

BIMM 101: Recombinant DNA Techniques (COO) Winter 2022

Welcome to BIMM 101: Recombinant DNA Laboratory! In BIMM101 we aim to develop an understanding of research in molecular biology through inquiry-based sessions. We will work in groups to design, collect, analyze, and critique data while learning and applying molecular and biological concepts, critical skills, and communication (oral and written).

Instructor: Goran Bozinovic, Ph.D.

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Office Hours: by appointment *via* Zoom (first 2 weeks?), or in-person during the lab

Important Note about the lecture / lab format during Winter Quarter 2022:

1) Following UCSD policy, the first two weeks of lecture and 2.5 weeks of lab (Jan 4th - Jan 18th) will be held on zoom:

Lecture and AM lab (9:30am – 1:20pm) link:

<https://ucsd.zoom.us/j/94081276456?pwd=ZEU3aIRhOXFZbmtlZjRTNWtpdWVXQT09>

zoom meeting ID: 940 8127 6456

passcode: bimm101w22

PM lab (2:30-6:20) link:

<https://ucsd.zoom.us/j/91612529175?pwd=Zm5aLzJ5MXBGaXptNFBOSjY3Smx4QT09>

Zoom meeting ID: 916 1252 9175

Passcode: bimm101w22

The links will only be accessible via a UCSD email, you can also sign in using the zoom link from canvas (in the Zoom LTI Pro page). During the first lecture I will provide information about the course format. Please attend unless you have extenuating circumstances (recorded lectures will be available while the course is remote).

2) **The lab manual for BIMM101 is sold at the UCSD bookstore.** It is called “BIMM 101 Recombinant DNA Lab Manual”. The same manual is used for all sections/instructors.

3) **We are aiming to use digital notebooks this year (Google Docs).** We will assign you a google doc to use as your lab notebook during the first week of classes, before the first lab.

4) Attendance to your first lab section during week 1 (Tue, Jan 4th) is required to maintain your seat in the class.

5) Once we switch to in-person instruction:

- Proper lab attire is required (closed toe shoes, pants), PPE – lab coat, safety glasses or googles -
- Masks will be always required in class and lab: KN95 respirator mask for lab (or, double up on non-KN95 mask).

6) Students are required to complete the UCSD-mandated lab safety training prior to the second lab (even if you have taken it in previous quarters), which you can access from this page (lab safety requirement): <https://biology.ucsd.edu/education/undergrad/course/ug-labs.html>.

As the situation changes with the COVID-19 pandemic, we will continue to follow UCSD policies and update the course format accordingly.

Lecture: Tue & Thu, 8 am -9:20 am

Log in to “live” lecture *via* Zoom:

<https://ucsd.zoom.us/j/94081276456?pwd=ZEU3aIRhOXFZbmtlZjRTNWtpdWVXQT09>

zoom meeting ID: 940 8127 6456

passcode: bimm101w22

In-person Lecture: CSB 001

In-Person Lab: York 4318 (C01, C03), York 4332 (C02, C04)

Labs: Tue & Thu: AM - 9:30am – 1:20pm* / PM - 2:30pm – 6:20pm

Section/Lab	Zoom Link	Instructional Assistant	Email
Tue, Th AM_C01	https://ucsd.zoom.us/j/94081276456?pwd=ZEU3aIRhOXFZbmtlZjRTNWtpdWVXQT09	Songster, Livia	osongste@ucsd.edu
Tue, Th AM_C02	https://ucsd.zoom.us/j/94081276456?pwd=ZEU3aIRhOXFZbmtlZjRTNWtpdWVXQT09	Gong, Winnie	whgong@ucsd.edu
Tue, Th PM_C03	https://ucsd.zoom.us/j/91612529175?pwd=Zm5aLzJ5MXBGaXptNFBOSjY3Smx4QT09	Gementera, Hobie	hjgement@ucsd.edu
Tue, Th PM_C04	https://ucsd.zoom.us/j/91612529175?pwd=Zm5aLzJ5MXBGaXptNFBOSjY3Smx4QT09	Jiang, Runtian	ruj016@ucsd.edu

Lab Sections Virtual Lab Participation: Based on your section enrollment (C01, C02, etc.), please use the respective Zoom links for Tuesday or Thursday to join the virtual labs. IAs and the instructor will be available to answer questions during virtual lab sessions.

Course Website: <http://canvas.ucsd.edu>

Lectures will cover the theory behind the experiments performed in lab. The quizzes and assignments will be based on the material presented and discussed during lectures and labs. Many of the course materials are available only through the course website. All students will need to be able to access this site. Once you are enrolled in the class you will have access to the site using your ACS username and password. Be sure to check the course website frequently for announcements and updates on assignments. Items such as lab report guidelines and image files of gels and sequencing data will be provided through the website. The 'Student Resources' folder contains background material for some of the experiments. Use the Discussion Board to ask questions on material from lecture or lab. The IAs will check the Discussion Board daily to answer questions, but students are encouraged to answer questions also. This is a good resource for last minute questions that come up during late night studying for an exam.

Materials Required for lecture / lab everyday:

- 1) B1MM101 Recombinant DNA Techniques Winter 2022 Lab Manual – the lab manual for B1MM101 is sold at the UCSD bookstore. It is called "B1MM 101 Recombinant DNA Lab Manual". The same manual is used for all sections/instructors.
- 2) Calculator

Lab Manual: It is important to carefully read the pertinent sections of the lab manual before joining virtual labs via Zoom. The experiments will "proceed" more smoothly, and you will learn more if you have read through the procedure and understand why and what you are doing. See CANVAS for instructions on how to access the lab manual. I will post first two weeks of lab manual material in case you did not purchase the manual yet, but make sure to have it post week 2.

Lectures will be held live *via* Zoom beginning Thursday, Jan 4th @ 8AM. You can access the Zoom lecture log-in on Canvas (announcements) or by using the link above. Lectures will be held during the time listed in the schedule of classes, and recordings of each Zoom lecture during the remote phase of the course and .pdf lecture slides will be available throughout the quarter on Canvas. You are highly encouraged to attend "live" lectures as they will be interactive, and you will be able to ask questions / participate in discussion. Note that the material covered often goes beyond the laboratory manual information.

Virtual Laboratory Sections will begin on Tuesday, January 4th @ 9:30AM via Zoom. During the first two weeks of virtual labs, you will work on experimental designs and protocols outlined in the

laboratory manual, perform calculations, data analysis and bioinformatics modules that will help you master the course material. Make sure to log in using the correct zoom link listed in the table above.

Participating in lab sessions – both virtual (first two weeks) and in-person is mandatory! If you are more than 10 minutes late logging in to e-lab or showing up for in-person lab, or you leave the lab meeting before your group is finished, you will be counted as absent for the day. An unexcused absence will result in 10 points being deducted from the associated lab report. If you know that you need to miss a lab session, discuss this with the instructor (not the IA, they are not authorized to give you permission) to see if it will be possible to “make up” the lab session or excuse you from the lab with no consequences. Please bring this to the instructor’s attention as soon as you know that it will be an issue. **Only the instructor can excuse an absence.**

Participation: everyone is expected to be an active participant in every experimental procedure. Failure to make a meaningful contribution towards “completing” the laboratory experiment/activity will result in points being deducted from the laboratory report score. Note that your IA can recommend you for “extra-credit” based on your attitude, effort, and participation during the course.

Turning in Lab Reports:

We will use “Turnitin” *via* CANVAS for lab report. Lab report must be submitted before midnight of the due date, and an electronic copy of the report including all text, tables, graphs, attachments, or anything else called for in the lab report guidelines must be emailed to your IA by the same deadline. Lab reports not emailed and not submitted to CANVAS by the end of the day will be considered one-day late. Ten points will be deducted for each working day that the lab reports are late (hard copy and Turnitin.com). Students agree that by taking this course all required papers will be subject to review for textual similarity by Turnitin for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the terms of use agreement posted on the Turnitin.com site.

*Detailed lab report guidelines will be posted on CANVAS three weeks after the course starts.

Online Classroom and Virtual Lab Zoom Etiquette: Keep your line muted during classes unless the Instructor / IA calls on you to ask a question. If you have a question, please use the “raise hand” function under the “participants” tab. Enabling your video is optional during lectures. Zoom etiquette for section discussions/labs are up to the discretion of your IA.

- Make sure your line is muted unless you are prompted to ask a question.
- Asking questions: Please ask questions! Student discussion during lectures is vital to course effectiveness. Use the “Raise Hand” option on zoom to notify me that you have a question. Lectures will be “paused” periodically to allow for your questions and/or clarification and data analysis / critical thinking exercise
- We may not have an opportunity for traditional class discussions on an online platform. If you have a comment or question, please be considerate of class time. To make sure all the questions are addressed, the last 10’ of each lecture will be reserved for review and discussion.

LEARNING GOALS

- Apply knowledge of molecular biology concepts and molecular techniques to plan experiments, explain and troubleshoot results
- Explain the importance of proper controls in designing experiments and interpreting results
- Perform basic lab math skills, statistical analysis, and graphing

- Draw conclusions based on evidence and reasoning
- Use basic bioinformatics databases and applications
- Find, read, and evaluate primary literature
- Critically evaluate scientific writing
- Collaborate with one another to learn foundation biological concepts and laboratory skills

MAJOR COMPONENTS

- Class: Learn biological concepts and about the techniques related to the research projects
- Laboratory: Engage in collaboration to learn and analyze data
- Out-of-class: Reading, planning, online quizzes, assignments, reports

GRADING

BIMM101 has multiple grading components:

• Lab notebooks (2*)	10
• Homework (1 and 2, 15 pts each)	30
• Lab quizzes (3)	15
• CRISPR write-up	120
• Midterm Exam	100
• Final Exam	100
• Technique Presentation	25
• <i>Extra credit: Resume & Cover Letter</i>	10
TOTAL	400 pts

- The following grading scheme will be used. The course is **not** graded on a curve (i.e. 20% of students getting A, B, C, and such). Thus, the ability to do well in this course is not dependent on others doing poorly.

92-100	A	88-89	B+	78-79	C+	60-69	D
90- 91	A-	82-87	B	72-77	C	<59	F
		80-81	B-	70-71	C-		

Assignments Due Dates / Exam Schedule:

Due / On:

Homework 1 – Dilutions, Buffers

Week 3, Tue

Homework 2 – DNA Quantification and Gel Electrophoresis

Week 4, Tue

Midterm Exam

Week 5, Thu

Group Presentation

Week 10, Tue

Final Exam

Week 10, Thu

CRISPR Lab Report

Week 10, Fri – Midnight

- Notebook checks and lab quizzes are administered at your IA's discretion

LEARNING IN THIS COURSE

This course is designed to be an environment for everyone to learn and construct a shared understanding of the material. **Active participation by engaging with the lecture material, asking and answering questions (e.g. on the discussion board), and contributing to breakout sessions during lab time is expected.** Being able to communicate understanding, and confusion, is critical to success in any discipline, and is very useful for learning¹. To encourage collaboration, lab discussions will be done in groups, and grades will not be assigned on a curve.

Being proactive to ask questions during labs will be critical for success, especially given the online nature of the course. Instead of memorization, we will focus on developing an understanding of fundamental concepts as they apply to different examples. Therefore, quizzes and exams will include questions that are based on interpreting data, solving problems, and proposing experimental designs.

1 Smith et al., 2009. <http://www.sciencemag.org/content/323/5910/122.short>

Quizzes: To emphasize the importance of molecular biology concepts discussed during lectures, their utility in a research laboratory, and virtually performed experiments during labs, there will be three scheduled quizzes administered at the beginning of lab, starting after week 2. Students will have 30' to complete each quiz.

Lab notebooks: Each student will maintain an individual digital lab notebook (google doc) that you will use for the session. Compete and organized lab notebook entries are a critical part of effective work in a research lab. We expect students to practice good lab notebook entry habits. Please consult the lab manual for what we expect in the lab notebooks. **Lab notebook entries will be checked biweekly starting after the second week** and scored for various components: pre-lab work which often includes a summaries and predictions, in-lab work such as data analysis and discussion of data and drawing conclusions in the form of an argument: claims, data to support claims, and explanations in the form of a biological or procedural mechanism, troubleshooting results when necessary. Note that the first lab notebook check is for feedback only (no points), and the following two checks will be graded.

CRISPR Lab Report: Guidelines, rubrics, and due dates for the lab report will be posted on Canvas. The goal of the report is to practice presenting and summarizing results and constructing scientific arguments (what you can conclude, evidence to support, and providing reasoning biological/molecular/experimental explanations or hypotheses) in the form of a peer-reviewed journal article. A draft will be submitted for IA review, and then a final version. Check course schedule on Canvas for due dates.

Midterm and Final Exam (Lecture Exams): There will be TWO lecture exams this quarter: midterm (week 5) and final (week 10). Each exam is worth 100 pts; final exam is NOT cumulative. To minimize the time constraint, you will be allowed 2.5 hrs for the midterm and 3 hrs for the final exam (although you will likely not need that much time to complete each exam). Assuming in-person instruction after week 2, each exam will be administered in-person at 8AM in the lab.

Make-up Exams:

Please note that it is extremely burdensome for the instructor and IAs to prepare make-up exams. Missing a scheduled exam will only be excused for medical reasons if documentation is provided. At the instructor's discretion, a missed exam that is excused will either be dropped from the student's point total for the class or made up by an oral exam scheduled within one week of the original exam.

Technique / Manuscript Group Presentation: Toward the end of the course assigned groups of four students will choose a molecular biology technique or a peer-reviewed journal article to research, summarize, and present. The purpose is to explore other techniques that are typically used in molecular biology research, understand how the technique works and can be used, and communicate your understanding in an oral in-person presentation. The format is a 10-12-minute presentation, and 3 minutes for Q&A. The group assignments and presentation schedule will be posted at the end of Week 3.

Academic Integrity

Cheating will not be tolerated. The administrative policy on Academic Dishonesty outlined by UCSD will be followed. Students caught cheating during an exam or quiz will be given a “zero” for that assignment. A report will also be filed with the Academic Integrity Coordinator. Cheating includes (but is not limited to) plagiarism and making use of forbidden materials during the test. Tampering with graded exams will result in a failing grade for that exam.

During laboratory sessions, student cooperation and collaboration is highly encouraged. This includes discussion of experimental data with fellow students during lab hours. After the virtual laboratory session is over, however, you are required to work on your own. ***Each student must submit an independently written and independently thought-out data analysis for each lab report / homework assignment.***

It is NOT acceptable to use any old lab reports to assist you in any way. If you happen to be in possession of old copies of lab reports for this class, it is best that you do not even look at them, since they could unintentionally influence the way that you write your own report. If we discover that you have used an old lab report in any way, you will automatically receive a “zero” for that lab report, and you might be reported to the Academic Integrity Coordinator.

While your lab reports will be returned to you, you are NOT permitted to share them with anyone for any reason. If we find that you have shared your lab report with anyone, you will be reported to the Academic Integrity Coordinator, even if you have already completed the class. You are required to read, understand, and sign the “B1MM101 Integrity Policy” which governs the way the academic work in this class is completed.

Professionalism: This portion of the course grade is intended to motivate students to consider the impact of their actions on their own learning and the learning of others in the course. Unprofessional interactions consume time yet have no meaningful benefits to you, your fellow students, and/or the teaching team. Analogously in the workplace, being unprofessional to your colleagues or supervisors will only disadvantage you. Whether aware of it or not, it may lead to you being passed over for new opportunities. Professionalism can be demonstrated through meaningful participation in the course, maturity, courtesy, and integrity.

By default, every student is assumed to be professionally mature. Hence, this component is awarded to every student at the beginning of the quarter. During the quarter, based on observations by the teaching team, which includes but is not limited to participating in lab sessions, one-on-one interactions, electronic communication, contributing data to class data sets according to deadlines, and follow-up conversations on grades, your professionalism credit may be deducted.

Example interactions with meaningful benefits:

- Actively participating in lab sessions, which includes being prepared to engage in discussions and ask questions.
- Developing deeper insight into course material, concepts, biology, and/or society in general
- Working collaboratively to improve in skill building and future opportunities
- Contributing to an inclusive learning environment
- Learning conceptually and meaningfully why full credit was not awarded for an assignment
- Clarifying course material that facilitates deeper learning
- Reporting errors or problems in class, on assignments, or for other course material
- Arriving on-time to lab video sessions and being prepared to work in lab

Example interactions that have no meaningful benefits and thus should be avoided:

- Not showing up or being late to lab session
- Contributing inequitably to teamwork
- Harassing and/or bullying the instructional team or other students, either in person or online
- Asking questions when the information is already available or will eventually be known
- Ignoring the directions or requests from the instructional team

Extra Credit: The 10-pts extra credit can be earned by submitting a 1-page resume and the cover letter (details will be provided during the week 9); you will also be asked to submit course evaluations and related surveys which aim to improve the course and the educational experiences of your future peers. Note that your IA can recommend you for additional “extra-credit” based on your attitude, effort, and participation during the course.

LATE ASSIGNMENTS AND QUIZZES

Assignments must be submitted on time to be eligible for full credit. Except in the case of medical or family emergencies, late assignments will be subjected to a 10% deduction per day if submitted within 48 hours after the posted due date. Assignments not submitted within 48 hours of the due date will receive a score of 0.

REGRADES

If a grading error has been made, you should submit a re-grade request to your Instructional Assistant.

LABORATORY ATTENDANCE

Students are expected to participate in the online and in-person lab sessions. Missing a laboratory session without a reasonable excuse (e.g. medical or family emergency) may result in a 2% deduction in your final course grade. Please be on time for laboratory sessions. Multiple late attendances will result in additional lost course points.

LECTURE / LAB SCHEDULE

Wk / Date	LECTURE	Lab / Lab Manual Section / Lab Activities
1	Zoom: Course Introduction and Orientation Syllabus Documentation – Lab Notebook Course Goals Introduction to Experiments Units and Dilutions	Virtual Lab Introduction: IAs Logging into Zoom and Virtual Lab How to Use the Manual; Working in the Lab; Keeping a Good Lab Notebook; Safety Rules; Instructions for disposal of laboratory waste; BACKGROUND: Pipette Operation; Liquid Measurement Units, Basic Dilutions, Serial Dilutions; PROTOCOLS: APPENDIX G, C, D
1	Zoom: Manuscript Resources: review vs. research article; Molecular Biology Review: Gene Structure Plasmids in Research	Mol Bio Review; APPENDIX H
2	Zoom: Extracting pML104 plasmid, running agarose gels to check extractions	BACKGROUND: Cultures used in the lab; Plasmids used in the lab; Alkaline Lysis Plasmid Purification; Spectrophotometric Analysis of DNA & RNA; Agarose Gel Electrophoresis; PROTOCOLS: 3 (for reference: cultures will be set up ahead of time); Protocols 4, 5, 6 for doing in the lab

2	Zoom: CRISPR-Cas9 Editing I Bioinformatics - Exploring the ADE2 gene to identify important features and where to mutate	BACKGROUND: CRISPR-Cas9 Project Overview; PROTOCOLS: 1, APPENDIX B
3	Zoom: Experimental Design: critical considerations: designing gRNA & HDR template sequences	BACKGROUND: CRISPR-Cas9 Project Overview - editing the ADE2 gene + Homology Directed Repair of ADE2; PROTOCOLS: APPENDIX J; PROTOCOL 2 (2a and 2b). Homework 1 Due
3	*In-person: Restriction enzyme digestion of pML104 plasmid, check digestions with agarose gel electrophoresis, clean digested plasmid for future use in ligation	BACKGROUND: Restriction Enzyme Cloning; PROTOCOLS: 7, 6, 8, 5 BACKGROUND: Restriction enzyme cloning; Ligation; Annealed Oligo + Restriction Enzyme Cloning; PROTOCOLS: 9, 10
4	In-Person: Analyze ligation-transformation result	PROTOCOL: 10 (Analyzing E. coli transformations) Homework 2 Due
4	Set-up HDR PCR, check via agarose gels, and clean, set up overnight cultures of pML104-gRNA	BACKGROUND: Polymerase Chain Reaction (PCR); Making Copies of HDR templates; PROTOCOLS: 14, 6, 7
5	extract pML104-gRNA plasmids and check using agarose gels, re-streak yeast to grow a fresh plate for transformations in week 6	PROTOCOLS: 15 - Part 1
5	MIDTERM EXAM 8:30-11AM in Lab	Yeast transformations Prep for the Journal Club PROTOCOLS: 15 - Part 2 through step 7
6	Plate yeast transformation; Journal club (DiCarlo et al. 2012 paper)	PROTOCOL: 15 - Part 2, step 8-11; APPENDIX I
6	Analyze yeast transformations	**instead of pictures being taken, we will analyze old data as practice. Students will count colonies and start analysis on Thurs lab (this way, the yeast have more time to grow and make the phenotypes visible).
7	Count yeast colonies; Extract genomic DNA from yeast cultures, set-up ADE2 PCR CRISPR Write-up discussion	BACKGROUND: Polymerase Chain Reaction (if refresher needed); PROTOCOLS: 16, 17 (step 1 only)
7	Run PCRs on agarose gels, clean and send for sequencing	PROTOCOLS: 17 steps 2-4
8	Sequence analysis	BACKGROUND: Sanger DNA sequencing; PROTOCOLS: 18, Part 1 and 2
8	Review of overall data set; DNA Extraction & PCR for TAS2R38/PTC project Discuss Group Presentations	APPENDIX L, including Protocols 23 & 24 Optional: draft of CRISPR write-up due Sunday (Turnitin through Canvas)
9	Digestion of TAS2R38 PCRs, PTC taste-test, start analyzing data; Review of CRISPR write-up	APPENDIX L, including Protocols 25-28
9	Presentation Prep Discussion; Transition to Professional Environment and Careers in Life Sciences / Mol Bio	Lab 18: Techniques Presentation Prep Activity: Technique presentations: in breakout groups, decide on technique, begin research & summary
10	Group PRESENTATIONS	Group PRESENTATIONS
10	FINAL EXAM 8-11AM in Lab	Final CRISPR write-up due by 11:59 pm via CANVAS File Upload Optional: XC Resume and Cover Letter Due by midnight via CANVAS file upload

ACADEMIC INTEGRITY (PART 2)

<https://students.ucsd.edu/academics/academic-integrity/index.html>

Integrity of scholarship is essential for an academic community. The University expects that both students and faculty will honor this principle and in so doing protect the validity of university intellectual work. For students, this means that all academic work will be done by the individual(s) to whom it is assigned, without unauthorized aid of any kind. In this course, we need to establish a set of shared values. Following are values* adopted from the [International Center for Academic Integrity](#), which serve as the foundation for academic integrity.

All course materials are the property of the instructor, the course, and the University of California, San Diego and **may not** be posted online, submitted to private or public repositories, or distributed to unauthorized people outside of the course. Any suspected instances of a breach of academic integrity will be reported to the Academic Integrity Office for review and possibly given a score of 0.

ACCESSIBILITY

<http://disabilities.ucsd.edu> | osd@ucsd.edu | 858-534-4382

Any student with a disability is welcome to contact me early in the quarter to work out reasonable accommodations to support their success in this course. Students requesting accommodations for this course due to a disability must work through the Office for Students with Disabilities (OSD). Instructors will receive Authorization for Accommodations Letters from the OSD online portal. Whenever possible, we will use universal designs that are inclusive. If you have feedback on how to make the class more accessible, please get in touch!

INCLUSION

It is our goal to create a learning environment that supports diversity of thought, perspective, experience, and identities. We encourage all of you to participate in discussion and contribute to the field from your perspective. If you have feedback on how to make the class more inclusive, please get in touch!

Office of Equity, Diversity, and Inclusion:

858.822.3542 | diversity@ucsd.edu | <https://diversity.ucsd.edu/>

<https://students.ucsd.edu/student-life/diversity/index.html>

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

STUDENT / ACADEMIC SUPPORT

Geisel Library	Research tools and eReserves
Content Tutoring with the Teaching + Learning Commons	Drop-in and online tutoring through the Academic Achievement Hub
Supplemental Instruction with the Teaching + Learning Commons	Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses
Writing Hub Services in the Teaching + Learning Commons	Improve writing skills and connect with a peer writing mentor
Learning Strategies Tutoring	Address learning challenges with a metacognitive approach
OASIS	Intellectual and personal development support

Student Success Coaching Program	Peer mentor program that provides students with information, resources, and support in meeting their goals
Academic Integrity	Policy on Academic Integrity of Scholarship and strategies to excel with integrity
Technical Support	Assistance with accounts, network, and technical issues

STUDENT RESOURCES

Basic Needs	Provides access to food, housing, and financial resources
Counseling and Psychological Services (CAPS)	Provides services like confidential counseling and consultations for psychiatric services and mental health programming
Community Centers	As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus
Counseling and Psychological Services	Individual, group, couples, and family psychotherapy services for registered undergraduate and graduate students
Office for Students with Disabilities	Documents students disabilities, provides accessibility resources, and reasonable accommodations
Triton Concern Line	Report students of concern at (858) 246-1111

DISCRIMINATION AND HARASSMENT

The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities.

If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534-8298, <https://ophd.ucsd.edu/>, or <http://ophd.ucsd.edu/report-bias/index.html>

Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options. A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off-campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.

CARE at the Sexual Assault Resource Center: 858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>

Counseling and Psychological Services (CAPS): 858.534.3755 | <https://caps.ucsd.edu>