

CHEMISTRY 5750 SYLLABUS

Spring 2021

Instructor: Ming Chen Hammond (she, her, hers)

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Accessibility & Support: The most preferred method of personal communication with Prof. Hammond for students is during scheduled live Zoom sessions (office hours immediately after interactive lectures, TTh 10:30-11 AM and scheduled times during lab sessions). For items that require individual attention, we can use a Zoom breakout room. For questions about class logistics, lecture materials, pre-lab exercises, and anything else your classmates may wonder as well, students are encouraged to post on the Canvas Discussion Board. Prof. Hammond typically will review these queries in advance (TTh 6-9 AM) to prepare to address these questions during live lectures. For items that require individual attention, you may email Prof. Hammond or leave a voicemail, however due to family and childcare responsibilities, a same-day response to emails and voicemails is highly unlikely except for matters relating to COVID-19 considerations. Please make sure to include "CHEM 5750" in the email subject line or it will get lost in the inbox.

Students will have the most opportunity to speak with TAs during the lab sessions, but TAs will also hold office hours (schedule to be announced) and can be reached by email, see Course Details.

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COURSE DESCRIPTION

(From the Course Catalog) Two lecture and two laboratories per week for 7.5 weeks. Laboratory emphasizing the use of modern instrumental and synthetic techniques for the exploration of phenomena at the interface of Chemistry and Biology.

Prerequisites: "C-" or better in (CHEM 2320 OR CHEM 2321) AND (CHEM 3510 OR BIOL 3510). **2 credits.**

Chem 5750 is a half-semester upper-division lab course designed to provide undergraduate students with an exposure to select experimental procedures in chemical biology through a set of guided lab exercises that comprise two main projects and a final student-proposed project. This semester, you will learn to synthesize and characterize an RNA-based fluorescent biosensor and a peptide. You also will have the opportunity to propose, perform, and troubleshoot your own research experiment idea using techniques learned in earlier projects. Lab lectures will provide background and discussion of experiments, practical tips and safety notes, and connections between the lab exercises and contemporary research and industry applications. You will also practice communicating your experimental results via lab reports and presentations.

COURSE DETAILS

- **Course Type:** Lab Lecture - Interactive Video Conferencing (IVC - synchronous online); Lab Sessions– In Person
- **Location & Meeting Times: *Lab Lecture (all students)*** - Interactive lectures will be held by Zoom on Tues and Thurs from 9:30-10:30 AM. Prof. Hammond will also be available for office hours immediately after lectures from 10:30-11 AM. Optional office hours will be held by Zoom during lab sessions or by appointment.
- ***In-Person Lab Sessions*** – To enable concurrent lab sessions, Chem 5750 labs have been moved to HEB.

Lab Session Times	Section	Location	TA Name	Email
Tu Th 1-4:30 PM	4A	HEB 1317	Nhat Do	nhat.do@utah.edu
	4B	HEB 1329	Maddie Meyer	maddie.meyer@utah.edu
Tu Th 5:30-9 PM	5A	HEB 1317	Egor Baiarashov	egor.baiarashov@utah.edu
	5B	HEB 1329	Tyler Simons	tyler.simons@utah.edu
Wed Fri 1-4:30 PM	2A	HEB 1317	Nhat Do	nhat.do@utah.edu
	2B	HEB 1329	Tyler Simons	tyler.simons@utah.edu
Wed Fri 5:30-9 PM	3A	HEB 1317	Egor Baiarashov	egor.baiarashov@utah.edu
	3B	HEB 1329	Maddie Meyer	maddie.meyer@utah.edu

Laboratories are ~3.5 hours long. You must arrive on time and plan on being in lab for this period of time. **There must be a 1 hour gap between lab sessions.**

Assigned Entrance: Students are required to enter on the south side of the Chemistry complex (the first floor Thatcher entrance next to Thatcher bathrooms)

Assigned Bathrooms: Students are assigned to use the first floor HEB bathrooms

Required Materials to Bring: Students will need to bring their own lab notebook and safety glasses (clean lab coat will be provided)



- **Attendance & Punctuality: *Lab Lecture (all students)*** – The beginning of the IVC lecture typically will be devoted to an interactive discussion about in-lab exercises from the previous lab session. Students are encouraged to be punctual if they want to participate in this helpful discussion, and their participation will be graded when section is assigned as discussion leader (see Class Schedule). The rest of the IVC lecture will present background information to assist students in pre-lab preparations and to connect their lab work to real-world applications. All lab lectures will be recorded.

In-Person Lab Sessions – Hands-on laboratory experience is the key learning goal, so in-person attendance of lab sessions is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate. You also can speak with your major advisor about alternative course options.

If you are sick, need to quarantine, have an emergency family issue, or have another legitimate time conflict, please email Prof. Hammond to receive guidance on arranging make-up lab sessions or other accommodations. Please see COVID-19 Considerations for any COVID-related accommodations requests.

Students must arrive to lab on time. In general, the first 10-15 min of every laboratory period are dedicated to required sanitization, safety discussion, experimental pointers, and TA demonstration of techniques. Also, the lab period has been shortened to 3.5 h to allow for the necessary 1 h gap between sessions. Therefore, if you show up late you will not be allowed to participate in lab for that day AND your Lab Effort score will be docked.

- **COVID-19 Considerations:** Students must self-report if they test positive for COVID-19 via coronavirus.utah.edu. Please note that this self-reporting mechanism does not inform instructors about your status. Please use the following form ASAP if you need to request an accommodation due to COVID-related issues (e.g. diagnosed with COVID-19, quarantined due to contact or awaiting tests, emergency childcare or caregiving): <https://chem.utah.edu/forms/secure/covid-accommodations.php>

This form will inform Prof. Hammond to give you guidance on arranging make-up lab sessions or other

- accommodations, and will inform the department to perform necessary sanitization and contact tracing procedures.
- **Course Materials:** All course materials may be accessed via the Chem 5750 Canvas page. Lecture videos, slides, notes, and recordings will be posted after Tues and Thurs live lectures. Lab protocols and related readings will be posted one week in advance. All materials for this course are copyrighted. Do not distribute or share course resources without instructor permission.
 - **Textbook:** No textbook covers all of the materials in this course, however the instructor will provide related book chapters via the class Canvas page.
 - **Technical requirements:**
 - Knowledge and navigation of Canvas and Zoom is critical to access all features and resources of this course. For technical assistance, review the [Canvas Getting Started Guide for Students](#). Please ask Prof. Hammond to give a tutorial in office hours if you need it.
 - A strong internet connection and adequate bandwidth is needed for live Zoom sessions (lectures, office hours).
 - **Syllabus subject to change:** This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas.

COURSE EXPECTED LEARNING OUTCOMES

- Students will gain hands-on experience with experimental methods and data analysis for nucleic acids (DNA and RNA) and peptides
- Students will apply background concepts from biochemistry and organic chemistry to understand experiments conducted in the field of chemical biology
- Students will practice reading experimental protocols, researching experiment ideas, performing data analysis, and communicating results in written and oral formats

COURSE DESIGN

- Topics related to lab exercises will be covered in IVC lectures, lecture slides and notes, and assigned reading. Lecture content will be posted on Canvas after Tues and Thurs live lectures.
- IVC lectures will include live problem solving, discussion about student's observations and experiences in the lab, and opportunity for students to request any needed clarification of lab protocols. To make this Zoom meeting feel more engaging and like a small group discussion, lab sections will be assigned as discussion leaders for each lecture after week 1 (see class schedule). However, all students are welcome to participate in the live discussion.
- Planned laboratory exercises will provide students with hands-on experience with performing enzyme reactions, gel electrophoresis, spectrometry measurements, and solid phase synthesis. In addition, students will have the opportunity to plan and implement a research project using the techniques they have learned.
- During the week of mandatory online instruction, virtual laboratory exercises will provide students with experience with analyzing LCMS and 2D NMR data.
- Low-stakes assessment of student participation when assigned as discussion leaders for IVC lecture provides students with accountability and gives every student the opportunity to participate in a lively small group discussion.
- Pre-labs are medium-stakes assessments that provide students with accountability and ensure students are adequately prepared to perform and complete laboratory exercises. Students are encouraged to work together in virtual study groups but must show their own work to receive credit.
- Medium-stakes assessments of laboratory work include observations, in-lab analysis, and effort for each lab period. They provide students with accountability to act as safe, responsible lab citizens and ensure students are learning and understanding the experimental methods they are performing in the lab.
- Lab reports and presentations are medium-stakes assessments that provide students with hands-on experience with performing data analysis and communicating results in written and oral formats.

CLASS SCHEDULE & IMPORTANT DATES

Mandatory Online Instruction Periods: All classes will be online the weeks of March 1-14, which overlaps with labs 13 and 14. These lab sessions will be held as IVC - synchronous online for virtual laboratory exercises.

Lab Reports and Presentation: Project reports are due by Canvas submission at 5 pm on Mon, Feb 15 (nucleic acid project); Mon, Mar 8 (research project); and Mon, Mar 15 (peptide project). Students will present in a virtual Chem 5750 research symposium during IVC lecture and lab sessions on Thurs, Mar 4.

Official Drop/Withdraw Dates: The last day to drop classes is Fri, Jan 22; the last day to withdraw from this class is Fri, Feb 12. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.

Holidays: There will be no class on Mon, Feb 15 (Presidents' Day) and Fri, Mar 5 (Non-Instructional Day).

Week	Dates	Lab (In-Person)	Lecture (IVC) – [Section Leading Discussion]
1	Jan 19-20 Jan 21-22	Lab 1: Check-In, Pipetting Lab 2: PCR	Jan 19: Intro and overview, Lab 1 safety, Pre-lab 2 Jan 21: Lab 2 safety, Pre-lab 3
2	Jan 26-27 Jan 28-29	Lab 3: DNA analysis, purific. Lab 4: DNA quant, RNA synth.	Jan 26: Discuss Lab 2 [Sec 4], Lab 3 safety, Pre-lab 4 Jan 28: Discuss Lab 3 [Sec 5], Lab 4 safety, Pre-lab 5
3	Feb 2-3 Feb 4-5	Lab 5: RNA purification, quant Lab 6: Fluorescence assay	Feb 2: Discuss Lab 4 [Sec 2], Lab 5 safety, Pre-lab 6 Feb 4: Discuss Lab 5 [Sec 3], Lab 6 safety, Pre-lab 7
4	Feb 9-10 Feb 11-12	Lab 7: Solid phase pep. synth Lab 8: Peptide cleavage	Feb 9: Discuss Lab 6 [Sec 4], Lab 7 safety, Pre-lab 8 Feb 11: Discuss Lab 7 [Sec 5], Lab 8 safety, Pre-lab 9
5	Feb 16-17 Feb 18-19	Lab 9: Peptide trituration Lab 10: Project Lab 1-2	Feb 16: Discuss Lab 8 [Sec 2], Lab 9 safety, Proj. plan Feb 18: Discuss Lab 9 [Sec 3], Lab 10 safety, Proj. plan
6	Feb 23-24 Feb 25-26	Lab 11: Project Lab 3-4 Lab 12: Project 5-6*, Check-Out	Feb 23: Discuss Lab 10 [Sec 4], Lab 11 safe, Proj. plan Feb 25: Discuss Lab 11 [Sec 5], Lab 12 safe, Pre-lab 13
7	Mar 2-3 Mar 4-5**	Lab 13 (virtual): 2D NMR, LCMS Lab 14 (virtual): Symposium	Mar 2: Discuss Lab 12 [Sec 2], Presentation planning Mar 4: Discuss Lab 13 [Sec 3], Symposium

* Alternate make-up lab periods

** Students that have labs on Fri Mar 5 will sign up to present during lecture or Thurs virtual lab times

COMMUNICATION

- All course materials, such as lecture videos, lab protocols, grades, etc. will be posted on the Chem 5750 Canvas site. Class announcements will be done via email through the Canvas server and/or at beginning of IVC lectures (recordings posted on Canvas) and/or at beginning of lab sessions.
- It is your responsibility to also regularly check your Umail (make sure you set up forwarding if you do not check it regularly), your Umail is the only way for me to communicate privately with you, there may be occasions during the semester that that I may need to reach out to you individually (e.g. regarding a grade or assignment) and it is in your best interest to respond promptly.
- Feel free to contact me by email for questions at mingch@chem.utah.edu, but please make sure to include "CHEM 5750" in the email subject line. I will do my best to answer emails promptly, but please see Accessibility & Support for my schedule details. I would like to encourage you to email me only if it is something personal that requires individual attention, if instead you have questions about logistics of the class, course material and assignments, and anything else your classmates may wonder as well, please post a question on the Discussions Board. This way the information is shared quickly to the entire class, and each of you can benefit from seeing other classmates' questions.

- I will always do my best to ensure the communication relevant to the course is clear and transparent, it is your responsibility as well to keep yourself updated by regularly checking: the announcements on Canvas, your Umail, the posts on the Discussions Board, and pay attention to the announcements given in lecture and lab sessions.
- **Course Canvas Page:** Students are strongly advised to set up notifications for Canvas so they do not miss any important notifications.

EXPECTATIONS FOR LABORATORY LEARNING ENVIRONMENT

- The following aspects will be assessed as your Lab Effort for each lab period:
 - Arrive on time and be prepared to perform the experiment (pre-labs completed)
 - Wear proper lab attire and personal protective equipment, including face masks, at all times in lab
 - Follow required sanitation and safety protocols to keep yourself and each other healthy and safe
 - Listen and follow all TA instructions
 - Communicate problems or mistakes to your TA, so they can help mitigate any issues
 - Work cleanly and with consideration of others
 - Work efficiently and complete the experiment within 3.5 h
- **Face masks:** Face coverings are required in all in-person classes for both students AND faculty.
 - Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. Disposable face masks will be provided for your use. If you repeatedly fail to wear a face covering, I will refer you to the Dean of Students for a possible violation of the Student Code.
 - Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the Center for Disability and Access (CDA). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.
 - Please note that face shields alone are not an acceptable form of face covering unless also worn with a covering or mask for the nose and mouth. The Centers for Disease Control and Prevention (CDC) recommends that all face coverings, including those that are homemade, be made of two layers of breathable, washable fabric. These are approved for use on campus.
- **Quarantine procedures:** The University of Utah is following CDC guidelines for quarantining and isolating during the pandemic.
- **To reduce virus transmission:** Please remember to practice appropriate personal hygiene to reduce transmission of the virus, including:
 - Stay home if you are sick
 - Wash your hands and use hand sanitizer
 - Sanitize your work station before and after use
 - Wear proper PPE, including disposable face mask and safety glasses

NETIQUETTE - EXPECTATIONS FOR ONLINE LEARNING ENVIRONMENT

- **Classroom equivalency:** Respectful participation in all aspects of the course will make our time together productive and engaging. Zoom discussions, discussion board threads, emails, and Canvas are all considered equivalent to classrooms and student behavior within those environments shall conform to the student code. Specifically:
 - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
 - Disrespectful language and photos are never appropriate.
 - Using angry or abusive language is not acceptable, and will be dealt with according to the Student Code. The instructor may remove online postings that are inappropriate.
 - Do not use ALL CAPS, except for titles, or overuse certain punctuation marks such as exclamation points and question marks.

- Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- Other expectations for online communication (on Discussion Board, Emails, Zoom chat etc):
 - Live Zoom Lectures: It is requested that students log into Zoom with audio and video enabled when their section is leading the discussion. Please use your preferred first name and last name for your display name so your attendance can be accurately recorded. You may add your preferred pronouns to your display name. We will provide a class virtual background.
 - Emails: When emailing your instructor please use a professional tone (e.g. Use a descriptive subject line, avoid “Hey” and always use your professors’ proper title: Dr. or Prof., sign your message with your name and return e-mail address. Please consult this page for tips on how to write appropriate professional emails: <https://academicpositions.com/career-advice/how-to-email-a-professor>
 - Treat your instructor, her administrative assistant, all teaching assistants, and all classmates with respect in email or any other communication.
 - Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
 - Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be offensive to others.
 - Be careful with personal information (both yours and others).
- Electronic or equipment failure: It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course. Equipment failures will not be an acceptable excuse for late or absent assignments.
- Online submissions: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment.

ASSIGNMENTS, ASSESSMENT & GRADING

Points Breakdown

Assignment Types	#	Points Each	Points Total	% Overall Points
Pre-labs	13	5	65	16%
Zoom Lecture Discussion Participation	3	10	30	8%
In-Lab Observations/Analysis/Effort	14	13	182	46%
Project Reports/Presentation	3	40	120	30%
Free Points	-	-	3	<1%
Overall Points Possible			400	

Due Dates

Assignment Types	Submission Type(s)	Due Dates and Times
Pre-labs	Written in lab notebook (check) Upload to Canvas (graded)	By start of associated lab session By start of associated lab session
Zoom Lecture Discussion Participation	Participation During IVC Lecture	Assigned – See Class Schedule
In-Lab Observations/Analysis/Effort	Written in lab notebook (check) Upload to Canvas (graded)	During associated lab session By start of NEXT lab session
Project Reports Presentation	Upload to Canvas Upload to Canvas + Symposium	Nucleic Acid Project Report: Feb 15 Research Project Presentation: Mar 4 Research Project Report: Mar 5 Peptide Project Report: Mar 15

Late/Missed Assignment Policy: Pre-labs must be completed before students will be allowed to start lab work. Missed Zoom lecture participation and in-lab experiments can be made up or excused if there is a legitimate reason (COVID-19 related issue, family or health emergency, or other instructor-approved absence). Please email Prof. Hammond to receive the required approvals and guidance on arranging any make-up lab sessions. Students can request an extension for project reports if there is a legitimate reason, but they must email Prof. Hammond as much in advance as possible. Students who miss the project presentation due to a legitimate reason will have to do a presentation by appointment with Prof. Hammond.

Regrade Policy: It is the student's responsibility to ensure the accuracy of all recorded assignment grades. If you see any error in your grades on Canvas, please reach out to the instructor as soon as possible.

Incompletes: According to university policy, to be considered for an incomplete, a student must have 20% or less of the course work remaining and be passing the course with a C or better. You must request an incomplete grade and I will consider giving that grade only under exceptional circumstances.

Grading: Final grade will be calculated based on a normalized grading scale, where the average of top scores will be set as the final point total (for example, 385 points is set as 100% instead of the theoretical max 400 points). Typically, 100+ to 95 = A, 94-90 = A-, 89-85 = B+, 84-80 = B, and so on. Usually the majority of students put in similar amounts of effort and perform well to receive A's.

ACADEMIC CODE OF CONDUCT

Students are encouraged to review the Student Code for the University of Utah: <https://regulations.utah.edu/academics/6-400.php>. In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating. A student who engages in academic misconduct as defined in Part I.B. may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

ADDITIONAL POLICIES AND RESOURCES

Inclusivity Statement: 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: age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status, and other unique identities. gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and other unique identities. 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.

Discrimination and Harassment: If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or Office of the Dean of Students, 270 Union Building, 801-581-7066. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS). Please see Student Bill of Rights, section E <http://regulations.utah.edu/academics/6-400.php>. I will listen and believe you if someone is threatening you.

Names/Pronouns. Canvas allows students to change the name that is displayed AND allows them to add their pronouns to their Canvas name. Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed

at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. https://lgbt.utah.edu/campus/faculty_resources.php

English Language Learners. If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Undocumented Student Support. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

Veterans Center. If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Student Success Advocates: The mission of Student Success Advocates is to support students in making the most of their University of Utah experience (ssa.utah.edu). They can assist with mentoring, resources, etc. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact a Student Success Advocate for support (<https://asuu.utah.edu/displaced-students>).

The Americans with Disabilities Act:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it to the University's Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS).

Campus Safety: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

University Counseling Center The University Counseling Center (UCC) provides developmental, preventive, and therapeutic services and programs that promote the intellectual, emotional, cultural, and social development of University of Utah students. They advocate a philosophy of acceptance, compassion, and support for those they serve, as well as for each other. They aspire to respect cultural, individual and role differences as they continually work toward creating a safe and affirming climate for individuals of all ages, cultures, ethnicities, genders, gender identities, languages, mental and physical abilities, national origins, races, religions, sexual orientations, sizes and socioeconomic statuses.

Office of the Dean of Students The Office of the Dean of Students is dedicated to being a resource to students through support, advocacy, involvement, and accountability. It serves as a support for students facing challenges to their success as students, and assists with the interpretation of University policy and regulations. Please consider reaching out to the Office of Dean of Students for any questions, issues and concerns. 200 South Central Campus Dr., Suite 270. Monday-Friday 8 am-5 pm.