with diverse populations

EDCO 6679 Career Counseling in the Schools

- Career development theories and programs
- Career inventories and materials
- Information services
- Apply cultural, spiritual, and developmental issues related to career counseling practice

EDCO 6680 Special Education: Programs and Methods

- Special education and diverse populations
- Developmentally disabled and gifted students
- Discrimination
- Referral sources and processes
- Coordination of programs with school psychologists, nurses, social workers, and community service providers

EDCO 6681 Family Advocacy in the Schools

- Advocating for families
- Family work
- Theories of family counseling
- Multicultural competence when working with diverse families

EDCO 6882 Positive Psychology and Spirituality in the Schools

- Explores the linkages between human spirituality and positive psychology
- Examines the major theories, research, ethical concerns, and best practices relating to spirituality-positive psychology connections
- Various approaches and materials that can assist counselors/educators in matters of student spirituality are explored
- Students explore their own spirituality as a way to bring life meaning

EDCO 6940 Internship

- Synthesis and application of cultural, spiritual, and developmental issues related to school counseling practice
- Field experience with on and off-site supervision
- Development of a resource file and portfolio development via Chalk and Wire
- Activities developed to show competence in general knowledge-specific skills as designated in WAC 180-78-210, 180-78-270, 180-78-295



MASTER'S THESIS

A thesis is not required for this degree but is an **elective option**. It is a good choice for persons intending to apply to a doctoral program or for those who have a comprehensive project pending, at the district level, which will require quantitative or qualitative analysis.

A master's thesis is a formal investigation into a research question that involves original data and primary sources, thus resulting in a scholarly manuscript suitable for binding and possible publication. It is expected that the thesis will demonstrate conceptualization at the highest level and be a comprehensive study of value to the academic community as a whole. Components of a thesis include a written proposal containing an appropriate research design, a thorough literature review, a collection of applicable data, a tabulation of statistics, an evaluation of the results utilizing appropriate methods. This information must be compiled into an acceptable written form (APA format).

Thesis research is conducted under the direction of a three-person committee, with a "Thesis Chair" responsible for the majority of guidance. The Thesis Chair is an SPU faculty member proficient in the field, who has agreed, after meeting with the student in advance, to supervise the endeavor.

Theses:

- Must be completed within three years or less
- Are bound and retained by Seattle Pacific University
- Require EDU 6975 and EDU 6976
- Are six credits each (A thesis will increase total number of credits required for degree completion to at least 71.)

Examples of a thesis include, but are not limited to (1) research with results of interest and importance to the profession as a whole, (2) action or evaluation research which uses qualitative and/or quantitative data and provides results useful for local or state purposes, (3) a thorough review of literature and research on a topic important to the profession, and (4) a historical or philosophical analysis of reoccurring themes and issues in education.

For additional information on this option, contact the program chair and the School Counseling Thesis Project Handbook (available at: <http://sites.google.com/site/spucounseloreducation/p/m-ed--in-school-counseling-with-esa-certification>).

MASTER'S PROJECT

A project is not required for this program, but is an elective option. It is a good choice for a student who wishes to research a specific area and for an individual who works in a research-oriented setting.

For additional information on this option, contact the program chair and the School Counseling Thesis Project Handbook (available at: <http://sites.google.com/site/spucounseloreducation/p/m-ed--in-school-counseling-with-esa-certification>).

Description

A project is an undertaking of practical value to the classroom or district that includes the development of a proposal for research, a literature search of previous studies in the field, and development of the means to evaluate the research. It is conducted under the direction of a "Project Supervisor." The Project Supervisor is an SPU faculty member proficient in the field, who has agreed, after meeting with the student in advance, to supervise the endeavor.



Projects:

- Must be completed within a year or less
- Are not bound and retained by the University
- Are three credits each

Examples of a project include, but are not limited to (1) writing a specific unit of study or curriculum, (2) developing a curriculum program for a school district, (3) preparing for and presenting a seminar relative to a specific issue, and (4) developing educational goals for a district or school, based upon needs assessment and literature review.

Pursuing a Master's Project

General steps for arranging and pursuing a master's project appear below:

- 1) The student identifies an SPU faculty member, proficient in the area of interest, who is willing to supervise the project. This individual is called the "Project Supervisor."
- 2) The student develops a two-page proposal that details project goals/activities and describes the final product. This is submitted to the Project Supervisor, who reviews the proposal and gives recommendations for revision.
- 3) When the final draft of the proposal has been submitted, the student meets with the Project Supervisor to discuss specifics of how the project will be conducted.
- 4) The student registers for EDU 6960 - Master's Project (three credits). Enrollment in the project will require special approval from the Program Chair. You can also sign up for EDU 6900 Independent Study.
- 5) When the work is done and all revisions have been made, the final product is submitted to the Project Supervisor, who awards a grade.



STUDENT ASSISTANCE

Student Assistance Policy

Department of School Counseling

School of Education

Seattle Pacific University

Purpose:

It is the purpose of the faculty of the School Counseling 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 an ethical and spiritual 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, practicum, or internship 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 the Department of School Counseling. 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, practicum or internship

- Requiring a prerequisite foundational class
 - Changing a practicum or internship location
 - Arranging an experience to enhance learning
 - Suggesting internal and/or external resources (e.g., Educational Services Unit, Internet resources)
3. The Chair of the Department of School Counseling shall determine if the student has achieved expected program goals and competencies following the implementation of a confidential 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: *(see next page)*



SAMPLE **Student Assistance Plan** SAMPLE
Department of School Counseling
School of Education
Seattle Pacific University

Student's Name _____ Date of Plan: _____

Current Strengths:

1. Student is committed to the school counseling profession.
2. Student is willing to engage in learning opportunities to support concerns.

Concerns to be addressed:

1. Lack of understanding and practice of ASCA's Code of Ethics and course requirement (counseling student without first obtaining written parental consent).
2. Inability to work professionally with on-site counselor during practicum (demanded a room for a counseling session when one wasn't immediately available).
3. Inability to maintain professional counseling role (angered by and taunted a resistant counselee).

Remediation activities:

1. Postpone the school counseling internship for one academic year for the purpose of mastering the knowledge and skills necessary to complete a successful internship.
2. Repeat EDCO 6675 Legal and Ethical Issues for School Professionals.
3. Repeat EDCO 6931 Counseling Theory & Practice III. Obtain written parental consent prior to beginning counseling with a student. Following each counseling session, receive constructive feedback from supervisor before conducting the next session.
4. Meet informally with the program chair throughout the academic year to discuss and develop an increased appreciation for the importance of demonstrating a professional demeanor with colleagues in schools. Schedule three or four of these meetings during the review period.

Outcome:

Successful achievement of program goals and competencies as a result of these requirements will lead to enrollment in a school counseling internship the following academic year.

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

Student

Program Chair

Date



PROGRAM PLANNING

HELPFUL HINTS⁴

1. Avoid receiving a non-passing grade (B- or below) in any school counseling course.
2. It is highly recommended but not required that the Education Block (required for non-education majors) be completed prior to the internship.
3. Interpreting & Applying Ed Research I (EDU 6975) must be taken prior to Assessment (EDCO 6674).
4. Plan for a lighter quarter just prior to taking your comprehensive exams.
5. Approximately six credits is a full load for graduate school.
6. 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 block.
7. Reminder: Those students who are on academic probation and/or those who may be required to fulfill the Educational Block requirements will need to factor those requirements into their plan.
8. It is strongly recommended that you meet with the school counseling chairperson or advisor consistently throughout your time in the program.
9. Non-required electives may be taken at any time.



⁴Also see Helpful Hints for New Students document available at:
<http://sites.google.com/site/spucounseloreducation/p/m-ed--in-school-counseling-with-esa-certification>

SAMPLE THREE YEAR SCHEDULE FOR OPTION 1 STUDENTS
(see following page)

This program does not require students to complete a pre-designated set of courses per quarter. The plan below has been provided merely to suggest possible schedule arrangements for completing all requirements within a three year period. Minor adjustments may be necessary, given yearly schedule variances. *Other combinations are possible.* **Note:** The elective may be taken any quarter. For OPTIONS 2 and 3, please speak with program chair.

Note: Make sure you coordinate your program plan with the chair of the department.

School Counseling Web Site: www.spu.edu/orgs/schoolcounseling



School Counseling Program – YYYY Fall Entry

Sample Three Year Plan for M.Ed. School Counseling full degree option (with Education Block)

Reminders:

- Your counseling core must be complete before entering your internship.
- All foundations classes (EDU courses) can be taken whenever offered with the exception that EDU 6975 Interpreting & Applying Ed Research I is a requisite class for:
 - EDU 6976 Interpreting & Applying Ed Research II (3), and EDCO 6674 Psychoeducational Assessment (3).
- Ed Block³ (100 hours + EDCO 6130 Strengths Based Class Management) Complete by internship year
- Probation (maintain 3.0 for first 3 classes)

	Summer	Autumn	Winter	Spring
Year 1	summer courses may be taken with permission.	<ul style="list-style-type: none"> • EDCO 6600 Intro to Systems Theory (2) [@ Blakely Island] Program Orientation • EDCO 6670 Intro to School Counseling (4) • EDCO 6120 American Education: Past & Present (3) 	<ul style="list-style-type: none"> • EDU 6975 Interpreting & Applying Education Research I (3) • EDU 6655 Human Development & Principles of Learning (3) • EDCO 6882 Positive Psychology and Spirituality in the Schools (3) 	<ul style="list-style-type: none"> • EDCO 6674 Psychoeducational Assessment (3) • EDCO 6676: Resiliency/At-Risk Assessment-Intervention (3)
	Summer	Autumn	Winter	Spring
Year 2	<ul style="list-style-type: none"> • EDCO 6675 Legal/Ethical Issues in School Counseling (3) • EDCO 6679 Career Counseling in the Schools (3) • EDU 6976 Interpreting & Applying Ed Research II (3) 	<ul style="list-style-type: none"> • EDCO 6671 Counseling Theory & Practice I (3) • EDCO 6677 Multicultural Counseling in the Schools (3) • EDU 6085 Moral Issues in Education (3) [Group Counseling & Internship Orientation] 	<ul style="list-style-type: none"> • EDCO 6930 Counseling Theory & Practice II (3) • EDCO 6673 Group Counseling in the Schools (3) 	<ul style="list-style-type: none"> • EDCO Counseling Theory & Practice III (3) • EDCO 6672 K-12 Comprehensive School Counseling (3)
	Summer	Autumn	Winter	Spring
Year 3	<ul style="list-style-type: none"> • EDCO 6680 Special Education (3) • EDCO 6130: Strengths Based Class Management² 	<ul style="list-style-type: none"> • EDCO 6940 Internship (3)⁵ • EDCO Family Advocacy in the Schools (3) 	<ul style="list-style-type: none"> • EDCO 6940 Internship (3) • [take comprehensive exams] 	<ul style="list-style-type: none"> • EDCO 6940 Internship (3)

Program chair: Cher [Edwards](#) (206-281-2286) Advisor: TBD

Version: Thursday, September 15, 2011

Online directory of course offerings: <http://www.spu.edu/prospects/grad/Academics/index.asp>

¹ This course is a prerequisite for EDCO 6674. You must earn a B grade or better.

² Required for non-education majors and those without teaching experience (plus 100 hours of paid or volunteer experience in a school)

³ The internship in the schools is for one academic year (3 quarters) and a minimum of 600 hours.

SAMPLE PROGRAM PLANNING SHEET

YEAR 1 SUMMER:	AUTUMN:	WINTER:	SPRING:
YEAR 2 SUMMER:	AUTUMN:	WINTER:	SPRING:
YEAR 3 SUMMER:	AUTUMN:	WINTER:	SPRING:

SAMPLE PROGRAM CHECK SHEET

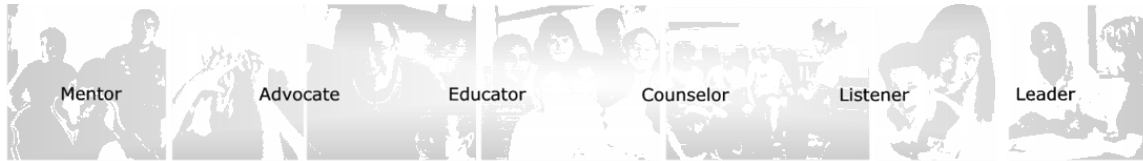
Master of Education in School Counseling (M.Ed.) with K-12 ESA Certification

Name: _____ Student Number: _____

Admit Qtr: _____ Status: _____

DEGREE REQUIREMENTS – (72 credits)

I. Research / Foundations Core 15 credits	Quarter	Grade
EDU 6120 American Education: Past and Present (3)	_____	_____
EDU 6085 Moral Issues in Education (3)	_____	_____
EDU 6655 Human Development & Principles of Learning (3)	_____	_____
EDU 6975 Interpreting & Applying Education Research I (3)	_____	_____
EDU 6976 Interpreting & Applying Education Research II (3)	_____	_____
<i>Prerequisite: EDU 6975</i>		
II. School Counseling Core 48 credits		
EDCO 6600 Introduction to Systems Theory (2)	_____	_____
EDCO 6670 Introduction to School Counseling (4)	_____	_____
EDCO 6671 Counseling Theory and Practice I (3)	_____	_____
EDCO 6672 K-12 Comp. School Counseling (3)	_____	_____
<i>Prerequisite: EDCO 6670</i>		
EDCO 6930 Counseling Theory and Practice II (3)	_____	_____
<i>Prerequisite: EDCO 6671</i>		
EDCO 6931 Counseling Theory and Practice III (3)	_____	_____
<i>Prerequisites: EDCO 6671, 6675, 6930</i>		
EDCO 6673 Group Counseling in the Schools (3)	_____	_____
<i>Prerequisite: EDU 6675</i>		
EDCO 6674 Introduction to Psychoeducational Assessment (3)	_____	_____
<i>Prerequisite: EDU 6975</i>		
EDCO 6675 Legal and Ethical Issues for School Professionals (3)	_____	_____
EDCO 6676 Students at Risk: Assessment and Intervention (3)	_____	_____
EDCO 6677 Multicultural Counseling in the Schools (3)	_____	_____
EDCO 6679 Career Counseling in the Schools (3)	_____	_____
EDCO 6680 Special Education: Programs and Methods (3)	_____	_____
EDCO 6681 Family Advocacy in the Schools (3)	_____	_____
EDCO 6882 Positive Psychology and Spirituality in the Schools (3)	_____	_____
III. Elective (not required)	_____	_____
IV. Internship 9 credits (3 credits per quarter)		
EDCO 6940 School Counseling Internship (9)	Au _____	_____
	Wi _____	_____
	Sp _____	_____
V. Education Block – (min 3 credits, as required by program chair)		
100 Volunteer or paid hours in a school (no credits assigned)	_____	_____
Required: EDCO 6180 Classroom Management (3)	_____	_____
VI. Comprehensive Exam		
(Pass/Fail)		
1 st Attempt	_____	_____
2 nd Attempt	_____	_____



STANDARDS OF SCHOLARSHIP

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

- 1) A graduate program must be completed within **six years** of the first class applied towards 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 may 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 a B- or below 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.

Grading Criteria

A range (A, A-)

All work is completed and on time. Work shows clear evidence of going beyond the normal expectations for the course in both critical thinking and the required readings. APA format is used consistently and correctly. *Consistent and willing participation in class discussions and group work showing evidence of reading the professional literature beyond the required reading.* Excellent professionalism in oral and written works consistently shown through all projects.

B range (B+, B)

A B grade is a PASSING grade. All work is completed and on time. The quality of the written work is about average for graduate students. *Willing participation in class discussions and group work showing clear evidence of having engaged the professional literature through the required reading.* Consistent APA format used appropriately. A B- is not a passing grade.

Nonpassing Range range (B-, C+, C, C-)

All work completed. Some may be late. Written work is below average for graduate students. Participation in class and group projects unwilling or inconsistent. Does not demonstrate evidence of consistently reading the required readings for class. Inconsistent or incorrect use of APA format.

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 may 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.)

Student Dismissal from the Program

Acts of *academic dishonesty* will be evaluated on a case to case basis. The student and the instructor will meet to discuss the incident. The result of the findings may result in the students' dismissal from the program and the university.

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.



MISCELLANEOUS INFORMATION

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

REGISTRATION

Student Academic Services is located in Demaray Hall 151. Registration may be conducted in person, via mail, by FAX, or at the Internet site: www.spu.edu.

Registration for summer term usually begins in April. Registration deadlines for the academic year (autumn, winter, spring) are listed in the University Catalog and Time Schedule, available online at www.spu.edu.

Students are advised to register early. *Persons attempting to enroll for a course or internship past the registration deadline for a particular quarter are charged a late fee.* To receive further clarification regarding registration procedures and times, please call Student Academic Services (206-281-2031).

PAYING YOUR TUITION

Please contact Student Financial Services for current tuition rates (phone: 206-281-2061 or 1-800-737-8826). Or refer to www.spu.edu/depts/sfs/.



Student Account System

Each month, the SPU Student Financial Services 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 number. Checks may be brought in person or mailed to the following address:

SEATTLE PACIFIC UNIVERSITY STUDENT FINANCIAL SERVICES
3307 THIRD AVENUE WEST, SUITE 114

SEATTLE, WASHINGTON 98119

Course Payment Policy⁶

Please see the Student Financial Services website <http://www.spu.edu/depts/sfs/> for the most current information on course payment policies.

Refunds and Account Adjustments⁷

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.

FINANCIAL AID⁸

Please see the Student Financial Services website <http://www.spu.edu/depts/sfs/> for the most current information on financial aid options.

Application Process

The process of application and determination of need is handled by Student Financial Services (206) 281-2061 or e-mail: sfs-info@spu.edu. 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 - 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.

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 Program 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.

⁶ Subject to change

⁷ Subject to change

⁸ Subject to change

AmeriCorps Students In Service Program

School counseling students who volunteer in the schools and/or community are eligible for AmeriCorps scholarships.

<http://www.studentsinservice.org/>

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

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 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 program chair or SOE graduate program 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 is a minimum of six credits per quarter during the assistantship period are required.

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.

ON CAMPUS COUNSELING SERVICES

The Student Counseling Center at Seattle Pacific University is available to graduate students for professional referrals to various community-based services, therapists, or organizations. Many of these mental health professionals are committed to reducing their fees for enrolled SPU students. For more info please call 206.281.2657 or view the list of resources, please view the Student Counseling Website at <http://www.spu.edu/depts/scc/> under the resources tab at the top of the page.

SPU's Department of Marriage and Family Therapy offers Relational Enhancement Counseling for Graduate Students

This service is for non-crisis individuals and couples who are seeking to improve their relational lives as well as for pre-marital couples who are considering longer-term

relationships. As a client, you can expect MFT interns to work with you in examining different relational areas and assist you in working through those issues. You will be assigned to one graduate intern under supervision who will provide services to you individually or to you and your partner. They will work with you using constructive dialog and effective interaction. Why wait until conflicts have torn your relationship apart? Discover the tools you need to help prevent or minimize disastrous conflicts. This is non-crisis, short-term therapy which focuses on how relationships past and present impact individual and relational problems. We offer five or six sessions of free service. In the event that the issues you raise require longer-term counseling, your therapist will provide a list of referrals so that continuing care can be provided for you. For more information, please contact the School of Psychology, Family and Community at (206) 281-2918 or the web address: <http://www.spu.edu/depts/spfc/>

AWARDING THE DEGREE

The master's degree is awarded after all course work, internship, 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. *However, we cannot guarantee that summer degrees will be posted to transcripts before early October.* 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.

CERTIFICATION

Successful completion of this degree or appropriate course work will qualify an individual for the Initial Educational Staff Associate's (ESA) Certificate as a School Counselor in the State of Washington.

ESA (Educational Staff Associate) Certificate as a School Counselor

Professional certificates are not awarded automatically. It is necessary to comply with a designated application process. During the internship year, application forms with instructions should be requested from the School of Education. Completed applications and other required materials should be submitted for processing after the transcript reflects, via posted grades, that the degree has been completed. Always be current on the requirements that may change at the Washington State level—to confirm requirements, access <http://www.k12.wa.us/certification/ESA/ESAINformation.aspx>

Continuing ESA Certification⁹

The Initial School Counselor's ESA Certificate is valid for seven years. If possible, it should be converted to a Continuing School Counselor's ESA Certificate within that time. To do so, it will be necessary, by current standards, to complete at least 180 days of certified service as a school counselor, and a post-program class for certified school counselors entitled "*Peer Review*". (SPU offers "*Peer Review*" during summer quarter.) Always be current on the requirements that may change at the Washington State level—to confirm requirements, access <http://www.k12.wa.us/certification/ESA/ESAINformation.aspx>

Timeline for Processing Certificate

Certificate applications are generally processed within two weeks of the date they are received. The "official certificate" from OSPI should arrive within 8-10 weeks of this time frame. An emergency certificate can be obtained from the Certification Officer if needed for employment prior to receipt of the official certificate.

Employment Information

To receive a program recommendation for a Washington State ESA School Counseling credential and employment as a professional school counselor, the following policy applies:

Based on (a) program coursework completion with a cumulative GPA of 3.2 (earn a "B" grade or better for all school counseling classes) and (b) 3-quarter 600+ hour internship in an approved elementary, middle, or high school, as well as (c) passing the written comprehensive examination, (d) receiving qualifying competency ratings

⁹ This requirement is changing. Please contact OSPI's [webpage](#) for most recent requirements.

from the internship site supervisor, (e) letter of support from the internship site supervisor, and (f) passing grade for internship course from the university internship supervisor, the student will be eligible for the Washington State ESA certification in school counseling. A letter of recommendation for employment written by the internship site supervisor is placed in the student's confidential placement file located in the University's Career Center. Students on occasion opt for a non-confidential file.



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 attached to an email, 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 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 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 School Counseling 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

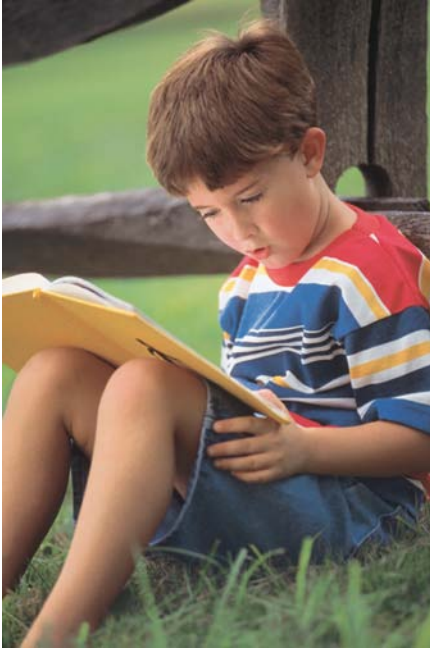
Up to 12 credits may *in principle* be transferred from an accredited university into an SPU graduate education program at the discretion of the Program Chair, the Graduate Program Manager, and the Dean. In order to be considered for transfer, courses must satisfy the conditions below:

- Directly fulfill program and course 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 attached to an email 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 School Counseling curriculum/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.



GRADUATE EDUCATION FACULTY

Administration

Rick Eigenbrood, Ph.D.
Dean of School of Education

Megan Hamshar
Graduate Program Manager

Andrew Lumpe, Ph.D.
Doctoral Program Director

Certification Coordinator
Kristi Oya

Greg Gelderman, Ed.D.
Certification Officer

Primary Graduate Faculty¹⁰

Richard Cleveland, M.ED
Instructor, Counselor Education

Andrew Lumpe, Ph.D.
Professor, Education
Associate Dean of Graduate Programs,
Director of Doctoral Programs

Cher Edwards, Ph.D.
Associate Professor & Chair, Counselor
Education

Nyaradzo Mvududu, Ed.D.
Associate Professor, Education
(Research)

Arthur Ellis, Ed.D.
Professor, Education (Curriculum and
Instruction) and Doctoral Studies

William E. Nagy, Ph.D.
Professor, Education (Reading /
Literacy) and Doctoral Studies

Gregory J. Fritzberg, Ph.D.
Professor, Education

Christopher A. Sink, Ph.D.
Professor, Counselor
Education/Doctoral Studies

June Hyun Ph.D.
Assistant Professor, Counselor
Education



¹⁰ Link to faculty webpage
<http://www.spu.edu/depts/soe/about/directory.asp>



HELPFUL INFORMATION

All area codes are 206 unless otherwise indicated

Department of Counselor Education

School Counseling Program web site: www.spu.edu/orgs/schoolcounseling

FACULTY¹¹

Dr. Cher Edwards <i>Associate Professor & Chair</i>	281-2286	edwards@spu.edu
Dr. June Hyun <i>Assistant Professor</i>	281-2671	jhyun@spu.edu
Dr. Christopher Sink <i>Professor</i>	281-2453	csink@spu.edu
Mr. Richard Cleveland <i>Instructor, Counselor Education</i>	281-2379	rclevela@spu.edu

ADJUNCT FACULTY

Ms. Bella Bikowsky University Supervisor, Counselor Education	948-2842	bikowl@spu.edu
Ms. Laura Sabin Cabanillas Instructor, Counselor Education	928-246-8647	cabanillasl@spu.edu
Ms. Jinna Risdal University Supervisor, Counselor Education	714-6722	
Ms. Karyn Summers Instructor, Counselor Education	425-420-7381	sastek@spu.edu

¹¹ Faculty CVs, see [CE webpage](#)

SUPPORT STAFF

Ms. Megan Hamshar <i>Graduate Program Manager</i>	281-2378	mego@spu.edu
Dr. Greg Gelderman <i>Certification Officer</i>	281-2198	geldeg@spu.edu
Ms. Rene Shafar <i>Administrative Assistant</i>	281-2219	rshafar@spu.edu

Other Campus Phone Numbers

School of Education Main Office	281-2214
Logistical questions	281-2378
Student Financial Services	281-2061
Continuing Education	281-2274
Library	281-2228
Registration by FAX	281-2669
Safety and Security (Parking and Escorts) on campus)	281-2922; emergency 281-2911 (x2911)
Student Academic Services /Registration	281-2031
Student Academic Services / Transcripts	281-2034
Inclement Weather/Snow Closure Hotline	281-2800

Please call this number on snowy or icy days before making a trip to campus. If SPU is closed, assume that appointments/classes scheduled during the hours of closure have been canceled.

UNI-COM (general SPU information)	281-2000
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Off-Campus Locations

Office of the Sup't of Public Instruction (OSPI in Olympia) (360) 753-6773

Miscellaneous Abbreviations

Associated Students of Seattle Pacific	ASSP
Bertona	BERT
Center for Professional Education	CPE
Crawford Music Building	CMB
David McKenna Hall	DLMH
Demaray Hall	DH
Instructional Technology Services	ITS
Marston-Watson Hall	MWH
McKinley Hall (<i>also called "Bach Theatre"</i>)	MCK

Office of Student Life
Otto Miller Hall
Peterson Hall
Royal Brougham Pavilion
School of Education
Student Academic Services
Student Union Building
University Communications Center (*also called "Information"*)

OSL
OMH
PET
RBP
SOE
SAS
SUB
UNI-COM

Campus Maps, Accessibility Information, & Directions

Web site: <http://www.spu.edu/qamaps.asp>

Common Course Prefixes

Marriage and Family Therapy
Educational Administration
Educational Technology
General Education
Math Education
Reading Education
School Counseling
Science Education
Special Education

MFT
EDAD
EDTC
EDU
EDMA
EDRD
EDCO
EDSC
EDSP



OPPORTUNITIES FOR PROFESSIONAL INVOLVEMENT AND USEFUL WEB SITES

School Counseling Web Site: www.spu.edu/orgs/schoolcounseling

Seattle Pacific University: <http://www.spu.edu>

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

ESA certification web site for WA: <http://www.k12.wa.us/certification/ESAMain.aspx>



Office of Superintendent of Public Instruction
Dr. Terry Bergeson

<http://www.k12.wa.us/>

Additional links

American School Counselor Association (ASCA) <http://www.schoolcounselor.org/>

American Counseling Association (ACA) <http://www.counseling.org/>

American Psychological Association (APA)	http://www.apa.org/
American Assoc. of Christian Counselors (AACC)	http://www.aacc.net/
American Group Psychotherapy Assoc. (AGPA)	http://www.agpa.org/
Association for Counselor Education and Supervision (ACES)	http://www.acesonline.net/
Counselors for Social Justice (CSJ)	http://counselorsforsocialjustice.com/index.htm
<i>Others:</i>	
WA Counseling Association	http://www.wacounseling.org/
WA School Counselor Assoc.	http://www.wa-schoolcounselor.org/
WCSJ	http://www.wacounseling.org/WCSJ_files/WCSJ.htm
WAMCD	http://www.wacounseling.org/WAMCD.htm



BLACKBOARD ONLINE LEARNING & GOOGLE SITE PORTFOLIO

One of the many learning tools used by faculty and students alike is the Blackboard Online Learning system. Blackboard facilitates online learning through traditional chat sessions, informational resources (e.g., downloads, links, etc.), and online assessment (e.g., quizzes). While Blackboard is primarily used for online classes and distance learning, many on-campus classes utilize the resource as well.

Faculty members utilize the site as a means of updating class members, posting course documents, and receiving feedback. Students appreciate the easy access to materials for class (e.g., lecture notes, syllabus, etc.) and having a vehicle for chat-like discussions of the particular course as well as the overall program.

Students will develop a Google website and “post” (upload) key assignments as a way to create a personalized e-portfolio system.)

To access Blackboard Online Learning, login to the University’s web site at www.spu.edu.

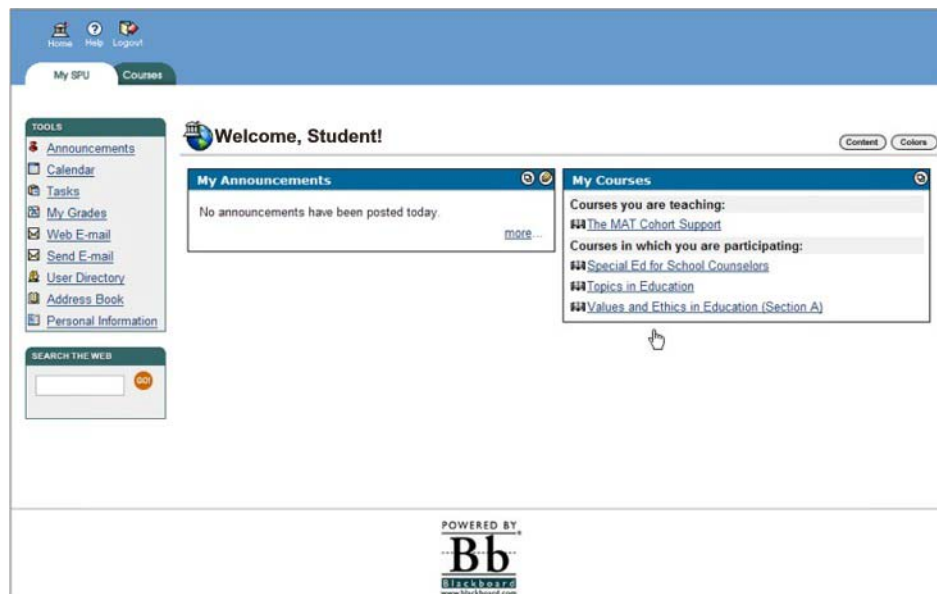


Click on the listing
Online Learning
in the section labeled
SPU Virtual Campus
located in the right-
hand portion of the
web page.



At the Login screen, enter your campus user-name and your Blackboard (BB) password. Then click on the button *Login*. For your first time accessing BB, this password will most likely be your student number. After you have logged in to BB you will have the opportunity to change and personalize your password.

Click on *Login* located in the upper left-hand portion of the BB welcome page.



After logging into the BB web site, the first page you will be presented with will be your personal index page labeled *My SPU*. From here you can access recent announcements posted by faculty (center section), individual courses and their resources (right section), and information and tools to personalize your BB site (left section).

While faculty and cohort members can help answer most difficulties encountered when using BB, any serious problems or questions should be directed to the campus Online Learning staff in Instructional Technology Services (ITS). ITS is located on the lower level of the University Library and is open weekdays from 8 am to 4 pm. Students can contact Online Learning staff by calling (206) 281.2212 or emailing onlinelearning@spu.edu.



ABOUT SEATTLE PACIFIC UNIVERSITY

Seattle Pacific University is a place where 4,000 undergraduate and graduate students gain a superb education grounded on the gospel of Jesus Christ — and the tools to influence the world for good. Outstanding scholarship and thoughtful faith is a powerful combination that brings about change in the lives of graduates, and in the people and communities they go on to serve.

Seattle Pacific University was founded in 1891, and is a flourishing Christian university of the arts, sciences and professions. 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.

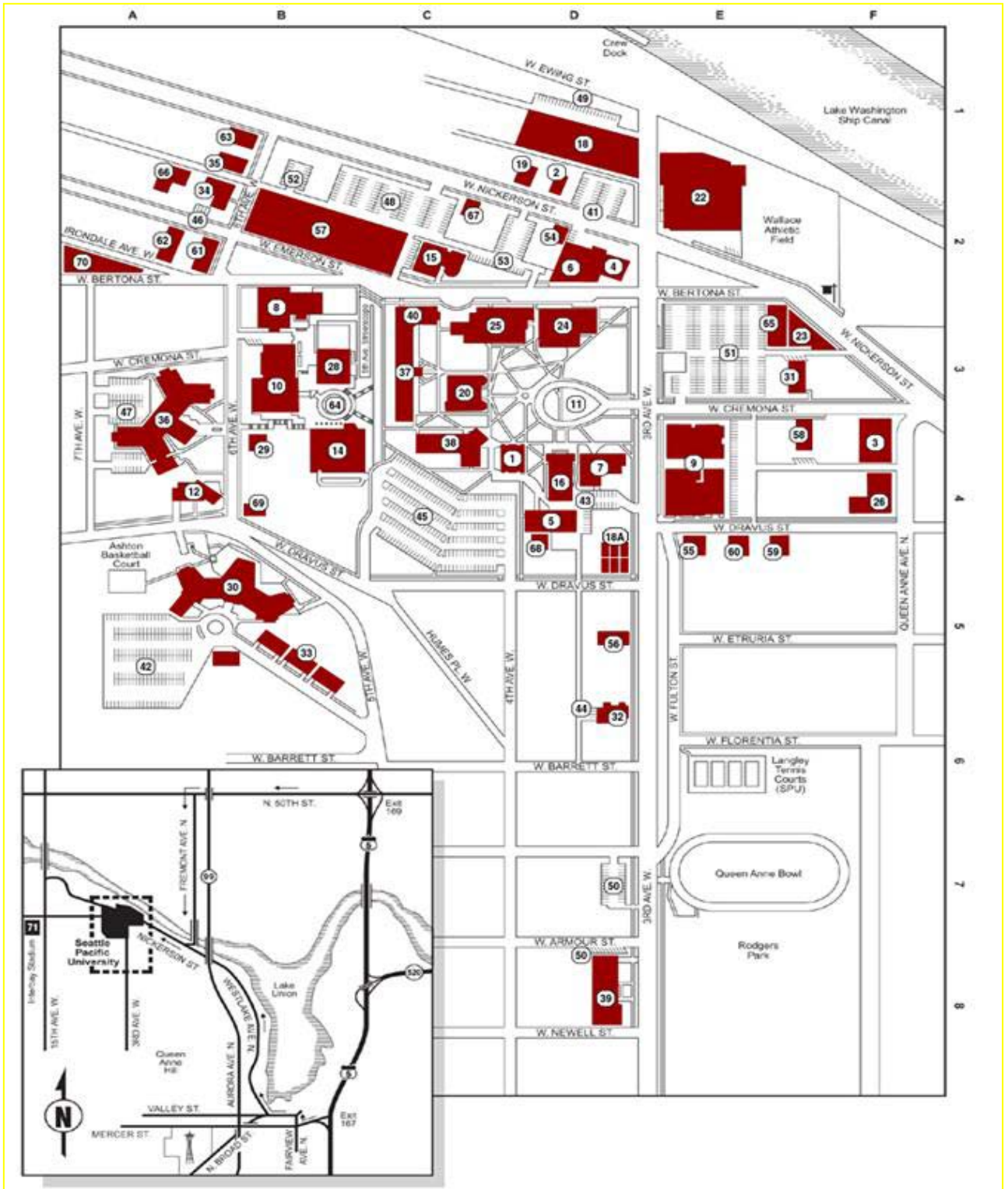
Fully accredited, Seattle Pacific's academic disciplines set very high standards for students. Small classes mean students actively participate in their own education, gaining confidence to achieve their goals. A degree from SPU identifies individuals of significant academic achievement as people of 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



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

Buildings

Alexander Hall (1) D4
Alumni Center (2) D2
American Cultural Exchange (54) D2
Art Center (3) F3
Bank (4) D2
Beeble 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

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

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