

ITLS GRAPHIC DESIGN PRODUCTION II 6240

Course Description

The purpose of this course is to build on the foundations taught in Beginning Graphic Design to practice designing for a real organization. To do so, throughout the semester you will build a series of designs for a non-profit organization of your choice. Through a design research project and three design projects, you will deepen your understanding of what it means to design for an audience and learn about the core principles of design, while also growing your skills with the Adobe Suite.

Cross-listed as: ITLS 5240

Course Objectives

- IDEA Objective 11: Learning to analyze and critically evaluate ideas, arguments, and points of view
 - **Achieved by**: Applying a range of design research methods specific to an organization of your choice
- IDEA Objective 3: Learning to apply course materials (to improve rational thinking, problem solving and decisions)
 - **Achieved by**: Applying the principles and foundations of design to your unique projects
- IDEA Objective 6: Developing creative capacities
 - **Achieved by**: Using the basics of the main programs in Adobe Creative Cloud – Illustrator, InDesign, and Photoshop to execute your creative vision
- IDEA Objective 4: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course
 - **Achieved by**: Organizing and communicating your design process and research

Instructor & Contact Information

Hello all! I'm Lu Lawrence, an assistant professor in ITLS, and I use she/her pronouns. I'm really excited about the course, as my background is in graphic design and it's something near and dear to my heart! You can check out my work on my website, LuEttaMae.com. (<https://www.luettamae.com/>) I'm a trained graphic designer and now leverage those skills into my research focused on how we design learning environments with communities.

The best way to reach me is by emailing me (lu.lawrence@usu.edu (<mailto:lu.lawrence@usu.edu>)) or messaging me in Canvas. My typical work schedule is Monday through Friday 9-5. I will not be available to respond on weekends – you can find me hiking, baking, or cuddling my dogs during those times. If you have questions please send me a message whenever it's convenient for you and I will do my best to get back to you when I'm back to my computer.

A little note: Your assignments will all be due on Saturdays to accommodate those who are working full time or are busy during the week. If you have questions or need assistance please reach out to me during the week before the assignment is due. I am more than happy to give feedback, answer questions, or discuss challenges, but I am not available on Saturdays to do so. If you need an extension you are welcome to email me on Saturday and I will get back to you on Monday to approve your extension.

Course Requirements

Each week you will:

1. Watch a short overview video
2. Read an article, book, or blog that is relevant to your weekly assignments
3. Submit an assignment toward one of your three projects (due on Saturdays)
4. Critique two of your classmates work (due on Tuesdays)

Course Structure

- Our due dates in this class are not arbitrary. The course's pacing is designed to help you make steady and productive progress toward the learning objectives while also leaving time to provide feedback to each other, so all work should ideally be submitted by the specified due dates.
- Please keep me updated with how you are doing and if you need extensions or other support. I don't need any specifics about what is going on, I just need you to tell me what you need. If you do not reach out, a 5 point penalty will be applied to any work not submitted by the due date unless I have been emailed (lu.lawrence@usu.edu (mailto:lu.lawrence@usu.edu)) in advance of the due date (or as soon as possible after the due date if there are extenuating circumstances). If you have not contacted me the assignment may receive a zero after a full week.
- We all come to this course with a variety of experiences, responsibilities, needs, and emotions. There are also many things happening in the background of our learning this semester. This means that all learners (myself included) are not just students/instructors, but people with outside lives that will both inform and sometimes interfere with this class. **I want to be very clear:** Your health and the health of your family, classmates, and your community is the most important thing. This includes both your physical and mental health. **The course policies offer options for flexibility, but also ask for accountability.** Both are integral to creating a productive learning experience for our entire classroom community. If you need support in the class, please reach out!

Course Resources

- Creative Cloud
 - To download, see USU instructions Adobe Creative Cloud: How to download for Mac and Windows (https://usu.service-now.com/aggies?id=kb_article_view&sysparm_article=KB0013804&sys_kb_id=c0ef790b4fbf9a4009800ea28110c736&spa=1)
 - For general questions on Creative Cloud please see Creative Cloud Tutorials (<https://helpx.adobe.com/creative-cloud/tutorials-explore.html>) (you can access the website or through the Creative Cloud app on your computer) or post on our Adobe Questions, Tips, and Tricks Discussion Board (https://usu.instructure.com/courses/802930/discussion_topics/3334910)
 - For specific downloading or technical issues contact the USU Service Desk (<https://it.usu.edu/service-desk/>)
- There is no textbook for the course, but there are articles, blogs, and book excerpts that are required each week (they will be posted on Canvas). We will be reading excerpts and chapters from a range of design texts. PDFs

of the readings can be found in the assignment section.

- Additional resources and videos will be posted as we progress through the semester to support your progress through the design process

Design Process

We will use an iterative process through each project, including planning, designing, providing and receiving feedback to inform the next iteration.

Each week you will critique your classmates' work. Critique is an important skill as a designer – providing thoughtful and constructive feedback is a learned skill! Harmful feedback and harassment through critique (or any part of the course) will not be tolerated in any form. Everyone will be respectful of each other's designs, processes, topics, and chosen organization.

Part of this course will also include documenting your design process. It's not just about the final design, but also how you got there! In each project, you will be asked to research your organization and its target audience using a variety of design methods. All research, inspiration, sketches, pictures, iterations, and final designs need to be electronically documented and put together as part of the process book for the final project.

Evaluation Methods and Criteria

You will be evaluated on the quality of your critique and successful completion of your assignments, as well as a few short quizzes. If you do the work and constructively participate in the course, you will receive a grade that reflects their effort. Course participants will not be graded on their artistic skill, but rather on their execution of design processes and principles, and the demonstration of understanding of how to use the tools covered in the course.

Technology Policy (e.g., AI and other design software)

Many of you may be aware of the increase of artificial intelligence tools and free design software (e.g., Canva) used in design. Although these tools are beneficial for many reasons, however, they do much or all of the work for you and do not allow you to learn the skills this course aims to teach you. A few notes on AI and other design tools:

- I will not accept designs made in tools outside of the Adobe Suite (e.g., full designs copy and pasted from another program into the Adobe Suite). **Designs that are copy and pasted from another program will receive a zero for that assignment.** I do check your files every week to provide feedback. The purpose of this class is to learn to use the Adobe Suite, and while I know that can be very challenging, you only get better as you continuously use the software. I do not grade on your ability to use the tools to create the most comprehensive designs, rather on your process and improvements over time. I understand everyone is coming to the Adobe tools with different knowledge and that's ok!
- You may use AI tools to generate design elements, ideas, or revise or reflect on your creations, but **I ask you disclose when you use AI in Canvas when you submit your assignment.** There are AI integrations in the Adobe Suite. You are welcome to use them but if you do, I expect you to balance the use of AI design elements with your own, original creations.

- Note: AI tools in the Adobe Suite are improving, but typically they have odd components (e.g., pixelated images, wonky shapes, glitches in illustrations). If you are using these tools always check outputs and edit. I strongly suggest not just accept AI generated work, and instead use it to inform your process not replace it.

The big takeaway: your designs should be editable.

- The purpose of this class is to practice the skills of a designer, and you can only do that by using the tools and engaging in the design process. You will submit iterations each week, so out of the blue overly polished designs that are not editable (e.g., cannot select text or images) will not be accepted. Ultimately, you are responsible for the work you submit in this course. This is an exciting time as technology continues to evolve and impact design—please be wise!

Course Overview

Project 0: Design Research

You will be creating designs throughout the semester for a non-profit of your choice! Choose an organization that you care about. This can be an organization that you have a relationship with (e.g., work or volunteer with them) or one that you do not. Throughout the semester you will design a campaign (project 1) and two additional projects of your choice (project 2 and 3) for this organization. In project 0, you will choose your non-profit, conduct initial design research, and create your process book that will be used throughout the semester.

Assignments

- Week 1: Visual audit & process books
 - Identify and describe your nonprofit
 - Conduct a visual audit
 - Create your process book
- Week 2: Empathy Map & Design Research
 - Create an empathy map
 - Choose one design research method, collect data, and share findings
 - Submit process book

Project 1: Campaign Design

In project 1, you build on the design research that you have conducted about your organization to create a campaign and develop a series of three designs for your organization: one for social media, one for print, and one for signage. You will identify the theme for your campaign based on needs of your non-profit, design a visual strategy to apply across the designs, write any relevant copy, and create the design system.

Design Specs

- Requires a theme for your campaign (e.g., event invitation, announcement, awareness, funding campaign, etc.) that is useful to your organization
- The campaign must include a series of three designs:
 - Social media post: 1080px by 1080px, RGB, 72dpi
 - Poster: 11in by 17in, CMYK, 300dpi
 - Billboard: 72in by 144in, CMYK, 300dpi

- You have creative freedom to use whatever style you choose (e.g., photo, painted, illustrated, colors, fonts, etc.), but your design must be informed by your research, relevant to your organization, and aligned with their existing brand
- All three designs need to be created in InDesign and be coherent in style and content

Assignments

- Week 1: Conduct design research and plan for your design
 - Conduct analogous research
 - Create a mood board
 - Draft the theme and copy for your campaign
 - Submit process book
- Week 2: First Iteration
 - Finalize campaign theme
 - Sketch 10 layouts of your designs
 - Create one initial digital design of each size
- Week 3: Second Iteration
 - Revise your designs based on feedback
 - Submit 3 of each layout type
- Week 4: Final Design
 - Submit your final three designs
 - Submit your process book with all of your design process and research

Project 2 & 3: Choose your own design (5 options)

For projects 2 and 3 you will CHOOSE ONE design project from the five design project types listed below. This gives you the agency to decide what designs will be the best for the non-profit you are working for. Each project has different design specs, readings, and weekly assignments. Both project 2 and 3 will be in the same format as project 1:

- Week 1: Research & Planning
- Week 2: First Iteration
- Week 3: Second Iteration
- Week 4: Final Design

Below I provide an overview of the five design projects you can choose from: annual report, infographic, motion graphic, event materials, and pop-up materials. You will choose one of these projects for project 2 and one for project 3, meaning you will complete 2 of the 5 design options.

Option 1: Annual Review

Most non-profits produce an annual report to share their impact for the year and be transparent about their year's progress with donors, community members, and other stakeholders. You will be designing a multi-page editorial piece that communicates content for the non-profits annual report that aligns with your organization's brand.

Design Specs

- Annual report with a minimum of 5 spreads (10 pages total)
- Report must be 8.5" x 11", 300 dpi, and CMYK
- Report must have a cohesive visual system, including hierarchy, grid, typography, color, and imagery that aligns with the organization's brand guidelines

- Report is in a consistent design style that is informed by design research and align with the needs of the non-profit
- Annual report is submitted in a compressed packaged InDesign file

Assignments

- Week 1: Conduct design research and plan for your design
 - Choose a method, conduct design research, and report your process and findings
 - Create copy for your annual report (e.g., existing annual report or your own drafted copy)
 - Create a mood board for your annual report
 - Submit process book
- Week 2: Create a first iteration of your designs
 - Create at least two sketches of each layout (20 pages or 10 spreads)
 - Create a digital draft of your annual report, including design of all 5 spreads
- Week 3: Create a second iteration of your designs
 - Revise your design based on feedback
- Week 4: Submit final design and process book
 - Submit your final designed annual report
 - Submit your process book with all of your design research and iterations

Option 2: Infographic

Many non-profits use digital and social media infographics to communicate impact, key data, and stories to donors, community members, and other stakeholders. You will be designing a digital infographic to be displayed on social media and a website. Social media posts must contain 5 slides and the website must contain 5 panels in a vertical orientation. This multi-panel/multi-slide infographic series must communicate important information for the non-profit and align with the organization's brand.

Design Specs

- Infographic series must be one design in two formats: 5 slides (social media format)
- Final design is saved in the appropriate file formats and sizes:
 - Social media: 1080 × 1080 px, 72 dpi, jpg, and RGB
- Infographic must have a cohesive visual system, including hierarchy, grid, typography, color, and imagery that aligns with the organization's brand guidelines
- Both infographics are in a consistent design style with the same information both of which are informed by design research and align with the needs of the non-profit
- Infographic should be submitted in Illustrator and JPG files
- All files are named correctly (Lastname_Project#_DesignName)

Assignments

- **Week 1: Conduct design research and plan for your design**
 - Choose a method, conduct design research, and report your process and findings
 - Identify a theme for your infographic with drafts of copy
 - Create a mood board
- **Week 2: Create a first iteration of your designs**
 - Create minimum of 2 hand sketches of each slide
 - Create a digital version of each slide
- **Week 3: Create a second iteration of your designs**
 - Revise your design based on feedback
- **Week 4: Submit final design and process book**

- Create your final designed infographic series
- Create your process book with all of your design research and iterations

Option 3: Motion Graphic

You will continue using the design system and research you have created and build a dynamic design for your organization. In this project, you will identify the theme for your design, write the copy (or describe the flow if no text), and create a motion design. You will be designing a short looping motion graphic GIF that communicates important information for a non-profit organization and aligns with the organization's brand.

Design Specs

- Motion graphic must be a short looping motion graphic GIF with a minimum of 15 frames
- Final design is saved in the appropriate file formats and sizes: 1080 × 1920 px, 72 dpi, and RGB
- Motion graphic must have a cohesive visual system, including hierarchy, grid, typography, color, and imagery that aligns with the organization's brand guidelines
- Motion graphic must be informed by design research and align with the needs of the non-profit
- Motion graphic must be submitted in GIF and Photoshop files
- All files are named correctly (Lastname_Project#_DesignName)

Assignments

- **Week 1: Conduct design research and plan for your design**
 - Choose a method, conduct design research, and report your process and findings
 - Create a mood board for your motion graphic
 - Identify a theme and medium for your frames (e.g., photo, illustration, typography)
- **Week 2: Create a first iteration of your designs**
 - Create two storyboards for your GIF
 - Create a first iteration of your digital frames
- **Week 3: Create a second iteration of your designs**
 - Revise your frames based on feedback
 - Export early draft of your GIF
- **Week 4: Submit final design and process book**
 - Create your final motion graphic
 - Create your process book with all of your design research and iterations

Option 4: Event Materials

Many non-profits host events to raise awareness, fundraise, and build community. Clear event materials help communicate the organization's mission while creating a cohesive experience. You will be designing a set of event materials, including signage, swag, and print/digital assets that support a non-profit event and align with the organization's brand.

Design Specs

- Event materials must include five total designs:
 - Signage (2): At least two signs of different sizes (e.g., banner, A frame, flyer)
 - Website (1): Landing page for the website advertising the event (e.g., purpose, date, location, etc.)
 - Swag (2): At least two promotional materials such as a tote bags, notebook, water bottles, tshirt, etc.
- Final design is saved in the appropriate file formats and sizes:
 - Signage: Size flexible, 300 dpi, CMYK

- Website: 800px wide by (at least) 2000px, 72 dpi, jpg, and RGB
- Swag: Size flexible, 300 dpi, CMYK
- Event materials must have a cohesive visual system, including hierarchy, grid, typography, color, and imagery that aligns with the organization's brand guidelines
- All materials are in a consistent design style with the same information both of which are informed by design research and align with the needs of the non-profit
- Materials are submitted in PDF and Illustrator files
- All files are named correctly (Lastname_Project#_DesignName)

Assignments

- **Week 1: Conduct design research and plan for your design**
 - Choose a method, conduct design research, and report your process and findings
 - Identify the type of event your organization might hold and the materials you want to create
 - Create a mood board for the event materials
- **Week 2: Create a first iteration of your designs**
 - Create the final list of materials needed for the event with theme and copy
 - Create at least two sketches for all five materials (10 total)
 - Create an initial digital version of each design (5 total)
- **Week 3: Create a second iteration of your designs**
 - Revise your design based on feedback
- **Week 4: Submit final design and process book**
 - Create your final designed materials
 - Create your process book with all of your design research and iterations

Option 5: Pop-Up Materials

Non-profits often use pop-up booths or tabling at conferences, fairs, and community events to raise awareness and share their mission. A well-designed pop-up creates a clear, inviting, and memorable experience. You will be designing a cohesive pop-up or tabling system that communicates the non-profit's message and aligns with the organization's brand.

Design Specs

- Pop-up must include one of each of the following designs (5 total):
 - Backdrop graphics / sign
 - Table cover or counter graphics / sign
 - Hanging or standing banner
 - Informational flyer
 - Takeaway material (e.g., postcard, sticker)
- Final design is saved in the appropriate file formats and sizes:
 - Backdrop graphics / sign: Size flexible, 300 dpi, CMYK
 - Table cover or counter graphics / sign: Size flexible, 300 dpi, CMYK
 - Hanging or standing banner: Size flexible, 300 dpi, CMYK
 - Informational flyer: 8.5" x 11", 300 dpi, CMYK
 - Takeaway material: Size flexible, 300 dpi, CMYK
- Pop up materials must have a cohesive visual system, including hierarchy, grid, typography, color, and imagery that aligns with the organization's brand guidelines
- All materials are in a consistent design style with the same information both of which are informed by design research and align with the needs of the non-profit

- Designs submitted in PDF and Illustrator files
- All files are named correctly (Lastname_Project#_DesignName)

Assignments

- **Week 1: Conduct design research and plan for your design**
 - Choose a method, conduct design research, and report your process and findings
 - Identify the type of pop-up your organization might hold and the materials you want to create
 - Create a mood board for the materials
- **Week 2: Create a first iteration of your designs**
 - Create the final list of materials needed for the pop-up with theme and copy
 - Create at least two sketches for all five materials (10 total)
 - Create an initial digital version of each design (5 total)
- **Week 3: Create a second iteration of your designs**
 - Revise your design based on feedback
- **Week 4: Submit final design and process book**
 - Create your final designed pop-up materials
 - Create your process book with all of your design research and iterations

Course Schedule

Project	Task Type	Task	Due Date
Project 0: Design Research	Annotation	Syllabus Review	Jan 10
	Discussion	Visual audit & process book	Jan 10
		Peer Review	Jan 13
	Discussion	Empathy Map & Design Research	Jan 17
		Peer Review	Jan 20

Project 1: Campaign Design	Quiz	Project 1 Design Specs Review	Jan 24
	Discussion	Week 1: Research & Planning	Jan 24
		Peer Review	Jan 27
	Discussion	Week 2: First Iteration	Jan 31
		Peer Review	Feb 3
	Discussion	Week 3: Second Iteration	Feb 7
		Peer Review	Feb 10
	Discussion	Week 4: Final Design	Feb 14
Quiz	Choosing Project 2 and 3	Feb 14	
Project 2: Choose your own Design	Discussion	Week 1: Research & Planning	Feb 21
		Peer Review	Feb 24
	Discussion	Week 2: First Iteration	Feb 28
		Peer Review	Mar 3
	Discussion	Week 3: Second Iteration	Mar 7
		Peer Review	10
	Spring Break		Mar 9 - 13
	Discussion	Week 4: Final Design	Mar 21

Project 3: Choose your own Design	Discussion	Week 1: Research & Planning	Mar 28	
		Peer Review	Mar 31	
	Discussion	Week 2: First Iteration	Apr 4	
		Peer Review	Apr 7	
	Discussion	Week 3: Second Iteration	Apr 11	
		Peer Review	Apr 14	
	Discussion	Week 4: Final Design	Apr 18	
	Final	Assignment	Final Design Reflection	Apr 25

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%

Grade	Range
F	< 59.0 % to 0.0%

Attendance and Excused Absences Policy

This course is an asynchronous course without a set meeting time. There will be regular due dates for assignments and critiques. Having been in your position as a student, I understand that life can unexpectedly "happen". If you should run into any issues that would prohibit you from participating fully in the class at any point, please contact me as soon as you are able, and we can work out a solution. If you have questions about this please schedule a time to get in touch via Zoom. You can sign up for time on my Calendly link (<https://calendly.com/lulawrence/itls-4240-6240-student-meetings>). Please reach out if none of these times work for you.

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/>)

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>)

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.

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/civilrights-titleix/reporting/reporting-employees>). 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 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 Student Affairs Office (<https://www.usu.edu/student-affairs/>).

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

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.