COMSTRAT 563
Professional Digital Content Promotion

INSTRUCTOR

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COMMUNICATING WITH REBECCA

Office hours are by appointment via rebecca.cooney@wsu.edu or live Slack chat anytime. You can also use the "questions for the instructor" discussion board as needed.

COURSE OVERVIEW

- Credits: 3 credits
- Prerequisites: Admitted to an online degree program or graduate certificate in communication
- Course Delivery: Course is delivered online, asynchronously through WSU's Learning Management System Canvas

COURSE DESCRIPTION

This course is designed to teach students how to implement a successful content strategy for social media including social media marketing strategy, marketing with key social channels, optimizing the use of blogs, vlogs, podcasts, and webinars, and designing, delivering, and measuring social media campaigns. The course also covers developing your personal brand, influencer marketing, employee advocacy, and social selling.

Each week students are asked to engage with peers in discussions and expert sessions about social media management, marketing with top-ranked social channels, developing hashtag strategies, and social media case studies. Students also work independently on weekly activities aligned with the textbook that puts principles to practice on topics such as leveraging evergreen content, analyzing company videos, and creating social channel-specific content strategies. Throughout each module, students also engage in the Mimic Social Simulation where they practice content creation and targeting, budget planning, and building strategies around targeted scenarios. As the final culminating activity, students bring everything full circle with a final project where they are asked to create a social media marketing strategy for a company.

REQUIRED BOOK

"Essentials of Social Media Marketing," by Michelle Charello ISBN #9780999630242 + Mimic Social Simulation (social media marketing simulation) via Stukent

COURSE LEARNING OUTCOMES

At the end of this course, students should be able to

1. Develop and manage online content promotions and branded digital campaigns.
2. Develop and execute social media engagement and user-oriented content strategies.
3. Measure the ROI of social media and know how to use Google Analytics to measure social media campaign success.

COURSE EXPECTATIONS

For each hour of lecture equivalent, students should expect to have a minimum of six hours of work outside of class. Therefore, students should expect to devote up to 10-12 hrs/week to this course.

COURSE MATERIALS

All course content are housed in Canvas with a direct link to Stukent for select tasks. Students should refer there for announcements, discussion forums, information, and support materials for deliverables and other information. A Slack channel is also available for real-time communication.

ANNOUNCEMENTS

Announcements are posted regularly to help keep students on track, remind students of critical deadlines, and provide them with helpful resources and tips and other information related to the course.

KEY DATES

- M, Sep 6: Labor Day holiday
- TR, Nov 11: Veterans Day
- F, Nov 19: Deadline to withdraw from a class
- Nov 22-28: Fall break
- Sat, Dec 11: Commencement
- W, Dec 22: Final grades posted

COURSE SCHEDULE [see attached]

ABOUT THE TEXTBOOK AND SIMULATION

Source: Shared verbatim from *Stukent.com*

"Essentials of Social Media Marketing," by Michelle Charello ISBN #9780999630242 + Mimic Social (social media marketing simulation) via Stukent

Textbook Learning Objectives

- **Design Platform-Specific Social Media Marketing**
  Students learn how to tailor their marketing efforts based on the platform, whether it's Facebook, Instagram, Twitter, Snapchat, Pinterest, LinkedIn, Youtube, or TikTok.

- **Develop a Social Media Marketing Strategy**
  Students will learn to identify a target market and create personas. They'll practice creating a content and distribution strategy, optimizing social media networks and determining resources, roles, and responsibilities.

- **Create an Employee Advocacy Program**
  Students will learn how to develop employees as brand advocates, including best practices, real-world examples, and more.

- **Practice Personal Branding**
  Students will learn best practices for personal branding, define their desired personal brand, and then conduct an online audit to assess where their brand stands currently.

Mimic Social – Social Media Marketing Simulation Learning Objectives

- **Write Targeted Social Media Ads**
  Students gain experience writing ad copy to increase engagement and drive conversions. They test different promotional strategies to create compelling ads for various social media platforms.

- **Perform Demographic Targeting**
  Students practice targeting various demographics through social media content creation and promotion.

- **Utilize Promotional Strategies**
  Students learn and use different strategies for earned, owned, and paid social media marketing. They analyze various forms of media and direct promotional strategies to maximize reach.

- **Measure Key Performance Indicators**
  Students learn how to measure KPIs and track social media marketing success. They make data-driven decisions to continually improve efforts.

- **Manage Budgets**
  Students learn how to manage a $100,000 advertising budget and adjust spending to drive engagement and conversions on multiple social media platforms.

- **Schedule Content**
  Students practice scheduling social media content. They determine the most effective times to share content in order to maximize engagement and performance.

ASSIGNMENTS

READING & CHAPTER QUIZZES

The "Essentials of Social Media Marketing" textbook introduces key concepts of social media marketing on Facebook, Instagram, SnapChat, Twitter, Pinterest, YouTube, Blogs, Vlogs, Webinars, and LinkedIn. The textbook includes content on employee advocacy, social media policies, and social selling. The textbook is designed to prepare students to enter a world where, according to a 2018 McKinsey Partners report, almost 60% of new marketing jobs are in digital marketing.

WEEKLY ASSIGNMENTS

Throughout the semester, you will be given various assignments related to each chapter in the "Essentials of Social Media Marketing" digital textbook, including but not limited to:

- The social media skills gap
- Auditing and developing your personal brand
- Creating a social media marketing strategy and plan
- Case Study: Facebook Marketing X-Jump Trampoline Park
- Instagram company post analysis
- Leveraging Twitter to create evergreen content
- Creating a Snapchat content strategy
- Creating a Pinterest board and Pinterest content strategy
- Creating a company LinkedIn profile with company posts
- Completing free LinkedIn learning courses
- Analyzing company YouTube videos and creating a YouTube content strategy
- Writing a blog post or BuzzFeed article, recording a vlog, or recording a podcast.
- Case Study: COVID-19's Impact on Consumers and Businesses
- Wishpond Social Media Marketing Campaign Assignment
- Identifying social media influencers
- Influencer marketing TikTok challenge
- Creating an influencer marketing strategy for a brand
- Calculating the potential reach of employee advocacy programs
- Writing a social media policy
- Identifying and analyzing a social media crisis
- Social media advertisement analysis
- Social selling amidst COVID-19
- Measuring social media ROI

WEEKLY DISCUSSIONS AND EXPERT SESSIONS

Each week students are asked to engage in interactive discussion forums that include video lectures that align with course concepts and are designed by business professionals.

MIMIC SOCIAL SIMULATIONS

The social simulations allow students to apply concepts through managing thousands of simulated promotion dollars, practicing content creation and targeting, budget allocation, building strategies, and more.

The Mimic Social simulation will give students a taste of what it is like to run a social media marketing campaign for a business.

Students will run the social media marketing strategy for Buhi Supply Co., an e-commerce and retail bag supplier. It specializes in backpack, purse, wallet, satchel, and duffel products. Its business goals are to find bags that resonate with a design-conscious audience, manufacture them at affordable costs, and sell them for a profit at competitive prices.

Buhi aims to design functional bags that evoke nostalgia, bags with enough personality for even the choosiest of Millennials. This goal has been a driving factor that has helped Buhi's sales grow significantly since it was founded in 2009. A student's role as the social media manager is to help Buhi reach this goal by increasing the number of visitors on its website. There are twelve rounds to the simulation wherein students will be required to create seven to 12 social media posts per week per

platform, or one to two per day. A round will be completed each week of the semester for a total of 12 weeks. Students will be responsible for analyzing their content's performance to determine the optimal number of posts for each platform, as well as the channels they believe will best promote Buhi products. Students will also have a $5,000 weekly social media advertising budget to promote posts.

It is likely that students will not do very well for the first round or two, but that is all right. Don't worry. Their experience with the simulation, combined with the lesson materials, will help prepare students for success in social media marketing.

FINAL PROJECT
As the final culminating activity, students bring everything full circle with a final project where they are asked to create a social media marketing strategy for a company.

EXTRA CREDIT (10pts per)
Beginning in Week 10, discussion forum prompts for weeks 10, 11, 12, 13, and 15 will be optional extra credit. If you contribute an original post, you will earn 5 points extra credit. If you also engage with at least one peer, you can earn an additional 5 points extra credit. Or if you choose to not participate, that is fine – you will not be penalized in grading.

GRADING

Assignment Category	Points	Percentage of Grade
Chapter Readings & Quizzes (x16)	90	10%
Weekly Discussions (Weeks 1-9 + 16)*	110	13%
Final Project	180	21%
Activities (x14)	210	25%
Mimic Simulations (x12 rounds)	250	29%
	840 points	

Beginning in Week 10, discussion forum prompts for weeks 10, 11, 12, 13, and 15 will be optional extra credit. Students can earn up to 50 points extra credit.

GRADING TABLE

Grade	Points	%	Grade	Points	%
A	790-840	94-100%	C	622-704	74-76%
A-	756-789	90-93%	C-	588-621	70-73%
B+	731-755	87-89%	D+	563-587	67-69%
B	706-730	84-86%	D	538-562	64-66%
B-	672-705	80-83%	D-	512-537	61-63%
C+	647-671	77-79%	F	< 511	0-60%

If a grade falls into a non-specified range (e.g. 89.5% or 89.2%), the grade will be rounded to the closest whole number. Therefore, if a grade was 89.5%, the student would receive an A-; if the grade as 89.2% the student would receive a B+.

POLICIES & PROCEDURES

ACADEMIC CALENDAR

Please review the current Academic Calendar to become familiar with critical deadlines on your campus. Visit the WSU Academic Calendar page: http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX. and select your home campus from the drop-down menu.

ACADEMIC FREEDOM

WSU supports the faculty's academic freedom, right to freedom of expression, and responsibility to fulfill course objectives that are approved by the Faculty Senate. This is fundamental to who we are as an institution. Along with these rights comes the responsibility to protect the freedom of expression of all members of our community, including students.

"As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their disciplines. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guides and counselors…They protect students' academic freedom." (Source: Faculty Responsibilities section of the WSU Faculty Manual)

"Freedom of expression is recognized as one of the essential elements of academic freedom. On a healthy campus, there is respect for the dignity and worth of all members of the campus community and a concern for the rights of others. …It is the policy of Washington State University to support and promote the rights of all individuals to express their views and opinions for or against actions or ideas in which they have an interest… The above rights exist in equal measure for each member of the University community." (Source: Section IIB of the Faculty Manual - page 14)

At WSU, the faculty has a strong interest in promoting respectful dialogue in the classroom setting. Speech and conduct that disrupts the educational process and creates a hostile environment, as that term is defined in WSU's non-discrimination policy (Executive Policy 15), is not protected. If concerns arise, faculty will consult the WSU's Office for Equal Opportunity at 509-335-8288 or oeo@wsu.edu. We aim to protect the freedoms and rights of every member of the WSU community and to promote learning about diverse perspectives while ensuring that students experience a safe, constructive learning environment.

ACADEMIC INTEGRITY

Washington State University, a community dedicated to the advancement of knowledge, expects all students to behave in a manner consistent with its high standards of scholarship and conduct. Students are expected to uphold these standards both on and off-campus and acknowledge the university's authority to take disciplinary action. Cheating is defined in the Standards for Student Conduct WAC 504-26-010(3). It is strongly recommended that you read and understand these definitions: http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-010.

University instructors have the authority to intervene in all situations where students are suspected of academic dishonesty. In such instances, responsible instructors retain the authority to assign grades to students considering, from an academic standpoint, the nature of the student action. Violation of academic integrity on any assignment will involve (i) an academic penalty ranging from a minimum of both a zero on that assignment and the reduction of a full letter grade on your final grade to failure of the entire course, (ii) filing of case with the Office of Student Conduct, and per university regulations, (iii) inability to withdraw from the course.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu.

ACADEMIC REGULATIONS

Students enrolled in online courses are subject to the same University academic regulations as on-campus students. Students may only repeat a course graded C- or below one time at WSU during fall or spring semesters. Additional repeats are allowed

from another institution or at WSU during summer terms or by special permission of the academic unit offering the course. Learn more at http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/73.

ACCOMMODATION FOR RELIGIOUS OBSERVANCES OR ACTIVITIES

Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to

coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the

course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 – Academic Complaint Procedures.

CAMPUS SAFETY STATEMENT

Classroom and campus safety is of paramount importance at Washington State University and is the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act" protocol for all types of emergencies and the "Run, Hide, Fight" response to an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's Run, Hide, Fight video and visit the WSU safety portal.

COVID-19 POLICY

Students are expected to abide by all current COVID-19 related university policies and public health directives, which could include wearing a cloth face covering, physically distancing, self-attestations, and sanitizing common use spaces. All current COVID-19 related university policies and public health directives are located at https://wsu.edu/covid-19/. Students who do not comply with these directives may be required to leave the classroom; in egregious or repetitive cases, students may be referred to the Center for Community Standards for university disciplinary action.

DISCRIMINATORY CONDUCT STATEMENT AND EMPLOYEE REPORTING REQUIREMENTS

Discrimination, including discriminatory harassment, sexual harassment, and sexual misconduct (including stalking, intimate partner violence, and sexual violence) is prohibited at WSU (See WSU Policy Prohibiting Discrimination, Sexual Harassment, and Sexual Misconduct (Executive Policy 15) and WSU Standards of Conduct for Students).

If you feel you have experienced or have witnessed discriminatory conduct, you can contact the WSU Office for Equal Opportunity (OEO) and/or the WSU Title IX Coordinator at 509-335-8288 to discuss resources, including confidential resources, and reporting options. (Visit oeo.wsu.edu for more information).

Most WSU employees, including faculty, who have information regarding sexual harassment or sexual misconduct are required to report the information to OEO or a designated Title IX Coordinator or Liaison. (Visit oeo.wsu.edu/reporting-requirements for more info).

EMAIL POLICY

All official WSU email communication **must be sent to students' WSU email address.** Absolutely NO communication will be sent to external addresses (e.g., Yahoo, Gmail, and so forth). We will use either the email within Canvas or "email.wsu.edu" system.

E-TUTORING

As a WSU student, you have FREE unlimited access to eTutoring.org, a tutoring platform that enables students and tutors to collaborate in an online environment. This is not a course requirement, but simply an available resource that you may utilize as needed. With three ways to access a tutor, you can choose the one that best fits your needs.

- Writing Lab tutors will respond to papers in ANY academic subjects, including history, anthropology, sociology, and everything else. If you're working on a paper for ANY of your courses our tutors can help you. Just submit your paper, ask specific questions on the submission form and a tutor will respond within 24-48 hours.

- Chat rooms allow students to meet with tutors in one-on-one sessions via a fully interactive, virtual online environment.

- Students can also leave specific questions for an eTutor in any of our subjects by taking advantage of our questions option. Our tutors will respond to your question within 24-48 hours.

The list of available tutoring subjects can be found on the http://etutoring.org/login.cfm?institutionid=176 site. Current subjects include Accounting, Anatomy & Physiology, Biology, Chemistry, Math and Calculus, Medical Coding, MS Office 2007, Physics, Spanish, Statistics, Web Development, and Writing!

FERPA

WSU students have legal rights under the Family Educational Rights and Privacy Act (FERPA) for the protection of their academic records. For a complete explanation of these rights, visit the URL associated with each home campus in the Academic Regulations section or http://www.registrar.wsu.edu/Registrar/Apps/FERPA.ASPX.

FINAL EXAM (NON-THESIS)

There is no final exam in COMSTRAT 563. The Final Project serves as the culminating activity for the course.

GPA, ACADEMIC DEFICIENCY, AND DISENROLLMENT

- GPA: The Graduate School requires that all graduate students maintain a cumulative 3.0 GPA throughout their graduate program. Students who are not able to maintain a 3.0 will be disenrolled from the program.

- Academic Deficiency: A student who does not maintain a cumulative 3.0 GPA will be considered academically deficient. A notice of deficiency will be sent to the student from the Graduate School. The student will have the option to request reinstatement, per the Graduate School's instructions. The department will consider reinstatement requests but are not required to request readmission for any students below a 3.0.

- Disenrollment: Students who do not maintain a 3.0 GPA and who are academically deficient are subject to disenrollment. If a student submits a request for reinstatement it will be reviewed by the committee. If a reinstatement request is not received by the department the student's program will be terminated. Following termination, if a student wishes to return to the program they will have to go through the application process again.

GRADE CHANGE POLICY

An instructor may not change a grade after it has been filed with the Registrar, except in the case of a clerical error, which the instructor may correct by so certifying to the Registrar. Such change must be approved (signature required) by the chairperson of the department in which the course was offered. Grade corrections must be processed within one year of the end of the term for which the original grade was given. In extenuating circumstances, exceptions to the one-year limit for correction of grade errors may be considered by petition to the Registrar's Office.

INCOMPLETE POLICY (Academic Rule 90h)

Incompletes are granted only with permission of the instructor and are subject to the following guidelines:

1. Students must request an incomplete in writing or by e-mail from the instructor before the end of the semester.

2. The request must be signed and dated by the student (or identified by student's e-mail address) and must explain the reasons behind the request for the incomplete.

3. To be considered for an incomplete, **there are two main conditions:**

   A. A student must complete a minimum amount of the assigned course work. Specifically, a student must complete 75 percent of the coursework.

   B. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.

If extraordinary circumstances (e.g., family emergency, serious illness) are involved and are documented to the instructor's satisfaction, the professor/ instructor retains the discretion to grant an incomplete even if the minimum conditions outlined in item 3 above are not met.

If an incomplete is granted, the standard WSU policy applies (i.e., ALL work must be completed within one full year from the end of the enrollment semester at issue, unless a shorter time is specified by the instructor. Otherwise, an automatic grade of "F," or failing, will be entered on the student's transcript).

INSTRUCTIONAL METHODS

Work completed in the course is independent and non-collaborative. Students are expected to work independently on each task and assignment. The course is a combination of lecture review, readings, discussion forum contribution, and graded assignments. Evaluation of your work will be completed by your instructor using established rubrics for each assignment.

INTELLECTUAL PROPERTY

Syllabi and all course-related materials, presentations, lectures, etc. are the intellectual property of individual faculty (or the intellectual property of their references) and may be protected by copyright. Selling class notes through commercial note-taking services, without instructor written advance permission, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3)(a,b,c, i). Further, the use of University electronic resources (e.g., Canvas) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218), a violation of WSU's Electronic Communication policy (EP 4), and also violates the terms of use for the Canvas software program.

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).

LIBRARY SUPPORT

All students enrolled in Washington State University online courses can use the WSU Libraries online databases and receive reference and research assistance from their home campus. Students can also borrow books and other circulating material and access full-text journal articles.

- [General Library Links by campus](#) (Review the Libraries' Online Information for more guidance.)
- [Online Library Tour for WSU Online Campus Students](#)

ONLINE COLLABORATION

The essence of education is exposure to diverse viewpoints. In your threaded discussion posts, you'll meet students with vastly different opinions and backgrounds. You're encouraged to disagree with the substance of others' ideas and opinions but do so with respect, and without losing focus on the topic at hand. Personal attacks and inflammatory statements do not have a place in academic discourse. Please review these tips and academic regulations.

At Washington State University, netiquette is governed by both conduct rules and common-sense guidelines: Conduct Rules

Your instructors will promote high-quality academic discussions by removing posts they view as disruptive of the educational process and alerting students whose posts have been removed that they have violated course expectations. Students who continue to misuse the discussion boards after a warning may be subject to the removal of access rights, course failure, and referral to the Office of Student Conduct.

Postings must comply with university policy on the use of computing resources, including those regarding harassment and discrimination, as well as conform to the [Standards of Conduct for Students](#). Students are encouraged to review the standards, particularly WAC 504-26-218, 504-26-220, and 504-26-222.

Netiquette Guidelines

- Be polished and professional. Write your post in a word-processing program, such as Word. Reread your post for spelling, grammar, tone, clarity, and relevance. After using spell check, cut and paste into your group discussion.

- Treat others with respect. Encourage conversations by asking questions and explaining your position: "I didn't understand what you meant by this. Can you explain it more clearly?" "I found your argument unconvincing because..."

- First, be nice. Before you raise a concern with someone else's idea or work, first point out something positive: "That's a good point, but …"

- Discuss issues or concerns, not individuals or personalities.

- Be specific. Responding to individuals by name, commenting on specific ideas and approaches, and providing specific suggestions encourage learning.

- Set clear deadlines that allow time for editing, questioning, and revising. If someone cannot meet the deadline, discuss how the group would like to manage the situation.

- Use humor cautiously. Someone else may interpret what is funny to you as disrespectful or negative. Sarcasm and irony often fail to be humorous online.

- Avoid using jargon and acronyms. If someone uses terms you don't understand, ask for clarification. If you don't understand the terms, others may not.

- Avoid judgmental responses such as, "That doesn't make any sense." Try phrasing it as a question: "How do you reconcile that with what we read in Chapter 2?"

- Be tactful. Read your communications carefully, and try to imagine how they could be interpreted by other people. Be more tactful than you would be in person

- Encourage others. Your role is not only to learn but also to help others learn.

- Be open to being wrong. Remember that you may be wrong, and there's no shame in that. Nobody is right all the time, and everyone is here to learn.

Online Harassment

The definition of harassment includes a knowing and willful course of conduct directed at a specific person that seriously alarms, annoys, harasses, or is detrimental to such person, and which serves no legitimate or lawful purpose.

For more information, please visit the WSU cyber harrassment webpage.

REASONABLE ACCOMMODATIONS

Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

RESPECTFUL ENGAGEMENT

Respectful engagement applies to all course collaborators including the instructor, teaching assistants, students, secondary graders, and virtual mentors (reference (verbatim) Global Campus Online Safety: https://online.wsu.edu/currentStudent/supportTeam/CampusSafety.aspx)

SAFTEY INFORMATION FOR GLOBAL CAMPUS

As a Washington State University Global Campus student, you have the same rights and responsibilities as any other WSU student.

Responsibilities include creating a safe and welcoming atmosphere for your fellow classmates. In the online environment, that means practicing basic netiquette skills. WSU provides students with information about key computer viruses. WSU is committed to maintaining an environment free from all forms of harassment, discrimination, and abuse and will take action to address any incidents that arise.

Virus Alerts and Computer Safety Information

- University wide policy—WSU requires antivirus software on all computers connected to the WSU network.

- How to Set Up Multi-Factor Authentication

STUDENT APPEALS PROCESS

"The Appeals Board is composed of employees who review a decision made by the University Conduct Board, or a conduct officer, that a student violated the University's Standards of Conduct for Students. When a student disagrees with a decision of the Conduct Board or a conduct officer, he/she may appeal the decision to the University Appeals Board." – WSU Office of Student Conduct University Appeals Board

TECHNICAL SUPPORT

1. Submit a request via the Crimson Service Desk http://crimsonservicedesk.wsu.edu/

2. Email: support@instructure.com

3. Use the Canvas Chat Tool

4. Report an issue through the "Report a Problem" link located under the "Help" icon in the Canvas course space.

5. Access the common questions knowledge base at https://community.canvaslms.com/community/answers/guides/

WSU ONLINE SUPPORT

The WSU Online Web site (http://online.wsu.edu) has all the non-content and administrative related information you need to be a successful online learner. Log in using your WSU Network ID and password to access your personalized information.

- Student Services information is available to provide assistance with any non-advising administrative questions

- Study tips and resources give you a good head start in assuring success with your course are located on the Web site.