

Parent Panel Information Forum

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PHIL WEILER: Good evening, everyone. Welcome to Washington State University's third in our series of public information sessions for parents and supporters of the first time WSU students coming to Pullman.

My name is Phil Weiler and I am Vice President for marketing, Inc. medications here at WSU and I am excited we have the opportunity to be in front of you today. We could have close to 1700 people who have RSVPed which is wonderful. We also have ask you to do homework and you not only did your homework, but you did extra credit and we have over a thousand questions that people have submitted. So that is wonderful.

It is really helpful for us to get an idea of what kinds of questions and concerns you have. It allows us to really make sure we try to address those to the degree that we can. Obviously, we will not get through all 1000 questions in an hour but like I said, we do know based on categorization will kind of things people are concerned about.

If you are not hearing us answer a question that you have, don't forget that we do have the chat function live in YouTube.

We have a small Army of volunteers who are subject matter experts who are going to be watching that chat and trying to answer those questions. I will tell you that the chat goes fast and furious when we have got this many people connecting online.

So they will do their best to catch those questions and get you the answers live and in realtime.

And the third option is if you still end up having questions or if you got something specific you want to ask like options for deferrals or questions about intercampus enrollment, those kinds of things, I would encourage you to go to our e-mail address future@Cougar@WSU.edu.

Again, that is future@Coug@WSU.edu. That is monitored by our enrollment team. They will try to get answers to you as quickly as possible.

So a good resource for you to keep in mind.

So today we have got four of our campus leaders that will be talking to us about a variety of subjects. We will talk about things like health and wellness, housing as residence life, fraternity and sorority life, student life in general, an academic planning and support.

So with that let me introduce our four speakers we can go ahead and get started. First I would like to introduce Dr. Bonnie de Vries MD. She is the medical director for our Cougar Health Services. She also happens to be one of the commanders for our COVID-19 response and has a really good sense of what WSU has been doing it for more than six months now. I was actually doing the math in my head earlier today and Washington State University started ramping up in advance of COVID-19 actually before it was even called COVID-19. And that was back in January.

So here we are now able six months since we had our first communication to students around the coronavirus and COVID-19.

Also, we are joined by Dr. Mary Wack and Mary is Vice-Provost Provost for academic engagement and student success. Welcome, Mary and also we have Dr. Terese King and Terese is the Executive Director of University advising. She is also the director of the Academic Success and Career Center. I have said this on previous information sessions, but that is a place that you want to make sure your students are aware of. It is the place to go if they have questions,

if they have concerns, if they are having challenges academically, or if they're preparing for a job, it is also a place for them to go. Keep that in mind, Academic Success and Career Center.

And finally, we are joined by Dr. Jill Creighton. Jill is the Associate Vice President and Dean of Students in the Division of Student Affairs. Jill, I would like to start with you. I know that we sent out some information to parents and students just yesterday regarding housing and dining and I think it is probably a good opportunity for us to remind folks about what was in that information we sent out.

DR. JILL CREIGHTON: Thank you, Phil and thank you all Coug families for joining us today. I am glad to join you with significant a more concrete information today than we have had a previous parent forms. Just last week on Wednesday afternoon we were given the guidance we needed from the Governor to return to limited in-person instruction this fall. It is a privilege for us to be able to reopen in this unprecedented time and we are keeping our students' education and health and safety top of mind as we are making some very difficult decisions.

We have been considering all the ways that WSU can comply with the Governor's directives for higher education and we made a series of decisions to align with this requirements. Students will be required to comply with a variety of shifting health directives including, but not limited to wearing a mask. You can see my background. Proper hand incentivization, physical distancing, travel restrictions and limited use of shared spaces. We do expect us to affirm daily that they are feeling well enough to be in the classroom or involved in other University activities and students can expect additional information and training on what to do is get closer to the first day of classes.

If your student cannot or will not follow the rules, we are not these addition for you this fall. Some states are already preventing travel and opposing want requirements and we are expecting this may impact us. We don't know yet what August will bring and we will let you know as soon as we get closer to the move in time. If you know that you live in an area with high transmission, please be aware there may be additional restrictions for your arrival. We did

announce yesterday some very difficult decisions for on-campus student Residence Halls and it is not a decision we made lightly.

Again, we are toward the best options for the help of our students and community while honoring our states' expectations that we house for your students. Some of you earn college credit of high school students whether it be APR running start or another way and if this was you, I want to own we made a mistake and we sent you the wrong message about your housing and you should receive a second outreach for our housing team and you will be included in that first time, first-year student group and if, for some reason, you don't hear from us, let us know at housing at WSU.edu. Party housing will be given to first time your students and the majority of students will be housed in single residence hall rooms.

As space allows we will be able to house some returning students in our Residence Halls and students who need assistance transitioning to off-campus housing, those are mostly our sophomore and above students can set up a time with our team of housing transition coaches through the Office of the Dean of students. You can find this online at Dean of Students.WSU.edu. I want to make a few notes on the housing decisions.

First time first-year students have always been expected to live and on campus residence during their first two semesters and this expectation has been in place for at least the past two decades and in order to keep consistent operations and maintenance including keeping our buildings open, functioning, power, sanitize, cleaned and paying our staff that do the critical work to do this for us students housing contracts have been for the full academic year and will continue to be so next year. Last spring even though we transition to the learning distance of apartment our Residence Halls remained open to keep our students with critical and emergency needs housed.

Again, we know this is very challenging and we wanted to give you some time to consider what is best for you and your family. We want you here at WSU Pullman and we know you need to do what is right for you. Thank you so much for joining us today and I hope I can offer more clarity to many of the questions that you have about starting at WSU this fall.

PHIL WEILER: Great. Thank you, Jill. And a lot of information there. Parents and supporters, don't forget there was an e-mail that was sent out and I encourage you to take a look at it again if you need a little bit more information about what Jill just share with us. It is worth noting, Jill, talked about the fact that the Governor just last Thursday, did come up with the guidelines that we need to reopen in the higher education environment.

So that was worth noting and I think it was something we were all waiting for anxiously to make sure the plans were in place and would be consistent with what the Governor had in mind and the good news is that the plants that we made were very consistent. I think we are in a good place and should be ready to have face-to-face instruction in the fall.

With that, I would actually like to move on to Terese if I could. Terese I know we are entering the season of Alive and most people know what that means, but would you share with us for people who are not quite sure what Alive is, give us some details about that and also maybe talk about what our thoughts are on the week of welcome.

DR. TERESE KING: Sure. Thank you, Phil. Yes. The Alive program, we are halfway through our Alive sees in the summer.

We have already welcomed several thousand students and parents to our campus and our operations in terms of -- online -- to our campus online at this point. And a lot of the Alive activities is orientation-based. We want to make sure that students and parents are learning more about WSU and for many of you, we recognize that you have not visited campus before.

But we want to make sure that we are introducing the resources that are here to help you succeed. SOO a lot of the Alive program is about the offices and the people that are here to help you, to answer your questions, the resources that are available here when students are here in the fall such as tutoring or advising or campus life, how to get involved on campus.

So the Alive program is really packed with about two would have half days' worth of material that we go through online. And

Again, we have sessions all throughout after the form here we will have an additional set of sessions that will have for our students and for parents, there are some prerecorded

sessions that go out that parents and students have access to all summer long, not just during the Alive program.

So we recognize there is a lot of information there that we are giving you and if you want to go back and look at that information or if it brings up other questions, we have certainly people who can answer those questions that you did not think of while you were going through the program.

As far as the last Alive session, that is our fall Alive session and that happens the week before classes begin and that session right now is for students who couldn't go through any of the previous 11 sessions that we have had throughout the summer.

And so and then it leads us right into the week of welcome and the week of welcome is the opportunity for the University to share again more activities. We want to during the Alive program really focus on what you need to know right at that moment but the week of welcome, we recognize that you are about to start your classes in a week.

And so we really kind of shift our focus during that time welcoming all students back, our new students and our returning students who are here, ways to start building the community and getting to know each other, ways to get to get introduced to your academic colleges and your professors. You note just get settled by moving in. That is all part of the week of welcome. As well as fun activities that we hope will help you get to know each other and learn more about the WSU community.

PHIL WEILER: Great. Thank you, Terese. Mary, I would like to have you talk a little bit about what fall is going to look like particularly from an academic perspective. What are the classroom settings going to be? We know our intent is to face-to-face to the extent that we can, but we obviously are not going to be having classrooms in the same configuration that they have been in the past.

So can you tell us a little bit more about that?

MARY WACK: Sure Phil, I'm happy to share what we have been working on pretty intensively for the last month. And if you don't mind, I will share my screen with you. And take

a look at some of the considerations that have gone into putting together a fall schedule for the Pullman campus.

As Jill mentioned we have had to observe the state and the state guidelines and those have only been available in the last week. With that, we have to look at our over 800 instructors. How will they be safe? Are they able to teach face to face? Or do they need to teach from a distance? And then we take a look at over 200 instructional spaces.

And we have to go through each one and make sure there is proper ventilation, that the entrances and exits don't crowd people too much and that the students are seated at appropriate distances from each other and from the instructor.

And so we take all of that and spin the gears with over 2000 scheduled sections. And we come up with a fall schedule. What I wanted to do is give you just this example of what a reconfigured classroom might look like. This had held a class of 40, but once we take out the extra seats, it is now a class of 15.

So we have to find a new room for the class of 40 likely in a room that used two seat 100. But those 15 are going to be lucky students because they will have the opportunity of a very tight experience with a small class that you might typically find more at a liberal arts type college. And they will have the opportunity to develop a rapport with the professor and vice versa that would be harder to come by in a much larger class and so we think there is some upside to how we have had to reconfigure this space.

So the calendar. Another know there are questions about that. First of all, no change to the public publish calendar. It starts and ends on the published dates and we are not changing any holidays. The one change is that after Thanksgiving break, all the face-to-face components will be moved online. Now I know a lot of families are hinging some decisions on the mix of distance courses and face-to-face courses. That their student has signed up for. And the date of the final schedule is eagerly anticipated. Between July 15 and 20, the near final schedule will be available online in the Pullman schedule of classes. And the final version will be the end of July. But I want to give you little bit of preview of what that is going to look like. First I want to say that no matter whether the course will be face-to-face, whether it will be completely at a

distance or fully online, whether it is a mix of face-to-face and some kind of technologies, we are really looking at providing the best educational experience in that modality.

So for the Pullman Campus, we will have a variety of course loads available. There will be a significant number of fully face-to-face courses. My estimate is about one third of the curriculum will be face-to-face. There will be another significant fraction and

Again, I am estimating about a third, maybe more will be a mix of face-to-face and distance technologies. For example, a class that had been 125 students, they will not be able to meet as a group, but they could be broken down into smaller groups. Group A meets Monday and group B meets Tuesday and -- Wednesday, -- and group C meets Friday. It's so they are able to meet face-to-face with the instructor but of the same time they do work on as well.

And then there will be some courses that will be fully distance by which I mean they will have a scheduled time, but they won't have a place. And then a fully online courses will be any time anywhere, no schedule time, no schedule place.

And so some questions came in, "Are all the freshman going to have the online courses?" No. There will be a mix of courses of every type at every level. It is going to vary but that makes it going to be available to all students depending on their discipline and their nature. If I had to predict, I think when the near final schedule comes out, that most Pullman new students would likely have at least two courses that have substantial face-to-face elements. And one last point: Please don't forget the many clubs and activities offered on the Pullman Campus. I know from time of talking to the departments and the colleges that they are really preparing a lot of interesting experiences for new students coming in. And please remember that clubs and activities are ways for personal growth. They are opportunities for professional development. They are opportunities for fun and a great way to find friends and connect on campus.

So thank you, Phil.

PHIL WEILER: Mary, thank you for the comment about the clubs and activities. I know there was a number of questions that people have submitted asking about, you know, does this

mean my student is going to be stuck in the resident Hall room by themselves taking classes online not meeting anybody? And I think it is important to note that one of the real benefits of having a residential experience is that opportunity to get to know people outside of the classroom and the learning that takes place outside of the classroom in addition to what takes place in the classroom. Those clubs and activities definitely, I think, will be important to students.

So thanks for that.

So finally, I would like to introduce Dr. Bonnie de Vries. Bonnie, there is a lot to talk about the people want to hear about and I think there a lot of COVID-19 questions people have about what is at the station? What is that mean? How will we deal with students who might have an illness?

I would love to have you covered that but I also think in any normal year in my experience at least parents to have a lot of concern about the physical health, mental health of their students and I would love maybe before we jump into COVID-19, can you talk a little bit about what is Cougar Health Services? What kinds of services are being provided? Where you physically located on campus? How far do the students have to go if they need to interact with you and your team?

BONNIE DE VRIES: I would love to talk about Cougar Health. Thank you, Phil.

So because Pullman is a rural area, Cougar Health provides a much more robust set of medical services than you might expect at a University health center. We are right on campus in the Washington building and we have a full service primary care clinic there. Even before COVID, we were doing lots of urgent care. Last fall, I think we did around 5000 visits just for respiratory illnesses. And we also provide mental health care and we provide contraception and sexual health, preventive services. We provide chronic disease management for students that need that entity it is appropriate for the primary care setting. And we also have a pharmacy on the same floor with the medical clinic so that students can get their medications filled right here and they don't need to leave campus for that. Also, with Cougar Health we have our counseling and psychological services Department.

We have a vision clinic and we have our health promotion unit which provides programming and outreach around health and prevention. Our doctors and nurses and physicians assistants see students by appointments during the academic year, that is six days a week that students can access that. Like other medical clinics during the pandemic, a lot of that has transitioned into telehealth and that is in an effort to protect our patients so they don't have to come into a medical clinic if they don't need to physically be seen by the doctor. And students frankly really like the tele health visits. They like not having to get dressed and leave their dorm room to have a doctor's visit.

And so we have a lot of services. It is our goal that every student has access to the healthcare that that they need in a manner that is consistent with their values. And that has been our goal since before COVID and of course, COVID makes that a little bit more complicated.

And so we have increased and changed a lot of our infection control measures to be consistent with all of the CDC and department of health guidance. And people might be interested to know that our center is also accredited by the body that accredits any outpatient medical clinic or surgical center. Not all college health centers can say that and we have the same standards that you might find and say a plastic surgery office or something like that.

So I'm really proud of the service that we give to the students.

PHIL WEILER: Thank you, Bonnie. I will stick with you for a few more minutes if we could. I did note while you are talking there is some questions in the chat having to do with insurance. How do students pay for those medical services that students might be receiving in the Cougar Health Services?

DR. BONNIE DE VRIES: We do accept insurance and bill insurance for services and there are some services that are included in the student health be. It is currently within the medical clinic that students get one free visit a semester. For many students that is all they need and so they are not paying for that.

But we do bill insurance and so whatever benefits that students have through their insurance, they can use those here.

PHIL WEILER: Great. Can you now talk a little bit about COVID-19? I know parents have a lot of concerns about preparations that are being made and what can we expect in the fall with regard to preparations and what happens if someone does become ill?

DR. BONNIE DE VRIES: Sure.

So one thing that I'm really proud of is the close partnerships that we have at Cougar Health with our other healthcare partners in the community, with the hospital, the Department of Health, and so we have been able to really work toward a safe environment and continue to provide care to students.

We have continued to see students here in the clinic when they need it and see them through telehealth.

We have had a really good access to COVID testing here, also, within our community we have had adequate testing throughout the pandemic and not everybody has been able to say that. Of course, there are some circumstances that are outside of our control, but we actually expect our access to testing to improve significantly shortly.

We have a lab right on campus that is going to be opening as a state COVID testing lab.

And so we expect to have the most rapid testing we can. I could literally walk up the street and drop off a sample if I needed it right away.

So we will have very rapid testing here and that is super important. One other thing that I'm really proud of at Cougar Health is what great access we have to students. It is very rare that we cannot get a student in the same day. We do require appointments and we don't do walk ends.

But we are able to see all of the students that need to be seen. And during the pandemic, I think, the two things that are most important when it comes to controlling this

pandemic from the healthcare sector anyway is to be able to rapidly diagnose and test and then do contact tracing.

And so we are doing contact tracing with anybody he was tested positive and we had to defy those people that have been close contacts that may also have the infection and so we can isolate it quickly. And we have through that partnership with the Whitman County public Health Department, we have amped up the contact tracing capacity here in Pullman. Our Environmental Health and Safety campus partners are doing that.

And so we are continuing to work toward expanding testing capacity and contact tracing capacity as much as we can. It is really important that when any campus member starts to feel sick at all, the moment they think they have any symptoms, that they call. We only see students of course so students need to call Cougar Health right away if they think they have a fever or they think they have a cough. And we can get them in and get them tested and it for those who are positive, we can make sure that that is not being spread to others as well.

PHIL WEILER: Thanks, Bonnie. Two things you mentioned that I think of really important to reiterate. One is the fact that we will be able to be testing and processing samples on our own campus here literally within the next couple of days.

We have been working very closely with the Washington Department of Health. We have a lab on campus that is able to do that work and working with the state, we were able to get that up and running to be able to really significantly increase capacity, not just for Washington State University here at Pullman, but really for the eastern part of the state of Washington. That is great news for us. The other thing that you mentioned is the idea of contact tracers.

And again, you talk about the partnership we have with Whitman County public health. I think that is really important. And I know we talked with our colleagues that we have a public health weekly, if not daily, meeting and have been doing that literally, I think, since we sent our first message to students in January. I think we were in touch with County public health in February and we have been meeting with them on a regular basis ever since.

As Bonnie mentioned we have about half a dozen Environmental Health and Safety officials from Washington State University who have been trained by Whitman County public health to serve as contact tracers. The advantage is not only are they, folks, who are knowledgeable in that field, but they know our campus intimately and can make sure that we get that contact tracing done really quickly.

I'm going to switch, in the same vein, but switched to Jill if I could. Jill, one question as a piggyback on that and then a separate question for you but what happens if a student does end up needing to be isolated? Can you talk about what that is going to look like? Because I think I know the answer to that question. But also I want you to talk a little bit about the fact that since most of our rooms are going to be single occupancy instead of double occupancy, I am seeing a couple of different comments in the chat section about people asking what does that mean for the cost of the room? Are you paying the cost of a single occupancy room or double?

Let's start if you could by answering that question about if some becomes ill, whether it is COVID-19 or something else and they need to be isolated, what of the options for them?

DR. JILL CREIGHTON: I will start with the billing question on the rates and the rates for our single rooms are probably the best deal. Our single rooms are only \$200 more per semester compared to our double rooms.

And so we do plan to bill single rooms at the single rate. It is only \$200 more per semester. I know our chat team has been pasting the link to the right to so I'll ask them to do that now so you can see but to answer your question related to students who may become ill with symptoms of COVID-19 or other upper respiratory symptoms, we will be following the directives of our health officials and our medical providers as to whether or not the student needs to be isolated. We do have an isolation place and a designated space for students who are feeling ill and need to isolate to go to and that will include everything from ill delivery for those students to help with laundry if needed.

So we do have a team in place that is ready to help with that. One of the things we've done on campus for many years is allow students to order delivery through their Residence Hall

room through our dining services. And it is an app called the Get App or Get Food app and you can find that in your Android play store or also in your Apple play store.

So if you want to log onto that and take a look at that and that will be the app through which students are isolated will be able to ensure that they are getting their food met. Our isolation also includes a bathroom and folks will be able to have all of their needs met.

PHIL WEILER: Great. Thank you. One of the things you mentioned Jill is, I think, worth reiterating is that there are services available for students, whatever their need is.

We have folks who are going to be trained to help you. The reason I bring it up as I was thinking about this earlier today when I was getting prepared for our session. And I recalled a situation I had in my own family where my nephew several years ago was going to another university here in the state and he was feeling ill and he was young adult and he was going to take care of himself.

And he knew he was starting to get pretty ill and needed to go to urgent care. He got up at 2:00 in the morning and put on his close and walked through the rain to the local hospital and went to urgent care which was great that he was taking care of himself, but I just had to say Michael, you had a residence advisor in your building and you should have not had to go do that by yourself.

We have every university that is going to have systems and structures in place to help students. If a student ever has a question I would encourage them to reach out and get help because chances are we have people who are being paid to specifically to help students with that particular question.

So with that in mind, I was switch over to Terese now by speaking a people who have questions. I did see several questions that were pre-submitted that had to do with things like academic advising, trying to figure out what is my schedule or what is my students' schedule going to look like in the fall? Can you talk about what that looks like? And also what happens if people are not quite sure what they want their major to be, what are the options available for them?

DR. TERESE KING: Sure. Those are definitely common questions that we get from parents and students. And as far as resources that are available, I will start with the resources available to students whether it be in the summer or fall. Academic advising happens throughout the entire year, calendar year. And during the Alive program our new students are academically advised to get an advisor from the department or area of interest that they have if they are interested in nursing, they are going to meet with the pre-nursing advisor. If they are interested in engineering, they will meet with engineering advisor. We do have professional staff that specifically work with students who are deciding on their major. And we know oftentimes that students, what they apply to Washington State, told us they wanted to major in that but over the next four or five months, they have changed their mind. And during the Alive program we have students that will change their mind the night before as to what their major is.

And so again, we have professional staff ready to work with students and talk with them about what their interests are and help them navigate really the selection of classes for their first semester at WSU. The academic advisers like I said will meet one-on-one with the students during the Alive program and then the students will get contact information as to who their advisor is.

We do require advising for our new students as so they will get that contact information if they have questions that they think of after they finished with the Alive session. They can always contact that person throughout the summer or into the fall as they begin. We also have a variety of resources that are available to help students as they navigate into their first semester of classes. The Academic Success and Career Center offers a free tutoring to students in the lower division courses, 100, 200 level courses. We have a peer tutoring and we always have done tutoring both in-person as well as online.

So if students are unable to, or maybe they want to just stay at their computer, in their residence and ask questions, they can certainly work with a tutor through an online format as well. And we offer academic coaching and a lot of our students and some of our returning students will meet with an academic coach. That person is really there to help the student

really hone in on the skills that will make them successful, those things like time management, notetaking, test taking, if a student has testing anxiety, those are those sorts of things and those peers are also trained and graduate students are really trained to make referrals around campus if the student maybe need some additional assistance in those areas.

We also help students find a job. And I wanted to mention that because I did notice some questions coming out about will you have jobs for students in the fall? We absolutely do. We really rely on our student staff around campus to help us deliver the services and we recognize that peers are often recognize the questions before the professional staff may be have asked the question.

So we use a platform called handshake and if students want to look, all students have access to handshake through ASCC and our website is ASCC@WSU.edu. I encourage students to pick up a part-time job off for on campus to check out the handshake website probably about two weeks before classes begin. And that is when many of the students will go online for students to look at.

PHIL WEILER: Terrific. Thank you, Terese. Mary I did see another set of questions and I think you might be able to help address for us. They are being a couple parents who are concerned about their students who may have pre-existing medical conditions. And it is about whether being in a congregate setting is a good idea for those students. Can you talk a little bit about local campus, what that is and how the hybrid model of face-to-face and distance learning is similar or different to the Global Campus experience and what does a Global Campus experience do for students?

DR. MARY WACK: Sure. Happy to do so. The Global Campus was originally created to serve as a place for degree completion for working adults.

So it is completely online. But at the same time, it has all the services that Terese King has talked about in terms of academic support and students support for students to thrive. They even have clubs and activities for their own students.

So it is characterized as anywhere, anytime curriculum. The faculty check-in with the students and other students sometime have meetings among themselves or synchronous same time meetings with each other for various projects. But by and large, it is a self-paced kind of academic environment.

And so students who do very well in the Global Campus are once who have fairly well-developed time management skills and are able to be independent learners pretty successfully. Now on the Pullman Campus, we do have distance courses that students may take away from campus. And I think the question that families are trying to sort through is will I have enough of a schedule with the Pullman Campus that I can study at a distance with the available offering for Pullman or do I need to think about signing up with the Global Campus.

So let me talk through a couple of different scenarios that you might think about.

We have the opportunity to have students pick up courses, additional courses in winter session online or in summer session. Perhaps a student can pull together three or four courses at a distance or fully online through the Pullman course schedule and then say you know I am going to plan on taking the winter session course online or save those three credits for next summer and then when I'm a sophomore, I will be fully up to 30 credits for entering students.

A similar kind of scenario, perhaps the student has a lot of college in the high school, running start, AP credits. Perhaps four courses is enough and a student qualifies for financial aid. 12 credits is a full load and the student would not then need to take five credits but could study at home through the Pullman distance or online courses.

We are also exploring another option and perhaps in a future forum I can say a little bit more about that but that is basically to share in a more seamless manner the online or distance courses at the different campuses. So if students could be a Pullman student but be able to piggyback as it were on the distance course from the Vancouver campus or the Tri-Cities campus.

We have a few things to work out but all the campuses are really dedicated to solve his problem for our students because we know it really matters to the families of the students.

And so I hope to be able to tell you more in a week or so when we have a few more logistics out there.

PHIL WEILER: Thank you, Mary. I am glad you mentioned the fact that we do have campuses and a lot of times we focus on the campus where our student is going to, but it is important to remember that we do have a total of six campuses, five physical campuses across the state of Washington as well as the Global Campus. It is something for parents and students to think about if they are concerned about being in a congregate setting where living on campus may not be a good solution and a student might look closer to another campus. They might look at enrolling in that other campus. Something for them to think about.

The other thing which you mentioned which I think is worth reiterating is a fact that Washington State University actually has many decades of experience in this idea of distance learning. We were one of the first universities in the country to really embrace this idea of distance learning. The reason that is important is the we had to make that switch from face-to-face learning to online, that really wasn't as jarring of a change for us as it was for other institutions that just didn't have that history and that background.

We know that the majority of the faculty members prior to COVID-19 already had experienced courses online so for them it was something they were familiar with and we also knew that virtually all of our students prior to COVID-19 or graduating at least one Global Campus or online course. As old as the students were familiar with it and the faculty were familiar with it.

The other piece, I think is worth noting is in addition to having that experience with distance learning, we actually have a whole system of academic trainers who can help faculty members make that switch from face-to-face instruction to online. I think that is the beauty of looking at this hybrid model, comp model where I see it as a slider from one extreme a totally face-to-face to the other extreme of totally online.

But we can really set that where we need them to be based on what the situation is on any particular campus. We do know that not every county and state is in the same place in their reopening process and so that experience with distance learning and that ability to do the

hybrid model is going to serve the students well as we navigate what the fall is going to look like.

Next I would like to move on to let me see, who do I have next on my list? Bonnie, can you talk to us just a little bit about what happens if a student becomes ill? Our parents notified? I know for students they are mostly over 18 but what does that look like? I've seen several parents asking that question about how do I find out if my student isn't feeling well?

DR. BONNIE DE VRIES: That is a really great question that we get quite a lot. Because of the legal requirements to maintain company jollity like HIPAA and the Washington Union healthcare information act, we encourage the student to be the want to tell her family about their health.

Typically, when a student is being told that they need to isolate or quarantined by Cougar Health, we do say to them would you like to go home for this? You don't have to do that here. It is up to you. Despite that confidentiality requirement I am a family doctor and I do see all of my patients as a member of my family and we recognize that for many of our students when they come to Cougar Health it is the first time that they have ever access to healthcare on their own.

So it is pretty typical they want to involve their family members. The practice of many of the providers here are to say hey, why don't you call your family member and I am in the exam room and I can answer the questions.

So we have the student and by the family member into the conversation. There is a paperwork process that can be done so that the student can give consent and we can have a conversation without the student present. But it is always better to have the student present anyway just to encourage them to understand how to access their health better.

There are certainly those rare exceptions where we have severe illnesses or injuries and we have patients or students that are hospitalized and Jill's office, the Dean of Students can get in and help the students and communicate with families, but primarily most of the time we are encouraging those students to bring the family member into the conversation.

PHIL WEILER: Thank you. That is good information for parents. Jill, I would like to go to you next. Talk a little bit about our housing contract. I see a number of comments and the chat section about people asking about the addendum. Their questions about when people are going to get more information about when they have a roommate or they want to get a roommate, all of that. Can you give us a little bit more detail about that?

DR. JILL CREIGHTON: Yes. The addendum that was sent out yesterday for our students that return it by Sunday July 12 at 11:59 p.m. and our first-year students -- they will receive it no later than Friday July 17.

Again, July 12 at 11:59 p.m. is when this is due for students, first your students as well as students wanting to return to the residence halls. And those students in the first time, first your grouping will go ahead and receive their assignment by July 17. I also see in the chat that folks are very concerned about the decision and so I will update that a little bit here.

As I mentioned in the opening our Residence Hall contracts have always been for an entire academic year and the addendum was meant to highlight those students as well as to make sure that you all understood that we are not able to offer refunds or credits as we did last spring if we need to move online in the semester. Otherwise, our normal cancellation or termination policies will apply. We are communicating this as transparently as possible to make sure all families know exactly what you are agreeing to in the Residence Hall contract. In a best-case scenario, we are face-to-face all year. We do not want to have to close due to COVID. And we do want you to make the best decision about your family. We know this put folks in a very difficult position and a very difficult choice to make.

So again, you understand exactly what the situation will be. I know folks have questions about in terms of moving to remote instruction. Our halls will not close. Our halls will remain open. It is the historical practice as well and we don't close over breaks and students have a place to live all year.

PHIL WEILER: Thanks, Jill. I know it is a tough choice that we had to make. You know for me it helps to remember that the reason we are in institution, we are a public research university and we exist to provide the best possible education to the most number of students

at the lowest possible price and whenever there is anything that is going to be a burden to students or their families, critically their financial burdens, those are things that we agonize over before we make big decisions.

So thank you for addressing that head on. I would like now if I could move on to Terese. We talked a little bit about registering for classes. Can you talk little bit more about students who have transfer credits? I know you mentioned it earlier before but I've seen a number of questions about whether it is Running Start?

Can you explain what it is? If you are a parent who is not from Washington you may not be familiar with that concept but the idea of a be, advanced placement credits, how to those come into play and what does that mean for students? Is there anything parents need to be aware of if they have students who either have Running Start or AP credits?

DR. TERESE KING: Sure. Running Start is a program in the state of Washington while students in high school can take college courses and some students will do that maybe their junior or senior year in combination with a high school classes that they are taking.

So they fulfill the high school requirement for English or foreign language or something that the student might be doing in high school, but it also gives them a college credit. Some of the student is bringing in either Running Start credit or if they have taken a exams and we know our AP test scores are going to, are exam scores are going to reach the University any time now typically the 1st part of July is when the University will get that.

We want to make sure students are sending us transcripts from their colleges or universities that they have attended whether it be through a Running Start program or whether it be post-high school for those that are transfer students. Cambridge credits, international baccalaureate, Kleppe exams, anything the student has done that they will get college credit for, we take that into consideration in the advising process.

And we do recognize that across, certainly across the state as well is out-of-state of state that there are many institutions that may not be as accessible in terms of being able to get that physical transcript and sending it to Washington State. We certainly do want final

transcripts from high schools and colleges and universities, but in recognizing that because of closures and the circumstances with COVID on certainly a student can show us an unofficial transcript or even show us the registration, the class that they just finished for their grades with the class then our academic advisor as well as our admissions office can work with the students and help them get placed into the appropriate next course, especially if the course that they took over the summer or in high school are really prerequisites for the course that they are going to be meeting as they get into college.

So again, the academic advisor is there to assist the students. They can look at transcripts or even an transcripts that you know final transcripts that they received. We can also talk through what are the next steps, the next courses and that is part of the orientation program and the Alive program for our students and our transfer students as well who are new to the institution. Your advisor is really the key person that can help talk through that.

And also I can give you reminders on how credits apply in some cases, it may bump you into a taking classes as if you were a second semester student or if you are second your student because you may have gained so much college credit ahead of time.

So I really encourage you to ask all of those questions during the Alive program and talk to your advisor and if you forget tell your advisor that you have taken a course or are in the AP exam for example. You are not sure what the score is but let them know anyway that you took the AP exam in whatever topic area. What we like to do is assume success and advise you into the appropriate courses as if you received the score you needed to on the AP exam. And then with a scores coming, if we have to adjust the schedules, we will do that at that point and get in touch with the student.

So there's a lot of moving around of classes as we get the AP of advising classes and as we get those AP scores in or those club exams or Running Start.

PHIL WEILER: Terrific. Thank you, thank you. There was more to that answer than I realized there would be.

So thank you. Mary, first of all, I want to say thank you for giving us that illustration of what classrooms could look like. I think for me, it is helpful to just visually see how we might be changing things up to ensure we are offering physical distancing and classes for those folks with face-to-face classes. One of the questions that I've seen today earlier with those classes that don't rely on some sort of face-to-face interaction, those could be labs. Those could be music courses. Those could be fine arts courses. What is the thinking for those? How will those look like in the fall?

DR. MARY WACK: Yes. Some of them will be translated to other modalities, some other distance modality. But some will be actually face-to-face with the appropriate safeguards.

So some of the labs instead of having 20 students in the lab will rotate cohorts of six through at any given point. Some of the music courses may have students performing online but others may have them suitably distance in a very large space to get the practice ensemble plan.

So we are making every provision for a really good mix of the face-to-face experience with all of the appropriate sanitizing safeguards, distancing, and protocols so that everybody in the space is safe and yet at the same time, to bring that human contact in and bring those learning experiences that you can only get hands-on or face-to-face.

PHIL WEILER: Thank you. Terese, I want to come back to you really quick for second. This was another question that came up having to do with Alive and I know you mentioned it earlier. This parent was asking if their daughter needs to attend Alive if they were not going to be living on campus and instead doing classes online.

DR. TERESE KING: Yes. Absolutely. If the student is a Pullman Campus whether they take their campus know their courses online or on-campus they need to participate in the Alive program and our orientation program Alive is required for all incoming students and we recognize that we want to give students really the best start that they can have. There's a lot of information in that program that not only covers and talks about the physical layout of the campus and how students get familiar with that but certainly the actual resources, academic advising, how to register for classes.

So if the student is attending any of our other campuses, they all have orientation programs as well. So in general, regardless of what campus you are attending and what modality you use for that campus, there is an orientation program associated with it.

PHIL WEILER: Thank you. Good to know. Jill, I have a question, it health question, but has to do with housing. I want to address it to you if I can. There's a parent who is wondering: It says even though we are very much in epidemic I'm concerned about the living situations in the Residence Halls specifically shared residence halls, the dining facilities, laundry facilities, restrooms and showers. I know there has been a lot of work done on trying to address those questions.

Can you give us sort of an insight on what the thinking is around how we are going to make sure that people are safe just doing those kind of everyday activities like laundry and shower and the light?

DR. JILL CREIGHTON: Absolutely. This was an area where he got significant guidance from Governor Inslee. It is online if anybody wants to take a look at is website. There are a couple things that we need to do to start the year that will be critical to keep our community as healthy as possible in the first is that all WSU community members will be expected to wear cloth face covering or facemask while it any public space.

Our students and residence, that means unless you are in your own room, you need to have a face covering on of some kind. We will be able many some changes to our shared restroom facilities for example every other shower stall, you can expect to see unavailable. You can expect to see the same thing with urinal spaces for restrooms and for laundry spaces, you expect to see sign up times and expect to do laundry. One of the things we do in our Residence Halls is provide laundry service in your fees.

And so what that means is you sign up for that to make sure that they did get their laundry done in the space they need to get it done in. We also expect to have sent Hannah tithing say stations in common areas but are common areas are not available until the start of the year. We don't have our shared kitchens or lounge spaces open and most importantly, we will not allow guests to start the year.

That is a bit of a change for much typical year. That way we can understand who is in our space especially if we need to move to any type of contract tracing. In our dining facilities we do expect to have physical distancing. We expect to have many, many grab-and-go options and we expect for students to only enter the facilities if they are feeling well.

PHIL WEILER: And if I could I'm just going to probe a little bit on that question or dining halls a particular. This is a specific question and we did talk about the idea of grab-and-go. We mentioned the Get App. It is pretty slick and you order your food and it is a way for you to walk and grab it and that is nice. Students should definitely check it out, but there was a question specifically about dining halls and if they are receiving and dining halls and is there physical distancing or is it the same number of seats? What does that look like?

DR. JILL CREIGHTON: Those details are still being finalized. We do have many plans in the works to encourage physical distancing in the places. Please keep an eye on the dining website and we will make the announcements if they are available.

PHIL WEILER: Great. Thank you. We are definitely at the six 6:00 hour and it is time for us to close this particular session. I want to thank everybody who joined us again,, well over 1200 folks that I saw that were on the chat. I appreciate parents and supporters taken the time to share their questions with us.

As I mentioned the chat section was very busy. Lots of answers to questions there, but if there are specific questions that you have that we were not able to get to tonight, remember that future.coug@WSU.edu is the e-mail address you need to go to. It is future.coug@WSU.edu.

Our enrollment team is going to be monitoring that. They are promising to respond as quickly as possible and I imagine we will have a lot of folks just based on questions we had to today that we will probably have a lot of folks who are asking questions on that e-mail address as well.

So staff are going to be monitoring it constantly trying to get answers just as quickly as humanly possible. So with that thank you all for joining us.

My thanks to our panelists. I appreciate you all taking time to share your expertise with parents. As a parent of three students that went to school, went to college, I remember even though I was working in Higher Ed that I felt like I was sort of adrift without knowing how things were happening at different institutions.

So I appreciate all of you panelists for giving us some insight and letting us hear from you firsthand about the kind of things that we as parents need to know as our students are preparing for this exciting transition and a transition that is a little bit fraught with the pandemic that we are all dealing with.

So thank you to the panelists. Thank you to all of you parents and supporters for joining us. Have a great Fourth of July and as always, "Go Cougs!"