

ITLS 3120: Design Perspectives II

Professor: Ha Nguyen, PhD (you can call me Dr. Nguyen or Professor Nguyen)

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Office Hours: By appointment (email me to set up a meeting in person if you're in Logan or virtually).

Note on Communication: I am available via email and meetings to chat through any issues you may have throughout the semester. During the week (Monday-Friday), I will respond to your emails within 24 hours, except for holidays. If you attempt to reach me after 5pm on Friday, you can expect a response by 12pm 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 with me via email.

Welcome to Design Perspectives II! Together we're going to take a critical perspective of design by interrogating foundational design approaches as well as explore new approaches. Design may seem like a relatively neutral topic, however, design is **not** neutral; whether designing products, services, processes, or spaces, we are **designing experiences** which are embedded with our own biases, perspectives, beliefs, and values as designers. This means that we're going to tackle some sensitive, but significant topics over the course of the semester. We will consider questions about inclusion, diversity, and equity in design.

The Goal of the Course

In this class, we will be considering the inherent power designers have to control the way in which people experience the world and how, as designers, we can steward that power in a way that aligns with our own values and beliefs. The chief goal in this class is for you to develop a solid foundation and understanding of your own design perspective. Your thinking over the semester will culminate in two outputs: (1) A design project of a particular problem and (2) A clear design perspective that will anchor your future design endeavors.

IDEA Course Objectives

This course builds on the basic foundations of design presented in Design Perspectives I. By the end of the course, you will be able to:

1. Learn fundamental principles, generalizations, or theories about design (IDEA Objective #1)
2. Learn to apply course materials by creating and critiquing design personas and establishing your design perspective (IDEA Objective #3)
3. Develop specific skills, competencies, and points of view needed by professionals in the field (IDEA Objective #4)
4. Learn to analyze and critically evaluate ideas, arguments, and points of views about design issues to inform personal values (IDEA Objective #11)

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. In general, there will be **three main tasks to complete**. There are time estimates for each task, but effort will vary by weeks and person. Generally, you should plan to spend up to 9 hours per week to be successful in this course.

The three tasks are as follows:

Course tasks: Think, Design, Share

Task	Subtask
Complete thinking materials (plan for 1-3 hours)	• Read 1-2 articles or blog posts (plan for about 30-90 minutes). • Watch or listen to 1-2 videos or podcasts (plan for about 30-90 minutes for this). • Explore additional resources that the instructor provided (or research for yourself!).
Complete design assignments (plan for 1-3 hours)	• Submit a design task or challenge each week to apply or grow in the topic we're examining for the week.

Share and discuss (plan for 2-3 hours)	You've done all this work in understanding a new concept and applying it. Now it's time to share, discuss, and test it out. This requires three things: ◦ Share your perspective by providing your original contribution to the topic of the week and the questions you still have (usually by midnight on Friday in weekly discussion) ◦ Share the design work you did in applying this topic, and ◦ Discuss by responding to at least 2 peers' posts and responding to questions on your own post. When posting on your peers' work, you must ask a question before sharing your own opinion (usually by midnight on Sunday)
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Lessons for the weeks start on Monday (you can start ahead if you'd like), and assignments' due dates are usually on Sunday. Each week, based on the conversation threads in your Discussion and Design Assignments, I will follow up with short lecture notes to highlight (1) key ideas and concepts from the previous week and (2) emergent/ important ideas in the Discussion. This rhythm allows me to dynamically engage with emerging ideas from you.

Expectation for Engagement in This Class

This is an online class. Just because it's online does **not** mean you should passively engage in the course. If you've taken an online course before, you're probably aware that discussions are an important part of the course. **Though it often feels like busy work, it's not.** Rather, productive, deep, and thoughtful discussions help us shape our own ideas and understandings. This is learning.

I'm asking you to put down your digital microphone and instead **practice empathic listening**. Remember, you're in this class with other humans who have their own emotions, life, challenges, and thoughts. With that, let's practice listening, asking good questions, and seeking to understand each other. After all, **listening** is the most important characteristic of any designer. Don't take my word for it (<https://medium.com/google-design/stop-talking-start-listening-7a555ec8ebb1>).

Course Materials

All thinking and design materials are provided for you each week. No additional materials are needed.

Use of Generative Artificial Intelligence tools

You are permitted to use ChatGPT and other AI tools to assist you in ideating, writing drafts, and revising your writing. However, you are expected to include a disclosure statement at the end of your assignment describing **which AI tool you used** and **how you used it**. For example, you should state

(1) *"ChatGPT was used to draft about 30 percent of this paper and to provide revision assistance. AI-produced content was edited for accuracy and style."* and;

(2) include an Appendix for the prompts you used and the AI's responses in your submission.

Canvas as our Course Communication Platform

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. Please check out the Canvas tutorial videos (<https://usu.instructure.com/courses/582819>).

Canvas announcements are the main way with which the instructor will communicate with you. Set your notifications accordingly. You will miss critical and helpful information if you don't check the announcements.

Course Schedule

The course allows you to gain practice with the design process that you were introduced to in Design Perspectives & Processes I, with opportunities to dive deeper into user testing and prototyping. You will also learn and apply inclusive design perspectives throughout the course.

Course Schedule (Subject to Change)

Spring 2024	Design Perspectives II (ITLS 3120) Semester Overview		Total Points: 400	
Week	Start Date	Topic	Weekly Discussions	Assignments (points)
Week 1	Jan 8	Refresh on Design Perspectives: Find examples for redesign.	15	
Week 2	Jan 15	Design Tradeoffs: Who do we privilege in our design?	15	Lightning round of user research (10)
Week 3	Jan 22	Design Ethics: Why do we design?	15	Light paper prototype (10)

Week 4	Jan 29	Design Perspectives: What values and beliefs drive our design?		Affinity Map (10) Redesign project (10)
Week 5	Feb 5	Guest Speaker Experience Design: What does it mean, and how do we design experience?	15 (bonus point; no discussion)	Inclusive design activity (10)
Week 6	Feb 12	Information Architecture: What structure supports our design?	15	IA & Card Sorting (10)
Week 7	Feb 19	Design Process: How do we enact our perspectives?	Peer feedback (15)	Build your wireframe (10)
Week 8	Feb 26	Prototyping: How do we build prototypes to gain meaningful feedback?	Peer feedback (15)	Prototype (10)
Week 9		Spring Break		
Week 10	March 11	User testing: How do we think about user experience?	Peer feedback (15)	User testing plan (10)
Week 11	March 18	Guest Speaker User testing: Conduct user testing	Peer feedback (15)	Conduct user testing (10)
Week 12	March 25	Refining prototype	Peer feedback (15)	Refine prototype (10)
Week 13	April 1	Meet with instructor to discuss Final Redesign Project	Meet with instructor (10)	
Week 14	Apr 8	Role of feedback: Community-led and co-design approaches	15	
Week 15	April 15	Final Redesign Project due April 25 11:59 pm	None	Final redesign project (100)

Grading Scheme

You have two main outputs (design philosophy and design portfolio) in this course. You will have several **discussions and assignments** to work toward those outputs. Here's the summary breakdown:

Grade distribution

Course Work	Points
Weekly Discussion and Peer Reviews of Design Assignments	175
Design Assignments	200
Minor Design Assignments	110
Major Design Assignment: Final Redesign Project	100

TOTAL	375 Points
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Assignment Passes & Late Work

You will receive 2 passes at the start of the course. You can spend **1 pass** to get a 24-hour extension on an assignment. You must notify the instructor via email or Canvas message if you wish to do this at any time **before the assignment due date**. You can only have one extension per assignment.

Beyond the assignment passes, late work is handled on a case-by-case basis and is accepted at the instructor's discretion. I understand that life happens, so contact me if you need extensions for assignments.

Missed Assignments

You will be allowed to make up assignments at full credit only if you meet one of the following criteria:

- Incapacitating illness prevents a student from attending classes for a minimum period of two weeks,
- A death in the family,
- Financial responsibilities requiring a student to alter a schedule to secure needed employment,
- Change in work schedule as required by employer (with verification) or,
- Other emergencies as deemed appropriate by the instructor.

If there are extenuating circumstances, you may petition the instructor for time beyond the deadline. Documentation of the circumstances cited to justify the make-up is required.

Grading Standards

The following grading standards will be used in this class:

Grade range	
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%

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.

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. In addition, if any of our class meetings conflict with your religious events, please let me 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 pronouns in Canvas, if you'd like to do that. Here are instructions (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). 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 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 remain a safe space to share diverse perspectives 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.*

Basic Needs Security

Please let the instructor know if you are facing food insecurity or cannot meet any other basic needs required for safe and comfortable learning. I 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>)

Information & Technology Support for Online Learning

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

We will be using Zoom Video Conferencing for our meetings. 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.

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/rc. (<http://libguides.usu.edu/rc>)

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.

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.

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/>)

Disability Statement

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (<http://www.usu.edu/drc/>) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

University Policies & Procedures

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) (<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/aggiwellness/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 at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Respect for Diversity

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> (<https://studentaffairs.usu.edu/>), (435) 797-1712, studentservices@usu.edu (<mailto:studentservices@usu.edu>), TSC 220
- Student Legal Services: <https://www.usu.edu/involvement/student-association/student-advocacy/legal-services> (<https://www.usu.edu/involvement/student-association/student-advocacy/legal-services>), (435) 797-2912, TSC 326,
- Access and Diversity: <https://www.usu.edu/inclusion/> (<https://www.usu.edu/inclusion/>), (435) 797-1728, access@usu.edu (<mailto:access@usu.edu>); TSC 315
- Multicultural Programs: <https://www.usu.edu/inclusion/programs/multicultural/> (<https://www.usu.edu/inclusion/programs/multicultural/>), (435) 797-1728, TSC 315
- LGBTQA Programs: <https://www.usu.edu/inclusion/programs/lgbtplus-and-allies/> (<https://www.usu.edu/inclusion/programs/lgbtplus-and-allies/>), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> (<https://www.usu.edu/provost/diversity/>), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University: <https://studentconduct.usu.edu/studentcode> (<https://studentconduct.usu.edu/studentcode/>)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII (<https://www.usu.edu/student-conduct/student-code/article7>).

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

- Student Conduct (<http://www.usu.edu/studentconduct>)
- Student Code (<https://www.usu.edu/student-conduct/student-code/>)
- Academic Integrity (<https://www.usu.edu/student-conduct/student-code/article6>)
- USU Academic Policies and Procedures (<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 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.

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 (even with mild symptoms), 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.