  

**Quick Guide to Fall 2020 Instruction (Tri-Cities)**

# Mary Wack, Vice Provost for Academic Engagement and Student Achievement, August 19, 2020

*Adapted for the Tri-Cities Campus by Anna Plemons, Assistant Vice Chancellor for Academic Affairs, August 20, 2020*

This quick guide to instruction in Tri-Cities in Fall 2020 is intended to assist faculty with navigating the changes imposed by WSU’s response to the public health emergency caused by the novel coronavirus. It also provides some key resources for both faculty and students. It is intended as a supplement to the Provost’s “Key Policies” memorandum that was shared earlier this month: [https://provost.wsu.edu/documents/2018/08/key-policies-reminder-](https://provost.wsu.edu/documents/2018/08/key-policies-reminder-memorandum.pdf/) [memorandum.pdf/](https://provost.wsu.edu/documents/2018/08/key-policies-reminder-memorandum.pdf/)

This information is evolving daily, and significant changes will be communicated via updates and on the Provost’s COVID-19 website: [https://provost.wsu.edu/procedures/classrooms/policies-and-](https://provost.wsu.edu/procedures/classrooms/policies-and-reports/covidplanning/) [reports/covidplanning/](https://provost.wsu.edu/procedures/classrooms/policies-and-reports/covidplanning/)

Questions not answered here? Contact Anna Plemons @ aplemons@wsu.edu

# **Absences (Student)**

Students are responsible for ensuring that they attend all class meetings and complete all in-class and out-of-class work as assigned by the instructor. Students are also responsible for communicating with the instructor should they need to be absent.

During the fall semester it is likely that some students will be required to quarantine or will fall ill for an extended period. Many students will also have challenges related to access to technology and internet or quiet spaces to attend a remote class. Faculty should exercise understanding and generosity in responding to students’ requests to keep up with the coursework or make up missed work. It is the expectation of the Provost’s Office that instructors will reasonably accommodate students who are absent for an extended period. Regularly using Panopto or recording zoom sessions will assist students in keeping up with the course.



"Reasonably accommodate" means coordinating with the student on scheduling examinations or other activities necessary for completing course requirements and includes offering different times for examinations or activities. Instructors may determine that the missed work and/or class time is so extensive that the student cannot make it up without taking an Incomplete grade. Students have one year to complete the work, unless a shorter interval is specified by the instructor. The Incomplete grade will administratively convert to an F grade after one year if the work is not completed as agreed. There are no extensions beyond the one year.

# **Access to Technology (Students)**

* Be Tech Ready, Fall 2020—Student Resources: [https://li.wsu.edu/teaching-tool- boxes/are-you-ready-for-distance-delivery/student-guide-for-completing-courses- remotely/](https://li.wsu.edu/teaching-tool-boxes/are-you-ready-for-distance-delivery/student-guide-for-completing-courses-remotely/) and see end of this document. Feel free to copy the page and distribute to students.
* The Chromebook loaner program will continue in Fall 2020. To apply students should visit <https://provost.wsu.edu/posts/computer-loan-program/>
* Cougs Online Toolkit: <https://its.wsu.edu/cougs-online-toolkit/>
* Wi-fi access:
	+ Hot spot program for students: [https://provost.wsu.edu/posts/wifi-access- interest/](https://provost.wsu.edu/posts/wifi-access-interest/)
	+ Drive-in wi-fi statewide map [https://www.commerce.wa.gov/building- infrastructure/washington-state-drive-in-wifi-hotspots-location-finder/](https://www.commerce.wa.gov/building-infrastructure/washington-state-drive-in-wifi-hotspots-location-finder/)

**Attestation** [**https://attestation.wsu.edu/**](https://attestation.wsu.edu/)

* Faculty and teaching assistants must attest to not experiencing [**COVID-19 symptoms**](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fabout%2Fsymptoms.html) before arriving on campus/to work or immediately upon arrival. Employees complete their attestation on-line at [MyWSU](https://login.wsu.edu/).
* All visitors to campus must also attest prior to arrival.

# **Exam Schedule**

The final exam schedule will have an additional hour added to finals timeslots so that students and faculty have a time buffer for technical issues. The extra time is not for adding additional content to the exam.

# **Financial Hardship (Student)**

Instructors may hear of financial hardships from students (can’t afford books, computer, internet, food). Student may apply for grant assistance through the Student Emergency Handship Fund Request form: <http://tricities.wsu.edu/current-students/student-emergency-hardship-fund>

# **Grading**

The regular grading scheme (WSU Catalog, Academic Regulations 50, 90) applies in Fall 20.

# **WSU Tri-Cities Instructional Excellence & Innovation (IE&I)**

The mission of IE&I is to support all ranks of faculty in developing exceptional teaching through instructional design, teaching resources, and innovative programs. This includes resources such as the Learning Glass studio, a faculty only Canvas course space for teaching resources, and an ongoing speaker series. Contact Janet Peters (janet.peters@wsu.edu) to request Learning Glass studio time, access to the faculty Canvas course space, or with any teaching-related inquiries.

**Learning Innovations** <https://li.wsu.edu/>

AOI’s Learning Innovations initiative serves to discover, implement and support academic technology that increases faculty efficiency and enhances student access and engagement. AOI works with all faculty—both on campus and online—to create an environment where innovative pedagogy can flourish, wise experimentation is supported, and all learners receive the most robust and rewarding educational experience possible.

* Workshops on zoom, Panopto, Blackboard and more
* ADA and copyright issues
* Technology test kitchen

# **Library Services**

You can still check-out items via curbside pick-up and get support through the WSU Tri-Cities library. For questions about check-out, resources and support, access the [Library Virtual Help Desk](https://urldefense.com/v3/__https%3A/wsu.zoom.us/j/5093727403__;!!JmPEgBY0HMszNaDT!9wS9TdaDLXSeAzNgvLwRgn8bVtGidOuGbWyV1B0oIhJHsP6LeNLIxLIwKpYOK3cz-Gs2$). Hours: 9 a.m. - 4 p.m. Monday - Friday.

# **Multi-Factor Authentication (MFA)**

* Students and faculty will have to authenticate using two devices (e.g., computer, phone) for zoom, Canvas, Blackboard.
* Students will need to have set up authentication before their first class.
* Visit: <https://login.wsu.edu/enduser/settings>

# **Open Educational Resources**

Low or no-cost educational materials curated by faculty; they assist with equity and inclusion of all students. WSU OER page [https://provost.wsu.edu/open-educational-](https://provost.wsu.edu/open-educational-resources/) [resources/](https://provost.wsu.edu/open-educational-resources/) .

# **Proctoring**

* Proctoring will be available only to faculty who requested and were approved in advance.
* Proctored sessions will be managed by AOI through Blackboard.

# **Reasonable accommodation**

Students with high risk conditions are entitled to accommodation through the Access Center, and departments are obligated to provide reasonable accommodation for the course. See: [https://li.wsu.edu/teaching-tool-boxes/emergency-tool-kit-for-extended-distance- delivery/distance-delivery-for-faculty/supporting-students-who-have-approved- accommodations/](https://li.wsu.edu/teaching-tool-boxes/emergency-tool-kit-for-extended-distance-delivery/distance-delivery-for-faculty/supporting-students-who-have-approved-accommodations/)

# **Recording Sensitive Topics**

Making recordings of Zoom class meetings is a good accommodative practice that allows students to review what they learned or missed in class. It is a topic on which there is not yet guidance or consensus on how best to address privacy issues; the Attorney General’s offices at Washington universities are actively researching it.

**This guidance is provisional and may change.**

AOI recommends that recordings of class sessions not be posted to the cloud, but only within Blackboard (Canvas); that they be available only for the current semester; and only to the students in the class. They also have posted a “talent release” (consent to be recorded) that you can have students sign if you wish: <https://li.wsu.edu/documents/2017/08/global-campus-talent-release.pdf/>

Nonetheless, Zoom recordings of class meetings may have the disadvantage in some courses of chilling student discussion of controversial ideas if students fear that their comments made in the “privacy” of the classroom are made more public by distribution of the recordings beyond the classroom. It is reasonable for students to expect that what is said in the classroom stays in the classroom. Thus, to achieve both ends of providing accommodation and preserving privacy, it is recommended that:

**Faculty should set their Zoom settings so that only the host of the meeting can record the meeting.**

For classes that emphasize student discussion of personal, sensitive, emotionally- laden or controversial topics, faculty should only make recordings of lectures and class discussions available to students who have been absent from class due to illness or who have accommodations through the WSU Access Center. When such recordings are made available to these students, we recommend faculty provide students with a learning agreement (see draft below) that suggests they do not share the recording with others:

*In this class, students are encouraged to both express and evaluate multiple points of view. A key aspect of a college education is exposure to and engagement with the complexity of various issues. Therefore, it is important that we listen and respect one another. We do not have to come to consensus, but we do need to agree to honor the privacy and educational processes of our classmates. Because this class is virtual, that commitment includes digital privacy, meaning that students are not*

*allowed to make, remix nor share or post course recordings, nor in any way capture, manipulate, or circulate the likeness of a classmate.*

Unless a student’s accommodation requires such recording, faculty should also exercise their discretion to not record class conversations in which students may discuss personal, sensitive, emotionally-laden or controversial topics that may not be intended for public consumption or transmission outside the class members.

Instructors may provide absent students with summary notes of the discussion, or alternate assignments, in lieu of a recording.

# **Remote Learning Resources**

* Please see Learning Innovations/AOI pages: <https://li.wsu.edu/>
* Please see attached list of resources.

# **Syllabus requirements**

* Current required syllabus elements and statements are available at<https://syllabus.wsu.edu/>
* **Please let students know in the syllabus what technology will be required (e.g., camera and microphone for zoom;** see “Be Tech Ready” handout at end of this document**).** If cost is a barrier for them, see “Access to Technology,” above.
* Faculty are encouraged to build flexibility into their syllabus, so that students may have alternative ways to complete assignments that support course learning outcomes or related assessments, anticipating that absences or quarantines will impact some students this semester.
* Similarly, it is important that each course provide regular and substantive interaction between the instructor and students, regardless of the delivery mode (in person, remote instruction or online) and beyond recorded content and office hours.

**Teaching Academy** <https://provost.wsu.edu/teaching-academy/>

The Teaching Academy comprises faculty dedicated to promoting excellence in education. Its mission is to:

* Promote a university culture that values, supports, and rewards excellence in teaching and the scholarship of teaching.
* Drive implementation of academic goals that elevate the quality of educational program processes and outcomes and student achievement.
* Support models of teaching and learning that foster deep and lasting understanding by learners.
* Facilitate the creation of mindsets and practices of students and faculty that drive self-motivated life-long learning.

# **Teaching Listserv**

Learn about upcoming events and opportunities related to teaching innovation at WSU and join in the conversation at aoi\_learning\_innovations@lists.wsu.edu.

Subscribe by contacting Deanna Hamilton at dhamilton2@wsu.edu.

# **Textbooks**

**The Bookie open for on-campus services**
The Bookie is now open from 10 a.m. – 3 p.m. Monday – Friday for on-campus services. Prior to accessing The Bookie, all individuals need to check-in at the Floyd Building main entrance (signs posted). Students can also order their textbooks online at [wsubookie.bncollege.com/shop/wsu-bookie/home](https://urldefense.com/v3/__https%3A/wsubookie.bncollege.com/shop/wsu-bookie/home__;!!JmPEgBY0HMszNaDT!_TyvtCW4_UTR7Sm53jtjvpK756RdjpaEpNZ3AVYS6jwvD_31o1RVTYN0B5eGdpW4wQGC$).

**Undergraduate Research**

We encourage faculty to continue to support undergraduate research through either in person work or holding regular research meetings with their undergraduate student via zoom and finding creative ways for students to get involved in research, whether this is literature searches, data analysis, or opening doors for new research directions for the faculty member through the student’s efforts.

**Best Practices and Resources for Rapid Response Online Teaching**

# Katie Kirakosian, Ph.D.

kvkirako2020@gmail.com

**General best practices for teaching online:**

* Post an **announcement** at the beginning of the week, so students know what work must be completed and when the deadlines are. Putting this all in one place, like a checklist, is helpful. Try to keep your announcements positive and motivating, during this uncertain time.
* Considering posting a mid-week check-in announcement or an announcement reflecting on the past week. Find a balance where you consistently check-in with students a couple times a week.
* Create an ungraded **“Ask the Professor”** Discussion Board area, so students can post general questions. Encourage classmates to answer the questions if they know as well (i.e. “What chapter discusses X” or “When is X due”). Allow this to be a “subscribed” discussion so you get notifications when someone posts. Check this area at least once a day so these questions do not remain unanswered.
* Host virtual **office hours** regularly. If a student is really struggling, offer to set-up a virtual private meeting, so other students can not join unknowingly.
* Do as much as you can **asynchronously**. Many students are home and in various time zones. If they can not attend something live, they should not be penalized.
* Give **timely feedback**. This is no different than if you were teaching in-person. Your LMS allows you to have manually graded quizzes, so these grades would be instantaneous. Depending on the size of the class and the nature of the assignment, a good rule of thumb is to return graded work within 7 days.
* When hosting **Zoom meetings**
	+ Establish guidelines and netiquette for Zoom meetings, such as requiring all students shut off their audio when they join and only unmute when they are speaking.
	+ Record those sessions and post a link to the archive for students who could not attend. Be sure students know the meetings are being recorded. [*But see "Recording sensitive topics" above*]
	+ Do not *require* students to use their video feature, for privacy concerns. It actually can slow down a Zoom meeting as well.
* Make **clear expectations**. All major assignments should have a rubric. Consider creating a short screencast reviewing the rubric, if you can. It might save you from countless emails and also improve student understanding. The quality of the work you receive can also improve, if you record a review of all major assignments well before they are due.
* Know where to refer students for **services** (on campus or nationally) who are dealing with personal issues and crises, including mental health issues (i.e. the SAMHSA hotline and the National Suicide Prevention Lifeline, linked [here](https://www.mentalhealth.gov/get-help/immediate-help) and the National Domestic iolence Hotline, linked [here](https://www.thehotline.org/help/)).
* Most importantly, be **empathetic**, **patient**, and **positive**. Be kind to yourself as well. Take brain breaks and movement breaks, which help with focus and attention. Set an alarm if you have to. Every hour, you should stand up and move for 3-4 minutes. See some great examples [here.](https://uhs.berkeley.edu/activitybreaks) Share these with your students too.

**General**

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| **Resource or Best Practice** | **Link to learn more** | **Comments** |
| Invite a colleague as a guest speaker | [https://www.facultyfocus.com/articles/t](https://www.facultyfocus.com/articles/teaching-with-technology-articles/expanding-learning-experiences-virtual-guest-experts/) [eaching-with-technology-](https://www.facultyfocus.com/articles/teaching-with-technology-articles/expanding-learning-experiences-virtual-guest-experts/) [articles/expanding-learning-](https://www.facultyfocus.com/articles/teaching-with-technology-articles/expanding-learning-experiences-virtual-guest-experts/) [experiences-virtual-guest-experts/](https://www.facultyfocus.com/articles/teaching-with-technology-articles/expanding-learning-experiences-virtual-guest-experts/) | You might find that colleagues and even “big names” in your field are available and excited to participate in a virtual class due to quarantine. |
| Depending on your course, have your students explore datasets | <https://www.data.gov/> | Datasets ranging from agriculture to ecosystems to health to science & research |
| 10 Best Practices for Teaching Online | [https://www.academia.edu/1991803/Te](https://www.academia.edu/1991803/Ten_Best_Practices_for_Teaching_Online) [n\_Best\_Practices\_for\_Teaching\_Online](https://www.academia.edu/1991803/Ten_Best_Practices_for_Teaching_Online) | A short read with 10 helpful tips. |
| FaceBook groups focused on teaching online during COVID-19 | Higher Ed and the CoronavirusTeaching in the Time of Corona: Resources | These two groups have been very active over the past month and offer a large community of support if you need help with an online teaching issue quickly. |

**Fine Arts and Humanities**

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| **Resource or Best Practice** | **Link to learn more** | **Comments** |
| The Arts | <https://www.aep-arts.org/> | Here is a thread specifically on Arts education during COVID-19: [https://www.aep-arts.org/covid-19-](https://www.aep-arts.org/covid-19-resources/) [resources/](https://www.aep-arts.org/covid-19-resources/) |
| The Arts | <https://www.artfulschools.com/> | Focuses mainly on theatre, dance, and live classes. |
| Art history | [https://www.mentalfloss.com/article/75](https://www.mentalfloss.com/article/75809/12-world-class-museums-you-can-visit-online) [809/12-world-class-museums-you-can-](https://www.mentalfloss.com/article/75809/12-world-class-museums-you-can-visit-online) [visit-online](https://www.mentalfloss.com/article/75809/12-world-class-museums-you-can-visit-online) | Visit these and other museums online through a virtual tour. |
| Cinema/Film | [https://docs.google.com/document/d/11](https://docs.google.com/document/d/115zQ_t-mS-iuhJj6GKiK9vHkteIwW06yAw2Rh8SJm1c/edit) [5zQ\_t-mS-](https://docs.google.com/document/d/115zQ_t-mS-iuhJj6GKiK9vHkteIwW06yAw2Rh8SJm1c/edit) [iuhJj6GKiK9vHkteIwW06yAw2Rh8SJ](https://docs.google.com/document/d/115zQ_t-mS-iuhJj6GKiK9vHkteIwW06yAw2Rh8SJm1c/edit) [m1c/edit](https://docs.google.com/document/d/115zQ_t-mS-iuhJj6GKiK9vHkteIwW06yAw2Rh8SJm1c/edit) | How to move production courses online |
| Cinema/Film | <http://www.ubu.com/film/> | Hundreds of avante-garde films for free. |
| Cinema/Film | <https://www.nfb.ca/> | Films and documentaries through the National Film Board of Canada. Potential overlap with anthropology, history, and sociology. |
| Cinema/Film | <https://www.folkstreams.net/> | Preserving stories from America. Potential overlap with anthropology, history, and sociology. |
| Foreign Languages | <https://langmedia.fivecolleges.edu/> | Has authentic videos in many foreign languages. Ideas for how to use |

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|  |  | LangMedia with your students can be found here: [https://www.youtube.com/watch?v=PwN](https://www.youtube.com/watch?v=PwNOjM46lE8&feature=youtu.be) [OjM46lE8&feature=youtu.be](https://www.youtube.com/watch?v=PwNOjM46lE8&feature=youtu.be) |
| Foreign Languages | <https://voicethread.com/> | Learn more here: [https://www.youtube.com/watch?v=9n5A](https://www.youtube.com/watch?v=9n5AvjeYzfU&feature=youtu.be) [vjeYzfU&feature=youtu.be.](https://www.youtube.com/watch?v=9n5AvjeYzfU&feature=youtu.be) This does require setting up a free account. |
| Foreign Languages | <https://www.actfl.org/> | Many more resources here, including free membership and office hours. A compilation of resources in response to COVID-19 can be found here: [https://www.actfl.org/news/all/resources-](https://www.actfl.org/news/all/resources-response-covid-19) [response-covid-19](https://www.actfl.org/news/all/resources-response-covid-19) |
| Foreign Languages | <http://www.bbc.co.uk/languages/> | Many resources can be found at BBC languages. You can also read or listen to the news in 27 languages here: <https://www.bbc.co.uk/ws/languages> |
| Foreign Languages | <https://www.coerll.utexas.edu/coerll/> | Open resources for foreign language learning. This site includes a blog as well as open materials and publications. Here is a specific blog about teaching languages online in response to COVID- 19: [https://blog.coerll.utexas.edu/covid-](https://blog.coerll.utexas.edu/covid-19/) [19/](https://blog.coerll.utexas.edu/covid-19/) |
| Music | <https://www.smartmusic.com/blog/> | Smart Music has a great blog for those teaching music: <https://www.smartmusic.com/blog/> |

**Science and Mathematics**

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| **Resource or Best Practice** | **Link to learn more** | **Comments** |
| Science Labs | [https://www.ccas.net/files/CCAS\_Rem](https://www.ccas.net/files/CCAS_Remote%20Teaching_Science%20Labs.pdf) [ote%20Teaching\_Science%20Labs.pdf](https://www.ccas.net/files/CCAS_Remote%20Teaching_Science%20Labs.pdf) | A link to many other resources on teaching science labs online |
| Science experiments | <https://www.jove.com/> | Access videos through the Journal of Visualized experiments for free until June 15th. |
| Mathematics | [https://www.nature.com/articles/d4158](https://www.nature.com/articles/d41586-020-00896-7) [6-020-00896-7](https://www.nature.com/articles/d41586-020-00896-7) | 5 tips from a mathematician who is now teaching online. |
| Mathematics | [https://kfor.com/news/school-president-](https://kfor.com/news/school-president-and-math-teacher-uses-covid-19-to-keep-students-learning-during-pandemic/) [and-math-teacher-uses-covid-19-to-](https://kfor.com/news/school-president-and-math-teacher-uses-covid-19-to-keep-students-learning-during-pandemic/) [keep-students-learning-during-](https://kfor.com/news/school-president-and-math-teacher-uses-covid-19-to-keep-students-learning-during-pandemic/) [pandemic/](https://kfor.com/news/school-president-and-math-teacher-uses-covid-19-to-keep-students-learning-during-pandemic/) | Using mathematics to understand epidemics |
| Mathematics and Science | [https://phet.colorado.edu/en/simulations](https://phet.colorado.edu/en/simulations/category/by-level/university)[/category/by-level/university](https://phet.colorado.edu/en/simulations/category/by-level/university) | Free math and science simulations through UC Boulder, including physics, |

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|  |  | chemistry, math, earth science, and biology. |

**Social Sciences**

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| **Resource or Best Practice** | **Link to learn more** | **Comments** |
| Anthropology and Sociology | <https://www.earthcam.com/> | Have your students explore human behavior around the world during a pandemic. Cameras are found in major cities, college campuses, tropical locations, etc. Times Square is particularly barren: [https://www.earthcam.com/usa/newyork/t](https://www.earthcam.com/usa/newyork/timessquare/?cam=tsrobo3) [imessquare/?cam=tsrobo3.](https://www.earthcam.com/usa/newyork/timessquare/?cam=tsrobo3) |
| Anthropology | [American Anthropological Association](https://www.americananthro.org/covid-19) | Find resources related to anthropology, and applicable to many fields, during COVID-19. |
| Anthropology, History, and Sociology | <https://www.nfb.ca/> | Films and documentaries through the National Film Board of Canada. Potential overlap with anthropology, history, and sociology. |
| Anthropology, History, and Sociology | <https://www.folkstreams.net/> | Preserving stories from America. Potential overlap with anthropology, history, and sociology. |
| History | [Facing History and Ourselves](https://www.facinghistory.org/about-us) | Topics include immigration, the Holocaust, Race in the US, Civic Engagement, Human Rights, Genocide, etc. <https://www.facinghistory.org/topics> |

For questions or comments or to add resources, please contact Katie Kirakosian at kvkirako2020@gmail.com

**Student Tech Ready Checklist**

Prior to classes starting remotely this semester, get tech ready by familiarizing yourself with the classroom technology you will be using.

* [Blackboard Learn](https://learn.wsu.edu/webapps/login/) is WSU’s course management system, where students receive their assignments, submit their homework, and review their test grades. A few courses are piloting the Canvas learning management system; instructors will provide details.
* [Zoom](https://wsu.zoom.us/) is WSU’s video-conference classroom app, and has all sorts of features that help you interact with your instructors and fellow classmates. View WSU’s [YouTube video](https://www.youtube.com/watch?v=sRrKMlAjcSw&feature=youtu.be) that shows you how Zoom works.
* Set up your WSU MFA account before classes start.

Outlook, Zoom, Blackboard, MyWSU require multi-factor authentication (MFA), WSU’s added security authentication step. To protect you online, it requires a user to enter their network ID (NID) and password, followed by a code received through one of several options. WSU has a web page to provide more information including [how to set up your account.](https://its.wsu.edu/its-multi-factor-authentication/) There’s also a [YouTube video](https://www.youtube.com/watch?v=pb_2BdV8ZEQ).

* WSU’s [Student Guide for Completing Classes Remotely](https://li.wsu.edu/teaching-tool-boxes/are-you-ready-for-distance-delivery/student-guide-for-completing-courses-remotely/) provides an overview of most of the technology students will use while at WSU, and includes tips and tricks on how to master them.
* Make sure your computer meets [the minimum requirements and has an adequate internet connection.](https://online.wsu.edu/techready/equipment-requirements/) A camera and microphone (built in or external) will be needed for most classes.
* Need help to afford required technology (computer, software, internet)?
	+ Student Emergency Fund can provide direct grants to assist with these costs: <https://www.studentcare.wsu.edu/student-resources/financial-assistance/>
	+ WSU’s [computer loan program](https://provost.wsu.edu/posts/computer-loan-program/) makes a number of Acer Chromebooks available to students for educational use.
	+ Hot spot program for students: [https://provost.wsu.edu/posts/wifi-access- interest/](https://provost.wsu.edu/posts/wifi-access-interest/)
	+ Drive-in wi-fi statewide map [https://www.commerce.wa.gov/building- infrastructure/washington-state-drive-in-wifi-hotspots-location-finder/](https://www.commerce.wa.gov/building-infrastructure/washington-state-drive-in-wifi-hotspots-location-finder/)
* Check your WSU Outlook emails frequently (anysender@wsu.edu and notices in myWSU) -- advisers, professors, departments, events, and activities use email to communicate essential information. Don’t miss important course information!
* WSU tech support is available Monday through Friday, 8 am – 5 pm: crimsonservicedesk@wsu.edu, 509-335-HELP (4357) or visit the website: [Crimson Service Desk](https://its.wsu.edu/csd/). Social Media: [YouTube](https://www.youtube.com/watch?v=SoziPW8IvUk)