

ITLS Syllabus 6535

Course Description


Design is everywhere, everything is designed, and design is not neutral. Design Thinking is an iterative and highly reflective design process that centers people. The purpose of this course is to build students' capacity for participating in the design thinking process as part of a diverse team. We will invite students to think through the complexities of design thinking and develop strategies for effectively and equitably navigating these complexities. Furthermore, we will explore design thinking methods and tools to support these practices. Specifically, we will discuss issues around human-centered design, user experience, and user interface design such as rapid prototyping, user testing, and collaborative design methodologies. You have **three main tasks** to accomplish in this course: (1) thinking, (2) designing, and (3) sharing.

Instructor




 Kelli Munns

 Associate Professor

 kelli.munns@usu.edu (mailto:kelli.munns@usu.edu)

 Instructional Technology and Learning Sciences

 Make an Appointment (<https://outlook.office.com/bookwithme/user/be3f4fa1e254440d93b9b6ddecac9cc5@usu.edu?anonymous&ep=plink>)

(mailto:%20breanne.litts@usu.edu)

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.

Inclusion Statement

Your experience in this class is important to me. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity 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 diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. 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.

*It is my belief that we are all, myself included, a work-in-progress, especially when it comes to enacting inclusive values, 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 remains a safe space to share diverse perspectives and creative ideas and, yes, at times mess up with the motive of learning and growing together. It is in this uncomfortable process that we will become a more inclusive community.*

Technology Support

Technology Support for Online Learning

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?subject=>)

Phone: 435.797.HELP (4357)

Zoom Video Conferencing

Zoom Video Conferencing is provided by USU to each student. Login at [zoom.usu.edu](https://usu-edu.zoom.us/) (<https://usu-edu.zoom.us/>) to activate your account. This may be especially useful for meeting with your project team. If you have difficulties with Zoom, let me know, and use the following web resources provided by USU CIDI to troubleshoot your problems: <https://cidi.usu.edu/tools/zoom/index> (<https://cidi.usu.edu/tools/zoom/index>)

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.

Info: Note on Communicating with the Instructor

I am available via email/phone/Zoom to chat through any issues you may have throughout the semester. During the week (Monday-Friday), I will respond to your request within 24 hours, except for holidays. If you attempt to reach me after 5 pm on Friday, you can expect a response by 12 pm 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 email/call. While I don't post scheduled office hours I make myself freely available during the week and you can easily schedule a time to meet via Zoom using this link (<https://cehsam.usu.edu/ramonline/BookAppt?AG=243>).


Course Goals & Objectives

This course is shaped by current issues in design, particularly the evolution of design thinking and its principles. By the end of this course, you will be able to:

1. Understand the foundations of design thinking. IDEA Objective (<http://www.usu.edu/aaa/pdf/idea/HO1-SOME%20THOUGHTS%20ON%20SELECTING%20IDEA%20OBJECTIVES.pdf>) #1 (Objectives #2 & #11 are secondary)
2. Understand and experience how designers work on a project in a team setting. IDEA Objective (<http://www.usu.edu/aaa/pdf/idea/HO1-SOME%20THOUGHTS%20ON%20SELECTING%20IDEA%20OBJECTIVES.pdf>) #5 (Objective #4 is secondary)
3. Applying design thinking processes, approaches, and tools by designing products or artifacts. IDEA Objective (<http://www.usu.edu/aaa/pdf/idea/HO1-SOME%20THOUGHTS%20ON%20SELECTING%20IDEA%20OBJECTIVES.pdf>) #3 (Objectives #4 & #6 are secondary)
4. Building and demonstrating design literacies through thinking, designing, and sharing. IDEA Objective (<http://www.usu.edu/aaa/pdf/idea/HO1-SOME%20THOUGHTS%20ON%20SELECTING%20IDEA%20OBJECTIVES.pdf>) #6 (Objectives #8, #9, & #10 are secondary)

Course Materials

There are no required books or materials for this course. All necessary materials will be provided to students in Canvas. However, the following books are good resources and will be referred to under additional resources during the semester.

1. The Design of Everyday Things: Revised & Expanded Edition - Donald Norman (https://www.amazon.com/Design-Everyday-Things-Revised-Expanded/dp/0465050654/ref=sr_1_1?ie=UTF8&qid=1498599833&sr=8-1&keywords=design+of+everyday+things) \$13 at Amazon or FREE PDF 
(<http://ebookcentral.proquest.com/dist/lib.usu.edu/lib/usu/detail.action?docID=1167019>)
2. Change by Design - Tim Brown (https://www.amazon.com/Change-Design-Transforms-Organizations-Innovation/dp/0061766089/ref=tmm_hrd_swatch_0?_encoding=UTF8&qid=&sr=) \$18 at Amazon
3. Don't Make Me Think Revisited (3rd Ed) - Steve Krug (https://www.amazon.com/Dont-Make-Think-Revisited-Usability/dp/0321965515/ref=sr_1_1?ie=UTF8&qid=1498599871&sr=8-1&keywords=don%27t+make+me+think) \$35 at Amazon

Class Format

This is an online class and includes synchronous (such as meeting for team projects and Thinking Group discussions) and asynchronous (such as online discussions and lectures) components. You will need to use Canvas extensively in this course and will be expected to stay connected and up-to-date with that system. All due dates will be kept current in Canvas. Communication outside of class will primarily happen through Canvas announcements, so make sure that your technology is set up in such a way that you receive these announcements. Please check out the Canvas tutorial videos at this link: <https://resources.instructure.com/courses/32/pages/canvas-student-tour-videos> (<https://resources.instructure.com/courses/32/pages/canvas-student-tour-videos>)

NOTE: Canvas announcements are the main way with which I will be communicating with you. Set your notifications accordingly. You will miss critical and helpful information if you don't regularly check the announcements.

Course Engagement Expectations

Although we will use various teaching/learning techniques, we will rely heavily on small group discussion of thinking materials, class presentations, sharing of design work, and reflective writing. The purpose of the learning activities in this class is to build students' capacity as designers across a variety of contexts through reading, listening to others' ideas, discussing with peers, and developing practical skills. Each assignment and form of engagement mirrors tasks and responsibilities you will encounter in professional design contexts. One of the core practices necessary to be successful in this class aligns with how to be a successful designer: active, empathetic, and generous listening. Through our work together, we will practice generous listening, thoughtful contributing, and cultivating an open community that welcomes 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.

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 in this course**: thinking, designing, and sharing.

(1) **Thinking**: This class will make you think. Each week I will provide an overview of the issue or idea for the week, we have curated additional materials, such as academic texts, designer and UX blogs, and videos, to support you in deepening and expanding your perspective toward design thinking. We expect that you will intentionally and meaningfully examine, evaluate, and engage these resources. Some materials will be easier to engage with, while others may take more time. We have clearly designated which resources are required or optional and which you should "sink" into or "skim". I recommend considering these "how to read (<https://miriamsweeney.net/2012/06/20/readforgradschool/>)" and "sink or skim (https://myusf.usfca.edu/sites/default/files/Sink_or_Skim_-_Fall_2016.pdf)" tips that outline how to manage the heavy reading in graduate school.

(2) **Designing**: It's design thinking, so prepare to design! You're going to complete an in-depth design project over the course of this semester that includes both individual and team-based outputs including a formal design pitch for community partners of this course and a portfolio design piece for you to include in your design portfolio. This is your chance to strut your stuff and show off all the design knowledge and skills you've picked up in the class, but remember even the most experienced designers fail sometimes (<http://www.creativebloq.com/web-design/embrace-failure-9135468>). So, when your design failures happen, take a few moments to reflect here (<https://www.interaction-design.org/literature/article/design-failures>), realize you're in good company and get back into the design game!

(3) **Sharing**: This is a great way to learn from each other. It is your chance to share what you have learned and how deeply you're engaging with the thinking material and concepts. Sharing includes both actively participating in your Thinking Teams and Design Teams as well as creatively helping to solve the design problems. Some of you may keep a design journal throughout the course, which I highly recommend. A design journal should include key things you want to remember and any design failures or successes.

Course Schedule

Week	Dates	Topic
1	Aug 26-30	What is Design?
2	Sept 3-6	Human-Centered Design (Monday, Labor Day Sept. 02)
3	Sept 9-13	Design Thinking
4	Sept 16-20	Participatory/Community-Based Design
5	Sept 23-27	Project Management
6	Sept 30-Oct 4	Design Project Introduction and Team Planning
7	Oct 7-11	Personas/Scenarios
8	Oct 14-17	Information Architecture (Friday, October 18- Fall Break)
9	Oct 21-25	Wireframe
10	Oct 28-Nov 1	User Research & Testing Methods
11	Nov 4-8	Prototype
12	Nov 11-15	Accessibility
13	Nov 18-22	Optional Portfolio Workshop (November 27-29 Thanksgiving Break)
14	Dec 2-6	Design Story
15	Dec 9-13	Design Pitch Due (No Test Week)

Assignment Overview

You are required to complete the following assignments:

- Weekly participation in Thinking Teams during the first part of the semester
- Design Project (multiple components)
- Design Pitches

Please see the grade breakdown below and respective project descriptions in the "Assignments" tab for more information on each.

Collaboration

We have structured this class such that you will work in smaller teams over the semester, which will give you a chance to meet several of your peers. Over the semester, you will participate in two different groups:

- (1) Thinking Team – randomly assigned
- (2) Design Project Team– assigned based on project interest

Grading

Course Assignments	Points
Thinking & Sharing: Reading & Discussion	50 (10/each)
Designing: Design Project (multiple components)	100
Project Management Plan (team)	10
Personas/Scenarios (individual)	20
IA/User Flow (team)	15
Wireframe (team)	15
Think Aloud/Interview (individual)	20
Prototype (team)	20
Sharing: Design Pitches	40
TOTAL	210 Points

Late Work

Late work is handled on a case-by-case basis and is accepted at the professor's discretion. **I have no obligation to accept your late work**, but I understand that life happens, so please contact me immediately. When possible, please be proactive rather than reactive in reaching out, meaning the sooner we can communicate, the less challenging it is to find a way forward.

Academic Misconduct: What it is, Why it Matters, and Consequences

Academic integrity is a core value at USU and academic misconduct is prohibited. Academic misconduct includes cheating, falsification, and plagiarism. Given our shared design value that people matter, it is important that we respect and recognize others' work and ideas. Therefore, academic misconduct of any type will not be tolerated in this course under any circumstances. You must properly and explicitly give credit, acknowledge, and cite the work of others that inspires you *including your own prior work*. If you have questions about academic misconduct, please reach out and I am happy to help and answer questions. This is not only an issue of integrity in your own work but an issue of respect for others' work. As a result of academic misconduct, such as plagiarism, you will not receive full credit on that assignment and could fail it or the course. Additionally, we are obligated to report cases of plagiarism to the Office of Student Conduct. More information is provided below in the university policy section.

Grading Scale

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%

Institutional Resources, Policies, & Procedures

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.

Non-Attendance 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 USU's nonattendance policy (<https://catalog.usu.edu/content.php?catoid=38&navoid=29183>)).

Land Acknowledgement Statement

As a land-grant institution, Utah State University campuses and centers reside and operate on the territories of the eight tribes of Utah, who have been living, working, and residing on this land from time immemorial. These tribes are the Confederated Tribes of the Goshute Indians, Navajo Nation, Ute Indian 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. We acknowledge these lands carry the stories of these Nations and their struggles for survival and identity. We recognize Elders past and present as peoples who have cared for, and continue to care for, the land. In offering this land acknowledgment, we affirm Indigenous self-governance history, experiences, and resiliency of the Native people who are still here today.

Online Course Fee

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

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) 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. Faculty Code Policy #403 (<https://www.usu.edu/policies/403/>) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (<https://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>), or at equity.usu.edu/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/sexual-respect/) (<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/aggiewellness/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>)). 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.