

Fall 2025 ITLS-3530-IO1 Syllabus

ITLS Gaming, Culture & Technology 3530

Course Description

In this course, we will examine video games and other analog games such as board games as cultural phenomena. We will critically analyze who is included and excluded in the design of games and technologies, examining topics such as gender and video games, AI, politics, race and video games, and the history of board games in the United States..

Course Learning Outcomes (CLOs)

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

1. develop your understanding of how to define a game, a technology, and the concept of culture.
2. recognize that all cultures have games and technologies.
3. develop an understanding of video games, apps, and other technologies as culturally patterned and targeted at particular audiences.
4. apply course materials to critically analyze a video game or other technology, as approved by the instructor.

IDEA Objectives

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Gaining a broader understanding and appreciation of intellectual-cultural activity (video games!)
3. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Instructor



Rebecca Y. Bayeck, PhD

◆ Instructor

✉ rebecca.bayeck@usu.edu (mailto:kristin.searle@usu.edu)

You want to meet? Email me to schedule a meeting. .

(email is the best way to reach me. You can expect my response in the space of two days. If you don't hear back from me, after two days, email me back)

Address me as Dr. Bayeck in every communication.

Course Resources

There is no required textbook for this course. Readings will be available through Canvas. Some weeks, you will be required to watch videos on Youtube/Vimeo and the link will be provided.

Course Requirements

Assessment /Assignment Expectations

i Class Participation (30%)

Knowledge is not acquired in a vacuum, but rather through social interaction with your peers and the course instructor. Because I believe this interaction is so important to learning the course content, it is a significant part of your grade and reflects the time you will be spending engaging with the course materials, the instructor, and your peers.

Each week, you will be required to participate in **the class discussion board** on Canvas. This may include completing an activity and posting about it, posting comments and questions about the readings, and responding to other students. Be thoughtful, ask questions, provide answers, really dig into the texts and ideas! Each week of discussion post(s) is worth two points (1 point for completing your initial post and 1 point for responding to at least 2 of your peers) and counts towards your overall class participation. I make these discussion posts graded because I believe they help us all learn better. While there are better and worse responses, I mostly want to see you actively engaged in the course material. Many of these ideas are challenging and it will be a far richer (and more fun!) course if we work through them collaboratively.

I ask that your first post of the week be posted by **midnight on Thursday (this is listed on the class calendar - pay attention!)** and that you will respond to at least two of your classmates by **midnight on the following Monday**. This way, we can have a meaningful conversation over time rather than a last-minute Monday night brain dump.

Some weeks, I will be asking you to play games as part of your homework each week and to talk about these games in relation to the themes of that week's readings. More details on these assignments will be found in the weekly discussion assignments.

i Gaming Autobiography (10%)

We often think of culture as something that other people have. This assignment asks you to reflect on your own cultural norms and preferences related to gaming.

For this assignment, you will either write a brief narrative of your own game play (1-2 pages) or create a short video (5-10 minutes) about your own experiences with playing games. These could include video games, but also casual games you might play on your phone, card games, board games, etc. What are your earliest memories of playing games? How has your game play changed over time? What attracts you to the

games you play now? How, where, and when do you play them? Do you have routines around your own game play? People you always play with? What tools and resources support your game play? And, if you're not currently played games or have never played games, why not?

i Game Play Observation (20%)

Because we will spend a lot of time talking about how people play games, I would like you to conduct a first-hand observation of how someone plays a game.

You will spend at least an hour watching someone play a game. Please take appropriate COVID-19 precautions when completing this assignment in -person. Alternately, you could observe the person playing a game virtually on <https://www.twitch.tv> (<https://www.twitch.tv>) or using Zoom, Discord, or other appropriate tools of your choosing. Does the person play the game alone or with others? Are they in the same room or virtually connected? How long does the play session last for? What resources does the person use outside of the game itself? Where do you see evidence of some of the big ideas from class in their game play?

Once you have completed your observation, you will write up a 3-5 page, double-spaced summary of what you observed. To preserve your participant's privacy, please use a made-up name for them so I do not know who the person is.

i Game Play Interview (20%)

Humans are complicated and contradictory beings. To get a more complete picture of someone's game play, you will follow-up on your game play observation by interviewing (ideally) the same person about their game play. The interview will take 30-60 minutes and should be audio and/or video-recorded for your reference. When you are done with the assignment, you should destroy the associated audio and video files. Because of COVID-19, appropriate precautions should be taken for an in-person interview (e.g. masks, social distancing) or take place virtually. If you use Zoom, it is easy to record the interview.

You should ask your participant about the following topics, but you are not limited to just these topics.

- Who is this person? (made-up name, age, gender, race/ethnicity)
- How did they get into playing games? (Tell me about how you got into playing games.)
- How often do they play games?
- What are their preferred games to play? Why?
- Talk me though playing a game. What's that experience like? (Where are you? Who is playing with you? Where are they? How long do you play?)
- What do they like most about these games? What could be improved?
- What are some stereotypes about gamers? Do they feel like they fit into these stereotypes? Why or why not?
- How would they describe gaming culture? What is their relationship to gaming culture?
- Their opinions about gender and gaming.
- Their opinions about race and gaming.

Once you have completed the interview, you will write a 3-5 page, double-spaced profile of this person as a gamer. You should connect their experiences to our class readings and your own experiences with gaming.

i Critical Analysis of a Video Game/Technology (20%)

A major objective of this course is for you to develop the ability to critically analyze ideas. For your final assignment, you will draw upon our class readings to critically analyze a game or technology in relation to one or more major themes of the class. Your review should include an overview description of the game and then an analysis of the theme(s) you have chosen to reflect upon critically. Your completed review should be 1000-1500 words.

- A really simple guide to getting started (<https://www.wikihow.com/Write-a-Video-Game-Review>) with your game review.
- Game review examples (<https://www.nytimes.com/2020/04/09/arts/final-fantasy-remake.html>).

Assessment Alignment Summary

Assignment Category	CL 01	CL 02	CL 03	CL 04
Class Participation	X	X	X	
Game Play Observation		X	X	
Game Play Interview		X	X	
Critical Analysis of a Video Game/Technology		X	X	X

Grade Weights

Assignment Category	Points	Percent
Class Participation	30	30
Game Autobiography	10	10
Game Play Observation	20	20
Game Play Interview	20	20
Critical Analysis of a Technology	20	20

Assignment Category	Points	Percent
	Total	
	100	100

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%

Course Schedule/Outline

**Module
Objectives
(CO
alignment)**

**Learning Resources
(Readings/Videos/Presentations)**

Module 1

**Module
Objectives
(CO
alignment)**

**Learning Resources
(Readings/Videos/Presentations)**

Defining
Foundational
Terms
(culture,
technology)

Read: Erickson, F. (2003). Culture in Society and Educational Practices. In J.A. Banks and C.A. McClellan (Eds.), *Multicultural education: Issues and Perspectives* (pp. 32-44 – Stop reading at the “Teaching and Learning Multiculturally” heading). New York, NY: John Wiley & Sons.

Module 2

The History
of Gaming

Read: <https://www.gamedesigning.org/gaming/history/> (<https://www.gamedesigning.org/gaming/history/>)

Read: Schissel, S. (2020, April 2). For the uninitiated and bored, an introduction to the world of gaming. *Times*.

<https://www.nytimes.com/2020/04/01/arts/gaming-introduction-basics-quarantine-coronavirus.html>
(<https://www.nytimes.com/2020/04/01/arts/gaming-introduction-basics-quarantine-coronavirus.html>)

Module 3

The Game
Industry

Read: Entertainment Software Association. (2024). Essential facts about the computer and video game industry. (<https://www.theesa.com/resources/essential-facts-about-the-us-video-game-industry/2024-data/>).

Read: Brief history of video games and their design: From Pong to virtual reality (<https://www.redbubble.com/history-of-video-games-design>)

Watch: High Score first computer graphic (<https://www.youtube.com/watch?v=7ZK4avjCuos>) & The Mario (<https://www.youtube.com/watch?v=s2bTQK6vbKI>) on Youtube

Module 4

**Module
Objectives
(CO
alignment)**

**Learning Resources
(Readings/Videos/Presentations)**

Games &
Culture

Francis, B. (2024). Star Wars Outlaws creative director says Swedish 'pride in craftsmanship' was key to development progress (<https://www.gamedeveloper.com/production/star-wars-outlaws-creative-director-says-swedish-craftsmanship-was-key-to-development-progress>). *Game Developer*

'Legend of Zelda' movie casts Bo Bergason as Zelda, Benjamin Evan Ainsworth as Link (<https://www.nbcnews.com/pop-culture/pop-culture-news/legend-zelda-movie-casts-bo-bergason-zelda-ainsworth-link-rcna219089>)

Module 5

Games &
Politics

Reymann-Schneider, K. (2020). How video games are used for political purposes (<https://www.dw.com/en/politicians-use-video-games-for-their-own-gains/a-55286753>)

(<https://www.dw.com/en/how-politicians-use-video-games-for-their-own-gains/a-55286753>)

Spencer Kornhaber, S. (2025). How Video Games Took Over Politics

(<https://web.archive.org/web/20250425142509/https://www.theatlantic.com/culture/archive/2025/04/how-video-games-took-over-politics-asmongold/682592/>)

(<https://bleedingedge.studio/blog/games-of-the-post-covid-entertainment-24/>)

(<https://bleedingedge.studio/blog/games-of-the-post-covid-entertainment-24/>)

Module 6

**Module
Objectives
(CO
alignment)**

**Learning Resources
(Readings/Videos/Presentations)**

Games &
Gender
Masculinity
& Femininity
in Games

DiSalvo, B. (2016). Constructing masculinity with video games. In, Y.B. Kafai, G.T. Richard, & B.M. T. *Diversifying Barbie and Mortal Kombat: Intersectional Perspectives and Inclusive Designs in Gaming*. Pittsburgh, PA: Carnegie Mellon: ETC Press.

Braithwaite, A. (2018). Nancy Drew and the case of girl games. In, K.L. Gray & D.J. Leonard, *Woke* 154). Seattle, WA: University of Washington Press.

Module 7

Games & AI

Small, Z. (2025). The Unnerving Future of A.I.-Fueled Video Games (<https://www.nytimes.com/2025/games-artificial-intelligence.html#>), New York Times

Bloom, J. (2025). AI has joined the game: How artificial intelligence is changing the video game industry (<https://www.nbcbayarea.com/news/local/digital-originals/ai-artificial-intelligence-changing-video-game-industry/3856162/>)

Merchant, B. (2024). AI Is Already Taking Jobs in the Video Game Industry (<https://www.wired.com/story/taking-jobs-in-the-video-game-industry/>)

Module 8

**Module
Objectives
(CO
alignment)**

**Learning Resources
(Readings/Videos/Presentations)**

Games &
LGBTQA+

Kline, K. (2024). A growing number of gamers are LGBTQ+, so why is representation still lacking? (<https://www.npr.org/2024/02/29/1234590117/a-growing-number-of-gamers-are-lgbtq-so-why-is-repr-lacking>)

(<https://www.npr.org/2024/02/29/1234590117/a-growing-number-of-gamers-are-lgbtq-so-why-is-repr-lacking>)

Klain, E. (2024). Dragon Age: The Veilguard's Clumsy, Preachy Political Messaging Does More Harm (<https://www.forbes.com/sites/erikkain/2024/10/31/dragon-age-the-veilguards-clumsy-preachy-politic-does-more-harm-than-good/>)

(Optional) Watch Pride Month controversy sweeps gaming industry (https://youtu.be/V6-pOqikSXM?si=_FcCjq5dYFVfh3Zy)

Module 9

Games &
Race

Ramirez, M. (2023). Racism in online gaming is rampant. The toll on youth mental health is adding u (<https://www.usatoday.com/story/news/nation/2023/09/03/online-gaming-racism-youth-extremism-mental-health/70721986007/>)

King, E. (2024). Gaming Race in Brazil: Video Games and Algorithmic Racism (<https://www.tandfonline.com/doi/full/10.1080/13569325.2024.2307540>)<https://doi.org/10.1080/13569325.2024.2307540>
(<https://doi.org/10.1080/13569325.2024.2307540>)

Zaveri, M., Menghistab, M.T., Beltran, G., & Celii, A. (2019, October 16). Fear, anxiety, and hope: WII minority in gaming. ([https://www.nytimes.com/interactive/2019/10/16/technology/game-developers.h](https://www.nytimes.com/interactive/2019/10/16/technology/game-developers.html)

Explore: Neveralongame.com (look at some of the game reviews)

Module 10

Module Objectives (CO alignment)

Learning Resources (Readings/Videos/Presentations)

Harvard International Review: Esports Part 1: What are Esports? (<https://hir.harvard.edu/what-are-esports/>)

E-Sports

Guest Speaker

Best Kellem, Historian and Attorney:
Topic: The history of Board games in the U.S

Module 11

Black Game Studies

Grace, L. (2021). An Introduction to Black Games, Blackness in Games, and Otherness. In L. Grace studies (pp.1-17). Chicago, Illinois: ETC Press (<https://usu.instructure.com/courses/786074/files/959verifier=fteAKvGzcsXQsolfKldSNTBuseTrTLMhDO18xIbV&wrap=1>)

Grace, L. (2021). An overview of Games Made by Black Game Makers. In L. Grace (ed.), *Black game* 33). Chicago, Illinois: ETC Press (<https://usu.instructure.com/courses/786074/files/95972876?verifier=LtVPbu4PhI8En0hip0Hit0o3F7wwMbBbmTNKNzQ&wrap=1>)

Module 12

Class Research: Black in video game industry.

Readings: No readings, but personal research.
Research Black people who have made an impact or are making an impact on the video game industry.

Module 13

Module Objectives (CO alignment)

Learning Resources (Readings/Videos/Presentations)

Readings: No readings, but personal research.

Class Research Continues

Research Black people who have made an impact or are making an impact on the video game industry

Module 14

No Content

No Content

Module 15

Finals Week

Artificial Intelligence (AI) Use

You are permitted to use ChatGPT and other AI tools to assist you in gathering information, 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, *"ChatGPT was used to draft about 50 percent of this paper and to provide revision assistance. AI-produced content was edited for accuracy and style."*

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>)

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) 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>), 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/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.