Fall 2021 ENVS-3300-MW1 XL Syllabus

ENVS 3300 Syllabus: Fundamentals of Recreation Resource Management

Instructor

Who Am I: Anna Miller, Ph.D.
Assistant Director of Research and Operations
Institute of Outdoor Recreation and Tourism
Department of Environment & Society

Where Am I: NR 318

How to Contact Me: Canvas Messaging, or email: anna.miller@usu.edu (mailto:anna.miller@usu.edu)
Office phone: 435-797-0795

When to Find Me: Office hours by appointment (please schedule at least 1 business day in advance)

Delivery: Blended Web Broadcast Format
Weekly Zoom Interactive Virtual Class Sessions, Fridays 9:30-10:20am
Review sessions held some Mondays and/or Wednesdays 9:30-10:20am
Most class materials will be asynchronous

TA and UTF: Dakoeta Pinto (TA): dakoeta.pinto@aggiemail.usu.edu (mailto:dakoeta.pinto@aggiemail.usu.edu)
Kiersten McDonald (UTF): kiersten.mcDonald@usu.edu (mailto:kiersten.mcDonald@usu.edu)

What are we going to discuss in this course?
This course provides an introduction to the fundamental principles of recreation resource management. This semester, together, we will answer the following questions:

- What is recreation, where do people recreate, and who uses recreation resources?
- How do we plan for recreation use and manage recreation use sustainably?
- How do we design and manage facilities for recreation use?

Course Objectives:

- Learn the fundamental principles of outdoor recreation; especially related to social, ecological, and facility design.
• Learn how to apply the above principles and theories effectively to maintain visitor experience and resource protection priorities common to public lands.
• Develop specific skills, competencies, and perspectives essential for professional outdoor recreation providers and managers.

Essentially, I want you to come away from this course and be able to think like a recreation resource manager.

**What will I expect from you?**

• **Participate in class.** The learning materials for this course are primarily asynchronous. Each week you will have learning materials such as videos, readings, and other media. These are posted for each “Module” on Canvas. **You are responsible for covering these learning materials before the synchronous session** (hosted through Zoom) on Friday mornings. There will also be a discussion topic posted, which you will cover with your group members during the synchronous session on Fridays.

• I expect you to complete all class materials. This means engaging with course content, recorded lectures, being an engaged reader, putting thought into your assignments, actively participating in class discussions
  o For some students, taking notes as you watch lectures or read assignments will help with engaging with the materials
  o **You get out of this class what you put into it.**
    o If something crazy happens or you are ill and expect you might get behind, please let us know as soon as possible. Please get in touch with your TA (Dakoeta) about these issues.

• **I expect you to be engaged during our synchronous sessions.** We have limited time together to engage with each other, and I expect all students to come to class prepared to have discussions with their peers.

• I want you to be able to think critically in this course about the concepts and topics that we discuss in class. I expect you to think, ask questions, and participate in discussions. As such, I will also ask that all of you **be respectful of your classmates’ opinions and viewpoints.** Please remember that there is a distinct difference between arguing and discussing a topic civilly and respectfully. I will not tolerate the former.

• **Complete all learning assignments before attending the synchronous session** – Discussions are timed to correspond with the week’s learning materials. You are responsible for completing these before our Friday morning synchronous sessions. Productive class discussion will be dependent on you coming to class prepared by being self-motivated and reading the assignments, watching videos, and listening to podcasts (anything listed under “Learning Resources” on the Canvas page for the module) beforehand.

• **Complete all assignments to the best of your ability and turn them in on-time** – This is an upper-level course and I expect all formal written assignments to be clean, concise, well-organized, well-thought out, and contain minimal errors. Good writing skills are important and valued in all work environments. I expect all assignments to be turned in by the beginning of class on their due date.

**What can you expect from me?**

• **Engage with students** – I will answer all student questions to the best of my ability. I will ensure that material for class is posted on Canvas in an organized and timely fashion. I understand that this is not your only class and that you have a life outside of this course, therefore I will do my best to make the course load reasonable.

• **I will facilitate learning** – Do not hesitate to ask questions (either in class or outside of class). I will be available during office hours to help students. I ask that you notify me (through a Canvas message or by email) at least one business day in advance, so we can set up a Zoom or in-person meeting. Please come to me if you are feeling confused about a topic, overwhelmed with class material, are concerned about your grade, have a question about an assignment, or just want more information about a topic. Also, do not hesitate to email me as well, I check my email throughout the weekday and will respond to any question or concern in a timely manner.
This class also has a TA and UTF that can help with answering your questions about course materials, logistics, etc.

- **Grading will be fair and completed in a timely fashion** – I will do my best to ensure that grades are assigned fairly. I will also try to make it as clear as possible why you receive the grade that you received. If you have any questions about an assignment or grades please come and talk to me. If you do not understand what is expected of you for an assignment, please ask! Following each assignment, we will hold optional review sessions to go over the assignment, during our scheduled time on Monday mornings. These are optional in general, but required if you expect to ask for another look at your grade for the assignment.

**Course Procedures**

- Attendance is required in Friday Zoom sessions
- Please do not use your cell phone or surf the web, etc. during class. Before our Zoom session starts, please close your email, put your phone away, and close other windows on your computer. Our Zoom sessions are short and being present and focused on the materials is essential for your learning as well as the quality of your group discussion. You should be giving full attention to class during our 50-minute once-weekly Zoom sessions.
- It’s OK to be human. Unforeseen circumstances will arise during the semester for you and for your instructor. I will communicate with you in advance as best as possible and expect that you will please do the same.

This class follows a “blended web broadcast” format, with students participating in multiple locations throughout the state, all materials available online, and no in-person component required. We will hold weekly synchronous sessions via Zoom. You will have learning materials that you are responsible for engaging with prior to these Zoom sessions, and the Zoom sessions will be led by your TA and UTF. I will attend some, but not all, of these synchronous sessions. More on those synchronous sessions is below.

**How will I gauge your level of learning?**

My job is to facilitate the learning of a particular topic. In our educational system, we gauge how well I’ve done my job and how well you’ve put forth effort to learn the material with letter grades and GPAs. Therefore, you will complete several assignments that will be assessed as part of your overall grade for this course. More importantly however, these assignments will help me and you understand the learning process in this course. I strive to make these assignments as useful and interesting as possible and am open to suggestions regarding course assignments.

**Readings:**

There is no required text for this class. All readings will be available on the course Canvas page. Readings will be posted a minimum of one week prior to the class date for which they are assigned. I expect you to do the readings BEFORE class.

**Synchronous Zoom Class Meetings**

Each Friday morning, we will hold a 50-minute synchronous class session in Zoom (9:30-10:20am). In these sessions we will (1) summarize key topics covered for the week (10-15 minutes), (2) take questions from students (5 minutes), then (3) go into breakout Zoom rooms where you will have 20-25 minutes to discuss a prompt with your group members and write up a response to the prompt. We’ll come back to the main room at the end of the class for
10 minutes to debrief, share interesting ideas, ask questions, etc. Each group will write up a response to the discussion prompt, and post that (as a group) on Canvas, under the discussion board for the week. Students are expected to read through these and respond to at least two groups’ posts. More responses are welcome!

This is intended to help students engage with the course materials and give you an opportunity to have discussions with your classmates. With ~60 students in the class, having pre-assigned small groups will help you develop a relationship with several classmates, while responding to other groups’ posts will allow you to engage with students outside your group. Hopefully this gives you the best of both worlds in this remote setting.

You may miss 1 session during the semester – please email in advance if at all possible, we may be able to adjust rooms so your group members don’t end up in an empty room. You will need to complete the discussion to receive credit, but you can do it on your own for that class, and post as an individual. You will not receive credit for attendance for classes that you miss, even if you submit a discussion response.

In the case that you wind up in an empty Zoom discussion room, take the time to respond to the discussion question on your own, and post that to canvas for your group. If you’re added to a different zoom group because your group members are absent, your discussion grade will come from that group’s post (please email your TA to make sure this happens). This should be a very uncommon situation.

Discussion topics will be posted at the beginning of the week to give students an opportunity to think about the subject on your own before the synchronous session, and to allow students who will have to miss class to respond on their own time. Unless you know you will have to miss class, please do not post your response before the class. You are expected to discuss the topic as a group and post an explanation of your group discussion to the Canvas page. You may post your group’s discussion any time after class and by the following Monday at midnight – keep in mind that the earlier you post the more discussion your post is likely to spark.

Video: Please keep your video on during the Zoom session if bandwidth allows. At the very least, I ask that you turn on your video before you ask a question, and that you keep it on during the small group discussion portion of class. You will also be asked to turn it on at random sometime during the class for attendance.

Participation: As we are only holding one synchronous session weekly, it is important that you are fully present during this 50-minute period. Students should be in a quiet environment, giving full attention to the class, and able to participate in discussions with your classmates. You should have time blocked out in your day to participate in this session fully.

Questions: If you have a question during the synchronous session, please turn on your video and say your name and site before asking your question. This will help both your instructors and your classmates. Please follow the same procedure when answering questions. Speak clearly and with sufficient volume so that students at other locations can hear your questions and responses. Finally, please do not engage in conversations unrelated to class material while class is in session. The University policy on Classroom Incivility can be accessed at the following link: http://www.usu.edu/policies/pdf/Classroom-Incivility.pdf

Graded Work:

Attendance: 0.5 points per each of 11 required synchronous session = 5.5 points
Discussion Posts (1.5 points each, x 12 discussion boards = 18 points)

As described above, each synchronous session will have a group discussion topic. On a rotating basis, one group member will post the groups response to Canvas. Please post those as soon as the end of the class session, and as late as the following Monday at midnight. Each class member is also responsible (individually) for responding to two group posts. A few of these will likely be individual responses, following classes in which we have a guest speaker (during those classes we won’t have time for extended small group discussions). If you must miss class, you will have the opportunity to submit your personal response to the discussion topic. It is your responsibility to contact me to submit a missed class reflection.

Photo Elicitation Exercise (10 points, Due Sept 19)

What does outdoor recreation mean to you? Share a photograph and narrative that you feel addresses an important issue or concept in outdoor recreation/recreation resources management. More details will be provided on Canvas.

Site Visit Exercise (15 points, Due Sept 26th)

How can we study outdoor recreation without actually getting outside? Visit a local recreation site and prepare a one page reflection paper. More details will be provided on Canvas.

Issue Analysis Website Project (20 points, Due on Exam day, December 15th at NOON)

You will be presented with a number of current issues in recreation resource management and pick a topic that interests you. Your task will be to research both sides of the issue and then using what we have learned in class and your own research you will make management recommendations. You will summarize this information in a website format, working in in your semester’s discussion group. More details will be provided on Canvas. This will be your final project, in lieu of a final exam.

Exams (Two Midterms for 15 points each = 30 points)

These will measure your overall understanding of ideas and principles presented in the course. These exams will be a mixture of short essay, multiple choice, and short answer questions. These will be taken through Canvas. One week before each exam, I will post a study guide listing topics that may be included on the exam. Questions will cover all learning materials, including videos, readings, group and individual discussion topics, podcasts, and guest lectures.

Writing and Grammar:

Written work and communication is expected to be concise, well organized, and contain minimal errors (please proof-read and use spell check!). Grammar and professionalism will be criteria for grading on all assigned written material. For writing resources and assistance, visit the USU Writing Center: http://writing.usu.edu/ (http://writing.usu.edu/)

Grade Scheme

The following grading standards will be used in this class:
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<th>Grade</th>
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<td>A</td>
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**Course Schedule/Outline**

**Course Schedule**

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<tr>
<th>Mod.</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments (SUBJECT TO CHANGE)</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 30-</td>
<td>Introductions, Course Organization</td>
<td><em>Moore &amp; Driver. (2005). Chapter 1</em></td>
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<td>Sep 5</td>
<td>Outdoor Recreation: Historical and Contemporary Perspectives</td>
<td><em>Meine &amp; Knight. (1999). The Essential Leopold - Chapter 3: Outdoor Recreation</em></td>
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<td>DB Week 1 due Sep 1, midnight</td>
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<td>DB &quot;Introduce yourself&quot; due Sep 6, midnight (individual)</td>
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<td>12</td>
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<td><em>Blahna et al. (2020) Rethinking “Outdoor Recreation”</em></td>
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<td>Recreation Conflict &amp; Crowding</td>
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<td>4</td>
<td>Sep 20 – 26</td>
<td>Impacts of Outdoor Recreation II: Introduction to Recreation &amp; Interactions with Natural Resources</td>
<td>Leung &amp; Marion (2000) Recreation Impacts &amp; Management in Wilderness</td>
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<td>Siber (2014) The Heist: How Visitors Stole a National Monument</td>
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| 8    | Oct 18 – 24 | Tools for Recreation Resource Management, Pt. II  
*McCool et al. (2007) An Assessment of Frameworks Useful for Public Land Recreation Planning (pp. 43 – 91)*  
**Site Visit Exercise Due Oct 24th, midnight**  
Exam #2 Study Guide handout  
DB Week 8 Due Oct 24, midnight |
TBA readings, podcasts  
DB Week 9 (individual) |
| 10   | Nov 1 – 7  | Introduction to Recreation Facility Design  
*Carr (1999) Wilderness by Design Introduction*  
Optional review session for Site Visit Exercise on Monday, Oct 25  
NO SYNCHRONOUS SESSION THIS WEEK  
**Exam #2 due Nov 7**  
*Bell (2008) Design for Outdoor Recreation*  
Chapter. 2: Design Concepts for Outdoor Recreation |
| 11   | Nov 8 – 14 | Recreation Facility Design, Pt I  
DB Week 11 due Nov 14, midnight  
**NOTE: I WILL BE HOSTING A CONFERENCE NOV 7-9 AND WILL NOT BE AVAILABLE FOR OFFICE HOURS NOV 5-10.** |
| 12   | Nov 15 – 21 | Recreation Facility Design, Pt II  
*Bell (2008) Design for Outdoor Recreation:*  
Chapter 12: Design for Overnight Visitors  
Chapter 14: Comprehensive Site Design  
Optional review session for Exam 2 on Monday, Nov 15  
DB Week 12 due Nov 21, midnight |
| 13   | Nov 22 – 28 | THANKSGIVING BREAK (no class/office hours)  
*Readings and materials TBA*  
DB Week 13 (individual)  
**International Issues in**
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 Accommodations

To ensure that you receive the appropriate accommodation for COVID-19 related challenges, the University requires you to fill out the COVID-19 Questionnaire (https://www.usu.edu/covid-19/questionnaire/index.php). Upon doing so, the University COVID CARE Team (https://www.usu.edu/covid-19/if-you-are-sick/care-team.php) will contact you to determine your needs and how to support you. The CARE Team will also contact your instructors and provide important direction on how best to accommodate your needs. For additional reference, please see USU's Attendance and Excused Absence (https://catalog.usu.edu/content.php?catoid=12&navoid=3160) policy and the COVID-19 Classroom Accommodations (https://www.usu.edu/covid-19/operations/accomodations) page.

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 by 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)

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.