

**PATH 3100-290 – Introduction to Medical Microbiology  
Spring 2024 Syllabus**

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**Course instructor:** Dr. Elena Y. Enioutina, MD, PhD  
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**Credit hours:** 3

**Textbook (optional):** *Medical Microbiology, 9<sup>th</sup> Edition: Murray, Rosenthal, Pfaller*  
E-book available for **FREE** through "Clinical Key"; see Canvas for details

**Website:** Canvas; accessed through CIS login. All relevant course materials provided on the Canvas page. Use Google Chrome as your browser. Do not use Internet Explorer or Safari.

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*Note: This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it with reasonable notice to the class. The instructor may also modify the Course Schedule to accommodate the needs of the class. Any changes will be announced in class and posted on Canvas under Announcements.*

**Have Questions?**

With any questions, please email Prof. Mallory Leetham at [mallory.leetham@path.utah.edu](mailto:mallory.leetham@path.utah.edu) and cc Dr. Enioutina at [elena.enioutina@hsc.utah.edu](mailto:elena.enioutina@hsc.utah.edu). With content specific questions, feel welcome to email the applicable instructor.

**Course Description** - 3-semester units

Introduction to Medical Microbiology is a didactic course in medical microbiology and infectious diseases for pharmacy, pre-nursing, and other allied health students. Topics include common disease-producing bacteria, virulence factors, normal flora vs. pathogens, disease states, and antibiotics. An introduction to viruses, fungi, and parasites is also presented.

**Course Outcomes**

By the end of this course, the student will be able to successfully fulfill the objectives listed in each lecture and outline.

**Teaching and Learning Methods**

This course will be taught using recorded lectures, online Canvas assignments, and case studies to apply classroom concepts to the real-world environment. Content is organized into four modules.

Teaching microbiology is a task that we take great joy and pride in. We know that the knowledge we are imparting to students will directly impact the health and well-being of many people. Microbiology is a diverse and complex field riddled with strange vocabulary, unknowns, and correlations—it is our duty to take that large and varied body of knowledge, condense it, make it meaningful and ultimately useful to you. For you to understand this complex field of information, we will encourage you to think independently and critically examine situations to make correlations between cause (organism) and effect (disease). We care that you understand this information and how it affects you as a person and a future healthcare professional.

Students who have questions regarding Canvas-presented assignments may contact the course director or lecturers. Consequently, the course teaching philosophy is based on self-directed learning for highly motivated students.

### Course Policies

**Online Exams:** Use of reference material, cell phones, smartwatches, or any other electronic device, for any reason, during an exam will be considered cheating, and the student will receive a zero for the exam.

**Academic misconduct:** It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. **Plagiarized material** submitted for assignments may result in failure in the course and potential dismissal from the University of Utah. Read the University of Utah Code of Student Rights and Responsibilities outlining policies regarding plagiarism. **Academic misconduct will not be tolerated.** A zero will be given to any student cheating on any assignment or exam.

For the purposes of writing assignments in this course, using an **Artificial Intelligence (AI) content generator** to produce content that is turned in for an assignment or test is **academic misconduct**. Students will also be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing may be subject to academic sanctions as per the University of Utah's Student Code <https://regulations.utah.edu/academics/6-410.php>.

**Student Responsibilities:** Students are expected to follow the Code of Student Rights and Responsibilities ("Student Code") as delineated in the University of Utah Policies and Procedures Manual (<http://regulations.utah.edu/academics/6-400.php>).

**Faculty Responsibilities:** These guidelines are delineated in the University of Utah Policies and Procedures Manual. [<http://regulations.utah.edu/academics/6-316.php>]

- Provide class materials as scheduled unless a valid reason and notice are given.
- Perform and return evaluations in a timely manner.
- Inform students at the beginning of class about general content, course activities, methods of evaluation, grade scale, schedule of lectures, assignments, laboratory, examinations, etc.
- Ensure an environment conducive to learning.
- Enforce the student code.

**Course Evaluations:** We take these seriously and think it is important that you make your voice heard. We appreciate your specific, *constructive* comments in the evaluation and regularly adjust the course based on comments from previous evaluations.

**Grading Policy:** Exams are 60% of the grade, and the exam percentage is based on the total number of points accumulated for the four exams divided by the total number of points possible. For those who want to improve their grades, we will be offering a bonus (optional quiz) that will cover 10-15 questions from exams 1 and 2. Additionally, there will be an optional virology quiz which will cover materials presented in pre-recorded viral lectures. A *final grade of students who do not wish to take bonus (optional) quizzes for any reason will not be affected*. Assignments submitted after the posted due date and time will have an automatic 5%-point reduction for late assignments. For grade review requests, please visit the Grade Review Policy review below prior to contacting the course directors.

Items	% of grade
Weekly Case Studies	13%
Microbiology Diary	10%
Lecture Quizzes and Online Exercises	7%
Capstone Case Studies	10%
4 Exams	60%

The following final percent will determine the final letter grade for the course:

93 - 100	A	80 - 82	B-	67 - 69	D+
90 - 92	A-	77 - 79	C+	63 - 66	D
87 - 89	B+	73 - 76	C	60 - 62	D-
83 - 86	B	70 - 72	C-	< 60	E

**Examinations:** Examination material is derived from the course lectures, outlines, and assignments. Gram stain reactions and morphology are cumulative (refer to Gram Stain List on Canvas) and will be present on every exam. Otherwise, the exams are not cumulative. Unless otherwise noted, exams are administered online at the Canvas website. See schedule for exam dates. Questions are multiple-choice, matching, and true/false.

There will be no make-up examinations without instructor consent PRIOR to the scheduled examination. The course director must be notified PRIOR to the exam, or make-up will not be allowed. Only an emergency will be considered as an acceptable reason for a student to take the examination at another time. Make-up exams may be different in content or format. Exam scores are not curved. All exam scores will be posted on Canvas.

If a student wishes to review their individual results, please contact the TAs.

**Using Respondus LockDown Browser and Webcam for Online Exams:** Examinations will be administered online within Canvas and may be taken at any time during the day of the scheduled exam. This course requires the use of LockDown Browser for online exams. Visit <https://web.respondus.com/lockdownbrowser-student-video/> to get a basic understanding of LockDown Browser and the webcam feature. Then download and install LockDown Browser from <https://download.respondus.com/lockdown/download.php?ID=715559068>. For those who have not used Respondus for online exams, please practice using the Practice Respondus Quiz under Quizzes in Canvas.

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide [https://web.respondus.com/wp-content/uploads/2020/07/QSG\\_CanvasNew\\_Student.pdf](https://web.respondus.com/wp-content/uploads/2020/07/QSG_CanvasNew_Student.pdf)

Finally, when taking an online exam, follow these guidelines:

- Select a location where you won't be interrupted.
- Before starting the test, know how much time is available, and that you've allotted sufficient time to finish.
- Turn off all mobile devices, phones, smart watches, etc. and don't have them within reach.
- Clear your area of all external materials — books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

**Online Canvas assignment and case study environment:** Students and instructors will work together and follow University policies and procedures to create an environment conducive to teaching and learning in this course. As with all courses at the University, the online environment is equivalent to in-person classrooms and offices. E-mail, discussions, and other online communications in the course are part of the classroom and, as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications within the academic community must not be assumed, while professionalism regarding these communications is required. Students are responsible for maintaining in working condition the hardware and software that they need to access the course and its materials.

## Assignments

### Weekly Case Studies – due Sundays at 11:59 PM

Under Assignments in Canvas, students are assigned a case study each week derived from that week's lecture content. Students will analyze the case studies and answer accompanying questions in a Canvas quiz. You are welcome to use your lecture outline and notes for the quiz. Case studies will be due at midnight (11:59 PM) on Sunday, the week when the lecture was given. Refer to Canvas for exact due dates. The case studies are worth 13% of your final grade.

### Lecture Quizzes – due dates on schedule

Two lectures will have associated quizzes. See schedule. Lecture quizzes, Respondus quiz, and online laboratory exercises are worth 7% of your grade.

### Online Laboratory Exercises – due dates on schedule

Included in this course is an independent study of two online laboratory exercises. You will go through the tutorials listed below and take the quizzes at the end of the tutorial. Take a screenshot of your score report for each tutorial and upload it to Canvas by the due date.

An example of an acceptable submission can be found on the Canvas assignment page. A minimum passing score is 80% to achieve full credit; you can take the tutorials and quizzes as many times as you need to achieve the minimum passing score. Lecture quizzes and online laboratory exercises are worth 7% of your grade.

Content from these online exercises will be included in exams (Infection Control – Exam #1, Gram Stains – Exam #4). These exercises require several hours to complete, so it is strongly recommended not to leave the material until just before the due date.

Everyone must complete:

1. Infection Control module – **due January 14, 2024**
2. Gram Stain module – **due April 14, 2024**

Lab code: 227951

1. Go to the website, click LOGIN
2. Sign up for a new account using the lab code above and choose your own password

Website: <http://www.medtraining.org/>

**Microbiology Diary – due March 24, 2024**

Microbes impact our lives in many ways, but most of the time, we are unaware of their activities. In this assignment, you will keep a daily diary enumerating the ways you personally have been affected by microbes. **The use of an AI content generator is not allowed and is considered academic misconduct!**

This assignment is worth 10% of your final grade. Spelling and grammar will be considered in your score. Recall that proper genus and species names are italicized or underlined. You will lose a point if you fail to complete #4 below at the conclusion of your diary, even if you discuss genus and species names in your entries.

1. Briefly leaf through a microbiology textbook taking note of the diverse activities of microorganisms. This will help you focus on your "unseen encounters" with microbes.
2. Prepare a Word or other rich text file (.rtf) format using font size 12 in "Times" or "Times New Roman" style.
3. Write a paragraph each day for 7 consecutive days describing how microbes have interacted with you that day. State the connection between the specific event and the activity of the microbes involved.
  - Be sure to use correct grammar, spelling, and nomenclature.
  - Use a diary format, listing dates.
  - Note: the instructors are highly sympathetic if you or one of your family members has an infectious disease for the entire 7 days, but one entry per disease is sufficient. The instructors appreciate interesting and even entertaining entries that are professionally presented but discourage entries that are overtly distasteful. An example of an acceptable journal is posted on Canvas.
4. At the end of the week, write a separate one-paragraph summary reflecting on your experience.
  - In your summary paragraph, highlight your "favorite" organism encounter by including a possible proper name (genus and species). Also, state whether your organism is a bacterium, virus, parasite, or fungus. We are asking you to make an *intelligent, reasonable\** guess. (\*You will be marked down for outrageous proposals. e.g., the *Salmonella* that you may have gotten with your salad bar probably wasn't *Salmonella* Typhi!)
5. Submit the assignment online through the Canvas Assignments tab.

#### **Capstone Case Studies – due April 21, 2024**

Each student will be given 20 case studies to read and answer the accompanying questions. Resources for answering the questions are, but not limited to, the lecture notes, course textbook, other current microbiology textbooks, online resources that are reputable sites such as .gov or Mayo Clinic, or CDC, for example. The textbook is highly recommended for reference as many of the cases come directly from it.

- The case studies can be done in pairs or small groups, but each student will submit their own assignment online through the course website, Assignments tab.
- Some of you may find it easier to review the cases and select your answers offline before taking the quiz. Canvas will save your progress each time you select an answer but won't grade the quiz until you click Submit Answers.
- Note that Canvas randomizes the questions and answers for everyone's quiz. Review your online responses to ensure they are really what you want to select.

**PATH 3100 Introduction to Medical Microbiology Spring 2024**

**ONLINE**

Date/ Due Date	Topic Assignment/Exam	Chapter(s) optional	Lecturer
<b>Week of January 8th</b>			
	Introduction - Bacterial Characteristics	1, 12, 13	Dr. Enioutina
	Host/Parasite Interactions	2, 3, 7, 14, 15	Dr. Enioutina
<b>14-Jan</b>	Respondus quiz		
<b>14-Jan</b>	Lecture Quiz: Characteristics and Nomenclature		
<b>Week of January 15th</b>			
	Hospital Epidemiology and the Laboratory		Dr. Mayer
	Sterilization and disinfection	3	Prof. Leetham
<b>21-Jan</b>	Lecture Quiz: Hospital Epidemiology and the Laboratory		
<b>21-Jan</b>	Online Exercise: Infection Control		
<b>Week of January 22nd</b>			
	<i>Staphylococcus</i> and Disease Transmission	15, 18 (Tab 15.1)	Dr. Enioutina
	<i>Streptococcus/Enterococcus</i>	19	Dr. Enioutina
<b>28-Jan</b>	Case study 1		
<b>28-Jan</b>	Case study 2		
<b>Week of January 29th</b>			
	Gram-Positive Bacilli	20, 21, 30	Dr. Enioutina
	<i>Neisseria/Moraxella</i>	23	Dr. Enioutina
<b>4-Feb</b>	Case study 3		
<b>4-Feb</b>	Case study 4		
<b>Week of February 5th</b>			
<b>5-Feb</b>	<b>Exam 1</b> (Introduction through <i>Neisseria</i> etc. materials <u>including</u> Infection Control Tutorial)		
	Enteric Bacilli	25	Prof. Leetham
	<i>Vibrio, Aeromonas, Campylobacter, Helicobacter</i>	26, 28	Prof. Leetham
<b>11-Feb</b>	Case study 5		
<b>11-Feb</b>	Case Study 6		

Week of February 12th			
	<i>Pseudomonas</i> and Related Organisms	27	Prof. Leetham
	Fastidious Gram-Negative Rods	24, 29	Prof. Leetham
18-Feb	Case study 7		
18-Feb	Case Study 8		
Week of February 19th			
	Anaerobiosis and Common Anaerobes	30, 31	Prof. Leetham
	<i>Mycobacterium</i> and Acid-Fast Bacteria lecture	22	Dr. Enioutina
25-Feb	Case study 9		
25-Feb	Case Study 10		
Week of February 26th			
26-Feb	<b>Exam 2 (Enteric bacilli through <i>Mycobacterium</i> materials)</b>		
	Spirochetes, <i>Chlamydia</i> , and <i>Mycoplasma</i>	32, 33, 35	Prof. Leetham
	Antimicrobials, Part 1	17, 61	Dr. Enioutina
3-Mar	Case study 11		
March 3rd - 10th Spring Break			
Week of March 11th			
	Antimicrobials, Part 2	17, 61	Dr. Enioutina
	Introduction to Virology and Prions	36 - 56	Prof. Buckendorf
17-Mar	Case Study 12		
17-Mar	Case study 13		
Week of March 18th			
	Modern Pandemic Viruses	40, 47, 49, 54	Prof. Buckendorf
	Viral Disease Prevention and Treatment	37, 40	Prof. Buckendorf
24-Mar	Case study 14		
24-Mar	Case study 15		
24-Mar	Microbiology Diary		
Week of March 25th			
	Parasitology	67 - 77	Prof. Hohmann
	Malaria (parasitology)	74	Dr. Enioutina
31-Mar	Case study 16		
31-Mar	Case study 17		

<b>Week of April 1st</b>			
<b>1-Apr</b>	<b>Exam 3 (Spirochetes etc. through Malaria materials)</b>		
	Mycology	57 - 66	Prof. Hohmann
	Respiratory Tract Infections		Dr. Enioutina
<b>7-Apr</b>	Case study 18		
<b>Week of April 8th</b>			
	Gastrointestinal Infections		Prof. Leetham
	Skin and Soft Tissue Infections		Prof. Leetham
<b>14-Apr</b>	Online Exercise: Gram Stains		
<b>Week of April 15th</b>			
	Sexually Transmitted Infections		Dr. Enioutina
	Bacteremia and CNS Infections		Prof. Leetham
<b>21-Apr</b>	Capstone Case Studies		
<b>Week of April 22nd</b>			
	Urinary Tract Infections		Prof. Leetham
<b>26-Apr</b>	<b>Exam 4 (Mycology through UTI materials including Gram Stain Tutorial)</b>		

Student and Faculty Responsibilities: All students are expected to maintain professional behavior in the classroom according to the University of Utah Student Code. Students have specific rights in the classroom as detailed in Article III of the University Code. The Code also addresses conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code and know they are responsible for the content therein. According to Faculty Rules and Regulations, it is the faculty's responsibility to enforce responsible classroom behaviors beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

You may be required to submit some of your assignments to Turnitin.com through the Campus Information System. Turnitin.com will analyze your text for matches to published works to help identify plagiarism. Plagiarism is the inappropriate use of someone else's work without proper attribution to the author(s) or source. Plagiarism is a violation of the University of Utah Student Code and constitutes academic dishonesty.

Academic dishonesty or misconduct will not be tolerated. Cheating, plagiarizing, inappropriate collaboration, fabrication/falsification of information, or misrepresenting one's work in any way will result in a failing grade and disciplinary action as serious as expulsion from the University of Utah. As most of you are aspiring to be medical professionals, your personal integrity and honesty **will** impact the lives of your future patients and thus academic dishonesty is taken **very seriously** in my classroom.

### **Lauren's Promise – I will listen and believe you if someone is threatening you.**

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, by a man she briefly dated on our University of Utah medical campus. **We must all take actions to ensure that this never happens again.** If you are experiencing harassment, sexual assault, domestic violence, and/or stalking, please report it to Mal ([mallory.leetham@path.utah.edu](mailto:mallory.leetham@path.utah.edu) or 801-581-3544) and she will connect you to resources. Some of these resources include calling the Rape Recovery Center Crisis Line at **1-801-467-7273** and the Title IX coordinator in the Office of Equal Opportunity and Affirmative Action at **801-581-8365**. Mal is required to report information you share so the university can provide support for your safety and ensure you have information about your options. The information you share with Mal the Title IX coordinator is private and will only be shared on a need-to-know basis.

If you are a member of the **LGBTQ+ community**, Mal wants you to know that her classroom is a safe space. Additionally, please know that the university has an LGBT Resource Center on campus. They are in Room 409 in the Olpin Union Building. Hours: M-F 8-5 pm. You can visit their website to find more information about the support they can offer, a list of events through the center, and links to additional resources: <http://lgbt.utah.edu>. Mal's chosen pronouns are she, her, and hers. Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, Mal will honor you by referring to you with the name and pronoun that feels best for you in class, exams, etc. Please advise Mal of any name or pronoun changes (and update CIS), so Mal can help create a learning environment in which you, your name, and your pronoun will be respected. Please let Mal know if there is any additional support you need in this class.

**I affirm that Black Lives Matter.** Remarks or gestures that are construed as racist will not be tolerated and will result in expulsion from Mal's classroom and will be reported to the Office of Equal Opportunity, Affirmative Action, and Title IX. This includes micro-aggressions. If you believe you have witnessed or been the target of bias, intolerance or discrimination you may report an incident to Mal directly or the [Office for Inclusive Excellence](#) (bias and intolerance) or the [Office of Equal Opportunity, Affirmative Action, and Title IX](#) (sexual misconduct and discrimination). Additionally, comprehensive safety information is available at [safeu.utah.edu](http://safeu.utah.edu).

### **University Policies**

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.
2. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).
3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. **COVID-19 Resources.** The University of Utah has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic.

For the most up-to-date information on COVID-19 protocol, please refer to <https://coronavirus.utah.edu/>.

Other resources:

- [Student Guidance: What Steps to Take for a Possible or Confirmed COVID-19 Exposure](#)
- [Registrar's Office COVID-19 Information and FAQ's](#)
- [Housing & Residential Education](#)



5. **Diversity Statement.** I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.
6. **Undocumented Student Support Statement.** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit [dream.utah.edu](http://dream.utah.edu).
7. **Drop/Withdrawal Policies.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
8. Student Code: <http://regulations.utah.edu/academics/6-400.php>
9. Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>
10. **Student Mental Health Resources:** *Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](#), including free counseling, trainings and other support.*

Consider participating in a [Mental Health First Aid](#) or other [wellness-themed](#) training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues

11. **Diverse Supports for Students:** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

### Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### Student Support Services (TRIO)

801-581-7188  
[trio.utah.edu](http://trio.utah.edu)  
Room 2075  
1901 E. S. Campus Dr.  
Salt Lake City, UT 84112

### American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive "home-away-from-home" space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### American Indian Resource Center

801-581-7019  
[diversity.utah.edu/centers/airc](http://diversity.utah.edu/centers/airc)  
Fort Douglas Building 622  
1925 De Trobriand St.  
Salt Lake City, UT 84113

### Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Students with Children**

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of childcare for university students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Students with Disabilities**

The Center for Disability & Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

### **Students across Intersectional Identities and Experiences**

The Center for Equity & Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicana, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

### **English as a Second/Additional Language (ESL) Students**

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

**Writing Center**  
801-587-9122  
[writingcenter.utah.edu](http://writingcenter.utah.edu)  
2701 Marriott Library  
295 S 1500 E  
Salt Lake City, UT 84112

### **Undocumented Students**

#### **Black Cultural Center**

801-213-1441  
[diversity.utah.edu/centers/bcc](http://diversity.utah.edu/centers/bcc)  
Fort Douglas Building 603  
95 Fort Douglas Blvd.  
Salt Lake City, UT 84113

#### **Center for Childcare & Family Resources**

801-585-5897  
[childcare.utah.edu](http://childcare.utah.edu)  
408 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

#### **Center for Disability & Access**

801-581-5020  
[disability.utah.edu](http://disability.utah.edu)  
162 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### **Center for Equity and Student Belonging (CESB)**

801-581-8151  
[diversity.utah.edu/centers/CESB/](http://diversity.utah.edu/centers/CESB/)  
235 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

#### **English Language Institute**

801-581-4600  
[continue.utah.edu/eli](http://continue.utah.edu/eli)  
540 Arapeen Dr.  
Salt Lake City, UT 84108

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

### **LGBTQIA+ Students**

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Veterans & Military Students**

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Women**

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

For more information about what support they provide and links to other resources, view their website or contact:

#### **Dream Center**

801-213-3697  
[dream.utah.edu](http://dream.utah.edu)  
1120 Annex (Wing B)  
1901 E. S. Campus Dr.  
Salt Lake City, UT 84112

#### **LGBTQ+ Resource Center**

801-587-7973  
[lgbt.utah.edu](http://lgbt.utah.edu)  
409 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84111

#### **Veterans Support Center**

801-587-7722  
[veteranscenter.utah.edu](http://veteranscenter.utah.edu)  
418 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

#### **Women's Resource Center**

801-581-8030  
[womenscenter.utah.edu](http://womenscenter.utah.edu)  
411 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

### ***Inclusivity at the U***

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined: *Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.*

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

**Office for Inclusive Excellence**  
801-581-4600  
[inclusive-excellence.utah.edu](https://inclusive-excellence.utah.edu)  
170 Annex (Wing D)  
1901 E. S. Campus Dr.  
Salt Lake City, UT 84112