

**SEATTLE PACIFIC UNIVERSITY**  
**ACADEMIC POLICY MANUAL**

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*This policy manual has been developed in order to consolidate academic policies and procedures into a single document. In some cases, policies appearing in the Catalog have been referred to rather than reprinted verbatim. Sources for academic policies were the Catalog, Faculty Handbook, and Student Academic Services.*

*Policies are arranged in alphabetical order. If you identify errors or think that a particular policy needs to be clarified, please contact the Office of Academic Affairs.*

## ADVISING

All full-time faculty members who have been employed by SPU for at least one year are expected to serve as faculty advisors. The director of advising conducts an orientation session and distributes copies of the *Faculty Advisor Handbook* for new faculty in the fall of their second year at SPU. The three primary areas of advising responsibility are:

1. Pre major advisement and vocational exploration
2. Major advisement and career guidance
3. Assistance in finding help with academic difficulties

The associate provost assigns advisors for all new undergraduate students. Freshmen are advised by their University Seminar professor during their first year and are assigned to an advisor in their area of academic interest during Academic April. Transfer students are assigned to faculty in their designated area of interest. New students are notified of their advisor assignment before they register for their second quarter of classes at SPU. Students may request a change in advisor; particularly if they have decided to pursue a major or have developed different interests.

Although students are not required to see an advisor to register after they have been accepted into a major, most students will profit from meeting with an informed and thoughtful faculty member; for this reason, all students are assigned a faculty advisor. Students may request a new advisor at any time by completing an Advisor Change Form. When a student wants to change advisors (for whatever reason), he/she completes an Advisor Change Form, and the Vice Provost approves the change. Advisor Change Forms can be found in the *Faculty Advisor Handbook*, Student Academic Services (in person and on Web site), and school/department administrative assistants.

SAS prepares for every new student an advising file that contains planning sheets, pre-college test scores, high school transcripts and transfer credits sheets. It is the responsibility of the advisor, and in some cases the school office, to maintain and to update the information in the file. This file should be transferred to the new advisor when a change is made; files for students no longer attending SPU should be returned to SAS.

Upon recommendation from their school dean, faculty members may have a reduced advising load or be exempt from advising under extenuating circumstances.

*Please be reminded of the following statement from the Catalog:*

*"While the University makes every effort to assist students through the academic advising system, the final responsibility for meeting all academic and graduation requirements rests with each individual student."*

## **CLASS SCHEDULES FOR OFF-CAMPUS DEGREE PROGRAMS**

Class schedules for degree programs in off-campus locations shall be developed and approved at the same time as the on-campus schedule is developed. Such schedules shall be published in the University's official schedule of classes.

## COMPREHENSIVE EXAMINATIONS

Certain master's degree programs at Seattle Pacific University require a comprehensive examination as part of the degree requirements. Policies related to comprehensive examinations are:

1. If a comprehensive examination is required as part of the degree requirements for a master's degree, such requirement must be printed in the University's Graduate Bulletin.
2. School policies regarding comprehensive examinations, if any, are to be developed by the Graduate Committee and administered by the Graduate Director of that School.
3. Students required to take comprehensive examinations will normally take the examination after all but nine credits of the program are completed.
4. Students are responsible for scheduling comprehensive examinations and paying any associated fees. Scheduling of examinations must be completed at least four weeks before the examination is to be administered.
5. Individuals failing a comprehensive examination must wait at least two months before repeating the examination.
6. The status of any individual who has twice taken and twice failed a comprehensive examination shall be reviewed by the Graduate Committee administering that student's program. The Graduate Committee may discontinue the student from the program or may require an additional block of courses of not less than six credits before permitting the student to repeat the examination for the third time. Any person failing the comprehensive examination for a third time will be discontinued from the program.

## COPYRIGHT GUIDELINES

Copyright law is not incomprehensible, but it is difficult to apply. Fair use is the primary concept that governs educational uses of copyrighted material, but there is no obvious demarcation line that separates fair use from non-fair use. Each event must be evaluated independently as to whether or not there is infringement of copyright law. Computer technology has added another level of complexity, since photocopying a piece of paper is no longer the only obvious act that copyright law governs. The transmission of electronic text, sounds and images brings to copyright law a whole new set of issues. Adjustments to the 1976 U.S. copyright law are reflected in the Digital Millennium Copyright Act (DMCA) of 1998 and the Technology, Education and Copyright Harmonization Act (TEACH) of 2002.

This section of the *Manual* addresses only the copyright law in relation to your teaching responsibilities. It says nothing about how copyright law affects libraries or your own creation of copyrighted products, but is meant to help you in your classroom role as teacher. The topics covered include the following:

- Fair use
- Guidelines for classroom copying of books and periodicals
- The TEACH Act
- Suggested Internet sites to consult

Please note that nothing written here should be construed as legal advice. If you have specific questions that this section does not address, you may wish to seek legal advice.

### Fair Use

The fair use doctrine is technologically neutral; it applies to digital materials in the same way as to analog materials. Therefore, it is important that you understand the basics of fair use. Fair use is almost always going to be the best source of authority for making copies in any context. Any copying event should be able to pass the Fair Use Test, as reflected in the following questions:

#### **FACTOR 1: What is the character of the use?**

- |               |                                  |              |
|---------------|----------------------------------|--------------|
| ➤ Nonprofit   | ➤ Criticism                      | ➤ Commercial |
| ➤ Educational | ➤ Commentary                     |              |
| ➤ Personal    | ➤ Newsreporting                  |              |
|               | ➤ Parody                         |              |
|               | ➤ Otherwise "transformative" use |              |

Uses on the left tend to tip the balance in favor of fair use. The use on the right tends to tip the balance in favor of the copyright owner—in favor of seeking permission. The uses in the middle, if they apply, are very beneficial: they add weight to the tipping force of uses on the left; they subtract weight from the tipping force of a use on the right.

## **FACTOR 2: What is the nature of the work to be used?**

- Fact
- Published
- A mixture of fact and imaginative
- Imaginative
- Unpublished

Again, uses on the left tip the balance in favor of fair use. Uses on the right tip the balance in favor of seeking permission. But here, uses in the middle tend to have little effect on the balance.

## **FACTOR 3: How much of the work will you use?**

- Small amount
- More than a small amount

This factor has its own peculiarities. The general rule holds true (uses on the left tip the balance in favor of fair use; uses on the right tip the balance in favor of asking for permission), but if the first factor weighed in favor of fair use, you can use more of a work than if it weighed in favor of seeking permission. A nonprofit use of a whole work will weigh somewhat against fair use. A commercial use of a whole work would weigh significantly against fair use.

For example, a nonprofit educational institution may copy an entire article from a journal for students in a class as a fair use; but a commercial copyshop would need permission for the same copying. Similarly, commercial publishers have stringent limitations on the length of quotations, while a student writing a paper for a class assignment could reasonably expect to include lengthier quotes.

Which way does your balance tip after assessing the first three factors? The answer to this question will be important in the analysis of the fourth factor!

## **FACTOR 4: If this kind of use were widespread, what effect would it have on the market for the original or for permissions?**

If a use is tipping the balance in favor of fair use after the first three factors, the fourth factor should not affect the results.

## **Guidelines for Classroom Copying of Books and Periodicals**

Given the relative uncertainty about the meaning of fair use as applied to various situations, especially in the educational setting, various interested parties have proposed the creation of "guidelines" that attempt to interpret and apply the law to common circumstances.

**Faculty: you are responsible for observing this law so please be familiar with these guidelines.**

**A. Single copying for teachers**

A single copy may be made of any of the following by or for a teacher at her/his individual request for her/his scholarly research or use in teaching or preparation to teach a class:

1. A chapter from a book
2. An article from a periodical or newspaper
3. A short story, short essay or short poem, whether or not from a collective work
4. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper

**B. Multiple copies for classroom use**

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided the following applies:

1. The copying meets the tests of brevity and spontaneity as defined below.
2. The copying meets and cumulative-effect test as defined below.
3. Each copy includes a notice of copyright.

**DEFINITIONS:**

**Brevity**

- (i) Poetry: (a) A completed poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.
- (ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph).
- (iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue.
- (iv) "Special" works: Certain works in poetry, prose, or in "poetic prose," which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety. However, an excerpt comprising not more than two of the published pages of such special work and containing no more than 10 percent of the words found in the text thereof may be reproduced.

**Spontaneity**

- (i) The copying is at the instance and inspiration of the individual teacher, and

- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

#### Cumulative Effect

- (i) The copying of the material is for only one course in the school in which the copies are made.
- (ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- (iii) There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in "ii" and "iii" above shall not apply to current news sections of other periodicals.)

#### C. Prohibitions as to A and B above

Notwithstanding any of the above, the following shall be prohibited:

1. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works. Such replacement or substitutions may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
2. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
3. Copy shall not
  - a) Substitute for the purchase of books, publisher's reprints or periodicals.
  - b) Be directed by higher authority.
  - c) Be repeated with respect to the same item by the same teacher from term to term.
4. No charge shall be made to the student beyond the actual cost of photocopying.

### **The TEACH Act**

Section 110(1) of U.S. copyright law addresses copyright exemptions for classroom teaching. The TEACH Act updates section 110(2), expanding the scope of educators' rights to perform and display works and to make the copies integral to such performances and displays for digital distance education, making the rights closer to those that pertain in face-to-face teaching.

But there is still a considerable gap between what the statute authorizes for face-to-face teaching and for distance education. For example, as indicated above, an educator may show or perform any work related to the curriculum, regardless of the medium, face-to-face in the classroom - still images, music of every kind, even movies. There are no limits and no permission required. Under 110(2), however, even as revised and expanded, the same educator would have to pare down some of those materials to show them to distant students. The audiovisual works and dramatic musical works may

only be shown as clips – "reasonable and limited portions," the act says. Most of the TEACH Act requirements are designed to allow transmission of copyrighted works (or parts thereof) to a legitimate student audience for a limited time, without permission or license fees, while preventing dissemination that could undermine the market for the works. Nothing in this act is intended to limit or otherwise to alter the scope of the fair use doctrine.

**Faculty who want to incorporate works into digital transmissions for instructional purposes pursuant to the TEACH Act must meet the following conditions:**

- My institution is a nonprofit accredited educational institution or a governmental agency.
- It has a policy on the use of copyrighted materials.
- It provides accurate information to faculty, students and staff about copyright.
- Its systems will not interfere with technological controls within the materials I want to use.
- The materials I want to use are specifically for students in my class.
- Only those students will have access to the materials.
- The materials will be provided at my direction during the relevant lesson.
- The materials are directly related and of material assistance to my teaching content.
- My class is part of the regular offerings of my institution.
- I will include a notice that the materials are protected by copyright.
- I will use technology that reasonably limits the students' ability to retain or further distribute the materials.
- I will make the materials available to the students only for a period of time that is relevant to the context of a class session.
- I will store the materials on a secure server and transmit them only as permitted by this law.
- I will not make any copies other than the one I need to make the transmission.
- The materials are of the proper type and amount the law authorizes:
  - *Entire performances of nondramatic literary and musical works.*
  - *Reasonable and limited parts of a dramatic literary, musical or audiovisual works.*
  - *Displays of other works, such as images, in amounts similar to typical displays in face-to-face teaching.*
- The materials are not among those the law specifically excludes from its coverage:
  - *Materials specifically marketed for classroom use for digital distance education.*
  - *Copies I know or should know are illegal.*
  - *Textbooks, coursepacks, electronic reserves and similar materials typically purchased individually by the students for independent review outside the classroom or class session.*

**Acknowledgements and Suggested Internet Sites**

This checklist, and much of the material in this section of the *Manual*, was taken from the University of Texas copyright Web site. An excellent resource in helping you determine what is considered fair use - and other copyright questions - can be found at their Copyright Crash Course Web site:

[www.utsystem.edu/OGC/IntellectualProperty/copypol2.htm](http://www.utsystem.edu/OGC/IntellectualProperty/copypol2.htm).

For those who are interested in the TEACH Act specifically, you may consult the TEACH Toolkit at [www.lib.ncsu.edu/scc/legislative/teachkit/overview.html](http://www.lib.ncsu.edu/scc/legislative/teachkit/overview.html).

## How to Request Copyright Permission

A federal court ruling reaffirmed the need to obtain permission to use copyrighted materials in college-course anthologies. Publishers want to make these materials available to you quickly and inexpensively but they need your cooperation. Whether you request permissions yourself or through a college store or copy service, these suggestions will speed the process. Please:

1. Request permission at the same time you order textbooks, the earlier the better in the event your request cannot be granted and you need to substitute other materials. Publishers do not always control rights and need time to research the extent to which permission may be granted.
2. Direct your request to the publisher's Copyrights and Permissions Department, not the author. If publishers do not control the rights, they will inform you whom to contact.
3. Include all of the following information in your request:
  - Full name(s) of author(s), editor(s), translator(s).
  - Title, edition and volume number of book or journal.
  - Copyright date.
  - ISBN for books, ISSN for magazines and journals.
  - Numbers of the exact pages, figures and illustrations.
  - If you are requesting a chapter or more: both exact chapter(s) and exact page numbers.
  - Number of copies to be made.
  - Whether material will be used alone or combined with other photocopied materials.
  - Name of college or university.
  - Course name and number.
  - Term and year in which material will be used.
  - Instructor's full name.
4. Request permission whether or not works are in print.
5. Provide your complete address and the name of (a) contact person(s) and telephone number in case there are any questions.

**In many cases your college store or other service can assist you and/or provide appropriate forms. The publisher's response form will provide the information about payment and fees, which are determined by the individual publisher. (Courtesy of Association of American Publishers, August 1991.)**

### Course and Curriculum Changes Chart, per Faculty Governance

**Abbreviation Key:** SCC (School Curriculum Committee); CC (Curriculum Committee—Undergraduate or Graduate committee, as indicated by the level of the course/curriculum ); DGE (Director of General Education); DCW (Director of Campus Writing); DH (Director of the Honors Program); C-CA (Cross-Curriculum Approval)

Type of Change	Course Change Form	Curricular Change Form	Approvals Needed							Notes
			SCC	Dean	CC	DGE	DCW	DH	C-CA	
<b>Any change that impacts more than one department or school:</b>										
Required	X	X	X	X	X				X	
<b>Adding a new course:</b>										
Required	X	X	X	X	X					
Elective	X		X	X	X					
<b>Inactivating a course:</b>										
Required	X	X	X	X	X					
Elective	X		X	X	X					
<b>Increasing course credits:</b>										
Required	X	X	X	X	X					
Elective*	X		X	X						
<b>Decreasing course credits:</b>										
Required	X	X	X	X	X					
Elective*	X		X	X						
<b>Corequisites:</b>										
Adding	X		X	X	X					

Removing*	X		X	X						
Type of Change	Course Change Form	Curricular Change Form	Approvals Needed							Notes
			SCC	Dean	CC	DGE	DCW	DH	C-CA	
<b>Prerequisites:</b>										
Adding	X		X	X	X					
Revising	X		X	X	X					
Removing*	X		X	X						
<b>Equivalences:</b>										
Adding	X		X	X	X					Cross-Curriculum Approval may be necessary
Removing*	X		X	X						Cross-Curriculum Approval may be necessary
Special approval *	X		X	X						
Grading modes (changing, adding, removing)*	X		X	X						
Schedule types/Delivery modes (changing, adding, removing)*	X		X	X						Note that international students and students with VA benefits have restrictions regarding blended and online courses.
Course restrictions (changing, adding, removing)*	X		X	X						Cross-Curriculum Approval may be necessary
Course title change*	X		X	X						Course content should not be changing or only have minimal changes
<b>Course description:</b>										
50% or less is changing*	X		X	X						
51% or more is changing	(see notes)		X	X	X					This is a new course; see above for adding new course
<b>Course attributes:</b>										
Requesting WK, WE, CUE attribute	X		X	X	X					Submit one CourseLeaf form to request multiple attributes, but include all necessary attachments

Type of Change‡	Course Change Form	Curricular Change Form	Approvals Needed							Notes
			SCC	Dean	CC	DGE	DCW	DH	C-CA	
Removing WK, WE, CUE attribute	X		X	X	X	X				Submit one CourseLeaf form to request multiple attributes, but include all necessary attachments
Requesting W attribute	X		X	X	X			X		Submit one CourseLeaf form to request multiple attributes, but include all necessary attachments
Removing W attribute	X		X	X	X			X		Submit one CourseLeaf form to request multiple attributes, but include all necessary attachments
Requesting HON attribute	X				X				X X	Submit one CourseLeaf form to request multiple attributes, but include all necessary attachments
Removing HON attribute	X				X				X X	Submit one CourseLeaf form to request multiple attributes, but include all necessary attachments
Adding a minor	(see notes)	X	X	X	X					You must also submit course change forms for each new course in the minor.
Adding a track/concentration/focus/emphasis	(see notes)	X	X	X	X					You must also submit course change forms for each new course in the new program.**
Adding a major or graduate program	(see notes)	X	X	X	X					You must also submit course change forms for each new course in the major.**
Adding a degree	(see notes)	X	X	X	X					You must also submit course change forms for each new course in the degree.**
Study Abroad	X		X	X	X				X	You must submit the Study Abroad form
Significant changes to or reorganization of existing minor, track/concentration/focus/emphasis, major, grad program, or degree	(see notes)	X	X	X	X					You must also submit course change forms for any course changes as described above
Inactivating a minor, track/concentration/focus/emphasis, major, graduate program, or degree	(see notes)	X	X	X	X					You must have a plan for the students currently enrolled in the program; You must also submit course change forms for any course changes as described above

\*These changes are “Report Only” changes and may not be reviewed by the entire Curriculum Committee. Members of the Curriculum Committee will review “Report Only” items and may ask for clarification, suggest changes, or ask for your change to be reviewed by the entire committee, if necessary.

\*\*The Curriculum Committee (CC) reports all program decisions (approvals and non-approvals) to Faculty Council (FC). Additionally, CC may request that Faculty Senate (FS) vote on selected programs. The proposals for new programs that may warrant a vote at FS are those that involve significant financial resources and/or are for degrees/certificates/etc. that are unlike any degrees/certificates/etc. currently offered by the school or department. Examples follow.

- If the School of Business, Government, and Economics (SBGE) were to propose a new M.S. degree that does not require significant additional funding or resources, then the CC likely will not invite FS to participate in the approval process, since SBGE already offers an M.S. program. However, if the SBGE were to propose a new doctoral degree (a program level at which SBGE currently has no offerings), it is feasible that the CC would invite FS to participate in the approval process.
- If SBGE were to propose a program in a discipline that is completely new to SPU and would require new expertise, new equipment, and significant additional financial resources (e.g., a new BA in Architecture or a BS in Real Estate), it is likely that CC would invite FS to participate in the approval process.

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## DEGREE REQUIREMENTS

While the University makes every effort to assist students through the academic advising system, the final responsibility for meeting all academic and graduation requirements rests with each individual student. The *Catalogs* under which the student matriculates serves as the official record of admission, academic and degree completion requirements: Beginning with the 1992-93 academic year, *major requirements* were determined by the *Catalog* for the year in which the student is admitted to the major. Students who have interrupted their study at SPU for more than two calendar years will graduate under the requirements listed in the *Catalog* in effect at the time of readmission.

Advising by University personnel inconsistent with published statements is not binding. However, reasonable substitutions for specific requirements may be requested through petition to Student Academic Services (see appeal process). Degrees are awarded and posted to transcripts based on the date all degree requirements have been fulfilled. Degrees are posted within one quarter after the last quarter of completion.

Please refer to the *Catalogs* for specific degree, major and minor requirements, and limitations on credit applicable toward a degree.

## **Disputed Grades**

A student who believes he/she has been unfairly graded according to the criteria described in the course syllabus has the right of appeal. The professor should agree to such a review as a standard practice acknowledging human error. If such a review results in no need for change, the student should be told so and why.

Should the student wish to pursue a review further he/she has the right to further review and evaluation by the dean of the school and/or OAA, following the appeal process fully described in the *Catalog*. The acceptance by either administrator for such a review will be only on grounds of fair treatment against the stated standard, not against the professional judgment of the faculty member. If a faculty member is unavailable for such review, the school dean may make a decision for grade changes.

The Educational Service Area (ESA) of Seattle Pacific University shall consist of the following counties of the state of Washington: King, Snohomish, Island, Pierce, Thurston, Kitsap and Mason.

All educational programs of Seattle Pacific University will be restricted to these counties except for the following:

1. Jointly sponsored programs of the Christian College Consortium and the Christian College Coalition.
2. Crowley Biological Laboratories on Blakely Island, state of Washington.
3. Programs and courses designed primarily for teachers. Such programs shall be restricted to 5000-level courses and to the state of Washington. Such courses may be delivered by traditional or media methodologies, including television.
4. Telecasting of TV courses whose primary originating stations are in the SPU ESA.
5. Media-enhanced and correspondence courses directed by SPU faculty and accessed by mail. Such courses may be advertised outside the ESA.
6. Specialized study abroad and study tour programs.
7. Independent study courses under SPU faculty instruction.

### **Review and Approval Required**

Any SPU course or program delivered outside the ESA, excepting those in the six program categories mentioned above, must be approved in advance by the appropriate governing bodies. These may include:

- Vice president for academic affairs
- President
- The Board of Trustees or the Executive Committee of the Board
- The Northwest Association of Schools and Colleges

## **FACULTY IN MASTER'S DEGREE**

In order to assure high quality of graduate programs, the University establishes guidelines for faculty support of those programs. To this end, the following criteria will be used for mature programs:

Master's Degree Programs: There will be at least 2 FTE faculty teaching courses in the program. The typical student will take courses from at least four different professors.

Doctoral Programs: There will be at least 4 FTE faculty teaching courses in the program.

## **FAMILY AND EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

One of the challenges in handling students' records is honoring the Family Educational Rights and Privacy Act (1974). FERPA gave students the right to view their own records and the University the responsibility to keep those records secure and private.

Faculty have the same responsibilities regarding access to personal information. Certain information is considered private and cannot be disclosed without the written permission of the student. This information includes grades and student schedules. In their role as advisors, faculty have the opportunity to view transcript and class schedules for advisees. They may not view other non-directory information without the student's permission.

Directory information includes:

- Student name, address and phone number
- Photograph
- E-mail address
- Date and place of birth
- Major field of study
- Dates of attendance
- Full-time or part-time status
- Degrees, awards, honors received
- Dates degrees conferred
- Class standing
- High school attended
- Previous educational institution attended by the student
- Most recent participation in officially recognized activities and sports
- Height/weight of athletic team members

The following are guidelines to insure students' privacy rights are protected:

1. Grade information (student papers, grade rosters and grade books) should be kept in a secure location. Stacks of student papers should not be left outside faculty offices unattended for students to pick up.
2. Grades should not be posted outside faculty offices. Even if the names are blocked and social security numbers are left to identify students, this is a violation of students' privacy. Social security numbers are considered private information.
3. Student schedules are private information. The location of a student should not be disclosed. In emergency situations, the Office of Safety and Security or Student Academic Services can notify the student while in class.

*Note: Students may assist faculty with grading as long as they are employed by the faculty member/department as a student worker and have been properly trained in FERPA requirements.*

**Confidential Status**

Due to circumstances in a student's life (i.e., restraining orders, divorce, etc.), Seattle Pacific University has the responsibility to protect these students from being located. A student may choose to be coded as confidential in the integrated student system (BANNER). Any information about this student will not be released to non-University officials without prior written permission of the student.

**HIPPA**

Seattle Pacific University complies with HIPAA (Health Insurance Accountability and Portability Act), which is a federal regulation dealing in part with release of confidential health information for all members of the University community, including students. Faculty members are expected not to disclose any protected information about students but should contact the HIPAA privacy officer for students, the dean of students in the Office of Student Life, if there are any questions or concerns about the policy.

## **GRADUATION CHECK SHEETS**

### **Undergraduate**

Students are expected to apply for graduation in April of their junior year, after they have been admitted to their major. Normally, this occurs in the sophomore or the beginning of the junior year (around 100 earned credits). Once a student has been admitted to a major and all transfer work has been evaluated, Student Academic Services/academic counselors will review their coursework for general education and Foundation work and forward the graduation check sheet to the advisor for review of his/her major and minor requirements. To provide timely service to students, these sheets should be returned by the advisor to SAS within four weeks. Once this is received in SAS, an academic counselor will correspond with the student to explain their progress toward graduation.

The University Calendar lists the dates by which students must apply for graduation. They need apply only once for each degree. Students who meet the published deadline will receive a final graduation check prior to their last quarter of attendance, to ensure they are taking the required courses needed for them to graduate on time.

### **Graduate**

Evaluations are conducted by the schools who forward lists of qualified graduates to SAS so degrees can be posted and diplomas conferred.

## **GRADUATE FACULTY LOAD ASSIGNMENTS**

Faculty members who are assigned entirely to graduate programming are expected to maintain a work load equivalent to 39 quarter credits during the 9-month contract year. The normal teaching load will be 27 quarter credits per year of which 3 credits may be assigned to an off-campus location. Such faculty will be expected to spend the equivalent of six quarter credits working with graduate student research and advising. The remaining six credit equivalent is to be used for school and University committee work, advising, and course and professional development.

Faculty with loads divided between graduate and undergraduate teaching will have teaching loads pro-rated between 27 and 33 credits.

## **ACADEMIC GRANTS POLICY FOR ALLOCATING INDIRECT COST RECOVERY**

### **Philosophy**

Seattle Pacific University seeks to encourage and support academic grant writing that is related to the mission and goals of the University and to ensure that facility and administrative and other support costs to grants are adequately funded. In short, it is in response to the President's call for "new sources of revenue" to support Academic research and the University as a whole. Grant writing is a scholarly endeavor that engages the culture through interactions with funding agencies and reviewers. The types of external funding we seek enhance student learning directly, through guided student inquiry, and indirectly through the professional development of faculty.

### **Direct and Indirect Costs of a Grant**

Direct costs are clearly defined in the grant budget. They include research expenses such as personnel, travel, equipment and materials. Indirect costs are more difficult to define and to determine precisely in that they are costs incurred by the University for common and joint objectives. They include costs for services, administration and facilities that support, directly and indirectly, the grant and are ongoing costs and activities of the University. These costs are incurred by the central administration of the University as well as the specific school/college and department that receives the grant. Indirect cost recovery (ICR) is allowed in most grants although most granting agencies dictate the percent of the grant that is allowable for indirect costs. It is expected that all grant proposals will include the maximum allowable ICR for University indirect costs.

### **Allocation of Funds Received for Indirect costs (ICR)**

Some costs may be considered indirect costs by the grant terms or granting agency policies but are additive to the University because of the grant and readily known. Generally, however, indirect costs of doing research, administering and supporting grants are usually difficult to clearly measure and ascertain. Therefore SPU's policy is to allocate 55% of the ICR received from a grant to the non-academic budget and 45% to academic budgets.

### **The ICR allocated to the non-academic budget will be distributed as follows:**

1. To fund identifiable additive indirect costs in non-academic areas not allowed by the grant terms or granting agency policies.
2. 80% (i.e. 80% of the remaining 55% of ICR after item #1) will be credited to the general University budget to be used as approved by the President upon recommendation from the Office of Business and Planning.
3. 20% to University Advancement to offset their costs related to supporting grant writing for the specific grant and all other grants.

### **The ICR allocated to academic budgets costs will be distributed as follows:**

1. To fund identifiable additive indirect costs in the Academic area not allowed by the grant terms or granting agency policies.

2. 45% (i.e., 45% of the remaining 45% of ICR after item #1 and so on) to the department receiving the grant to be used to offset the costs, not covered by the grant, that they incur in the grant writing and administration of the grant. They may also be used for temporary costs related to student learning and to augment current year program needs of the department. These funds should also be used to support further grant writing and fund matching requirements that may arise with future grants. All uses by the department in this section are dependent upon a plan submitted to and approved by the School dean.
3. 25% to the School or College to offset costs they incur and to be used to encourage grant writing and to respond to faculty and departmental request for support in grant writing.
4. 25% to OAA to offset costs they incur and to be used to encourage grant writing in all schools and to respond to faculty and schools request for support in grant writing.
5. 5% to the library to offset the indirect costs they incur in support to academic grants.

**Other General Provisions:**

1. The President must approve an allocation of ICR that varies from the above policy.
2. All budget allocations related to ICR will be treated as temporary budget until the level of ICR reaches a consistent annual amount which can be relied upon to consider for addition to the permanent revenue sources of the University.
3. Unspent amounts of ICR designated accounts at fiscal year-end will be carried forward to the new fiscal year, but only to the extent departmental, school and Academic area operating budgets are not in deficit. In other words, if a department's normal operating budget accounts are in deficit at year-end any unspent ICR funds may be accessed to cover the deficits if the Provost does not identify other academic budgets to cover the deficit. The same principle applies to ICR amounts allocated to central University budgets.
4. There shall be an annual review with the President of the revenues and expenses related to academic grant writing.

Policy Approved by President: November, 2004

*Recommended by:*

*Dean Bruce Congdon  
Associate Vice President Craig Kispert  
Vice President Les Steele  
Vice President Bob McIntosh  
Vice President Don Mortenson*

## **MULTIPLE INSTITUTION ENROLLMENT OF INTERNATIONAL STUDENTS**

### **SPU Students**

Admitting SPU international students desiring to take more than 17 (undergraduate) or 15 (graduate) credits per quarter cumulative at SPU and another institution must obtain the advance approval of the Director or Registration and Records.

Any SPU international student desiring to take less than a full academic course load at SPU must have the advance approval of the Coordinator International Student Records and University Registrar.

### **Non-SPU Students**

International students from other educational institutions who desire to enroll in SPU courses must have the advance written approval of the international student's advisor of the student's home institution.

## **NEW ACADEMIC PROGRAMS**

In developing new academic programs, proposals should include the following (adapted from guidelines of Washington Council on Post-secondary Education):

- A. Abstract
- B. Description
  - 1. Rationale
  - 2. Objectives
  - 3. SPU mission match
  - 4. Capacity
  - 5. Faculty
  - 6. Curriculum
    - a. Description of courses
    - b. Typical course sequence Note: All new undergraduate programs must allow for 15 elective credits unless excepted by U.P.E.C.)
  - 7. Program administration
  - 8. Interface with other SPU programs, criteria, commitments
  - 9. Program cessation
  - 10. Significance of field
  - 11. Agreement of proposal with national recommending bodies, consultants, external standards.
  - 12. Similar programs in area, in other universities, in other Christian universities
  - 13. Accreditation requirements
  - 14. Implementation calendar
- C. Anticipated Outcomes of Program
  - 1. Students
  - 2. Faculty
  - 3. Potential employers and projects of demand
  - 4. Five year operating budget projections
- D. Evaluation System for Programs
- E. Program Alternatives

### **Process**

- 1. School curriculum committee
- 2. School dean(s) and/or department chair(s) of schools and departments involved
- 3. UPEC or GPEC
- 4. Faculty Senate
- 5. Office of Academic Affairs
- 6. President's Staff
- 7. Board of Trustees
- 8. Northwest Association of Schools and Colleges

## **OFF-CAMPUS DEGREE COURSES**

No 1000-, 4000-, or 6000-level courses may be given at off-campus locations without the previous knowledge and authorization of the Northwest Commission for Colleges and Universities. All requests to the NWCCU for authorization must come from the Office of Academic Affairs; with assistance from the university registrar and director of student financial services. The university registrar notifies the Washington Student Achievement Council in Olympia to gain approval for veteran's benefits. The director of student financial services requests approval from the Department of Education to award federal financial aid to students in these programs.

At the 5000-level only courses designed primarily for educators and school personnel may be held off-campus without advance authorization by NWCCU. Such courses are restricted to the state of Washington.

## **OFF-CAMPUS DEGREE REQUIREMENTS**

The degree requirements for off-campus degree programs shall be the same as the on-campus degree programs. Any exceptions must be approved by the Graduate Committee of the School and the Dean of the School.

Students enrolled in on-campus and off-campus degree programs shall have equivalent access to on-campus administrative and advisory procedures, library, and learning resources.

## PARENTAL INVOLVEMENT

Our goal at SPU is to help students realize their full potential as independent people who are well equipped to make wise choices. Because our primary relationship is with the student, SPU has a university policy to encourage students to tackle problem-solving as much as possible and to take responsibility for their choices. SPU policies do not include direct parental presence in proceedings dealing with academic, residential, or lifestyle matters.

Although families may be separated now in distance, they are still the major influence on students' lives and success. Parents can help their students by making sure students understand SPU policies and processes and by providing family emotional support.

SPU follows all federal and state regulations on information sharing about students. Family members may view the full text of the FERPA (Family Educational Rights and Privacy Act) policy at our Student Academic Services website <http://www.spu.edu/depts/sas/ferpa.html>. Additional information about this federal law may be found at the United States Department of Education web: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. SPU also follows HIPAA policies (The Health Insurance Portability and Accountability Act) and information may be found at <http://www.spu.edu/depts/studentlife/policies.asp>.

Parents will find various sources of information about how they can support their students' goals at SPU from these sources:

- Parent & Family Network <http://www.spu.edu/depts/studentprograms/parentfamily.asp>
- Activities for student involvement- Office of Student Life website <http://www.spu.edu/depts/studentlife/>
- Career Development Center resources for parents <http://www.spu.edu/depts/cdc/parents/>
- Campus events calendar <http://www.spu.edu/qamastercal.asp>

In addition, a handbook for SPU parents is given out at Orientation or a copy may be requested from the Office of Student Programs (call 206 281 2247).

Parents may address any questions about this statement to the Dean of Students, 206 281 2481.

## **PROFESSIONAL DEVELOPMENT FUNDS (PDF) POLICY**

This policy is currently being revised. For more information, please contact your dean or the Office of the Provost.

## **PROCEDURE AND CRITERIA FOR THE AWARDING OF FACULTY INITIATED HONORARY DEGREES**

Seattle Pacific University confers honorary degrees for the purpose of recognizing individuals whose life and work have exemplified in outstanding fashion values and ideals which the community espouses. A corollary result should be to bring honor to the University.

1. The candidate's life and work should be compatible with the spiritual and intellectual ideals of the institution.
2. The candidate for an honorary degree should be clearly outstanding, distinguished, and recognized by the University community for accomplishments and service in the public good. Formal academic achievement is a desired, but not necessary qualification.
3. The qualities and/or accomplishments for which an individual is awarded an honorary degree may be in any of several dimensions, but they should be compatible with one or more of the University's values.
4. The number of honorary degrees awarded in any one year should not normally exceed three, it being understood that no obligation exists to grant any.
5. Each candidate should be nominated by a faculty member or group of faculty members within the University who will provide supporting documentation to the Curriculum Committee for review and recommendation to Dean's Cabinet for Provost approval.

## **PROGRAM MANAGEMENT IN SCHOOLS (GRADUATE)**

Each School sponsoring graduate degree or certificate programs shall select one person to direct all graduate programs for that School, both on and off campus. If different from the Dean of the School, the person shall carry the title of Director of Graduate Studies of the School of \_\_\_\_\_. The term of office shall be three years with the possibility of reappointment.

The person selected shall be responsible for directing graduate programs for that School in the framework of University and School policies. He or she shall report to the Dean of the School and shall serve in a staff relationship to the Graduate Advisory Council.

The Director of Graduate Studies shall be named to that position by the Provost upon nomination by the Dean of the School.



## **SPECIALIZATIONS IN MASTER'S DEGREE PROGRAMS**

All master's degree programs are denoted by giving the degree name (Examples: M.S., M.A., M.B.A., M.Ed., M.C.M.) and field (Examples: Biblical Studies, Information Systems Management, Church Music, Counseling). Programs MAY add a third level of nomenclature by designating a specialization name (Examples: Technologies in Education, Marriage and Family Therapy).

A specialization may be designated if there is a group consisting of at least 15 credits of related courses in the program or at least 15 credits which concentrate on a particular body of knowledge not designated by the name of the field. The specialization name may be added for several reasons including: distinguishing the combination from the other SPU programs, distinguishing the combination from programs in other universities, or for particular public information needs.

### **PROCEDURE FOR ESTABLISHING A SPECIALIZATION IN AN EXISTING PROGRAM**

To establish a specialization in an existing master's degree program the proposer(s) should prepare a decision document which covers the following topics:

- Description
- Rationale
- Description of Courses (Catalog Copy)
- Projected Enrollments
- Administrative Considerations (Faculty Loads, Schedules, Budgets)
- Learning Resources Impact

The decision document should be considered by the following groups in the order listed:

- Graduate Committee of School
- School Curriculum Committee
- Curriculum Committee
- SPU Administration

The CC is considered the principal all-institutional faculty review body responsible for full discussion of the proposed field. If the proposal is accepted by CC through approval of the CC minutes, the program will be reviewed by the SPU administration for final determination of acceptance. Upon consideration by the administration the Vice Provost will notify the proposers and appropriate others of the disposition of the proposal.

## **GUIDELINES FOR STUDENT-DESIGNED MASTER'S DEGREE PROGRAMS**

In certain circumstances the University will permit a student to undertake an individually-designed master's degree program. To be considered for approval in a self-designed program the following conditions must be met:

1. the student must present a proposed program which represents a significant area of study;
2. the proposed program of study must be coherent and integrated in nature;
3. there must be adequate faculty and learning resources which will permit the student to meet the degree objectives at a high quality level;
4. the student must have a faculty sponsor who will assist the student in the development of the program and will act as the student's advisor. The faculty sponsor will normally be a member of the sponsoring School. For interdisciplinary programs the sponsoring School will coordinate advisement among participating Schools (Item 6 below);
5. the student must meet the normal University entrance requirements for admission to graduate study;
6. the student must be admitted to graduate study in one of the University's Schools. If that School has no graduate programs and/or no previously determined graduate admission standards, the student must present a GPA of 3.0 in the last 45 credits of coursework taken before requesting admission and must present a GRE score of at least 1000 on the general aptitude test; and
7. the program plan must be approved in advance by an appropriate committee of the sponsoring School and the Graduate Curriculum Coordinating Committee.

### **PROCEDURE**

The student will seek admission to the University for purposes of studying toward a master's degree. After admission, and assuming the conditions of Item 6 above have not been met, the student will get authorization from a faculty member to serve as advisor. The student and faculty member will together develop the proposed program of study. The proposed program will be presented to the sponsoring School's Graduate Committee for approval. If approved by the School committee, the proposal will be considered by the Curriculum Committee (CC). If approved by the CC, the program of study will be authorized and will be registered with Student Academic Services. Upon successful completion of the program plan the student will be granted the appropriate degree. Any changes in the program of study must be approved in advance by the CC.

## SYLLABI

At the beginning of each course, each student should receive a written syllabus. This should include the following:

1. A brief course description (the *Catalog* or other official course description).
2. A statement including the mission of the University (below) and goals of the department/school.  
*Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom and modeling grace-filled community.*
3. A list of learning objectives.
4. A description of the learning activities for which the student is responsible, such as reading, writing projects, group participation, attendance, participation and attentiveness, etc.
5. A description of the instructor's contributions to learning, such as lectures, discussion starters, feedback on writing assignments, accessibility, responsiveness to questions, etc.
6. A listing of learning resource materials, including required and recommended texts, and Blackboard site information, if applicable.
7. A description of evaluation procedures and criteria for grading.
8. Policies and procedures, including
  - a. Excused and unexcused absences, tardiness, class attendance and policies regarding turning in late work.
  - b. Penalties for plagiarism, cheating, and other forms of academic dishonesty.
  - c. Inclement weather and class cancellation policy.
  - d. Emergencies. (See below for example.)  
*In the event of an ordered building evacuation, please follow orders of your instructor. Reporting point for this building is \_\_\_\_\_.*
  - e. Statement on student disabilities. (See below for example.)  
*If you have a specific disability that qualifies you for academic accommodations, please contact Disability Support Services in the Center for Learning to make your accommodations request. Once your eligibility has been determined, Disability Support Services will send a Disability Verification Letter to your professors indicating what accommodations have been approved.*

## THEOLOGICAL REFLECTION COURSE REQUIREMENT (GRADUATE POLICY #11)

SPU's graduate programs exist to give expression to SPU's overall mission of engaging the world with the gospel of Jesus Christ and working for positive changes. First and foremost, they are mission-driven.

While each School and each degree program has its own specific goals and objectives, they share a common mandate. Each SPU graduate program is or aspires to be one of the leading programs in engaging its particular discipline with a theologically informed set of values. In some cases this engagement will result in an alignment with key movements of a particular discipline. In other cases it may lead to a critique of some of the discipline's foundational assumptions. But in all cases the engagement will reflect both a deep knowledge and proficiency in the discipline itself and a rigorous and sensitive application of relevant theological principles and values.

Suggesting that all SPU graduate programs will be characterized by a deep intersection of specific disciplines with theologically informed values does not presuppose that all or even most graduate students will share a Christian worldview. A mix of students – both Christians and non-Christians – offers an ideal context for cultural engagement. Graduate faculty will be adept at listening, learning from others and giving expression to God's truth in language and concepts accessible to Christians and non-Christians alike.

### *Theological Reflection Course Requirement:*

All graduate students will complete at least three credits in graduate courses in disciplinary-focused, Christian thought and practice. These credits can be taken together in a single course or can be separated in one or two-credit modules.

To satisfy this requirement, the course (or module) needs to meet the following criteria:

- (1) the primary focus of the course is to put the specific content and methods of an academic discipline into dialog with the core beliefs and practices of the Christian faith;
- (2) the course is taught from the perspective of SPU's Statement of Faith;
- (3) the course is taught by a faculty member or instructor, including adjuncts, who can affirm the SPU Mission Statement and the SPU Statement of Faith; **and**
- (4) texts for the course shall include the Christian Scripture and significant works of Christian theology or theologically-informed interdisciplinary scholarship.

Such courses should be:

- (1) taught by a practitioner of the discipline in question who also holds a masters-level degree in theology; **or**
- (2) taught by someone who holds a doctorate in theology and possesses some expertise or practical experience in the discipline in question; **or**
- (3) co-taught (along with a regular faculty member from that program) by a member of the SPU School of Theology; **or**

- (4) taught by a faculty member or adjunct without an advanced theological degree but who has received appropriate theological training or engaged in significant and relevant theological study.

To facilitate the implementation of this policy, selected School of Theology faculty will offer a two-day seminar (on an as-needed basis). Faculty who are planning to teach theological reflection courses will be strongly encouraged to attend—either the first time that they offer such a course or on later occasions as they find the need. The first day of the seminar will be designed to deal with major theological loci and Biblical resources appropriate for the work of Christian theological reflection in each discipline. The second day would explore various pedagogical strategies that could enhance the efforts of each discipline to dialogue with the core beliefs and practices of the Christian faith.

*Implementation:*

Student Academic Services will maintain a current list of all approved GP-11 courses. Completion of at least three credits of approved GP-11 will be a graduation requirement.

Each graduate program will submit an annual report to the Office of the Provost covering its GP-11 courses offered during the past academic year including copies of the syllabi, the identity of the instructors, the background of the instructors and such other information as the Provost may request.

Upon receipt of this information, the Provost will convene an advisory committee comprised of faculty from the School of Theology who will review the annual reports submitted by the graduate programs and provide constructive comments and identify possible further resources for teaching the GP11 courses.

Requests for exceptions to this policy should be submitted to the Office of the Provost.

## **UNDERGRADUATE ACADEMIC COUNSELORS**

Every student is assigned a counselor in Student Academic Services who follows the student's progress from admission through graduation. The undergraduate academic counselors assist students and provide support for faculty by planning and facilitating the Early Advising and Registration program for incoming students, advising students during their initial quarter at SPU, evaluating transcripts for transfer students, completing graduation checklists, and awarding honors and degrees. The academic counselors are also responsible for assisting students on academic probation.

## **UNDERGRADUATE STUDENT ENROLLMENT IN GRADUATE CLASSES**

Undergraduate students are normally not permitted to enroll in the University's 6000-level classes. However, under some circumstances undergraduate students of high achievement may be permitted to enroll in no more than 9 credit hours of 6000-level classes. Credit earned by undergraduates in 6000-level classes may be used to meet undergraduate or graduate requirements, but not both.

To be considered for enrollment in a given graduate class the student must have a need for the class congruent with that student's educational plan. Further, the student's presence in the class must not distract from the high quality expected in a graduate level course.

Undergraduate students desiring admission to a particular graduate class must meet all course prerequisite requirements and must have the personal signature of the Dean responsible for the intended course.

Programs whose accreditation standards preclude admission of undergraduate students to 6000-level classes should not admit students to those covered by the accreditation requirements.

Note: This policy is not to be publicly disseminated.