

**WSU KIN\_ACTV CLASSES**  
**INSTRUCTOR'S MANUAL**

(V. 1.3, Last updated: June 22, 2022)

## Table of Contents

|  |           |
|--|-----------|
| <b>Introduction</b>  | <b>3</b>  |
| <b>Let's start with vision and mission</b>                               | <b>3</b>  |
| <b>Preparing for the class</b>   | <b>3</b>  |
| The role of the instructors: dress code, attitude, education, role model | 3         |
| The expectation for the students: dress code, attitude                   | 4         |
| How to organize the class?   | 4         |
| <b>Enrolment rules for the classes</b>                                   | <b>5</b>  |
| <b>Attendance, absence, and participation policy</b>                     | <b>6</b>  |
| Attendance   | 6         |
| Participation  | 6         |
| Attendance for all the full semester classes                             | 6         |
| Attendance for all the half semester classes                             | 6         |
| Absences   | 6         |
| <b>Cancelling classes</b>  | <b>7</b>  |
| <b>Rest periods and hours worked</b>                                     | <b>7</b>  |
| Rest Periods   | 7         |
| Hours Worked   | 7         |
| <b>Email etiquette</b>   | <b>8</b>  |
| <b>Incident (injury) report</b>  | <b>8</b>  |
| <b>Syllabus</b>  | <b>9</b>  |
| <b>Syllabus guidelines</b>   | <b>9</b>  |
| <b>Basic information</b>   | <b>9</b>  |
| Course description   | 9         |
| Extra equipment  | 9         |
| Student Learning Outcomes  | 9         |
| Grading: HOW you will grade students and WHEN the grading will be done.  | 10        |
| Define making up missed class or assessment policy.                      | 10        |
| Expectation and Goals  | 10        |
| Course Schedule  | 10        |
| <b>Grading</b>   | <b>11</b> |
| <b>Midterm grades</b>  | <b>11</b> |
| <b>Preparing for The Semester</b>  | <b>12</b> |
| <b>Bio and picture</b>   | <b>12</b> |
| <b>Academic Calendar</b>   | <b>12</b> |

|  |           |
|--|-----------|
| <b>MyWSU Account</b>   | <b>13</b> |
| Accessing student rosters  | 13        |
| Submit you grades (midterm, end of semester)   | 15        |
| <b>Canvas</b>  | <b>18</b> |
| Syllabus   | 18        |
| Module   | 19        |
| Documents  | 20        |
| Announcements  | 21        |
| Assignments  | 22        |
| Attendance   | 23        |
| Quizzes  | 24        |
| Publishing   | 25        |
| <b>My Workday</b>  | <b>26</b> |
| <b>Microsoft Outlook</b>   | <b>29</b> |
| To change your settings, salutation, automatic reply, or share calendar:                                     | 29        |
| <b><i>Incident Report</i></b>  | <b>32</b> |
| <b>How to fill out the Incident Report form</b>  | <b>32</b> |
| <b>Online Classroom</b>  | <b>36</b> |
| Canvas   | 36        |
| <b>Equipment and Room Check</b>  | <b>36</b> |
| <b><i>Disclaimers and Accommodations</i></b>   | <b>37</b> |
| <b>Public health, academic integrity, disability access, discrimination/harassment, and human resources.</b> | <b>37</b> |
| COVID-19   | 37        |
| Academic Integrity   | 37        |
| Disability Access  | 37        |
| Reasonable Religious Accommodation   | 37        |
| Discrimination and Harassment  | 37        |
| <b>Human Resources</b>   | <b>37</b> |
| <b><i>Department Contacts</i></b>  | <b>38</b> |
| <b><i>Additional Resources</i></b>   | <b>39</b> |
| <b>Professional and personal development.</b>  | <b>39</b> |
| Physical Activity Ideas  | 39        |
| <b><i>Appendix</i></b>   | <b>40</b> |
| Laundry instructions   | 40        |
| Assumption of Risk   | 42        |
| Checking out the equipment form  | 43        |
| Incident report form   | 44        |
| Enrollment exchange form   | 45        |

# 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 circling, 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.
4. Reasonable Religious 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

---

## 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/>.

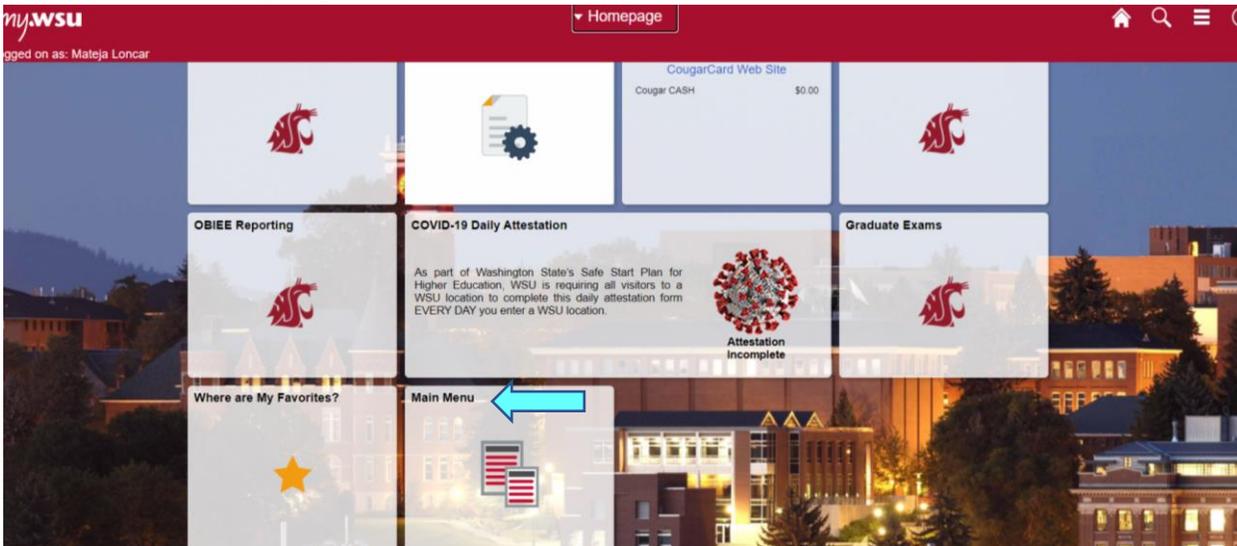
# MyWSU Account

**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.

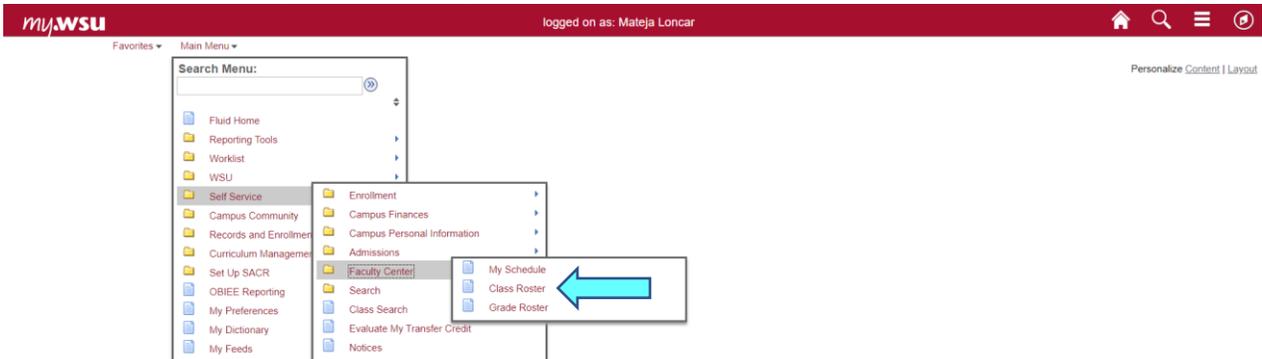
**Faculty Center by going to myWSU, Main Menu >**



**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.

myWSU logged on as: Mateja Loncar

Class Roster

2021 Spring Semester | Regular Academic Session | Washington State University | Undergraduate

Change Class

| Days and Times   | Room       | Instructor                  | Dates                   |
|------------------|------------|-----------------------------|-------------------------|
| MoWe 14:10-15:00 | WEB Online | Pia Richards, Mateja Loncar | 19.01.2021 - 30.04.2021 |

Enrollment Status: Enrolled

Enrollment Capacity: 15, Enrolled: 15

Enrolled Students

| Notify | Photo ID | Email | Name | Units | Program and Plan | Level | Personalize | End | Print | Download to Excel | 15 | Last | Health Check |
|--------|----------|-------|------|-------|------------------|-------|-------------|-----|-------|-------------------|----|------|--------------|
|--------|----------|-------|------|-------|------------------|-------|-------------|-----|-------|-------------------|----|------|--------------|

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

ps (1).xls

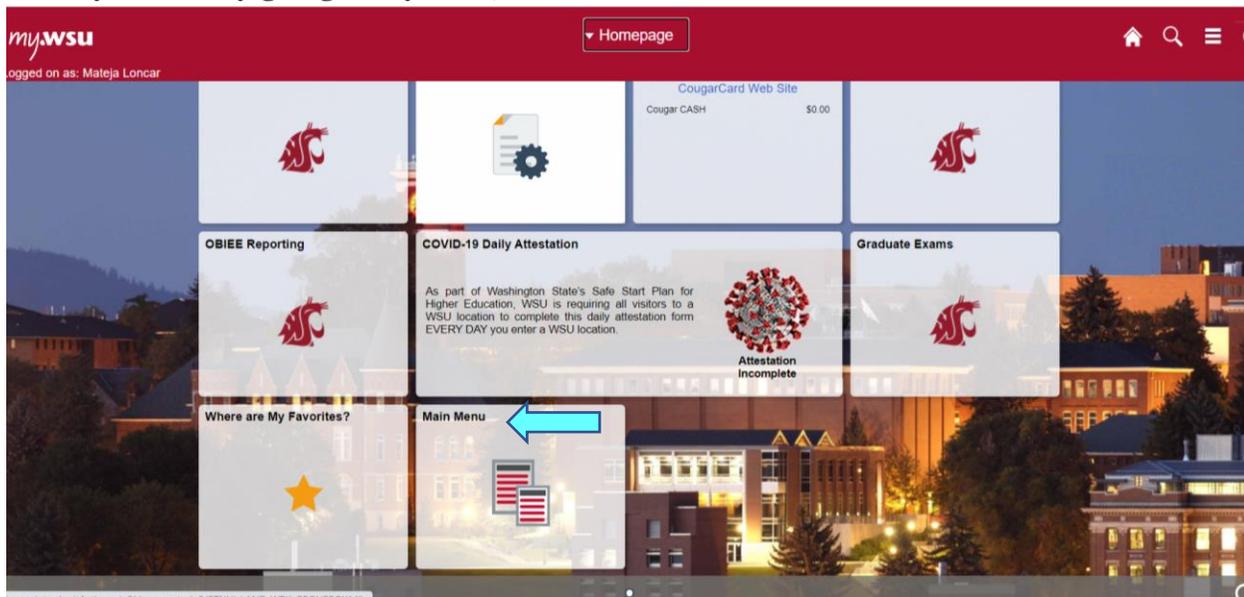
OR

File Explorer - Downloads

| Name   | Date modified      | Type                  | Size     |
|--|--------------------|-----------------------|----------|
| 2021031400165037_PaymentReceipt              | 3/14/2021 9:28 AM  | Adobe Acrobat D...    | 23 KB    |
| KINACTV instructor MANUAL DRAFT TG (1)       | 3/14/2021 9:36 AM  | Microsoft Word D...   | 2,555 KB |
| Midterm Grade Rosters with print screens (1) | 3/14/2021 9:35 AM  | Microsoft Word D...   | 2,195 KB |
| ps (1)                                       | 3/14/2021 10:35 AM | Microsoft Excel 97... | 4 KB     |

Submit you grades (midterm, end of semester)

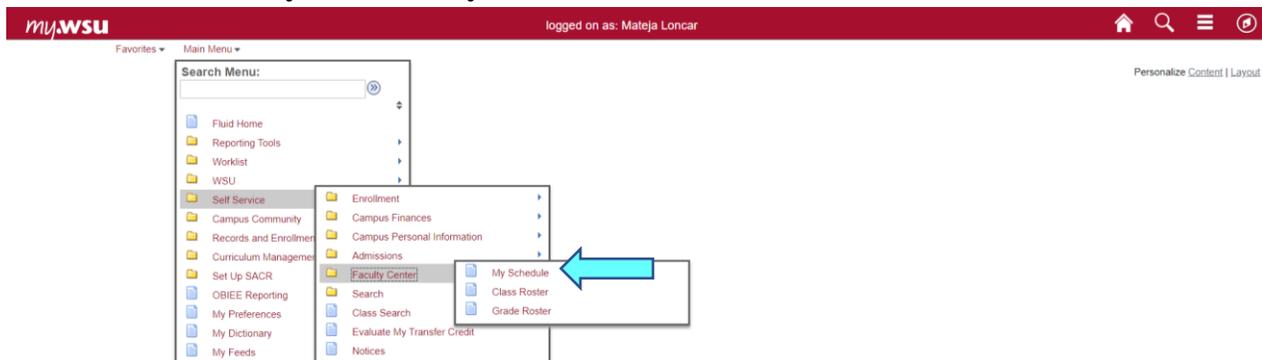
## Faculty Center by going to myWSU, Main Menu >



## 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

my.WSU logged on as: Mateja Loncar

Favorites Main Menu Self Service Faculty Center My Schedule

Mateja Loncar

Faculty Center Search

My Schedule Class Roster Grade Roster

Faculty Center

My Schedule

2019 Spring Semester | Washington State University

Select display option

Show All Classes  Show Enrolled Classes Only

My Exam Schedule

Icon Legend Class Roster Grade Roster Learning Management

**My Teaching Schedule > 2019 Spring Semester > Washington State University**

| Class               | Class Title                          | Enrolled | Days & Times         | Room                | Class Dates               |
|---------------------|--------------------------------------|----------|----------------------|---------------------|---------------------------|
| KINES 313-01 (5226) | Psych Aspect of Human Move (Lecture) | 39       | MoWeFr 11:10 - 12:00 | Smith Gymnasium 111 | Jan 7, 2019- Apr 26, 2019 |
| KINES 313-02 (8828) | Psych Aspect of Human Move (Lecture) | 39       | MoWeFr 10:10 - 11:00 | Smith Gymnasium 201 | Jan 7, 2019- Apr 26, 2019 |

View Weekly Teaching Schedule Go to top

**My Exam Schedule > 2019 Spring Semester > Washington State University**

| Class | Class Title | Exam Date | Exam Time | Exam Room | Enrolled |
|-------|-------------|-----------|-----------|-----------|----------|
|-------|-------------|-----------|-----------|-----------|----------|

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

my.WSU logged on as: Mateja Loncar

Favorites Main Menu Self Service Faculty Center My Schedule

2019 Spring Semester | Regular Academic Session | Washington State University | Undergraduate

Change Class

KINES 313 - 01 (5226)  
Psychological Aspects of Physical Movement (Lecture)

| Days and Times     | Room                | Instructor    | Dates                   |
|--------------------|---------------------|---------------|-------------------------|
| MoWeFr 11:10-12:00 | Smith Gymnasium 111 | Mateja Loncar | 07.01.2019 - 26.04.2019 |

Display Options

Display Unassigned Roster Grade

\*Grade Roster Type: Final Grade  
Final Grade  
Mid-Term Grade

Grade Roster Action

\*Approval Status: Approved Save

Student Grade

| ID | Name | Roster Grade | Official Grade | Program and Plan | Level |
|----|------|--------------|----------------|------------------|-------|
|----|------|--------------|----------------|------------------|-------|

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**”.

myWSU logged on as: Mateja Loncar

Faculty Center Search

My Schedule | Class Roster | **Grade Roster**

Grade Roster

2021 Spring Semester | Regular Academic Session | Washington State University | Undergraduate

Change Class

KIN\_ACTV\_115\_01 (14543)  
Jogging (Laboratory)

| Days and Times   | Room       | Instructor                     | Dates                      |
|------------------|------------|--------------------------------|----------------------------|
| MoWe 14:10-15:00 | WEB Online | Pia Richards,<br>Mateja Loncar | 19.01.2021 -<br>30.04.2021 |

Display Options

Display Unassigned Roster Grade Only

Grade Roster Type: Mid-Term Grade

Grade Roster Action

Approval Status: Approved

Save

Student Grade

| ID | Name | Roster Grade | Official Grade | Program and Plan | Level |
|----|------|--------------|----------------|------------------|-------|
|----|------|--------------|----------------|------------------|-------|

### 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](http://registrar.wsu.edu).

### Viewing Grades

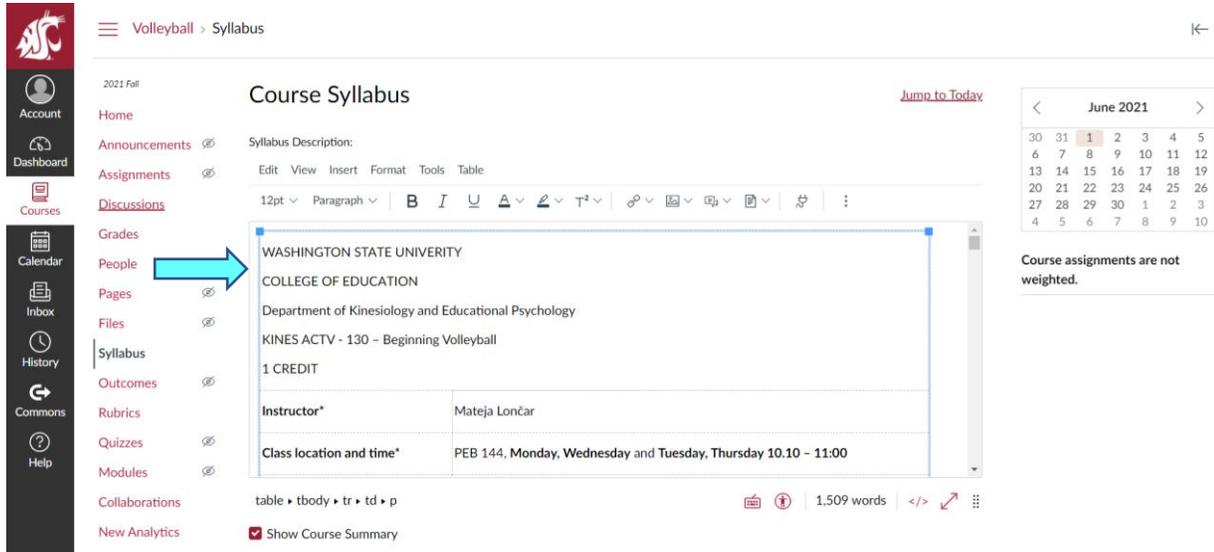
Instructors can go back any time to review Midterm grade rosters. Once the midterm grade roster is saved, students can immediately view their grades by selecting “Academic Records”, and then selecting “View Grades”.

### 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](mailto:CrimsonServiceDesk@wsu.edu), phone at 509-335-HELP (4357), or online at [CrimsonServiceDesk.wsu.edu](http://CrimsonServiceDesk.wsu.edu).



## You can copy and paste your syllabus.



The screenshot shows the Canvas interface for editing a course syllabus. The left sidebar contains navigation options like Account, Dashboard, Courses, Calendar, Inbox, History, Commons, and Help. The main content area is titled "Course Syllabus" and includes a "Jump to Today" link. The syllabus description is displayed in a rich text editor with a toolbar. The text includes the university name, department, course title, and instructor information. A table at the bottom lists the instructor and class location/time. A calendar for June 2021 is visible on the right, and a note states "Course assignments are not weighted." A red arrow points to the "People" link in the left sidebar.

2021 Fall

Volleyball > Syllabus

### Course Syllabus

[Jump to Today](#)

Syllabus Description:

Edit View Insert Format Tools Table

12pt Paragraph B I U A [color] [background color] T<sup>2</sup> [link] [image] [video] [embed] [code] [help]

WASHINGTON STATE UNIVERSITY  
COLLEGE OF EDUCATION  
Department of Kinesiology and Educational Psychology  
KINES ACTV - 130 - Beginning Volleyball  
1 CREDIT

|                          |  |
|--------------------------|--|
| Instructor*              | Mateja Lončar  |
| Class location and time* | PEB 144, Monday, Wednesday and Tuesday, Thursday 10.10 - 11.00 |

table tbody tr td p

1,509 words

Course assignments are not weighted.

## Module

### Add module to your Canvas by clicking +Module



The screenshot shows the Canvas Modules page. The left sidebar is the same as in the previous image. The main content area is titled "Modules" and includes a "6d Student View" link. A large "+ Module" button is visible, with a red arrow pointing to it. The course status is "Unpublished" and "Publish" is checked. There are buttons for "Import Existing Content" and "Import from Commons".

Volleyball > Modules

6d Student View

2021 Fall

Home

Announcements Assignments Discussions

+ Module

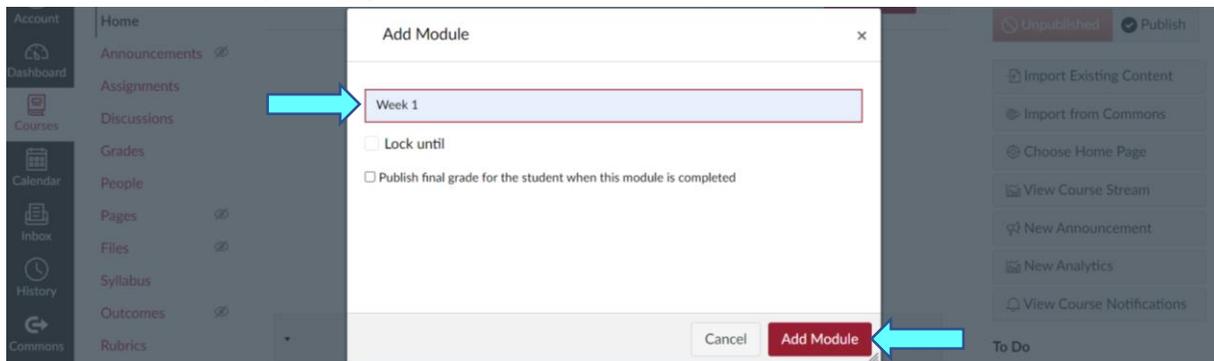
Course Status

Unpublished Publish

Import Existing Content

Import from Commons

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



The screenshot shows the "Add Module" dialog box. The left sidebar is the same as in the previous image. The dialog box has a text input field containing "Week 1", with a red arrow pointing to it. There are checkboxes for "Lock until" and "Publish final grade for the student when this module is completed". At the bottom, there are "Cancel" and "Add Module" buttons, with a red arrow pointing to the "Add Module" button. The course status is "Unpublished" and "Publish" is checked. There are buttons for "Import Existing Content", "Import from Commons", "Choose Home Page", "View Course Stream", "New Announcement", "New Analytics", and "View Course Notifications".

2021 Fall

Home

Announcements Assignments Discussions

Grades People Pages Files Syllabus Outcomes Rubrics

### Add Module

Week 1

Lock until

Publish final grade for the student when this module is completed

Cancel Add Module

Course Status

Unpublished Publish

Import Existing Content

Import from Commons

Choose Home Page

View Course Stream

New Announcement

New Analytics

View Course Notifications

## Documents

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

The screenshot shows a course management interface for 'Volleyball > Modules'. The left sidebar contains navigation options: Account, Dashboard, Courses, Calendar, Inbox, History, Commons, Help, and New Analytics. The main content area shows a module titled 'Week 1' with a '+ Module' button and a file upload area with the text 'Drop files here to add to module or choose files'. The right sidebar contains 'Course Status' (Unpublished/Publish), 'Import Existing Content', 'Import from Commons', 'Choose Home Page', 'View Course Stream', 'New Announcement', 'New Analytics', and 'View Course Notifications'. Below that is a 'To Do' section with 'Grade Roll Call Attendance' and a 'Coming Up' section with 'View Calendar'.

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

The screenshot shows the 'Add Item to Week 1' dialog box. The dialog has a title bar 'Add Item to Week 1' and a close button. It contains a dropdown menu with the following options: Page, Assignment, Quiz, File, Page (highlighted), Discussion, Text Header, External URL, and External Tool. Below the dropdown is an 'Indentation' dropdown menu set to 'Don't Indent'. At the bottom right of the dialog is an 'Add Item' button. The background shows the same course management interface as the previous screenshot.

## Announcements

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

The screenshot shows the Canvas LMS interface for a course named 'Volleyball'. The left sidebar contains navigation options: Account, Dashboard, Courses, Calendar, Inbox, History, and Commons. The 'Announcements' option is highlighted with a blue arrow. The top right corner shows '63 Student View' and a '+ Announcement' button with a blue arrow pointing to it. The main content area displays a megaphone icon and the text 'No Announcements' with a subtext 'Create announcements above'.

Start to build the announcement.

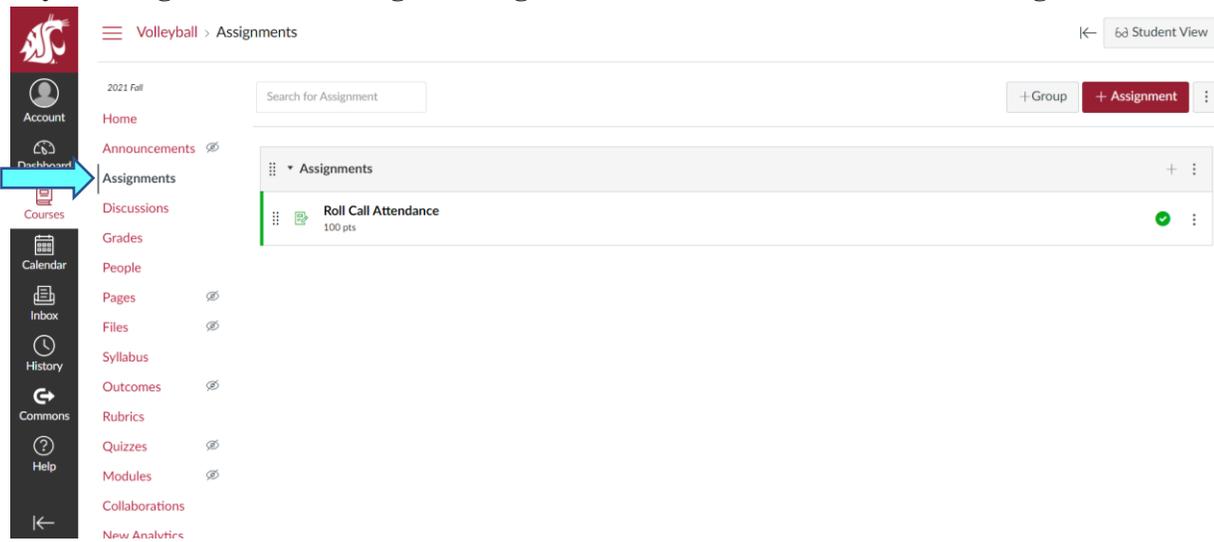
The screenshot shows the 'Create new' announcement page in Canvas LMS. The left sidebar has 'Announcements' highlighted with a blue arrow. The top right corner shows 'Create new' with a blue arrow pointing to it. The main content area features a 'Topic Title' field and a rich text editor with various formatting options like bold, italic, underline, and text color.

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

The screenshot shows the 'Post to' section of the announcement page. The left sidebar has 'Announcements' highlighted with a blue arrow. The 'Post to' section shows a dropdown menu with 'All Sections' selected and a list of sections including '2021 Fall-KIN\_ACTV-130-PULLM-2217-1-01-08070-LAB'. A 'Choose File' button is highlighted with a blue arrow.

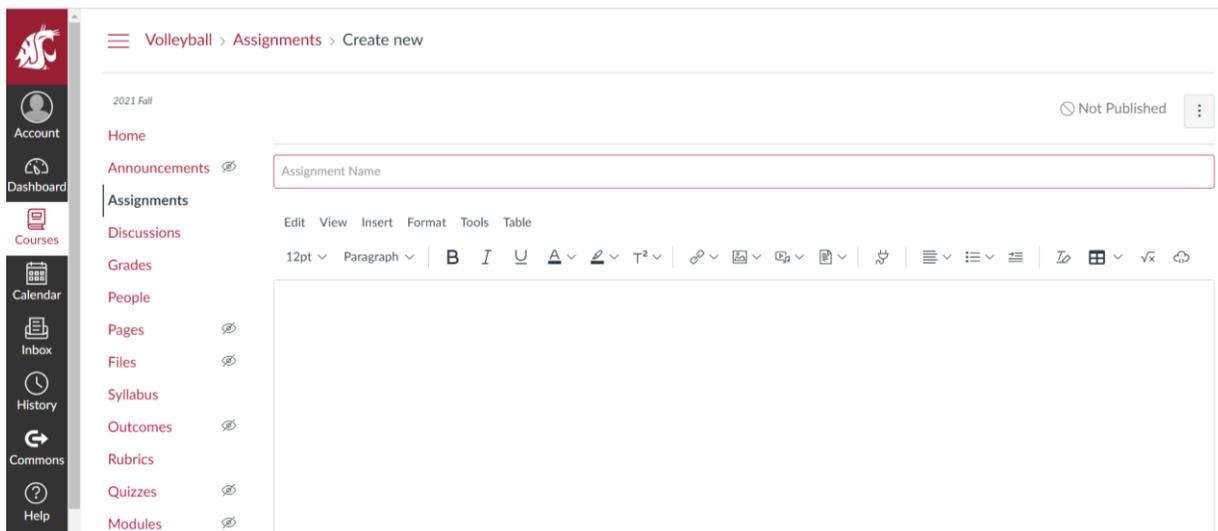
## Assignments

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



The screenshot shows the Canvas LMS interface for a course named "Volleyball". The top navigation bar includes the course name and a "Student View" button. A left-hand sidebar contains navigation icons for Account, Dashboard, Courses, Calendar, Inbox, History, Commons, Help, and a back arrow. The main content area shows the "Assignments" page with a search bar and a list of assignments. A blue arrow points to the "Assignments" link in the sidebar. The assignment list includes "Roll Call Attendance" with 100 points and a green checkmark.

Start to build your assignment.



The screenshot shows the "Create new" assignment page in Canvas LMS. The top navigation bar includes the course name and a "Not Published" status. The left-hand sidebar is the same as in the previous screenshot. The main content area features a text input field for "Assignment Name" and a rich text editor with various formatting options like bold, italic, underline, and text color.

## Attendance

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

The screenshot shows the Canvas LMS interface. On the left-hand side, there is a vertical navigation menu with various icons and labels. The 'Attendance' label at the bottom of this menu is highlighted with a blue arrow pointing to it. The main content area displays the 'Roll Call' for a specific course: '2021 Fall-KIN\_ACTV-130-PULLM-2217-1-01-08070-LAB'. The course title is also visible in the breadcrumb navigation at the top. The interface includes a 'LIST' button, a 'CLASS' button, and a date selector showing 'WED JUN 02'. Below these, there are buttons for 'MARK ALL PRESENT' and 'UNMARK ALL'. A list of student names and their associated course IDs is displayed, with a 'MORE' link next to each name.

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

This screenshot shows the 'Roll Call' interface with the 'Attendance' section expanded. A blue arrow points to the 'MORE' link next to the student 'Chris Carlson'. Another blue arrow points to the 'WED JUN 02' date selector in the calendar view. The calendar view shows a grid of dates with a checkmark icon under 'Wed Jun 02'. Below the calendar, the student's attendance record is shown: 'Present 0', 'Late 0', 'Absent 0'. There are buttons for '+ Add badge' and 'Manage badges'. The text 'Chris is unmarked' is displayed below the calendar. The 'Attendance: N/A' is also visible.

## Quizzes

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

The screenshot shows the Canvas LMS interface for a course named 'KIN\_ACTV-102-PULLM-1-LAB'. The left-hand navigation menu is visible, with the 'Quizzes' option highlighted by a red arrow. In the main content area, the 'Quizzes' page is displayed, showing a search bar and a '+ Quiz' button, which is also highlighted by a red arrow. The 'Course Quizzes' section below shows 'No quizzes available'.

Choose Classic Quizzes and submit.

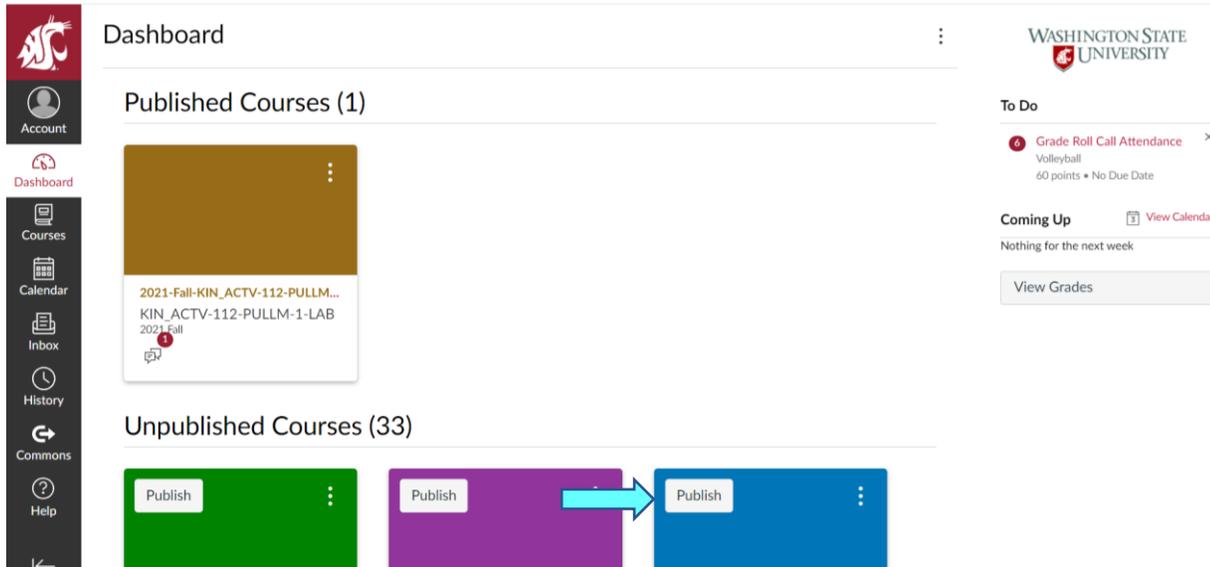
The screenshot shows the 'Choose a Quiz Engine' dialog box in the Canvas LMS interface. The dialog box is open, and the 'Classic Quizzes' option is selected, indicated by a red arrow. The 'New Quizzes' option is also visible. The 'Submit' button is highlighted by a red arrow. The background shows the 'Quizzes' page with the 'Assignment Quizzes' section visible.

Start to build your quiz.

The screenshot shows the 'Unnamed Quiz' page in the Canvas LMS interface. The page is titled 'Unnamed Quiz' and has a 'Points 0' and 'Not Published' status. The 'Details' tab is selected, and the 'Quiz Instructions' section is visible. The 'Questions' tab is also visible. The 'Quiz Instructions' section has a rich text editor with a toolbar and a text area. The 'Quizzes' option in the left-hand navigation menu is highlighted by a red arrow.

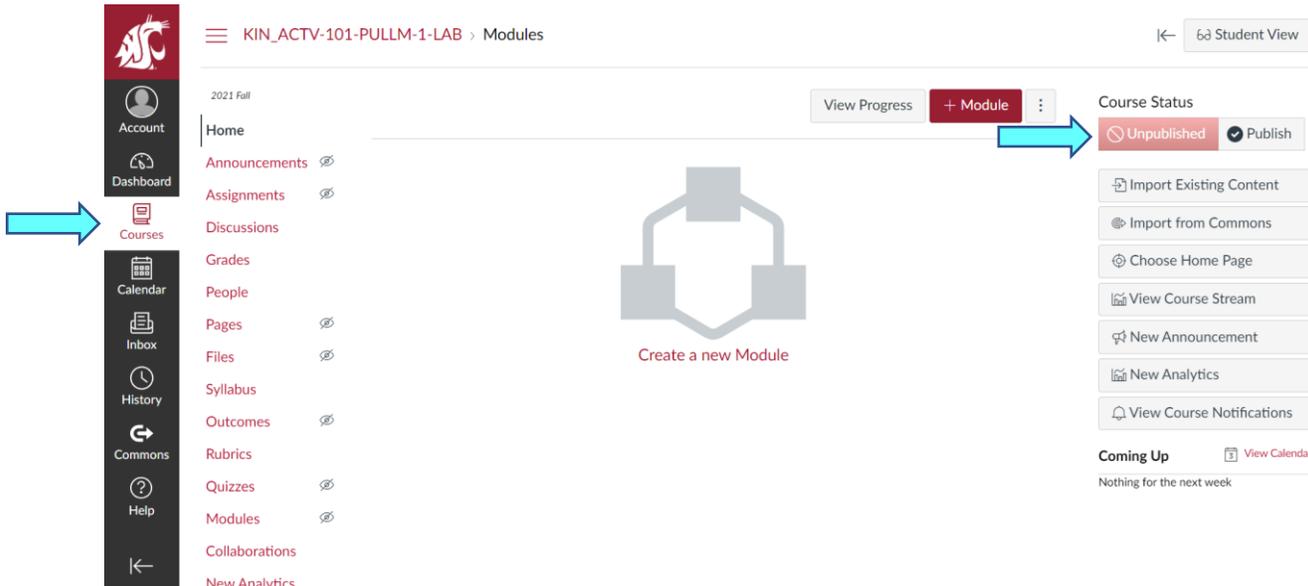
## Publishing

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

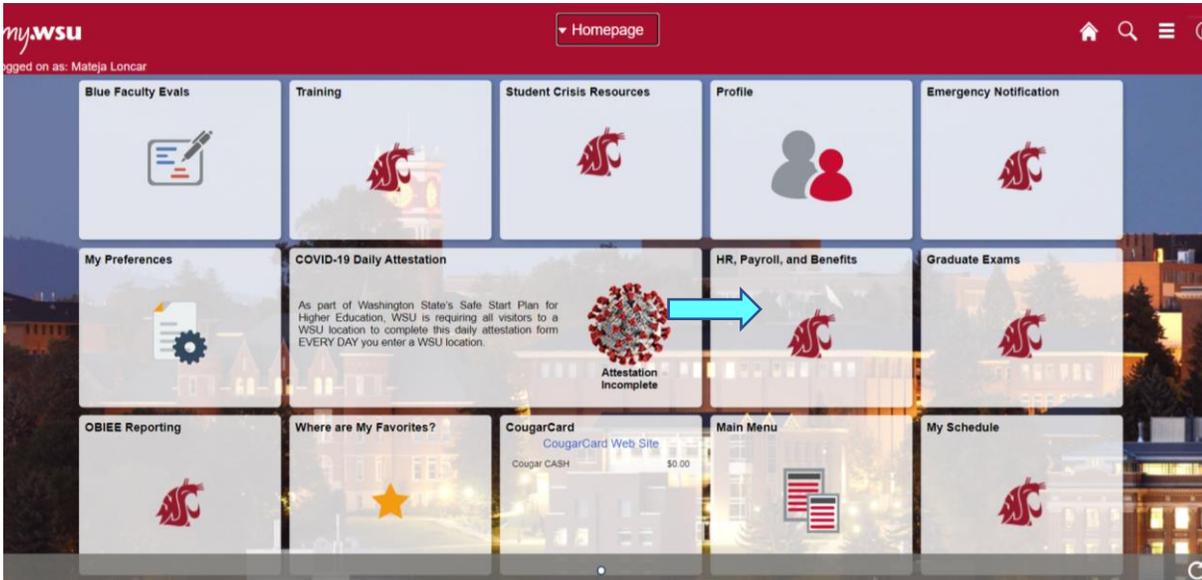
When you are on the tab »Courses« you have »**Publish**« button in the top right corner:



# My Workday

To submit your hours and access payroll information:

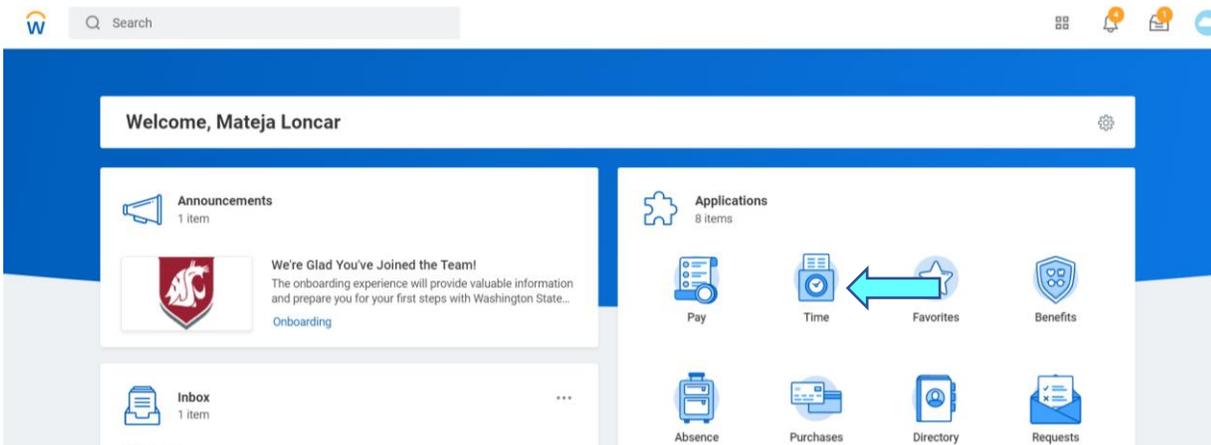
**Go to MyWSU homepage > HR, Payroll, and Benefits**



## Select “My Workday”



## Select “TIME”



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

The screenshot shows a web interface with a search bar at the top. Below it is a navigation bar with a back arrow and the word "Time". The main content area is divided into two columns. The left column is titled "Enter Time" and contains four buttons: "This Week (0 Hours)", "Last Week (40 Hours)", "Select Week", and "Overtime Requests". A red arrow points to the "Select Week" button. The right column is titled "View" and contains three buttons: "My Schedule", "Time Off Balance", and "Time Clock History". Below these columns is a "Time Clock" section with "Check In" and "Check Out" buttons.

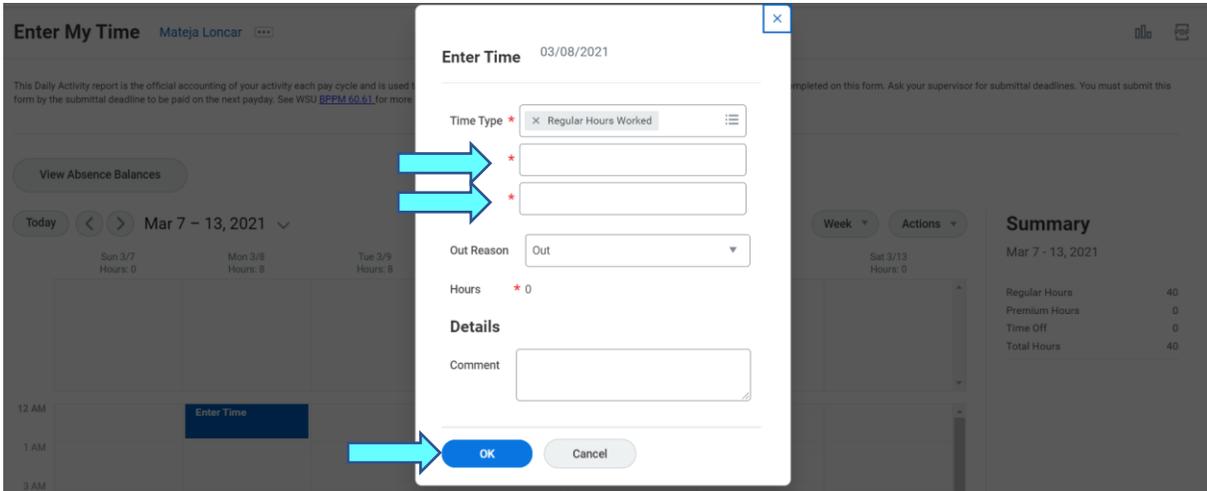
The screenshot shows a web interface with a search bar at the top. Below it is a navigation bar with a back arrow and the text "View Time Select Week". The main content area features a "Date" field with a calendar icon. A calendar for "March 2021" is displayed, with the date "14" selected. Below the calendar are "OK" and "Cancel" buttons. A red arrow points to the "OK" button.

Select a day to enter your hours:

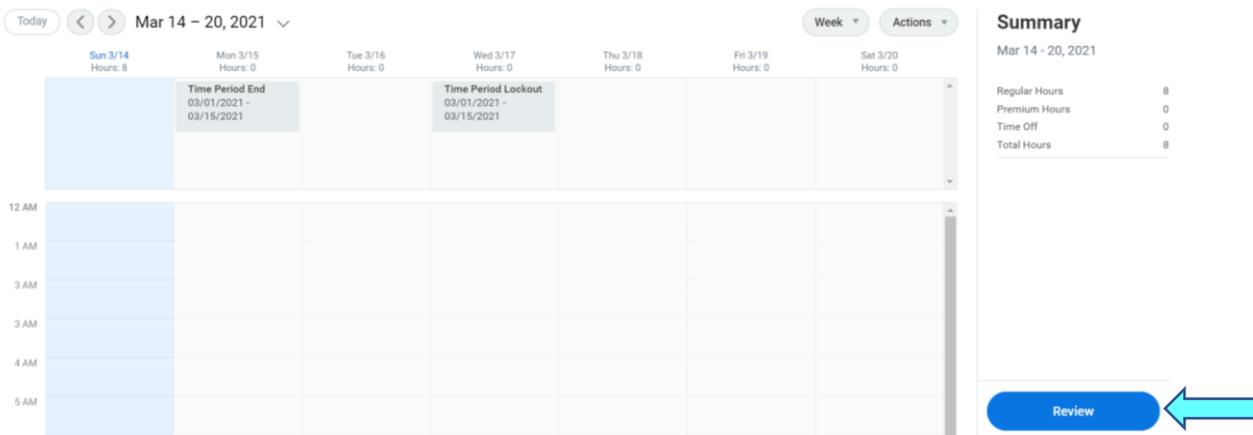
The screenshot shows a web interface with a "View Absence Balances" button at the top. Below it is a navigation bar with "Today", navigation arrows, and the date "Mar 7 - 13, 2021". There are "Week" and "Actions" dropdown menus. The main content area is a calendar grid for the week of March 7-13, 2021. The days are: Sun 3/7 (Hours: 0), Mon 3/8 (Hours: 8), Tue 3/9 (Hours: 8), Wed 3/10 (Hours: 8), Thu 3/11 (Hours: 8), Fri 3/12 (Hours: 8), and Sat 3/13 (Hours: 0). A "Pay date" of "02/16/2021 - 02/28/2021" is shown. The grid shows time slots from 12 AM to 6 AM. A red arrow points to the "Enter Time" button in the 1 AM slot on Monday, March 8th. To the right is a "Summary" section for "Mar 7 - 13, 2021" with the following data:

| Summary          |    |
|------------------|----|
| Mar 7 - 13, 2021 |    |
| Regular Hours    | 40 |
| Premium Hours    | 0  |
| Time Off         | 0  |
| Total Hours      | 40 |

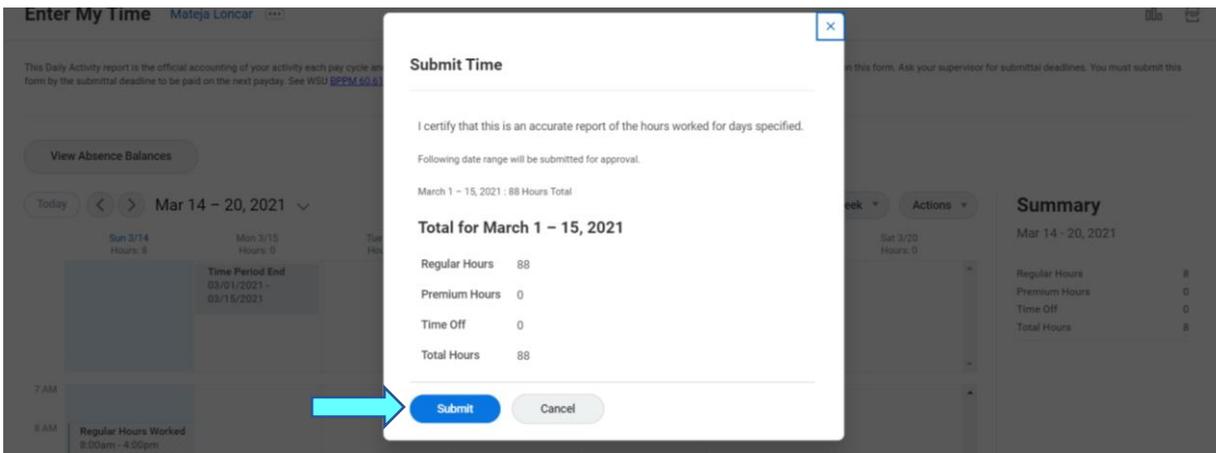
**Enter your hours (comments if there was something unusual) and click “OK”.**



**Select “REVIEW”**



**Select: “SUBMIT”**



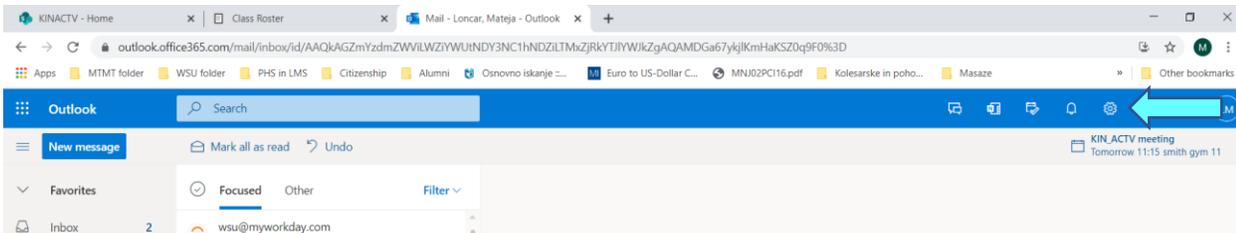
# Microsoft Outlook

**Set up email, calendar, and notifications:** <https://email.wsu.edu/>

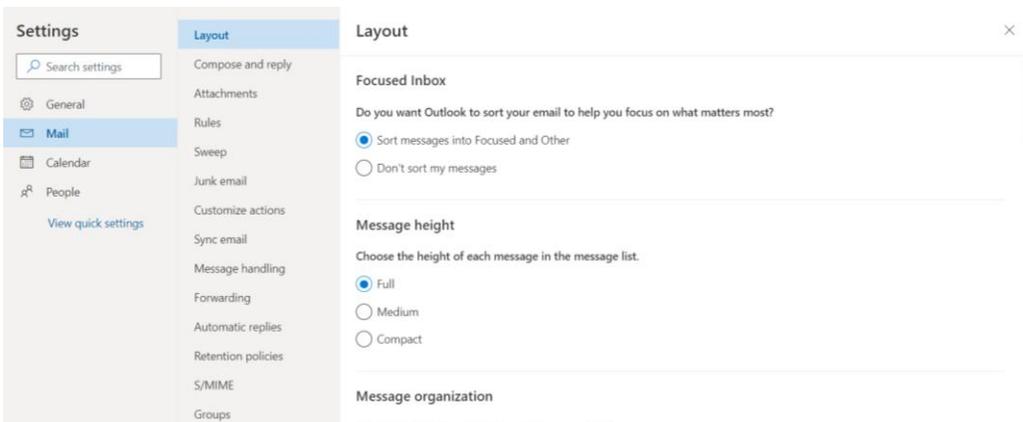
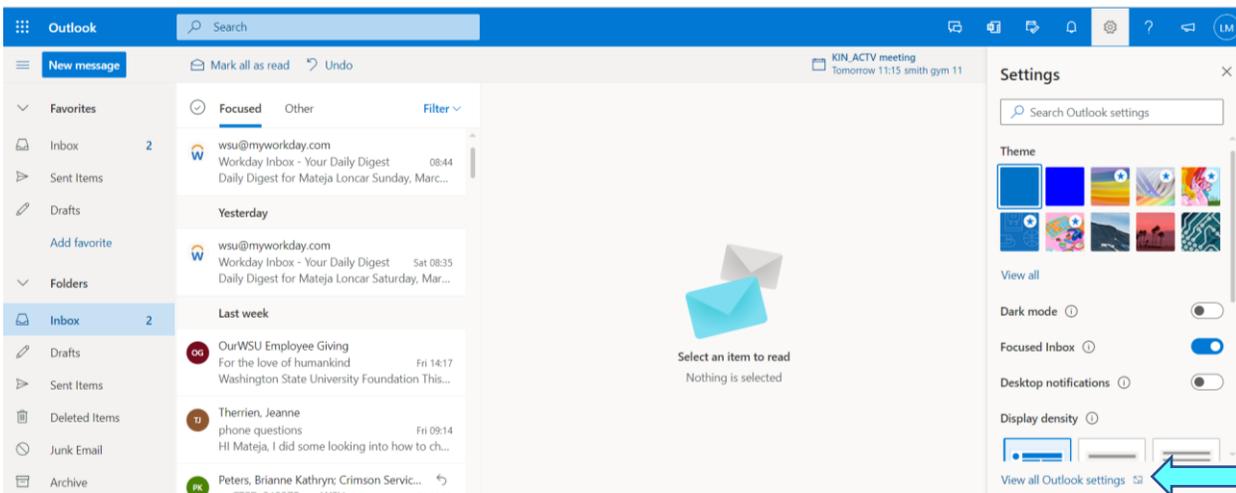
Use your myWSU username and password to set-up your email account. All instructors must use their assigned WSU email. Email return policy is 48 hours.

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

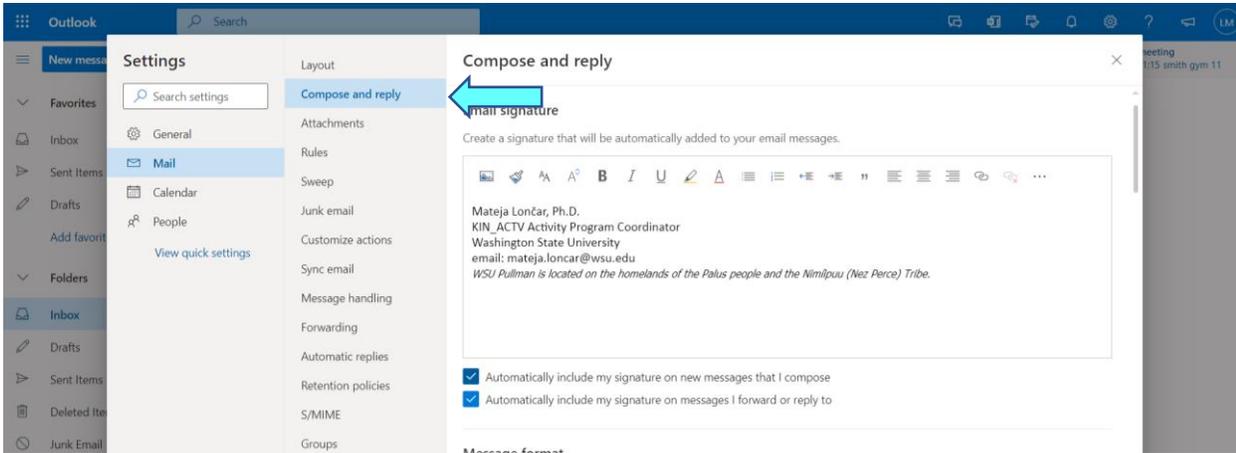
Go to “SETTINGS” icon 



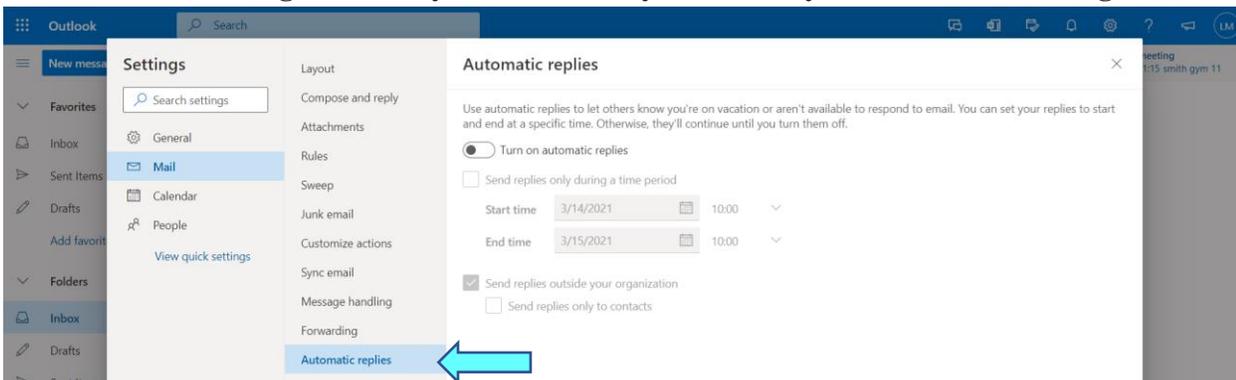
View “ALL OUTLOOK SETTINGS”



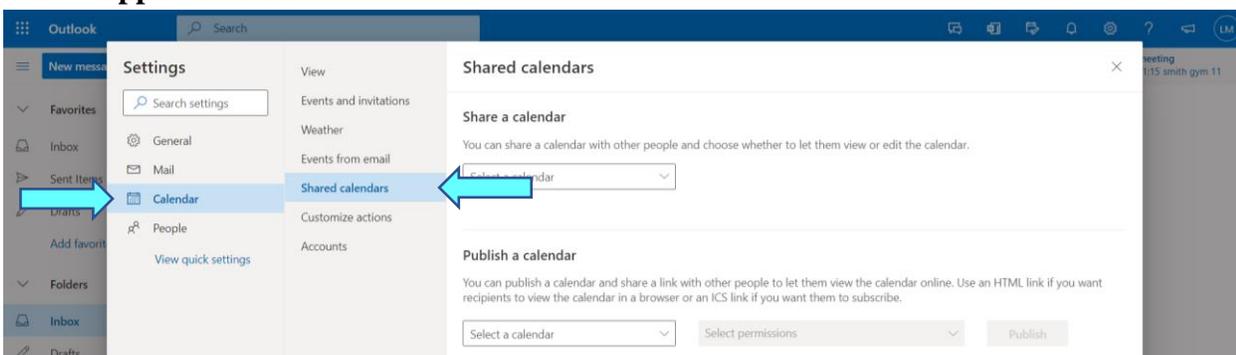
**You can create a customized signature and salutation.**



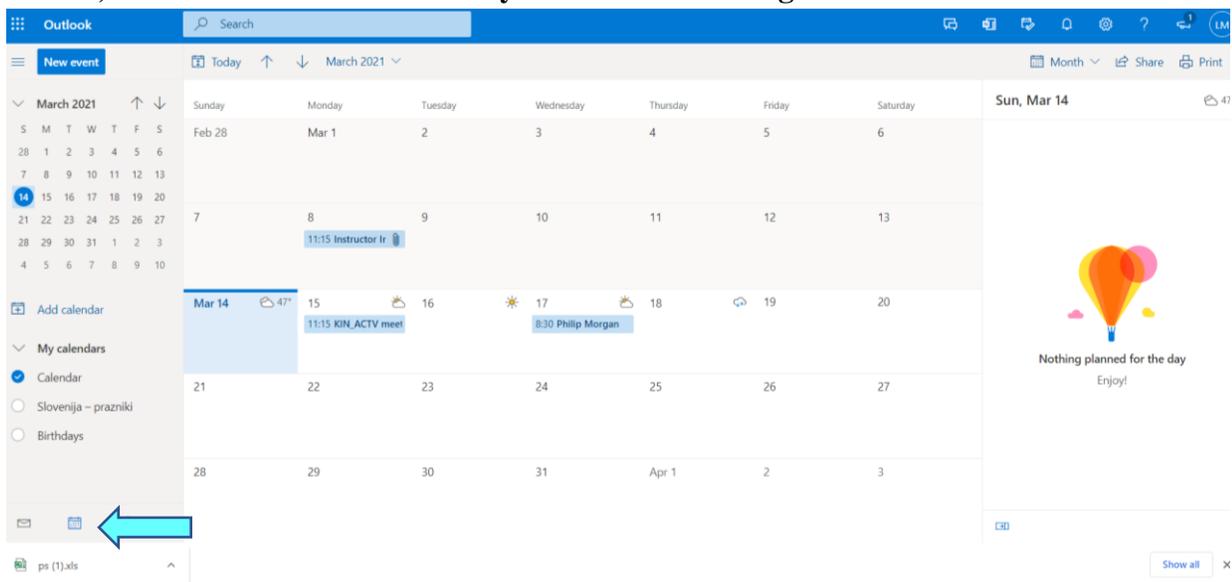
**Set up an automatic reply when you will be away from your account for more than 48 hours. Include the date range of when you will be away and when you will return messages.**



**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”.



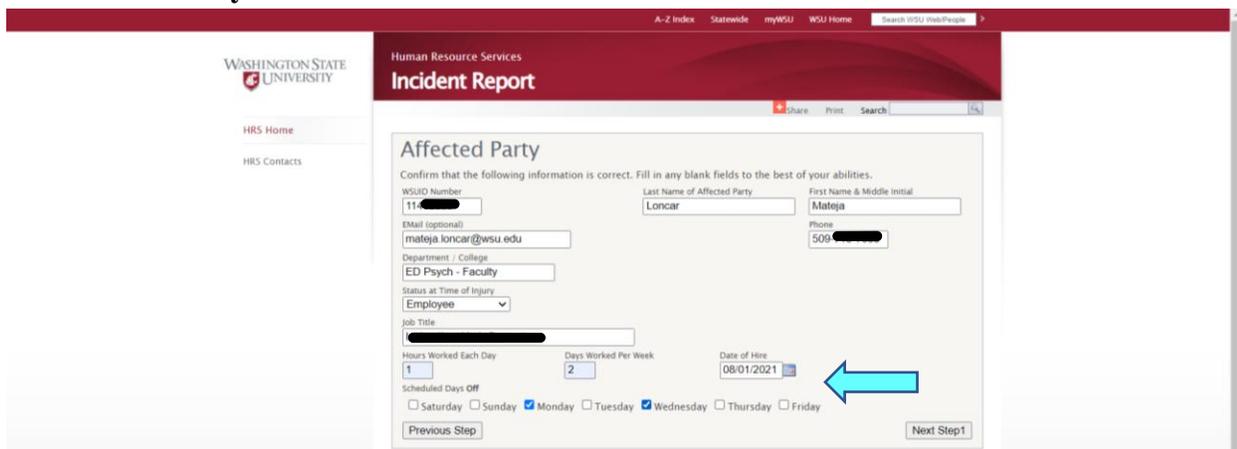
The screenshot shows the top navigation bar with links for 'A-Z Index', 'Statewide', 'myWSU', and 'WSU Home'. Below the navigation is the Washington State University logo and the 'Human Resource Services Incident Report' header. The main content area asks, 'Would you like to start a new form OR load a saved form?' and provides instructions for amending a report. A red arrow points to the 'Start a New Form' button.

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



The screenshot shows the 'Affected Party' section. It asks the user to affirm that they are the preparer of the report. It provides instructions for affected and non-affected parties. A red arrow points to the 'Next' button next to the WSUID input field.

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



The screenshot shows the 'Affected Party' section with the following information filled in:

- WSUID Number: [Redacted]
- Last Name of Affected Party: Loncar
- First Name & Middle Initial: Mateja
- Email (optional): mateja.loncar@wsu.edu
- Department / College: ED Psych - Faculty
- Status at Time of Injury: Employee
- Job Title: [Redacted]
- Hours Worked Each Day: 1
- Days Worked Per Week: 2
- Date of Hire: 08/01/2021
- Scheduled Days Off: Saturday, Sunday, Thursday, Friday (checked: Monday, Tuesday, Wednesday)

A red arrow points to the 'Next Step 1' button.

Write down the info about your supervisor.

The screenshot shows the 'Supervisor' form in the WSU Incident Report system. The form is titled 'Supervisor' and includes the following fields: Name of Supervisor (Mateja Loncar), Supervisor's Phone Number (509-335-8112), Supervisor's E-Mail (mateja.loncar@wsu.edu), Date (06/02/2022), and Time (09:10 AM). There are 'Previous Step' and 'Next Step' buttons.

Mail code is 1410.

The screenshot shows the 'Preparer' form in the WSU Incident Report system. The form is titled 'Preparer' and includes the following fields: Preparer WSUID (11...), Name of Preparer (Loncar, Mateja), Title of Preparer, Preparer Phone # (509-...), Mail Code (1410), and Date Prepared (06/03/2022). A blue arrow points to the Mail Code field. There are 'Previous Step' and 'Next Step' buttons.

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

The screenshot shows the 'Incident Description' form in the WSU Incident Report system. The form is titled 'Incident Description' and includes the following fields: Incident Date (06/01/2022), Time of Incident (09:10 AM), Check if Time Can't be Determined (checkbox), Time Employee Started Work (09:00 AM), Work Phase (Performing Work), Time Loss (Return to work the next day), and a text area for 'Describe the activity before the accident'. A blue arrow points to the 'Check if Time Can't be Determined' checkbox, and another blue arrow points to the 'Return to work the next day' checkbox.

\*\* If absent from the next full shift or subsequent shifts, supervisor must complete Supervisor's Accident Report and send a copy of employee's Time Leave Report to Human Resource Services. See SPM 22.26.1.  
Complete description of what the party was doing just before the incident occurred.

Describe the activity before the accident

Complete description of incident, include specific activity during incident (lifting, pushing etc.).

Describe the accident

Specify injury or illness and body parts affected.

What part of the body was injured

Describe the object or substance that directly harmed the party.

What caused the accident

Exact location of incident (Building floor, Geographical location).

Where the accident happened (gym)

Name and phone numbers of witnesses or others involved in incident, or type NONE.

Witness information

Previous Step

Next Step

Human Resource Services, PO Box 641014, Pullman WA 99164-1014, 509-335-4521, [Contact Us](#)

© 2022 Washington State University | Accessibility | Policies | Copyright



HRS Home

HRS Contacts

Human Resource Services

## Incident Report

Share Print Search

### Injury Information

Please be as complete as possible, hover over a field to see detailed instructions.

Injury / Illness Severity

First Aid or Medical Treatment (Check all that apply)

Treatments

|   |   |  |   |
|---|---|--|---|
| <input checked="" type="checkbox"/> Use of bandages                             | <input type="checkbox"/> Nonrigid braces and wraps                    | <input type="checkbox"/> Finger guards     | <input type="checkbox"/> Eye patches                |
| <input type="checkbox"/> Removal of splinters with tweezers                     | <input type="checkbox"/> Cleaning, flushing or soaking surface wounds |  |   |
| <input type="checkbox"/> Simple irrigation to flush foreign bodies from the eye | <input type="checkbox"/> Tetanus shots                                | <input type="checkbox"/> X-rays            |   |
| <input type="checkbox"/> Blood tests  | <input type="checkbox"/> Prescription medications*                    | <input type="checkbox"/> Sutures, staples* | <input type="checkbox"/> Casts, rigid braces*       |
| <input type="checkbox"/> Physical therapy*                                      | <input type="checkbox"/> Chiropractic treatment*                      | <input type="checkbox"/> Surgery*          | <input type="checkbox"/> Other <input type="text"/> |

\* This treatment is considered to be a medical treatment. If medical treatment is involved, a supervisor must complete a Supervisor's Accident Investigation Report.

No Treatment Required

Fatality, Enter Date:

Name and address of medical provider (hospital, doctor, clinic, etc).

Usually Cougar Health Service

Treated in emergency room?  
 Hospitalized overnight as inpatient?

Previous Step

Next Step: Review

**“Review” and “Submit” the form.**

WASHINGTON STATE UNIVERSITY

Human Resource Services  
**Incident Report**

HRS Home  
HRS Contacts

Review

Confirm that the following form is accurate.  
Press "Submit" when finished.  
Press "Previous Step" if you need to correct an item.  
You will be given a chance to print the form in the following screen.

**INCIDENT REPORT**  
Accidental Injury, Work-Related Illness  
See SAFETY POLICIES AND PROCEDURES MANUAL S2.24 for instructions.

Human Resource Services  
Washington State University  
Pullman, WA 99164-1014  
Telephone 509-335-4521

|  |                             |                       |
|--|-----------------------------|-----------------------|
| NAME OF AFFECTED PERSON (Last, First, middle initial)<br>Loncar Mateja | INCIDENT DATE<br>06/01/2022 | WSUID NO.<br>11413050 |
| HOME ADDRESS<br>305 New Irving Street Pullman, WA 99163                | INCIDENT TIME<br>09:10 AM   |                       |
| EMAIL<br>mateja.loncar@wsu.edu   | PHONE<br>509-██████         | STATUS<br>Employee    |
| DEPARTMENT<br>ED Psych - Faculty                                       |                             |                       |

COMPLETE DESCRIPTION OF WHAT THE PARTY WAS DOING JUST BEFORE THE INCIDENT OCCURED  
Describe the activity before the accident

COMPLETE DESCRIPTION OF INCIDENT, INCLUDE SPECIFIC ACTIVITY DURING INCIDENT  
Describe the accident

PRECISE NATURE OF INJURY AND BODY PARTS AFFECTED

INJURY/ILLNESS SEVERITY  
No Treatment Required.

NAME AND ADDRESS OF MEDICAL PROVIDER  
Usually Cougar Health Service

TREATED IN EMERGENCY ROOM? No  
HOSPITALIZED OVERNIGHT AS INPATIENT? No

|   |                                   |   |
|---|-----------------------------------|---|
| JOB TITLE OF EMPLOYEE<br>████████████████████ | HRS/DAY EMP<br>1                  | DAYS/WEEK<br>2                          |
| DATE OF HIRE<br>8/1/2021                      | TIME EMP STARTED WORK<br>09:00 AM | SCHEDULED DAYS OFF<br>Monday, Wednesday |

|   |  |                     |
|---|--|---------------------|
| SUPERVISOR NAME<br>████████████████████ | SUPERVISOR EMAIL<br>████████████████████ | PHONE<br>██████████ |
|---|--|---------------------|

SUPERVISOR WAS NOTIFIED  
Date: 06/02/2022 Time: 09:10 AM

DATE PREPARED  
6/3/2022

TIME LOSS  
Returned to Work the Next Day

WORK PHASE  
Performing Work

|                                    |   |                                  |                     |
|------------------------------------|---|----------------------------------|---------------------|
| NAME OF PREPARER<br>Loncar, Mateja | TITLE OF PREPARER<br>████████████████████ | PREPARER PHONE<br>509-715-██████ | MAIL CODE<br>██████ |
|------------------------------------|---|----------------------------------|---------------------|

Supervisors, route one copy to the departmental safety committee.

EH&S OFFICE USE ONLY CASE#  
WSU1131-RTIN001-0107

RECORDABLE  NONRECORDABLE FILE

S2.24.1

Previous Step Submit

\*Checks to see if the button has already been clicked. The incident report is not complete until you have pressed submit.

Note: Please click the Submit button once to avoid duplicated copy.

## 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](mailto: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](mailto: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](mailto: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.

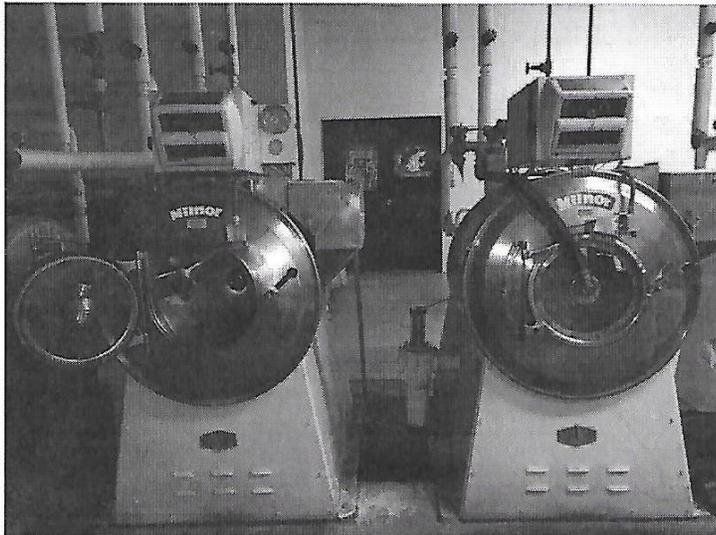
- “Advice Guide: How to Teach a Good First Day of Class:”  
[https://www.chronicle.com/interactives/advice-firstday?cid=wcontentgrid\\_hp\\_9](https://www.chronicle.com/interactives/advice-firstday?cid=wcontentgrid_hp_9) (a good introduction to preparing for one’s first class and creating a positive 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:”  
<https://www.facultyfocus.com/articles/effective-teaching-strategies/creating-space-engaged-discussions/>.
- List of short weekly tips provided by WSU’s Academic Outreach and Innovation (AOI) office:  
<https://li.wsu.edu/category/tips/>.

# Appendix

---

## *Laundry instructions*

### **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.

\_\_\_\_\_  
Participant's 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: \_\_\_\_\_

## 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:** \_\_\_\_\_

### WITNESS/INJURED PERSON STATEMENT

Washington State University

This statement is provided by:  Witness  Injured Person

See SPPM 2.26.

|  |                        |                   |
|--|------------------------|-------------------|
| NAME OF WITNESS  | NAME OF INJURED PERSON | HOME TELEPHONE    |
| DEPARTMENT   |                        | WORK TELEPHONE    |
| INCIDENT DATE  | INCIDENT TIME          | INCIDENT LOCATION |
| DESCRIBE WHERE YOU WERE AT THE TIME OF THE INCIDENT  |                        |                   |
| DESCRIBE THE GENERAL WORK OR ACTIVITY BEING PERFORMED  |                        |                   |
| DESCRIBE THE SPECIFIC EVENTS THAT HAPPENED JUST PRIOR TO THE EVENT   |                        |                   |
| DESCRIBE THE INCIDENT (Include specific work/activity involved; tools and equipment used; the use or nonuse of personal protective equipment; written and/or oral rules; any verbal statements made; general site conditions, e.g., lighting, noise, unusual odors, housekeeping, weather.)<br>NOTE: Add any additional pages if necessary for additional description or drawings. |                        |                   |
| DESCRIBE THE INJURY/ILLNESS (Specify body parts and injury/illness type.)  |                        |                   |

I have read and had the opportunity to correct this statement consisting of \_\_\_\_\_ pages.  
This statement is true and correct to the best of my knowledge and belief.

|  |      |
|--|------|
| SIGNATURE OF WITNESS OR INJURED PERSON | DATE |
|--|------|

WSU1315-TRINS003-0913

Enrollment exchange form

|   |        |         |      |
|---|--------|---------|------|
| <b>Washington State University<br/>ENROLLMENT CHANGE FORM</b> |        |         |      |
| Please complete all sections below and PRINT clearly.         |        |         |      |
| NAME  | (Last) | (First) | (MI) |
| ID NUMBER   |        | PHONE   |      |
| EMAIL ADDRESS   |        |         |      |
| 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.schedules.wsu.edu](http://www.schedules.wsu.edu)) The department will process your enrollment change by enrolling you or give 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. Charges 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 [registrar.wsu.edu](http://registrar.wsu.edu) for all enrollment deadlines.

|                                      |
|--------------------------------------|
| <b>REGISTRAR USE ONLY</b>            |
| Processor's initials:<br>Checked by: |
| Date Stamp                           |

|   |                        |                           |                               |                        |                           |   |  |  |             |  |  |             |  |  |
|---|------------------------|---------------------------|-------------------------------|------------------------|---------------------------|---|--|--|-------------|--|--|-------------|--|--|
| <b>ENROLLMENT REQUESTS</b>  |                        |                           |                               |                        |                           | <b>Pullman Campus</b>   |  |  |             |  |  |             |  |  |
| Year: 20 ____   |                        |                           |                               |                        |                           | Term: ____ Fall   |  |  | ____ Spring |  |  | ____ Summer |  |  |
| Course Subject/<br>Course No.   | Sec. No.<br>(e.g., 01) | Class SLN<br>(e.g., 4355) | Course Subject/<br>Course No. | Sec. No.<br>(e.g., 01) | Class SLN<br>(e.g., 4355) |   |  |  |             |  |  |             |  |  |
|   |                        |                           |                               |                        |                           |   |  |  |             |  |  |             |  |  |
| <b>Actions—Please check all appropriate boxes and obtain all appropriate signatures.</b>  |                        |                           |                               |                        |                           | <b>Actions—Please check all appropriate boxes and obtain all appropriate signatures.</b>  |  |  |             |  |  |             |  |  |
| <b>Instructor Signature Needed to:</b>  |                        |                           |                               |                        |                           | <b>Instructor Signature Needed to:</b>  |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Add after the 5th day (Variable Cr# ____)                        |                        |                           |                               |                        |                           | <input type="checkbox"/> Add after the 5th day (Variable Cr# ____)                        |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Add with time conflict (Instructor of the class you wish to add) |                        |                           |                               |                        |                           | <input type="checkbox"/> Add with time conflict (Instructor of the class you wish to add) |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Change Credit from ____ to ____                                  |                        |                           |                               |                        |                           | <input type="checkbox"/> Change Credit from ____ to ____                                  |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Add as Audit (Variable Cr# ____)                                 |                        |                           |                               |                        |                           | <input type="checkbox"/> Add as Audit (Variable Cr# ____)                                 |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Change Audit to Credit   |                        |                           |                               |                        |                           | <input type="checkbox"/> Change Audit to Credit   |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Change Credit to Audit   |                        |                           |                               |                        |                           | <input type="checkbox"/> Change Credit to Audit   |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Change from section ____ to section ____                         |                        |                           |                               |                        |                           | <input type="checkbox"/> Change from section ____ to section ____                         |  |  |             |  |  |             |  |  |
| Instructor Signature:   |                        |                           |                               |                        |                           | Instructor Signature:   |  |  |             |  |  |             |  |  |
| X: _____  |                        |                           |                               |                        |                           | X: _____  |  |  |             |  |  |             |  |  |
| Date Signed: _____  |                        |                           |                               |                        |                           | Date Signed: _____  |  |  |             |  |  |             |  |  |
| <b>Department Signature Needed to:</b>  |                        |                           |                               |                        |                           | <b>Department Signature Needed to:</b>  |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Add, if class is full (Variable Cr# ____)                        |                        |                           |                               |                        |                           | <input type="checkbox"/> Add, if class is full (Variable Cr# ____)                        |  |  |             |  |  |             |  |  |
| Department Signature :  |                        |                           |                               |                        |                           | Department Signature :  |  |  |             |  |  |             |  |  |
| X: _____  |                        |                           |                               |                        |                           | X: _____  |  |  |             |  |  |             |  |  |
| Date Signed: _____  |                        |                           |                               |                        |                           | Date Signed: _____  |  |  |             |  |  |             |  |  |
| <b>Advisor Signature Needed to:</b>   |                        |                           |                               |                        |                           | <b>Advisor Signature Needed to:</b>   |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Add as Pass/Fail (excluding UCORE)                               |                        |                           |                               |                        |                           | <input type="checkbox"/> Add as Pass/Fail (excluding UCORE)                               |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Change Letter Graded to Pass/ Fail (excluding UCORE)             |                        |                           |                               |                        |                           | <input type="checkbox"/> Change Letter Graded to Pass/ Fail (excluding UCORE)             |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Credits exceed 23 hours  |                        |                           |                               |                        |                           | <input type="checkbox"/> Credits exceed 23 hours  |  |  |             |  |  |             |  |  |
| Advisor Signature:  |                        |                           |                               |                        |                           | Advisor Signature:  |  |  |             |  |  |             |  |  |
| X: _____  |                        |                           |                               |                        |                           | X: _____  |  |  |             |  |  |             |  |  |
| Date Signed: _____  |                        |                           |                               |                        |                           | Date Signed: _____  |  |  |             |  |  |             |  |  |
| <b>Other</b>  |                        |                           |                               |                        |                           | <b>Other</b>  |  |  |             |  |  |             |  |  |
| <input type="checkbox"/> Change Pass/Fail to Letter Graded                                |                        |                           |                               |                        |                           | <input type="checkbox"/> Change Pass/Fail to Letter Graded                                |  |  |             |  |  |             |  |  |

