Handbook for Contract Teachers

Revised August 2016
# General Information

## Useful Phone Numbers

*Note: All numbers begin with (509)527-

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Administration, Vice President</td>
<td>2431</td>
<td>Administration Building, 3rd floor</td>
</tr>
<tr>
<td>Academic Administration, Associate Vice-President</td>
<td>2395</td>
<td>Administration Building, 3rd floor</td>
</tr>
<tr>
<td>Academic Advisement</td>
<td>2132</td>
<td>Canaday Technology Center, 3rd floor</td>
</tr>
<tr>
<td>Academic Records</td>
<td>2811</td>
<td>Canaday Technology Center, 3rd floor</td>
</tr>
<tr>
<td>Human Resources &amp; Payroll</td>
<td>2820/2190</td>
<td>Haffner House 2nd floor</td>
</tr>
<tr>
<td>Library</td>
<td>2134</td>
<td>College Ave. across from Kellogg Hall</td>
</tr>
<tr>
<td>Security</td>
<td>2222</td>
<td>Haffner House 2nd floor</td>
</tr>
<tr>
<td>English</td>
<td>2862</td>
<td>Administration Building, 2nd floor</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2325</td>
<td>Winter Education Complex, 1st floor</td>
</tr>
<tr>
<td>History &amp; Philosophy</td>
<td>2065</td>
<td>Administration Building, 2nd floor</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2751</td>
<td>Kretschmar Hall, 3rd floor, west end</td>
</tr>
<tr>
<td>Music</td>
<td>2561</td>
<td>Melvin K. West Fine Arts Center</td>
</tr>
<tr>
<td>Nursing: College Place</td>
<td>2461</td>
<td>Winter Education Complex, 2nd floor</td>
</tr>
<tr>
<td>Nursing: Portland, OR, campus</td>
<td>2330x17300</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>2180, 2913</td>
<td>Melvin K. West Fine Arts Center</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>2602</td>
<td>Rigby Hall</td>
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<td>Business</td>
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<td>Technology</td>
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<td>Canaday Technology Center, 1st floor</td>
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<tr>
<td>Theology</td>
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<td>Administration Building, 3rd floor</td>
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</table>
Our Mission
Walla Walla University
Seventh-day Adventist Higher Education

Core Themes
We are a community of faith and discovery committed to
- Excellence in thought
- Generosity in service
- Beauty in expression
- Faith in God

Philosophy
Walla Walla University (WWU) is founded on Christian teachings and values as understood and appreciated by the Seventh-day Adventist Church. Central to these teachings is the belief that every person is created in the image of God as a being of inestimable value and worth, imbued with powers of intelligence, stewardship, and creativity akin to those of the Creator. Walla Walla University, therefore, seeks in its mission to foster the unique gifts of every individual within this Christian community of faith and discovery. Committed to excellence in thought, the university seeks to impart a broad knowledge of the arts, sciences, and professions by careful instruction and open inquiry at both the undergraduate and graduate levels. Recognizing that God is the source of all truth, goodness, and beauty, the university seeks to convey to students a wisdom that translates academic achievement into responsible citizenship, generous service, a deep respect for the beauty in God’s creation, and the promise of re-creation through Jesus Christ.

Contract Teachers Recruitment and Appointment
Contract teachers are employed on a one-time basis to fill a temporary, particularly urgent need; others teach on a routine, quarter-by-quarter schedule. Whether you teach one quarter or more often, we greatly appreciate your services. The following information is designed to help you meet the expectations of your students, the department, and the university.

In the recruitment of contract teachers, the chair of the department or dean of the school will search for and evaluate prospective candidates. Candidates are considered for appointment on the basis of Christian character, scholarship, professional preparation for and competence in a specific instructional field, and effective teaching potential. The terms of appointment are specified in the “Contract Teaching Agreement,” or contract.

Job Description
Contract teachers are directly responsible for the complete educational process related to the course(s) they teach. The immediate supervisors are the department chairs or deans. It is expected that contract teachers will respect the Seventh-day Adventist values and beliefs of Walla Walla University in teaching and interacting with students.

The department chair or school dean, or his/her designee, works with contract teachers for specific arrangements, including keys, supplies, computer access and copier and printing needs.
The contract teacher is expected to:

1. Fill out an online faculty employment application, jobs.wallawalla.edu Include CV/Resume.
2. Submit original transcripts showing highest degree completed to Academic Administration. Mail to 204 S. College Ave., College Place, WA 99324.
3. Teach all scheduled classes agreed upon by the teacher, department chair/school dean and the academic vice president.
4. Prepare syllabi for all classes taught, and submit a copy of each syllabus to the department chair/school dean no later than the first week of the quarter. Distribute a syllabus to each student in each class on the first day of class.
5. Follow the syllabus construction guidelines including all required policies. See Appendix “A”
6. State in the syllabus specific objectives by which student achievement can be assessed, and the grading scale to be used.
7. Publish and administer an attendance policy for all classes taught.
8. Class should meet on the day and time assigned.
9. Schedule office hours as requested by chair/dean.
10. In the event of necessary absence from a class appointment, please notify the department chair/school dean or the associate academic vice president in advance.
11. Maintain a balance in requirements placed on students for the number of credits being earned. (Approximately 2 hours of study/homework for each hour in class.)
12. Comply with all academic policies as published in this handbook and in the academic bulletin.
13. Require that each student be registered before he/she can be admitted to class after the 4th day of the quarter.
14. Foster excellence in student scholarship.
15. Administer the prescribed student evaluations of teaching for each course taught.
16. Administer final examinations according to the published schedule, during finals week.
17. Submit scholastic progress reports and grades as required.
18. Notify the department chair/school dean in advance of special needs for teaching supplies and equipment.
19. When appropriate, assist campus security by making sure the facilities and equipment are properly secured (i.e., locked or properly stored), particularly if teaching in the evening. Also when appropriate, turn off lights and equipment before leaving.
20. Maintain teacher professionalism in comportment and dress, and student professionalism in classroom management and requiring civility.
21. Access and read wallawalla.edu email.
22. Respect the religious belief and traditions represented by the university.

Remuneration

The contract teacher’s pay (or remuneration) is based on his/her highest academic degree and the number of credits of the course being taught.

Student Evaluation of Contract Teachers

Contract teachers must have each class they instruct evaluated each quarter. Evaluation materials will be provided for you by the Office of Academic Administration. Read the
instructions contained in the evaluation packet and follow them precisely. A summary report will be sent to you within three months of the evaluation to assist you in professional growth. The report also goes to the department chair/school dean and Academic Administration. (If you wish to see a sample of the evaluation form, see your chair/dean.) The department chair/school dean may visit your classes and provide feedback about performance.

Length of Class Periods

The academic study load at WWU is computed in quarter credit hours, one quarter credit hour normally representing one 50-minute class meeting per week or three hours of laboratory work per week. Thus, a three-credit class would meet three times each week for 50 minutes each time. For each credit hour of credit earned, a student is expected to spend approximately two clock hours a week in outside preparation or three hours a week in supervised study or laboratory work. If you must alter or rearrange the published class meeting times or days for any reason, please obtain permission from the department chair/school dean.

Holidays and Vacations

Holidays and vacations are listed in the university’s Academic Calendar or may be found at https://wallawalla.edu/academics/calendars-schedules/

Week of Worship

There is one Week of Worship on campus during Autumn and Winter quarters, typically the second week of the quarter. The dates for Week of Worship are listed in the Academic Calendar. Classes meeting between 8:00 AM and 5:00 PM are typically shortened. Check with your department chair/school dean or posted schedules for specifics.

Illness

If you are unable to meet your class because of illness or an unavoidable situation, contact your department chair/school dean as soon as possible. Students need to be informed of the status of the class in the event you are unable to teach that class period. Ideally, you will have sufficient advance warning to cover your class(es) with a guest lecturer, proctored exam, or other activity.

Safety and Security/Emergencies

If any on-campus emergency occurs contact Campus Security at 509-527-2222 (dial x2222 from a campus phone). Call 911 if warranted based on personal judgment.

Identification Cards

Contract teachers are allowed to access the Winter Education Complex (WEC) with a valid ID card. This includes access to the entire facility and is valid for equipment check-out. The ID card also provides access to library materials A WWU ID card is issued by the Records Office.

Students with Disabilities

WWU is committed to providing an equal opportunity for full participation of all qualified individuals with disabilities. The university prohibits discrimination on the basis of disability in admission or access to its educational programs and associated activities.
Appropriate accommodations are coordinated through the Disability Support Services Office in the Teaching Learning Center. The Disability Services director will send written documentation to you (typically, with the student) when accommodations need to be made. Accommodations are not to be provided unless approved by the DSS office.

**Review Week Policy** (a.k.a. “Dead Week”)

Review Week is the week before final exams each quarter. The policy governing classes during dead week is as follows:

A. Review Week shall begin seven calendar days before test week begins and shall continue for seven calendar days.

B. No new major assignments such as papers or projects shall be given after the beginning of Review Week.

C. Quizzes will be allowed during Review Week over material presented no earlier than two class periods before the quiz.

D. Generally, there shall be no in- or out-of-class tests during Review Week (a test being defined as an examination that is of greater scope than a quiz). If the teacher and students see the need for a unit or chapter test in order to help the students by:
   1. Reducing the amount of material presented in the final test,
   2. Avoiding a buildup of tests the week prior to Review Week, and/or
   3. Assisting in their grade achievement endeavors,
then a test may be scheduled during Review Week, provided the teacher and two-thirds of the class agree.

E. When it is necessary to move a regularly scheduled final test into Review Week, authorization must be obtained from the Associate Vice President for Academic Administration.

F. A few classes have no designated test time in the published final exam schedule, for example lab courses and certain skills-based classes. In these cases, a final exam may be scheduled during Review Week at the discretion of the instructor and should be listed accordingly in the course syllabus.

**Scholastic Progress Reports**

At the third and sixth weeks of each quarter, there is a period of approximately ten days during which you are asked to submit electronic progress reports for at-risk students. Follow instructions in the reminder email that is sent to you. Reports are available electronically to the student, the adviser(s), mentor, vice president for student life and mission, and the residence hall dean.

**Teaching Learning Center**

The Teaching Learning Center (the lower level of Village Hall), is an academic support department dedicated to helping students progress academically by providing them with tutoring for specific courses, and general assistance with reading, writing and time management skills.
Incomplete Grade Policy

Please avoid giving incomplete grades if at all possible.

In the case of incomplete work due to justifiable cause (long-term illness) the instructor may assign a grade of Incomplete, allowing the student an extension of time to complete the course requirements. The Incomplete is not a permanent grade.

The instructor for the course also submits a default grade that the student will be assigned for the course if no further work is done in the allotted time, taking into account the course requirements. For example, an “I/D+” would signify that if no further work is done by the deadline, the grade will default to a D+ permanent grade.

Submission of all required work is due to the teacher, at latest, by three weeks before the close of the following term (excluding summer session for undergraduates). The teacher may set an earlier deadline. Extension requests, if necessary, are to be submitted to the Associate Vice President for Academic Administration.

Field Trip Policy

Field trips, tours, and other university activities must be requested in writing, and approved by the department chair/dean, then forwarded for approval to the Associate Vice President for Academic Administration. Requests should be submitted during the first two weeks of the quarter, or a minimum of two weeks before the field trip. The number of field trips should be kept to no more than one in a term.

Final Examinations

All students are expected to take final examinations as scheduled. Requests for exceptions are to be cleared with the Associate Vice President for Academic Administration at least three weeks prior to the close of the quarter. The instructor is not to permit out of schedule exams outside of the aforementioned process.

It is expected that an in-class exam, written exercise or final class session will take place as educationally appropriate during the final exam period for each class.

Grading System / Reports

A defensible grading plan is one that is shared ahead of time with your students, preferably in the syllabus, and once announced is faithfully followed. Please assign grades in accordance with the grading scheme outlined in your syllabus, complete the online grade submission form accurately, and submit your grades on time. For help with online submission of grades, check with your department office, or the Academic Records Office.
The following grades may be given by contract teachers:

A
A-
B+
B
B-
C+
C
C-
D+
D
D-
F
I/default grade- Incomplete
X-Unofficial Withdrawal (indicates the student discontinued class attendance prior to the fifth week, mid-term, but failed to withdraw officially)
S/NC – Satisfactory, or No Credit

Change of Grades

Only occasionally would a contract teacher have reason to change a grade.

In order to request a change of grade, a Change of Grade Request form must be obtained from, completed and submitted to the Academic Records Office.

You have only one term following the class to submit a grade change. After that, the instructor should consult with the Associate Academic Vice President.

Textbook and Bookstore Policy

Consult the department chair/school dean on ordering books for your class and for receiving a complimentary copy for yourself.

Alcohol/Drug Policy

The university holds that a drug-free lifestyle is essential and thus maintains policies that seek an alcohol-, tobacco-, and drug-free campus environment. Contract teachers are expected to practice this lifestyle while in the buildings, on the grounds, and on off-campus sites during any school-sponsored activity.

Discrimination/Harassment

The university seeks to maintain an environment that is free from all forms of discrimination, including harassment as defined our policy. Discrimination or harassment in any form that is prohibited by law or university policy will not be tolerated.

See hr.wallawalla.edu/harassment for the full Discrimination and Harassment Policy and Procedure along with other related resources, including training program. Contract teachers are required to complete online harassment training for faculty as a condition of employment.
Copyright Issues

WWU’s Copyright Policies may be viewed at:
http://www.wallawalla.edu/academics/governance/handbook/

Academic Integrity Policy

An integral part of the mission of Walla Walla University is to prepare its students to be responsible individuals with Christian values. The University expects all members of its community to have integrity, including a steadfast adherence to honesty. Faculty have a responsibility to foster integrity by example and instruction. Students have a responsibility to learn, respect, and practice integrity. All acts of dishonesty are unacceptable, including cheating, plagiarism, forgery, misrepresentation, falsification, prohibited collaboration, and prohibited use of files. Departments or schools may have specific criteria for behavior and skills suitable to their disciplines which will be communicated to students, typically in course syllabi.

I. In any violation of academic integrity discovered before a student has completed a degree or certificate, teachers and administrators will follow this procedure:
   A. A teacher with reasonable evidence of a violation will talk privately with the student.
   B. If after the conference the teacher is convinced that a violation occurred, the teacher will consult with the department chair/school dean on the evidence and the action to be taken.
   C. After consultation, the teacher may assign the student a failing grade in for the assignment and/or for the class.
   D. If any action is taken, the teacher will write a report describing the offense and will send it to the Associate Vice President for Academic Administration (Associate Vice President for Graduate Studies for graduate students), who will keep it on file for tracking further academic integrity violations. Academic Administration may consult the file when writing college recommendations. The file will be destroyed five years after the offense, unless the student is still in attendance.
   E. If the teacher or chair/dean desires further action beyond assigning the student a failing grade in the course, a request for such action, separate from the report, should be sent to the Associate Vice President for Academic Administration (Associate Vice President for Graduate Studies for graduate students). Upon review of the report, this administrator may initiate a request for further action. Any requests for further action will be forwarded to the Academic Standards Committee (Graduate Council for graduate students), which has the authority to take all further actions, including expulsion. Records of actions taken by the committee will be included in the student's tracking file.
   F. If multiple offenses occur, the Associate Vice President for Academic Administration (Associate Vice President for Graduate Studies for graduate students) will submit this case to the Academic Standards Committee (Graduate Council for graduate students) for consideration of the student's expulsion.

II. In any violation of academic integrity discovered after a student has completed a degree or certificate, the teacher, department chair, or school dean may recommend appropriate action to the Academic Standards Committee (Graduate Council for graduate students).

FERPA (Family Education Rights and Privacy Act)

In accordance with the Family Educational Rights and Privacy Act (FERPA), Walla Walla University has adopted policies and procedures to protect the privacy of education records. The policy can be found at: http://www.wallawalla.edu/academics/bulletins/undergrad/current/
LIBRARIES

Peterson Memorial Library is located on the College Place campus and is the university’s main library. Its home page at http://library.wallawalla.edu is the starting point for most library research at WWU. From here, you may access the library’s online catalog, full-text databases, electronic reference resources, and much more.

School of Nursing Library serves the students on the Portland campus. Just click on the link towards the top of the left hand column on Peterson’s home page.

Montana Social Work libraries are located in Billings and Missoula and serve graduate Social Work students at these locations. Just click on the Montana Libraries link towards the top left hand column on Peterson home page.

SERVICES

Course Bibliographies. If you are providing your students with a bibliography of books and/or articles you would like them to read, please check the library’s online catalog and online List of Journals (A-Z) to make sure the items are available in the university libraries’ collection.

If you require all of your students to look at the same titles, it is highly recommended that you place these titles on Reserve. If you have a short list of suggested titles, we recommend that you also place those on Reserve. We find students tend to focus on titles listed in their syllabi and/or assignment sheets even if you allow other options.

Should your syllabus include a list of professional journals you wish your students to use, please check the library’s List of Journals (A-Z) under the Articles tab on Peterson’s home page to see if the libraries own or provide access to the periodical.

Don’t have time to check your reading lists to see that materials are available? Let us do it for you. Contact the Access Services Technician at 2191 for further information.

Article Linking. Faculty can link directly from individual full-text articles in Academic Search Premier, ERIC, ProQuest and other databases to their web pages or D2L courses. This is a great option for outside or required reading assignments. For more information, call the Reference Librarian (2153) at Peterson.

Materials Check-out. Faculty may check out books and periodicals for one academic quarter. Before the end of each quarter, faculty members receive a list of all materials on loan to them. At this time, all items must be brought back to the library. Items may be renewed at that time. Items not renewed or returned by the middle of the next academic quarter may be charged against a faculty member’s account.

Information Literacy (Library Instruction). Should your course assignments include a research paper, speech, group project, or other information gathering or fact-based assignment, a librarian can provide library instruction sessions tailored to your class needs. For additional information or to schedule a visit, contact the Instruction Librarian for your campus. (CP -2169, Portland – 2330x17306, Missoula -- 406-829-1495, and Billings – 2745).
Interlibrary Loan/Document Delivery provides access to resources, especially periodical articles, which are not available at Peterson Memorial Library or through Summit. The Interlibrary Loan (ILL) forms are available through the Books/Media or Articles tabs on the library’s home page. Additionally articles may be requested directly from certain databases such as Academic Search Premier and other databases.

Reserves. Materials can be placed on a short loan period at the request of a teacher. There are several loan period options available. Photocopied articles may be placed on reserve for one quarter only unless copyright permission has been secured for a longer period of time.

Summit Borrowing. Summit provides direct borrowing access to more than 22 million books and other materials owned by over 35 university and college libraries in Oregon and Washington. It is available on the Web at http://summit.worldcat.org/. At present, periodical article borrowing is not included. Contract teachers may participate in Summit borrowing only during quarters they are actively teaching at WWU’s Portland and/or College Place campuses. Summit is not available at the Montana MSW sites so faculty at these sites should request titles through interlibrary loan. Books borrowed through Summit are on loan for three weeks.

Web Page Service. Librarians, in consultation with faculty, will create course-related LibGuide Web pages with links to materials in the library’s catalog, quality Web sites, and full-text articles from the library’s databases. Please call 2153 or your liaison librarian at least four weeks in advance of the date needed.

Book Ordering. Please contact your department chair or school dean for approval before requesting the libraries’ purchase specific materials (books, eBooks, DVDs, periodicals, etc.)

Liaison Program. One librarian is assigned to each Academic Department on campus to help with collection management, information literacy instruction, and other library questions. For more information about who to contact for your department, visit: http://wallawalla.libguides.com/liaison. Liaisons are each responsible for several departments.
Purpose of a syllabus
The syllabus is an important communication tool for the instructor, the student and a variety of individuals within and outside the institution. It provides students with information and structure that will encourage their development as learners through an overview of what they can anticipate and what the instructor expects. In one respect, a syllabus is like a contract which incorporates a job description and the measures to be used to evaluate performance.

A syllabus is also used as an indicator of the quality of a course and the professionalism of the instructor. Parents and prospective students may qualitatively evaluate a syllabus as part of their decisions about enrollment in a course or at an institution. Syllabi may also be reviewed by official representatives as part of a program or institutional accreditation review. Faculty and academic support personnel also review syllabi as part of the transfer course evaluation process. In certain instances, a course syllabus has been viewed as an implied contract and has been an important in resolving student complaints and lawsuits.

Required sections of a syllabus
1) Title
The heading of the syllabus must include “Walla Walla University - Seventh-day Adventist Higher Education”. I might suggest something like the following:

   Course Syllabus For GNRL 121 – Introduction To Syllabus Construction
   Walla Walla University - Seventh-day Adventist Higher Education
   Fall Term 2016

2) University core themes/values
The purpose of this section is to articulate in general ways how the four university core themes are integrated into the curriculum at the course level. I would request that you use the table below. It is not expected that all courses will cover all core themes or to the same extent. Expectedly, courses will have a strong contribution to Excellence in Thought but it is also important that we think about and document how other core themes are integrated as well. For a concise description of what each core theme, see the end of this handout.

<table>
<thead>
<tr>
<th>University Core Theme</th>
<th>Summary of How The Core Theme is Actualized in the Course</th>
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<tbody>
<tr>
<td>Excellence in Thought</td>
<td></td>
</tr>
<tr>
<td>Generosity in Service</td>
<td></td>
</tr>
<tr>
<td>Beauty in Expression</td>
<td></td>
</tr>
<tr>
<td>Faith in God</td>
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</table>

3) Basic course information
This section must indicate the course title, course number, the number of credits, academic term and year the course is offered, and course meeting time. This information is helpful for individuals within and outside of the institution. An institutional logo is desirable but not essential.
4) Specific learning objectives or student learning outcomes (what you will assess students on)
It is essential for the teacher and the student to have student learning outcomes of the course
specified. This may include such thing as the understanding of specific information, the
expression of specific professional behaviors, or the demonstration of specific skills. The
course level student learning outcomes should relate to your department or school level
student learning outcomes.

5) Course description
The minimum requirement is the course description as it appears in the current university
bulletin. Additional details may be helpful for courses that are part of a sequence or that
include special projects, laboratory components, or field trips. If the course contains content
or processes that may be reasonably controversial, the instructor may wish to alert students
and briefly explain why the content etc. is included in the course.

6) Instructor information
The instructors full name, professional title, office number and building, office phone
number, university email address, and office hours must be included. This section should
also include a brief description for how a student can make an appointment with the
instructor. Faculty may choose to include additional information such as: cell phone number,
prefere contact hours etc. Instructors should not include a personal email address because
of potential FERPA risk with a faculty member sending protected information via non-WWU
email.

7) Textbooks and materials
All required materials (not including common supplies) should be listed. The complete title,
edition, and ISBN number (if possible) should be given for each published work. The US
Department of Education requires that students can readily determine the cost of course
materials. All other uncommon items such as calculators, safety goggles, etc. should be
indicated with an approximate cost. Any supplemental materials that are recommended
should be indicated as such but their cost does not need to be identified.

8) Tentative schedule
A tentative schedule that shows each class meeting and the intended topics to be presented or
events that occur must be included. Be sure to indicate when all significant assessment
activities (exams, etc) occur and when all assignments, projects, reports etc, are due. The
correct day and time of the final exam must also be indicated. The instructor should consider
including a statement that the schedule will be adhered to as much as possible but is subject
to change based on the professional judgment of the instructor.

9) Course requirements
In this section the instructor should list each requirement the student should fulfill to
successfully complete the course. The point value or weight toward the final course grade
should be indicated for each item. It may also be useful to provide a brief description of each
item and an indication if the assessment of an item is qualitative, quantitative, or pass/fail.

10) Course grade
The way in which the final grade is determined must be clearly indicated. Typically, this
would include the “formula” to be used to calculate a student’s total points and the points or
percentages needed for each potential letter grade. The instructor should also indicate how a
student can access the scores for each item the instructor has recorded. It is important to
provide access to the recorded scores to help students be aware of their performance and to
provide opportunity for the student to determine any recording errors. It is advisable to
include a statement that the student is responsible for checking their our scores on a regular basis.

In order to help students to understand faculty expectations, the following statement was vote by Faculty Senate in 2012 to appear in all course syllabi: “All materials submitted by a student will be evaluated in a timely manner (typically 2 weeks). Exams will be scored and be accessible for viewing by a student before the next exam in a given course. The score for each class requirement may be accessed by ___________.” The instructor fills in the information in the underlined portion to inform students how to find the score for each item in a course. You must include this statement in your syllabi.

Instructors must never post course scores or grades where they can be viewed by anyone unless all identifying indicators have been removed. Essentially the only way for this to be permissible is if the instructor assigns each student a unique number specific to an individual course. If you need assistance, please contact the Director of Academic Records or the Associate Academic Vice President.

11) Progress reports
Although a student should be able to determine their tentative course grade at any time, the institution has a special alert to notify students of poor academic performance. Students should also be told to check for progress reports via their WWU registration account.

WWU requires all instructors to submit online progress reports for students who have been identified as “high academic risk” (instructor receives an email indicating student names) and for all students who have a tentative grade of C- or below at approximately midterm. These reports are an important communication tool for the students, academic advisors, mentors, residence hall deans, and academic administration. Instructors are always welcome to alert the academic advisement office or the associate academic vice president at any time they are concerned about low academic performance or other issues such as poor attendance.

12) Returned materials
All materials that have been graded must be viewable (even if temporarily) by the student for review. Indicate how a student can find the graded materials and if they need to be returned to the instructor. If the student can only view the materials temporarily, indicate so and state that they may not capture images of the material on any device.

13) Academic integrity
Instructors should provide a link to the university academic integrity policy https://wallawalla.edu/academics/academic-administration/academic-policies/academic-integrity-policy/ and state any specific issues related to academic integrity regarding their course or academic discipline. One of the most common responses student give when confronted with an accusation of academic integrity is that they did not know it was a problem. Students readily share ideas, daily trivia, information, and course products with each other so it may be advisable to be clearer with your expectations than you might think. Instructors should also explain what the consequences are for a breach of academic integrity in their course.

14) Accommodations for a documented disability
Instructors must include a statement indicating their willingness to provide appropriate accommodations for students with documented disabilities and refer them to the official University statement at: https://wallawalla.edu/resources/student-support-services/disability-support-services/
Specific information on how to contact Disability Support Services must be included.
Instructors should not provide special accommodations to students without a documented disability and accommodations do not have to be provided retroactively once a disability has been documented.

15) Emergency procedures
An emergency procedures flip chart and evacuation routes are posted in classrooms near the door. Additionally, emergency procedures can be found at: https://wallawalla.edu/campus-life/student-life/campus-security/emergency-procedures-online-handbook/

**Recommended sections of a syllabus**

1) Integration of faith and learning
In this section you would describe how the course content, discussion, assignments, etc. are impacted or influenced by faith. How would your course be different than one with a similar title at a secular campus or another Christian University?

2) Course workload
According to the Department of Education, and regional accreditors, a credit hour is an amount of work represented in learning outcomes and verified by student achievement that is not less than:
   a) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 10-12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
   b) At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
A student should therefore expect to invest approximately 30 hours per term per credit for all course related activities.

3) Late policy
Students should be made aware of the instructor’s policy for late work, missed classes, missed exams etc. Generally, the more isolated an assignment is in terms of its impact to the student or other course members the more likely it should be that late work is accepted. The more central an item is to the students understanding, or the progress of other students, the less tolerance there should be.

4) Use of old course materials or materials from other courses
Students are likely to have access to course materials (exams, reports, notes etc) from previous years or from similar courses at another institution. Instructors should clearly state what is and is not acceptable use of old course materials. For example, is studying the exam from last year permissible or advisable? It may be helpful to provide copies of old materials online so all students have access regardless of their social interactions.

5) Use of technology
Instructors should describe about how they do and do not want students to use electronic devices in their class. This may include items such as cell phone use, audio recording, capture of power point presentations, use of laptops, IPads, “cheating” watches, etc.

6) Safety and health (especially for lab classes)
In some courses safety is very important. Even if separate safety instructions are handed out before a specific activity, the syllabus should include a short statement about the importance of safety and indicate that more detailed information will be handed out.
7) Grading disagreements or errors
It is helpful to the students and the instructor if there is a procedure and appropriate deadlines for correcting grading errors or disagreements. This encourages students to look over graded material promptly and reduces the probability of end of term grading disagreements.

8) Student conduct and professionalism
Some faculty have specific expectations for professional behavior in the classroom, laboratory, clinic, etc. The expectations should be specified along with how the expression or lack of expression will be evaluated.

9) Other helpful resources (web links etc)
List other resources that could be helpful for the student. Web links are especially helpful.

10) Tips for success
If there are certain tips that your experience has informed you are useful share them with the students. Should they study the textbook more than their notes? Should they make flash cards? Should they do all the sample problems? Is the web page for the textbook from the publisher helpful?

References
- Michigan Technical University http://www.mtu.edu/ctl/instructional-resources/syllabus/
- Sacramento State course syllabus templates www.csus.edu/atcs/tools/instructional/templates.stm
- University of Delaware syllabus templates www.udel.edu/present/tools/syllabi/templates/index.html
- Brown University – workshop handout on preparing a syllabus _https://www.brown.edu/about/administration/sheridan-center/creating-brown-university-syllabus
- Against Syllabi _http://www.insidehighered.com/views/2005/01/27/caesar2
- How To Make A Syllabus _http://castingoutnines.wordpress.com/2008/01/03/how-to-make-a-syllabus/
- Best Practices for Designing a Learning-Centered Syllabus. Check this for severe weather information section, electronics, classroom behavior etc. some good sections _http://uwf.edu/offices/cutla/supporting-pages/syllabus-construction/
- Construction of a Course Syllabus: Integration of the ASHA Knowledge and Skills Acquisition _http://www.asha.org/academic/teach-tools/syllabus.htm
- Vanderbilt University Center for Teaching – syllabus construction _https://cft.vanderbilt.edu/guides-sub-pages/syllabus-design/
- University of Connecticut - Center for Excellence in Teaching and Learning _http://ctl.uconn.edu/syllabus-formatted-2/

Online Videos
- Sloan Consortium – Syllabus and Course Design _https://www.youtube.com/watch?v= pzjuT-1Aka4
- Preparing an Effective Course Syllabus – Northern Illinois University _https://www.youtube.com/watch?v=QJ7zzqU5ljM

Core themes descriptions (summary)
- Excellence in Thought
  Embodies the purpose of Walla Walla University: to educate students in preparation for effective careers, professions, or further study. The objectives identified for this core
theme are to demonstrate effective student learning, provide a positive learning environment, and help students to identify and achieve their academic and career goals.

- **Generosity in Service**
  As an institution of higher education in the context of the global community as well as in the tradition of the Seventh-day Adventist church. The objectives to accomplish this core theme are to address regional, national, and global humanitarian needs and inspire leadership within a Christian worldview.

- **Beauty in Expression**
  Relates to the environment, infrastructure and esthetics of the university as it communicates and accomplishes its’ mission. This includes enriching learning and social opportunities that may be within or outside the classroom, demonstration of professionalism by students, the promotion of positive interactions between students and between students and faculty, as well as participation in scholarly activities such as presentations, publications, and performances.

- **Faith in God**
  Faith in God is embedded in the history and purpose of the institution. This would include activities and interactions that encourage Christian faith development and spiritual growth, promote Adventist holistic living, life balance, and the discussion or adoption or Christian ethics.