INSTRUCTOR INFORMATION
Instructor: Paul Laybourn, Ph.D., Professor of Biochemistry and Molecular Biology
Office: E206E Anatomy/Zoology Building
Email: paul.laybourn@colostate.edu  Phone: 970-491-5100
Q&A/Study Sessions: E206E A/Z Mondays 1-2 PM and Wednesdays 10-11 AM

LEARNING ASSISTANT INFORMATION
Justin Ellis, Biochemistry Major Justin.Ellis@colostate.edu
Peggy Fu, Zoology Major Pei-Yi.Fu@colostate.edu
Dani Landvogt, Zoology Major Dani.Landvogt@colostate.edu
Garnet Montgomery, Psychology Major Garnet.Montgomery@colostate.edu
Faith Starr, Biological Sciences Major Faith.Starr@colostate.edu

QR CODE AND LINK TO CSU POLICIES AND RESOURCES
• Short link: https://col.st/2FA2g

CANVAS INFORMATION AND TECHNICAL SUPPORT
Canvas is where the course content, grades, and communication will reside for this course.
• Login: canvas.colostate.edu
• CSU Passport to Canvas Course for those new to Canvas
• Support: canvas.colostate.edu/support
• For passwords or any other computer-related technical support, contact the Central IT Technical Support Help Desk.
• Voice: (970) 491-7276
• Email: help@colostate.edu
• For info on using browsers, apps, and third-party tools with Canvas see Student Support Canvas.
• Technical Support and Requirements page

IMPORTANT COVID-19 INFORMATION FOR STUDENTS
All students are directed to report any COVID-19 symptoms to the university immediately, as well as exposures or positive test results from a medical provider or home test.

• If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID (even with a home test), you are directed to fill out the COVID Reporter.
• If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you.
• If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.
• You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting.
• When you complete the COVID Reporter for any reason, the CSU Public Health Office is notified. Students who report symptoms or a positive antigen test through the COVID Reporter may be directed to get a PCR test through the CSU Health Network’s medical services for students.

For the latest information about the university’s COVID resources and information, please visit the CSU COVID-19 site.

**COURSE DESCRIPTION**

A complete understanding of living systems rests on the foundation consisting of three core areas or key concepts. These areas are 1) the parts of cells – macromolecules, 2) cellular processes – biological chemical reactions, catalysis, energy transformations, and 3) cellular driving forces – chemistry of biological molecules, diffusion/random events, dynamic equilibrium, bioenergetics. These key concepts are central to understanding normal cell function and behavior and how they go awry in cancer cells. These key concepts provide a framework for making sense of cell and organisms. Living systems are very complex and learning all the cellular parts and processes can be overwhelming. Focusing at this “10,000 foot level” first before learning the myriad details can make learning biochemistry more approachable.

Students will learn core concepts and definitions in biochemistry. Understanding and critical thinking are most important and lasting but knowing a certain amount of content knowledge and learning the biochemistry “language” is required for hanging that understanding on. I hope that you come away from this class thinking that biochemistry is cool and excited to learn more and in greater depth. This course will only give you the tip of the iceberg, but I hope it will provide a springboard for delving into your future areas of interest in greater detail.

**COURSE PREREQUISITES AND COREQUISITES**

BZ 110 or BZ 120 or LIFE 102; CHEM 245 or CHEM 341 or CHEM 345.

**COURSE GOALS**

Upon the completion of BC 351, a successful student will be able to:
Apply and advocate for the centrality of biochemical principles in living systems;
Illustrate and analyze protein structure and function and cellular metabolism in terms of biochemical principles – the chemical properties of the molecular components (parts) and the biophysical driving forces;
Name, categorize and explain the composition and structure of proteins and cell membranes in biochemical terms;
Define, outline and sketch the function of proteins in intermolecular interactions, catalysis and transmembrane transport;
Describe, illustrate and differentiate the stages, pathways and steps in cellular metabolism (glycolysis, citric acid cycle and oxidative phosphorylation);
State, examine and interpret the key aspects of metabolic regulation;
Review, inform, demonstrate and justify how the biochemical core concepts and big ideas inform the current understanding of cancer biology and beer fermentation (for fun);
Recommend targets for anticancer drugs based on the structure and function of cellular macromolecules, cellular processes and the role of cell driving forces.

**REQUIRED TEXTS**


The course textbook is available through the CSU Bookstore’s Inclusive Access Program. You have immediate access to the online e-text by clicking on the “Manage eResources” link within the course menu in Canvas. This will take you to the publisher's page for eBook access and online homework and quizzes (see full syllabus for details). You should have received an email from the CSU Bookstore with an access code. You can also go to Manage eResources and click on "Reveal Access Code". Please note, there is a cost for the e-text. The bookstore will charge your student account for the cost of the e-text after the Add/Drop date.

**OTHER REQUIRED AND SUPPLEMENTAL MATERIALS**

**Assignments**

How will you know that you have learned and understood the BC 351 core concepts and ideas? What will your grade be based upon?

1. **12 Module Quizzes** – 50 points total
The quizzes will be administered on Canvas. They are all available on January 17 or the same day as the previous exam (for example Module 5-7 Quizzes are available starting February 7), but will be due (must be completed) each Thursday or Sunday night at 11:29 PM (see course schedule). There will be 12 quizzes, you will be allowed two attempts on each and you will receive your highest score.

2. **4 Exams** – 400 points total
There will be four exams worth 100 points apiece. The exams will be administered in class. You will have one hour and 50 minutes to complete each exam (Exams 1-3 noon-12:50 PM). Exams will consist of two matching questions (1 point per match, 10 points total), 50 grouped
true/false questions (1.4 points per question, 70 points total) and three two- or three-part free response question (2 to 4 points per part, 20 points total). The exams will only cover what I talk about in class and emphasize in the study guides and quizzes. The matching and T/F portion of the exams are closed notes, text, Internet, etc. and proctored (for details see section on proctored exams below). The free response portion of the exams are take home, handed out the Friday before the exam due date and due in class on the day of the exam matching and T/F sections.

3. **iClickers** – 20 points total maximum
You can use an iClicker remote, mobile device, tablet or computer for Zoom meeting or in-class participation. iClicker is a response system that allows you to respond to questions I pose during class; you will receive points for participation 0.5 points for each correct answer. To receive this credit, you will need to link your iClicker Student account to the BC 351 Canvas course by the first Friday of the semester (January 18, 2024).

For iClicker Student Account Registration:

Link your iClicker Student account to BC 351 iClicker Cloud course through iClicker Student, a one-time registration, in the BC 351 Canvas course to sync your iClicker Student account with BC 351 by clicking iClicker Sync in the left-hand menu bar of the BC 351 Canvas course. For detailed instructions go to: [https://canvas.colostate.edu/iclicker/student-information/](https://canvas.colostate.edu/iclicker/student-information/).

Clickers will be used every day in class, and you are responsible for bringing your remote or another device for responding when we meet in A102 Clark. If we meet through Zoom you should use a mobile device, tablet or computer.

In-class iClicker questions will be worth 1 point for answering and an additional 0.5 points for answering correctly. These points will be weighted to be worth a maximum total of 20 points (as part of the 550 total possible core points) at the end of the semester. A common misconception is that once a student has accrued 20 points, they have gotten the maximum points they can get for iClicker question participation. That would be counterproductive, since the main purpose behind iClickers is class participation. The student(s) with the most iClicker points will get 20 points. Everyone else will get a proportion of the 20 points scaled to what proportion of the highest number of points they earned. For example, if the highest score is 450 points, that student will get 20 points. If someone else gets 430 points they will get 430(20/450) = 19.11 points. In the grand scheme of a course grade, they will be worth 19 points out of the 20 possible iClicker points out of the total 550 points possible in the course.

4. **In Class Active Learning Activities** – 40 points, 10 points each activity, 4 activities
There will be five in class active learning activities to provide interactive, hands-on and engaging means to better grasp difficult concepts. These activities are designed to integrate core concepts and big ideas. Four of these learning activities (Free Energy, Protein Folding, Transmembrane Transport and Metabolic Regulation) will have pre- and post-activity homework assignments worth 5 points each. See the course schedule for due dates. The learning activities will focus on thermodynamics, protein structure and folding, transmembrane transport and metabolic regulation.

5. **Textbook Assignments and Quizzes** – 40 points maximum possible
The online textbook “Principles of Biochemistry” by Sholders and Kalet has practice questions (0 points), quizzes (5 points each, 70 points total), reflection/summary questions (1 point each, 14
points total) for each of the 14 chapters. In addition, there are seven structural tutorials with 4 quizzes (10 points each, 40 points total) and two drag and drop assignments (15 points each, 30 points total). The total possible points that can be accrued within the textbook site for completing all these assignments and quizzes is 154 points.

These points will be weighted to be worth a maximum total of 40 points (as part of the 510 total possible core points) at the end of the semester. A common misconception is that once a student has accrued 40 points, they have gotten the maximum points they can get for textbook assignments and quizzes. That would be counterproductive since the main purpose behind the textbook assignment completion is for students to practice working through all the course concepts. The student(s) with 154 textbook assignment points will get 40 points (154x0.26=40). Everyone else will get a proportion of the 40 points scaled to what proportion of the 164 points they earned. For example, if someone gets 150 textbook points, they will get 150x.244=36.6 points. In the grand scheme of a course grade, they will be worth 36.6 points out of the 40 possible textbook points out of the total 570 possible points in the course.

6. **Learning Outcomes Assessment Pre-Test and Post-Test** – 10 points each, 20 points total
A pre-test will be administered during the second class period to assess the initial level of knowledge and mastery of key biochemistry concepts. A post-test will be administered during the class final period after exam 4. Everyone that completes the pre-test and/or the post-test will earn 10 points for each.

7. **Recitations** – 15 points extra credit, must attend 75% to get any points
There will be weekly voluntary recitations led by undergraduate Learning Assistants (LAs) offered at a range of days and times. LAs will facilitate group problem solving activities and discussions on course related materials. Student should join LA led groups on the “People” page on Canvas. Attending a recitation is not required. However, students can earn 15 extra credit points by attending 75% (10) of the recitations.

8. **Discussion Board Posts** (Coffee Shops), **Weekly Questions Surveys** and **Q&A Meetings and Chat Sessions** – extra credit points
Submission of Discussion Board posts under the pinned Coffee Shop threads, completing the Weekly Questions Surveys and attending Q&A Meetings and Chat sessions are not required. However, each Discussion Board post, survey completion and Q&A session attendance is worth 1 extra credit point.

**Course Materials**
I will provide materials on Canvas to help you grasp my organization of the course content. These materials define what concepts I want you to know and understand. The materials also aid your study for exams.

1. Text and supplemental article reading
2. 12 Module outlines
3. Lecture slides for note taking
4. Module study guides and answers (pdf and recorded tutorial)
5. Lectures Recordings
6. Recitation group activity questions and answers
7. In class learning activity homework assignments

**ACADEMIC INTEGRITY POLICY**

This course will adhere to the CSU Academic Integrity Policies and Guiding Principles as found in the General Catalog and the Student Conduct Code.

Academic integrity is conceptualized as doing and taking credit for one’s own work. Violations of the university’s academic integrity standards include, but are not limited to:

- **Cheating**—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- **Plagiarism**—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.
- **Unauthorized Possession or Disposition of Academic Materials**—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- **Falsification**—includes any untruth, either verbal or written, in one’s academic work.
- **Facilitation**—includes knowingly assisting another to commit an act of academic misconduct.
- The use of online “homework helper” sites including, but not limited to, Chegg, NoteHall, Quizlet, and Koofers is not permitted during exams in this course. Please reach out to the instructor or one of the LAs to discuss if a specific service you are thinking about using for this course is acceptable.

Use of these types of resources during exams will be considered receiving unauthorized assistance and, therefore, a violation of the student conduct code. Using them may result, at the discretion of the instructor, in a zero for the course, assignment, quiz, or exam. All incidents of this type will be referred to the CSU Student Resolution Center and may be subject to additional University disciplinary action.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

**CSU HONOR PLEDGE**

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. While you will not be required to affirm the honor pledge, you will be asked to affirm the following statement at the start of your exams:

"I have not given, received, or used any unauthorized assistance."
Further information about Academic Integrity is available at CSU’s Practicing Academic Integrity.

**UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS**

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions should be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact your instructor to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from The Student Disability Center (SDC) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student’s eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodation’s specialist in the SDC.

**COURSE PRESENTATION AND PROCEDURES**

Organization of content: 1 module/week comprised of readings, lectures, recordings, learning activities, quizzes and graded assignments. | Students should complete all tasks in each module before moving on.

**SUGGESTED STUDY METHODS**
Come to the lectures prepared (know something about what I will talk about) having read the textbook pages and looked over the lecture outlines and the study guide questions for the lecture. Review lecture notes and the study guide questions and attempt to answer these questions completely. If you do not have a good understanding of the questions and how to answer them ask about them by email to the instructor or LAs, by posting your question on the Canvas Discussion Board (Coffee Shops) and at Q&A sessions and recitations. Use the quizzes as practice for the exams. Study your notes including key terms and concepts, and then take the quiz the first time without your notes. If you do not do as well as you would like, review your notes again and take the quiz a second time with your notes and book open. Repeat this process until you can answer all the questions correctly. Finally, I strongly suggest that you practice drawing out the biochemical processes on a white board multiple times rather than just looking over them in order to study them and that you start this process a few weeks before the exams. You will find the information sticks in your memory much more quickly and you will recognize gaps in your understanding more readily. Using this approach in a study group is even more effective.

College education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- **Space**—Establish a comfortable and well-organized physical study space.
- **Time management skills**—Set personal study and "classroom" time as you would do for a traditional course.
- **Organization skills**—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- **Communication skills**—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- **Initiative**—Seek help from your instructor and classmates, ask questions as they arise on the Canvas Discussion Board Coffee shops.
- **Discipline**—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion. Start studying immediately after an exam for the next exam.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.

**Grading**

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the Course Schedule. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.
There are a total of 400 points for exams. Each of the 4 exams in BC 351 will be worth 100 points each (400 total). There are a total of 50 points for quizzes. Each of the 12 quizzes will be worth 5 to 7 points but their value in your final grade will be scaled to 50 points total possible (for example, 60 points/1.2 = 50 points possible). In-class iClicker questions will be worth a maximum possible of 20 points. There will be 40 homework assignment points possible. There will be 40 points possible for textbook assignments and quizzes. Finally, there will be 10 points each awarded for taking the in-class learning outcomes pre-test and post-test for a total of 570 core assignment points possible. If you achieve the following point totals for BC 351 you will be assured of the minimum letter grade shown:

- 513-570 (≥90%) A
- 456-512 (80-90%) B
- 399-455 (70-80%) C
- 342-398 (60-70%) D
- <342 (<60%) F

Exams will not be curved individually, but the final total points required for a course grade might be curved downward depending on the averages and distribution of points. In addition, your grade for BC 351 will be determined based on the total 570 points (combined). Students in BC 351 have averaged around 78 to 80% of the total points possible over the past several years. As a result, there is usually no grading curve. Please note that plus/minus grading will be used (see below for details).

**Missed Exams and Re-grading of Exams**

There will be no make-up exams offered. Exams or quizzes you have missed without an excuse will be graded as zero. If you have an excused absence (based on written or other verifiable evidence) from an exam or quiz, your final grade will be based on a percentage of the total possible points for the exams and quizzes you did take. Students can schedule to take an exam early with the instructor if they know they cannot take the exam during the regularly scheduled dates and times. If you have questions concerning the grading of any of your exams or quizzes, you should submit an email indicating the questions you want re-graded to the instructor within one week of the date of being graded. You must also provide a written explanation as to why you feel the question should be re-graded. Re-grade requests will not be accepted after this one-week period, so go over your exam carefully soon after it has been returned to you.

**QUIZ AND EXAM DETAILS**

Quizzes will consist of 10 to 12 multiple choice questions taken on Canvas. Exams will consist of matching (2 five-part questions worth 10 points total), true/false (10 question sets with 5 T/F statements worth 1.4 points each, 70 points total) and three free response questions (three two- to four-part questions worth 2-4 points each, 20 points total). The matching and T/F portions of the exams will be taking in class. The free response questions will be handed out in class the Thursday before the matching and T/F portions are taken the answers due in class the day of each exam. Exams 1, 2 and 3 will be taken on Tuesday February 6, March 5 and April 9.
Exam 4 will be taken during finals week on Wednesday May 8 at either 7:30-9:30 AM or 9:40-11:40 AM. All four exams will be administered in 104 Yates unless otherwise arranged with SDC or the instructor.

**GRADE DESCRIPTION**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.5-100%</td>
<td>A+</td>
</tr>
<tr>
<td>90.0-97.4%</td>
<td>A</td>
</tr>
<tr>
<td>88.8-90.0%</td>
<td>A-</td>
</tr>
<tr>
<td>87.5-88.7%</td>
<td>B+</td>
</tr>
<tr>
<td>80.0-87.4%</td>
<td>B</td>
</tr>
<tr>
<td>78.8-80.0%</td>
<td>B-</td>
</tr>
<tr>
<td>77.5-78.7%</td>
<td>C+</td>
</tr>
<tr>
<td>70.0-77.4%</td>
<td>C</td>
</tr>
<tr>
<td>60.0-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>0-59.9%</td>
<td>F</td>
</tr>
</tbody>
</table>

**MAKE UP POLICY**

There will be no make-up exams offered. Exams or quizzes you have missed without an excuse will be graded as zero. If you have an excused absence (based on written or other verifiable evidence) from an exam or quiz, your final grade will be based on a percentage of the total possible points for the exams and quizzes you did take. Students can schedule to take an exam early with the instructor if they know they cannot take the exam during the regularly scheduled dates.

**SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS**

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a high-speed Internet connection.

- Problems with opening PDFs? Download Adobe Reader.
- YouTube videos not playing? Download Flash Player.
- Videos not opening or playing on your Mac? Download Windows Media Components for QuickTime.
- Still having issues: Call the CSU Help Desk at 970-491-7276 or Email Help Desk Support.

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls.):

- **Google Apps for CSU**—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- **Office 365**—the full version of Microsoft Office free of charge for CSU students.

**DIVERSITY AND INCLUSION**
Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Pronoun Statement**

I am committed to creating a culture and climate that respects and honors people of all identities.

Like our names, pronouns (i.e., zir, they, per, she, he) reflect how we want to be respected in our identities. This is especially important for those who are Transgender, non-binary, and gender non-conforming.

We often ascribe pronouns to individuals they may or may not use. Assuming identities based on observation or stereotype can result in unintended harm by using the wrong pronouns, misgendering, or potentially outing someone. Referring to someone by pronouns they use is one way to demonstrate respect for them as a person.

Respect is included in our Principles of Community. As such, I support and encourage those who choose to share their pronouns in professional and academic spaces, including wherever names are provided, such as meeting and classroom introductions, name badges, email signatures, and course syllabi. By creating space for people who choose to share their pronouns, we foster an inclusive culture that is welcoming for all.

**Undocumented Student Support**

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

**Food Insecurity**

Any CSU student (along with faculty and staff) who is experiencing food insecurity can receive support from the [Rams Against Hunger](#) program. Services include a food pantry, a meal-swipe program, pocket pantries, and in-person assistance with navigating federal aid eligibility. The RAH page includes numerous resources as well as county, state and federal programs which are described and linked.

**Title IX/Interpersonal Violence**
For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: Title IX – Sexual Assault, Sexual Violence, Sexual Harassment.

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

**RELIGIOUS OBSERVANCES**

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays.

Please see CSU’s Religious Observances Calendar.

Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the Religious Accommodation Request Form and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

**CSU PRINCIPLES OF COMMUNITY**

**Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

**Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

**STUDENT PARENTS/GUARDIANS/CAREGIVERS**

CSU recognizes that student parents/guardians and caregivers face distinctive challenges in succeeding academically, and we are committed to supporting those of you who are parents to achieve course learning outcomes. If you encounter challenges in meeting course expectations – for example, fulfilling attendance and participation requirements or submitting assignments due to a child or person in your care’s illness, essential appointment, school closure, etc. – please contact your instructor as soon as possible (beforehand if feasible or as soon afterward you reasonably can if not). Work with your instructor to develop a plan for you to make up missed work. Also, please see the course syllabus for related course policies. If you need to bring your child or person you care for to class, for example because you’re nursing or planned childcare became unavailable, check with your instructor about whether you may do so if you believe it’s feasible for you to participate in class and support your child or person in your care.

Group work assignments should be designed to provide flexible approaches to participating, and all groups should develop plans that enable all members to contribute equitably. If your group encounters challenges in doing so, please reach out to your instructor to devise a solution.

Finally, know that pregnant and parenting students are guaranteed equal educational opportunities by Title IX; know your rights, the protections provided, and how to advocate for yourself.

**STUDENT CASE MANAGEMENT**

Student case management is available to help students with extenuating life circumstances and connect them with resources. In some cases, after you and your instructor discuss your situation, your instructor may request verifiable documentation for class absences from the SCM office if you request considerations for absences or missed coursework.

**MENTAL HEALTH AND WELLNESS**

CSU is a community that cares. You are not alone. CSU Health Network Mental Health Services has trained professionals who can help. Your student fees provide access to a wide range of mental health and well-being support services.

Call Mental Health Services at (970) 491-6053, and they will work together with you to find out which services are right for you.

[CSU Health Network Mental Health Services](#)

**Student mental health and well-being resources**

If you are concerned about a friend or peer, use Tell Someone by calling (970) 491-1350 or visiting [Tell Someone](#) to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.