WILD 2000 – Fall 2020

Land Acknowledgement Statement

“We would like to acknowledge that all USU courses are taught on the traditional lands of the Diné, Goshute, Paiute, Shoshone, and Ute Peoples past and present, and honor the land itself and the people who have stewarded it throughout the generations.”

A printable version can be found here (https://usu.instructure.com/courses/675482/files/81746814?verifier=KHzPqu3PpxRuNIlyHhMNzPFsW5peeTbiY5KCM2Jw&wrap=1)

Instructor: Dr. Sunshine Brosi (rhymes with rosy)
Office: Reeves (RV) 260
Phone: 435-613-5400
Email: sunshine.brosi@usu.edu (mailto:sunshine.brosi@usu.edu)

My Zoom Meeting Room:

Meeting ID: 399 519 5539
Passcode: DrBrosi

My Office Hours: Monday 12:30pm-2:30pm and other times by appointment including via my Zoom room. My Fall 2021 Schedule is posted above. Please note that I teach all morning on Thursday morning and so you will be unable to connect with me before class on Thursdays.

Course Description

Through a combination of in- and out-of-classroom activities, students develop an understanding of curriculum requirements and career opportunities associated with the Natural Resources majors. Students will also be introduced to natural resource management issues and research involving multiple disciplines.

Required Textbooks and Resources

Text Book (Required): A Sand County Almanac by Aldo Leopold or any newer addition

IDEA Objectives

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
2. Developing skill in expressing myself orally or in writing
3. Learning how to find and use resources for answering questions or solving problems

Course Objectives

In this course, you will:
1. Students will analyze the elements of various career skills described by guest speakers from federal, state and non-government organization through written reflections.
2. Students will develop a plan in degree works that will lead to graduation and include courses related to a specific career goal.
3. Students will describe the code of ethics for the Wildlife Society and understand how the code is implemented by natural resource professionals.
4. During mock interviews students will use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer; identify appropriate verbal and non-verbal communication; develop skills and techniques for an interview (eye contact, use of filler words, hand gestures, and verbal pace); demonstrate professional behaviors including preparedness, professional attire, and respectful presentation; develop confidence in relationship to their interviewing skills.
5. Students will develop a professional e-portfolio, including a resume, request for recommendations, certificates, a list of job search sites, and identify gaps in their resumes that they hope to fill prior to graduation.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignment</th>
<th>Assessment</th>
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</table>
| 1. Students will analyze the elements of various career skills described by guest speakers from federal, state and non-government organization through written reflections. | Complete an essay for each of the guest speakers including:
1. What was the speaker’s name?
2. What agency does the speaker work for?
3. What specific projects does this speaker work on?
4. What specific elements of this job do you think you would enjoy? Name several and explain why?
5. What specific elements of this job do you think you would not enjoy? Name several, if any, and explain why?
6. Do you think you would apply for a job with this agency? Why or Why not? | Rubric for guest speaker essay |
| 2. Students will develop a plan in degree works that will lead to graduation and include courses related to a specific career goal. | Submission of the degree works plan reviewed by the academic and faculty advisor | Demonstrates understanding of major requirements, the importance of prerequisites and course sequences, and have a plan that will lead to graduation. |
| 3. Students will describe the code of ethics for the Wildlife Society and understand how the code is implemented by natural resource professionals. | Read the code of ethics for The Wildlife Society and write a discussion board post relating 4 of the 14 standards to specific examples given by the guest speakers in the class, respond to 1 classmate who had a separate example related to a specific code and 1 classmate whose example was a unique code | Rubric for discussion boards |
4. During mock interviews students will use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer; identify appropriate verbal and non-verbal communication; develop skills and techniques for an interview (eye contact, use of filler words, hand gestures, and verbal pace); demonstrate professional behaviors including preparedness, professional attire, and respectful presentation; develop confidence in relationship to their interviewing skills. Interview performed by employee who hires interns, peer-evaluated checklist completed

5. Students will develop a professional e-portfolio including a resume, request for recommendations, certificates, a list of job search sites, and identify gaps in their resumes that they hope to fill prior to graduation. Submission of e-portfolio including all elements and a list of activities/certificates/courses they hope to add to their resume prior to graduation

### Evaluation Methods and Criteria

There are 100 possible points for this course.

### Grade Scheme

The following grading standards will be used in this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 % to 93.0%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 93.0 % to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90.0 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87.0 % to 83.0%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 83.0 % to 80.0%</td>
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<tr>
<td>C+</td>
<td>&lt; 80.0 % to 77.0%</td>
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<tr>
<td>C</td>
<td>&lt; 77.0 % to 73.0%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 73.0 % to 70.0%</td>
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<tr>
<td>D+</td>
<td>&lt; 70.0 % to 67.0%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67.0 % to 60.0%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60.0 % to 0.0%</td>
</tr>
</tbody>
</table>

#### Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Each</th>
<th>Total Pts.</th>
<th>Due</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Reading Quizzes (5)</td>
<td>2 pts. each</td>
<td>10 pts.</td>
<td>Scheduled in Canvas (1 dropped)</td>
<td></td>
</tr>
<tr>
<td>Degree Progress (2)</td>
<td>2.5 pts. each</td>
<td>5 pts.</td>
<td>Scheduled in Canvas</td>
<td></td>
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<tr>
<td>Homework (6)</td>
<td>5 pts. each</td>
<td>30 pts.</td>
<td>Thursdays</td>
<td></td>
</tr>
<tr>
<td>Resume, Portfolio (5)</td>
<td>1-5 pts.</td>
<td>15 pts.</td>
<td>Schedule above</td>
<td></td>
</tr>
<tr>
<td>Discussions &amp; Class Participation (14)</td>
<td>0.5-1 each</td>
<td>20 pts.</td>
<td>Thursdays in class &amp; before class (1 dropped)</td>
<td></td>
</tr>
<tr>
<td>Guest Lectures (5)</td>
<td>4 pts. each</td>
<td>20 pts.</td>
<td>For days with speakers &amp; recorded speakers that you select</td>
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</table>

### Course Schedule/Outline

#### Participation

Participation points are earned in the following ways, A participation rubric will be provided.
1. Answering questions in the IVC classroom and/or via Zoom during the weekly class time through PearDeck or in class.

2. Completing an alternative participation assignment if you are unable to attend class—usually this is an uploaded video.

Our Learning Environment: I would like to create a learning environment for you that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). I ask that you please be respectful of others and help me promote a positive team-based experience for you and your classmates. Please let me know if there is anything else I can do to make our classroom a positive learning environment conducive to personal and intellectual growth.

Course Schedule

<table>
<thead>
<tr>
<th>September</th>
<th>Date</th>
<th>Topics, Homework &amp; Discussions</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Aug 31</td>
<td><em>Discussion 1 &amp; 2: Introductions</em> (1 pt.) □</td>
<td>Reading Quiz (RQ) 1: Cheat Takes Over, 164 (2 pts) □</td>
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<tr>
<td></td>
<td></td>
<td><em>Due before class at 3pm</em></td>
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<tr>
<td>Week 2</td>
<td>Sept. 2</td>
<td><em>Discussion 3: My Major</em> (1 pt.) □</td>
<td>RQ2: Thinking Like a Mountain, 137 (2 pts) □</td>
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<tr>
<td></td>
<td></td>
<td>Homework (HW) 1: Study Skills Inventory □</td>
<td>Draft 1 Resume (1 pt.) □</td>
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<td></td>
<td></td>
<td>Guest Speaker: Certificate Programs, Drone/GIS/etc.</td>
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<tr>
<td></td>
<td></td>
<td><em>Discussion 4: What is Wildlife</em> (1 pt.) □</td>
<td>RQ3: The Round River, 188 (2 pts) □</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sept. 9</td>
<td>HW 2: Project WILD Instructor Certification</td>
<td>RQ4: Wildlife in American Culture, 211 (2 pts) □</td>
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<tr>
<td></td>
<td></td>
<td>Guest Speaker: Chris Deets, Fire, BLM</td>
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<tr>
<td></td>
<td></td>
<td><em>Discussion 5: Natural Resources Careers</em> (1 pt.) □</td>
<td>RQ5: Goose Music, 226 (2 pts) □</td>
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<tr>
<td></td>
<td></td>
<td><a href="https://www.nwcg.gov/publications/training-courses">https://www.nwcg.gov/publications/training-courses</a></td>
<td>Draft 2 Resume (2 pts.) □</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Degree Progress (2.5 pts) □</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Speaker: Jim Spencer, NRCS</td>
<td></td>
</tr>
</tbody>
</table>
Week 5  Sept 23

Discussion 6: Agencies I would work for (1 pt.)

HW3: Non-Commercial Pesticide Applicators License
☐ https://ag.utah.gov/farmers/plants-industry/pesticides/pesticide-educational-materials/
https://ag.utah.gov/farmers/plants-industry/pesticides/pesticide-educational-materials/

Guest Speaker: Reagan Wytsalucy, USU Extension

Week 6  Sept 30

Discussion 7: Ethics in My Professional Field (1 pt.)

☐ HW 4: Arthur Carhart Training
https://wilderness.net/practitioners/training/online-training-courses-and-certificate-programs/default.php
https://wilderness.net/practitioners/training/online-training-courses-and-certificate-programs/default.php

Resume Draft 3 (2 pt.) ☐
Degree Progress (2.5 pts) ☐

No in-person class this week, catch-up or work ahead
Peer Review of Resume

Week 7  Oct. 7

Discussion 8: Courses Required for Jobs

HW 5: EPA Watershed Training
☐ https://cfpub.epa.gov/watertrain/index.cfm
https://cfpub.epa.gov/watertrain/index.cfm

Guest Speaker: Dana Truman, BLM

Week 8  Oct. 14

Final Resume Due (5 pts.) ☐
Final Portfolio Due (5 pts.) ☐

Nicole Nielson, DWR Mock Interviews

Important Information

Emergencies and important life events sometimes happen at inconvenient times. With the pandemic, this is true now more than ever. Much of the material is found online with comprehension checks that allow you 2–3 days flexibility in timing. Accommodations for emergencies and family obligations, etc., are already built into the class and no further accommodations will be made without exceptional circumstances and consultation with your instructor. Note that if you miss more than one class and discussion, I may not logistically be capable of providing alternatives, but I will do my best to work with you. This policy allows all of us to schedule our time and meet deadlines within and outside of this course.

Participation is part of your grade because collaborative work is a valuable learning experience. Discussions and activities are designed to help you practice “thinking on your feet” and require feedback from your peers in a collaborative real-time activity and thus cannot be replicated by attempting to answer discussion questions or replicate activities on your own. Discussions and activities may be unannounced; please attend every class. If you must miss something, please make sure you do all the readings; study the PowerPoints, lecture videos, and assignment materials on your own; then ask your fellow classmates for notes as well as instructions that might have been relayed during class. Please note that if you still do not understand something, I am available during office hours and by appointment if you cannot make office hours. Also, feel free to stop by unannounced!

I will give you the “tools” and “map” to attain the skills you need to be successful in your career. Your job is to use these resources to become a self-directed learner in order to maximize your learning in this class, learn to be an independent professional, and therefore, maximize your future career success.

Quizzes: Reiteration of material and prompt formative assessment (feedback on your performance) is a critical component of learning. Comprehension checks are ungraded and allow you to assess your own understanding of the online material (metacognition) before taking the graded quiz. Graded quizzes are due before the material is covered in class. This encourages you to complete the assigned lecture viewings and readings before class, such that you can participate in the active learning exercises in class. I will provide one additional quiz as a make-up or extra credit. Thus, you have a chance to recoup points missed if you forget a quiz, miss a quiz due to illness or other reason, or miss questions on previous quizzes. Keys to graded quizzes are released automatically when the quiz closes such that you have prompt feedback on your performance. Consequently, there will be no late quizzes accepted, regardless of the reason that caused you to miss the quiz.
**Note:** You and your fellow classmates paid for the privilege of attending this course. You all have a right to a productive learning environment. Studies have demonstrated that off-topic use of cell phones and laptops lowers your performance by a full grade and lowers the performance of your classmates, who are not in control of your distraction, two full grade levels. Please silence cell phones before class, only use them for class activities, and plan to engage yourself in the course as a productive team-member. Thanks!

**Study Tips:** Acquiring the knowledge, skills, and abilities taught in this course requires an effective study strategy. USU’s Academic Success Programs have materials and tips to help you learn how to learn (https://www.usu.edu/asp/studysmart/ (https://www.usu.edu/asp/studysmart/).

**Attendance and Excused Absences Policy**

I understand that issues may arise that could impact your attendance. Please note that participation is part of your grade and you need to communicate with me if you will be missing class.

**Nonattendance Policy**

**Students May Be Dropped For Nonattendance**

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. *(This does not remove responsibility from the student to drop courses which he or she does not plan to attend.)* This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see 2018-2019 General Catalog (http://catalog.usu.edu/content.php?catoid=12&navoid=3955)).

**Assumption of Risk**

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: http://www.usu.edu/riskmgmt/ (http://www.usu.edu/riskmgmt/)

**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.

**Reducing COVID-19 Risk**

You can help keep classes, events, and activities happening in person this semester by following these steps:

1. **Get vaccinated if you're able.** Vaccines are the best available tool to help stop the spread of COVID-19. They are safe, free, and easy to access.
2. **If you are vaccinated, let USU know.** Please upload your proof of full vaccination (http://aggiehealth.usu.edu/) to AggieHealth. If you are exposed to COVID-19, USU's case containment will not require you to quarantine if they know you are vaccinated and you do not have symptoms.
3. **Stay home if you're sick** and get tested for COVID-19 if you have symptoms or have been exposed. It's important to not bring any illness to campus.

4. **Wear a mask indoors.** Public health experts recommend that even vaccinated people wear masks indoors in high COVID-19 transmission areas, which includes most of Utah.

If USU's COVID Case Containment team identifies an uncontained situation in the classroom, you will be notified of any temporary changes to your course delivery method through a Canvas announcement. Please make sure you are receiving immediate notifications of new Canvas announcements. The situation will be handled according to protocols on the COVID Classroom Exposure page.

### Class Seating Charts (For In-Person Classes)

In classes with more than 10 students, a seating chart will be used to track where you are sitting. After the first week of classes, your instructor will tell you how to enter your seat number in Canvas. **You must sit in the same seat for the rest of the semester.** This is extremely important for tracking cases of COVID-19 and helping classes remain in person.

### 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 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 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), 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/) (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.