

WATS 2220 or BIOL 2220

General Ecology Syllabus

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.”

Spring 2021: Monday & Wednesday 15:00-16:15, 3:00 pm-4:15pm

Blended Format: This course is blended, which means many materials will be online (with deadlines), but we will also meet for IVC broadcast (or Zoom as needed) where we will engage in active learning* *attendance mandatory, but if you are ill, please stay home; accommodations (see below) will be made. Many course materials and activities will be available on Canvas. You may login with your A number and password. <https://canvas.usu.edu/>

Instructor



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9:00				
9:30				
10:00				
10:30				
11:00			Office Hours	
11:30			RV 260 & Online	
12:00			WILD 4500	
12:30			Wildlife Ecology	
1:00			W 12:15-2:45 pm	
1:30			Reeves 239	
2:00	Office Hours			
2:30	RV 260 & Online			
3:00	WATS/BIOL 2220		WATS/BIOL 2220	
3:30	General Ecology		General Ecology	
4:00	M 3:00-4:15 pm		W 3:00-4:15 pm	
4:30	Reeves 239		Reeves 239	
5:00	ENVS/WILD 2000			
5:30	Nat. Res. Prof. Ori.			
6:00	M 5:15-6:30 pm			
6:30	Reeves 239			

Dr. Sunshine Brosi (Brosi rhymes with Rosy)

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My Office Hours: Monday 2pm-3pm & Wednesday 11am-12pm and other times by appointment including via my Zoom room. My Spring 2021 Schedule is posted above.

Course Description

Study of the interrelationships among organisms and their environments, addressing where and how organisms live. Adaptation, population growth, species interactions, biodiversity, and ecosystem function are explored for a wide variety of organisms and ecosystems.

Prerequisite/Restriction: BIOL 1610 and BIOL 1620 may be taken concurrently. Cross-listed as: WATS 2220 and BIOL 2220 Semester(s) Traditionally Offered: Fall, Spring
3.000 Credit hours, 3.000 Lecture hours

Pre-requisites: BIOL 1610 (Biology I). You are expected to read and understand scientific publications; use proper grammar, spelling, and good style in written communication; and show quantitative competency with interpreting and manipulating scientific data. You will use basic calculating skills that include fractions, decimals, exponents, simple algebraic expressions, and graphing. I encourage you to enroll in a statistics course as soon as possible; this will be one of the most useful classes in your professional and personal life. We will also learn and use some basic statistics in this course. BIOL 1620 is a co-requisite but recommended as a pre-requisite.

Main Course Goals:

1. You will develop critical thinking skills in order to make informed decisions within the realm of ecology and beyond.
Specific strategies: Review and interpret primary literature in the field, engage in discussion about current topics in the field, be able to predict or recommend actions to solve previously unfamiliar ecological problems, diagram ecological processes (article reviews, discussions, modules, final quiz questions, exams)
2. You will acquire an understanding of the basic mechanisms (facts and concepts) of ecology.
Specific strategies: Learn the terminology and facts/knowledge of the field & general ecological principles; apply this knowledge to new problems (textbook, modules, quizzes, exams)
3. You will develop your written and oral communication skills.
Specific strategies: produce written logical summaries of primary literature, engage in discussion about current hot topics in the field (article reviews, discussions)

Course Objectives

By the end of this course, you will be able to:

1. Identify and explain **core ecological concepts** related to:

seven groups: individuals, populations, communities, ecosystems, landscapes, biomes, and biosphere. Within each group is a set of related concepts, e.g. trophic levels, predation, food chain/web, energy flow, nutrient cycling, regulators.

2. Implement **ecological practices** or approaches and skills necessary for conducting ecological science including the scientific process including:

natural history, fieldwork, quantitative skills, designing & critiquing experiments, collaboration, and communication

3. Critical evaluate **human-environmental** interactions focusing on bi-directional interrelationship and their influence on environmental policy including:

human dependency on the environment, human accelerated environmental change, management and ethical dimensions

Course Resources

Auto Access eBook: Ecology: Concepts and Applications eBook 8e by Molles

This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. **To access the materials, visit the Canvas course site.** For more details, including dates, deadlines, and opt-out info, visit your student Auto Access Portal: <https://portal.verba.io/usu/login>

SimBio/SimUText Interactive Modules: We will require some modules in this course, which will be purchased individually by you, the student, directly from the SimBio website <http://simbio.com>. DO NOT BUY THE PACKAGE IN THE BOOKSTORE; it is for a different ecology class. You will be provided instructions on Canvas on how to access your modules. Cost is \$22.

This is a 3-credit course, which represents 9 hours of work per week: 2.5 hrs of contact time (in class), 2.5–3 hrs of online material, ~1 hr of reading, and 2.5–3 additional hrs of study time per week on average to learn the material and complete assignments. You may require additional time. Please plan accordingly.

Evaluation Methods and Criteria

The following grading standards will be used in this class:

Grade	Percentage
A	93 or higher
A-	90 – 92.9

B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	73 – 76.9
C-	70 – 72.9
D+	67 – 69.9
D	60 – 66.9
F	59.9 or below

There will be a few opportunities for extra credit given to all students at the beginning and ending of the semester based on completing surveys or completing alternative assignments.

Assessment	Points Each	Total Points	Due	Dates
Quizzes (20)	1 pt. each	18 pts.	Mondays & Wednesdays, 3pm	Monday & Wednesday before class (2 dropped)
Homework (6)	4 pts. each	20 pts.	Sunday, 11 pm	After class review (1 dropped)
Article Review (2)	5 pts. each	10 pts.	Monday, 3pm	Feb. 22, March 1, & April 12
Participation (24)	0.25 pts. each	6 pts.	All IVC Meetings	Monday & Wednesday, except exam days (1 dropped)
Discussions & Activities (15)	1 pt. each	15 pts.	Monday, 3pm	Discussions: Monday before class (1 dropped), Activities during class (1 dropped)
Exams (3)	10 pts. each	20 pts.	Wednesdays, 5 pm	Wednesdays during class (1 dropped)
Final Exam (1)	11 pts.	11 pts	Wednesday, 3:30pm	May 5 th 3:30pm-5:20pm (not dropped)

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 bi-weekly class time or
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

		Assignments		Chap
Unit 1: Overview, Biomes, & Organisms				
January & February	Week 1	Monday, Jan. 18 Martin Luther King, Jr. Day, no classes	Wednesday, Jan. 20 Introduction & Scientific Process	
	Week 2	Monday, Jan. 25 Introduction to Ecology Syllabus Quiz <input type="checkbox"/> Discussion 1: Introductions (1 pt.) <input type="checkbox"/> Activity 1, Rosy Finch Experiment (2 pt.) <input type="checkbox"/> Organizational Levels in Ecology (0.5 pt.) <input type="checkbox"/> Assignment 1, Exploring Canvas (0.5 pt.) <input type="checkbox"/>	Wednesday, Jan. 27 Natural History Homework: HHMI Biomes (4 pts.) <input type="checkbox"/> Natural History Reading Quiz 1 (1pt.) <input type="checkbox"/> Understanding Biomes Quiz 2 (1 pt.) <input type="checkbox"/> Pre-Course Survey <input type="checkbox"/>	Chapter 1 & 2-3
	Week 3	Monday, Feb. 1 Pop. Genetics Reading Quiz 3 (1 pt.) <input type="checkbox"/> Discussion 2: Favorite Biome (1 pt.) <input type="checkbox"/>	Wednesday, Feb. 3: Temp. & Water Rel. Reading Quiz 4 (1 pt.) <input type="checkbox"/> Homework 2: SimBio Experimental Design (4 pts.) <input type="checkbox"/>	Chapter 4 & 5-6
	Week 4	Monday, Feb. 8 Energy & Nutrients Reading Quiz 5 (1 pt.) <input type="checkbox"/> Activity in class, Exam Q&A (0.5 pt.) <input type="checkbox"/>	Wednesday, Feb. 10 no in person-class Exam 1, Chapters 1-7 (10 pts.) <input type="checkbox"/>	Chapter 7
Unit 2: Populations				
Feb. March	Week 5	Monday, Feb. 15 Presidents' Day, no classes	Wednesday, Feb. 17 Population Dist. Reading Quiz 6 (1 pt.) <input type="checkbox"/> Homework 3: Bee Populations (4pts.) <input type="checkbox"/>	Chapter 9
	Week 6	Monday, Feb. 22 Population Dynamics Article 1 Due (3 pts) <input type="checkbox"/> Reading Quiz 7 (1 pt.) <input type="checkbox"/> Disc. 3: Human Population (1 pt.) <input type="checkbox"/>	Wednesday, Feb. 24 Population Growth Reading Quiz 8 (1 pt.) <input type="checkbox"/>	Chapter 10 & 11
	Week 7	Monday, March 1 Life Histories Reading Quiz 9 (1 pt.) <input type="checkbox"/> Activity in class, Exam Q&A (0.5 pt.) <input type="checkbox"/> Article 1 Revisions Due (2 pts) <input type="checkbox"/>	Wednesday, March 3 no in person-class Exam 2 (10 pts.)	Chapter 12
Unit 3: Communities & Ecosystems				
March &	Week 8	Monday, March 8 Competition Reading Quiz 10 (1 pt.) <input type="checkbox"/> Discussion 5: Careers (1 pt.) <input type="checkbox"/>	Wednesday, March 10 Interactions Reading Quiz 11 (1 pt.) <input type="checkbox"/> Homework 4: SimBio Isle Royale <input type="checkbox"/>	Chapter 13 & 14
	Week 9	Monday, March 15 Mutualism Reading Quiz 12 (1 pt.) <input type="checkbox"/>	Wednesday, March 17 Abund./Diversity	Chapter 15 & 16

			<i>Reading Quiz 13</i> (1 pt.) <input type="checkbox"/> <i>Homework 5: Pollination Exercise, Mental Modeler</i> (4 pts.) <input type="checkbox"/>	
	Week 10	Monday, March 22 Communities <i>Reading Quiz 14</i> (1 pt.) <input type="checkbox"/>	Wednesday, March 24 Geographic Ecology, <i>Reading Quiz 15</i> <input type="checkbox"/>	Chapter 17 & 22
	Week 11	Monday, March 29 <i>Exam 3 Review, Exam Q&A</i> (0.5 pt.) <input type="checkbox"/>	Wednesday, March 31 no in person- <i>clas</i> Exam 3 (10 pts.) <input type="checkbox"/>	
	Unit 4: Landscapes & The Biosphere			
	Week 12	Monday, April 5 Primary Production <i>Reading Quiz 16</i> <input type="checkbox"/>	Wednesday, April 7 Nutrient Cycling <i>Reading Quiz 17</i> <input type="checkbox"/>	Chapter 18 & 19
	Week 13	Monday, April 12 Succession & Stability <i>Reading Quiz 18</i> <input type="checkbox"/> <i>Article 2 Due</i> (5 pts) <input type="checkbox"/> <i>Discussion 6</i> : 1pt <input type="checkbox"/>	Wednesday, April 14 Landscape Ecology <i>Homework 6: SimBio Climate Change</i> <input type="checkbox"/> <i>Reading Quiz 19</i> <input type="checkbox"/>	Chapter 20 & 21
	Week 14	Monday, April 19 Global Ecology <i>Reading Quiz 20</i> <input type="checkbox"/> <i>Discussion 7: Alaska</i> <input type="checkbox"/>	Wednesday, April 21 Global Ecology <i>No test days</i> Post-course Survey <input type="checkbox"/>	Chapter 23
	Week 15 no-test week	Monday, April 26 last class day <i>No test days</i> Review: Biosphere Lecture <i>Discussion 8: Reciprocal Ecology</i> <input type="checkbox"/>	Wednesday, April 28 <i>Interim Day, no class</i> <i>Review for Final Exam</i>	
	Week 16	Final Examination May 5 th , 3:30pm-5:20pm (11 pts). <input type="checkbox"/>		The End

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. Exams are open for 3 days. Note that material builds each unit and keys for assignments and exams are released when assignments and exams are due, so you must still adhere to the deadlines. Beyond that, in order to accommodate scheduling conflicts, you are allowed to drop one midterm test score and I will provide one extra credit discussion and one makeup quiz. In other words, 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 exam 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 lab 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.

Exam format: All exams will be comprehensive. Questions may be multiple choice, fill-in-the blank, short answer, or short essay. No outside aids are permitted including paper or electronic resources, i.e., no notes, texts, programmable calculators, cell phones, etc. There will be no make-up exams because keys are released as soon as the exam closes. You have 3 days in the testing center for each exam; please schedule your exam early and do not wait to the last minute to take the exam. Your lowest midterm exam score will be dropped. If you miss an exam for any reason, that exam score will be dropped.

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.

Article Reviews: There will be two article reviews. Directions are available on Canvas. Due dates are firm such that I provide timely feedback for you to incorporate revisions. Due dates are given in the schedule below; please plan ahead.

SimBio/SimUText Modules: There will be three interactive modules you will work through online. These allow you to model your own experiments and have received high praise from past students. Directions are available on Canvas for these modules.

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/>).

1. Access the PowerPoints before class and bring them with you to facilitate note-taking.
2. Review the material at least once a week; do not wait until the night before the exam.
3. Quiz yourself: try to answer learning outcomes from memory, then check your answers.
4. Have a friend quiz you on the material and form a study group.
5. Make concept maps rather than flashcards of important terms.
6. Ask questions of the instructor and your classmates whenever something is unclear. Don't worry about interrupting!
7. Question the information you obtain in class or during your readings: is it logical? What are the implications? What other questions arise after considering the topic?

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](#)).

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/>

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.

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](#) 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 dismissal 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](#) 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](#)

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](#) 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 \(DRC\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, 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>, (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services>, (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu>, (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture>, (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa>, (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <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>

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](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)

- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

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 \(CAPS\)](#).

Students are also encouraged to download the [“SafeUT 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.