



WALLA WALLA COMMUNITY COLLEGE

FACULTY HANDBOOK **2017-2019**



Updated September 2017

This Faculty Handbook serves as a general reference guide for faculty employed by the College. The information contained in this Handbook is provided as a general resource, and is not intended to create any contractual right, obligation, or covenant with the College. The provisions of this Handbook are subject to modification by the Faculty CBA, College Policy and law. Faculty who have questions regarding specific issues should consult the Faculty CBA, College Policies, and relevant law.

WALLA WALLA COMMUNITY COLLEGE FACULTY HANDBOOK
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SECTION ONE

1.0 INTRODUCTION

In December 2011, WWCC was recognized by the Aspen Institute as one of the top five community colleges in the United States and received the honor as “finalist with distinction.” In March 2013, from a pool of more than 1,000 colleges nationwide, the Aspen Institute’s College Excellence Program named WWCC the Top Community College in the Nation. We credit WWCC’s relentless focus on student success and our exceptional faculty as an integral part in bringing this honor to our college.

SECTION TWO

2.0 FACULTY LIFE

In general, the term “faculty” applies to full-time or part-time academic employees working as teachers, counselors, or librarians.

2.1 Faculty Selection

Selection of faculty is based upon the general standards established by the State Board in WAC 131-16-080. In addition to the general standards faculty must meet or exceed the standards in their areas of specialization as required by WAC 131-16-091. Certification of professional-technical personnel will be in accordance with procedures outlined in WAC 131-16-092, WAC 131-16-093, and WAC 131-16-094. All faculty, full-time, special funding annual and quarterly, or part-time, are expected to have an **application, resume’, and official transcript** in their personnel file.

2.2 Types of Faculty

There are several categories of faculty at WWCC and each type contributes uniquely to the instructional mission of the college. These faculty categories include the following:

- a. **Probationary faculty** – full-time faculty working towards tenure through an extensive three-year evaluation process.
- b. **Tenured faculty** – full-time faculty that have completed their tenure evaluation process and have received tenure.
- c. **Special funding annual faculty** – full-time faculty who are funded through a variety of grants and contracts and who are assessed, then placed and paid on the full-time faculty salary schedule as negotiated in the AHE faculty contract. Typically their contracts are renewed each year based upon the funding source.
- d. **Special funding quarterly faculty** – full-time faculty who are funded through a variety of grants and contracts and who are assessed, then placed and paid on the full-time faculty salary schedule as negotiated in the AHE faculty contract. Special funding quarterly faculty receive a contract on a quarter by quarter bases. Their contracts are based upon the number of instructional days within that specific quarter.
- e. **Adjunct Faculty** – part-time faculty receive quarterly contracts for the course(s) that they are commissioned to teach within a given quarter (i.e., fall, winter, spring, summer). Adjunct faculty are compensated on the Part time, Moonlight/Overload Faculty Salary Schedule as negotiated in the AHE faculty contract.

2.3 Faculty Leadership

In Arts and Sciences there are five division chairs that serve in a leadership role, working closely with the Dean and Assistant Dean of Arts and Sciences. Arts and Sciences division chairs serve for three years and can serve a second three year term if majority vote is achieved. There is a division chair for Mathematics, Sciences, Humanities, Performing Arts and HPER, and Social Sciences.

The majority of Workforce Education programs have directors that oversee instructional programming of these workforce certificates and degrees. These Directors report directly to the Dean of Workforce Education and Applied Bachelors Programs or Dean of Allied Health and Nursing. Directors are responsible for scheduling courses, hiring faculty and staff, faculty evaluations, advisory committees, program operations, and other administrative duties. In the case where there is not a director, lead faculty can be appointed to assist the Dean in course scheduling and in recommending adjunct faculty to teach needed courses. This is also the case with Transitional Studies lead faculty.

2.4 Arts and Sciences Division Chair Responsibilities

General Description: The Division Chair shall assist in providing quality education to students by representing all the faculty in the division and assisting the Dean of Arts and Sciences in this capacity, recognizing that the function of the division chair is advisory in nature and that nothing in this description shall confer or imply administrative authority to such employees.

Responsibilities:

- Organize and hold regular monthly division meetings.
 - Facilitate communication processes within the division, with the Arts and Sciences Dean, and with other areas of the college.
 - Assist the Dean of Arts and Sciences in hiring full-time and adjunct faculty in the division.
 - Assist the Dean of Arts and Sciences in coordinating and delegating mentoring of adjuncts.
 - Assist the Dean of Arts and Sciences in preparing the annual schedule.
- The Division Chair may serve as a member of faculty evaluations in his/her division. The Dean of Arts and Sciences assumes ultimate responsibility for the faculty evaluation process.
- Serve as the summer division contract and receive compensation at the Mode V rate for hours and responsibilities mutually agreed upon by the Dean of Arts and Sciences.

Qualifications:

A faculty member is eligible to be a division chair when:

- S/he has earned tenure, or,
- S/he has taught in the division for at least three years prior to accepting the division chair position.

2.5 Participation in College Governance

The governance system at WWCC includes the Board of Trustees, Office of the President, the President's Cabinet (which consists of the President and the Vice Presidents), Administrative Council and College Council. Three faculty representatives sit on the College Council and one faculty representative, chair of Achieving the Dream, sits on the Administrative Council. Additionally, the college has numerous committees in which faculty are invited to participate. Those committees include:

- Academic Standards Committee (ad hoc)
- Calendar Committee

- Catalog Committee
- College-wide Learning Outcomes and Assessment (CwOLA)
- Curriculum Committee
- Dismissal Review Committee
- Diversity, Equity, and Inclusion Committee
- eLearning Committee
- Educational Effectiveness Council
- Exceptional Faculty Award Committee
- FACTC Representative
- Graduation Commencement Committee
- Intercollegiate Athletic Advisory Committee (ad hoc)
- Outcomes Review Committee (ORC)
- Planning and Budget Committee
- Planning and Budget Task Force
- Professional Development Committee
- Safety Committee
- Sustainability Committee
- Tenure Review Committee
- Title IX Council (ad hoc)
- Wellness Committee

Students are also actively involved in college governance. For more information regarding student participation in governance, please contact the Student Activities Director.

2.6 Association of Higher Education

The Walla Walla Community College Association for Higher Education (AHE) is the exclusive bargaining representative (union) for the entire faculty (full and part time). The Board of Trustees (through its designee) negotiates the terms and conditions of employment with AHE in accordance with Chapter 28B.52 RCW. A copy of the current contract can be found on the college web site. Currently, we are an open shop; faculty are free to join (or not join) and/or financially support the union.

2.7 Salary and Benefits

Full-time faculty are eligible for health insurance benefits and participation in a retirement. Part-time faculty may be eligible for employer-provided medical and dental insurance and for participation in a retirement program. Faculty who work fifty percent (50%) of a full-time assignment for two quarters in a row ~~are~~ may be eligible to enroll in the insurance and retirement programs at the beginning of the second consecutive quarter of employment. For further information, stop by or call the Payroll Department.

A current copy of the faculty salary schedule can be found in the AHE contract. Authorization for salary increases must be granted through appropriations by the legislature. Full-time faculty advance on the schedule through a combination of years-of-service and professional development. The salary for most part-time faculty is based on the mode of instruction (Mode 1, 2, 3, 4, and 5). The amount paid to part-time faculty can be affected by student enrollment in classes or funding sources (i.e. self-support, community education, Quest or Kid's College). Part-time faculty receive a contract/payroll authorization form for course(s) they teach within a given quarter to sign and return.

2.8 Evaluations

The evaluation process is designed to engage faculty in a process that focuses on student success and continuous improvement of teaching and learning. It is a comprehensive system consisting of multiple evaluation processes including self, peer, student and administrative reviews. Probationary faculty (full-time faculty going through the three-year tenure review process), work with respective deans to choose a peer team that supports them through the tenure process. The time-frames for probationary (tenure-track) and full-time/tenured faculty are fully detailed in the AHE contract.

Part-time faculty are also evaluated. The timeframes and process are fully described in the Part Time Faculty section of the AHE contract. Part-time faculty teaching continuing education and community service classes are evaluated as is appropriate.

2.9 Professional Development

The Faculty Learning Improvement Plan (FLIP) represents a joint commitment by the college and faculty to establish and maintain a program for the mutual benefit of employees' professional growth and the vision and values of WWCC. Full time faculty are required to develop and implement a FLIP, which focuses on the essential competencies required for teaching professionals at WWCC, to remain current in his/her teaching discipline and to improve preparation, organization, and presentation.

The FLIP covers three years but may be amended at any time through consultation between the faculty and his/her dean in order to respond to the best opportunities for professional growth.

As provided in the AHE contract, part-time faculty are not subject to the requirements of the FLIP, but they may participate, if they wish, in order to obtain verification of non-traditional or non-transcribed developmental activities.

A fund exists for part-time faculty to apply for Professional Development Mini-grants after they have been at WWCC at least one year and taught at least 15 credits. The grants are to focus on curriculum innovation.

Full-time and part-time faculty are also eligible for Faculty Excellence Awards once they have taught at least 15 credits. The awards committee announces quarterly deadlines and reviews applicants in two main categories: Projects and Achievement. Amounts available vary quarter to quarter. For more information, please see the AHE contract and/or contact Cindy Devary in the Vice President of Instruction office.

2.10 Academic Freedom

Academic freedom is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom of learning. However, it carries with it certain duties and responsibilities along with the rights.

Faculty are entitled to freedom in the classroom in discussing their teaching subject, but they should be sensitive to the diverse views and experiences of their students and be careful not to introduce into their teaching, controversial matter which has no relation to their subject.

2.11 Title IX Policy

Walla Walla Community College is covered by Title IX, prohibiting sex discrimination in education. It is the policy of Walla Walla Community College to ensure equal opportunity in accordance with the provisions of Title IX. The Vice President of Student Services is the Conduct Officer and the Vice President of Human Resources has been designated as the college's Title IX Coordinator. The Coordinator has the authority to convene a Title IX council (consisting of the vice president of instruction, vice president of student services, director of the advising and counseling center, one faculty member, one student, and one classified employee) as needed. A person covered by Title IX who feels s/he has been discriminated against on the basis of sex, by either the college itself or any individual member of the college community, may seek a hearing through the established Grievance Procedure which can be found on the college web site.

SECTION THREE

3.0 ACADEMIC LIFE

3.1 Admissions

WWCC is an open door higher education institution. We accept all qualified individuals who are at least 18 years of age. Students under the age of 18 at the time of registration, who are not high school graduates, may be participating in the Running Start or Alternative Education Programs.

3.2 Instructional Period

Quarter-length credit courses are based on an eleven-week period; this includes the final exam days. Classes are usually set up on a fifty-minute instructional period per credit: Three-credit lecture courses will meet one hundred fifty minutes per week and five-credit lecture courses will meet two hundred fifty minutes per week. Activity and laboratory courses will often require longer class sessions.

When classes are taught consecutively for more than one period at a time, ten minute breaks should be given at the end of each fifty minute segment, or if the class prefers, a twenty minute break at the end of two consecutive fifty minute (100 minutes) presentations. Instructors should base the breaks on the needs and interests of the students.

3.3 Registration

Registration for class(es) should be completed prior to the first class meeting. However, for some classes students are permitted to register at the first session. Non-registered-students should be denied access to your class and sent to the Registrar's office to register.

Students register for classes through a web portal. When classes fill to capacity, students may put themselves on a wait list. The wait list is managed on a first-to-wait list, first-to-register basis. The student will be told his/her placement on the list. The "wait list" function is available through the 4th day of classes. If an opening becomes available during the first four days of the quarter, the student will be automatically enrolled into the "wait listed" class. Therefore, **it is extremely important that a student check his/her schedule every day during those first three days to find**

out if (s)he has been enrolled into that class. If the student decides not to take the “wait listed” class, (s)he must drop the class.

After the end of the 4th day, if a student wants to enroll in a class that still has a wait list, (s)he must:

- 1) pick up a form from Admissions;
- 2) find out what position (s)he holds on the wait list by asking Admissions staff;
- 3) put that number on the form;
- 4) take the form to the instructor who will sign that student in **if the instructor is willing to take all the students who are ahead of him/her on the wait list;** and,
- 5) return the signed form to the Admissions Office where the change is made.

For the most up-to-date registration information, faculty should access Instructor Briefcase. The briefcase is on the web (www.wallawalla.cc/ibc) and allows instructors to get an up-to-the minute roster of their students. You may also use the briefcase to cut and paste the roster into a spreadsheet for grading, attendance, etc. Assistance in getting into the Instructor Briefcase for the first time is available through the Admissions office.

Any student who fails to attend any classes during the first week is considered a “no show” and should be reported as instructed by the registrar. No show rosters are sent out of the registrar’s office on the fourth day of the quarter. Faculty are asked to check their class attendance against their class rosters and submit the name of any student who has not attended class during the first four days of the quarter.

3.4 Adding/Dropping Classes

Dates for adding classes, dropping classes and refunds of tuition are printed in the quarterly schedule. Students who fail to add or drop by established policy and/or posted dates will receive a failing grade and/or no credit for the course.

3.5 Cancelled Classes

The college reserves the right to cancel courses that do not meet minimum enrollment criteria. If a course is cancelled prior to the beginning of a quarter, a college representative will inform the students and assist them in finding another appropriate class to substitute for the cancelled class. If the student does not choose to enroll for an alternate class ~~and~~ their registration fees will be refunded by the business office. If an instructor has met with the class before it was cancelled, the instructor will be compensated for the time the class actually met.

3.6 Academic Early Warning

Educational research indicates that early intervention can assist students who are at risk academically. Based upon this best practices research WWCC provides a campus-wide intervention program called the Academic Early Warning System (AEWS). During the third week of each quarter, faculty are asked to identify students who are having academic difficulties or who should be recommended for the Honors program. Instructors submit the lists of these students to the Vice President of Instruction so that students and their advisors can be sent letters informing them of problem areas or commendations. Along with the letters, students receive a list of learning assistance services at WWCC.

3.7 Disability Support Services

Accommodation for Students with Disabilities

WWCC is committed to provide access and promote an atmosphere conducive to academic success for all who can benefit from post-secondary education. This includes providing reasonable accommodations to individuals with disabilities. WWCC complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1973, and the recent ADA Amendment Act. An essential component of the laws is the right of otherwise qualified students to receive fair access through the implementation of reasonable accommodations.

Faculty Responsibilities

- **Inform students about Disability Support Services (DSS) and how to request accommodations for the course.** Include a statement in the syllabus that directs students who would like to request an accommodation due to a disability to contact the Disability Coordinator on the appropriate campus. In each class syllabus faculty should include specific contact information about the DSS Coordinator including name, phone number, and email address.
- **Implement accommodations.** It is the responsibility of the student to present the *Letter of Introduction* from the Disability Coordinator to each faculty member he/she is taking a class from and for which accommodations are being requested. The letter lists the approved accommodations. Details about a person's disability are extremely confidential and the student should not be asked or required to disclose information about a disability. The student and instructor ~~may~~ do need to discuss how the accommodations will be implemented. Accommodations start at the time the instructor receives the letter. The letter is valid for that quarter only. It is a confidential document and should be shredded at the end of the quarter. The DSS Coordinator is available to assist with the implementation of accommodations when requested.
- **Beyond the accommodation, treat students with disabilities in the same manner as any other students.** If a student files a grievance, the law prohibits any action of retaliation against the student.
- **The instructor is not required to modify essential requirements of the course.** The disability coordinator may contact the instructor to discuss the content and process of the course before issuing an accommodation. The rationale for determining an essential requirement and any reasonable alternate accommodations will be considered.

Student Request Process

An interactive and collaborative process is initiated when the student contacts the Coordinator of Disability Support Services and requests an accommodation.

Dispute Resolution

Students are encouraged to resolve concerns by first contacting the Coordinator of Disability Support Services. It is in everyone's best interest that disputes be settled as quickly and informally as possible. Walla Walla Community College also offers a formal procedure for students who have a complaint or grievance with the institution. The Grievance Procedure is described at <http://www.wbcc.edu/CMS/index.php?id=993>.

For information about student accommodations contact:

Bobbie Sue Arias, Ph.D. – Walla Walla Campus

Janet Danley, Ph.D. – Clarkston Campus

3.8 Library Services

The WWCC library contains an extensive collection of books, magazines, journals, newspapers, reference works, videocassettes, maps, DVDs, and CDs. The library also subscribes to several online databases, including ProQuest, EBSCOHost, CQResearcher and GREENR, which include many full text articles. The Films on Demand database allows faculty to assign students to watch a film or to show it to the class. The library maintains a subscription to Netflix for faculty to preview and show DVDs for classes. A catalog of the book collection and the electronic databases can be accessed from the library's web page. Access to the library home page is available from on or off campus.

Faculty are encouraged to contact the Reference Librarian or the Information Services Librarian for assistance in developing library assignments, classroom presentations about library research, and library tours and orientations. The library encourages faculty to consult with librarians to make purchase suggestions for the collection. The main campus library also has a 24-computer lab Resource Room available for instructional use.

Services offered:

- Inter-library loan. Forms are available in paper or online to request items from the other libraries.
- WALNET Items available from local library consortium with the Rural Library District.
- Reserve collection. The library can place materials on reserve for your students to check out. Check out times can be limited according to faculty requests and instructions.
- Media Lab. Videos, DVDs and CDs may be viewed in the library and most are available for check-out.
- Computers for student and community use. Students, staff, and members of the community are invited to use the library's public computers. Black and-white and color printers are available.
- Photocopies (10c per copy) are available.

3.9 Plagiarism/Cheating

WWCC students should understand that all submitted papers must be original work. It is the belief of the college that academic dishonesty harms the student most when submitting work that is not his/her own: it is the student who is thereby deprived of the opportunity to develop and learn. Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. A student must give credit to the originality of others and acknowledge indebtedness whenever:

- directly quoting another person's actual works, whether oral or written;
- using another person's ideas, opinions, or theories;
- paraphrasing the words, ideas, opinions, or theories of others; whether oral or written;
- borrowing facts, statistics, or illustrative material; or,

- offering materials assembled or collected by others in the form of projects or collections without acknowledgement.

Faculty and students should be aware that plagiarism/cheating is a violation of the Student Code of Conduct and may be grounds for disciplinary action. As stated in the Student Handbook for academic dishonesty cases, the following shall apply:

- If the instructor determines that an act of academic dishonesty has occurred, the instructor may: issue a verbal or written warning; require the student to resubmit the work/assignment; require the student re-take a quiz or examination; assess a lower grade on the assignment or examination; issue a grade of zero (0) on the assignment, lab work, internship or examination; and/or issue a failing grade for the course, lab, or internship.
- Faculty members are encouraged to report all academic misconduct incidents to the Student Conduct Officer (currently the Vice President of Student Affairs). The Student Conduct Officer shall record and main these reports in a confidential file. The Student Conduct Officer shall also send a letter to the student confirming this action and outlining the consequences of subsequent offenses.

3.10 Instructional Grievance Procedure

Walla Walla Community College encourages problem resolution between students and faculty and is committed to assisting in resolution of disputes as soon as possible. It is in the best interest of all parties to resolve disputes at the earliest opportunity and between those directly involved. WWCC encourages use of the Instructional Grievance Procedure, which can be found in the Student Handbook. Faculty are encouraged to be familiar with the process. In the event a dispute regarding instructional issues is not resolved according to the informal grievance process, a formal process for resolution of problems is provided.

3.11 Family Educational Rights and Privacy Act (1974) or ‘Buckley Amendment’

FERPA is a federal law designed to protect the privacy of student education records. It applies to all educational agencies or institutions that receive funds by the Secretary of Education. FERPA provides guidelines for appropriately using and releasing student education records. It states that students are the “*owners*” of their education records, and the institution is the *custodian*” of the records. It also requires that we annually notify students of their rights under FERPA.

What is a student educational record?

Any information directly related to a student and maintained by the college for use in the educational process is considered a student educational record. This includes:

- Personal information
- Enrollment records
- Grades
- Schedules

What are the basic rules?

Student records are considered confidential and may not be released without the written consent of the student. As a faculty or staff member you have a responsibility to protect educational records in your possession.

Quick Tips on What Not To Do

- Do not publish grade data which identifies a particular student or students.

- Do not post grades in a public place.
- Do not circulate any information with grades in a classroom setting. It is better to distribute each paper directly to each student.
- Do not allow students to thumb through a stack of graded papers in order to find their paper. A student should never know the grade of another student in your class.
- Do not discuss the academic progress of a student with the parents of the student.
- Never provide anyone with a list of students enrolled in your class.
- Never provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.

SECTION FOUR

4.0 CORE THEMES, COLLEGE-WIDE LEARNING OUTCOMES AND ASSESSMENT, AND SIX ESSENTIAL INSTRUCTIONAL COMPETENCIES

Walla Walla Community College has identified three core themes that the institution values and sees as manifesting essential components of its mission fulfillment. Each of the core themes appears as an overarching value with objective emerging from the outcomes and indicators linked to the College's mission statement. WWCC's core themes are:

- Core Theme One:** Student Success
- Core Theme Two:** Strong Communities
- Core Theme Three:** Resource Stewardship

4.1 College-Wide Learning Outcomes and Assessment

In alignment with the core themes WWCC is committed to preparing its students for success in their future academic studies and professional careers. To that end WWCC relentlessly strives to ensure that every student who graduates with a degree or certificate, whether through academic transfer or workforce education, has achieved college level competency in four areas. These four areas are called WWCC's College-wide Learning Outcomes and each outcome consists of knowledge, skills, and abilities. The four areas are:

- Communication
- Critical Thinking
- Diversity, Cultural and Community Engagement
- Information and Technology Literacy

Cultivating continuous improvement takes place not just in teaching, but also in the work of assessing WWCC's success in preparing students to achieve the college-wide learning outcomes. Developing, continually refining, and assessing college-wide learning outcomes enables WWCC to provide a clear set of learning objectives as a focus for student learning and faculty professional development. It also enables WWCC to keep its promise to students, transfer institutions, and employers that a student with a WWCC degree or certificate will possess college-level ability in essential knowledge, skills, and abilities.

4.2 Six Essential Instructional Competencies

There are six essential instructional competency areas that are valued for all teaching faculty at WWCC. These essential instructional competencies focus on student success, equity, and teaching. Professional development focuses first and foremost on these essential competencies. They include:

1. **Student Success Teaching Strategies** – Implement and practice diverse teaching and learning strategies understanding that students come with different educational preparedness. Promote both acquisition and applications of knowledge, understanding, and skills.

Learning Outcomes and Indicators

- a. Foster a positive and supportive learning environment through effective classroom management;
- b. Develop and practice instructional methods that enhance adult learners' motivation and assist students to become active learners (e.g., engaging lectures, guided discussion, project-based learning, experiential learning, case study, problem-based learning, inquiry-based learning, etc.);
- c. Use sound principles of collaborative learning; Implement contextualized learning whenever appropriate by utilizing students' prior knowledge and incorporating multi-disciplinary and content specific concepts;
- d. Include general education, degree, and program outcomes throughout course learning (e.g., critical reasoning, writing across the disciplines, digital and information literacy, technology skills, diversity, equity, and inclusion);
- e. Demonstrate, and as needed, teach responsible, ethical academic behavior that enables students be successful in college.

2. **Outcomes-Based Design** – Design curriculum, assignments, and projects that align with course and college-wide learning outcomes.

Learning Outcomes and Indicators

- a. Include identified course outcomes on the course syllabus as outlined in the Master Course Outline (MCO) found in the Online Catalog Administrator (OCA);
- b. Design and align assignments that address each course outcome identified on the course syllabus;
- c. Develop and align assessments that demonstrate attainment of learning outcomes, focusing on what students will know and be able to do upon completion of the assignment or course;
- d. Use evidence of student learning to review, revise, and improve courses;
- e. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

3. **Assessment** – Develop student knowledge and mastery through consistent, timely formative and summative assessment¹.

Learning Outcomes and Indicators

- a. Administer formative and summative evaluations to assess student learning, inform students of their learning progress, and help students self-assess and reflect on their learning;
- b. Employ a variety of formative assessment measures to form a complete picture of learning (e.g., classroom assessment techniques, oral presentations, quizzes, exams, portfolios, journals, project-based assignments, collaborative projects, short and lengthy writing assignments, etc.);
- c. Give timely feedback on class activities, exams, assignments, and papers;

¹ **Formative assessment** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. **Summative assessment** refers to the **assessment** of students where the focus is on the final learning outcome of a course, class, or program.

- d. Analyze effectiveness of assessment strategies and grading practices, in part by inviting frequent feedback from students;
- e. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform and improve learning and teaching.

4. Equity, Diversity, and Cultural Inclusivity – Design learning opportunities that recognize student diversity as well as foster a learning environment of inclusion and understanding.

Learning Outcomes and Indicators

- a. Develop learning experiences that address and support students’ diverse strengths and abilities, implementing universal design principles²; .
- b. Design learning experiences that support and foster student learning communities;
- c. Facilitate reciprocity and cooperation among students to enhance interdependence and teamwork;
- d. Create learning environments that integrate cultural knowledge and encourage students’ openness to diverse perspectives to engage and strengthen critical thinking, reasoning, and social justice concepts;
- e. Design, develop, and integrate diverse perspectives with learning experiences that explore civic, intercultural, and ethical responsibilities;
- f. Demonstrate effectiveness in the learning environment in responding to acts of hatred, incivility, and intolerance;
- g. Ensure that individuals throughout the college community are treated respectfully, justly, fairly, and impartially;
- h. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

5. Digital and Information Literacy - Recognize that 21st century learning environments depend significantly upon digital and information literacy skill. Ensure students have technological and digital literacy skills needed for success at university level academic institutions or professional-technical work occupations.

Learning Outcomes and Indicators

- a. Design, develop, and evaluate authentic learning experiences and assessments, incorporating digital tools and resources to maximize contextualized content learning;
- b. Exhibit knowledge, skills, and work processes representative of an innovative professional in a global society by communicating relevant information and ideas effectively;
- c. Support research and learning for students and peers using a variety of digital age media and formats (i.e., clickers, YouTube, databases, webinars, etc.);
- d. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- e. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.

² **Universal Design** is the design and composition of a learning environment so that it can be accessed, understood and used to the greatest extent possible by all students regardless of their age, size, ability or disability. See Appendix to review 7 Universal Design Principles.

6. **Commitment to Professional Development and College Life** – Engage in continuous professional growth as well as participate in college life in ways that promote Walla Walla Community College’s learning mission.

Learning Outcomes and Indicators

- a. Engage actively in college life by participating in division, program, campus, and college meetings/committees/task forces, and in shared governance;
- b. Provide information about access to campus-wide resources (e.g., Tutoring Center, computer labs, Warrior Resources, Veterans Center, TRiO, Counseling, advising, BFET, Workfirst, Worker Retraining, Disability Support Services, etc.);
- c. Engage actively in developing expertise in advising/mentoring diverse groups of students.
- d. Participate in professional development activities in content areas, actively engaging in one’s discipline or occupational expertise with the goal of continual improving learning (e.g., professional organizations, conferences, industry trainings, etc.);
- e. Participate in professional development activities related to pedagogy, including current teaching and learning theory and practice, and digital technology to deliver content in order to engage adult learners;
- f. Participate in peer mentoring/observation opportunities in a reciprocal process, and use formative evaluations of content and delivery from students, peers, and self to enhance continuous improvement of teaching practice.

Principles of Universal Design

The 7 Principles of Universal Design were originally developed in 1997 by a working group of architects, product designers, engineers and environmental design researchers, led by the late Ronald Mace at North Carolina State University. These 7 principles were adapted to 5 Universal Design Principles for the College Learning Environment and are useful for college instructors who are attempting to develop an optimal learning environment, regardless of discipline or program.

Principle 1: Equitable Use

The design is useful for student with diverse abilities.

Guidelines:

- 1a. Provide the same means of use for all students: identical whenever possible; equivalent when not.
- 1b. Avoid segregating or stigmatizing any student.
- 1c. Provisions for privacy, security, and safety should be equally available to all students.
- 1d. Make the design appealing to all students.

Principle 2: Flexibility in Use

The design accommodates a wide range of student preferences and abilities.

Guidelines:

- 2a. Provide choice in learning methods.
- 2c. Facilitate the student's ability for accuracy and mastery of knowledge or competency.
- 2d. Provide adaptability to the student’s pace.

Principle 3: Simple and Intuitive Use

Use of the design is easy to understand, regardless of the student's experience, knowledge, language skills, or current concentration level.

Guidelines:

- 3a. Eliminate unnecessary complexity.
- 3b. When possible, apply abstractions to concrete examples.
- 3c. Be consistent with student expectations and intuition.
- 3d. Accommodate a wide range of literacy and language skills.
- 3e. Arrange information consistent with its importance.
- 3f. Provide effective prompting and feedback during and after assignment completion.

Principle 4: Perceptible Information

The design communicates necessary information effectively to the student regardless of the student's sensory abilities.

Guidelines:

- 4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- 4b. Provide adequate contrast between essential information and its surroundings.
- 4c. Maximize "legibility" of essential information.
- 4d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
- 4e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

Principle 5: Tolerance for Failure

The design focuses on learning and not failing. The design minimizes the negative consequences of failing by giving students opportunities to fail an assignment or competency without failing the course.

Guidelines:

- 5a. Arrange learning and assignments so students gain mastery of knowledge or competency through several different learning methods;
- 5b. Provide options for students to fail an assignment or competency, yet not fail the course.

SECTION FIVE

5.0 SUMMARY OF FACULTY RESPONSIBILITIES

In addition to the actual teaching of your course(s), there are a few administrative tasks that help us to track our students, maintain our accreditation and ensure that our students get a seamless and quality education. The following list of activities is required for each of the classes you will teach at WWCC:

- Review the Master Course Outline (MCO) for your class. Make sure that your course design meets each of the course learning outcomes.
- Design and upload it to the Online College Administrator (OCA). Examples of well-designed syllabi are in the Appendix.
 1. **Writing a Syllabus:** A syllabus is a contract between the faculty member and students in the course. As such, certain elements must be included for students to be successful. The following required items should be on your syllabus:
 - a. Your full name
 - b. The course name
 - c. Course time/day/location
 - d. Textbook name and ISBN number (the 13 digit one)
 - e. Course description from the Master Course Outline (MCO)

- f. Course outcomes from the MCO
 - g. Grading and attendance policies in your course
 - h. The following disabilities statement: *“To request accommodations related to a disability, contact Bobbie Sue Arias, Ph.D., Coordinator of Disability Support Services at 509.527.4262 or email Bobbiesue.arias@wwcc.edu.”*
 - i. Syllabi may also include a course outline by week, helpful links, resources, or other important information or directions.
2. **Posting a Syllabi:** All syllabi must be uploaded to the WWCC website so that students can find it. To do this use a tool called the Online Course Administration (OCA) located in the employee portal (CCNET).
- Include the course learning outcomes listed on the MCO somewhere in the text of your syllabus for that class.
 - If using a Canvas classroom for your course be sure to include course learning outcomes in your Canvas classroom and align with the assignments for that course. If you are not aware how to do this, contact the Faculty Coach for Instructional Design or the Director of eLearning.
 - Review your student roster in the Instructor Briefcase (IBC).
 - Keep track of your students’ attendance using the IBC and report students who don’t show up (No Show Reporting).
 - Review student grades and prepare reports for students who need to step up their game, Academic Early Warning (AEW).
 - Enter student grades to the IBC for final transcription and grade reporting.
 - Submit a review of your assessment technique to the OCA.

To assist you in understanding these responsibilities, we have created a web page called “Faculty Tools” that you can access from the main Faculty & Staff web page. Assistance can also be found on the WWCC’s webpage link called “Center for Teaching Excellence.” By following through on these tasks, you are helping us to give our students the best possible educational experience. Thank you for choosing to share your knowledge and teaching talent with our students.

SECTION SIX

6.0 COLLEGE CATALOG AND STUDENT HANDBOOK

Faculty are encouraged to read the College Catalog and Student Handbook as they both contain important information related to services available to students including:

- Advising & Educational Planning
- Registration
- Financial Aid
- Testing
- Counseling
- Drug and Alcohol Counseling

Faculty are also encouraged to read the College Catalog for important information related to Academic Information including:

- Grading Policies/Grade Exclusion Policy
- Academic Standards Policy

Additionally, the following important policies can be found in the Student Handbook:

- Confidentiality of Student Records (FERPA)
- Instructional Grievance Procedure
- Student Code of Conduct

SECTION SEVEN

7.0 COURSE PREPARATION AND DELIVERY

7.1 Student Morale and Motivation

Instructors are encouraged to establish a positive learning environment by being well-organized, flexible, having well planned lessons, considering student problems and questions seriously, being available to help students, and above all communicating clear expectations to their students.

Faculty should consider ways to motivate their students by actively engaging them in the learning process, using such means as changing or varying instructional or teaching methods that addresses different types of learning styles (e.g., auditory, visual, kinesthetic), giving students greater choice in assigned course projects, stressing practical applications for the course material, and promoting student growth and accomplishments.

7.2 Planning Courses

In the preparation of any course at WWCC it is imperative that a set of intended learning outcomes be developed. These objectives will state clearly what is expected of the student in order to successfully complete the course.

A prescribed syllabus for the course is also mandatory, and it is expected that the instructor will closely follow this syllabus. Standard forms for completing the course syllabus may be obtained from the dean of that particular unit or program, or from the Office of the Vice President of Instruction. In general, course syllabi should include the name of the text(s) and any other required print materials, instruments, tools, or supplies; a class schedule for the quarter; student attendance policy; assignments; ADA accommodations; and the grading policy. An outline of the course as it will be presented over the ~~ten~~ eleven week quarter is also recommended.

Unit or program deans will assist faculty with orders for textbooks and other supplies that they may require. When applicable, full-time department faculty will select textbooks. Faculty should contact their dean, assistant dean, or instructional director regarding desk copies of texts. Prior to the first class session, faculty should check on the arrival of texts and supplies, the location and adequacy of the assigned classroom, and any other pertinent details.

Faculty are expected to come to class prepared to utilize the entire instructional period. If fewer than the required number of students are enrolled for the course, the unit or program deans and directors will make a determination about whether or not the class will continue. Class rosters are available through the "Instructor Briefcase," available to all faculty, as a link to the College website.

Upon hiring, all faculty are provided with a College email account and access to “Instructor Briefcase” and other instructional support resources. The unit or program secretaries can help instructors to gain access to these resources; pin numbers necessary for this access may be obtained from the Payroll Department.

7.3 Grading Credit Courses

Letter grades used for credit courses are A, A-, B+, B, B-, C+, C, C-, D+, D, F, I, and Z. Grades should be assigned based on the achievement of course intended learning outcomes. Instructors are expected to use an equitable and fair system of grading. Students should be kept aware of their progress and how their grades will be determined. It is strongly recommended that grading be based on a composite of several tests and/or projects as opposed to a single test or project. One of the most common student complaints is that they do not know where they stand in a course, so it is a very good idea to make this very explicit and easy to determine. The Canvas classroom gives faculty online grade book capability, which allows any student to know his/her progress anytime during the quarter.

The grade of Z is given at the discretion of the faculty. It is most appropriately given to students who have not met minimal course standards due to serious, extenuating circumstances, e.g. illness, accident, family crisis such as death, etc. The Z grade is not computed into the grade point average and cannot be changed unless instructor error has occurred.

The grade of I may be assigned only upon the request of the student and with the instructor’s approval. The student must have successfully completed two-thirds of your course requirements, but for good reason cannot complete the course in the time allotted. If the grade of I is assigned, the instructor and the student must sign an incomplete contract, available from the Admissions office. The contract will specify work to be completed and when it must be submitted, no later than the subsequent quarter, excluding summer quarter. The contract will allow the instructor to assign a grade should the student not fulfill the contract. Students needing more than the subsequent quarter to complete the course must re-enroll.

Further explanation of grading can be found in the College catalog.

7.4 Classrooms

To assist in monitoring a safe learning environment all classrooms are kept locked, with a small metal mechanism on the inside of the doorjamb that can be quickly flipped if it becomes necessary to secure everyone inside. If for some reason a classroom is, the instructor should contact the supervisor or the information desk (dial “0” from on-campus locations) to get the help needed to open the room.

Following the use of the classroom, every instructor is expected to leave the room in good order, with the chalkboards erased and any items that do not belong in the room removed. The lights should also be turned off. Keys are usually not necessary nor are they typically issued to part-time instructors.

7.5 Inclement Weather Procedures

It is extremely rare that classes are cancelled due to weather conditions. Instructors should listen to any one of several local radio stations to find out if the College is going to be closed. Radio stations will have the information regarding closure by 6:30 a.m. for day classes. Students may call the College in the afternoon to find out whether the evening class sessions will be cancelled due to bad weather or other extenuating circumstances.

7.6 Cancelling Class

If instructors need to cancel a class, they should take the following steps:

- Inform the department secretary or supervisor as appropriate.
- Make up the class if possible, or replace with an online assignment in your Canvas classroom. This ensures that learning continues on in a consistent and accountable, even if class does not meet. If you do make-up the class, be sure to arrange with your dean avoid conflicts with rooms and existing schedules.

7.7 Field Trips

Contact the department supervisor for approval of field trips or other college-sponsored trips, and to make transportation arrangements. When possible, instructors should schedule such trips so that students will not be absent from other classes.

7.8 Final Exams

All final exams must be administered according to the published final exam schedule. Final exams in credit courses are required unless an exception is approved by the Vice President of Instruction. Non-credit courses do not require final exams. Consult the WWCC website for current final exam schedules.

7.9 Center for Teaching Excellence

Finally, we are here to help. The online Center for Teaching Excellence is a link where faculty can find a collection of the best resources to assist in crafting innovative learning experiences. You can find this web link at <http://www.wvcc.edu/cte/>.

APPENDIX

Attachment 1

Chem 121 *Introduction to Chemistry* Syllabus F15

Instructor: Ruth Russo (Office 43, 524-5232, ruth.russo@wwcc.edu)

Office Hours: 11:30 to 12:30 pm, M, T, F. Otherwise, if my office door is open, I'm happy to talk with you. Some days you can come by the lab and catch me there. Send me an email if I'm not around.

Place/Time: Room 222. M, T, Th, F 10:30-11:20 am (lecture). W 10:30 am-12:20 pm (lab).

Texts: *Introduction to General, Organic and Biochemistry*. Bettelheim, et al., 10/e, 2013. *Laboratory Experiments for Introduction to General, Organic and Biochemistry*. Bettelheim and Landesberg, 8/e, 2013. **Also required: a scientific calculator and side vented, splash and impact resistant laboratory goggles** (available in the bookstore).

Prerequisites: MATH 78E, ENGL 087.

Course Description: Survey of inorganic chemistry for nursing and allied health sciences. Topics include atomic structure, bonding, periodicity, stoichiometry, gases, equilibrium, solution chemistry, acids, bases, buffers, and nuclear chemistry. Lab work required.

Learning Outcomes: upon passing this class, a student will be able to:

- Differentiate between major chemical categories, including: states of matter; metals vs. nonmetals; ionic compounds vs. covalent compounds; solutes vs. solvents.
- Solve quantitative problems using discipline-specific tools, including: scientific units and metric conversion; stoichiometry and dimensional analysis; and solution concentration.
- Solve qualitative problems using thermodynamics and kinetics; chemical equilibrium and pH; radioactive decay principles.
- Sketch the atom in terms of the major subatomic particles, their location, masses and charges; explain the arrangement of the periodic table and periodic trends in terms of electron quantization.
- Recognize simple examples of oxidation-reduction and metathesis reactions; describe the pH behavior of household solutions, buffers, and physiologic fluids.
- Draw Lewis structures for simple molecules and polyatomic ions; predict the shape, polarity, and solubility of simple molecules on the basis of VSEPR and intermolecular forces.
- Practice the safe use of laboratory glassware, equipment and reagents in order to gather data; critique laboratory data in terms of precision, accuracy and explanatory power.

<u>Assigned Work</u>	<u>Each</u>	<u>Total</u>
Quizzes	10	20
Exams <i>3 during the quarter, 1 non-comprehensive final</i>	60 or 100	420
Labs <i>6 sets, Lowest 1 score dropped for total of 5</i>	25	125
Homework <i>8 sets, Lowest 1 score dropped for total of 7</i>	10	70
Total Points		635

Illness Policies for Graded Work:

- If you miss a **lab or exam** due to illness or other emergency, you must contact me **that day by email or phone** to let me know you will need to make up the lab or exam.

- Not all labs may be made up, however, due to constraints of safety, space, time, or reagents. Therefore, one lab score can be dropped for any reason.
- If you miss a **homework** assignment due to illness or other emergency, you may not make this up. Therefore, one homework score can be dropped for any reason.

Exams: the dates are shown on the course schedule. If you have a legitimate scheduling conflict you must make arrangements with me at least three days before the exam in order to receive an alternate time.

Labs :

1. The due dates for Prelabs, Results, Questions and Post-labs are on the schedule.
2. Wear closed-toe shoes and long pants to every lab. Bring your laboratory goggles. If you forget, I may not allow you to work that day, depending upon the nature of the experiment, and you will receive a zero for that lab.
3. Labs come from the hard-copy Lab Manual.
4. When assigned, Prelabs are always due at the beginning of lab. I want you to make a good-faith effort at answering all the questions before you walk into lab, most importantly so that you know what you don't know! I will check that you completed the Prelab before you begin working.
5. The Experiments, consisting of Prelabs, Results, Questions and Postlabs, are due either as you leave lab or on the next day, as listed in the syllabus.
6. Labs are each worth 25 points. The points are earned as follows:
 - a. Prelab done prior to lab (5 points)
 - b. Content of Prelabs, Results, Questions and Postlabs (20 points)

Graded Homework: the homework assignments (10 points each) are due as listed on the schedule. They consist of two parts: ungraded practice problems and graded problems.

1. Ungraded Practice Problems (5 points). I want to see evidence that you have attempted the **odd-numbered** problems that I suggest from the end-of-chapter problems. Most of these have answers in the back of the book, but I want to see your sketches, attempts, calculations, etc. These can be "sloppy copies." Staple these to the Graded Problems.
2. Graded Problems (5 points): these will be **even-numbered** end-of-chapter problems (or problems that I make up) that don't have answers in the back of the book. These are problems that show me whether or not you understand concepts, calculations, and information prior to the exams.
3. Homework assignments will be posted on the Canvas shell for each chapter, found under the appropriate Chapter module.

Accommodations: To request accommodations related to a disability, contact Bobbie Sue Arias, Ph.D., Coordinator of Disability Support Services, at 527-4262 or email Bobbiesue.arias@wwcc.edu. Accommodations can include note takers, extra time on exams, etc.

Helpful Resources: If you (or a fellow student you may know) does not have reliable access to food or other essential needs, there are resources available through WWCC's Warrior Resources, located in Building J, Room 302. For information, please contact Magdalena Moulton at 509-524-4790 or Paul Lund at 509-524-5231.

TRiO: Are you the first in your family to attend college? Do you want to transfer to a four-year university after WWCC? Are you unsure of what to major in? Not sure where to transfer? Need academic support? Would you like your own personal guide to help you? Contact the TRiO office at 509-527-4258 in Walla Walla or 509-758-1721 in Clarkston to see if you are eligible.

Etiquette: Please be courteous to your fellow students and me. 1) Please do not answer your cell phone **or text** during class. If you absolutely need to be in contact for family or work reasons, set the phone to vibrate and take the call outside the door. 2) Please do not be consistently late for class. If you have transportation issues, let me know. 3) Please do your best for your lab partner and everyone else in the lab. You are mutually responsible for the success of the lab pair, and the safety of everyone relies upon you!

Grading Scale: the grading scale below depicts the highest “floors” for each category that I predict. For example, if you have a 93% on all work, you would receive an A, while someone with 92% on all work would receive an A-. I reserve the right to lower the floors at the end of the quarter based upon both student and instructor performance relative to years past. In this case, the 92% might merit an A if I have designed especially difficult exams, e.g.

Percent	Letter Grade	4 point scale
93-100	A	4.0
90-92.9	A-	3.7
87-89.9	B+	3.3
83-86.9	B	3
80-82.9	B-	2.7
77-79.9	C+	2.3
73-76.9	C	2
70-72.9	C-	1.7
67-69.9	D+	1.3
63-66.9	D	1
0-62.9	F	0

After week 2, your grades will be available to you in real time on the Canvas shell. Prior to the end of week 2, there are not enough data in the gradebook for the percentage to make sense.

Withdrawal Policy: You may withdraw from the course without a grade through Nov. 7. After this date, you will receive a grade whether or not you continue to attend class.

Extra Help: The most successful chemistry students are the ones who plug away with a determined work ethic. Asking for help **early and often** is a wise and strategic move. Come see me often. I love students who ask a lot of questions. Dr. Laura Schueller in the Tutoring Center is also an excellent resource (in addition to being brilliant, she brings treats to the tutoring center on Fridays). The Tutoring Center hires a chemistry-specialist tutor early in the quarter, so introduce yourself and visit him or her often. You can also direct questions to Keenan Failing in the Stockroom, especially if it deals with aqueous chemistry. We are all here to help you succeed.

Academic Honesty: cheating and/or plagiarism will incur a penalty ranging from F on the assignment, to failing the course or being expelled from the college. See www.wvcc.edu →Current Students→Student Resources→Student Policies→Student Code of Conduct.

Schedule: we shall be following the attached calendar. It may be modified due to circumstances beyond my control. My suggestion is to carry it in your backpack or notebook and refer to it weekly, to plan your studying, and daily, to see what is due tomorrow.

The Canvas environment for our class: we have an online “shell” in the Canvas system. This serves three major functions:

1. I post all my handouts, power points, and homework assignments) in Canvas. Some students like to print out the power points for each chapter to take notes upon. ALL students ought to look at the study guides before exams.
2. You can look at your grades as soon as I enter in your points for each assignment. It is pretty meaningless until Week 3 but then it is quite useful.
3. If I need to make corrections, additions, announcements, etc., I will send these out via Canvas. Most importantly, if I get SICK and can't come in, I will try to give you some advanced warning from home via Canvas. **Please set your Notifications tab in Canvas to whatever mode you check most frequently.**

Weekly Schedule

	MONDAY LECTURE	TUESDAY LECTURE	WEDNESDAY LABORATORY	THURSDAY LECTURE	FRIDAY LECTURE
Week 1: 9/21-25	Ch. 1: Matter, Energy, Measurement.	Ch. 1: Matter, Energy, Measurement.	"Starting with Safety" Video. Meet in Classroom, then lab check-in.	Ch. 1: Matter, Energy, Measurement. Due 11pm: Safety Quiz AND Syllabus Quiz, both in Canvas	Ch. 1: Matter, Energy, Measurement.
Week 2: 9/28-10/2	Ch. 1 Review Due: Homework Ch. 1 2pm, my office	Ch. 1 Exam	Expt. 1: Lab Measurements. Due: Prelab Expt. 1	Ch. 2 Atoms. Due: Expt. 1, 2 pm	Ch. 2 Atoms
Week 3: 10/5-10/9	Ch. 2 Atoms	Ch. 3 Chemical Bonds. Due: HW Ch. 2, 2 pm.	Expt. 2: Density. Due: Prelab Expt. 2	Ch. 3 Chemical Bonds. Due: Expt 2, 2 pm	Ch. 3 Chemical Bonds
Week 4: 10/12-16	Ch. 3 Chemical Bonds	Nomenclature Worksheet. Ch. 3 HW due 2 pm.	Meet in classroom. Ch. 2 and 3 Review. Due: Nomenclature worksheet, 2 pm.	Ch. 2 and 3 Exam	Ch. 4: Chemical Reactions
Week 5: 10/19-23	Ch. 4: Chemical Reactions	Ch. 4: Chemical Reactions	Expt. 5: Empirical Formula of Copper Chloride. Due: prelab.	Ch. 4: Chemical Reactions. Due: Expt. 5, 2 pm	Ch. 5: Gases, Liquids and Solids. Due: HW Ch. 4, 2 pm
Week 6: 10/26-30	Ch. 5: Gases, Liquids and Solids.	Ch. 5: Gases, Liquids and Solids.	Expt. 12: Molar Mass of a Volatile Liquid. Due: Prelab	Ch. 5: Gases, Liquids and Solids. Due: Expt 12, 2 pm	Ch. 4-5 Review. Due: HW Ch. 5, 2 pm
Week 7: 11/2-6	Ch. 4 and 5 Exam	Ch. 6: Solutions	Expt. 14: Solubility and Solutions. Due: Prelab.	Ch. 6: Solutions. Due: Expt. 14, 2 pm.	Ch. 6: Solutions
Week 8: 11/9-13	Ch. 6: Solutions	Ch. 7: Reaction Rates and Equilibrium. Due: Ch. 6 HW, 2 pm	Veteran's Day	Ch 7: Reaction Rates and Equilibrium.	Ch. 7: Reaction Rates and Equilibrium
Week 9: 11/16-20	Ch. 7: Reaction Rates and Equilibrium	Ch. 7: Reaction Rates and Equilibrium	Advising Day--no class. BUT HW Ch. 7 is due in my office, 2 pm!	Ch. 6 and 7 Review	Ch. 6 and 7 Exam
Turkey Week	THANKS	GIVING	BREAK	WEEK	
Week 10: 11/30-12/4	Ch. 8: Acids and Bases	Ch. 8: Acids and Bases	Expt. 18: pH and Buffers. Due: Prelab	Ch. 8: Acids and Bases	Ch. 8: Acids and Bases. Due: Expt. 18
Week 11: 12/7-11	Ch. 8 Review. Due: Ch. 8 HW		Ch. 8 Exam 10:30		F

**Course Syllabus
TRK 101, CDL Training
Winter 2013**

Steve Harvey, Instructor
(509) 527-3681

Course Number: TRK 101, CDL Training

Teaching Format: Lecture/Lab

Location: Walla Walla Main Campus - Craik Building, room 202

Textbook(s): Thomson Learning/Tractor-Trailer Driver Handbook/Workbook

Class Hours per Week: 16 hours per week (160 hours total)

Credits: 11

Course Description:

Entry-level lecture training for long haul truck driving jobs and commercial driving license testing. Topics include basics of trucking industry and trucking equipment: inspection of equipment, mechanical components, brake adjustment, preventative maintenance, servicing, defensive driving techniques, cargo loading, securing load, documentation, map reading, DOT log books, trip planning, accident and fire prevention, reporting, hazardous material transportation and documentation. Prerequisites: Pass DOT physical and mandatory drug test, have a social security card and have a satisfactory driving record for past five years.

Effective January 2009, Washington state Department of Licensing is updating the requirements for obtaining a Commercial Drivers License (CDL). An applicant must complete the minimum training requirements and will have to present their CDL certificate to show successful completion of a Department of Licensing (DOL) program (see WAC 308-100-033). The table below shows the minimum number of training hours and core functions to be included in the curriculum:

Core Functions	Class A	Class B	Class C
Classroom	40 hrs	20 hrs	20 hrs
Street Driving	18 hrs	14 hrs	8 hrs
Backing Maneuvers	16 hrs	4 hrs	2 hrs
Proficiency Development.	16 hrs	4 hrs	2 hrs
Lab/Range/Observation	70 hrs	6 hrs	4 hrs
TOTAL	160 hrs	48 hrs	36 hrs

Policies:

Attendance is monitored by instructor. Students missing more than four days of class will not be eligible to receive a personal reference from the instructor. Please come to class dressed appropriately; no shorts or sandals please. Students are expected to be professional and keep their work neat and clean. Failing the skills test you will drop 1 grade. All students are expected to have the following endorsement test complete: General Knowledge, Combination, and Air Brakes by the end of the classroom portion of this program

Grading:

- One-third of grade is the final test which is 104 questions.
- One-third of grade is driving in yard, coupling, uncoupling, vehicle inspection and backing.
- One-third of grade is spent on the road gaining driving experience.

Intended Skills and Attitude Outcomes:

- Demonstrate CDL written test knowledge on combination vehicles, doubles, tankers, hazardous materials and general awareness of the truck driving industry.
- Demonstrate and identify logbook procedures and understand current Hours-of-Service regulations.
- Demonstrate map reading.
- Inspect and identify cab controls and gauges, power train, brake, steering and various engine components.
- Demonstrate a work ethic appropriate to the industry.
- Demonstrate a knowledge of the safety factors unique to the truck driving industry.

Accommodations:

To request accommodations related to a disability, contact Bobbie Sue Arias, Ph.D., Coordinator of Disability Support Services, at 527-4262 or email Bobbiesue.arias@wwcc.edu. Accommodations can include note takers, extra time on exams, etc.

Log Book and Vehicle Check Report:

During the driving portion of the course, you will be expected to complete a 31 page log book that will be turned at the end of the course for credit. Students will also complete a required daily vehicle check report that will be turned in at the end of the course.

Course Competencies:

The following competencies will be evaluated throughout the course based on individual student performance. Rating Scale:

- 4 - Skilled, works independently
- 3 - Moderately skilled, completes job
- 2 - Limited skills, requires further instruction
- 1 - Exposed, no hands-on experience
- 0 - No exposure, experience or knowledge

Item #	Competency	Rating
1	Attendance: 5 - perfect attendance, 4 = missed 1-2 days, 2 = missed 3-5 days, 0 - missed 6+ days	
2	Participation: 4= good, 2 = fair, 0 = poor	
3	Inspect and identify cab controls and gauges	
4	Inspect and identify power train components	
5	Inspect and identify brake component	
6	Inspect and identify various engines and components	
7	Inspect and identify steering components	
8	Inspect and identify wheels and tire	
9	Inspect and adjust s-cam brakes	
10	Identify types of trailers	
11	Demonstrate proper coupling and uncoupling	
12	Demonstrate defensive driving techniques	
13	Identify and demonstrate proper safe driving procedures	
14	Identify driving hazards	
15	Identify hazardous materials and proper handling procedures	
16	Demonstrate and identify log book procedures	
17	Demonstrate map reading knowledge	
18	Identify proper loading, securing and unloading cargo	
19	Identify proper pre-trip/post-trip inspection	
20	Identify preventive maintenance procedures	
21	Identify and demonstrate proper double trailer handling procedures	
22	Practice safe work and driving habits	
23	Demonstrate proper wheel chaining procedures	
24	Demonstrate proper procedures for 45 degree back sight side	
25	Demonstrate proper procedures for 90 degree back sight side	
26	Demonstrate proper procedures for straight back	
27	Demonstrate proper procedures for 45 degree back blind-side	
28	Demonstrate proper procedures for sliding 5th wheel	
29	Demonstrate proper procedures for sliding trailer slides	
30	Demonstrate proper procedures for parallel parking	

31	Demonstrate proper pre-trip preparation mirrors, seat adjustment	
32	Demonstrate pre-trip inspection	
33	Demonstrate proper gear usage and recovery	
34	Demonstrate proper speed control	
35	Demonstrate proper shifting procedures	
36	Demonstrate proper braking procedures	
37	Demonstrate proper use of mirrors	
38	Demonstrate proper passing procedures	
39	Identify hazardous situations	
40	Identify low clearances	
41	Identify & demonstrate proper RR crossing procedures	
42	Proper use of turn signals	
43	Demonstrate proper procedure when entering or exiting highways	
44	Demonstrate proper procedure at traffic lights & signals	
45	Demonstrate proper procedure at approaching intersections	
46	Demonstrate proper procedures for left & right hand turns: a. Proper speed b. Proper gear c. Proper lane usage	
47	Demonstrate proper procedures at post-trip inspection	
48	Demonstrate proper procedures when on a hill: stopping & starting	
49	Demonstrate CDL road test proficiency	
50	Demonstrate work ethic appropriate to this industry	

Course Outline

Following each chapter, there will be an open-book test designed to help with overall understanding. It will not be graded.

Classroom: The first 40 hours will be in the classroom for 2.5 weeks:

Week 1: 16 hours classroom
 Week 2: 16 hours classroom
 Week 3: 8 hours classroom = 40 hrs classroom completed,
 Plus: 2 hours driving
 2 hours backing
 4 hours Lab/Range/Observation
 Total Week 1-3: 48 hours

HOURS PER WEEK

Core Function	Week							Total Hours
	4	5	6	7	8	9	10	
Street Driving	2 hrs	2	2	2	2	3	3	16
Backing Maneuvers	2	2	2	2	2	2	2	14
Proficiency Development	3	3	2	2	2	2	2	16
Lab/Range/Observation	9	9	10	10	10	9	9	66
Total Hours	16	16	16	16	16	16	16	112 Hours
Total Hours (including weeks 1-3)								160 Hours

Week 11

Any time missed during the quarter will have to be made up in week 11. Instructors will be available from 8am to 3pm Monday through Friday to help students complete any missing components and review the driving test.

Students who wish to get a class B only will be signed up for 6 credits = 90 hours.

HOURS PER WEEK for Class B

WEEK	1	2	3	4	5	Total hours
Core Functions						
Classroom	16	8	0	0	0	24
Backing Maneuvers		4	4	4	4	16
Proficiency Development		2	4	4	4	14
Lab/Range/Observation		2	8	8	8	26
Total Hours	16	16	16	16	16	80

The 6th week will be any Proficiency Development based on students needs and a DOL Skills test will be schedule.

Students that wish to get a class C only will be signed for 6 credits = 60 hours.

WEEK	1	2	3	4	Total Hours
Core Functions					
Classroom	16	8	0	0	24
Backing Maneuvers		4	4	4	12
Proficiency Development		2	4	4	10
Lab/Range/Observation		2	8	4	14
Total Hours	16	16	16	12	60

PSYC& 200: Lifespan Psychology ONLINE

Course Syllabus

Instructor: Jane Doe, M.A.
Email: jane.doe@wwcc.edu (best method to contact me)
Phone: 509.000.0000 (voicemail only)
Office Hrs: By appointment

Required Textbook: Berger, K.S. (2016). *Invitation to the Lifespan*. 3rd Ed. NY: Worth.

Course Management System: CANVAS.

Go to the WWCC homepage (<http://www.wwcc.edu>) and click on the Canvas icon. Follow the directions on how to log on with your SID and password. If you prefer, you can go to <https://wwcc.instructure.com/login> and log on with the directions on the opening page. Under “Courses,” you will see our class listed.

Course Description: This course provides an in-depth study of human development focusing on the biological, cognitive, and psychosocial domains of each of the stages of the lifespan from birth to death. Recommended: READ 088 or higher.

Intended Learning Outcomes:

- Distinguish among the major theoretical perspectives within lifespan psychology and apply them to an array of topics in the field of lifespan psychology
- Explain the major changes which occur to humans across the lifespan in terms of cognitive, biological, and psychosocial development
- Apply developmental psychological concepts to self and others
- Define and explain psychological terminology related to lifespan psychology
- Appraise the value and validity of research in the area of lifespan psychology
- Explain the factors related to individual differences in human growth and change across the lifespan

Course Policies and Procedures/Student Rights and Responsibilities:

All assignments and exams will be conducted online in Canvas. It is ESSENTIAL that students have the required textbook, a reliable internet connection, and a back-up plan (computer lab, library, etc.) in case you experience technical difficulties. Computer problems and lack of textbooks are NOT legitimate excuses for late or missing work. Both libraries (Walla Walla and Clarkston) have a copy of the textbook on reserve to use if yours is delayed.

Students are expected to keep up on course reading and to finish all assignments prior to the indicated deadlines. Homework and Discussion Forums must be accomplished using complete sentences and full paragraphs, free of spelling and grammatical errors.

You should consider due dates as the LAST opportunity to submit assignments rather than the targeted goal date. NO EXTENSIONS WILL BE GIVEN ON DISCUSSION FORUMS THAT REQUIRE POSTS AND REPLIES TO FELLOW STUDENTS FOR ANY REASON.

Assignments due just to me (chapter reviews, quizzes) will occasionally be accepted with prior approval. However, grades on late work will be reduced by 25% per day (including weekends). Please email the instructor with requests using the course name and assignment title as the subject line. (For example: PSYC&200 – Chapter 2 Review).

Students are expected to practice academic integrity and honesty. Cheating and plagiarism will result in any combination of the following: warning, lowered grade, failing grade for assignment or course, or suspension/dismissal from the College.

Students are entitled to the opportunity and encouragement to succeed, be treated with dignity and respect, be safe from sexual harassment and discrimination, & to ask for help.

Students are responsible for supporting an environment conducive to learning, treating all students and staff with dignity and respect, exhibiting good manners and common courtesies at all times, respecting the property and space of others, refraining from swearing and using inappropriate communication, reading and abiding by the College rules in the Student Handbook, &

being accountable for their own actions.

Evaluations will be based upon:

Exam 1 The Beginning & The First Two Years (Chapters 1-4)	60 points (approx.)
Exam 2 Early Childhood & Middle Childhood (Chapters 5-8)	60 points (approx.)
Exam 3 Adolescence (Chapters 9-10)	30 points (approx.)
Exam 4 Adulthood (Chapters 11-13)	45 points (approx.)
Exam 5 Late Adulthood (Chapters 14-15)	30 points (approx.)
Homework and Discussion Forums	250 points (approx.)
TOTAL POINT BASE	475 points (approx.)
<i>Extra Credit</i>	<i>15 points (approx.)</i>

Grading Policy:

- A = 94-100%
- A- = 90-93%
- B+ = 87-89%
- B = 84-86%
- B- = 80-83%
- C+ = 77-79%
- C = 74-76%
- D+ = 67-69%
- D = 60-66%
- F = below 60%

Calendar: Scheduled assignments/due dates are dynamic and can be found in Canvas.

WWCC Resources

- **Food, etc.:** If you or a fellow student does not have reliable access to food or other essential needs, there are resources available through WWCC's Warrior Resources. For more information, please contact Debra Erikson at 509.527.1865 or Paul Lund at 509.524.5231 in Walla Walla or Ginny Foote in Clarkston at 509.758.1708.
- **TRiO:** Are you the first in your family to attend college? Do you want to transfer to a four-year institution after you graduate? Contact the TRiO Office at 509.527.4258 in Walla Walla or 509.758.1721 in Clarkston to find out if you are eligible for advising, academic support, and more!
- **Disability Support Services:** If you have a disability for which you feel you may need academic accommodations, please contact Bobbie Sue Arias, Ph.D., Coordinator of Disability Support Services, in the Advising and Counseling Center, or by phone: 509.527.4305. In Clarkston call 509.758.1701.
- **Computer Lab:** IBM compatible computers are available for student use. In Walla Walla, computers are also available in the Library and the Academic Support Center. Call for hours: 509.527.1818 (WW Tech Center) 509.529.5858 (WW – Main Building) or 509.758.1772 (Clarkston).
- **Library Services:** Both Walla Walla and Clarkston libraries have copies of the textbook on reserve if you cannot afford to purchase your own. On the Walla Walla campus during the academic year, library hours are from 7:30 a.m. to 7:00 p.m., Monday through Thursday; 7:30 a.m. to 4:30 p.m. on Friday; and 1:00-5:00 p.m. Sunday. Phone: 509.527.4277. In CLK, library hours are 7:30 a.m.-6:00 p.m. (Monday-Thursday) and 7:30 a.m. – 4:00 p.m. (Fridays). Phone: 509.758.1714.
- **Instructional Support Services:** Tutoring and Learning Center (TLC) 509.527.4624 in Walla Walla or 509.758.1772 in Clarkston. 2nd floor of the main building. Students needing assistance may drop in or make an appointment.
- **Individual Tutoring:** WWCC provides individual and group tutoring services in many, BUT NOT ALL, subject areas to students who have demonstrated a need for assistance, and currently have a C grade or lower in the course for which they are requesting tutoring. Students must have an instructor recommendation to be eligible for tutoring. Call 509.529.5511 in Walla Walla or 509.758.1772 in Clarkston.
- **Advising and Counseling Center:** Advisors and counselors in the Advising and Counseling Center can help students identify and successfully achieve their academic, career, and personal goals. Staff members also assist students with the development of problem-solving skills and advocate for students. For an appointment with an advisor, call 509.527.4262 in Walla Walla, or 509.758.1703 in Clarkston.