

Life Sciences 7B: Genetics, Evolution, and Ecology

Required Materials:

- **Online Text:** *How Life Works* by Morris, J *et al.* 4e, with access to Achieve (available through Inclusive Access through the bookstore link on the 7B BruinLearn site)
- **Achieve Website:** Accessible through the BruinLearn website, contains all links to the readings and optional learning tools (adaptive quizzes, animations, simulations, and additional questions).
- **iClicker Student access:** an app-based system you will use to respond to questions during class.

For advising or administrative issues, please contact the Life Sciences Core Education Office at lscore@lifesci.ucla.edu or at (310) 825-6614 to leave a voicemail.

Welcome to Our Course

How does life work? This profound question has inspired thinkers, inventors, and explorers throughout human history. It forms the basis for the study of agriculture, medicine, ecology, microbiology, and countless other fields in the life sciences. In this course, we will continue to explore this question, focusing on some of the fundamental processes underlying the evolution and interactions of all living organisms. Our exploration will begin by examining simple patterns of inheritance, as well as exploring gene interactions and their role in producing the variation we see in organisms that populate our planet. We will continue on to learn about processes and patterns of evolution and then move on to examine the ecological processes occurring on our planet. Although an entire lifetime of study, let alone one course, is not enough to form a complete answer to our question of how life works, our hope is that you will leave this course inspired to seek out the answers at every turn and equipped with the basic knowledge to launch your exploration of the awesome field of biology at UCLA.

Our Inclusive Learning Environment

We value diversity and inclusion. We expect everyone to contribute to a respectful, welcoming, and inclusive environment to support the learning of all other members of the class, regardless of age, sex, gender identity, race, culture, sexual orientation, religion, ability, background, or other seen or unseen identities. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment of achievement, please come talk to us.

If you need academic accommodations based on a documented disability, please contact the **Center for Accessible Education (CAE)** at 310-825-1501 within the first two weeks of the Quarter to allow reasonable time to coordinate accommodations. CAE will assess all requested accommodations and communicate your approved accommodation with your Instructor. Please also confirm that your instructor received your CAE letter so accommodations can be organized accordingly. If you have accommodations for exams, please be sure to **book your exam requests with CAE as soon as possible.** <http://www.cae.ucla.edu/>

Class Culture and How We Learn

Everyone involved in the course has the opportunity and ability to learn the central concepts covered in the course. You are all here with the goal of learning more about evolutionary, genetic, and ecological concepts. How we engage with others and what we do as individuals during the course has a significant impact on how we all accomplish the course learning goals and objectives. The course has been designed to focus on learning objectives for each week – these are the skills or things you should be able to do after attending class meetings and doing lab, pre-class and post-class work. Learning objectives are outlined at the beginning of each weekly class meeting, so that you have a clear understanding of course expectations. With this in mind, we offer the following guidelines for interaction and participation during the course:

Treat class time with respect – We have limited time to interact with each other during class meetings. Some of our interactions will be done through the chat window on Zoom or breakout rooms. Come to class ready to learn and stay engaged for the duration of class meetings.

Your interactions with your classmates are important – The diversity represented among the students in this class provides exposure to an incredible array of opinions, perspectives, and problem-solving approaches. Every student has something to offer during class, labs, and study groups that will enrich the learning experience for all students. Be respectful of what everyone brings to help all students learn.

Learning happens through productive struggles with course concepts – No instructor believes that simply because a student has heard words come out of their mouth, the student will automatically know everything. Some concepts in this course are more difficult than others. If you find some things are taking too much effort, please reach out. We are more than happy to provide help so you can move through any concepts that are challenging.

Learning is a process – This course is designed so you can experience a learning path. Data has shown that multiple short-term encounters with course concepts over many days increases long-term learning and retention of material, compared to one extended learning session. You will first encounter course concepts with pre-class assignments designed to be foundational to your understanding. During and after class, you will have additional practice with learning objectives that are designed to help you achieve conceptual mastery of course content. While it is our commitment to provide the structure for the course, it is your commitment to follow the structure in order to contribute the most to your learning.

Our Learning Path

Pre-Class Work:

Assigned readings are given to help you build foundational knowledge that will be applied to in-class questions, labs, and group-work. Pre-class reading guides are provided to help focus your reading. Pre-class reading quizzes are a check on your grasp of the material before class.

In-class Work:

Conceptual questions and group work on activities are used to help you practice applying foundational knowledge from pre-class assignments to solve problems. This could include student collaboration, completing a worksheet, or responding to question prompts using iClicker.

Post-class Work:

At the end of each week practice exam questions are assigned to help provide more experience with problems aligned to the course learning objectives. These problems are taken from old midterms to provide you with problem-solving practice similar to what is expected on exams.

What You will Learn in this Course

There are several broad learning goals we will help you achieve by the end of this course.

LS7 Series Overarching Learning Goals

There are several broad learning goals we will help you achieve by the end of this course and the LS7 series. In addition to the topic-specific learning outcomes you will receive at the beginning of every unit, these goals are intended to broaden your horizons in the incredible world of biology and prepare you to become a lifelong learner and biology enthusiast! They span different categories that encompass different aspects of the learning experience, from foundational knowledge to human dimensions of learning. Specifically, by the end of this course/series, you will achieve the following learning goals:

Foundational knowledge

- Understand the mechanisms of transmission of genetic material from parent to offspring and how this affects genotype and phenotype.
- Explain the unifying role of evolution to life on earth and how evolution accounts for diversity of life forms.
- Discuss the significance of and relationships between the various types of organisms that comprise the biological world.

Application

- Derive meaning from visual models of biological processes and graphical representations of data.
- Create mental models that promote understanding of biological processes on a personal level that change over time to incorporate new knowledge and meaning.
- Use information, data, and logical reasoning to solve problems about dynamic biological processes.
- Create predictions based on hypotheses and evaluate experimental evidence to support, reject, or modify these hypotheses.

Human dimensions of biology

- Understand how course material relates to personal experience and perspective.
- Appreciate that the creation of scientific knowledge is influenced by human imagination and creativity.
- Explain how scientific understanding is dynamic and influenced by social context.

Caring

- Fall in love with biology!
- Explain how as members of the complex, dynamic, biological world, true objectivity is impossible without multiple perspectives from a diverse community of scientists.
- Appreciate the diverse perspectives that different people bring to science and value the important contribution of multiple perspectives to the building of scientific knowledge.
- Understand that collaboration is an important component in the production of meaningful scientific knowledge.

Learning How to Learn

- Develop and utilize evidence-based study strategies that promote deep learning in biology and other academic disciplines.
- Navigate collaborative settings in a productive and empathetic manner to promote the personal and academic success of all team members.

Additional topic-specific learning objectives will be provided each week on Bruinlearn and in the weekly lecture slides. These learning objectives provide an overview, and study guide, of what you should be able to do on an exam.

Course Schedule

Week	Dates	Topics	Reading	Lab
1		Meiosis & Mendel's Laws Variations on Mendel - Non-disjunction	13.1, 14.1 14.2-4	Exploring Your World
2		Patterns of Inheritance Genetic Linkage, X&Y chromosomes	14.4-6 13.4, 15.1-4	Meiosis and Recombination
3		Gene Mapping Genetic Variation	13.3, Case 3, 13.4 and 15.3 (from Week 2) 13.2, 16.1-2, 16.4	Pedigrees
4		Hardy-Weinberg Mechanisms of Evolution, Modes of selection	20.1-3, 20.5 20.4	Genetics Review lab
MIDTERM 1: Group phase - 6AM – 11:59PM Covers Weeks 1-3(online) Individual phase - 6PM-7:20PM – Rooms TBA				
5		Landscapes & other forms of selection Speciation	Review 20.4, 43.6 21.1-3	Research Question
6		Phylogenetic Trees Biodiversity Through Time	22.1-2	Gathering Data
7		Adaptive Radiations & Extinctions	22.3-4, 20.6	Data Analysis
MIDTERM II: Group phase 6AM – 11:59PM Covers Weeks 4-7(online) Individual phase– 6PM-7:20PM – Rooms TBA				
8		Climate & Population Ecology Part I Population Ecology Part II	46.1-2, 47.1, 44.1-2 41.2, 44.3-44.4	Poster Development
9		Species Interactions Community Ecology	45.1-4, 46.3 46.2(review) 47.2-3, 48.3	Poster/Presentation Work
10		Global Ecology	48.1-2, 48.4-5	Presentations
FINAL EXAM: Group phase 6AM - 11:59PM Covers weeks 8-10 (online) Individual phase 6:30PM - 9:30PM (Cumulative) – Rooms TBA				



NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE. ANY CHANGES WILL BE ANNOUNCED IN CLASS AND/OR ON CANVAS.

Course Logistics

Class Meetings:

Our work during class meetings will be based on the topics listed in this syllabus and each of the pre-class assignments you will access through Bruinlearn. We will give additional examples in the class that may not be from the text but are chosen to help in understanding concepts and applying various skills during the course. We will post lecture slides on Bruinlearn the night before so they will be available for you to use during class. It may be useful to download these before class for note taking during class. Attendance in class is strongly encouraged and participation is an important part of the learning path for this course.

Discussion Sections:

Discussion sections are designed to: (1) Help reinforce many of the concepts you learn in class; (2) Provide opportunities for practice with course learning objectives and additional course related problems; (3) Give you the opportunity to ask questions, get feedback from TAs and LAs, and work together with your peers. Discussion sections are worth a total of 135 points for the course. The points may be earned for work done entirely during discussion section, or from a combination of in-section exercises, a pre-section assignment, and/or out-of-section work depending on what you and your learning pod decide to do. Section assignments for weeks 1-4 must be submitted on Bruinlearn within 15 minutes of the end of your section, unless otherwise stated. Any late assignments will be marked down 2 points if turned in late on the same day and marked down 4 points if turned in late on the next day. Late assignments will not be accepted after 11:59PM on the day after your enrolled section, and you will receive a score of zero. Weeks 5-10 of the course will involve a research project that you will work on collaboratively with your learning pod. All assignments in weeks 5-10 will be group submissions. Weeks 5-8 are each worth 10 points, week 9 is worth 20 points, and week 10 is worth 40 points. You will receive more specific information and instructions on the research project components during your section.

You must attend the section in which you are enrolled. You must arrive on time and stay for the entire section in order to receive any credit for work from that section. If you arrive more than 20 minutes late for a section, you will not be able to attend that section and will receive a zero for any work pertaining to that week's assignments. There are no make-up sections. We understand that extenuating circumstances may arise. If there is an extenuating circumstance and you need to attend another section **one time only** during weeks 1-4, you must discuss this with your TA and the TA of the section you would like to attend **before the start** of your enrolled section. There must be a space open in the alternate section in order for you to attend (max of 24 students per section). For Weeks 5-10, you must be present to work with your podmates on the project. Students are not allowed to Zoom with their group during section in lieu of in-person attendance. The maximum number of discussion section points you can earn for the course is 135, meaning you can miss up to 15 points and still receive full credit for discussion sections. We hope this alleviates any issues caused by extenuating circumstances you may experience.

Achieve:

The Achieve site, accessible through our course Bruinlearn site, gives you access to the textbook readings you will need to complete your reading guides and the Pre-Class Review Questions for each week of the course. There are also adaptive learning quizzes, animation quizzes, and additional activities posted on the Achieve site for you to complete if you wish, though they will not be graded.

**For technical issues, please contact Achieve technical support at 1-800-936-6899.
Tech support is available Monday – Thursday 6AM – 12PM, Friday 6AM - 8PM,
Saturday 8:30AM - 5PM, and Sunday 8:30AM - 8PM (all times PST).**

Weekly Assignments

- **Pre-Class Reading Guides:** Pre-class reading guides are provided on Bruinlearn to help you navigate through the pre-class learning objectives. These are designed to guide you through the foundational information and help with your conceptual learning to prepare for the class and discussion exercises each week. They are *not* meant to act as a study guide, but rather will be a useful reference as you work through problems and activities in class. Reading guides are due Tuesdays at 8AM and cover the reading for the entire week. Each week is worth 4 points, but the maximum number of points you can earn in the reading guides category for the course is 36 points, i.e., you can miss one week and still earn full credit for that category in the course. This should account for any technical errors or extenuating circumstance that may result in you missing a Reading Guide assignment.
- **Pre-Class Review Questions (PCRQs):** To help ensure that you are prepared for class, you will complete review questions before *each* class meeting starting Tuesday of Week 1 and ending Thursday of Week 10 (some weeks will only have one PCRQ worth a total of 4 points). The questions are graded based on the correctness of your answers, but you will have two attempts for each set of questions. For each PCRQ, the total number of points will be scaled to your percentage out of 2 course points. This means that missing one question on an assignment does not result in the loss of one point in the course. The maximum number of PCRQ points you can earn in the course is 36, meaning you can miss up to 4 PCRQ points and still receive full credit in the course. This should account for any technical errors or extenuating circumstance that may result in you missing a PCRQ set(s).
- **Practice Exam Questions (PEQs):** To help you prepare for exams, we will provide practice exam questions after class meetings for the week. These actual former exam questions will provide examples and serve as a resource to help prepare you for the exams. You will only have one opportunity to complete the questions and it is timed to help prepare you for a true exam situation. These are graded based on the correctness of your answers. **You should prepare for these as you would for an exam.** Each week, the total number of points for practice exam questions will be scaled to your percentage out of 5 course points, this means that missing one question does not necessarily result in losing one point in the course. The maximum number of PEQ points you can earn on the course is 45, meaning you can miss up to 5 PEQ points and still receive full credit in the course. This should account for any technical errors or extenuating circumstance that may result in you missing a PEQ set.

All Weekly Assignments (Reading Guides, PCRQs, and PEQs) can be turned in late, but there is a 25% point reduction for each day it is late.

Participation:

iClicker Student is an app-based response system that allows you to respond to questions during class. A large volume of education research suggests clickers can significantly increase your learning and retention of course concepts by actively participating during in-class activities and questions. You need to create an iClicker Student account if you do not already have one. It is important that you use the email associated with Canvas (check your Canvas profile to confirm) for your iClicker Student account. Failure to do so may result in an inaccurate participation score. When you register you must choose your institution (University of California Los Angeles) and then search for the course: **Ask Instructor**

We will begin using the iClicker Student App during class meetings on Tuesday of Week 1. For each class meeting requiring participation (20 total), you will earn 4 participation points (all or nothing) by answering 75% of the questions during that day. We want to encourage you to try and do your best while practicing the skills outlined in the learning objectives, therefore the points are not based on correct/incorrect answers. You will be given two “free” days of participation points to account for any technical difficulties or absences. You cannot receive more than the 72 points awarded for participation (i.e., if you have perfect

attendance, points for the “free days” will not be added to your final score). Please note, you must be in attendance in the classroom in order to receive points for participating. There are no make-up assignments for missed classes.

**Please note that clicking in for another student is cheating and will be treated as such.
If you are found to be clicking in for another student or having another student click in for you,
you will both forfeit ALL clicker points for the quarter.**

Exams:

You have two midterms and a final exam for the course. Midterm I will cover material from weeks 1-3. Midterm II will cover material from weeks 4-7. For the Final Exam, approximately 60% will cover weeks 8-10 and 40% will be cumulative. All exams will have a group phase that you will complete with your learning pod, followed by an individual exam that you will take during scheduled exam times Weeks 4 and 8 from 6PM-7:20PM. See the course schedule for the dates of the group and individual phases. You must take the exams during the scheduled date/time on exam days. In the event that you must miss an exam due to an extenuating circumstance, you must contact your instructors as soon as is reasonably possible. You may be asked for verification of the event and the instructor will determine an alternate exam date or accommodation to meet the learning objectives.

The exams will be a mix of multiple choice and true/false questions and are closely aligned to the weekly learning objectives that outline the skills we expect you to be able to do on an exam. The learning path is designed to help students be successful with the exams for the course, and the assigning of PEQs is to help you understand where you are with important course concepts before taking the exam. Material for the exams will be taken from lectures, problems that have been posted on Achieve, material from discussion sections, and worksheets or clicker questions/problem sets done during class meetings. Focus on mastering these learning objectives (skills) rather than trying to memorize all of the course material.

The group phase will happen on Bruinlearn BEFORE the individual phase of each exam. You will have a two-hour time limit for each group phase exam which you must take with the other members of your assigned learning pod group during the open group phase exam window, 6AM-11:59PM on the day of the group exam. The group phase exams will be open book, open note, and open discussion between your pod members; no other sources should be used during the group phase of the exam. We encourage you to have a lively discussion with your group members during the online group phase. The individual phase for the midterms will happen on the scheduled days and will have a time limit of 80 minutes. For each midterm, the group phase with your learning pod is worth 24 points and the individual phase of the exam is worth 60 points of your total exam score, for a total of 84 points. For the final exam you will have 3 hours to complete the individual phase of the exam during the scheduled exam time. The group phase of the final exam is worth 24 points and will cover concepts from weeks 8-10. The individual phase of the final exam is worth 120 points and will cover concepts from weeks 8-10 as well as cumulative material from midterms 1 and 2. More details on the exams will be given during class time and through announcements on Bruinlearn.

Course Materials:

Please protect the integrity of all course materials and content. By enrolling in this course, you agree to honor this request. Be mindful of the hard work and time that our instructors and TAs in the LS Core put into creating course materials such as exam and quiz questions, worksheets, and lecture videos. Please do not upload course materials not created by you onto third-party websites (e.g., Chegg, Course Hero, Quizlet, etc.) or share content with anyone who is not enrolled in our course. We are grateful for your cooperation in honoring this important request.

Enrollment (including Changing Discussion Sections):

In the event that we are at maximum enrollment capacity, and you would like to enroll in this course, please monitor the Schedule of Classes in case someone drops the course. If you have other enrollment concerns, please contact the LS Core office (lscore@lifesci.ucla.edu). Your instructors and the SAAs in the LS Core office are unable to provide students permission to enroll (PTE) numbers.

Please note that you are not permitted to switch enrollment in lab sections after the second week of the quarter. If you would like to switch sections during the first week but there are no spots available in the desired section, you need to find another student who agrees to switch sections with you. To make the switch in discussion sections official with the registrar, you both will need to contact the LS Core office (lscore@lifesci.ucla.edu) and discuss your intention to switch sections with an SAA.

How Your Learning will be Assessed

Course Grading:

We are committed to making sure the assessment of your learning in this course is comprehensive, fair, and equitable. Your grade in this class will be based on the number of points you earn out of the total number of points possible and is **not** based on your rank relative to other students. Furthermore, grades are assigned without strict limits on the proportion of each letter grade given in the course.

Letter grades will be based on a straight scale (see table below). A grade of A+ will only be given for a grade of 100% or higher. If the class mean is lower than 75%, the scale will be adjusted to compensate (e.g., 89% may become an A-). Under no circumstances will grades be adjusted down. You should keep track of your own points so that at any time during the quarter you can use the straight grading scale to calculate your *minimum* grade in the course based on the total number of points possible at that particular time. If and when, for any reason, you have concerns about your grade in the course, please come and speak with me or your TA so that we can discuss study techniques or alternative strategies to help you.

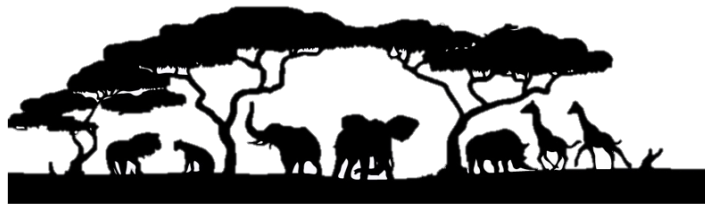
Assignment	Points
Midterm 1	84
Midterm 2	84
Final Exam	144
Discussion section	135
Lecture participation (clicker points)	72
Reading Guides	36
Weekly pre-class review questions	36
Weekly practice exam questions	45
Total Points Possible	636

Grading Scale:

A ($\geq 93\%$); A- (90-92.9%)
B+ (87-89.9%); B (83-86.9%); B- (80-82.9%)
C+ (77-79.9%); C (73-76.9%); C- (70-72.9%)
D+ (67-69.9%); D (63-66.9%); D- (60-62.9%)
F ($\leq 59.9\%$)

Regrading policy:

Regrade requests will be considered only after final grades have been calculated and *only if* a regrade might improve your final letter grade. For all requests, send a detailed email to your Instructor explaining why you think more points should be awarded. Requests for a regrade of a discussion assignment must be made within one week of the assignment being scored; the entire assignment will be regraded. Requests for exam re-grades must be made no later than the day before the next exam is given.



Academic Integrity – A Bruin’s Code of Conduct

UCLA is a community of scholars committed to the values of integrity. In this community, all members including faculty, staff, and students alike are responsible for maintaining the highest standards of academic honesty and quality of academic work. As a student and member of the UCLA community, you are expected to demonstrate integrity in all of your academic endeavors. When accusations of academic dishonesty occur, the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, fabrication, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, or facilitating academic misconduct.

Please review our campus’ policy on academic integrity in the UCLA Student Conduct Code:
<http://www.deanofstudents.ucla.edu/Student-Conduct-Code>.

With respect to our course, examples of academic dishonesty include, but are not limited to, giving answers on assignments to someone else, receiving answers from someone else, turning in any written work that is not your own for points in our course, copying passages from websites, copying passages from your or any other textbook on any graded material in the course, or bringing a classmate’s clicker to class to get participation points for them when they are absent. If you engage in these types of unacceptable behaviors, then you will receive a zero as your score for that assignment. **If you are found to be clicking in for another student or having another student click in for you, you will both forfeit all clicker points for the quarter.** If you are caught cheating on an exam (e.g., using notes – unless permitted by your instructor, using cell phones or other smart devices to send, receive, or research an answer, looking on someone else’s exam, allowing someone else to look at your exam for answers, etc.), then you will receive a score of zero for the entire exam. These allegations will be referred to the Office of the Dean of Students and can lead to formal disciplinary proceedings. Being found responsible for violations of academic integrity can result in disciplinary actions such as the loss of course credit for an entire term, suspension for several terms, or dismissal from the University. Such negative marks on your academic record may become a major obstacle to future admission to graduate, medical, or professional school.

Often, a student who considers an act of academic dishonesty feels unprepared and under pressure. If you are at a point where you are contemplating anything that violates the student code of conduct, ***please come talk to me instead.*** I would much rather help you work through the situation than see you resort to potentially destroying your academic career. I am typically very accommodating and understanding if you come to me for help, but once you commit an act of academic dishonesty, it is too late. A few points really aren’t worth it!

We cannot make exceptions to our campus’ policy on academic integrity, and as we hopefully have communicated effectively here, penalties for violations of this policy are harsh. Please do not believe it if you hear that “everyone does it.” The truth is, you usually don’t hear about imposed disciplinary actions because they are kept confidential. So, our advice is just don’t do it! Let’s all embrace what it means to be a true Bruin and together be committed to the values of integrity.



Resources for Student Support

It is important that we all are kind and supportive of each other. UCLA has a multitude of resources available to all students. We have included links to a few resources below and encourage you to explore them. If there are additional resources you need, please ask! We want to help.

Please make sure you are taking care of your mental health and well-being. If you find yourself in distress, please reach out! Call **Counseling and Psychological Services (CAPS)** to speak directly with a counselor 24/7 at (310) 825-0768, or call 911 if you are in immediate distress. www.counseling.ucla.edu

- **Healthy Campus Initiative:** Promotes living well through seven areas: Bedwell, BreatheWell, EatWell, EngageWell, MindWell, MoveWell, and ResearchWell. <http://healthy.ucla.edu/>
- **Recreation and FitWell:** Explores healthy lifestyle choices in fitness and exercise, nutrition, weight management, stress management, and general health education <http://www.recreation.ucla.edu/fitwell>
- **RISE – Resilience in Your Student Experience:** Promote resilience skills — emphasizing connection and belonging, service, self-efficacy and mastery, and self-reflection. Their website includes the Resilience Peer Network, collaboration with the UCLA Depression Grand Challenge (DGC), the DGC’s STAND Program for Screening & Treatment for Anxiety and Depression, and Mindful UCLA: <https://www.resilience.ucla.edu/>
- **Academic Achievement Program (AAP):** AAP advocates and facilitates the access, academic success, and graduation of students who have been historically underrepresented in higher education and informs and prepared students for graduate and professional schools. <https://www.aap.ucla.edu>
- **Undergraduate Writing Center:** Peer learning facilitators (PLFs) are undergraduates who understand the challenges of writing at UCLA. www.wp.ucla.edu/uwc
- **UCLA Transfer Student Center:** Resources for transfer students <https://www.transfers.ucla.edu>
- **Dashew Center for International Students and Scholars:** <https://www.internationalcenter.ucla.edu>
- **First to Go:** Support for First-Generation to College Bruins. <https://firsttogo.ucla.edu/About/Mission>
- **LGBTQ Resource Center:** Education and advocacy services supporting intersectional identity development, fostering unity and wellness. An open, safe, and inclusive environment <http://www.lgbt.ucla.edu/>
- **Dean of Students Office:** This is a great general resource for all Bruins. Get help if you’ve experienced sexual assault, report a bias incident, learn about academic integrity issues and your first amendment rights, and much more. (310) 825-3871; <https://www.deanofstudents.ucla.edu>
- **Office of Equity, Diversity, and Inclusion:** Report an incident and access resources: <https://equity.ucla.edu/>
- **Sexual Violence Prevention and Response:** Access FAQs, resources, information, and learn about how to report an incident: <http://sexualviolence.universityofcalifornia.edu/>
- **Student Legal Services:** (310) 825-9894; <https://www.studentlegal.ucla.edu>
- **Bruin Resource Center:** Serves all UCLA students, with a focus on current and former foster youth, students with dependents, student veterans, and undocumented students. <http://www.brc.ucla.edu/>
- **Food Security:** Resources for students who do not have the financial means to consistently purchase nutritious food. <https://eatwell.healthy.ucla.edu/2018/03/16/food-security-on-uclas-campus/>