



## Welcome to IB 75!

**You belong in this discovery course!** We are excited to learn with each of you and to grow together as a community. We have no doubt that you will do great things with the topics you discover in this course because of who you are as a person and the values you bring with you from your culture, your family, and your life experiences. We invite you to bring your *whole self* into our collaborative and interdisciplinary learning community. Each of you offers cultural assets and personal perspectives that will allow you to make unique contributions to science and to this course.

We will intentionally be building a discovery community together where we can reflect on who we are, what we value, and how we can make a difference in our communities and in the world. ***We are here to support you and your success in this course and beyond!***

## Course Description

**In this Culture, Community, and Discovery course we will explore the more personal impacts of the discovery experience, during which we can each share our own stories relating to community, ethics, and the communication and direction of science.**

This course is a part of the entry experience in the Paths to Discovery program in Integrative Biology. We designed the course for entering UC Berkeley students, particularly first-years and transfers, to support your journey towards thriving at UC Berkeley.

This course is part of the [Berkeley Changemaker](#) suite of courses and emphasizes critical thinking, communication, and collaboration.

By helping you to identify your personalized path of discovery during this course, we want to help inspire and facilitate collaborations and student-led discovery experiences. We aim for students to feel empowered as leaders for positive social change in laboratory, community, and entrepreneurial discovery!

### IB 75

**Course Credit:** 3 units

**Communication:** Email instructor(s) with IB 75 in the subject line

**Class:** Lecture – T Th 1:10PM-2:00pm, 122 Social Sciences Building  
Discussion – 1x/wk, 1hr on Mondays  
1-2P or 2-3P

**Class website:** bCourses

<https://bcourses.berkeley.edu/courses/1516601>

<a href="#">How will this class work?</a>	2-3
<a href="#">What will we learn in this class?</a>	4
<a href="#">How will learning be assessed?</a>	5
<a href="#">What is the course schedule?</a>	6
<a href="#">What are the required readings for the course?</a>	7
<a href="#">What are Scientist Reflective Journals?</a>	8
<a href="#">What's the final assessment?</a>	8
<a href="#">What university resources support student success?</a>	9-10

**Instructor  
Information**

Instructor: Nichole Lewis  
 Email: [nalewis@berkeley.edu](mailto:nalewis@berkeley.edu)  
 Office: TBD  
 Student Drop-in Hours: TBD  
 Need another time? *Please email your instructor* and we'll find a time to meet!

GSI: TBD  
 Email: TBD  
 Office: TBD  
 Student Drop-in Hours: TBD

**How will this class work? Discovery together!**

**What is DISCOVERY?**

**Discovery** is the foundation for innovation and the development of creative solutions to global challenges.

**Discovery** also forms the core of individual journeys to achievement and success.

**Discovery** is a process, preparation for which requires intellectual, practical, and personal experiences that are not all currently embedded in most undergraduate programs.

**Required Materials**

**To be successful in this course, you will need consistent access to bCourses and bmail.** We will provide all required reading materials for you on bCourses.

*If something happens that interferes with your engagement in the course, please communicate with us so we can develop a plan for success.*

**Class Culture**

IB 75 is a community of people aiming to increase our understanding of our personalized paths in original discovery. The classroom culture is designed to engage us in thinking like scientists, entrepreneurs, activists, and artists. This means interdisciplinary humility, cooperative learning, and collaboration will be emphasized. Often, we will seek to understand complex topics by reading scientific articles or discussing real-world challenges with guest speakers.

***As a community, each of us will:***

- Actively participate as a community member.
- In all situations display respect, tolerance, and patience when interacting with colleagues.
- Be open to learning in many different ways and trying new learning and study strategies.
- Approach instructors and peers for help early and often, and provide us with feedback.
- Use assignments and other readings to clarify information and extend knowledge.
- Take responsibility for our own learning and discovery experiences by staying attentive and organized.



### Advocating for Diversity and Inclusion

This course is a safe space where we can *respectfully* express our opinions, share our lived experiences, and bring our whole, authentic selves to class. ***We will build an inclusive, respectful learning community where everyone feels comfortable and safe to share questions, ideas, and curiosities.*** Our community will value the perspectives and lived experiences that we each bring to class and that our colleagues to bring to our community. Each one of us has room to improve in our teaching and learning of science and discovery, and we will approach this class with a **growth mindset** to foster inclusion in our community.

***Get excited to build our discovery community together!***

## Course Structure

IB 75 consists of two 1hr lectures (LEC) per week and one 1hr discussion (DIS) section.

We will structure the first lecture (LEC 1) each week to invite guest speakers to share about topics related to discovery and our course learning outcomes. The second lecture (LEC 2) each week will be what's called a "Deeper Dive" – we will have in-class discussions in small groups based on what came up for people in the guest lecture. The Deeper Dives allow us the opportunity to revisit aspects of the previous guest lecture, clarify confusions, and make connections to our lived experiences and discovery project.

### Typical Week

LEC 1	Guest speaker – learning skills
LEC 2	Deeper Dive – discussing skills
DIS	Course projects – applying skills

The weekly DIS will scaffold our discovery experience to be personal and individualized. We will reflect on our interests and professional goals and take steps towards building our communities and networks in working towards our long-term pursuits. The DIS will be applying the theories, phenomena, and practices that we learn about in LEC.

## Course Projects

The culminating experience of this course is to **design** EITHER a student-led DeCal course, a Registered Student Organization (RSO), or a community based/action project that showcases your interests and values. Students will not be required to register the RSO or teach the DeCal they design. **At the end of this course, we will lay the foundation for future professional leadership experiences in Discovery at Cal!**

We will scaffold course projects in the discussion section, meaning that each week we will establish goals for individuals and teams to accomplish in working towards our culminated experience.

To learn more about DeCals and RSOs, please visit:

<https://www.decal.berkeley.edu>

<https://lead.berkeley.edu>

## Performing and Practicing Discovery with Academic Integrity

One of the most important skills you can learn on your path to discovery is to be able to explain complex concepts in your own words and to solve problems independently. For these reasons, students are expected to maintain academic integrity in all work pursued at UC Berkeley.

Plagiarism, defined as either **1) direct copying or loose paraphrasing of text from a published work or from an online source without appropriate referencing, or 2) use of another student's work or ideas without appropriate attribution**, will result in zero points earned for that assessment. **For all assessments, submit only YOUR OWN WORDS or you will receive no credit for the assessment and not really learn anyway.**

Cheating on assessments may, at the discretion of the instructors, result in the automatic disqualification of the assessment and the student receiving zero points.

## Engaging in the Class and Responsibly Managing Absences & Missed Assignments

We have paced coursework to be steps towards completing a larger final project. It is important to keep up on these weekly assignments.

Full credit will be given for assignments turned in on time and at the minimum word count. ***We read what you write to co-create the course with you, so please be thoughtful in your responses and turn in your assignments on time!***

Given the collaborative nature of the course, your presence is a prerequisite for participation.

Absences and Missed Assignments happen. Please notify your instructors if you miss a class. Multiple late or missing assignments will require a meeting with your instructors. We understand that there can be many reasons for an absence or missed assignment, and we can work with you.

***Thank you for communicating with us!***

***"When you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else. If you have some power, then your job is to empower somebody else."***

**– Toni Morrison**

**Please take what you learned here and change the world to be more **inclusive!****

## What will we learn in this class?

### Course Learning Outcomes

This course aims to lay the foundation for students to build community and collaboration with colleagues in Integrative Biology and beyond.

In this course, we will:

1. **discover** through self-reflection, critical thinking and action how our unique experiences can contribute to our discovery journey in science at Berkeley;
2. **build** community and inclusive collaborations with colleagues in Integrative Biology and beyond;
3. **challenge** ourselves to understand our own implicit biases, imposter syndrome, and self-doubt as barriers to collaboration and inclusion;
4. **practice** active listening, empathy, compassion, affirmations, and kindness in our daily interactions;
5. **foster** personal and professional relationships with members of the Integrative Biology community;
6. **identify** opportunities for professional development and service-learning through networking; and
7. **create** a course, student group, or community-based/action project to empower students as leaders in our future endeavors beyond this course.
8. **create** a space that fosters principles of critical thinking, communication, and collaboration.

### Course Takeaways

When the course finishes, students will have (1) fostered personal and professional relationships with members of the Integrative Biology community, (2) identified opportunities for professional development and service-learning through networking, and (3) created a course, or a community based or action project to empower students as leaders.

In working towards these takeaways, we will engage in several kinds of activities, including but not limited to:

1. **Connect with several leaders and scholars** in fields of **discovery** related to our course learning outcomes with our Guest Speakers.
2. **Practice the scientific research process of discovery** of critical thinking, asking questions and making predictions based on evidence in our Deeper Dives.
3. Experience the process of conducting informational interviews with emeritx, faculty, graduate students, or professionals in your fields of interest to **discover research, internships, externships, and/or service and shadowing opportunities**.
4. Listen and learn from our colleagues in practicing **empathy, compassion, and cultural awareness as key components to interdisciplinary & ethical discovery**;
5. Create either a short syllabus for student-led DeCal course, an RSO, or action project, based on what you **discover could contribute to supporting community and discovery for students with your shared values and interests**.

### Land Acknowledgement - Berkeley sits in the territory of xučyun

We “recognize that UC Berkeley sits on the territory of xučyun (Huichin), the original landscape of the Chochenyo speaking Ohlone people, the successors of the sovereign Verona Band of Alameda County. This region continues to be of great importance to the Muwekma Ohlone Tribe and other familial descendants of the Verona Band. We recognize that every member of the Berkeley community has, and continues to benefit from, the use and occupation of this land, since the institution’s founding in 1868. Consistent with our values of community, inclusion, and diversity, we have a responsibility to acknowledge and make visible the university’s relationship to Native peoples. As members of the [Berkeley] community, it is vitally important that we not only recognize the history of the land on which we stand, but also, we recognize that the Muwekma Ohlone people are alive and flourishing members of the Berkeley and broader Bay Area communities today.” <https://grad.berkeley.edu/about/land-acknowledgement/>

For more information about local efforts and initiatives led by indigenous peoples visit <https://sogoreate-landtrust.org/> , <https://shellmound.org/>

Given that science has historically, and continues to, exclude Indigenous communities, it is paramount that we understand, respect, and practice the compassion and environmental stewardship that Indigenous communities uphold by learning and respecting Indigenous cultures, languages, and histories.

*In this course, we will learn more about the role and value of Indigenous knowledge in science, as well as the Indigenous communities on whose land we reside.*



## How will learning be assessed?

### Assessments and Grading

Grades will be calculated based on homework, lecture, and discussion. The various assessments and percent of final grade are in the table below.

Assessment	% Final Grade
<b>Homework (55%)</b>	
Scientist Reflective Journals (12)	10%
Pre Lecture Reflection	5%
Pre Deeper Dive Reflection	10%
Informational Interview Projects (2)	10%
Pre and Post Assessments	5%
DeCal or Project Proposal with Final Reflective Journal	15%
<b>Lecture (25%)</b>	
Participation (LEC) – Attendance and Process Reflections Exercises	10%
Deeper Dive Team Activities	15%
<b>Discussion (20%)</b>	
Participation (DIS) – Attendance and completion of weekly activities	20%

*Because the course builds on previous classes and student reflections, these must be turned in (on time) to support our course design process and ensure the material is relevant for our interests and goals!*

### Final Grades

Final grades will be assigned based on percentages below:

92-100%	A	72-76%	C
90-91%	A-	70-71%	C-
87-89%	B+	67-69%	D+
82-86%	B	63-66%	D
80-81%	B-	60-62%	D-
77-79%	C+	Below 60%	F

### Assessment Descriptions

#### Homework

##### Scientist Reflective Journals (weekly)

**Due every Sunday by 11:59pm on bCourses, starting 1/28**

Learning happens when it builds on our prior knowledge and experiences **and** when we reflect on it. To support long-term learning of course concepts and to support instructors in designing course content to be relevant for us, we will complete weekly Scientist Reflective Journals (SRJ) as homework (find details and turn-in on bCourses).

##### Pre Lecture Reflection (weekly)

**Due every Sunday by 11:59pm on bCourses, starting 1/21**

In order to prime students for each lecture and assist guest lecturers in tailoring their lessons to student interests and existing knowledge base, you will be asked to reflect on what you already know about the topic at hand and your expectations for each lecture. Guest lecturers may also ask you custom questions that they'd like to incorporate into their lesson. All responses will be sent to that week's lecturer

##### Pre Deeper Dive Reflection (weekly)

**Due every Tuesday by 11:59pm on bCourses, starting 1/23**

This course is a student centered and student directed course. In order to design our weekly deeper dive session, you will be asked to reflect on your takeaways from that week's lesson, communicate any lingering questions for follow up in the deeper dive. We will be using these reflections to create facilitation question and provide you with any pertinent new information to deepen our conversation about the topic at hand.

*The syllabus is subject to change at the instructor's discretion. Any changes will be communicated with students promptly.*

**Informational Interview Projects (2 total)**

***Due Sunday, 2/25 (Emeritx or Faculty); and Sunday, 4/7 (Graduate Student or Non-Academic Professional) by 11:59pm on bCourses***

A method to build our networks and learn more about professional and experiential opportunities is to conduct informational interviews. This involves doing background research on people of interest, reaching out through our existing networks or cold calling, asking informed questions, and actively listening/taking notes. In discussion section, we will scaffold the preparation for these projects. There will be three informational interviews this semester with three individuals: (1) Professor Emeritx or Current Faculty; (2) A Graduate Student in Integrative Biology or a Non-Academic Professional. Each interview will have a final written assignment highlighting what you learned.

**Lecture****Process Reflection Exercises (weekly, 14 total)**

To determine participation and engagement in class, we will give in-class notecards and/or worksheets to be finished and turned in during class time.

**Deeper Dive Team Activities (weekly, 13 total)**

To assess small groups collaborations during Deeper Dive, activities will be assigned and collected during class time.

**Discussion****Culminating Project: Create a DeCal Course or a community based or action project**

A full description of the culminating project will be provided in discussion section and posted on bCourses.



Grading	%	Mon	Tue	Wed	Th	Fri	Sat	Sun
<b>1. Weekly Homework (25%)</b>								
a. Pre Lect - Your experience & expectation of the topic	5							Midnite*
b. Pre Deeper Dive - What you learned. What was missing.	10		Midnite*					
c. Scientist Reflective Journals - Final reflections and lessons	10							Midnite*
<b>2. One Time Assignments (55%)</b>								
a. Informational Interview Projects (2 interviews)	10	2/25 (Emeritx or Faculty); 4/7 (Graduate Student or Non-Academic Professional)						
b. Pre and Post Assessments	5	Beginning and end of semester						
c. Final project and reflection paper	15	Due RRR Week						
<b>3. Lecture (25%)</b>								
a. Participation and Attendance	10		X		X			
b. Deeper Dive Activities	15				X			
<b>4. Discussion Section (20%)</b>								
a. Participation and Attendance.	20	X						
<b>5. Extra Credit (5%)</b>								
a. Above and Beyond Effort	5							
<b>TOTAL</b>	100							

\*Written assignments due each week

## What is the course schedule?

This topic sequence is approximate and guest speakers proposed. Additional assessments may be assigned.

Week	Dates	Lecture – Guiding Topics	Discussion Section Activity
1	Tues, 1/16 Thurs, 1/18	Welcome! Introduction to Discovery, Syllabus Day Getting to know you	<i>No Section</i>
2	Tues, 1/23 Thurs, 1/25	Pre Lecture Scientist Workshop or Botanical Gardens <u>On being a scientist</u> –Prof. Tyrone B Hayes	Introduce Informational Interviews
3	Tues, 1/30 Thurs, 2/1	<u>Discovery &amp; the Research Process</u> – Prof. Robert Full Jacobs Hall Tour and Demo	Positionality
4	Tues, 2/6 Thurs, 2/8	Museum Tours (2 museums, MVZ,) <u>Discovery in Integrative Biology</u> – Prof. Eileen Lacey	Informational Interviews
5	Tues, 2/13 Thurs, 2/15	<u>Student Panel on Decals, RSOs, and Outreach at Cal</u> – TBD	Introduce Project Landscape Analysis
6	Tues, 2/20 Thurs, 2/22	<u>Community and Cultural Humility</u> – Prof. John Matsui Deeper Dive – Connecting with students at Berkeley	<i>Holiday</i>
7	Tues, 2/27 Thurs, 2/29	<u>Respectability Politics: The Journey of a Boricua Scientist in STEAM</u> – Betsabé D. Castro Escobar Deeper Dive: Hidden Curriculum	Backwards Design: RSOs, DeCals, and Projects
8	Tues, 3/5 Thurs, 3/7	<u>Bridging Science and Indigenous Practices</u> – Prof. Kiana Frank Deeper Dive – Inclusive practices in science	Mental Health Check-In Mid Semester Eval
9	Tues, 3/12 Thurs, 3/14	<u>On the Culture of Science</u> – Prof. David Presti Deeper Dive	Work Session on Final Projects
10	Tues, 3/19 Thurs, 3/21	Deeper Dive –Data workshop <u>Bridging Differences: Ambiguity and Gender Disparities in STEM</u> – Prof. Rodolfo Mendoza-Denton	Work Session on Final Projects
11	Tues, 3/26 Thurs, 3/28	<i>Spring Recess</i>	<i>Spring Recess</i>
12	Tues, 4/2 Thurs, 4/4	<u>Science through Story</u> – Dr. Sara ElShafie Deeper Dive – How will we be advocates in our work?	Work Session on Final Projects
13	Tues, 4/9 Thurs, 4/11	<u>Science Conspiracy Theories</u> – Dr. Diyala Shihadih Deeper Dive – Science communication and outreach	Work Session on Final Projects
14	Tues, 4/16 Thurs, 4/18	<u>Science Denial</u> – Dr. Diyala Shihadih Deeper Dive	Work Session on Final Projects
15	Tues, 4/23 Thurs, 4/25	<u>Career Pathways Panel</u> TOWN HALL	Work Session on Final Projects

*The syllabus is subject to change at the instructor's discretion. Any changes will be communicated with students promptly.*

16	Tues, 4/29 Thurs, 5/2	<b>RRR Week</b> – Complete and turn in Final Reflections and Materials on DeCals and projects	<b>None this week</b>
----	--------------------------	---	-----------------------

## What are the required readings for this course?

Required readings may be adjusted based on guest speakers. All readings will be available on bCourses.

Week	Dates	Required Readings (listed on date they will be discussed)
1	Tues, 1/16 Thurs, 1/18	<i>No required readings</i>
2	Tues, 1/23 Thurs, 1/25	Ferguson, S. L., Lezotte, S. M. (2020). Exploring the state of science stereotypes: Systematic review and meta-analysis of the Draw-A-Scientist Checklist. <i>School Science and Mathematics</i> , 120 (1), 55-65.
3	Tues, 1/30 Thurs, 2/1	Full, R. J., Dudley, R., Koehl, M. A. R., Libby, T., & Schwab, C. (2015). Interdisciplinary laboratory course facilitating knowledge integration, mutualistic teaming, and original discovery. <i>Integrative and comparative biology</i> , 55(5), 912-925.
4	Tues, 2/6 Thurs, 2/8	Department of Integrative Biology (2021) Impact Report: <a href="https://ib.berkeley.edu/sites/default/files/IB%20Impact%20Report%202021_Small.pdf">https://ib.berkeley.edu/sites/default/files/IB%20Impact%20Report%202021_Small.pdf</a> IB Spring Newsletter <a href="https://rebrand.ly/49daa0">https://rebrand.ly/49daa0</a>
5	Tues, 2/13 Thurs, 2/15	Estrada, M., Young, G. R., Nagy, J., Goldstein, E. J., Ben-Zeev, A., Márquez-Magaña, L., & Eroy-Reveles, A. (2019). The influence of microaffirmations on undergraduate persistence in science career pathways. <i>CBE—Life Sciences Education</i> , 18(3), ar40.
6	Tues, 2/20 Thurs, 2/22	Harrison, C., & Tanner, K. D. (2018). Language matters: Considering microaggressions in science. <i>CBE—Life Sciences Education</i> , 17(1), fe4.
7	Tues, 2/27 Thurs, 2/29	Estrada, M., Eroy-Reveles, A., & Matsui, J. (2018). The influence of affirming kindness and community on broadening participation in STEM career pathways. <i>Social issues and policy review</i> , 12(1), 258.
8	Tues, 3/5 Thurs, 3/7	Read about student-led courses on the DeCal Website: <a href="https://decal.berkeley.edu/">https://decal.berkeley.edu/</a> Read about Registered Student Organizations (RSOs): <a href="https://lead.berkeley.edu/about-student-orgs/">https://lead.berkeley.edu/about-student-orgs/</a>
9	Tues, 3/12 Thurs, 3/14	Presti, D. E. (2020). Collaborative dialogue between Buddhism and science: A contribution to expanding a science of consciousness. <i>Journal of Comparative Neurology</i> , 528(17), 2804-2815.
10	Tues, 3/19 Thurs, 3/21	Leslie, S. J., Cimpian, A., Meyer, M., & Freeland, E. (201). Expectations of brilliance underlie gender distributions across academic disciplines. <i>Science</i> , 347(6219), 262–265. <a href="https://doi.org/10.1126/science.1261375">https://doi.org/10.1126/science.1261375</a>
11	Tues, 3/26 Thurs, 3/28	<b>Spring Recess</b>
12	Tues, 4/2 Thurs, 4/4	Braiding Sweetgrass by Robin Wall Kimmerer, Chapter 5 Asters and Goldenrods

13	Tues, 4/9 Thurs, 4/11	Smith, A.C., Woerner, J., Perera, R. et al. (2022) An Investigation of Associations Between Race, Ethnicity, and Past Experiences of Discrimination with Medical Mistrust and COVID-19 Protective Strategies. <i>J. Racial and Ethnic Health Disparities</i> .
14	Tues, 4/16 Thurs, 4/18	Brandt AM. Inventing conflicts of interest: a history of tobacco industry tactics. <i>Am J Public Health</i> . 2012 Jan;102(1):63-71
15	Tues, 4/23 Thurs, 4/25	<i>No required readings</i>
16	4/29, 5/2	<i>No required readings</i>

## 6. Why So Many Weekly Assignments?

**Metacognition: “awareness and understanding of one's own thought processes.”**

An important part of research is being aware of what we notice (or not). It's being skeptical while also being willing to change when presented with experiences that do not align with our previous assumptions...

Each week, we will work on Pre-Lecture Reflections, Pre-Deeper Dive Reflections, and Scientist Reflective Journals. The prompts will relate to the themes and readings for upcoming guest speakers. We will make connections between what we are learning and what we are observing in our daily experiences at Berkeley. Further, we will be taking action and reflecting on the outcomes, and like scientists, we will document our process and use this information to adjust the course based on your reflections, interests, and input in real time.

All assignment will be:

- Due on bCourses at the same time every week.
- Read and discussed by course instructors to inform the activities for the Deeper Dive and Future Lectures. We read them! We really do. We sincerely appreciate your candid thoughts and responses to the prompts.
- Complete reflections that demonstrate full engagement. Please write in your own words and with proper quotes/citations, when appropriate.

To offer student evidence, we may sometimes include anonymous quotes from the assignments during class to prompt conversation or represent some common themes. *If for any reason you would prefer that we not share pieces of your reflective journal entry during a given week, just note that at the beginning of your entry.*

## 7. What is the final assessment?

**Instead of a final exam, we will have a Culminating Project: Create a DeCal Course or a Community Based or Action Project**

Throughout the semester, we will reflect on our interests, learn more about navigating Berkeley campus and resources, and discover what innovative course or community we can contribute based on each of our own unique experiences.

*By the end of the course, each student will:*

- 1) design a short syllabus for a DeCal, draft a proposal for a community based or action project that could be housed in a student organization or center at Berkeley, and

*The syllabus is subject to change at the instructor's discretion. Any changes will be communicated with students promptly.*

- 2) write a 2-3 page (1000-1500 words) reflection about your process in developing your project based on the rubric to be provided on bCourses.

**Topics that will be assessed in final course reflections include:**

- a) what you discovered about your personal interests in culture, community, and discovery in science,
- b) insights from your informational interviews,
- c) discoveries from the campus-wide landscape analysis of current offerings related to your personal interests,
- d) efforts to support kindness, accessibility, and inclusion at Berkeley through this process, and
- e) what will affect you for years to come after taking this course

We are here to support your success along the way to work towards this culminating project – if it's the beginning of the course and you're not sure what all the terms here mean – *this is the right course for you.*

## What university resources support student success?

### Advising and Tutoring

Academic resources, from note-taking to peer tutoring, are available to students from a variety of campus organizations. Find the help you need to succeed at Berkeley!

<https://www.berkeley.edu/academics/advising-tutoring>

### Disabled Students Program

The Disabled Students' Program (DSP) promotes an inclusive environment for students with disabilities. DSP equips disabled students with appropriate accommodations and services to achieve their individual academic goals. DSP is dedicated to supporting disabled students and collaborating with the campus community to remove barriers to educational access and embrace the University's values of equity and inclusion. DSP believes that an accessible environment benefits everyone.

<https://dsp.berkeley.edu/>

### PATH to Care – Survivor Support

You deserve safety, respect, and care. If you've experienced sexual harassment, sexual violence, dating/intimate partner violence, stalking, and/or invasion of privacy, please know that what happened is not your fault. Whatever feelings you may be experiencing are valid – there is no one response to sexual harassment or violence. The PATH to Care Center confidential advocates bring a holistic approach to supporting survivors. Advocates provide affirming, empowering, free, confidential support and bring a non-judgmental, caring approach to exploring all options, rights, and resources.

<https://care.berkeley.edu/>

Need urgent support? Call 24/7 Care Line at 510-643-2005

### Counseling and Psychological Services (CAPS)

Students can access **free** mental health and counseling services.

Students can book a counseling appointment on [eTang](#) or by calling (510) 642-9494.

[Virtual Let's Talk](#) is now available on Zoom with various counselors.

**For Non-University affiliated crisis/suicide prevention hotlines:**

- Crisis Support Services of Alameda County (800) 309-2131
- National Suicide Prevention Lifeline (800) 273-TALK (8255)

<https://uhs.berkeley.edu/caps>

*We are living in a time of significant challenges.*

*Please take care of yourselves and seek help if you need it.*

### Food and Housing Insecurity & Support

Students experiencing economic hardships resulting in food insecurity, housing insecurity, or homelessness are encouraged to reach out to us or other instructors and staff members. UC Berkeley's Basic Needs Center has programs and resources in place to provide support with housing, food, and other emergencies.

<https://sa.berkeley.edu/foodfood-insecurity>

<https://sa.berkeley.edu/housing-and-homelessness>

### Add/Drop Dates & Other Important Dates

Important add/drop deadlines and academic calendar holidays can be found on:

L&S Advising website: <https://lsadvising.berkeley.edu/>

Student Enrollment Calendar: <https://registrar.berkeley.edu/calendar/>



## What university resources support student success?

### Did you know that you can get *paid* to engage in research on campus?

*Getting involved in research gives you hands-on experience and skills that are useful for all career trajectories – allied health (nursing, physician's assistant, medical doctor, etc.), graduate school for biology research (masters, PhD), or industry (government, non-profit, biotechnology companies, etc.)*

#### Biology Scholars Program

The Biology Scholars Program works side-by-side with students to access their untapped talent and create their academic and career blueprints. Members belong to an inclusive community and environment that is the cornerstone of a rewarding and full college experience for all students, regardless of their backgrounds. <https://bsp.berkeley.edu/home>

#### Berkeley Changemaker

The *Berkeley Changemaker* program incorporates the three key core pillars of its curriculum: critical thinking, communication, and collaboration into an array of interdisciplinary courses offered by departments across the Berkeley campus. Berkeley Changemakers clarify and identify the impact they wish to make in the world by using essential skills to solve complex problems, develop an entrepreneurial mindset, and hone the skills they need to make positive change. Since launching in the summer of 2020, over 20% of undergraduates have enrolled in one of the some 25 Berkeley Changemaker courses. <https://changemaker.berkeley.edu/>

#### NSF REU Program

Develop individual, summer research projects in laboratories in Integrative Biology, Molecular & Cell Biology and Plant & Microbial Biology at Berkeley. <http://mcb.berkeley.edu/nsfreu/>

#### Career Center

Discover campus internships and service-learning opportunities at Berkeley and in the broader Bay Area. <https://career.berkeley.edu/Internships/Campus>

#### LSAMP Program

The LSAMP Program is intended to increase the number of students from underrepresented groups graduating from college with degrees in STEM and increase the number of students from underrepresented groups who pursue graduate studies in STEM.

<https://calnerds.berkeley.edu/programs/camp-scholars>

#### McNair Scholars Program

The McNair Scholars Program supports both STEM and non-STEM majors in pursuing graduate studies and earning a PhD. Eligible students are academically ambitious and motivated to pursue a career in research, academia, or related professional path.

<https://mcnair.berkeley.edu/>

#### STEM Training, Activities, and Resources

The STAR database focuses on creating STEM access to activities, information, opportunities, and networks. You can search for programs that resonate with you by using keywords and filters. <https://star.berkeley.edu/search>

#### Office of Undergraduate Research & Scholarships

OURS also offers an extensive, searchable database of funding opportunities with estimated deadlines. There is a range of disciplines and programs featured such as the Summer Undergraduate Research Fellowships (SURF), Underrepresented Researchers of Color (UROC), and Berkeley Undergraduate Research Apprenticeship Program (URAP).

*The syllabus is subject to change at the instructor's discretion. Any changes will be communicated with students promptly.*

<https://research.berkeley.edu/opportunities>

### Undergraduate Research Programs

There are several opportunities for research at Berkeley, beyond Berkeley, for undocumented students, and over the summer. See quick links here: <https://grad.berkeley.edu/graduate-diversity/berkeley-undergrads/undergraduate-research-programs/#>

### Getting into Graduate School

GiGS is a collaborative partnership between the Office for Graduate Diversity (OGD), and the Graduate Assembly (GA), whose goal is to encourage and prepare undergrad UC Berkeley students to select, apply, and enroll in graduate school. <https://grad.berkeley.edu/graduate-diversity/berkeley-undergrads/getting-into-graduate-school/>

If you are interested in doing *paid* summer research at another university, the website below has a searchable list of all opportunities: [Pathways to Science](#)

Please reach out if you need help with finding opportunities, need a letter of recommendation, or edits on application documents – *you got this!*