

# Spring 2025 ITLS-7340-IW1 XL Syllabus

## **i** Info: Note on the Syllabus

The syllabus for this course is meant to be a shared guide for our semester to outline agreements, intentions, and expectations. Thus, I welcome comments, feedback, and discussion about any aspect of the syllabus. This syllabus is available here ([https://docs.google.com/document/d/1ANSTZN\\_ayu0WRf7T-ZrEyvD9GvcTZs2O/edit](https://docs.google.com/document/d/1ANSTZN_ayu0WRf7T-ZrEyvD9GvcTZs2O/edit)) for annotation/comments/discussion.

## ITLS Syllabus 7340

### Class Gatherings

We will meet Wednesdays 7:15-9:45pmMST. Our gatherings will take place on our course Zoom.

We will also have a course Slack workspace and Canvas assignments available for asynchronous course participation.

### Course Description

Cultivating authentic, equitable, and sustainable partnerships is an emerging expectation across all lines of research inquiry, disciplines, and fields. Whether you identify as a qualitative, quantitative, and/or mixed methodologist, there is a growing demand, especially from funders and policymakers, for scholars to conduct research with community partners.

The purpose of this course is to build students' capacity for future community-based research grounded in reciprocal, respectful, and responsible partnerships. I invite students to think through the complexities of working in partnership with communities and develop strategies for equitably navigating these complexities. A key aspect of this work is to think carefully about history and power dynamics across stakeholders and develop ethics and practices to attend to them in thoughtful and intentional ways. Students will explore foundational theories and critical considerations of partnership-building and learn practical skills for sharing this work through publications, presentations, and community outputs. This course is designed for students across disciplines and methodologies.

### Land Acknowledgment

We are all on Indigenous lands of federally and non-federally recognized tribes. In Utah, the current, past, and future guardians of these unceded lands include: Confederated Tribes of the Goshute Indians, Navajo Nation, Northern Ute Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. I honor the land itself and the people who have stewarded it throughout the generations. I invite students in this course to actively join me in nurturing awareness and gratitude for Indigenous communities past and present.

# Inclusive Excellence Statement

Your experience in this class is important to me. As humans, I value who you are and the contributions you make to our community. Toward USU goals of inclusive excellence and belonging, it is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the range of ideas that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of differences. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings or assignments conflict with your religious events, please let us know so that we can make arrangements for you. Pronoun and name preferences: It is important to me that our class community respects each other's preferred pronouns and names. Here is a video from CIDI (<https://www.loom.com/share/e25fc6bc0ca24a98b65f654a2d3b34c3>) of how to add your pronouns in Canvas, if you'd like to do that. Here are instructions ([https://usu.service-now.com/kb\\_view.do?sysparm\\_article=KB0010066](https://usu.service-now.com/kb_view.do?sysparm_article=KB0010066)) on how to change your preferred name (note this happens in Banner not Canvas). Here's a resource for how to do both of these in Zoom (<https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-profile#:~:text=Name%3A%20To%20change%20your%20name,Title%2C%20Company%2C%20and%20Location.>). Additional information on accommodations USU provides are available at the end of the syllabus, but please reach out if you need assistance navigating this.

*It is my belief that we are all, myself included, a work-in-progress, especially when it comes to enacting values of inclusive excellence and belonging, which means **we will all make mistakes as we learn**. We are all at different places in our journey. It is my goal that our class remain a safe space to share different perspectives and, yes, at times mess up with the motive of learning and growing together. It is through embracing the discomfort that comes with our own humanity we will grow to become a community of belonging for all. - Dr. Litts*

## Basic Needs Security

Your well-being is important to me. Please let me know if you are facing food insecurity or cannot meet any other basic needs required for safe and comfortable learning. We will connect you to resources within the university community. Additional student resources are referenced in the last half of the syllabus here is a curated list of resources (<https://www.usu.edu/covid-19/students/support>) and here are additional resources for online students. (<https://www.usu.edu/online/student-benefits>)

**Lauren's Promise** (<https://www.laurenmccluskey.org/>)

*I will listen and believe you if someone is threatening you.*

## Online Learning & Tech Support

Please review the "technology support" section below for additional resources.

### Technology Support for Online Learning

If you have difficulty accessing technology equipment, WiFi, or online digital applications, please let me know immediately and take proactive steps according to the following resources.

#### *Information Technology Support at USU*

The first place to go, after contacting me about your technology issue, is USU IT Service Desk: <https://it.usu.edu/service-desk> (<https://it.usu.edu/service-desk>). They can often help you with issues related to USU email, Canvas, and Zoom better and faster than I can.

Email: [servicedesk@usu.edu](mailto:servicedesk@usu.edu)

(<mailto:servicedesk@usu.edu?subject=>)Phone: 435.797.HELP (4357)

## Zoom Video Conferencing

We will be using Zoom Video Conferencing for our weekly meetings. We will use the same zoom link throughout the semester, unless you are notified otherwise. Zoom accounts are available to all USU students. More information is available here (<https://www.usu.edu/academic-support/technology/zoom/overview>). If you have not set up your account, you can do so by visiting: [zoom.usu.edu](http://zoom.usu.edu/) (<http://zoom.usu.edu/>).

## Technology Rental Programs Across Campus

As a USU student, you have access to various technology check out and rental programs. If you need any technology, such as laptops, headphones, or microphones, to support your participation in this course, please review the campus-wide offerings here: <https://it.usu.edu/labs/campus-tech-resources> (<https://it.usu.edu/labs/campus-tech-resources>). If you still have trouble getting what you need, please contact me as the ITLS department has additional equipment available for check out.

### **i** Info: Note on Communicating with the Professor

I am available and happy to chat with you throughout the semester. There are three ways to reach me: (1) Send a message in Canvas, (2) Send a message in Slack, or (3) Call or text. During the week (Monday-Friday), I will respond to your request within 24 hours, except for holidays. If you attempt to reach me after 5pm on Friday, you can expect a response by 5pm on Monday. While I will typically respond quicker than these timeframes, please plan accordingly. If I don't respond within this timeframe, please follow up as I may not have received your message. **If you email me, it is unlikely I will respond in a timely manner.**

## Course Goals & Objectives

The course is shaped by one overarching question: ***How can researchers partner with communities in ways that center and meet the communities' needs?***

### Big Questions

1. What are different models of community-engaged work and what are their implications?
2. What are key roles and practices for researchers in community-based contexts?
3. How can researchers form relationships that cultivate and support community strength and capacity in partnership with youth, adults, families, and their communities?
4. What are the key challenges, tensions, and domains that educators and researchers need to grapple with to enact equitable and transformative community-based practice and research?

### Course Objectives

Develop an understanding of the historical and theoretical foundations and contemporary conceptualizations of conducting research with community partners.

### IDEA\* Objectives

**IDEA Objective 2** Learning fundamental principles, generalizations, or theories.

**IDEA Objective 3:** Learning to apply course materials (to improve rational thinking, problem solving and decisions)

## Course Objectives

Investigate critical and ethical considerations in conducting research with community partners and be able to apply these considerations in research settings (e.g., IRB processes, stakeholder responsibilities, shared data repository)

Practice documenting, writing, and sharing the partnership-building process as a valued output that informs diverse audiences including researchers, practitioners, and communities.

Explore nuances of building partnerships in diverse contexts such as with stakeholders in Indigenous communities, K-12 schools, museum or library settings, and/or non-profit or industry organizations.

Gain familiarity with strategies and approaches for conducting community partnership building including collaborative design, design-based implementation research, research-practice partnerships, community-based research, action research, critical research, and/or other relevant approaches.

\*IDEA is the name of the course evaluation system USU uses to evaluate courses. At the end of the semester, you will be asked to evaluate the course based on the above objectives.

## IDEA\* Objectives

**IDEA Objective 2** Learning fundamental principles, generalizations, or theories.

**IDEA Objective 3:** Learning to apply course materials (to improve rational thinking, problem solving and decisions).

**IDEA Objective 11:** Learning to analyze and critically evaluate ideas, arguments, and points of view.

**IDEA Objective 3:** Learning to apply course materials (to improve rational thinking, problem solving and decisions)

**IDEA Objective 4:** Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

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**IDEA Objective 3:** Learning to apply course materials (to improve rational thinking, problem solving and decisions)

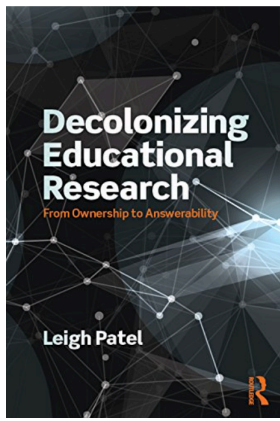
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## Course Materials

There is one required book for this class. All other course materials will be available via Canvas.

**Required:** *Decolonizing Education Research: From Ownership to Answerability* by Leigh Patel

All other course materials will be available via Canvas and are outlined on the weekly pages. To help you manage your engagement with thinking materials in this course, I designate each material with “**sink**” or “**skim**”, so you understand the level of engagement I am expecting. Here is a resource from APA (<https://www.apa.org/gradpsych/2010/11/skim>) that provides strategies for managing the reading load in graduate school - I also really like this resource (<https://blogs.tntech.edu/graduate/2020/01/08/sink-or-skim-top-ten-tips-for-reading-in-grad-school/>). The role of “**sink**” materials is to anchor our discussion, so please designate time to sit with and maybe re-engage with these several times.



The core purpose of “**skim**” materials is to identify and critically consider the main point. In addition to watching, listening, and reading course material, there are also some to “**explore**,” which means to familiarize yourself with the resource and come with a working knowledge of what it is – you are always free to go as deep as you like.

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## Course Format

This is an online class with a mix of synchronous and asynchronous participation. In addition to meeting on Wednesdays 7:15-9:45pmMT via Zoom, there will also be active online participation in the form of assignments via Canvas and/or Slack. While we may not meet for the entire period every week, it is critical you keep this time available for synchronous work every week to accommodate the range of forms of participation we will engage in this class.

## Course Expectations

Although I will use a variety of teaching/learning techniques, I will rely heavily on small and large group discussion of readings and other materials, class presentations, field observations, and reflective writing. The purpose of the learning activities in this class is to build students' capacity to nurture community partnerships in research contexts through reading, listening to others' ideas, discussing with peers, and developing practical skills. A huge part of being successful in this class aligns with how to be successful in community partnerships: active, empathetic, and generous listening. Thus, through our work together, we will practice generous listening, thoughtful contributing, and making the community welcoming to diverse opinions. Through the development of a safe environment, requests for elaboration, clarification, or evidence will come to be seen as encouraging thoughtfulness rather than as personal attacks or "silencing." We all have roles to play in creating our learning community.

## Attendance Policy

Because the format of the course itself is meant to model *showing up* for our community, **attendance in this course is required**. If you will not make it to a class, please reach out proactively. You have the option to make up **one** course attendance by submitting a 500 word reflection on the week's thinking materials. If you miss more than one class in the semester, it will be reflected in your class citizenship and participation grade.

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## Rhythm of the Course

We're going to follow a weekly rhythm in this class throughout the semester. Each week we will focus on a single issue or idea and we will have 1-2 questions of the week driving our inquiry. Over the course of the semester, there will be **three types of learning activities to complete**.

### 1. Class Citizenship and Participation. (140 points)

Our collective engagement in the course will serve as a model for how to engage with community partners. As a result, we are building a community. In order for a community to work, members need to feel agency and ownership over the work the community is doing together. Thus, I ask for each member of our community to commit to the following activities:

- Complete and reflect on thinking materials each week.
- Join our weekly gathering with *at least* one thoughtful question and/or reflection.
- Participate in community discussion according to our class agreements.

Citizenship and participation in our community is critical to our shared experience throughout the semester. In its design, this class is meant to model the process of community building. A critical piece of cultivating these relationships is building trust, which requires *showing up*. Please do your best to attend. That said, I understand life happens, so please communicate your absence according to the class agreements.

## 2. Self-reflection and Growth Activities. (50 points)

- Journal Your Interactions (<https://usu.instructure.com/courses/778796/assignments/4722517>)
- Positionality Statement (<https://usu.instructure.com/courses/778796/assignments/4722521>)
- Listening Activity (<https://usu.instructure.com/courses/778796/assignments/4722518>)
- Expand your community (<https://usu.instructure.com/courses/778796/assignments/4722516>)

## 3. Partnership-building Activities. (110 points)

- Gathering Facilitation (<https://usu.instructure.com/courses/778796/assignments/4722514>)
- Partnership Proposal (<https://usu.instructure.com/courses/778796/assignments/4722520>)

## Assignment due dates

All assignments in this class will be **due Tuesdays at 5pmMT** with a grace period until **Wednesdays at 9amMT**. These due dates are designed to provide a predictable rhythm for you and for me. Your assignments are a critical component in my preparation for our Wednesday gatherings, so please reach out immediately if you think you might miss a grace period deadline. See the late policy below for more information on what to do.

## Late Assignment Policy

Because this course is centered around participation and engagement of shared experience, the timing of assignments is critical to their value. This is why assignments are due in advance of each class. That said, I understand life happens. If you find yourself in a situation where you have missed the Wednesday 9amMT grace period for an assignment, please reach out and request approval to submit the assignment late. I will accept late assignments up to April 23, 2024, but **you must request approval to submit a late assignment.**

The Partnership Proposal cannot be made up as it is due at the end of the semester when grades are due. If you are having difficulty completing this assignment on time, please reach out to discuss options for how to complete the course.

If you have something going on, please reach out to us (no matter how big or small it feels). I am here to help, but I can't help if I don't know you need it. I understand life happens and it doesn't care what time of the semester it is. If you have a major life event happening during the semester that prohibits you from completing the course at the same level of performance, please reach out to me as you may be eligible to extend the course beyond the semester.

## AI Use Policy for ITLS 7340

We are still in the midst of understanding the prospects and perils of AI tools, like ChatGPT. This ongoing conversation has direct and important implications for research with communities. Whether and how we use AI in, with, and for, the communities with whom we are working, needs to be a point of open and transparent discussion, especially when considering the range of historicities and epistemologies of the communities with whom we are working. I welcome this discussion in this class. Moreover, given that the goal of this course is to equip you with skills and practices to respectfully and responsibly conduct community research, I ask you to be mindful of your use of AI in this course vis-a-vis your goals for your own learning in this course. With this in mind, here's the policy of this course:

### AI Use is Permitted with Attribution

If you use AI in *any* way to complete any of your assignments in this course, you must submit an AI Acknowledgement form (available here (<https://docs.google.com/document/d/1j--oC4Wr8CZxLNR4Rb-mtpm-1EYVXS8DqitKXEYuyTI/edit?usp=sharing>)) to attribute and acknowledge AI's contribution to your assignment.

As the instructor of this course, I have the full authority to evaluate a student's academic performance in accordance with the Utah State University Student Code of Conduct. Therefore, please be aware that you are responsible for verifying the output of AI-generated content before submission and any assignments you submit you are taking ownership of as your original work. Large language models still tend to produce inaccurate outputs, so please ensure you are providing accurate and appropriate information in your assignments. In accordance with USU's Student Code of Conduct, you will be responsible for any inaccurate, offensive, or otherwise unethical content you submit.

*Helpful note: I have previously had cases where students unintentionally plagiarized each other due to using the same AI tool with nearly identical prompts. This is plagiarism and will be reported as an Academic Integrity Violation. In this class, you can view your Copyleaks report on your assignments immediately after you've submitted them in Canvas.*

## Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

## Important USU-wide Resources, Expectations, and Policies

### 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/statewide](http://libguides.usu.edu/statewide). (<http://libguides.usu.edu/statewide>)

### Online Course Fee

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

### 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/>)

## 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

### Appropriate Use of Canvas and Other IT Resources

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with USU Policy 550: Appropriate Use of Computing, Networking, and Information Resources (<https://www.usu.edu/policies/550/>) and the accompanying Terms of use for USU IT ([https://usu.service-now.com/aggies?id=kb\\_article\\_view&sysparm\\_article=KB0015388](https://usu.service-now.com/aggies?id=kb_article_view&sysparm_article=KB0015388)) resources, as well as Article V-3.B.25.c (<https://www.usu.edu/student-conduct/student-code/article5>) of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

### Classroom Behavior

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://www.usu.edu/student-conduct/student-code/article5>) for more information.

### 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. Policy 4002: Academic Freedom and Professional Responsibility (<https://www.usu.edu/policies/4002/>) 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://www.usu.edu/student-conduct/student-code/article6>)

## Discrimination and Sexual Misconduct

### General Overview

USU strives to provide an environment for students and employees that is free from discrimination (<https://www.usu.edu/equity/non-discrimination>) and sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms>). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, [titleix@usu.edu](mailto:titleix@usu.edu) (<mailto:titleix@usu.edu>), or at [equity.usu.edu/report](https://www.usu.edu/equity/report) (<https://www.usu.edu/equity/report>). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](https://www.usu.edu/sexualrespect.usu.edu) (<https://www.usu.edu/sexual-respect/>). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](https://www.usu.edu/equity/resources) (<https://www.usu.edu/equity/resources>).

### Required Reporting of Sexual Misconduct and Threats of Harm

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual

misconduct, USU has implemented reporting policies and practices (<https://www.usu.edu/policies/340/>) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "reporting employee" (<https://www.usu.edu/equity/sexual-misconduct/employees.php>). This means that if you share information with me about incidents of sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php>) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, I *will report* that information to the USU Title IX Coordinator (<https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php>). I will also share with you information about designated confidential resources (<https://www.usu.edu/equity/sexual-misconduct/confidential-resources>), supportive measures (<https://www.usu.edu/equity/Supportive-Measures.php>), and how you can file a report (<https://www.usu.edu/equity/report.php>) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the mental health and wellness resources (<https://www.usu.edu/aggiewelness/caps/>) available to you.

## **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) (<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 Pregnant or Have a Pregnancy-Related Condition**

If you need academic accommodations related to pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery, or other pregnancy related conditions, please contact the Office of Equity as early as possible. All accommodations related to pregnancy must be approved by the Office of Equity. The Office of Equity will then coordinate with instructors to provide accommodations. The University will not exclude a student from participating in any part of an educational program based on the student's pregnancy or pregnancy related conditions.

*Office of Equity:* Distance Education, Room 400, Logan Campus, 435-797-1266, Office of Equity: Pregnancy and Pregnancy Related Conditions (<https://www.usu.edu/equity/pregnancy-accommodations>).

## **Inclusive Excellence**

USU provides resources to help all students feel included as part of the campus and broader USU community. To learn more about the resources available and how to access them, visit the Inclusive Excellence Office (<https://www.usu.edu/inclusive-excellence/>).

## **Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Academic Grievances section of the Course Catalog (<https://catalog.usu.edu/content.php?catoid=39&navoid=30452>).

### **Full details for USU Academic Policies and Procedures**

- Acceptable Use of University Computing Resources (<https://www.usu.edu/policies/550/>)
- Academic Policies and Practices (USU Catalog) (<https://catalog.usu.edu/content.php?catoid=39&navoid=29998>)
- Student Conduct (<http://www.usu.edu/studentconduct>)
- Student Code (<https://www.usu.edu/student-conduct/student-code/>)
- (<https://catalog.usu.edu/content.php?catoid=38&navoid=28932>)Academic Freedom and Professional Responsibility Policy (<https://www.usu.edu/policies/403/>)

### **Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building via USU official communication channels. Those channels will be: an audible alarm, such as a fire alarm; an Aggie Alert notification; or notification by a USU representative. In the event of a disaster that does not permit enough time for notifications, evacuate as the situation dictates (i.e., when shaking ceases in an earthquake; immediately when a fire is discovered or in the event of other immediate life safety concerns). If it does not inhibit safety, turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs. See USU Emergency Management (<https://www.usu.edu/dps/emergency/>) for more information.

### **General Health Protocols**

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick, and frequent hand washing.

### **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://safeut.org/>) 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.