



Corwin-School Improvement Network Online Course Syllabus – Version: 8.20.11

Growing Dendrites: 20 Instructional Strategies That Engage the Brain featuring Dr. Marcia Tate

Seattle Pacific University

1-800-482-3848 to register for credits or download the online registration form here:

<http://www.spu.edu/depts/soe/spiral/registrationfinancial/SpiralWin06Reg.pdf>

Course Information:

Course Subject and Number - EDCT 5110

Number of Quarter Credits Offered for the Course - 3 graduate credit hours

Complete Course Title - Growing Dendrites: 20 Instructional Strategies That Engage the Brain with Dr. Marcia Tate

Prerequisites (if any) - N/A

Instructor information - N/A

Instructor Description (20-50 words) to Include Academic Degrees, Title of Position and Experience Related to the Course Being Taught:

Dr. Marcia L. Tate is an educational consultant and the owner of Developing Minds, Inc. (www.developingmindsinc.com). She has presented her workshops to audiences all over the United States and the world, including Australia, Canada, Egypt, New Zealand, and Singapore. She is the author of five Corwin bestsellers as well as a number of published articles and book chapters. Participants in her workshops call them some of the best ones they have ever attended because Tate models the 20 strategies in her books to actively engage her audiences.

Tate is the former executive director of professional development for the DeKalb County Schools in Decatur, Georgia. During her 30-year career with the district, she has been a classroom teacher, reading specialist, language arts coordinator, and staff development executive director. Tate was named Staff Developer of the Year for the state of Georgia, and her department was selected to receive the Exemplary Program award for the state.

Course Evaluator:

Joe Pierce, SPU adjunct faculty, will be grading the course work.

Course Description: This course is designed to help participants master twenty brain-compatible instructional strategies that have been proven to engage learners in grades K-12. Through this course participants will be instructed by Dr. Tate through video, reading tasks, and reflection questions. Participants will also collaborate with each other through videos, tasks, reflection questions, forum discussions. In addition to the learning, the course includes two opportunities for participants to implement

strategies in the classroom to learn, practice, measure, reflect, collaborate, and improve their teaching skills, specifically using the twenty strategies.

Course Objectives/Student Expectations: The course objective is to teach and help participants master twenty instructional strategies so that they are able to 1) increase learning for all students, 2) decrease behavior problems in the classroom, and 3) make learning fun. Course participants must assume responsibility for their own learning and success as presented in an online course environment in the following areas:

Reflection Questions: Reflection questions are provided periodically after certain videos and/or activities. The expectation is that participants will critically think about the questions and provide thoughtful responses to each question.

Group Forums: This online course requires a substantial number of group forums in which participants are asked to commit and contribute. The group forums enable participants to develop collaborative relationships with other participants in the course around the strategies.

Lesson Plans: Participants are expected to prepare two lesson plans and implement them in class, each followed by a reflection exercise. In the case of the final lesson plan, participants will upload their lesson plans and share their experiences using the group forum. It is expected that participants will give their best efforts to implement the strategies in a meaningful way to increase their learning experiences.

Extended Learning: An extended learning section is included for participants who wish to gain more knowledge or share additional ideas around each strategy. While these extended learning sections are not required, participants are encouraged to be active in their use of extended learning where they can either share expertise they have learned around a strategy, benefit from learning additional suggested activities from Dr. Marcia Tate's books, and/or benefit from the contributions of other participants.

Required Learning Resources/Methods of Instruction (i.e., videos, audio tapes, hands-on, field trips, Internet, etc.): Instructional strategies include video, PowerPoint, readings, reflection questions, forum participation, class implementation of strategies, peer review, and collaboration.

Text and/or Required Reading List: Video and text are provided as part of the course work and tasks for each course unit. Participants will be required to download e-chapters from the following books:

Tate, M.L. (2010). *Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain* (2nd ed.). Thousand Oaks, CA: Corwin Press

Tate, M.L. (2007). *Shouting Won't Grow Dendrites: 20 Techniques for Managing a Brain-Compatible Classroom*. Thousand Oaks, CA: Corwin Press

Tate, M.L. (2005). *Reading and Language Arts Worksheets Don't Grow Dendrites: 20 Literacy Strategies That Engage the Brain*. Thousand Oaks, CA: Corwin Press

Tate, M.L. (2009). Mathematics Worksheets Don't Grow Dendrites: 20 Numeracy Strategies That Engage the Brain, PreK-8. Thousand Oaks, CA: Corwin Press

Content/Topics and Outline for Each Session

Online Course Introduction

Description: This module is designed to have the author, Dr. Marcia Tate, welcome the participants to the online course environment, and have participants introduce themselves to the class. In addition, participants will 1) understand the course content and resources, 2) be trained in how to navigate through the course, and 3) agree to the course requirements. All modules will instruct participants on how to apply the instructional strategies in the classroom through the use of video and sample activities. Participants will be asked to reflect on their learning lessons, submit responses to reflection questions, and contribute to group discussion.

| Component | Description |
|-------------------|--|
| Video Segment | Growing Dendrites: 20 Strategies That Engage the Brain (Main Introduction) |
| Syllabus | Download and Review Syllabus |
| Course References | Description of Course References |
| Read | Explanation of Extended Learning |
| Group Forum | Course participants introduce themselves using the group forum |

Module 1:

Brainstorming and Discussion

Reciprocal Teaching and Cooperative Learning

Description: Module 1 provides theory and practical guidance to two instructional strategies that can be implemented in the classroom. The first, brainstorming and discussion, gives participants tools and resources that invite dialog and feedback among students to increase comprehension and higher-order thinking. The second strategy, reciprocal teaching and cooperative learning, provides tools and resources that allow students to discuss curriculum with one another in the form of having open conversations about content and/or allowing students to re-teach what they have just learned from the teacher.

| Component | Description |
|--------------------------|--|
| Video Segment | Module 1 Introduction |
| Video Segment | Brainstorm and Discussion |
| Group Forum | Why Talking? |
| Video Segment | Cooperative Learning and Reciprocal Teaching |
| Group Forum | Social Skills |
| Video Segment | PD 360 Examples |
| Reflection | Reflect on PD 360 Examples |
| EXTENDED LEARNING | |
| Video Segment | Signaling Start/End of Discussion |
| Group Forum | Start and Stop Signals |
| Echapter | Bloom's Taxonomy |
| Echapter | Brainstorming and Discussion Form |
| Echapter | Reciprocal Teaching and Cooperative Learning |
| Echapter | Enrichment |
| Group Forum | Module 1 Ideas, Files, Resources |

**Module 2:
Drawing and Artwork
Writing**

Description: The two strategies instructed in Module 2 are 1) drawing and artwork and 2) writing. Applying drawing and artwork strategies in the classroom enhances the artistic creativity in students' brains where comprehension and learning can be achieved by using multiple sensory perspectives. With the strategy of writing, Marcia Tate provides guidance to participants to ensure that writing assignments are given in short chunks, such as "quick writes," and are given as deliberate independent assignments to increase memory.

| Component | Description |
|--------------------------|----------------------------------|
| Video Segment | Intro to Module 2 |
| Video Segment | Drawing and Artwork |
| Group Forum | Stick Teacher Drawing |
| Video Segment | Writing |
| Group Forum | The Writing Process |
| Video Segment | PD 360 Examples |
| Reflection | Reflect on PD 360 Examples |
| EXTENDED LEARNING | |
| Echapter | Drawing and Artwork |
| Echapter | Writing |
| Echapter | Enrichment |
| Group Forum | Module 2 Ideas, Files, Resources |

Module 3:
Metaphor, Analogy, and Simile
Mnemonic Devices

Description: In Module 3, two instructional strategies are presented with theoretical frameworks followed by practical tools and resources for participants to implement in the classroom. The first strategy, metaphor, analogy, and simile, is what Marcia Tate claims to be the most effective strategy for student learning. This section provides distinct guidelines on how to get students to learn successfully through making meaningful connections and recognizing patterns. The second strategy, mnemonic devices, is used to increase memory without little effort from the brain. This section provides mnemonic devices and activities that support learning and achievement.

| Component | Description |
|--------------------------|----------------------------------|
| Video Segment | Intro to Module 3 |
| Video Segment | Metaphor, Analogy and Simile |
| Group Forum | Comparisons in the Classroom |
| Video Segment | Mnemonic Devices |
| Forum Participation | A Mnemonic World |
| EXTENDED LEARNING | |
| Echapter | Metaphor, Analogy, and Simile |
| Echapter | Mnemonic Devices |
| Group Forum | Module 3 Ideas, Files, Resources |

Module 4:
Graphic Organizers
Visuals

Description: Module 4 provides theory and practical guidance to two instructional strategies that can be implemented in the classroom. The first, graphic organizers, provides participants with activities and resources that help students convert abstract content into concrete learning tools. The second strategy, visuals, provides tools and resources that allow students to utilize the visual cortex that exists in the brain enhancing information retention.

| Component | Description |
|------------------|----------------------------|
| Video Segment | Intro to Module 4 |
| Video Segment | Graphic Organizers |
| Group Forum | Graphic Organizer Sharing |
| Video Segment | Visuals |
| Group Forum | Visual Debate |
| Video Segment | PD 360 Examples |
| Reflection | Reflect on PD 360 Examples |

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|-------------------|----------------------------------|
| EXTENDED LEARNING | |
| Echapter | Graphic Organizers |
| Echapter | Visuals |
| Echapter | Enrichment |
| Group Forum | Module 4 Ideas, Files, Resources |

Module 5: Storytelling Visualization

Description: The two strategies instructed in Module 5 are storytelling and visualization. Applying storytelling strategies in the classroom gives students the ability to learn concepts within a context rather than in isolation, as well as engage them to participate in the learning experience. With the strategy of visualization, Marcia Tate provides guidance to participants in making sure that students have the opportunity to use their imaginations to support positive and creative learning experiences.

| Component | Description |
|---------------------|-----------------------------------|
| Video Segment | Intro to Module 5 |
| Video Segment | Storytelling |
| Group Forum | Storytelling Strengths/Weaknesses |
| Video Segment | Visualization |
| Group Forum | Dictionary Visualization |
| EXTENDED LEARNING | |
| Echapter | Storytelling |
| Echapter | Visualization |
| Group Forum | Module 5 Ideas, Files, Resources |
| Activity Suggestion | Storybook Activity |

PROJECT PART I: First Lesson Plan

Description: This first project asks participants to choose three instructional strategies from the ten already presented in the course, and develop a lesson plan applying these chosen strategies. After a lesson plan has been developed, participants are asked to invite an observer to their classrooms to measure the success (or challenges) of the new lesson plan. Course participants will be creating the measurable tool based on how they define successful implementation of the strategies. Finally, participants will reflect upon their experiences by answering specific questions.

| Component | Description |
|------------------|--------------------|
|------------------|--------------------|

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|------------|--|
| Activity | Lesson Plan Instructions |
| Download | Lesson Plan Template |
| Reflection | Reflection on Lesson Plan Implementation |

**Module 6:
Humor
Games**

Description: In Module 6, two instructional strategies are presented with theoretical frameworks followed by practical tools and resources for participants to implement in the classroom. With the first strategy, humor, Marcia Tate provides distinct guidelines on how to get participants to create a positive learning environment and increase learning achievement through the use of jokes, riddles, celebrations, and other activities. The second strategy, games, is used to increase the positive state in students' brains as they engage in spirited interactions among peers and teachers. The result of this strategy is not only having a positive learning experience, but also, games help increase memory skills.

| Component | Description |
|--------------------------|----------------------------------|
| Video Segment | Intro to Module 6 |
| Video Segment | Humor |
| Group Forum | Joke of the Day |
| Video Segment | Games |
| Group Forum | Curriculum Games |
| Video Segment | PD 360 Examples |
| Reflection | Reflect on PD 360 Examples |
| EXTENDED LEARNING | |
| Echapter | Humor |
| Echapter | Games |
| Echapter | Enrichment |
| Group Forum | Module 6 Ideas, Files, Resources |
| Reflection | Reflect on Positive Signals |

**Module 7:
Movement
Role Play**

Description: Module 7 provides theory and practical guidance to two instructional strategies that can be implemented in the classroom. The first, movement, provides participants with activities and resources that help students enhance memorization

by connecting the brain with physical movement in the classroom. The second strategy, role play, allows students to “act out” the learning lesson increasing memorization by having emotional experiences to the curriculum.

| Component | Description |
|--------------------------|------------------------------------|
| Video Segment | Intro to Module 7 |
| Video Segment | Movement |
| Group Forum | Movement Motivator |
| Video Segment | Role Play |
| Group Forum | Role-Playing the Content |
| EXTENDED LEARNING | |
| Echapter | Movement |
| Echapter | Role Play |
| Echapter | Enrichment |
| Group Forum | Module 7 Ideas, Files, Resources |
| Suggested Activity | Share Success Stories of Role-Play |

Module 8: Music, Rhythm, Rhyme, Rap

Description: The strategy instructed in Module 8 is music, rhythm, rhyme and rap. Applying this strategy in the classroom gives students the ability to increase memorization as well as invite students to higher-level thinking, especially in the area of mathematics. Music, rhythm, rhyme and rap, provides a learning environment that produces inspiration by altering emotional states. Marcia Tate guides participants through activities on how to implement this strategy in the classroom successfully.

| Component | Description |
|--------------------------|----------------------------------|
| Video Segment | Intro to Module 8 |
| Video Segment | Music |
| Group Forum | Content-Teaching Music Playlist |
| Group Forum | Calming and Energizing Playlist |
| EXTENDED LEARNING | |
| Echapter | Music, Rhythm, Rhyme, Rap |
| Echapter | Enrichment |
| Group Forum | Module 8 Ideas, Files, Resources |
| Suggested Activity | Participants Create Music |

Module 9: Manipulatives, Experiments, Labs, Models

Technology

Description: In Module 9, two instructional strategies are presented with theoretical frameworks followed by practical tools and resources for participants to implement in the classroom. With the first strategy, manipulatives, experiments, labs, and models, Marcia Tate provides distinct guidelines on how to get participants to utilize their spatial sense as these activities are hands-on and active. The second strategy, technology, is used to enforce a learning lesson by being assistive and interactive. Marcia Tate reviews activities where technology can be implemented in the classroom with a distinct purpose to learning outcomes.

| Component | Description |
|--------------------------|---|
| Video Segment | Intro to Module 9 |
| Video Segment | Manipulatives, Experiments, Labs and Models |
| Group Forum | Tactile Strategy |
| Video Segment | Technology |
| Group Forum | Technology Takedown |
| Video Segment | PD 360 Examples |
| Reflection | Reflect on PD 360 Examples |
| EXTENDED LEARNING | |
| Echapter | Manipulatives/Experiment/Labs/Models |
| Echapter | Technology |
| Echapter | Enrichment |
| Group Forum | Module 9 Ideas, Files, Resources |

Module 10:

Field Trips

Project-based and Problem-based Instruction

Work-Study and Apprenticeships

Description: Module 10 provides theory and practical guidance to two instructional strategies that can be implemented in the classroom. The first, project-based and problem-based instruction, provides participants with activities and resources that help students 1) make a personal connection with the learning lesson, 2) be able to collaborate in teams, and 3) feel a sense of ownership in the learning outcome. The second strategy, work-study and apprenticeships, provides tools and resources that allow students to have exposure to real world careers as they connect the learning lesson with hands-on training.

| Component | Description |
|---------------------|--------------------|
| Video Segment | Intro to Module 10 |
| Video Segment | Field Trips |
| Forum Participation | Field Trip Fun |

| | |
|--------------------|---|
| Video Segment | Project-based and Problem-based Instruction |
| Group Forum | Cross-Disciplinary Collaboration |
| Video Segment | Work-Study and Apprenticeships |
| Group Forum | Business in the Classroom |
| EXTENDED LEARNING | |
| Echapter | Field Trips |
| Echapter | Problem-Based and Project-Based Instruction |
| Echapter | Work-Study and Apprenticeships |
| Echapter | Enrichment |
| Group Forum | Module 10 Ideas, Files, Resources |
| Suggested Activity | Virtual Field Trip to Second Life |

COURSE QUIZ: EVALUATE MARCIA MODELING STRATEGIES

Description: This quiz challenges participants to view multiple video segments and identify the strategies Dr. Marcia Tate uses as she teaches three difficult vocabulary words in the classroom. As part of answering specific questions, participants are asked to analyze the video and share ideas on how lesson could have been improved.

| Component | Description |
|------------------|-----------------------------|
| Instructions | Explanation of Quiz |
| Video Segment | View Marcia Strategy Quiz |
| Video Segment | Quiz Answer |
| Reflection | Reflect on Marcia's Example |

PROJECT PART II: FINAL LESSON PLAN

Description: This final project asks participants to choose three instructional strategies from the twenty already presented in the course, and develop a lesson plan applying these chosen strategies. After a lesson plan has been developed, participants are asked to invite an observer to their classrooms to measure the success (or challenges) of the new lesson plan. Course participants will be creating the measurable tool based on how they define successful implementation of the strategies. Participants will upload their lesson plan to the group forum where peer review and collaboration is encouraged. Finally, participants will reflect upon their experiences by answering specific questions.

| Component | Description |
|------------------|--------------------------------|
| Activity | Lesson Plan Instructions |
| Download | Lesson Plan Template |
| Group Forum | Upload Lesson Plan and Reflect |

| | |
|------------|--|
| Reflection | Reflection on Lesson Plan Implementation |
|------------|--|

Due Dates of Major Assignments, Projects, and Examinations: All tasks in the folders, except for Extended Learning, must be completed to get credit for the course. Extended Learning tasks are optional.

Course participants are required to complete Project Part I and Project Part II, in which the participants are asked to implement the twenty strategies in the classroom. Project Part I is intended to allow the participant to implement three of the first ten strategies, which is midway through the course. Project Part II is intended to allow the participant to implement three of the strategies after the participant has learned all twenty strategies at the end of the course. Project Part II requires the participant to upload a copy of their final lesson plan to share with other participants.

Grading Criteria/System and Evaluation Activities: Grading will be evaluated by Seattle Pacific University and based on letter grades.

Plans for Transferring Skills Into the Work Setting (if applicable): The course objective is for participants to learn how to transfer instructional strategies to their classrooms so that participants are able to 1) increase learning for all students, 2) decrease behavior problems in the classroom, and 3) make learning fun. Through the use of group collaboration and discussions, the goal is for each participant to carry the collaborative relationships beyond the course environment, and continue to support one another as they implement strategies long after completing this specific course.

Instructions on how to submit coursework for grading, address to mail coursework to, and/or a cover sheet for the coursework that will include space for the students' names, social-security numbers and contact information. Coursework will be delivered strictly online as the PD 360 platform supports this method. Coursework will be managed by the course facilitator. The course facilitator will collect assignments and grade them according to the criteria outlined above. In addition, the course facilitator will have access to the task reports for each user. All information can be transferred to SPU upon request.

Bibliography of course content to include author, title, publisher, and copyright date (MLA or APA format):

Tate, M.L. (2010). *Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain* (2nd ed.). Thousand Oaks, CA: Corwin Press

Tate, M.L. (2007). *Shouting Won't Grow Dendrites: 20 Techniques for Managing a Brain-Compatible Classroom*. Thousand Oaks, CA: Corwin Press

Tate, M.L. (2005). *Reading and Language Arts Worksheets Don't Grow Dendrites: 20 Literacy Strategies That Engage the Brain*. Thousand Oaks, CA: Corwin Press

Tate, M.L. (2009). *Mathematics Worksheets Don't Grow Dendrites: 20 Numeracy Strategies That Engage the Brain, PreK-8*. Thousand Oaks, CA: Corwin Press



Welcome to Seattle Pacific University’s (SPU) Distance Learning program. We look forward to working with you on this distance learning course and hope you will learn a great deal from it. Read these Introductory Pages carefully and keep them for future reference.

These pages include:

- ✓ Suggestions for completing a distance learning course
- ☎ Key Contact Information
- ☰ General Policies, Procedures and Information
- Transcript Request Form

✓ ***Suggestions for Completing a Distance Learning Course***

Please contact School Improvement Network if you have any questions about course content or assignments.

1. Take particular note of assignments to be turned in for evaluation and any dates or deadlines for submitting these assignments. Please keep careful track of the final course deadline.
2. Set an initial schedule for completing the different sections of the course. Even if you end up revising the schedule, it will give you a goal on which to focus.
3. Keep a copy of all assignments that you mail to the instructor. This is a useful “back-up” in case an assignment is lost in the mail.

☎ **Key Contact Information**

Contact SPU regarding:

- Grades and Transcripts
- Due Dates and Extension Requests
- Course Completion/Grade Verification

Distance Learning Office.....800/482-3848

Student Academic Services

Transcript Information Line206/281-2034

Web access/PIN questions206/281-2032

Distance Learning Web Pagewww.spu.edu/spiral

Contact PD 360 regarding:

- Registration
- Tuition Payment, Course Fees or Proof of Payment

- Course Content
- Course Materials
- Questions about Final Assignment Submission

PD 360 Phone1-866-835-4185

PD 360 Email.....support@schoolimprovement.com

Web Page: <http://www.schoolimprovement.com/products/pd360/>



General Policies, Procedures and Information

COURSE COMPLETION PROCEDURES

Where do I turn in my final assignment for grading? Once you have completed all course work, send

1. your certificate of completion, and
2. your final assignment to the course instructor via email to:

Joseph Pierce

pierct@spu.edu

You will receive a Pass / Fail grade for this course. If you want a letter grade, you must request this in your course work submission email to the instructor. Requests after your course work has been submitted are not allowed.

All instructors have three weeks to grade course work once received.

GRADING & TRANSCRIPT ISSUES

How do I obtain a record of my grade after I have completed the course? SPU provides a record of your grade in two ways: official transcripts and unofficial transcripts.

- **Official transcripts** are \$5.00 per copy and must be requested in writing. A request form has been included with this packet. Fill out the form completely, making sure to check the appropriate box indicating that you are requesting an official transcript. It is also important that you indicate on this form whether or not you would like the transcript held until your grade is posted. This will avoid the receipt of transcripts that still include your “N” grade. Submit your request *with the \$5.00 payment* to Student Academic Services at the address printed on the form. **Note: Grades are posted to transcripts no sooner than five working days after the receipt of grades by SAS.**

- **Unofficial transcripts** are printed free of charge. If you need an unofficial copy of your grade prior to the end of the quarter, please use the transcript request form provided with these Introductory Pages. Fill out the form completely, making sure to check the appropriate box indicating that you are requesting an unofficial transcript. It is also important that you indicate on this form whether or not you would like the transcript held until your grade is posted. Mail the request to the address on the form.

Can I access my transcript and grades on the Internet? Yes. From any computer linked to the Internet you can

- view your unofficial transcript including courses for which you are registered and grades you have received, and
- print out an unofficial transcript for your personal records. (Your personal records will remain secure and private.)

Follow these steps to view your academic records on the Internet.

1. If you have not previously given SPU your birthdate, you must provide that information to the Student Academic Services office. You will need to fax an enlarged copy of your driver's license, a request to add your birthdate to your student file, and your signature to fax number 206-281-2669. Questions about this can be directed to 206-281-2032.
2. Access the main SPU homepage: <http://www.spu.edu>
3. Under the "Current Students" tab select the "Banner" option. This is your entry point into SPU's academic record database.
4. Enter your username and password.

New Users: Click the "Are you a new user?" link and follow instructions to set up your account.

Previous Users: If you've previously logged into the Banner Info System click the "Having problems logging in?" link from any login page for assistance 24/7.

5. Choose the "Student Menu".
6. Choose the "Grades & Transcripts Menu" and select the option.

What if I am trying to get my grade back in time for a deadline? If you have a specific date by which you need your grade, we recommend that you send in your transcript request early, asking that the transcript be held for processing until after the grade you need has been received. Then, allow a **minimum of eight weeks** from the date you submit your final assignment.

Note: Student Academic Services (SAS) is the only official source for verification of student registration, course completion and grades. University instructors are not permitted to supply this type of verification and will refer all requests of this nature to SAS.

ACADEMIC INTEGRITY

The structure and format of most distance learning courses presume a high level of personal and academic integrity in completing and submitting coursework. Individuals enrolled in an SPU distance learning course are expected to adhere to the following standards of academic conduct.

Academic Work: Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as if they were one's own work is unacceptable.

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

Violation of these academic standards may result in the assignment of a failing grade and subsequent loss of credit for the course.

ADDITIONAL INFORMATION

What if I have any additional questions about SPU policies or my distance learning course? For other questions, call the appropriate department listed on the first page of these Introductory Pages. We are happy to assist you in successfully completing your distance learning course. We hope that you will enjoy your educational experience at SPU.