Instructor: Shelby Shackelford
please feel free to call me Shelby
Pronouns: she/her/hers
Email: shelby.shackelford@usu.edu
Office Hours: by appointment via zoom

Meeting times: This class will operate asynchronously Monday and Friday. Wednesday's, however, we will all meet via Zoom.

- Adler, R. B., & Proctor, R. F. II (2017). Looking Out, Looking In. Boston, MA: Cengage Learning. (This textbook is automatically embedded in Canvas and charged to your student account, unless you opt out. This is the least expensive option.)
- Any additional readings will be made available on Canvas.

Interpersonal Communication examines how we perceive self and others, how we use information we gather about self and others to guide our interactions, and the essential role of communication in the development and maintenance of human relationships.

The objectives are:

1. To enable you to critically examine interpersonal communication events and draw on both theories and concepts of communication literature.
2. To help you evaluate your own interpersonal communication skills and to provide you with opportunities to develop and demonstrate competency in interpersonal communication.
3. To prepare you to work with communication research as needed in upper-division communication studies classes.

Course evaluation is based on the following assignments:

Interpersonal Development Project (Rubric is imbedded in instructions): 300 points
Weekly Quizzes: 100 points
Discussion Board and Reply: 5 points = 165 points
Perception Paper *(Rubric is imbedded in instructions): 75 points
Communication & Mass Media Complete Tutorial: 10 points

**Total: 650**

**The following grading standards will be used in this class:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>92.95-100%</td>
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<td>A -</td>
<td>89.95-92.94%</td>
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<td>B +</td>
<td>86.95-89.94%</td>
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<tr>
<td>B</td>
<td>82.95-86.94%</td>
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<tr>
<td>B -</td>
<td>79.95-82.94%</td>
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<tr>
<td>C +</td>
<td>76.95-79.94%</td>
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<tr>
<td>C</td>
<td>72.95-76.94%</td>
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<tr>
<td>C -</td>
<td>69.95-72.94%</td>
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<tr>
<td>D</td>
<td>59.95-69.94%</td>
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<tr>
<td>F</td>
<td>59.94% and below</td>
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*Grades are rounded to the nearest tenth. That means that an 89.95 is an A- and an 89.94 is a B+. This policy is non-negotiable and there will be absolutely no exceptions.*

*24/7 Rule:* If you are contesting a grade, you must wait 24 hours after the received grade, and then you have 7 days to reach out to me and schedule an appointment. After this period of 7 days, all grades are final.

*Late work: Perception paper and Interpersonal Development Project* must be turned in on time. If not, they will receive 10% off the final grade each day the assignment is late including the due date. Assignments will **not be accepted after 3 days past the due date.** That said, if there is a health or family emergency (but not limited to), please reach out to me before the due date, so we can arrange a new due date that is best suitable for the both of us.

*Reminder:* Discussion boards and quizzes will not be accepted late.

**Interpersonal Development Project (300 points):**

In order to give you theoretical and practical understanding of communication and conflict, you will conduct a semester project designed to develop your interpersonal
Perception Paper (75 points):
Watch a movie or television program that discusses the specific communication phenomenon called perception (Ch 4). Other concepts included with perception include: androgynous, attributions, empathy, ethnocentrism, gender role, halo effect, interpretation, narrative, negotiation, organization, perception checking, pillow method, punctuation, selection, self-serving bias, stereotyping, sympathy. This paper should include a discussion on how the various characters in the movie or television program display the communication concepts listed above. Type a three-to-four page paper that thoroughly examines the phenomenon of perception.

Only 1 page of the paper should be dedicated to discussing the movie or television program and 2-3 pages of the paper should be dedicated to the communication concepts referred from the textbook. The paper must be formatted in APA format, include at least three sources (one can be the textbook) and formatted appropriately for an academic paper. Submit paper in Canvas.

Quizzes (100 points):
You will have a quiz on chapters 1-11 to assess your comprehension of key concepts and theories. These quizzes will be open note and open book but will be timed. Each quiz is worth 10 points and will be due by 11:59PM. You can drop one of your lowest quiz scores.

Discussion board posts (165 points):
You will be required to complete discussion board posts by 11am. Discussion board posts will be due by 11am. You will then respond to two classmates by 11:59pm that same day, in which you will either be a question of clarification, (i.e. a question useful for clarifying confusing material and/or extending our understanding of certain research theories/concepts), a question or comment of extension whereby you ask a heuristic/thought-provoking question based on the readings. In order to receive the full 5 points you must complete the discussion board and respond to 2 classmates. No late work will be accepted for credit.

Directions:
Discussion posts:
First, please define 3 concepts that are specific to the chapter of the day (or week). Second, choose 2 out of the 3 concepts and apply them in some way. Finally, ask a question of clarification, (i.e. a question useful for clarifying confusing material and/or extending our understanding of certain research theories/concepts), or a question whereby you ask a heuristic/thought-provoking question based on the readings that could be useful and/or interesting. (this part is always due by 11am)
Second, you will then respond to two classmates by 11:59pm that same day. For example, say you have a discussion post due by 11am on Monday, you will respond to 2 of your peers by 11:59pm on Monday to receive full credit. Your reply could demonstrate knowledge to a particular question, or something that you found interesting/useful from a student’s question. No late work will be accepted for credit.

Communication & Mass Media Complete Tutorial (10 points):

This will ensure everyone is aware of the basic mechanisms when searching the Comm. Studies database. For additional help, please contact Britt Fagerheim who is our Comm. Studies reference and instruction librarian.

Email: britt.fagerheim@usu.edu

Email: You may address me as Shelby or Professor Shackelford if you are more comfortable with a formal tone. I ask that you put the full course number in the subject heading. This not only helps me learn names, but also ensures that I am providing you with the right information that is specific to your class.

If you are providing information that does not necessitate a reply, I may not reply. I will reply if a question is asked. I will also reply if there is a request for me to confirm receipt of your email. I will typically respond to an email within 24 hours. If you email me in the evening, expect that I will reply the following day. There is no set turn-around time on weekends. I would ask that you, too, check and respond to email in a similar time frame.

Cellphone Use: I try to create a comfortable and productive learning environment that contributes to your education. For that reason, please refrain from using your cellphone unless there is an emergency.

Note: This is a general plan for the course. Deviations may be necessary, and will be announced during class or via email.

01/20
- Syllabus
- Ice Breaker
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>01/22</td>
<td>IDP</td>
<td>Send an email to me explaining in your own words a) what the IDP is b) what is APA and an example (e.g. book, article, blog citation, etc.) c) what the Perception paper is</td>
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<tr>
<td>01/25</td>
<td>First look into IPC</td>
<td>Chapter 1</td>
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<tr>
<td>01/27</td>
<td>First look into IPC</td>
<td>Chapter 1</td>
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<td>01/29</td>
<td>First look into IPC</td>
<td>Chapter 1</td>
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<td>02/01</td>
<td>IPC &amp; Social Media</td>
<td>Chapter 2</td>
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<tr>
<td>02/03</td>
<td>IPC &amp; Social Media</td>
<td>Chapter 2</td>
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Discussion board due @ 11AM
Quiz 1 Due @ 11:59PM
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<th>Chapter</th>
<th>Main Topic</th>
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<th>Quiz Due</th>
<th>IDP Proposal Due</th>
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<td>Chapter</td>
<td>Assignment/Quiz Due Time</td>
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<td>03/03</td>
<td>Emotion</td>
<td>Chapter 5</td>
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03/05  • Emotion  Chapter 5  Discussion board due @11AM  Quiz 5 Due @ 11:59PM

03/08  • Language  Chapter 6  Discussion board due @11AM

03/10  • Language  Chapter 6  Discussion board due @11AM

03/12  • No class  Quiz 6 Due @ 11:59PM

03/15  • No class

03/17  • Nonverbals  Chapter 7  Discussion board due @11AM
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<th>Assignment</th>
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<td>Nonverbals</td>
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<td>Chapter 8</td>
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<td>Chapter 8</td>
<td>Listening</td>
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<td>Listening</td>
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<td>Chapter 9</td>
<td>Communication &amp; Relational Dynamics</td>
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<td>Communication &amp; Relational Dynamics</td>
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<td>• Quiz 9</td>
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<td>04/16</td>
<td>• Close Relationships</td>
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<td>04/19</td>
<td>• Communication Climates</td>
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<td>Chapter 11</td>
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<td>04/28</td>
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<tr>
<td>04/29-05/05</td>
<td>finals week</td>
<td>informal IDP presentation</td>
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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 *(Links to an external site.)*).

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/riskmgt/](http://www.usu.edu/riskmgt/) *(Links to an external site.)*

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. *(Links to an external site.)*

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 *(Links to an external site.)* for more information.
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 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 (Links to an external site.) further defines academic freedom and professional responsibilities.

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.

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:
  o 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](Links to an external site.)

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](Links to an external site.) 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](Links to an external site.) 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](Links to an external site.)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

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.
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) (Links to an external site.) 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.

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 (Links to an external site.), (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: https://ususa.usu.edu/student-association/student-advocacy/legal-services (Links to an external site.), (435) 797-2912, TSC 326,
- Access and Diversity: http://accesscenter.usu.edu (Links to an external site.), (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: http://accesscenter.usu.edu/multiculture (Links to an external site.), (435) 797-1728, TSC 315
- LGBTQA Programs: http://accesscenter.usu.edu/lgbtqa (Links to an external site.), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: https://www.usu.edu/provost/diversity (Links to an external site.), (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 (Links to an external site.)

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII (Links to an external site.).

- Student Conduct (Links to an external site.)
- Student Code (Links to an external site.)
- Academic Integrity (Links to an external site.)
- USU Academic Policies and Procedures (Links to an external site.)
- Academic Freedom and Professional Responsibility Policy (Links to an external site.)
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 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) (Links to an external site.).

Students are also encouraged to download the “SafeUT App” (Links to an external site.) 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.

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.