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Introduction

Thank you for becoming involved with teaching courses offered by the Kinesiology Activity Program at Washington State University. This program is dedicated to providing students with significant activity experiences to complement their undergraduate studies. To offer high caliber instruction is fundamental in this pursuit. This manual is designed to introduce the purpose of the physical activity program and highlight key aspects for instructors teaching physical activity classes. The program offers a variety of activities every semester, and there are some common rules to guide instruction, course management, and useful links for resources.

Let’s start with vision and mission

*Our vision is to make WSU an exemplary university for healthy activity, and classes as a degree requirement.*

The vision of this program is that all the students at WSU will be physical active and will be educated enough to stay healthier, physically fit and be able to handle with stress during and after leaving the university in a healthy and clean environment.

*Our mission is to provide popular and diverse activity classes for all university students and abilities.*

*Our goals are to promote wellness, lifelong activities pursuits, social engagement, skill building and attainment, physical activity engagement, invest in further opportunity with community and beyond, and sustainability of healthy communities.*

For all of those, who are already physically active, they can participate in courses, that are advanced, get more knowledge, become referees for sports they like, or get basics for coaching children.

We must keep in mind, that we are not doing this just for our students, but we do this for their children and future generations.

Preparing for the class

*The role of the instructors: dress code, attitude, education, role model*

The role of every instructor is to create a positive environment for the students, give them positive feedback, and promote learning new skills and improving upon them.

We expect for every instructor to have proper dress for the activity they teach. The instructor needs to be a role model. The instructor will enforce the same dress code for all the students in the class. Proper attire should be discussed on the first day of class.

Every instructor should teach and support students practicing the fundamentals of the activity. Students should have fun, but part of having fun is also progress and learning, because without possessing certain skills it is hard to have fun.
A very important thing for instructors and students is to work to learn the names of other students. Physical activity classes are facilitated in groups and by nature, are social.

**The expectation for the students: dress code, attitude**

As we mentioned before, students should have proper clothing and proper attitude. This means, for example, that for indoor sports they must have clean athletic shoes. There are two purposes of this: one is cleanliness and the second is safety. After we leave the gym, it must be clean. If they have the same shoes for indoor and outdoor, the dust from outdoor will stay on the shoes and they will have slippery shoes. They will “share” the dust with the others. All the sudden the floor will be slippery and not safe anymore.

**How to organize the class?**

Each of you have your own approach to the class you teach. However, there are some basic rules that apply to every activity class:

**Structure of the class**

Every single class has three basic parts: warming up, working out, cooling down. Very simple. We need to prepare our body for working out and after we are done, we need to cool down.

**Warming up** exercises are different for every sport, and they need to be focused to the parts of body that will be active the most. If you will use the whole body, there are several approaches how to warm up. One of the most common approaches is to start with a jogging a lap or two, then warm up the neck, go down to shoulders, elbows, wrists, waist, hips, knees, and ankles. The recommendation is that for warming up we use circular, swings, and NOT stretching.

It does not matter which approach you will use, just make sure, you will teach them why they need to warm up. We know that without proper warming up, there is more chance to get injured.

For the **main part** of the class select exercises that are suitable for the participants (not too demanding for the beginners, not too easy for the intermediates). Demonstrate the ideal technique, focus on the progress or every student. As for grading, focus on the participation, effort shown in the class, assisting, and helping other students, you (setting up and putting down equipment) and technique, skill or knowledge assessments or other assignments, which are defined in your syllabus.

For **cooling down**, stretching is the most common thing. Usually, it goes from the top to bottom (head to feet) or from the bottom to the top (feet to head). Before stretching they have to slow down for a couple of minutes (jogging, relaxing, …)

There is no need to spend more than 5 to 7 minutes for warming up and stretching, the purpose is to teach students to understand how to do the whole physical activity when they will do it on their own and why it is important to warm up and stretch.

**The size of the groups**

The groups are approximately 15 to 30 students, so some of them are very big. You will have to be organized to manage them and help them to get the most out of it. The best option is to split them into smaller groups.
Different styles and methods of teaching

There are different types of giving information: you can tell/explain them or show them, most of the time you will do both. The demonstration can be done by you, your assistant, a student with good skills, or it can be a video. Whatever you will do, try to avoid telling them and demonstrating at the same time. It is confusing. Tell them what they need to do, show them, and then let them do it. Since most student in 101 class are beginners, focus on the safety, basic “raw” skills, and most common mistakes.

Different types of class structure (polygon, groups, group workout, …)

Most of the time students will be practicing in the same formations. If you want to break the routine, you can make a polygon, relays, group work, pair competitions, or some other formations.

The size and structure of the groups

The groups can be created by students with the same level of knowledge or mixed groups and students with better skills can help those who are still at the beginning. You can also make competitions within a group or make groups of different size (three, four, five students) where they can compete against each other. It depends on what is the purpose of the game (cooperation, improving skills, strength, …).

Motivation

As it was mentioned before, motivation and encouragement are the most important for those classes. Students need to understand that even if they are not very athletic, they can and will improve. The goal should be for every student to stay connected to physical activity even after they are done with the class or later in their life.

Safety

Safety is number one priority every minute of those classes. We need to provide safety environment, and we need to structure our classes that there will be as less circumstances where injury can occur as possible. Please have all students listen to the risk management message for participation (read out loud by the instructor) and then sign the liability waiver on the first day of class. See waiver attached.

Enrolment rules for the classes

During the first week of full semester classes, students can still enroll themselves into KIN_ACTV classes if classes are not full, and for the enrollment, they don’t need a permission. For the second week, they need instructor’s permission (enrollment exchange form), which they need to bring in KIN _ACTV office and they will be enrolled. During the third week of classes, students can’t enroll in the KIN_ACTV classes anymore. IMPORTANT: In every case, students CAN NOT participate in the class if they are not officially enrolled.
Attendance, absence, and participation policy

**Attendance**
means coming regularly to class and making up all missed classes above three.

**Participation**
means trying, safety, improving your skills, helping, and respecting others, helping to set up or put down the equipment, necessary for the class, and do everything to the best of your ability.

**Attendance for all the full semester classes**
Attendance is mandatory. Three absences are allowed per semester; any absences beyond three will require attendance in a make-up class. Six or more absences will automatically result in a failing grade.

**Attendance for all the half semester classes**
Attendance is mandatory. Two absences are allowed per semester; any absences beyond two will require attendance in a make-up class. Four absences will automatically result in a failing grade.

**Absences**
Students should make all reasonable efforts to attend all class meetings. However, in the event a student is unable to attend a class, it is the responsibility of the student to inform the instructor as soon as possible, explain the reason for the absence (and provide documentation, if appropriate), and make up class work missed within a reasonable amount of time, if allowed. Four (or three for half semester classes) unexcused missing classes without attending a make-up class or activity will result in a failing grade. Excused absences are:

1. University Sponsored
2. Military Service Members.
3. Flexible Attendance as an Access Accommodation.
5. Adverse Weather Conditions.
6. Other Absences.

Students must sometimes miss class meetings, examinations, or other academic obligations affecting their grades due to extenuating circumstances. **It is the responsibility of the student to provide a written explanation for the absence to the instructor as soon as it is reasonable to do so.** When possible, students should provide appropriate documentation for their absence, but instructors cannot require written excuses from health care professionals. You can find more detailed description about this **HERE.**
Cancelling classes

As a general rule, avoid cancelling classes. Semesters are short and we have carefully considered and chosen the material we include in classes.

If your absence is unavoidable, please adopt any of the following strategies to assure course content is delivered and learning outcomes are reached:

- Pre-record a lecture that students can watch instead of attending the class session.
- Connect into the classroom via Skype, Zoom or other videoconferencing technology.
- Ask a colleague or a coordinator to substitute.
- Assign a reading or video clip and create an assignment to ensure students complete the required task.

When cancelling class, be sure to inform students of the cancellation by at least one way:

- Publishing a note on the classroom door (if you can),
- If you know in advance, tell them at the previous class,
- Publishing a note on Canvas and send them an email,
- Notifying the program coordinator.

Rest periods and hours worked

Rest Periods

Overtime-eligible employees, such as non-student temporary hourly, student temporary hourly, and graduate students, are eligible for a 10-minute rest period for every four hours worked.

Rest periods may be taken as one 10-minute period or intermittently throughout the four-hour period. Employees may not waive rest periods or combine rest periods at the end of a shift. If you are unable to take your full 10-minute rest period, please work with your supervisor to determine appropriate relief times.

Further, some Activity Instructors teach classes back-to-back with a 10-minute break in-between each class. The expectation is not for you to work the 10-minute breaks in-between your classes and the 10-minute breaks may count towards your 10-minute rest period.

Hours Worked

All hours worked must be pre-approved by your supervisor and you should not be working outside your pre-approved schedule. Occasionally, there may be times when you work additional hours due to student interactions or needing extra time to set-up or tear down a class. Please communicate all schedule issues with your supervisor to determine the best next steps. If you are continually working outside of your pre-approved schedule due to an appropriate reason, please communicate with your supervisor to obtain approvals or to discuss if working these additional hours should be continued and/or incorporated into your schedule.
If your classes are scheduled back-to-back with a break in-between each class, time between classes should not be counted as time worked unless you are actively engaged in worked. Working the breaks in-between your classes is not expected from you; however, please work with your supervisor should there be a need to.

This memo is intended to provide clarification and expectations moving forward regarding rest periods and hours worked. Please contact your supervisor should you have any questions.

**Email etiquette**

Please, observe appropriate email etiquette. Begin messages with a salutation and be sure to sign messages before sending them. This includes announcements posted on Canvas and emailed to students (often simultaneously). Students learn a lot through modeling behavior.

**Incident (injury) report**

Injuries can and will happen in KIN ACTV classes. EVERY student is responsible to tell instructor if they have previous health problems and EVERY instructor is responsible to consider these health limitations and if necessary, instructors MUST adjust the exercises. Without penalty to the student.

Students’ pass/fail status cannot be impacted by students choosing not to participate in activities if they do not feel comfortable.

If an injury occurs during the class time, IT MUST BE REPORTED TO THE INSTRUCTOR during or immediately after the class and the instructor MUST report the injury to the KIN ACTV supervisor. The instructor or student must also report the injury to the university (step by step instructions are on page 32).

If the injury will not be reported when it happens (or immediately after the class) the KIN ACTV program CAN NOT BE RESPONSIBLE for the injury.
Syllabus guidelines

https://syllabus.wsu.edu/required-syllabus-elements/
https://ucore.wsu.edu/creating-a-welcoming-syllabus/

Basic information

You will get the syllabus template. The yellow-colored text can be changed according to what your needs in the class are. After you are done editing, remove the yellow color. If you need to add something, feel free to add it. Using the template is required so that it eases the process of checking all syllabus. We added all the necessary parts of the syllabus, so you do not need to think about policies and other parts of the syllabus more than what is important for your class, however, you must understand and adhere to all university policies.

The most important parts that need to be well defined:

Course description

Describe, what students will learn in this class. Let students know if they need a textbook or there is some other literature, videos or other studying literature. In a case of extra fee, define how much students need to participate (for example: bowling has extra $50 fee for paying the facility). According to what they will learn in this class, define the section “Student Learning Outcomes”.

Extra equipment

Every class is different, and, in every class, you need different things. In the syllabus, just write down what students will need in your class (running shoes, pillows, mats, ...). Extra explanation about the equipment is more than welcome, but the advice is to create another document and publish it on Canvas.

Student Learning Outcomes

Student learning outcomes should describe what students will learn or be able to do by the end of the course. It is recommended that you align your student learning outcomes with the goals of the KIN ACTV program:

Our goals are to promote wellness, lifelong activities pursuits, social engagement, skill building and attainment, physical activity engagement, invest in further opportunity with community and beyond, and sustainability of healthy communities.
For example, a student learning outcome for an aerobic dance class might be: Through classroom participation students will be able to describe health-related fitness components such as cardiorespiratory endurance, flexibility and body composition.

There are no hard and fast rules on the number of learning outcomes for a course address. However, more than 8 outcomes can be unwieldy to focus on, develop and assess within a course, and fewer than 4 could indicate that the stated outcomes are too broad, limiting their usefulness.

So, please, make sure, you will have 4 to 8 learning outcomes, which are also define, how they will be evaluated: participation, assessment, or both.

**Grading: HOW you will grade students and WHEN the grading will be done.**

In your schedule (or grading section) predict, when this grading will happen (once a week, mid-term and at the end of the semester, …). You must have at least two skill assessments or knowledge assessments in your grade book.

Under “assessment” chapter, define how much every participation and assessments are worth. “Minimum to pass” section means 70% of assessments’ points. For example: if the total for the assessment is 60 pts, 42 pts means passing. However, if you have 65 pts, 70% is 45.5 pts and students cannot earn 0.5 pts, therefore points for passing are 46 pts needed and not 45 pts.

**Define making up missed class or assessment policy.**

The class make up policy is very important, because it is part of the grade. Therefore, make sure it is clearly defined. Policies should state how a student can make up missing classes. Do not forget to define if it is allowed for students to make up in a different class or must be in one of yours. If you have than one class, allowing make-ups is easier, if you have just one it is harder.

However, you can still give them an assignment, extra quiz, or another task to make up. Just make sure you will have the same rule for every student in the same situation.

Make sure to define WHEN or how much time students have to make up the missed class (2 sessions during dead week, etc…)

**Expectation and Goals**

If there are other expectations and goals in your class, feel free to add them.

**Course Schedule**

For every week add a day and date (for example: Week 1, Mon 1/11/2021, Wed 1/13/2021) and the brief description for the class.
Grading

We would like you to define your grading system as best as you can in the syllabus. Exceptions are necessary sometimes, but make sure, that an exception does not become a rule. If you made an exception, make sure, you have good explanation.

Assignments and exams should be graded, and scores/grades submitted in a timely fashion (as a general rule, within a week after their due date). For final grades it is expected to be submitted in the dead or make up week.

Pro tip: Do not rely exclusively on Canvas to keep track of students’ grades. Canvas can malfunction or may be confusing. Also, past course spaces and, by extension, their gradebooks become unavailable after a while. You may want to access old students’ grades when writing recommendations for them.

Midterm grades

The university encourages instructors teaching undergraduate courses in fall or spring semesters to submit mid-term grades. These are generally due by 5:00 p.m. on the Wednesday of the eighth week of fall and spring 16-week semesters (per Academic Regulation 88). Academic coordinators use mid-term grades data submitted via myWSU to encourage academically deficient students to meet with them and inform them of the academic resources and assistance available.
Preparing for The Semester

Bio and picture

Since KIN ACTV program has its own website, it is necessary to introduce our instructors. The expectation is to write between 10 to 15 sentences about yourself. The goal of this presentations is to tell the students and others why you are qualified to teach this class. The description should include (but it is not limited to): your education (if it is sport related), certificates, related experiences, and specialization. Do not forget to mention if you have valid First aid certificate or similar certifications.

At the end, you can tell something about yourself: how many years you have been teaching those (or similar) programs, why do you like to teach, and what are your hobbies.

When you are done writing your bio, give it to someone who will tell you if there are more information to share and if it is a good description for reading. One of the most common mistakes is to start every sentence with an “I”. This is poor text structure, so please avoid it as much as you can.

Below is a potential outline and gives you an idea about what is important. You don’t need to follow this order but try to impress the users in the first two sentences, so they will continue to read.

Pictures are highly recommended, but not required. It is good to connect text to a face, but your privacy has priority if you don’t want your pictures to be published on the internet.

Here are some of the elements a bio might include:

- Job title or workplace
- University degree and other qualifications
- Hometown or city of residence
- Personal or professional goals
- Mission statement and values
- Skills and expertise
- Interests and hobbies.

Academic Calendar

Check calendar for enrollment deadlines, mid-term, and final grade submission due dates.

To check calendar, select the appropriate semester and year.

Academic Calendar [https://registrar.wsu.edu/academic-calendar/].
MyWSU Account

MyWSU will give you access to important information such as printing class rosters and submitting grades.

Accessing student rosters

Student rosters can be accessed at http://my.wsu.edu and log in with your WSU ID.

Faculty Center by going to myWSU, Main Menu >

Main Menu >

Self Service > Faculty Center > My Schedule.
Select “Download to excel” icon

Note: If this is not your first semester teaching in the program, you may need to click on the “CHANGE TERM” button to find the right course/semester.

You can find the downloaded version on the bottom of your page or in your File Explorer Folder/Downloads

OR
Submit your grades (midterm, end of semester)

Faculty Center by going to myWSU, Main Menu >

Main Menu >

Self Service > Faculty Center > My Schedule.
In the “MY TEACHING SCHEDULE” box click on “GRADE ROSTER” icon on the left side of the name of your class (second icon from the left) or the box “GRADE ROSTER” in “MY FACULTY CENTER” box.

In “DISPLAY OPTION” box click “Grade Roster type” and choose “Mid-term Grade” or “Final grades” at the end of the semester.

When you open the grade roster, enter your grades (S, F or Z). When you are done, you have to “APPROVE” your grades.
In the box “GRADE ROSTER ACTION” select “APPROVED” and “SAVE”.

What grades you should give?
If students are passing the class, they will get “S” as satisfying or “F” as failing. They can get an “F” if they don’t meet your standards for assignments. If they missed classes and they haven’t made up for them, check the grade “Z”.

Z Grades Available for Midterm Grades
Instructors are now able to submit Z grades at midterms for students who have been absent for an extended period of time but have not withdrawn from the course. The Z grade is accompanied by the last day of attendance. The “Z” grade will display as a “F” for the mid-term grade in myWSU which DO NOT print on transcripts. For more information on the Z grade, visit registrar.wsu.edu.

Viewing Grades
Instructors can go back any time to review Midterm grade rosters. Once the midterm grade roster is saved, students can immediately view their grades by selecting “Academic Records”, and then selecting “View Grades”.

What to do if you have problems
Contact the Crimson Service Help Desk, walk-in help CUE 302 (Pullman Campus). Assistance is available by email at CrimsonServiceDesk@wsu.edu, phone at 509-335-HELP (4357), or online at CrimsonServiceDesk.wsu.edu.
Canvas

Syllabus

When you are on DASHBOARD, find the course you want to work on and click it.

When it opens, find a SYLLABUS on the left-hand side and click EDIT.
You can copy and paste your syllabus.

Module

Add module to your Canvas by clicking +Module

Name the Module (Week 1) and click Add Module.
Documents

Add Assignment/Quiz/File/Page to Module by clicking +.

Choose from the drop-down menu and click Add item.
**Announcements**

If you need to send your students a message, use ANNOUNCEMENTS. Click +Announcement’s button.

Start to build the announcement.

Select the group you want to send the message. You can also attach a file if needed.
Assignments

If you will give students assignments go to ASSIGNMENTS and click +Assignments.

Start to build your assignment.
**Attendance**

**Click on ATTENDANCE on left-hand side and you will see your roster.**

Choose the day on the calendar, click MORE and mark the attendance.
Quizzes

Find QUIZZES option on the left-hand side and click +Quiz.

Choose Classic Quizzes and submit.

Start to build your quiz.
Publishing

When you are ready to publish your site, you have two options how to make it visible for students.

Click **Publish** when you have icon on dashboard

OR

When you are on the tab **Courses** you have **Publish** button in the top right corner:
My Workday

To submit your hours and access payroll information:

Go to MyWSU homepage > HR, Payroll, and Benefits

Select “My Workday”

Select “TIME”
Select the week (this week, last week, or select week) to submit your working hours and select “OK”

Select a day to enter your hours:
Enter your hours (comments if there was something unusual) and click “OK”.

Select “REVIEW”

Select: “SUBMIT”
Microsoft Outlook

**Set up email, calendar, and notifications:** [https://email.wsu.edu/](https://email.wsu.edu/)
Use your myWSU username and password to set-up your email account. All instructors must use their assigned WSU email. Email return policy is 48 hours.

*To change your settings, salutation, automatic reply, or share calendar:*

**Go to “SETTINGS” icon**

**View “ALL OUTLOOK SETTINGS”**
You can create a customized signature and salutation.

Set up an automatic reply when you will be away from your account for more than 48 hours. Include the date range of when you will be away and when you will return messages.

You may share your calendar with other colleagues or students to assist in scheduling meetings and/or appointments.
To view Outlook calendar and make changes select the “CALENDAR” icon in the lower left corner; double click on a selected day and enter the changes.
Incident Report

How to fill out the Incident Report form

Click “Start a new form”.

As an instructor, write your Cougar ID and click “Next”.

Write down, how many hours you work per week for the KIN ACTV program, how many days and on which days:
Write down the info about your supervisor.

Mail code is 1410.

How long will student be absent from the class or mark if the time can’t be determined?
Injury Information

Please be as complete as possible, leave every field to see detailed instructions.

Injury: [Blank]

First Aid or Medical Treatment (Check all that apply)

- Use of bandages
- Nonsteroidal liquids and wraps
- Finger guards
- Eye patches
- Removal of splinters from fingers
- Cleaning, flushing, or soaking surface wounds
- Simple irrigation to flush foreign bodies from the eye
- Tetanus shots
- X-rays
- Blood tests
- Prescription medications
- Salves, staples
- Casts, rigid braces
- Physical Therapy
- Chiropractic treatment
- Surgery
- Other

This treatment is considered as a medical treatment. If medical treatment is involved, a supervisor must complete a Supervisor's Accident Investigation Report.

No Treatment Required

- [ ] Fatality, Enter Date

Home and address of medical provider (Hospital, doctor, etc.): [Blank]

Treated in emergency room?

□ Yes

□ No

□ Hospitalized overnight as a result?

□ Yes

□ No

Previous Step Next Step
“Review” and “Submit” the form.
Online Classroom

Canvas

Washington State University uses the Canvas Learn online learning system (popularly known as “Canvas”).

To log into Canvas, please log on to https://wsu.instructure.com/ and log in with your WSU ID credentials. Once you are logged in, you should see your course(s) in the “Dashboard”.

Although reasonably intuitive and user-friendly, the system can initially be a bit overwhelming. Consider attending a Canvas Learn Basics workshop periodically organized by the WSU Learning Innovations department; a schedule of this and other relevant trainings can be found here: https://community.canvaslms.com/t5/Instructor-Guide/tkb-p/Instructor#Introduction.

Transition to CANVAS https://li.wsu.edu/academic-tech-tools/cougar-capture/setup-panopto-in-blackboard/

Equipment and Room Check

Locate necessary equipment and assigned room for course.

Crimson Service Desk https://its.wsu.edu/csd/
Pullman Campus Map https://map.wsu.edu/
Smith Gym Map https://map.wsu.edu/t/b9c5715b
Physical Education Map https://map.wsu.edu/t/BC82611C
Bohler Gym Map https://map.wsu.edu/t/A112A5BD
Disclaimers and Accommodations

Public health, academic integrity, disability access, discrimination/harassment, and human resources.

COVID-19
Covid-19 Response: https://wsu.edu/covid-19/

Academic Integrity
Academic Integrity Policy: https://communitystandards.wsu.edu/policies-and-reporting/academic-integrity-policy/

Disability Access
Access Center: https://accesscenter.wsu.edu/

Reasonable Religious Accommodation
Reasonable Religious Accommodation policy: https://catalog.wsu.edu/General/AcademicRegulations/Search/both/religious

Discrimination and Harassment
Compliance and Civil Rights: https://ccr.wsu.edu/

Human Resources
Human Resources: https://hrs.wsu.edu/contact/
Department Contacts

Hierarchy of administration.

Dean

Dr. Mike Trevison
Pullman Campus
Cleveland Hall 160
Pullman, WA 99164
509-335-4853
trevisan@wsu.edu

Assistant Dean/Chair Kinesiology

Dr. Kira Joy Carbonneau
Pullman Campus
Cleveland Hall 160D
Pullman, WA 99164
509-335-1738
kira.carbonneau@wsu.edu

Program Coordinator

Dr. Mateja Loncar
KINACTIV Office
Pullman Campus
Physical Education Building 48
Pullman, WA 99164
509-335-1309
mateja.loncar@wsu.edu
Additional Resources

Professional and personal development.

Physical Activity Ideas

Following links can give you additional ideas if you need to add something different into your activity class:

- Physical education lesson ideas
  https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp
- 5 Tips for Effective PE Class Management
  https://www.gophersport.com/blog/5-tips-for-effective-pe-class-management/
- PE as a Project
  http://www.thepeproject.com/

Following are some useful articles that describe strategies to organize classes, stimulate discussion or engagement, and more.

- “Advice Guide: How to Teach a Good First Day of Class:”
  https://www.chronicle.com/interactives/advice-firstday?cid=wcontentgrid_hp_9 (a good introduction to preparing for one’s first class and creating a positive learning environment).
- “The Big List of Class Discussion Strategies:”
  https://www.cultofpedagogy.com/speaking-listening-techniques/ (the name says it all; good review of 15 strategies for structuring a class discussion, organized by complexity).
- Promoting a growth mindset: https://li.wsu.edu/2019/09/20/promoting-growth-mindset/
- “Creating the Space for Engaged Discussions:”
- List of short weekly tips provided by WSU’s Academic Outreach and Innovation (AOI) office:
  https://li.wsu.edu/category/tips/.
H. Laundry

1. Washer Operation
   a. Make sure that the Master Switch is set to automatic, and all other switches are in the down position prior to starting.
   b. Load front facing washer with dirty laundry.
   c. Add one scoop of detergent and one scoop of breaker builder.
FRONT OFFICE PROCEDURES MANUAL

d. Using knob on the top left of the washer, position the cycle indicator to ‘51’.
e. Press and hold door lock button, secure door by closing clamp all the way down.
f. Washer will begin automatically (Usually takes 20-25 minutes to finish).
g. Once load is finished, remove by pressing and holding door lock button and releasing door clamp.

2. Dryer Operation
   a. Load dryer with wet laundry.
   b. Set to dry no hotter than 200 degrees.
   c. Close and latch door.
   d. Dryer will begin automatically (Usually takes 20-30 minutes to finish).

3. Cleaning and Sanitizing
   a. After transferring dirty laundry to washer, yellow carts must be sanitized using disinfectant spray.
   b. Wipe down with paper towel or clean cloth.
   c. It is recommended (not required) that you wear latex gloves when handling soiled laundry.
   d. Wash hands with soap and water when finished and/or apply hand sanitizer.

4. Hanging and Folding Laundry
   a. White towels are stacked and stored in the towel cage office. Monitor and replenish towel stacks that are accessible to students and staff throughout the day.
   b. All judo gis and fencing jackets used by students need to be laundered and hung up after every class meeting.

5. Ordering Detergent/Breaker Builder
   a. Detergent and Breaker Builder is located in storage closet in the laundry room.
Assumption of Risk

WARNING
Washington State University (WSU)

Assumption of Risk

I, (Print Name) __________________________________________________________

will participate in: CLASS NAME/TITLE ____________________________________________

To be held: Dates/Time/Location ____________________________________________________

In consideration for the opportunity to participate, I voluntarily agree to assume all risks involved in my participation or traveling to or from it. I understand that if I voluntarily participate, I expose myself to risk of personal injury and/or death and property damage or loss including, but not limited to, the following (list all possible risks here in detail):

Soreness, Spasms, Sprains, Tripping, Falling, Fractures, Lacerations, Drowning, Insect Bites and Complications Therefrom, Allergic Reactions to Flora, Fauna, or Food, and Vehicular Accidents and Injuries Therefrom.

I also understand I may be exposed to various infectious pathogens known to cause illness and disease in humans, including, but not limited to SARS-CoV-2. I am aware SARS-CoV-2, which causes COVID-19, is circulating within the community, and within shared space settings. I voluntarily and freely agree to knowing the risks of contracting COVID-19 and other respiratory illnesses during this experience. Such risks include, but are not limited to, respiratory failure, organ failure, death, aggravation of existing health conditions, stress, social-stigmatization, and/or spreading the infection to others.

I also recognize that there are both foreseeable and unforeseeable risks of injury or death that may occur that WSU cannot specifically anticipate and list here.

Release of Liability

I release the state of Washington, the Regents of WSU, WSU, any subdivision or unit of WSU, its officers, employees, and agents, from any and all liability, claims, costs, expenses, injuries and/or losses, that I may sustain as a result of my participation in the above event. My participation includes, but is not limited to, travel to and from the event in a private or public vehicle, and any activity connected with the event itself, and while using state equipment or facilities for the event whether on or off WSU property.

I have carefully read this document, understand its contents, and am fully informed about this event and circumstances and being apprised of the risks inherent in the activity, assume the risk of participation and release WSU from liability as set forth here in. I am aware that this document is a contract with WSU. I, or my parents/legal guardians if I am under the age of eighteen, sign it freely and voluntarily.

Participants signature ___________________________ Date

Witness’ signature ___________________________ Witness’ printed name: ___________________________ Date

Parent/Legal guardian’s signature (if participant is under age 18) ___________________________ Date

Parent/Legal guardian’s printed name: ____________________________________________________

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KINESIOLOGY ACTIVITY PROGRAM
CHECKING OUT THE EQUIPMENT

I, (name and last name)
______________________________________________________________.

checked out (the equipment, gear):
______________________________________________________________

for the KINACTV program:
______________________________________________________________.

My phone number is: ____________________________________________
My email address is: ____________________________________________
My COUGAR ID is: _____________________________________________

Date of checking out:
______________________________________________________________

Instructor/supervisor (printed name and signature)
______________________________________________________________

Date of bringing back:
______________________________________________________________

Instructor/supervisor (printed name and signature)
______________________________________________________________

Date: ________________________________

Signature: ________________________________
Incident report form

ONLINE or hard copy
# Enrollment Exchange Form

Washington State University

**ENROLLMENT CHANGE FORM**

Please complete all sections below and PRINT clearly.

<table>
<thead>
<tr>
<th>NAME (Last)</th>
<th>(First)</th>
<th>(Middle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID NUMBER</td>
<td>PHONE</td>
<td></td>
</tr>
<tr>
<td>EMAIL ADDRESS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT SIGNATURE**

DATE

**Instructions**

**Students:** Return this form with appropriate signatures to the academic department offering the course. For example, if you are requesting to add COM 101, contact the Communication Department. A list of department locations is available at [www.schedule.wsu.edu](http://www.schedule.wsu.edu). The department will process your enrollment change by enrolling you or giving you permission to enroll in the course.

**Departments:** For the following students, this form must be used to process enrollment changes and submitted as described below:

- **Auditing Students:** Only students approved for auditing courses need to bring this form to the Registrar's Office, French Administration, Room 346. Changes may apply.
- **Pass/Fail Students:** Only students approved for Pass/Fail courses (excluding UCORES) need to bring this form to the Registrar's Office, French Administration, Room 346.

Please process all other student enrollment changes. Thank you!

*See the academic calendar at [pers www.wsu.edu](http://pers www.wsu.edu) for all enrollment deadlines.*

**REGISTRAR USE ONLY**

Processor's initials:
Checked by:

Date Signed:

---

## ENROLLMENT REQUESTS

### Pullman Campus

<table>
<thead>
<tr>
<th>Year: 20__</th>
<th>Term: <strong>Fall</strong></th>
<th><strong>Spring</strong></th>
<th><strong>Summer</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Subject/Course No.</th>
<th>Sec. No.</th>
<th>(e.g., 01)</th>
<th>Class S/L</th>
<th>(e.g., 4:3:3)</th>
</tr>
</thead>
</table>

### Actions—Please check all appropriate boxes and obtain all appropriate signatures.

**Instructor Signature Needed to:**

- Add after the 5th day (Variable Credit)
- Add with time conflict (Instructor of the class you wish to add)
- Change Credit from to
- Add as Audit (Variable Credit)
- Change Credit to Audit
- Change from section to section

**Instructor Signature:**

X: __________
Date Signed: __________

**Department Signature Needed to:**

- Add if class is full (Variable Credit)

**Department Signature:**

X: __________
Date Signed: __________

**Advisor Signature Needed to:**

- Add as Pass/Fail (excluding UCORE)
- Change Letter Graded to Pass/Fail (excluding UCORE)
- Credits exceed 22 hours

**Advisor Signature:**

X: __________
Date Signed: __________

**Other**

- Change Pass/Fail to Letter Graded

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WSU Office of the Registrar Form, August 2019