

Academic Policy Manual

Seattle Pacific University

Published by the Office of Academic Affairs

Academic Policy Manual

Table of Contents

Student Policies – All Students	5
Academic Integrity, Complaints, and Appeals	5
Academic Integrity	5
Guidelines and Penalties for Academic Dishonesty.....	5
Appealing Academic Complaint Decisions.....	6
Levels of Appeal	6
Acceptable Evidence	6
Cancellation of Class Sessions.....	7
Disputed Grades.....	7
Emergency Closure Information	7
Inclement weather and remote learning.....	7
Family and Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA).....	8
Confidential Status.....	9
HIPAA	9
Multiple Institution Enrollment of International Students.....	9
SPU Students.....	9
Non-SPU Students.....	9
Posthumous Degrees and Awards	9
Posthumous Degrees	9
Posthumous Awards	10
Nomination/Approval Process.....	10
Miscellaneous Details/Considerations.....	10
Religious Accommodation Policy.....	11
Sick Note Policy.....	11
Student Policies – Undergraduate Students	13
Advising: Student Expectations.....	13
Admission to the Major	13

Field Trip Syllabus and Transportation Policy	16
Degree Status Check	17
Undergraduate	17
Graduate	17
Instruction Time	17
Parental Involvement.....	17
Syllabi	18
Undergraduate Academic Counselors	19
Undergraduate Student Enrollment in Graduate Classes.....	19
Student Policies – Graduate Students	21
Academic Reinstatement.....	21
A Petition Process for Academically Dismissed Graduate Students	21
Class Schedules for Off-Campus Degree Programs.....	22
Comprehensive Examinations.....	22
Specializations in Graduate Degree Programs.....	23
Procedure for Establishing a Specialization in an Existing Degree Program.....	23
Graduate Certificates	24
Certificates of Demonstrated Mastery	24
Certificates of Participation	24
Continuing Education.....	24
Overview of Certificate Levels	24
Theological Reflection Course Requirement	25
Theological Reflection Course Requirement	26
Implementation	27
Faculty-Related Policies	28
Academic Grants Policy for Allocating Indirect Cost Recovery.....	28
Philosophy.....	28
Direct and Indirect Costs of a Supported Project	28
Allocation of Funds Received for F & A Costs	28
Other General Provisions	29
Advising, Faculty Expectations.....	30
Credit Hour Policy	30
Copyright and Patent Guidelines	30

Distribution of Teaching Materials	31
Guidelines for Sales of Secondary Teaching Materials	31
Royalties to the Faculty Member.....	31
Graduate Faculty Requirements	31
Guidelines for Assessing Strong Performance	31
Introduction	31
Minimum standards prerequisite to Strong Performance	32
Requirements for Strong Performance.....	32
Hiring Procedures.....	33
Participation in Faculty Events by SPU Faculty	33
Professional Development Fund (PDF) Policy.....	33
Program Creation Process.....	34
Course and Curricular Changes.....	34

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.

Policies are arranged in alphabetical order. If you have any questions or think that a particular policy needs to be clarified, please contact the Office of Academic Affairs at OAA@spu.edu.

Student Policies – All Students

Academic Integrity, Complaints, and Appeals

Academic Integrity

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, but is not limited to:

- Copying another individual'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 their own
- Committing plagiarism, that is, copying portions of another's words from a published or electronic source without acknowledging that source

It is not dishonest to discuss possible answers to an exam question as part of a study group, to discuss ideas for a paper with other members of the class, or to ask a friend to read a draft of a 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 the student acknowledges the sources with appropriate citations.

Guidelines and Penalties for 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:

- A. The instructor arranges a conference with the student to discuss the incident.
- B. 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 will verify this in writing and no further penalty will be necessary.
- C. If agreement is not reached between the instructor and the student, the instructor may propose a grade penalty against the student by notifying the appropriate school dean in writing with supporting evidence. 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 notification, supporting evidence, and the school dean's written concurrence with the penalty will be sent to the Vice Provost for Academic Affairs for inclusion in the student's personal file. Based on a review of records, if this is determined to be a first offense it will remain in the files of the Vice Provost for Academic Affairs. If the VPAA receives a second notification of a violation of academic integrity the VPAA will notify the Vice President for Student Life, at which time a violation of academic

integrity becomes part of a student's permanent file. The student may appeal this action by following the process outlined under "Appealing Academic Complaint Decisions."

- D. 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 Student Life.

Appealing Academic Complaint Decisions

Expectations and criteria must be faithful to the catalog descriptions of the course and clearly stated in the course syllabus, outline, or individual study agreement, and the faculty member is responsible to correct clerical errors as they occur. The student's first place of complaint is to the faculty member. Student appeals of faculty decisions must be in writing; the intent is always to resolve the appeal at the most immediate level; and academic appeals are allowed only on grounds of unfair treatment against the stated standards, not against the professional judgment of the faculty member.

Levels of Appeal

For appeals on academic decisions such as grades on course activities, evaluations, course grades, and decisions on program admissions, the levels to be followed in order are:

- A. Faculty member(s) at the course level
- B. Department Chair (if applicable)
- C. Dean (Graduate Director first if graduate student)
- D. Vice Provost for Academic Affairs
- E. Provost

Academic petitions regarding general University matters such as decisions on graduation requirements or other Catalog academic regulations may be made in the following order:

- A. Office of the Registrar (Graduate Director if graduate student)
- B. The Curriculum Committee
- C. Dean
- D. Vice Provost for Academic Affairs
- E. Provost

The decision of the Provost in any student appeal shall be final.

Acceptable Evidence

Most academic complaints will be resolved at the level of conference between the student and the faculty member. In the exceptional case when the student appeals a decision, the complaint must be in writing. Before a judgment of error is made against the faculty member, the faculty member will be informed of the appeal and given opportunity to respond. Formal evaluations from a class, course syllabi or assignment sheets, the University catalog, or other forms of written documentation to which both the student and the faculty member had access at the time, will be the most acceptable evidence for a student academic appeal.

Approved by Office of the Registrar and the Academic Leadership Team, April 2022

Cancellation of Class Sessions

Any faculty member who cancels a class session, whether for emergency or other reason, is expected to report the cancellation as soon as feasible to the dean or department chair. Students should be notified via email and, if not notified in advance, faculty should have notice of cancellation placed in the classroom as well. When possible, the University requests that an alternative use of the scheduled class time be suggested or assigned by the faculty member. When a class must be canceled and notice placed in the classroom, and the faculty member's dean, department chair or administrative assistant is not available; the instructor may call the Office of the Provost for assistance.

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, following the appeal process fully described in the Catalog. If the professor of record is the dean the review will be made by the Provost. 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.

Approved by Deans Cabinet, December 2019

Emergency Closure Information

SPU uses the following methods to communicate decisions regarding weather closures:

Text and email: SPU sends text and email messages to contact information entered in SPU-Alert. Messages are labeled "SPU Weather." For information about how to check your contact information in SPU-Alert, see the [SPU-Alert Emergency Notification System webpage](#).

Emergency Closure Hotline: SPU posts inclement weather announcements on the Emergency Closure Hotline: 206-281-2800.

SPU home page: SPU posts notices about inclement weather closures on its home page at spu.edu.

Inclement weather and remote learning

If the campus is closed due to inclement weather, it is permissible for faculty to facilitate student learning remotely. Students will not be penalized if they are unable to participate.

Approved by Academic Leadership Team, April 2022

Family and Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA)

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. If a student has given permission for parents or others to view their educational information faculty are encouraged to include the student in all conversations between the student and the parent, or other individual who has been granted permission.

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
- Email 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 ensure 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.
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 Office of the Registrar 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.

HIPAA

Seattle Pacific University complies with HIPAA (Health Insurance Portability and Accountability 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 University Registrar if there are any questions or concerns about the policy.

Approved by Registrar and Deans Cabinet, December 2019

Multiple Institution Enrollment of International Students

SPU Students

Admitting SPU international students desiring to take more than 18 (undergraduate) or 15 (graduate) credits per quarter cumulative at SPU and another institution must obtain the advance approval from the Office of the Registrar.

Any SPU international student desiring to take less than a full academic course load at SPU must have the advance approval from the Office of Global Engagement (International Student Services).

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.

Approved by Registrar and Director of Global Engagement, December 2019

Posthumous Degrees and Awards

Posthumous Degrees

Posthumous degrees can be considered if the student is very close to completing their degree. Criteria for this recognition include:

- Student must be in good academic standing with the institution at the time of death (GPA, 2.0 or higher)
- Student must have been enrolled at time of death, or their continuous enrollment was interrupted by their injury, illness, deployment, etc.
- UG STUDENT - Must have senior standing and be within 1 quarter of completing, or 85% of degree requirements complete.

- GR/DR STUDENT – Must have completed an adequate amount of research/work toward a thesis, paper, dissertation or comprehensive project as determined by the department/program and college in which the student was enrolled or must be within 85% of degree completion if not required to complete a disquisition.
- Posthumous degrees will not be backdated.

Posthumous Awards

Certificates or awards are generally provided posthumously for students who have not met all degree requirements. When completing a degree is impossible due to age or severe (likely terminal) illness, a certificate may be provided to a student who is living. Criteria for this recognition include:

- Attempting at least 12 credits at the college
- Being enrolled in classes at the time of death
- Being in good academic, disciplinary, and financial standing with the university at the time of death
- The dates of attendance are included on the certificate (for example, Dates of Attendance: September 2013 to June 2016).

Nomination/Approval Process

1. A formal request for a posthumous degree may be recommended by the registrar and approved by the school dean and provost.
2. The student's degree audit shall be reviewed by the Office of the Registrar (for UG students), or the appropriate graduate program (for GR/DR students) to verify program plan and progress toward degree completion.
3. The dean of the college in which the student was enrolled will recommend the candidate for a posthumous degree in the form of a written request to the provost.
4. If approved by the provost, the provost will submit the recommendation to the university president for formal approval. If approved by the president:
 - a. The provost will notify the registrar to begin the process for degree posting and commencement proceedings, if applicable.
 - b. The provost will inform the immediate family of the university's decision and desire to recognize their student with this honor. If the family desires to represent the student and receive the diploma at a commencement ceremony, this must be relayed to the registrar for planning.

Miscellaneous Details/Considerations

- A posthumous degree will be printed in commencement programs within the appropriate college section. If the family chooses not to participate, this award may still be read during the ceremony (unless explicitly requested otherwise by the family). If the diploma/certificate is to be mailed to the family, an appropriate letter from the president or designee should accompany it.
- It is the choice of the president, during the commencement ceremony, to either acknowledge the loss of each student, or all deceased students at the onset of the ceremony without announcing each student's name.

- If the student had financial debt to the university, the debt will be waived.
- Exceptions to the aforementioned minimum requirements may be considered in special cases, with support of the dean and provost and approval of the president.
- The statement “*awarded posthumously*” will be printed on the student’s academic transcript, but no mention will be made on the diploma.

Approved by Registrar and Senior Leadership Team, April 2018

Religious Accommodation Policy

Students who would like to request an accommodation for a religious holiday (e.g., request that an exam scheduled for a religious holiday be rescheduled) should make a written request within the first two weeks of the course pursuant to SPU’s Academic Schedule Religious Accommodation Policy. The policy is posted in the undergraduate Student Handbook at <https://spu.edu/administration/office-of-student-life/handbook/behavioral-community-expectations/university-policies> and in the [Graduate Student Handbook](#).

Required by law, September 2018

Sick Note Policy

Health-Related Absences—Doctor’s Notes:

While faculty may establish course-specific absence policies, **they are prohibited from requiring students to provide notes from doctors or other healthcare workers as explanations for class absences.** Faculty are nevertheless encouraged to offer absence-policy exceptions at their own discretion, but this grace cannot be predicated on the student’s acquiring a doctor’s note.

The student/faculty relationship should be characterized by mutual trust, so for the sake of respecting student privacy, Faculty may not request information regarding a student’s health beyond what the student voluntarily offers or what information is communicated by Disability Support Services.

If there are concerns about a student’s health based on any classroom behaviors, such as frequent absences, faculty should utilize our established support networks, including the Early Alert system, our Student Support and Safety team (SST), and/or Disability Support Services (DSS).

The Admissions, Advising, and Retention committee (AARC) and Faculty Council have compiled the following expectations and suggestions for faculty and departments.

Expectations

- Faculty are expected to be clear in their syllabi about their attendance policy.

- Chairs/Deans need to alert adjunct faculty to this policy, the expectation for clarity in the syllabi surrounding excused absences, and suggestions for mitigating against potential student abuse of this sick note policy. (See the suggestions below.)

Suggestions

We provide the following as examples of ways to mitigate against students potentially abusing this policy.

- a. A common practice among faculty and departments is to allow for a fixed number of absences without penalty and without the need for them to be excused. (For example, the Writing Program uses one full week's worth of class time of allowed absences for any reason. This would be two or three class sessions depending on if it is a MWF, or TTh course.) The faculty member would then direct students with illnesses or crises beyond that number to DSS or SST. DSS or SST would then reach out to the relevant faculty with verification of the need for extended excused absences. Here is potential wording to be included in syllabi.

If you have an illness or injury that causes multiple absences, you may qualify for temporary or permanent accommodations. Disability Support Services can help you with the process. Please contact them at dss@spu.edu. Those with a chronic illness should contact DSS early in the quarter regardless of whether they think they will need the absences.) If you have a personal or family crisis that impacts your academic work, then please contact the Student Support and Safety Team (SST) (sst@spu.edu).

- b. Allow/provide alternatives to attendance or in-class activities.
- c. Establish an attendance policy as a department or school to encourage consistency across courses (and with adjuncts).
- d. Talk about the absence policy upfront in classes so that students are very aware of the policy.

Approved by Academic Advising and Retention Committee and Faculty Council, April 2024

Student Policies – Undergraduate Students

Advising: Student Expectations

Academic advising begins before new students arrive on campus in the fall. Through the New Student Advising process (detailed elsewhere), accepted students register for a schedule during the summer prior to their first Fall term. Registration opportunities are offered by academic counselors and faculty advisors through direct registration and one-on-one Zoom appointments.

All incoming students are assigned to faculty advisors before their first term of attendance, based on their declared or intended major. These assignments are made in consultation with department chairs or other program leaders, taking into account existing faculty advising loads, sabbaticals, and other factors.

Students will have an “advisor hold” requiring them to meet with a faculty advisor prior to registration each term that they meet any of the following criteria:

- 1) fewer than 45 earned credits at SPU;
- 2) no indication of major or intent;
- 3) academic probation; or
- 4) have earned less than a 2.0 GPA in their most recent term at SPU.

After meeting with each advisee, faculty lift the advisor hold in Banner which allows students to register at their scheduled time. Students are encouraged to continue to consult with their faculty advisors regularly until graduation, hold or not, and many choose to do so. If students want to change their major and/or their advisor, there are tools to make those changes as part of the Banner Degree Check.

The application for graduation (described elsewhere) sets in motion a process for academic counselors and faculty advisors to audit the Banner Degree Check (also available to students) for each part of their curriculum (General Education, major, minor) and to inform students of requirements yet to be completed. Because the audits auto-populate in real time, students are encouraged to regularly access up-to-date information about their degree requirement progress in Banner throughout their academic journey.

Approved by Director of General Education, September 2022

Admission to the Major

To attend to these challenges, SPU embraces a philosophy, practices and processes that create a clear and simplified, institution-wide approach to entering a major. From this perspective, students should be able to enter most majors if they are in good academic standing at the university. This approach identifies two types of majors – open majors and limited enrollment majors.

The goals of the major admission policy are to:

- Create a set of guidelines applied consistently across the university to govern how students enter a major;
- Communicate these guidelines effectively to students;
- Create a sufficient body of majors open to students with GPAs in the 2.0-2.5 range;

Pathway 1: Open Majors

Most majors at SPU will be open majors. Students will be able to enter these majors anytime they are in good academic standing, i.e., with a 2.0 cumulative GPA. The following guidelines apply:

- Students may declare an open major at any time, once they are able to register at Seattle Pacific University.
- To remain in the major, students must be in good academic standing.
- Prerequisite courses
 - As is current practice, courses in the major may have prerequisites, and students will be expected to successfully complete these courses (and remain in good academic standing) in order to enroll in successive courses. In other words, while students can elect to enter a major at any time, they must successfully pass all required courses with a C- or better.
 - Courses transferred from another institution will be acceptable to fulfill major requirements, unless specific documented reasons *require* the course be only taken at Seattle Pacific. These limitations must be documented in the course catalog.

Pathway 2: Limited Enrollment Majors

- A primary goal is that all students can graduate in four years (except majors that require more than 180 credits). At times, in order to achieve this goal, certain programs will find it necessary to limit enrollment. Some programs are limited by external factors and others by internal constraints, both of which are described below. **Limited enrollment majors** require students to satisfactorily complete minimum requirements to apply and compete with the entire applicant pool for a limited number of spaces. A program that is deemed limited enrollment must demonstrate at least one of the following conditions:
 - External constraints: The department can identify an external constraint that requires a limit to the number of students that can be accepted into its program. An *external constraint* is an element of the program that is beyond the control of the faculty/dean, such as clinical placements, standards in an accrediting body or the number of “stations” available to a student (such as found in lab or lab-type courses).
 - Capacity limitations or other internal constraints. These programs have internal constraints that limit their ability accept all students seeking to enroll. These constraints can include factors such as insufficient faculty load, limited adjunct availability, class size limitations, pedagogical concerns and a lack of other needed resources. Some of these

factors may independently determine whether a program is capacity constrained, though in most cases it will likely be a combination of factors.

Markers of a program that is nearing capacity include:

- The program can only accept all eligible students if a new hire is made, as demand for current courses exceeds available staffing;
- Certain bottleneck courses have been identified but the department lacks and cannot obtain the resources needed to eliminate these constraints;
- A department is unable to fulfill its obligation to support general education;
- It is generally expected that the use of adjunct faculty can increase capacity in a major. However, if adjuncts are not available it may be difficult to meet demand for various courses in a major.
- A majority of required courses exceed 35 students per section. It is noted that some courses will be identified as those that can take significant capacity and would not be subject to this limit, and some courses (e.g. lab-based courses) have opportunities for students to learn in smaller sections.
- A majority of the department's undergraduate faculty have advising loads that exceed 30 students.

A goal of this policy is to create a transparent understanding of how and when a program is considered capacity constrained and, thus, a limited enrollment program. To achieve this goal, when a department believes it is nearing or at capacity, it can apply to limit the number of majors it can accept. To apply, the department prepares an application to the appropriate dean, including relevant information regarding: number of majors, course enrollments, advising loads, staffing data (adjuncts, changes in faculty), inability to offer required courses consistently, etc. If the dean concludes that the department's program should be designated a limited enrollment program, the application is forwarded to the Admission, Advising and Retention Committee (AARC) for review and a response. The application and the AAR response are submitted to the Provost. The Provost makes the final decision as to whether a department can be designated as a limited enrollment program.

If the department is designated as offering a limited enrollment program, the department will identify how it proposes to limit the number of majors it can accept; this methodology will require Provost approval.

A program will be deemed a limited enrollment program for three years. After three years the designation will be reviewed by the dean and Provost. If the capacity constraints are still in effect after three years, the program may continue to limit the number of majors it may accept. If after a review it is determined the limits are no longer necessary, then the designation will be lifted. While all limited enrollment programs will be reviewed every three years, if a program determines it is no longer necessary to limit the number of majors it accepts prior to three years, the designation may be lifted. Decisions made in year three will be implemented in year four. The documents required for this review will be similar to those used when the department first requested the designation.

Additional Governing Policies for Open and Limited Enrollment Majors

- Departments with limited enrollment majors may utilize an admission process with standard applications and a limited period(s) where applications are accepted.
- Faculty will have the prerogative to accept students into any major if they do not meet all entrance requirements. These exceptions will be determined by department faculty on a case-by-case basis.
- These policies will not affect direct admission procedures that are in place.
- Departments will be encouraged to include a “continuation policy” on their websites. E.g., Students must earn a minimum 1.7 (C-) grade in all courses required for the major.
- Courses may be repeated only once. All students in the major must maintain good academic standing (cumulative SPU GPA of at least 2.0). Failure to do so results in academic probation.
- The faculty Admissions, Advising, and Retention Committee is responsible for reviewing any prerequisite requests.
- Faculty advisor holds in Banner will be in place until a student completes a minimum of 45 SPU credits and is in a major. This ensure all first-year and pre-major students are advised by a faculty advisor.

Approved by Deans Cabinet, January 2019

Field Trip Syllabus and Transportation Policy

If a faculty member wants to include a field trip as a required part of an SPU course, the faculty member should describe the field trip in the syllabus and require that students acknowledge in writing at the start of the course that they understand the field trip is a required course component. Separate waivers and permission slips generally are not collected for required course field trips, but the faculty member should keep records of all written syllabus acknowledgments from students. If a faculty member wants to offer a voluntary field trip (in connection with a course, or independent of a course), the faculty member should consult with the Office of Business and Finance in advance whether a waiver is needed.

In general, students should be required to arrange their own transportation to and from a field trip location. If a faculty member wants to coordinate transportation of students to and from field trip locations, the faculty member should consult with the Office of Business and Finance in advance regarding criteria for approved drivers and approved vehicles. The Office of Safety and Security coordinates screening for approving SPU students and employees as drivers. Screening requirements include a valid driver’s license, an acceptable driving record check, and a completed driving test. Contracts for hiring buses or shuttles need to be reviewed and approved in advance by the Office of Business and Finance.

If applicable, faculty members should begin the process of working with the Office of Business and Finance and/or the Office of Safety and Security several weeks in advance to allow adequate time to complete preparations.

Approved by Office of Business and Finance, September 2022

Degree Status Check

Undergraduate

Students' progress towards graduation is tracked in Banner. The Undergraduate Degree Status Check can be accessed by the student and his/her advisor when logged into Banner. The Degree Status Check reflects information in the student's SPU records and transferred coursework to show which requirements have been fulfilled, which are in progress, and which are outstanding for graduation.

Students are expected to apply for graduation when they have earned 105 credits and have been admitted to all sought major(s) and minor(s).

Once the student submits the graduation application online, the academic counselor provides an audit of remaining general requirements and requests an audit of remaining major/minor requirements from all faculty advisors. To provide timely service to students, so that students can create course plans for graduation with a full understanding of remaining degree requirements, the major/minor audits should be completed within three weeks of the request. The audit is logged in the Degree Status Check, and instruction are included in an email the student received from academic counseling.

Graduate

Degree checks are conducted by the schools who forward lists of qualified graduates to the Office of the Registrar so degrees can be posted, and diplomas conferred.

Approved by Office of the Registrar, April 2022

Instruction Time

The Northwest Commission on Colleges and Universities (NWCCU) Credit Hour Policy can be found [here](#).

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 permit direct parental presence in proceedings dealing with academic matters, unless the student has granted permission (see above section on FERPA).

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](#) on our Office of the Registrar webpage. Additional information about this federal law may be found at the United [States Department of Education website](#). SPU also follows [HIPAA policies](#) (The Health Insurance Portability and Accountability Act).

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

- [Parent & Family Network](#)
- [Activities for student involvement](#)
- [Career Development Center](#)
- [Campus events calendar](#)

Parents may address any questions about this statement to the Dean of Students for Community Life, (206) 281-2845.

Syllabi

Each class is required to have a syllabus that will be accessible to students at the beginning of the course. 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, 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. *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. *Example: If you have a specific disability that qualifies you for academic accommodations, please contact Disability Support Services in the Academic Support Center 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.*
- f. Students who would like to request an accommodation for a religious holiday (e.g., request that an exam scheduled for a religious holiday be rescheduled) should make a written request within the first two weeks of the course pursuant to SPU's Academic Schedule Religious Accommodation Policy. The policy is posted in the undergraduate Student Handbook at <https://spu.edu/administration/office-of-student-life/handbook/behavioral-community-expectations/university-policies> and in the [Graduate Student Handbook](#).

Approved by Deans Cabinet, Office of the Registrar, Office of Faculty Life, December 2019

Undergraduate Academic Counselors

Every student is assigned an academic counselor in the Academic Support Center who follows the student's progress from admission through graduation. Though the academic counselors often assist with course selection, their primary focus is on initial student enrollment through the New Student Advising (NSA) program, direct interventions with students experiencing academic difficulty or at risk of not persisting, degree completion initiatives, policy issues, academic petitions, general academic navigation, and support to faculty around questions of advising, degree completion, and student persistence.

Approved by Director of the Academic Support Center, September 2022

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 in good academic standing 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. Undergraduate students desiring admission to a particular graduate class must meet all course prerequisite requirements and must submit a petition to the Office of the Registrar prior to registration. The petition must be signed by the student's academic counselor and a designated individual from the department to ensure instructor approval. There may be programs whose accreditation standards or policies preclude admission of undergraduate students to 6000-level classes.

Catalog

This policy addresses the question of whether or not departments can apply undergraduate credits to graduate degrees in order to reduce the overall credit burden for students.

- According to SPU policy, undergraduate credits cannot be applied toward a graduate degree. Some programs require prerequisite or competency-based knowledge, which can be completed through undergraduate studies. These prerequisites or competencies do not reside in the graduate catalog.
- For example, a program could state that students must meet particular prerequisites or competencies through any of the following: undergraduate transcript evaluation, graded 5000 level courses, certificate programs, etc. (programs can name what they will accept).
- Competencies can be listed in degree check with a note such as the following: *“Fulfill with prior coursework or parallel SPU CE courses.”* Due to character limits in degree check, these notes must be brief.
- Exceptions to the SPU policy may allow undergraduate students to apply graduate course credit to their degree, as outlined in the Academic Policy Manual. Petitions must be submitted to the Office of the Registrar prior to registration. The petition must be signed by the student’s academic counselor and a designated individual from the department.

Approved by the Graduate Curriculum Committee, May 2022

Student Policies – Graduate Students

Academic Reinstatement

A Petition Process for Academically Dismissed Graduate Students

An academically dismissed graduate student may seek academic reinstatement to Seattle Pacific University through petition and will be required to meet the following criteria:

- The student must provide a written personal statement. The statement should address the circumstances that led to their academic dismissal and their current plan for improved academic success. The student should include a statement of how things are/will be different upon their return, along with information on program plan changes, a current resume, outside work, academic advising, and any relevant information that would aid the Committee in considering the petition. Any documentation to support the statement(s) needs to be included.
- The student must include a one-quarter academic plan, outlining the courses they propose to take the quarter of reinstatement and any specific resources they will utilize to ensure improvement if reinstated. These resources could include: work with the program chair, schedule appointments with a mental health professional, etc. This explanation is very important and should be as complete as possible. The student must sign and date the petition.
- The student must attach the appropriate supporting documentation (if applicable). *The student should keep copies of these documents for their records.*
 - Death in the family: Provide a copy of the obituary, funeral announcement or death certificate.
 - Disabling illness or injury to the student: The student's licensed health care professional should submit a statement documenting the condition.
 - Disabling illness or injury to an immediate family member that required the student's care: The family member's licensed health care professional should submit a statement documenting their condition.
 - Emotional or mental health issue (for the student) that required professional care: The student's mental health counselor should submit a statement documenting the condition and their professional opinion as to the student's ability to return to school and succeed.
- Other unusual circumstances beyond the student's control: Provide any documentation needed to support the claim, if possible. Examples: if a fire or natural disaster occurred at the student's home, a statement from the insurance agent. If involving a legal matter, a statement from the student's attorney or the police report. If the problem is related to work or childcare, a supporting letter from the employer or childcare provider should be provided.

Appeals for reinstatement must be submitted in their entirety by the following deadlines:

Return for Autumn quarter enrollment	July 15
Return for Winter quarter enrollment	October 15
Return for Spring quarter enrollment	January 15
Return for Summer quarter enrollment	April 15

Reinstatement will be considered no earlier than one quarter following dismissal.

The school's committee's decisions regarding reinstatement are final. Dismissed students who submit a petition will be notified of the decision in writing. If reinstated, the student will be placed on a "probation" status for the duration of their first quarter.

The student's only interaction with the reinstatement committee will be in writing. The committee members will remain anonymous, and the graduate programs manager will be the student's liaison to the committee.

Approved by the Deans Cabinet and Office of the Registrar, December 2019

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.

Approved by Deans Cabinet, Office of the Registrar, December 2019

Comprehensive Examinations

Certain graduate 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 described in the Graduate Catalog or program/department handbook.
2. School policies regarding comprehensive examinations, if any, are to be developed by the relevant program/department faculty and administered by a representative faculty or staff member from that program/department.
3. Timing of student comprehensive examinations will be determined according to the handbook relevant to the specific program/department.

4. Students are responsible for scheduling comprehensive examinations in conjunction with their program/department schedule and paying any associated fees. Scheduling of examinations must be completed at least four weeks before the examination is to be administered, provided this is congruent with program/department policies. The program/department handbook will provide details in cases where comprehensive examinations are scheduled by the academic program/department.
5. Program/department handbooks will describe specific policies in cases when students fail a comprehensive examination or portion of an examination. Consequence may include remediation or specified periods of time before a student can repeat the examination.
6. The relevant program/department handbook will provide details regarding the process for evaluation of comprehensive examinations, possible types of examinations, and the number of times a student may retake the exam.

Approved by Academic Leadership Team, April 2022

Specializations in Graduate Degree Programs

All graduate 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.

A specialization may be designated if there is a group consisting of at least 12 credits of related courses in the program or at least 12 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.

Approved by Academic Leadership Team, April 2022

Procedure for Establishing a Specialization in an Existing Degree Program

To establish a specialization in an existing graduate 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:

1. Graduate Committee of School

2. School Curriculum Committee
3. Graduate Curriculum Committee
4. Provost

The Graduate Curriculum Committee (GCC) is considered the principal all-institutional faculty review body responsible for full discussion of the proposed field. If the proposal is accepted by GCC through approval of the GCC minutes, the program will be reviewed by the Provost 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.

Graduate Certificates

Certificates of Demonstrated Mastery

Students who complete 12 or more credits in a program with graded courses at the 6000 level will be eligible for a *Graduate Certificate*. Those who complete 6 or more credits in a program with graded courses of 5000 level credits, or some combination of 5000 and 6000 level credits, will be eligible for a *Professional Development Certificate*.

Certificates of Participation

Students who complete ungraded courses at the Continuing Education 0000 level are eligible to receive *Certificates of Participation*. These certificates recognize completion, not mastery. This includes CEU courses.

Continuing Education

Continuing education (CE) programs that are approved and/or regulated by professional organizations (e.g., American Psychological Association, Council on Marriage & Family Therapy) or state/governing bodies (e.g., such as in the School of Education) may be located within the schools or departments. In these cases, the schools/departments are responsible for maintaining congruence with their regulatory bodies and tracking all CE that is awarded. Such CE certificates do not appear on SPU transcripts.

Students who receive certificates are not eligible to participate in university commencement ceremonies, which are designed for students earning degrees. However, departments may choose to include students receiving certificates in their year-end celebrations.

Overview of Certificate Levels

Course Level	0xxx	5xxx	6xxx
Mastery Demonstrated	None/Attendance	Graded	
Credit Minimum	0	6+	12+
Recognition	Participation Certificate/ CEU or CE	Professional Development Certificate	Graduate Certificate

0xxx ZERO CREDIT, UNGRADED; CE; or CEU's (clock hours)	5xxx CREDIT, GRADED Professional Development	6xxx CREDIT, GRADED Graduate Level
Participation Certificate Records kept in CE software (Destiny) or within the department who holds the approving accreditation	Professional Development Certificate 6 or more credits; Appears on transcript to recognize demonstrated mastery in the subject. A certificate may be issued by the academic unit at SPU (within branding standards).	Graduate Certificate 12 or more credits; Appears on transcript to recognize demonstrated mastery in the subject. A certificate may be issued by the academic unit at SPU (within branding standards).
No admission criteria	Bachelor's degree req'd for admission; other req'ts may be expected based on the nature of the program	Bachelor's degree req'd for admission; other req'ts may be expected based on the nature of the program
Students are listed as non-matriculated	Students are listed as non-matriculated	Students are matriculated into the graduate certificate program
May not be applied to subsequent graduate degree program requirements	Up to 12 credits may be applied to subsequent graduate degree requirements subject to grading standards (Note: A maximum of 15 credits earned as a non-matriculated student are potentially applicable to a degree)	All credits are applicable to subsequent graduate degree requirements subject to grading standards

Approved by the Graduate Curriculum Committee, April 2022

Theological Reflection Course Requirement

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

The Office of the Registrar will maintain a current list of all approved Theological Reflection Courses (TRC). TRC are indicated via CourseLeaf on the course form. Reports are pulled annually to fulfill this requirement. Completion of at least three credits of approved TRC are a graduation requirement.

Each graduate program will submit an annual report to the Office of the Provost covering its TRC 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 TRC.

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

Approved by Academic Leadership Team, April 2022

Faculty-Related Policies

Academic Grants Policy for Allocating Indirect Cost Recovery

Philosophy

Seattle Pacific University seeks to encourage and support academic grant writing related to the mission and goals of the University and to ensure that facility, administrative and other support costs associated with grants are adequately funded. Grant writing is a scholarly endeavor that engages the culture through the support and dissemination of faculty and student scholarship. 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 Supported Project

Direct costs are clearly defined in the supported project budget. They include research expenses such as personnel, travel, participant incentives, equipment, and materials. In calculating direct costs, the cost recovery for faculty load release should be based on faculty salary and not on the costs of securing replacement adjunct instructors.

Indirect costs associated with the facilities and administration (F & A costs) of a supported project defray the general operating costs required to run the university that are not associated with a particular grant. They include costs for services, administration and facilities that provide the infrastructure required to undertake the supported project. These costs are incurred by the central administration of the University as well as the specific school/college and department that receives the grant. Costs associated with facilities, equipment, depreciation and administrative costs are permitted in most grants, and granting agencies dictate the percentage of the grant budget that is allowable for these indirect costs. SPU expects that all grant proposals will include the maximum allowable F & A cost recovery.

Allocation of Funds Received for F & A Costs

To provide institutional support to faculty grantees, SPU's policy is to allocate F & A cost recovery as follows:

- 10% of the F & A cost recovery to University Advancement in the case of institutional grants or to the Center for Scholarship and Faculty Development in the case of academic supported projects to offset costs related to supporting grant submission and administration for the specific grant and all other supported projects;
- 45% of the F & A cost recovery to the non-academic budget; and
- 45% of the F & A cost recovery to academic budgets.

The F & A costs allocated to the non-academic budget will be distributed as follows:

To be credited to the general University budget and used as approved by the Provost upon recommendation from the Office of Business and Finance.

The F & A costs allocated to academic budgets costs will be distributed as follows:

To fund facilities and administrative costs in the academic area that cannot be easily allocated to a single grant. These include the administrative costs associated with the management of active SPU academic grants or the facilities' costs associated with carrying out the grant which are so embedded into the general workings of the university (phone, lighting, technology, office space) that they cannot be allocated to a single grant.

1. 45% (i.e., 45% of the 45% of F&A cost recovery allocated to academic budgets) to the department receiving the grant to be used for Permissible Purposes. As used herein, Permissible Purposes include:
 - a. to offset costs, not covered by the grant, incurred in grant preparation and post grant administration such as training, tracking expenses and report preparation;
 - b. to offset costs incurred in supporting further grant writing;
 - c. to provide matching funds to support future grant requests; and
 - d. to fund projects to encourage research and related scholarship.
2. 25% (i.e., 25% of the 45% of F & A cost recovery allocated to academic budgets) to the School, College or Division to offset costs incurred in the preparation and administration of the grant such as budget calculations and report preparation or other Permissible Purposes.
3. 25% (i.e., 25% of the 45% of F & A cost recovery allocated to academic budgets) to the Office of the Provost to offset costs it incurs in creating and supporting an office of supported programs that serves the academic community as a whole and for other Permissible Purposes.
4. 5% (i.e., 5% of the 45% of F & A cost recovery allocated to academic budgets) to the library to offset the indirect costs it incurs in supporting academic grants.

Other General Provisions

1. The Provost and Vice President for Business and Finance must approve an allocation of F & A costs that varies from the above policy including a waiver for maximum F & A cost recovery as part of a grant proposal.
2. All budget allocations related to F & A costs will be treated as temporary budget until the level of F & A costs 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 F & A costs in designated accounts at fiscal year-end will be carried forward to the new fiscal year, but only to the extent Academic Affairs operating budgets as a whole are not in deficit. The same principle applies to F & A costs allocated to central University budgets.
4. There shall be an annual review with the Provost of the revenues and expenses related to academic grant writing.

Approved by the President and Senior Leadership Team, November 2014

Advising, Faculty Expectations

The academic advising program is designed to promote success by helping students navigate their academic careers and providing vocational assistance and guidance. All undergraduate students are assigned two academic advisors: a faculty advisor and an academic counselor. Faculty advisors serve as a student's primary advisor, providing general academic advising on both General Education and major/minor requirements, assistance with course selection, disciplinary direction, and vocational guidance. As part of their contracts, all regular faculty members, except those in their first year of employment, are expected to participate in academic advising. Faculty advising is administered by the Director of the Academic Support Center with assistance from the faculty membership of the Admissions, Advising, and Retention Committee (AARC) and with the support of the academic deans.

Though the academic counselors often assist with course selection, their primary focus is on initial student enrollment through the New Student Advising (NSA) program, direct interventions with students experiencing academic difficulty or at risk of not persisting, degree completion initiatives, policy issues, academic petitions, general academic navigation, and support to faculty around questions of advising, degree completion, and student persistence.

To be effective advisors, faculty must be knowledgeable about institutional policies, procedures, degree and curriculum requirements, and campus resources available to students. All new faculty advisors receive training and are provided with shadowing opportunities during the winter/spring of their first year. The Director of the Academic Support Center and the Academic Counseling Team remain available to support new and continuing advisors with questions and ongoing training opportunities. While new digital resources in support of advisors are in development, the [Undergraduate Faculty Advisor Handbook](#) remains the best comprehensive resource for information on academic advising.

Approved by Director of the Academic Support Center, August 2022

Credit Hour Policy

The Northwest Commission on Colleges and Universities (NWCCU) Credit Hour Policy can be found [here](#).

Copyright and Patent Guidelines

Copyright and patent laws are complex and can be challenging for faculty to navigate. The SPU Library has a copyright guide (<https://spu.libguides.com/copyright>) to assist faculty with questions related to copyright in education. It includes topics such as copyright basics, the in-class exception for face-to-face teaching, the TEACH Act, applying fair use, and knowing when and how to request permission. Linked from this guide are additional guides related to course materials in online teaching and to authorship of copyrighted works. The SPU Library is a resource to assist faculty with understanding and complying with copyright law.

The copyright guides are reviewed periodically by University counsel, which is responsible to recommend necessary amendments. These guides are meant to inform and clarify copyright law and its uses for SPU faculty but are not meant to be legal advice. If you have specific questions that these guides do not address, you may wish to seek legal advice.

Approved by Academic Leadership Team, April 2022

Distribution of Teaching Materials

Faculty members are responsible to prepare and distribute syllabi or course outlines for all on-campus courses. Additional materials such as study guides, handbooks, workbooks, manuals, lecture notes, extended bibliographies, and similar materials must be sold to students through the bookstore.

Guidelines for Sales of Secondary Teaching Materials

Handout Standards: University-funded course handouts during a quarter are permissible, providing the total does not exceed ten pages per student per course, excluding tests and quizzes. Courses which are being taught for the first time at Seattle Pacific may exceed these limits with approval of the dean.

Royalties to the Faculty Member

In order for the faculty member to receive royalties for individually prepared teaching materials, copyright must be registered by the faculty member. For self-designed, copyrighted teaching aids distributed by a book publisher, royalties will be as negotiated with the publisher.

Approved by the Office of Risk Management, April 2022

Graduate Faculty Requirements

For graduate programs with secondary accreditors, SPU will maintain compliance with the number of graduate faculty required per degree program.

Guidelines for Assessing Strong Performance

Introduction

According to *Faculty Handbook* (15.1) step advancements within rank are awarded in part on the basis of “strong performance”:

While *eligibility* for a step advancement is based on years at rank and educational preparation, *earning* a step advancement is based on merit, as defined for each rank (see Section 6.3.1, 6.3.2, and 6.3.3). Recommendation for step advancement by the academic dean to the Provost is based on *strong*

performance relative to the standards at the appropriate rank, determined by annual and periodic review documents, including PDPs, self-assessments, and annual evaluations (*italics added*).

Strong performance is determined first by the attainment of minimal standards in each of **four** areas (numbered below). Second, strong performance must be demonstrated beyond the minima in one or more of these areas, as determined by the academic dean. In rare cases, Deans may recommend to the Provost that an exception be made to satisfying all of these minimal standards.

Minimum standards prerequisite to Strong Performance

1. For teaching, the prerequisite is documentation of (A) a record of successful teaching and consistent strong student evaluation scores; and (B) focused efforts on improvement or innovation in the achievement of student learning outcomes. The Professional Development Plan (PDP) will include one or more goals related to such growth, and strong performance will entail significant progress toward their accomplishment, as determined in the self-assessment and annual review processes.
2. For advising, the minimum requirement is (as appropriate to each faculty member) a PDP that includes goal(s) for the improvement of advising and documentation that advisees are being served adequately.
3. For scholarship, the minimum requirement is a PDP that sets out measurable goals for scholarly or creative products (consistent with departmental standards), with the achievement of an appropriate number of these goals as determined in the self-assessment and annual review processes.
4. For service, the minimum standard is service to a local church community and one significant university-wide (including but not limited to committee membership) or one substantial departmental service role, in each case, appropriate to academic rank and appointment. In unusual cases and with departmental approval significant service to the community may substitute for service directly to the university. Service also requires attendance at (or being officially excused from) New Student Convocation, Day of Common Learning, Faculty In-Service, Ivy Cutting and Commencement as well as school or department meetings.

Requirements for Strong Performance

Beyond the prerequisite minima above, strong performance is defined as including additional, particularly noteworthy contribution(s). As examples, these could include especially innovative approaches to student learning, documentation of particularly effective teaching, evidence of strong mentoring, development of new courses or programs, attendance at workshops that bring improved teaching practices back to campus, scholarly products in excess of the minima, collaborative research across departments, research that involves student researchers, or special service roles at the program or university level. Strong performance illuminates the unique contributions made by faculty members.

Approved by Deans Cabinet, December 2019

Hiring Procedures

For current faculty recruitment and hiring policies, see section 3 of the [Faculty Employment Handbook](#).

Participation in Faculty Events by SPU Faculty

1. All faculty who are contracted for at least a .75 FTE (including tenured faculty, untenured tenure-track faculty, faculty hired on a series of term contracts and faculty serving under their first contracts) are required to participate in all events where participation is expected of full-time faculty (e.g. new student convocation, faculty retreat, commencement, in-service day).
2. All part-time faculty who are contracted for at least a .5 FTE appointment and all faculty on sabbaticals are strongly encouraged to participate in faculty events.
3. Adjuncts and faculty hired on less than a .5FTE contract may be invited to participate in select faculty events with the approval of the appropriate Dean (and in the case of the faculty retreat and the in-service day, the approval of the Office of the Provost).
4. Requests for excused absences should be directed to the appropriate Dean who is authorized to excuse attendance where appropriate.

Professional Development Fund (PDF) Policy

PDF funding (prorated for faculty working at less than 1.0 FTE) will be provided for all regular faculty who meet one of the following criteria: (a) faculty who are tenured or tenure-track and who are completely up-to-date on their reviews, (b) faculty hired on one, two or three year contracts who have been here at least three consecutive years and who are completely up-to-date on their reviews (i.e. third-year review and subsequent five-year reviews), or (c) part-time faculty (.5 FTE or greater) on year-to-year contracts who have been here at least three consecutive years and who have completed all of the reviews that would otherwise have been required had they been full-time faculty members.

Approved by Deans Cabinet, December 2019

Program Creation Process

Course and Curricular Changes

Abbreviation Key: SCC (School Curriculum Committee); CC (Curriculum Committee); 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	
Any change that impacts more than one department or school:										
Required	X	X	X	X					X	
Adding a new course:										
Required	X	X	X	X	X					
Elective	X		X	X	X					
Inactivating a course:										
Required *	X	X	X	X						UGCC: Report only
Elective *	X		X	X						UGCC: Report only
Increasing course credits:										
Required	X	X	X	X	X					
Elective *	X		X	X						UGCC: Report only
Decreasing course credits:										
Required	X	X	X	X	X					

Elective *	X		X	X						UGCC: Report only
Corequisites:										
Adding	X		X	X	X					
Removing *	X		X	X						UGCC: Report only
Prerequisites:										
Adding	X		X	X	X					
Removing *	X		X	X						UGCC: Report only
Equivalences:										
Adding *	X		X	X						Cross-Curriculum Approval may be necessary UGCC: Report only
Removing *	X		X	X						Cross-Curriculum Approval may be necessary UGCC: Report only
Special approval *	X		X	X						UGCC: Report only
Grading modes (changing, adding, removing) *	X		X	X						UGCC: Report only
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. UGCC: Report only
Course restrictions (changing, adding, removing)*	X		X	X						Cross-Curriculum Approval may be necessary UGCC: Report only
Course title change*	X		X	X						Course content should not be changing or only have minimal changes. UGCC: Report only
Course fee change	X		X	X						
Course description:										
50% or less is changing*	X		X	X						UGCC: Report only
51% or more is changing	(see notes)		X	X	X					This is a new course; see above for adding new course

Course attributes:											
Requesting WK, WE, CUE attribute	X		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		W attributes can be approved by DCW. Submit one CourseLeaf form to request multiple attributes, but include all necessary attachments	
Removing W attribute *	X		X	X				X		Removing W attributes can be approved by DCW. Submit one CourseLeaf form to request multiple attributes, but include all necessary attachments	
Requesting HON attribute	X								X	X	HON attributes can be approved by DH. Submit one CourseLeaf form to request multiple attributes, but include all necessary attachments
Removing HON attribute *	X								X	X	Removing HON attributes can be approved by DH. 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/	(see notes)	X	X	X	X						You must also submit course change forms for any course changes as described above

focus/emphasis, major, grad program, or degree										
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.

Revised and approved by the Curriculum Committee of Faculty Council, January 2023

