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New Faculty List

(Different from year to year)
NEW FACULTY ORIENTATION  
(Approximately, second Tuesday in September)  
8:30 a.m. – 5:00 p.m.  
Location TBD

1. Bob Cushman (Introduction, About WWU, Faculty Responsibilities, R&T Overview, lunch menu)  
   8:30 – 9:30

2. Scott Ligman, AVPAA (review week, academic integrity policy, other forms)  
   9:30 – 10:15


4. Carolyn Denney, Registrar – myWWU (grades, registration, incomplete policies, degree audit), and FERPA  
   10:40 – 11:20

5. Roy Campbell, Rank and Tenure  
   11:20 – 11:40

6. Sue Huett, Teaching Learning Center & Disability Services  
   11:40 – Noon

7. Lunch - Noon – 1:25 – The Express

8. Scott Ligman, (course syllabi)  
   1:30 – 2:00 p.m.

9. Gary Rittenbach, Information Services  
   2:00 – 2:30

10. Break  
    2:30 – 2:40

11. Sylvia Nosworthy, D2L  
    2:40 – 3:00

12. Bob Cushman, Book Review  
    3:00 – 3:25

13. Richard Scott, Information Literacy & Library Tour  
    3:30 – 4:10  
    Library Lab
“Best Practices Series” are faculty development sessions required for new faculty at Walla Walla University. Please make these meetings a priority and inform our office if you are unable to attend. You can call (509) 527-2431 or email academic.administration@wallawalla.edu

<table>
<thead>
<tr>
<th>Date:</th>
<th>Topic:</th>
<th>Presenters:</th>
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<tr>
<td>The specific dates and times of these meetings will depend on the new faculty’s teaching schedules.</td>
<td>“Integrating the Institutional Mission, Faith &amp; Learning”</td>
<td>Bob Cushman, VPAA</td>
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<td></td>
<td>“Classroom Teaching and Management”</td>
<td>Brian Roth, Engineering</td>
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<td>“Scholarship”</td>
<td>Kirt Onthank, Biology</td>
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<td>“Copyright Issues”</td>
<td>Christy Scott, Library</td>
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<td></td>
<td>“Using Class Evaluations to Improve Teaching”</td>
<td>Bob Cushman, VPAA</td>
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<td>“Success in Advising”</td>
<td>Josefer Montes, Business</td>
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<td></td>
<td>“Rank &amp; Tenure”</td>
<td>Roy Campbell, Chair, Rank &amp; Tenure Committee</td>
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Essential Teaching Duties for Full-time and Part-time Faculty

A. Before school:
   a. Order books
   b. Prepare syllabus and place on D2L
      i. address class policies
      ii. explain expectations for reading, homework, papers, quizzes, exams
      iii. schedule topics and major activities for all class sessions
      iv. explain makeup of final grade
      v. designate office hours and encourage students to make appointments
      vi. document how students should communicate with the teacher; provide email addresses, telephone numbers and hours when students may call
      vii. Refer to ADA and academic integrity policies in the bulletin

B. During the quarter:
   a. Lead class sessions (lecture, teacher-led discussion, group work, student presentations, etc.)
   b. Give clear expectations regarding your expectations for assignments and exams or projects, and how they will be graded
   c. Read, respond to, and grade student work
   d. Record and return student work in a timely manner (2 weeks max)
   e. Give students regular grade reports—at least three during the quarter (third, sixth and ninth weeks) or have regularly updated information on D2L grade book
   f. Make and keep appointments for conferences

C. Communication
   a. Respond to all telephone and email inquiries in a timely way (within 24 hours is a good rule of thumb)
   b. Inform department chair or designee in case of illness that will keep you from leading a class session or keeping a conference appointment, and what arrangements you’ve made to cover or make up the appointment

D. At the end of the quarter:
   a. Grade all final assignments and exams
   b. Record and calculate all final grades
   c. Record all grades on myWWU and submit to Records Office by due date
Academic Items

General Information

1. Information about ordering nameplates and door signs may be obtained from your department chair/school dean and/or Marketing and University Relations, Emily Muthersbaugh (509) 527-2656.

2. Business cards may be ordered through the following web address:

   Web address: orderprinting.com
   Account Number: 30485272615
   Password: wwu

   If you have any questions about signage, business cards, and/or letterhead orders, please contact Emily Muthersbaugh in University Relations (509) 527-2656.

3. Spiral-bound Bulletins for faculty members are available in the Academic Records Office (see Jerry Entze (509) 527-2491 or jerry.entze@wallawalla.edu). A copy has been included with your material at new faculty orientation.

4. Official transcripts of all completed academic work are required to be on file in the Academic Administration office. If you haven’t already, please request your former schools to send them to the office of the Vice President for Academic Administration as soon as possible.

5. The Walla Walla University Governance Handbook can be found on WWU’s website (scroll to Academics, then Governance Handbook).

6. The following forms must be submitted to the Academic Administration Office for approval:
   a. Domestic Student Travel Request Application* (To Dr. Scott Ligman, Associate V.P., after your department chair/school dean has endorsed it.)
   b. Reimbursement Request* in connection with approved conference or convention travel.

7. The dues (up to $250) for one membership in a professional organization are paid by the university on a yearly basis. The bill, invoice from the association, or a canceled personal check must be submitted for payment or reimbursement to Academic Administration.

8. Submitting book orders on time each quarter helps to save our students money. Timely orders increase the chances that your textbook can be offered as a rental. They help the Bookstore to compete for used textbooks that may be available. They make it possible for the books to be bought back from students at a higher price. And they allow us to help the University comply with the requirements of the Higher Education Opportunity Act (HEOA). Late orders can eliminate those benefits, and can make it difficult to ensure that your students have the materials they need at the start of class.
9. The faculty is to provide book information for each class taught, whether or not books will be used. When no book is needed, please indicate “No textbooks required.” Please supply the ISBN, expected enrollment, and whether the book is required or recommended for all texts ordered. ISBNs are found on the copyright page or the back cover, and are unique to each edition & version of the textbook. You will receive deadline reminders each quarter. **Thank you for ordering early!**

**Classrooms**

1. All classroom assignments are made by the Academic Records Office (Craig Cornell (509) 527-2501 or craig.connell@wallawalla.edu).

2. Requests for a change in classroom are to be submitted to Craig Cornell in Records.

3. Classroom arrangements for audiovisual usage may be made with the department chair.

**Schedules**

1. Class schedule changes are requested through the chair/dean to Craig Cornell (509) 527-2501 or craig.connell@wallawalla.edu for approval. Craig Cornell will notify and obtain the approval from the Vice President for Academic Administration. The teacher is responsible for notifying class members.

2. Out-of-schedule final examinations are not to be administered to students without clearance from the Associate Academic Vice President’s Office. The fee is $100 for all examinations administered out of schedule and only if approved by the teacher and the Associate Vice President for Academic Administration. Also, please note that in the event that a student is scheduled for three tests in a row, or four in a day, they may file an Out-of-Schedule Examination Request* if they wish, and there will be no fee.

3. If a change in class registration is desired, the student must complete the Change in Registration form*, obtain both the teacher’s and the major adviser’s signature, and submit the form to the Academic Records Office. This is for both adding as well as dropping classes.

4. Review Week Policy. Review Week (a.k.a. Dead Week) begins seven calendar days before test week continues for seven calendar days. No major assignments such as themes, research papers, or quarter projects shall be made after the beginning of Review Week. Quizzes will be allowed during Review Week over material presented no earlier than two class periods before the quiz. Generally, there will 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 (as opposed to a final test) during Review Week in order to help the students by:
   a. reducing the amount of material presented in the final test,
   b. avoiding a buildup of tests the week prior to Review Week, and/or
   c. assisting in their grade achievement endeavors,
   d. then a test may be scheduled during Review Week, provided the teacher and two-thirds of the class agree. When it is necessary to give a final test during Review Week, authorization must be obtained from the Associate Vice President for Academic Administration.
Grades

1. **The use of Progress Reports is essential.** Reporting is done online using myWWU. The student, their mentor (if applicable), and the advisor of record will be able to view the report online. Reminders to faculty are sent by the Associate Vice President’s office.

2. No grades should be turned into the Academic Records Office by anyone **other than** the teacher. Quarterly grade submission is done online.

3. In order to distribute grades to the students on time, and allow ample time for probation processing, all grades must be submitted to the Academic Records Office by the deadline dates indicated in the *Activities Calendar*.

4. A grade of Incomplete* is given in case of incomplete work due to justifiable cause and must be made up three weeks before the close of the following quarter (excluding summer term). When an Incomplete is recorded on the grade roster, the instructor **must** also submit a course default grade, based on the current grade if no additional work is submitted. This grade will be recorded if the Incomplete is not made up in the allotted time (See *WWU Bulletin*, pp. 42-43.) To record such a grade in myWWU, simply choose grades that begin with I and end with the default grade. Example IB-; ID+; etc.

5. To report the removal of an incomplete grade, correction of a grade, or to give a grade for credit by examination, an online grade change should be submitted to the Academic Records Office. A grade change is initiated by selecting “Request Grade Change” on a grade roster in Faculty Center.

Registration

Please note: any transaction made in person at the Records Office will require picture ID, either WWU ID Card or Driver License or passport.

1. Changes in registration
   - Need signature of instructor (after the first 4 days of classes) and academic adviser
   - No courses may be added after the tenth day of any quarter without permission from Academic Standards Committee

2. Late registration
   - $75.00 late fee from published registration date
   - Must submit registration form with signatures of all instructors involved, and academic adviser

3. Withdrawing Individual Courses
   - Final date to drop is published in the *Academic Calendar*
   - Submit a Change of Registration voucher to Academic Records Office signed by instructor and academic adviser

4. Withdrawing from All Classes
   - Submit an official *University Withdrawal Form* to Academic Records Office signed by:
     - Academic Adviser
     - Vice President for Student Life and Mission
     - Director of Student Financial Services
     - Director of Academic Advisement
Student Requests and Petitions

1. Petitions* for academic curriculum irregularities in a student’s program should be submitted in writing to Dr. Scott Ligman, Associate Vice President for Academic Administration, on the forms provided. Courses to be taken off campus (whether online or at different institutions) to satisfy a WWU requirement should be pre-approved by WWU’s transcript evaluator (Nancy Davis (509) 527-2360 nancy.davis@wallawalla.edu.)

2. Students wishing to request a challenge, validation or waiver examination must complete the necessary form as per instructions and present it to the chair/dean of the department offering the course.

Academic policies may also be found on WWU’s website under “Academics” https://wallawalla.edu/academics/academic-administration/academic-policies.html

Forms may be found on the WWU’s website under “Resources” https://wallawalla.edu/resources/forms/faculty-forms.html
Disastrous Teaching Experience at New Institution Teaches Many Lessons

By Juan Tolosa
Richard Stockton University, NJ
tolosa@loki.stockton.edu

Ed.'s note: Some months back we published a piece by James Hollandair titled "Stickers in the Classroom." In it he described an instruc-
tional strategy that didn't work. Because we can learn as much from our failures as we can from our successes, we invited other readers to share some of their less successful instructional moments. We didn't expect the brutal honesty found in the piece that follows. We laud this faculty member for his forthrightness, and although instructional mistakes are often situ-
ation and content specific (meaning what he labels mistakes might not always cause disaster), it is his model of reflection and analysis that we find most meritorious.

I arrived at my most recent teaching position with 17 years of teaching experience. I had taught at the Universidad de la República in Montevideo, Uruguay, at the Universidad Simón Bolívar in Caracas, Venezuela, and at the University of California, Berkeley. I considered myself a successful teacher; one with good classroom rapport with students. I felt confident; I was overconfident. At this university I met my Waterloo.

I began by teaching two precalculus sections and calculus 3. Calculus 3 went reasonably well, but I started off on the wrong foot in both precalculus sections. Students and I disliked each other almost from the beginning. From there on, practically all classes became battles, in which both parties — students and instructor — were trying to prove a point. I was trying to convey to them that they were using the wrong approach, and they were trying to convey exactly the same to me.

The experience was painful and humbling. I promised myself that I would never, ever, teach precalculus again.

When my anger and frustration subsided, I had to recognize very grudgingly that I was not the excellent teacher I thought I was. There was still a lot about teaching that I needed to learn. In retrospect, I believe I made a number of mistakes. Here’s a list of some of the worst and in some cases how I tried to rectify them.

• I assumed that students are as motiva-
ted as I am. In reality, most students, especially in introductory or remedial courses like the ones I was teaching, couldn’t care less about the content. In the case of math, they come believing that the content is boring and that they will never be good at it.

• I criticized the book and insisted that student use their class notes instead. Most students feel insecure. They need as many things to hold onto as possible. The book is one of them. If I discredit the book, I am taking away what they believe is their life preserver. I learned the hard way how much they resent that. Now I make the book our companion. I use it whenever possible and regularly encourage students to consult it in class.

• I did not take attendance. My rationale? I believed these kids were adults. They would understand that it was their responsibility to be in class. If they didn’t attend, that was their problem. Now I take attendance every day and make it a part of the grade. Checking attendance sends a strong message. It says being in class is important — it matters. In my experience that message motivates students to take it seriously as well.

• I didn’t let students use calculators in class or on tests. I reasoned that students should be learning concepts, the fundamental ideas. Students rely too much on calculators. They never learn that they can figure things out for themselves. But I underestimated how much students would resist the ban. Now I require the use of calculators. There’s no student resentment, and I’ve come to understand that students who don’t bother to learn the concepts are helpless even with their calculators.

I did teach precalculus again, in fact I teach it every year now. I’ve discovered some approaches and strategies that do work. Here are some of my favorites:

• Patience. When students make stupid mistakes, like adding fractions wrong, making crazy cancellations, or forgetting what I just explained five minutes ago, I used to take it personally and become very angry. Students are very easily intimidated; an angry reply is almost sure to turn them off and discourage them from asking questions ever again. It is very hard to make students feel at ease so that they will ask the questions that they need to. It is a little like taming wild squirrels. One false move and they run away. They hide silently.

• Forbidden words. I carefully avoid words and phrases like easy, simple, straightforward, trivial, elementary, basic stuff, and you should know this.

What is easy for me is not easy for students; that is why I am standing in front of the class.

• High homework standards. Require detailed explanations and justifications in homework and tests. Set standards from day one. If a project is unacceptable, I return it and let students resubmit. If it’s unacceptable next time, they have earned a zero.

• Tough Love. Treat students with respect, but don’t pamper them. Students know the difference. I have learned that you can care for them and still be very demanding.

• Be informal. Promote a relaxed atmosphere. For several years now I have dressed up for Halloween. It still amazes me what a difference a costume and a good laugh makes. I’ve had students tell me that this day changed how they felt about the course. They decided not to drop and to keep trying.

• Use the SETs (even if you are tenured!). Learn from students’ comments on the Student Evaluation of Teaching forms.

The Teaching Professor
January 2003
Internet Cheaters: Who Are They? Why Do They Do It?

Research continues to document that an alarming number of college students cheat. Some faculty fear that the Internet may be making this bad problem worse. Now students have easy access to sources (both free and fee-based) that offer term papers on virtually every subject. Mindy Lester and George Diekhoff wondered who these Internet cheaters might be. Are they a new breed, or do low-tech cheaters simply have a new method at their disposal? To find out more, they surveyed students and obtained usable responses from 421 students in entry-level psychology and sociology courses at one university. They used a previously developed instrument that included:

- demographic information about the students
- inquiries about how much and via what methods they cheated, if they did
- how they reacted to the cheating of others
- the reasons why they cheated, if they did
- a cheating justification scale that measured how willing students were to justify their behavior.

The researchers modified this survey slightly so that it asked specifically "if students had, during their college careers, plagiarized either a portion of or an entire paper from the Internet." (p. 907)

They also changed other items so that they included references to Internet cheating.

About 32 percent of this sample reported no cheating of any kind compared with almost 69 percent who reported cheating via traditional and/or Internet methods. Of those who reported cheating, 88 percent reported using traditional methods exclusively. Another 12 percent reported using Internet methods of cheating, but only about 1 percent reported Internet cheating exclusively.

When comparing traditional and Internet cheaters, the researchers found, "Internet cheaters and traditional cheaters did not differ significantly on the following variables: age, marital status, year in college, percentages in fraternities or sororities, percentages of scholarship or grant recipients, percentages who reported using their own savings to finance their education or the percentages who reported that they would be likely to report the cheating of others." (p. 908) These data and others caused the researchers to conclude that "in many ways Internet cheaters are just exaggerated versions of their low-tech counterparts." (p. 909)

They do, however, justify their behavior to an even greater extent. The researchers wonder if this is because searching the Net "feels" like legitimate research to many students. Internet cheaters are also even more likely to ignore the cheating of others, and they resent it less.

What can faculty do to prevent Internet cheating?

Researchers asked students what led them to use the Internet to cheat. Students answered time pressure, the convenience of the Internet, a belief that they won't be found out, and dislike for the class or professor. Assigning a paper that is due in installments across a semester is one way of helping students manage time pressures. Faculty can also require that students attach copies of their resources to the paper and be vigilant in their efforts to identify plagiarized work. The article lists a number of websites helpful in this regard. And the way faculty interact with students may also diminish the motivation to cheat. Assignment designs (like creative topic options) also can make plagiarism more difficult.


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Disastrous Teaching
FROM PAGE 3

As imperfect as they are, the SETIs are still a very good source of student feedback. Some of their comments are nonsensical sense, or worse, soeful, but most are done seriously and contain very useful feedback. When I first read the students' comments from that disastrous first year, I became indignant. When I re-read them many years later, I was surprised to find sound advice in many of them — advice that I had failed to see then.

- Optional final project. I allow students with a strong B average to do a final take-home project instead of the final test. This option is usually gratefully accepted, since it removes the uncertainty of a final test (which is always comprehensive in my courses, and counts for a sizeable percentage of the grade). Even so, the final project assignment is designed so that it forces students to review the whole course in the process of working on demanding and creative problems.
- Cooperative learning. I now use it in all my classes, although I'm still searching for ways to make it less time-consuming. Students are organized into groups of four people each (with small deviations). They work as a group outside class and turn in homework assignments (projects), one per group. In my experience, students come to appreciate collaborative work. Often I find the same groups still working together in subsequent semesters, even with different course content.

January 2003

The Teaching Professor
Blue Mountain Credit Union
Blue Mountain Credit Union provides a service available to all employees of Walla Walla University in the areas of savings and loans. Call BMCU (509.526.4562) for the current rate paid on share accounts, current rates on new and used car loans and rates on other loans.

Discovery Preschool
Discovery Preschool is located in Smith Hall and provides a learning-enriched preschool program for children ages 3 to 5. Call 509-527-2252 or visit http://wallawalla.edu/childdevel.

University Church
The University Church is on campus (corner of Fourth and Bade) and plans active worship services to meet the needs of a University community. The church office is open daily to serve your needs. Call 509-527-2800. Sermons are uploaded online at http://www.wwuchurch.org/.

University Bookstore
The University Bookstore is here to serve you. WWU faculty, staff and dependents receive a 10% discount on most purchases (textbooks, snacks and special orders may not be included) and you can pay with your WWU ID card. Next-day orders are available on a wide variety of office products. By shopping locally, we keep money on campus, which helps us all.

Food Service
Sodexo as part of the Walla Walla University Community continues to look forward to meeting your culinary needs. With a valid WWU ID card, all staff/faculty members and your accompanied family members are welcome to purchase all-you care-to eat meals for $7.88 per person, for lunch; $6.94 for breakfast; $8.96 for dinner, per person.

WWU Catering by Sodexo will meet all your catering needs. To help reduce cost, the service charge will be waived for all on-campus events; and by reserving the Alaska Lobby or Alaska Room in Kellogg Hall for your catered event the delivery charge will be waived as well. Catering Office (509) 527-2690 (x2690) sodexo@wallawalla.edu

Gymnasium
The Health and Physical Education (HPE) department facilities are available to faculty, staff, and their families. Family members may obtain a Facility Pass from the HPE department for $10 that will allow access to the gym, pool, fitness center, and racquetball courts. Faculty and staff members may also use the Faculty Locker room located across from the fitness center, please request a key from Mike Jimenez (509) 527-2906 and pick up at Facilities Services.

Adventist Health University Clinic
The AHU Clinic is a partnership between WWU and Walla Walla General Hospital. Scheduled and walk-in appointments are available by calling (509) 527-2425. AHUC is located in Meske Hall.
well-qualified staff provide routine and urgent care for students; faculty, staff and dependents. Lab draws, immunizations, allergy shots, and simple procedures are available on-site. Services are billed directly to insurance carriers, WWU will subsidize faculty and staff co-pays (co-pay of $30 instead of $50).

Walla Walla University Libraries

The WWU Libraries consist of the main College Place library, Peterson Memorial Library, plus branches at the Portland School of Nursing and the Masters in Social Work campuses in Billings and Missoula. The libraries’ main webpage is found at http://library.wallawalla.edu.

Librarians at WWU seek to inspire excellence in thought by bringing people and information together in innovative ways. Dedicated to serving the information needs of faculty and students, we are available to facilitate faculty success through classroom partnerships and assistance with a faculty member’s own research. Christy Scott (Education Services Librarian) and Richard Scott (Outreach & Faculty Liaison Services Librarian) in our Center for Library Education and Research (CLEAR) can provide you with specialized reference/teaching support as you encourage your students to discover and think about knowledge through library research. To learn more about what we can do for your students, visit http://wallawalla.libguides.com/CLEAR.

Faculty may also place library materials or items from their private libraries on Reserve (short term loan) for their students to read. Contact Andra Aaby (Public Services and Resource Sharing Manager) at 2191 for additional information.

The Collaboration Conference Room in Peterson Memorial Library (main campus) is a technology friendly space which contains a wall mounted video camera and a table with a/v connectivity where students may connect their own devices to two, large, wall-mounted screens. The Collaboration Conference room may be reserved by students, faculty, and staff. Additionally, in Peterson’s periodicals reading room, there is another technology friendly study space. It includes a table with a/v connectivity which allows students to connect their own devices to a large screen. (Mac adapters are available for checkout.)

Research Central, WWU’s online discovery system, connects faculty and students to the WWU Libraries collections including print, eBooks, electronic journals, and streaming media as well as to collections in the Orbis Cascade Alliance’s Summit Borrowing system. Summit provides access to nearly 30 million books and other resources from 37 other academic libraries in Washington, Oregon, and Idaho. Summit Borrowing items may be requested online through Research Central and items are delivered within 5-7 days. Interlibrary Loan is available for articles and books not in the WWU Libraries collections or Summit.

DVDs and videos are available for checkout and some audiovisual equipment such as LCD projectors and camcorders are available from the circulation desk.

Mail

Walla Walla University has a mailroom located in the Facility Services building at 720 SW Bade Avenue. The mailroom staff sorts and distributes all incoming mail and packages addressed to
the official address: 204 S College Avenue. The staff also meters all outgoing mail and small packages, delivering to the College Place Post Office the next business day. FYI: Outgoing mail leaves the College Place Post Office at 1:30pm each business day; outgoing mail leaves the Walla Walla Post Office at 3:30pm each business day.

Incoming Mail and Packages: Incoming mail and packages arrive between 9am and noon from US Postal Service, UPS, and FedEx. The mail and the packages are then sorted and delivered by carriers to departmental offices Monday - Thursday afternoons. On a Friday morning, if you have urgent incoming mail, please call the mailroom at #2927 and we will deliver your urgent mail before noon.

Outgoing Mail: Outgoing, unstamped departmental mail and small packages are to be placed in your office's "red mailbag" for afternoon pick-up. Outgoing mail will be stamped, charged to your department's postage account, and delivered to the post office the next business day. Please take urgent outgoing mail to the post office before 1:30pm if something needs to be mailed the same day. On a Friday morning, if you have urgent outgoing mail, please call the mailroom at #2927 for pick-up before noon.

Outgoing Packages: Please call the mailroom at #2927 for information on how to send large, outgoing packages. We prefer large UPS or FedEx packages be pre-paid online and dropped off at Facility Services for pick-up before 9am to go out the same day. UPS and FedEx Grounds arrive at Facility Services between 9am and noon each day. For FedEx Express pick-up, please call (800) 463-3339 for pick-up at 720 SW Bade Avenue with phone 509-527-2925.

Personal Mail: Personal mail is accepted in the "red mailbag" as long as it is already stamped. It will be delivered to the post office the next business day. Please take urgent, outgoing personal mail to the post office before 1:30pm if something needs to be mailed the same day.

Mailroom Hours: Monday-Thursday 10am to noon; Friday 9am to noon

Mailroom Extension: #2927

Facilities Services

Key/Key Card Access Requests: To receive a key or key card access, have either the department chair or the office manager submit an online request. Requests are typically filled in 2-3 business days. To check on the status of your in-process key orders, please call the Facilities Services front office at (509) 527-2925. The person who will be carrying the key(s) must be the one to pick them up.

Maintenance Requests: All requests must be submitted online through the Maintenance Request Form at https://workorder.wallawalla.edu (wallawalla.edu\quicklinks\maintenance request). Major expenditures require approval of a vice president.

University Village Housing

This department coordinates all rental properties owned by the university. Some information concerning area housing is also available. Call (509) 527-2109.
Radio Station KGTS-FM (*Positive Life Radio*)

KGTS 91.3 is the home station for the Positive Life Radio (PLR) network with 4 partner stations, 13 translators and 65,000 listeners who love contemporary Christian music across Inland Northwest. We also offer a PLR Hymns and Favorites online station with Christian classics from the 60's, 70's and 80's. PLR can be heard world-wide at [www.plr.org](http://www.plr.org). As an Academic Support department of WWU, KGTS employs students from many academic disciplines – both as career training/experience and as a way to meet their educational financial needs. PLR is a listener-supported radio ministry network, KGTS is owned and operated by Walla Walla University. Our Mission: *We are a radio family who believes in sharing Christ by creating and nurturing enduring friendships.*
Review Week Policy (a.k.a. “Dead Week”)
https://wallawalla.edu/fileadmin/user_upload/Academic_Administration/Forms/reviewWkPol.pdf

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 courses. 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.

Voted by Faculty on 06/02/03
Academic Integrity Policy

https://wallawalla.edu/fileadmin/user_upload/Academic_Administration/Integrity_Policy.pdf

Approved by Faculty December 4, 2000

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 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 university 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).
The following forms are not intended for actual use; these are samples of what you can find online.

### Reimbursement Request Form

https://wallawalla.edu/resources/forms/faculty-forms.html

---

#### TRAVEL & CONFERENCE EXPENSES

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<th>Date</th>
<th>Bldg.</th>
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<th>V.I.</th>
<th>Acct.</th>
<th>Item</th>
<th>Rate</th>
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**Sub-total:**

#### ENTERTAINMENT EXPENSES

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**Sub-total:**

#### ALL OTHER EXPENSES

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**Sub-total:**

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**TOTAL REIMBURSEMENT - THIS EXPENSE REPORT**

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<th>V.I.</th>
<th>Acct.</th>
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</tbody>
</table>

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**Account Number from Fund:**

- Mike 01234
- etc.

---

**Please indicate the fund source from which the travel expenditures were paid:**

- 12345

---

**Please indicate the department from which the travel expenditures were paid:**

- 67890

---

**Reimbursement complete, all supporting documentation included and submitted in accordance with procedures in Wallawalla policy.**

- 11111

---

**Purpose:**

- Travel

---

**Notes:**

- 22222

---

**Reimbursement Request Form is Effective for Travel After 7/1/2014.

This form should be used for personal expenses only. Do not include.

**Receipts paid for with WCC credit card.**

---

**Date of Travel:**

- 3/1/2015

---

**Purpose:**

- Travel

---

This form is intended for use by Wallawalla employees and is not intended for student use. It is designed to be used for personal expenses only and is not intended for actual use. The form includes sections for travel and entertainment expenses, as well as all other expenses. The form also includes a section for total reimbursement and an expense report, along with space for account numbers and purpose. The form is designed to be used for travel expenses after 7/1/2014 and is not intended for student use.
Convention/Conference Attendance Travel Request

*Each faculty member is eligible for one professional convention per year. Currently, the maximum reimbursement of receipted expenses (including per diem) is $1,025.00. It is not within policy to “save” the allotted amount or carry over unused funding from one year and combine it with the following year’s available convention amount. A faculty may attend more than one conference within one year as long as the receipted expenses (including per diem) do not exceed the yearly per-faculty maximum of $1,025.00.

Attendee Information

Name of Attendee

Email

Department/School

Convention/Conference Information
Petition Form
https://wallawalla.edu/fileadmin/user_upload/Resources/Forms/Undergrad/AcademicStandardsPetition.pdf

Walla Walla University

PETITION
To
Academic Standards Committee

1. Type your request and rationale in the boxes below.
2. Sign form and obtain your advisor’s signature.
3. Submit this form with supporting documentation (if applicable) to the Academic Records Office (CTC Rm 311).

Requested:

Rationale:

Name: ___________________________ Phone: ___________________________ Major: ___________________________

Class Standing: ___________________________ ID#: ___________________________

Student’s Signature: ___________________________ Date: ___________________________

Advisor’s Signature: ___________________________ Date: ___________________________

Advisor’s Comment (optional):

Office Use Only
Dept. Approval:  Yes ☐ No ☐
Unanimous:  Yes ☐ No ☐

Department Chair Signature:

If you have any questions regarding this petition, please contact the Associate Academic Vice President at 527-2335.
**EXAMINATION CHANGE REQUEST**

Request should be submitted to the associate vice president for academic administration (ADM 336) three weeks before the beginning of finals

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Address:</td>
<td>Quarter:</td>
</tr>
<tr>
<td></td>
<td>Phone:</td>
</tr>
</tbody>
</table>

| SCHEDULED EXAMINATIONS AND TIMES |
Please list **ALL** classes you are currently taking, including those whose exams you do not need to change. Specify if there is no exam or it is take-home. If this request is approved, you will arrange a time to take the examination(s) at the professor’s convenience. |

<table>
<thead>
<tr>
<th>Prefix/Course No.</th>
<th>Course Title (list ALL classes)</th>
<th>Instructor</th>
<th>Scheduled Exam Day &amp; Time</th>
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<th>Other Reason:</th>
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<td></td>
<td>Three exams in a row</td>
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<td>Four exams in the same day</td>
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</table>

**No fee will apply in the above circumstances.**

*I understand that the usual fee of $100 per exam will apply.*

Student’s signature: ____________________________

**Committee Action:**

Approved: ____________________________

Denied: ____________________________

Comments: ____________________________

Date: ____________________________

Associate Vice President for Academic Administration: ____________________________

---

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Student’s signature: ____________________________

**Committee Action:**

Approved: ____________________________

Denied: ____________________________

Comments: ____________________________

Date: ____________________________

Associate Vice President for Academic Administration: ____________________________
Walla Walla University
Domestic Student Travel Request Application
University-sponsored

Prior to any advertising, fund raising, or making travel arrangements, field trips, tours, and other domestic university travel must be cleared with the department chair and/or appropriate administrator:

- Academic travel is approved by the Associate Vice President for Academic Administration.
- All other trips are approved by the Vice President for Student Life and Mission.

Requests should be submitted two weeks before the proposed departure date. This application is required if your trip meets any of the following criteria. Please check all that apply:

- One or more students with an overnight stay
- Any class will be missed by a student (Class absences should be kept to a minimum.)
- Athletic trip
- Academic field trip

Describe the purpose of the university-sponsored trip:

__________________________________________________________________________________________________________________________________________________________

Applicant Name: ___________________________ Departure Day/Date: __________ Time: __________
Email: ___________________________ Return Day/Date: __________ Time: __________
Phone: ___________________________ Destination(s): ___________________________
Trip Leader(s): ___________________________ Distance one way: ___________________________
Sponsoring Dept: ___________________________ Faculty/Staff member(s) on trip: ___________________________
For which class (if applicable): ___________________________

Is this a regularly scheduled trip? __________ Leader’s cell number during trip: ___________________________
Participant list required

Method of Transportation:

- All participants drive independently with no arrangements made by the leader(s).
  See Personal Vehicle Use policies.

  Or

- All transportation provided by university-owned or business-rented vehicles, or privately-owned vehicles specifically arranged by the leader(s). Leader(s) are required to follow the Walla Walla University Driver and Transportation and Personal Vehicle Use policies.

Private vehicle personal auto insurance is primary coverage for any accidents or injuries that might occur. University student accident insurance covers only up to $3,000 per student for motor vehicle accident injuries.

Note: 15-passenger vans may not be used for any university activities.

Comments or other relevant information:

__________________________________________________________________________________________________________________________________________________________
Progress Report

Instructors are asked to submit progress reports at two points in each quarter: the third week and the sixth week. Although at the time of submitting progress reports you may not yet be able to estimate grades, we need reports of irregular attendance or any other concerns you have noted. An email reminder will come to you from Dr. Ligman’s office.

Please submit reports for two groups of students:

- All students who are designated **At Risk** (names appear in red on your roster), regardless of their current academic performance.
- All other students who are **not attending regularly** or whose **current performance is below a C**. (Please do not submit reports for not-at-risk students whose work and attendance are satisfactory.)

Once you submit a report, it is immediately available electronically (via myWWU) to the student, academic adviser, mentor, vice president for student life and mission, and residence hall deans. These reports are very helpful to the students and to a number of departments on our campus.

Submit reports through myWWU by following the following:

1. Log-in to myWWU
2. Select Self Service
3. Select Faculty Center
4. Select Submit Progress Reports
5. Select class
6. Select student
7. Complete report
8. Submit
9. Repeat steps 5-8 as necessary
# Sample Progress Report

**Report Information**

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>Second Report</td>
</tr>
<tr>
<td>Student ID</td>
<td>1470807</td>
</tr>
<tr>
<td>Term</td>
<td>Autumn, 2011</td>
</tr>
<tr>
<td>Instructor ID</td>
<td>0085332</td>
</tr>
<tr>
<td>Class Nbr</td>
<td>1202</td>
</tr>
<tr>
<td>Advisor ID</td>
<td>0533315</td>
</tr>
<tr>
<td>Status of Assignments</td>
<td>Some Not Turned In</td>
</tr>
<tr>
<td>Grade</td>
<td>D</td>
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</tbody>
</table>

**Comments**

**Grade Comments**

Greg is missing one of two assignments. They can be turned in late with no penalty. I'm not too worried if his attendance stays regular.

**Attendance and HW Comments**

Greg has missed a couple of classes.
# Change of Registration Form

[https://wallawalla.edu/fileadmin/user_upload/Resources/Forms/Undergrad/ChangeofRegistrationForm.pdf](https://wallawalla.edu/fileadmin/user_upload/Resources/Forms/Undergrad/ChangeofRegistrationForm.pdf)

## CHANGE OF REGISTRATION

It is the student’s responsibility to bring this form **IN PERSON** to the Academic Records Office.

**ID#**

**Term**

**Date**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
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<thead>
<tr>
<th>Cell Number</th>
<th>Course Prefix &amp; Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Teacher’s Signature/Date (after first 4 days of class or for Full class)</th>
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**Adviser’s Signature/Date (ALWAYS required except when changing sections of a class)**

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<tr>
<th>OFFICE USE ONLY</th>
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<tr>
<td>Refund Percentage</td>
</tr>
<tr>
<td>Total Credits Before Change</td>
</tr>
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</table>
Agreement for Assignment and Removal of Incomplete Form
https://wallawalla.edu/fileadmin/user_upload/Resources/Forms/Undergrad/IncompleteContract.pdf

Walla Walla University

Agreement for Assignment and Removal of Incomplete

Submit this form to your professor or the department chair for the class.

Upon satisfactorily completing the terms of this agreement, the student will receive a grade for the course identified below. If the student does not fulfill the terms of this agreement, the default grade will be assigned. (See Incomplete Policy in the WWU Bulletin for further details.) This work must be completed at least three weeks prior to the end of the following quarter.

I, ____________________________, for the justifiable reasons stated in the rationale, do hereby agree to assigning a grade of Incomplete for ______________________ for ______________________ in the following course:

<table>
<thead>
<tr>
<th>Course Prefix/No.</th>
<th>Course Title</th>
<th>Credits</th>
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</table>

**Check one:**

- Use Default Deadline
- Use Earlier Deadline (Specify)

**Default Deadline:** This work must be completed by Tuesday three weeks before the close of the following quarter. The instructor will report the final grade at the end of that quarter.

**OR**

**Earlier Deadline:** This work must be completed by __________________________. Deadline Date

**Default Grade**

Default grade which will be assigned if no further work is done, taking into account all of the course requirements.

**Rationale for this Incomplete:**

Specific requirements for removal of this Incomplete:

Signed: ____________________________  Instructor  ____________________________  Date

Signed: ____________________________  Student  ____________________________  Date

If additional time is needed to complete the coursework, a Request for Extension of Incomplete (available in Academic Records office) must be submitted to the Associate Vice President for Academic Administration.
University Withdrawal Form
Available at the Records office, not available online.
# Teaching Learning Center and Disability Services

## Access for Students with Disabilities

### WHO DO I CONTACT?

For more information or to schedule an appointment, contact:

Sue Huet, DSS Coordinator  
Teaching Learning Center, Village Hall  
Phone: 509-527-2366  
FAX: 509-527-2090  
TTY: 509-527-2922  
dss@wallawalla.edu

Disability Support Services  
Walla Walla University  
204 S. College Ave.  
College Place, WA 99324

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**Walla Walla University**

**ACCESS FOR STUDENTS WITH DISABILITIES**

Disability Support Services
DISABILITY SUPPORT SERVICES

The Disability Support Services office is a division of the Teaching Learning Center of Walla Walla University.

In compliance with the American’s with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, Walla Walla University does not discriminate against students or employees with disabilities. Efforts are made to arrange effective, reasonable accommodations for any qualified individual.

If you have a disability as defined by the ADA/504 and you are requesting accommodations, you are required to provide documentation of the disability and specifically request accommodations through the Disability Support Services (DSS) office.

All information is kept confidential, except that which you agree to release to instructors or campus services who may provide accommodations.

WHAT IS A DISABILITY?

According to the ADA and Section 504, a person with a disability is one who:

1) has a physical or mental impairment that substantially limits a major life activity;
2) has a record of such an impairment; or
3) is regarded as having such an impairment.

Major life activities include, but are not limited to: walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

These impairments may be present among people with learning disabilities, psychological disorders, chronic health impairments, attention deficit disorder, diabetes, asthma, psychical disabilities, or vision, hearing, or speech impairments.

Under Washington State law, temporary illnesses or physical problems may also qualify for accommodation. Conditions that last for several weeks and substantially limit your ability to function in the academic setting may be accommodated by presenting current documentation of the condition.

HOW DO I GET HELP?

Students may be eligible for accommodations by presenting current documentation of the disability to the DSS office and making an official request for accommodation. Declaration of a disability is not automatically a request for support services.

Acceptable documentation may come from physicians, psychologists, or other appropriate healthcare providers knowledgeable about the medical or learning condition. The cost of obtaining documentation is borne by the student.

Documentation should include the following elements:

- be current
- diagnosis of condition
- statement of severity and expected longevity or prognosis
- describe procedures used to make the diagnosis
- describe current functional limitations in an academic setting
- list accommodations needed by the student to be able to benefit from the program or service.

Documentation will be reviewed, and if adequate to determine eligibility, a plan of accommodation will be worked out with you.

Students who lack documentation but are reporting learning difficulties may be screened free of charge by DSS staff and referred for further testing or assessment if appropriate. The costs of any further evaluation are the responsibility of the student.

Specific information for various conditions are available on the university website or by calling the DSS office directly. It is important for students to submit documentation as soon as possible, as accommodations are not retroactive. Disability Support Services cannot guarantee appropriate accommodations any earlier than six weeks after the receipt of appropriate documentation.

WHAT TYPE OF SERVICES AND ACCOMMODATIONS ARE AVAILABLE TO STUDENTS?

Accommodations are available to ensure students with disabilities may participate fully in academic and student life. The accommodations are determined on a case-by-case basis with each individual student.

Examples of services available are:
- Priority registration
- Extended time on exams
- Assistance with note taking
- Alternate texts such as taped large print, Braille, CD-Rom, or scanned text.
- Sign-language interpreters
- Housing accommodations
- Equipment loans
- Referrals to outside agencies and resources
- Classroom furniture and relocation of classes
- Consultation, training, and technical assistance with faculty and staff regarding accommodations
- Removal of architectural barriers
- Self-advocacy
Teaching Learning Center

HOW DO I ARRANGE FOR A TUTOR?
The TLC has drop-in tutoring times posted on-line and at the TLC. For most subjects tutored (i.e., math, business, languages, etc.) tutoring is provided in the evenings and/or late afternoons. Writing Center appointments are usually pre-arranged by calling (509) 527-2313 or dropping by the TLC to schedule an appointment. Be sure to bring books, class notes, and/or old tests to your appointment. If you cannot keep an appointment, please call the TLC to cancel it.

WHO CAN USE THE TLC?
It’s for anyone smart enough to ask for help when class work is taking too long or when an assignment just doesn’t make sense. The TLC offers most services free of charge to any Walla Walla University student.

WHEN IS THE TLC OPEN?
Office Hours (school year):
Sunday: 7–9 PM
Monday–Thursday: 9 AM–9 PM
Friday: 9 AM–Noon

Office Hours (summer):
Monday–Thursday: Noon–5 PM

For more information, please contact us at:
TEACHING LEARNING CENTER
Walla Walla University
204 S. College Ave.
College Place, WA 99324
TLC Office: (509) 527-2313
tlc@wallasw.edu
http://www.wallasw.edu/services/tlc
TEACHING LEARNING CENTER

The Teaching Learning Center is a university resource dedicated to supporting students and faculty alike. We help students to progress academically and meet their educational goals by providing them with tutoring, study groups, courses in reading and study skills advisement, academic evaluations, and disability services and support. We coordinate efforts with faculty and staff to monitor and promote students' academic progress. We endeavor to nurture students, alleviate academic stress, and act as advocates on their behalf.

WELCOME TO THE TEACHING LEARNING CENTER

The TLC is a place where you can get tutor help with classes that are causing you trouble and/or classes in which you want a better grade. The truth is, at some point in the course of university study, everyone encounters some sort of academic difficulty. You may find that you have trouble preparing for tests or that you forget what you've read by the time you finish a chapter. When experienced students have trouble, they seek help from other students. Why shouldn't you do the same?

The TLC is designed to provide you with academic support. We do not promise miracles. We do promise to reinforce your efforts to stretch and grow into a stronger student. We offer:

- Peer “Drop-in” Tutoring
- Learning Style Assessments
- Support for Students with Disabilities
- Computer Writing Lab
- Academic Success Classes
- Handouts and Reference Books
- Writing Center Individual Appointments
- Private Tutoring Referrals

We guarantee that the time you invest at the TLC won't be wasted if you're serious about learning.

SERVICES

Peer Tutoring is available to help you (free of charge) in the following areas:

Writing    Math    Science
Business    Engineering    Languages
and more...

Learning Style Assessments are administered by trained professionals to students on request. Follow-up conferences are designed to help students interpret test results and provide suggestions for building on study skill strengths.

Support for Students with Disabilities is provided by Disability Support Services. Students should identify themselves to the DSS coordinator. To reach that office directly, call (509) 527-2366.

The TLC Computer Lab is primarily reserved for students working on papers. The lab is open during TLC business hours.

Academic Success Classes are offered several times a year and include topics such as: reducing test anxiety, taking and using notes effectively, and preparing for an essay exam.

Handouts and Reference Books covering topics such as note-taking, reading, test anxiety, research paper guidelines, etc., are available. Ask at our front desk.
Syllabi are not optional, either with the state or with regional accrediting bodies. As a minimum, your syllabus should contain:

1. The course description from the bulletin;

2. A list of required textbooks and other materials;

3. Your objectives for the students, expressed in performance terms;

4. A list of major assignments, projects and other expectations;

5. A tentative, class-by-class topical outline, generally accompanied by reading assignments;

6. A specific description of your measurement and evaluation procedures. (Example: types of evaluation, a grading scale)

7. The “disability statement”:
   “If you have a physical or learning disability and need accommodations please contact Sue Huett in the Teaching Learning Center, Village Hall, or call 527-2366. Accommodations for documented disabilities are arranged through the Disability Support Services (DSS) office. This syllabus and course materials are available in alternate format as appropriate to the disability. Since accommodations are not retroactive, it is to the student’s benefit to declare a disability to the DSS office as soon in the quarter as possible to receive appropriate accommodations.”

8. Other information you deem useful.

As the quarter begins, please file a copy of your syllabus for each class with your department chair or school dean and upload a copy onto the K: drive (look for the “Syllabi” folder, then go to your department and the appropriate term folder).

**TIP:** A useful reference is checking previously-used syllabi for the courses you teach, on file in your department.

See next page for a copy of the most current WWU Course Syllabi Guide.
Walla Walla University Course Syllabi Guide – 2016

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>
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<td>Generosity in Service</td>
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<tr>
<td>Beauty in Expression</td>
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<tr>
<td>Faith in God</td>
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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, preferred 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 own scores on a regular basis.
In order to help students to understand faculty expectations, the following statement was voted 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
• Constructing Legally Sound Syllabi - Hampton University General Counsel. http://provost.hamptonu.edu/cte/legally_sound_syllabi.cfm
• Michigan Technical University http://www.mtu.edu/ctl/instructional-resources/syllabus/
• Sacramento State course syllabus templates www.csus.edu/atcs/tools/instructional/templates.htm
• 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
• Texas legislature requirements for a syllabus http://coerll.utexas.edu/methods/pdf/cm/classroom-house-bill-2504.pdf
• 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://cetl.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=QJ7zzqU5iJM
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.
Desire to Learn “D2L”
Book Review
Information Literacy and Library Tour
Resource People for Faculty Members

David Lindstrom  
Phone: (509) 527-2664  
Email: david.lindstrom@wallawalla.edu  
Refer students to David for career counseling and developing resumes

Herlinda Ruvalcaba, Advising Coordinator  
Phone: (509) 527-2132  
Email: Herlinda.ruvalcaba@wallawalla.edu  
Contact Herlinda for anything related to student advising and probation issues.

Carolyn Denney, Registrar  
Phone: (509) 527-2811  
Email: carolyn.denney@wallawalla.edu  
Contact Carolyn for anything related to registration, grades, and OASIS.

Kristy Guldhammer, Teaching Learning Center (TLC) director  
Phone: (509) 527-2089  
Email: kristy.guldhammer@wallawalla.edu  
Refer students to the TLC for tutoring.
Sue Huett, Disability Support  
Phone: (509) 527-2366  
Email: sue.huett@wallawalla.edu  
Contact Sue for anything related to student disabilities and accommodations.

Gary Rittenbach  
Phone: (509) 527-2844  
Email: gary.rittenbach@wallawalla.edu  
Contact Gary for issues with your faculty computer, or academic computing labs.

Jennifer Carpenter  
Phone (509) 527-2141  
Email: jennifer.carpenter@wallawalla.edu  
Contact Jennifer for help with personnel issues such as payroll, benefits, etc.

Pam Cress  
Phone (509) 527-2421  
Email: pam.cress@wallawalla.edu  
Contact Pam for graduate studies issues.
Contact Scott/Lorri for any student academic issue including probation, academic petitions, documenting academic dishonesty, student-faculty grading disputes.
Directions to Fort Walla Walla Park

From WWU:

1. Start out going North on S. College Avenue, toward W. Whitman Dr.
2. Take the first right onto E. Whitman Dr.
3. Turn right onto NE Myra Rd.
4. The park will be on your left; the destination will be inside the park. If you reach 12th/Dalles Military, you’ve gone too far.

Destination:
Fort Walla Walla Rotary Shelter
Campus Map