ENVS 5000 Syllabus

Utah State University- Quinney College of Natural Resources

ENVS 5000: Environmental Nonprofit and Volunteer Management

2021 Spring Semester

Instructor: Patrick Kelly, M.S. patrick.kelly@aggiemail.usu.edu

Office Hours: Virtual; by appointment only

Required texts for this course*:

- PackBack online discussion platform
- * Additional Handouts and Readings Provided

Overview

Thirty spokes share the wheel’s hub; it is the center hole which makes it useful. Shape a vessel out of clay; it is the space within which gives it use. Cut windows and doors for a house; it is the holes which gives it use. Therefore: profit comes from what is there, and usefulness from what is not there. -Lao Tzu, Tao Te Ching, Ch 11

Nonprofits are usefulness incarnate. Nonprofits provide services that every community would not need in a perfect world. They envision this perfect future. By providing those services impactfully, sustainably, and ethically, they in turn make the world a better place. This is their mission. By adhering to their mission, they gain momentum towards their vision.

Goal: Students will learn about how to work in the nonprofit world, the lingo used, and become informed in the good work folks do. By the end of this class, students will understand how to serve their communities, if they so wish, impactfully, sustainably, and ethically.

This course will help students develop the knowledge and skill-base necessary to apply nonprofit best practices based on commonly accepted and individually-derived learning goals within the broader professional nonprofit world.

This course combines professional level projects, discussion, lecture, and peer response in order to teach basic concepts and apply skills emphasizing an application of learned materials and tools. As an upper division and graduate level course, this requires a high level of effort and involvement by the student.
**Course Calendar** is tentative and may change as the semester progresses.

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Homework</th>
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| 1    | Overview and Preparation      | - Case Study Nonprofits Weekly Contribution to Final Project:  
  - Read syllabus to get a grasp on what the Final Project will entail, and start planning ahead, and asking any clarifying questions to the assignment as you see fit.  
  - Begin research of local nonprofits to use as case studies throughout the course (pick 3 of various size and mission; all must have publicly available websites)  
  - Sign up for Nonprofit AF ([https://nonprofitaf.com/](https://nonprofitaf.com/)) weekly newsletter for PackBack topics  
| 2    | Determining Potential for Impact | - Nonprofit AF PackBack  
  - PackBack discussion of previous week reading  
  - Case Study Nonprofits Weekly Contribution to Final Project:  
    - Submit nonprofit case study choices **via email** for approval (**include EIN number and headquarters locations**)  
    - Submit profile of nonprofit case study counties **via Canvas portal** based upon information available from the US Census Bureau  
  - Watch TEDx Start with Why ([https://www.youtube.com/watch?v=u4ZoJKF_VuA](https://www.youtube.com/watch?v=u4ZoJKF_VuA)) |
| 3    | Framing Impact within the Organization | - Nonprofit AF PackBack  
  - Discussion of previous week video  
  - Case Study Nonprofits Weekly Contribution to Final Project:  
    - Collect vision and mission statements from approved nonprofit case studies |
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<th>Staffing for Impact</th>
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<tr>
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<td>Nonprofit AF PackBack</td>
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<td></td>
<td>Case Study Nonprofits Weekly Contribution to Final Project:</td>
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<td>- Do they have a volunteer program? If so, are the requirements or areas of help clear?</td>
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<td>- Are the needs skilled (list skills sought) or unskilled?</td>
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<td>- Make a note to investigate mentions of volunteer programs, outcomes, or reporting later on when looking at annual reports and strategic plans.</td>
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<td>- Investigate volunteer programming (as applicable) and answer for each organization:</td>
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<th>Measuring Impacts</th>
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<tr>
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<td>Case Study Nonprofits Weekly Contribution to Final Project:</td>
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<td>- Pick primary service or program in each of nonprofit case studies and determine what metrics would be used to evaluate success</td>
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<td>- Determine metrics for organization which would be used to evaluate success overall based upon mission, vision, and programming/services</td>
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<td>Read The Sustainability Myth (<a href="https://nonprofitaf.com/2014/12/can-we-all-just-admit-there-is-no-such-thing-as-nonprofit-sustainability/">https://nonprofitaf.com/2014/12/can-we-all-just-admit-there-is-no-such-thing-as-nonprofit-sustainability/</a>)</td>
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<th>Sustainable Goals</th>
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<td>Nonprofit AF PackBack</td>
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<td></td>
<td>Discussion of previous week reading</td>
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<td>Case Study Nonprofits Weekly Contribution to Final Project:</td>
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<td>- Find strategic plans for chosen organizations. If they are not publicly available, make a note of it to ask them during interview sessions. Plan questions which ask about their long-term goals for the next 3-5 years.</td>
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<td>- Dig on websites for chosen organizations and build a list of funding sources mentioned online.</td>
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<td>- Find the most recent annual report for chosen organizations. If none can be found online, make a note of it to follow up during interviews.</td>
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<td>Read Building Financially Resilient Nonprofits (<a href="https://ssir.org/articles/entry/building_financially_resilient_nonprofits_lessons_from_the_field#">https://ssir.org/articles/entry/building_financially_resilient_nonprofits_lessons_from_the_field#</a>)</td>
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<td>Read The Nonprofit Starvation Cycle (<a href="https://ssir.org/articles/entry/the_nonprofit_starvation_cycle">https://ssir.org/articles/entry/the_nonprofit_starvation_cycle</a>)</td>
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|    | Sustainable Finances | Nonprofit AF PackBack  
Discussion of previous week reading  
Case Study Nonprofits Weekly Contribution to Final Project:  
  - Find list of Board Members (include professions if possible)  
  - Find list of staff members and create organizational chart based on findings  
Read How to Lose Your 501(c)(3) Status ([https://nonprofitrisk.org/resources/articles/how-to-lose-your-501c3-tax-exempt-status-without-really-trying/](https://nonprofitrisk.org/resources/articles/how-to-lose-your-501c3-tax-exempt-status-without-really-trying/)) |
|----|---------------------|---
| 8  | Ethically Run Nonprofits | Nonprofit AF PackBack  
Discussion of previous week reading  
Case Study Nonprofits Weekly Contribution to Final Project:  
  - Procure organizational 990s (instructor will provide via Guidestar) and get familiar with  
| 9  | Transparency is Ethical | Nonprofit AF PackBack  
Discussion of previous week reading  
Case Study Nonprofits Weekly Contribution to Final Project:  
  - Goal is to run a deep analysis of each organization as their practice compares to best practice and reality  
  - Interviews are essential for fleshing out stories and trajectories. Maybe a nonprofit doesn’t have a strategic plan because they don’t have access to resources to plan, or maybe they don’t list Board members for personal protective or privacy reasons. The only way to know is to speak with the organizational leaders.  
  - Begin to compile interview questions for case study EDs and Boards based upon topic questions in this course  
  - Begin to schedule interviews, with at least two people per organization (an ED and a Board member preferred) |
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<th>10</th>
<th>Field Work and Interviews</th>
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<td>○ Continue Interviews</td>
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<th>Crafting Reports</th>
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<td>• Students will begin crafting reports on their case studies which include their own demographic data from organization's service areas, 990 data, publicly available data from organizations, and interviews in an overarching synthesis which touches on this course's themes. They will utilize findings to create a summative assessment: Is this organization impactful, sustainable, and ethical? If so, how and why. If not, how and why.</td>
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<td>• Students will continue crafting reports on their case studies which include their own demographic data from organization's service areas, 990 data, publicly available data from organizations, and interviews in an overarching synthesis which touches on this course’s themes. They will utilize findings to create a summative assessment: Is this organization impactful, sustainable, and ethical? If so, how and why. If not, how and why.</td>
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<th>Student Presentations</th>
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<td>• Students will submit written case study analyses and submit a video presentation summarizing their findings. Presentation time is to be no less than 15 minutes.</td>
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**Grading:**

**Total Grade**

20% Participation in weekly Nonprofit AF PackBack assignments

20% Homework (Discussions of course reading, work submitted to the instructor, etc.)

60% Final Project
Final Project

The final project is a comprehensive comparison of multiple local-to-you nonprofit organizations. Reports will include all rolling information assigned throughout the course, and utilize a mix of interviews, public records (990s, demographic data, etc), organizational materials, and gestalt student analysis. Based upon data, students will create comprehensive profiles of each organization which analyzes them according to course themes: Is this organization impactful, sustainable, and ethical? If so, how and why. If not, how and why. Data must be cited in arguments. Also included will be rolling weekly assignment questions given during the course, with final answers.

Utilizing these organizational profiles, students will then write a comparison analysis which determines how each organization is similar and different to each other in terms of their mission, reach, organization, utilization and management of volunteers, and course themes.

Finally, students will be required to create video presentations of their summative work and submit which summarizes the findings of their organizational profiles and comparison analysis.

Grading:

Organizational profiles (for 3 organizations): 60%
Comparison analyses (at least 1,500 words): 25%
Video presentation (at least 15 minutes long): 15%

Letter-Percentage Translation

A = 91-100
B = 81-90
C= 71-80
D= 61-70
F= 60 and below

Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.
Packback Requirements:

Your participation on Packback will count toward 20% of your overall course grade.

There will be a Weekly Monday at 8:59AM MST deadline for submissions. In order to receive your points per week, you should submit the following per each deadline period:

- 1 open-ended Question per week with a minimum Curiosity Score of 50, each worth 33.33% of each assignment grade
- 2 Responses per week with a minimum Curiosity Score of 50, each worth 66.67% of each assignment grade

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don’t receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to https://questions.packback.co and clicking “Sign up for an Account”
   Note: If you already have an account on Packback you can log in with your credentials.

2. Then enter our class community's lookup key into the “Looking to join a community you don’t see here?” section in Packback at the bottom of the homepage.

   Community Lookup Key: 8076a062-8e22-4c0c-a3bd-52d68801c05d

3. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing (http://www.packback.co/product/pricing) for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co (http://help.packback.co/). If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions (https://vimeo.com/163888277)

Work Submission

All weekly work is assigned on Mondays at 9am Mountain Time and is due the following Monday at 8:59am Mountain Time. University-recognized holidays which fall on a Monday will require work due the next working day, typically Tuesday, at 8:59am Mountain Time. Advanced notice should be given if this is not possible. Late work will be docked 10% from its overall grade for each calendar date it is late, beginning at 9:00am Mountain Time on due day, unless otherwise noted or excused by the instructor.
All work needing citation should be cited according to APA citation standards as applicable, in a professional font and font size. All draft work must be paragraph double spaced; final products may be spaced appropriately as to maintain the integrity and presentation of the final product.

Work Return

It is the responsibility of the instructor to hand back and/or grade submitted work in a timely manner as to serve as the most effective feedback for the student. Student submitted work requiring a grade that is more than two weeks late in getting back to the student may be challenged by the student for additional credit, up to 10% additional per week past the first two weeks. Work may not be challenged as to be excused.

Work Grading

It is the responsibility of the student to bring to the instructor’s attention any discrepancy in grading that the student feels is the result of instructor misevaluation. Any student can ask for a reassessment of a grade of the originally submitted work no later than one week after work is returned, at no cost to their previously recorded grade. If a reassessed grade is found to be lower than the original, the higher of the two grades will stand. Upon reassessment, if the student still feels that the grade incorrectly reflects their completion, comprehension, and industry of the given assignment, the work submitted will be reviewed as anonymous by another USU professor, adjunct, or instructor.

Participation

In upper-level courses such as this one, participation is integral to the success of the course and the learning of the entire class.

**Participation:** Class participation takes many forms. This may involve active group discussion via PackBack, peer feedback on papers, individual work assignments to be delivered and/or presented to class, and active listening while refraining from interrupting others. Students should notify the instructor at the beginning of the course if any of these may prove problematic to the student.

Participation in discussions will require that the student has completed the assigned reading and any assignments whether directly related to the reading or otherwise. Participation takes many forms including discussion posts, speaking, active listening, asking relevant questions, responding directly to other students and/or relating topics of discussion to multiple texts assigned or not. While opinions may be appropriate at times, they should not be the foundation of students’ input. Instead, the student should draw upon their understanding of material in an effort to use discussion as a means for knowledge construction and integration. All students WILL be expected to contribute during class weeks.

Communications Expectations

**All official communication regarding courses and information to the student goes through email.** Students are responsible to check **and** read email routinely (daily between Monday and Friday- ceasing at 5pm). All communication with the instructor shall be communicated through the email address provided in this syllabus. It is the responsibility of the instructor to check **and** read the listed address at the same standard that is expected of students.

Americans with Disabilities Act Policy

It is the policy of Utah State University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Assistant to the Dean of Students. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.
Students will be notified by the Assistant to the Dean of Students when each request for accommodation is approved or denied. In an effort to protect student privacy, the Assistant to the Dean of Students will not discuss the accommodation needs of any student with instructors, without written student consent. Faculty are not expected to make accommodations for individuals who have not been approved in this manner.

Honor Policy

USU is a community of learners in which all enjoy freedoms and privileges based upon mutual trust and respect as well as a clear sense of responsibility. Students are expected to do all work assigned, to do it honestly and with integrity. Cheating on examinations, plagiarism, or submitting the work of others as one’s own are specific examples of prohibited conduct. *Students who engage in such activities will be subject to disciplinary measures, which may include failure in the course or expulsion from the university.*

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc. (http://libguides.usu.edu/rc)

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (https://studentconduct.usu.edu/studentcode/article5) for more information.

University Policies & Procedures

**COVID-19 Classroom Protocols**

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismission instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

**Academic Freedom and Professional Responsibilities**
Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (http://www.usu.edu/hr/files/uploads/Policies/403.pdf) further defines academic freedom and professional responsibilities.

**Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

*I pledge, on my honor, to conduct myself with the foremost level of academic integrity.*

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

**Academic Dishonesty**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.

- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (https://studentconduct.usu.edu/studentcode/article6)

**Sexual Harassment/Title IX**
Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (http://www.usu.edu/policies/339) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Office of Equity (https://equity.usu.edu/) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment (USU Policy 305 (http://www.usu.edu/policies/305/)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

**Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (http://www.usu.edu/drc/) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

**Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: https://studentaffairs.usu.edu (https://studentaffairs.usu.edu/), (435) 797-1712, studentservices@usu.edu (mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: https://ususa.usu.edu/student-association/student-advocacy/legal-services (https://ususa.usu.edu/student-association/student-advocacy/legal-services), (435) 797-2912, TSC 326,
- Access and Diversity: http://accesscenter.usu.edu (http://accesscenter.usu.edu/), (435) 797-1728, access@usu.edu (mailto:access@usu.edu); TSC 315
- Multicultural Programs: http://accesscenter.usu.edu/multiculture (http://accesscenter.usu.edu/multiculture), (435) 797-1728, TSC 315
- LGBTQA Programs: http://accesscenter.usu.edu/lgbtqa (http://accesscenter.usu.edu/lgbtqa/), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: https://www.usu.edu/provost/diversity (https://www.usu.edu/provost/diversity/), (435) 797-8176
You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: https://studentconduct.usu.edu/studentcode
(https://studentconduct.usu.edu/studentcode/)

Grievance Process
Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII (https://studentconduct.usu.edu/studentcode/article7).

Full details for USU Academic Policies and Procedures can be found at:
- Student Conduct (http://www.usu.edu/studentconduct)
- Student Code (https://studentconduct.usu.edu/studentcode/)
- Academic Integrity (https://studentconduct.usu.edu/studentcode/article6)
- USU Selected Academic Policies and Procedures (http://www.usu.edu/provost/faculty-life/syllabus.cfm)

Emergency Procedures
In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health
Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (https://counseling.usu.edu).

Students are also encouraged to download the “SafeUT App” (https://healthcare.utah.edu/uni/programs/safe-ut-smartphone-app) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.