

GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit:

Type of action: New course Full online course**

Semester and year course will take effect:

New course title:

Appropriate computer abbreviation (30 spaces or less):

Course instructional methodology:

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

New course number:

Prerequisites for new course: *include an attachment if additional space is needed*

Description of new course (catalog copy): *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Additional resources required:

Faculty:

Space:

Equipment:

Library:

Financial Aid:

Other:

Change in teaching load:

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name:

Unit:

Signature:

Biology Seminar

BIOL 60100, Fall 2023

Dr. Marlo Jeffries
m.jeffries@tcu.edu
817-257-6171
WIN 505

Meeting Times & Office Hours

Class Meetings. F 11:00-11:50, LH 1

Office Hours. By appointment

Catalog Course Description. The intent of this course is to introduce Biology graduate students to a wide range of research areas within the biological sciences, aid students in developing scientific communication skills, and provide students an opportunity to network with scientists within and outside of TCU.

Course Resources. All course materials, including grades, will be posted on D2L.

Assignments and Course Grading System

Grades will be determined by attendance and active participation during seminars, the quality of written seminar summaries and critiques, and a final written reflection.

Participation. Participation is a vital part of this course, and all students are expected to attend each seminar, actively engage with the seminar speakers by taking notes and asking questions during the seminar, and contribute to class discussions on a regular basis. Participation grading rubrics for seminar and discussion weeks appear below.

Grading Rubric for Seminar Week Participation (8 participation points each)

0 pt	Student does not attend the seminar or fails to dedicate their full attention to the seminar speaker (e.g., student is on their phone or computer, completing other coursework, sleeping, etc. during the seminar) for the majority of the presentation.
4 pt	Student attends the seminar, but fails to dedicate their full attention to the seminar speaker (e.g., student is on their phone or computer, completing other coursework, sleeping, etc. during the seminar) for a portion of the presentation.
8 pt	Student attends the seminar and dedicates their full attention to the seminar speaker.

Grading Rubric for Discussion Week Participation (20 participation points each)

0 pt	Student absent from discussion or did not contribute in any meaningful way.
5 pt	Student unable to correctly answer questions regarding the seminar(s) due to an apparent lack of attention to the speaker. Ideas put forth are illogical and/or irrelevant to the topic being discussed. Student unable to discuss relevant underlying biological principles, terminology, etc. needed to fully understand the seminar(s) indicating a lack of preparedness. Student unable to offer constructive praises nor criticisms of the previous week's seminar.
10 pt	Student able to answer basic questions (e.g., study objectives, general study design, conclusions, etc.) regarding the seminar(s), but unable to answer more specific questions (e.g., techniques used, data interpretation, etc.). Some, but not all, ideas put forth are logical and relevant to the topic. Student able to discuss only a few of the underlying biological principles, terminology, etc. needed to fully understand the seminar(s). Student offers cursory praises and criticisms of the seminar(s) that are not supported by specific examples nor specific ideas for improvement.
15 pt	Student able to correctly answer nearly all of the targeted questions regarding the seminar(s). Many, but not all, ideas put forth are logical and relevant to the topic. Student able to discuss many, but not all, of the underlying biological principles, terminology, etc. needed to fully understand the seminar(s). Student offers constructive praises and criticisms of the previous seminar(s) providing specific examples to support some, but not all, of their contentions; student does not offer specific suggestions for improvements.
20 pt	Student able to correctly answer nearly all of the targeted questions regarding the seminar(s). All ideas put forth are logical and relevant to the topic being discussed. Student has clearly taken the time to look up background information related to the seminar and is thus able to discuss nearly all underlying biological principles, terminology, etc. needed to fully understand the seminar(s). Student offers constructive praises and criticisms of the seminar(s) providing specific examples to support each of their contentions; student provides well-thought-out and specific suggestions for improvements.

Seminar
BINGO!

To play, simply print out this bingo sheet and attend a departmental seminar.

Mark over each square that occurs throughout the course of the lecture.

The first one to form a straight line (or all four corners) must yell out to win!



SEMINAR B I N G O				
Speaker bashes previous work	Repeated use of "um..."	Speaker sucks up to host professor	Host Professor falls asleep	Speaker wastes 5 minutes explaining outline
Laptop malfunction	Work ties in to latest buzz-words in your field	"...et al."	You're the only one in your lab that bothered to show up	Blatant typo
Entire slide filled with equations	"The data clearly shows..."	FREE Speaker runs out of time	Use of Powerpoint template with blue background	References Advisor (past or present)
There's a Grad Student wearing same clothes as yesterday	Bitter Post-doc asks question	"That's an interesting question"	"Beyond the scope of this work"	Master's student bobs head fighting sleep
Speaker forgets to thank collaborators	Cell phone goes off	You've no idea what's going on	"Future work will..."	Results conveniently show improvement

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WWW.PHDCOMICS.COM

List of potential speakers. Each student will generate a list of 4 researchers in their field that they would like to have featured as part of the seminar series. For each speaker on their list, students will provide a brief description of the individual's research expertise and a brief explanation of why the student considers them to be worthy of an invitation.

Grading Rubric for the Speaker List (20 points)

0 pt	Student does not complete the assignment or does not submit it on time.
5 pt	Student offers only one potential speaker and/or can only justify the selection of one of the speakers on their list.
10 pt	Student offers two potential speakers and/or can only justify the selection of two of the speakers on their list.
15 pt	Student offers three potential speakers and/or can only justify the selection of three of the speakers on their list.
20 pt	Student offers four potential speakers and can only justify each selection.

Seminar summaries and critiques. For each seminar speaker, students will write a 2 paragraph summary of the research discussed including: 1) the study rationale and study goal, 2) general experiment design/approach, 3) study findings and single take-home message, 4) a critique of what the speaker did well (a list of at least 3 positives with explanation of why the presentation technique worked well) and 5) what the speaker could have done to improve (a list of at least 3 points of improvement along with explanations and specific suggestions for improvements). Each summary and critique is worth 20 points,

Grading Rubric for summaries and critiques (20 points each)

0 pt	Student does not complete the assignment or does not submit it on time.
5 pt	Student completes only one or two of the five required assignment components and/or quality of the summary and critique demonstrates an egregious lack of effort and care (e.g., document riddled with errors, unorganized, sloppy, etc.). Student does 3 of following: inaccurately/incompletely describes item 1, inaccurately/incompletely describes item 2, inaccurately/incompletely describes item 3, does not provide adequate explanation for item 4, and does not provide specific suggestions for item 5.
10 pt	Student completes three of the five required assignment components and/or the quality of the summary and critique is lacking in some, but not all, regards (e.g., some errors present, etc.). Some, but not all, of the critiques are supported by examples. Student does 2 of following: inaccurately/incompletely describes item 1, inaccurately/incompletely describes item 2, inaccurately/incompletely describes item 3, does not provide adequate explanation for item 4, and does not provide specific suggestions for item 5.
15 pt	Student completes four of the five required assignment components. The quality of the summary and critique contains few avoidable errors and is generally well-organized. Student does 1 of following: inaccurately/incompletely describes item 1, inaccurately/incompletely describes item 2, inaccurately/incompletely describes item 3, does not provide adequate explanation for item 4, and does not provide specific suggestions for item 5.
20 pt	Student completes all five of the required assignment components. The document is entirely free of errors and well-organized. All critiques are supported by examples. Student does none of following: inaccurately/incompletely describes item 1, inaccurately/incompletely describes item 2, inaccurately/incompletely describes item 3, does not provide adequate explanation for item 4, and does not provide specific suggestions for item 5.

Final Reflection. Students will complete a final reflection (1 page or less) that calls upon them to: 1) indicate the three most interesting things they learned about from the seminar speakers (e.g., what do you know now that you didn't know before?) and 2) describe what they have learned about delivering effective presentations by identifying three techniques/strategies used by one or more of the seminar speakers that were particularly effective and three "mistakes" made by one or more seminar speakers that detract from effective presentations.

Point Distribution and Grading Scale. Point distributions and the grading scale are outlined below.

Point distribution

List of Speakers	20 points
Participation (Seminar weeks) (8 points each x 5)	40 points
Participation (Discussion weeks) (20 points each x 3)	60 points
Summaries & Critiques (20 points each X 5)	100 points
Final Reflection	40 points
Total	260 points

Grading Scale (out of 260 points)

P	≥ 208 points
NC	< 208 points

Course Policies

As stated in the *TCU Official Student Handbook*, "Each student is expected to be fully acquainted with all published policies, rules, and regulations of the University and will be held responsible for compliance with them." You are expected to maintain high standards of personal and scholarly conduct. You are also expected to review all syllabus disclosures, which appear toward the end of this document.

Attendance and participation. Absence from class and tardiness will negatively impact your grade as it will prevent you from participating fully in in-class activities.

Accommodations. Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement. Students granted extended time for quizzes and exams must provide notice to the course instructor at ≥ 5 days in advance of the assessment so that suitable arrangements can be made.

Academic misconduct. Cheating, plagiarism, collusion, etc. are not acceptable. Students cheating may be subject to a variety of sanctions at the discretion of the course instructor, including disenrollment from the course and a failing course grade. Student engaged in academic misconduct will be reported to the appropriate administrators. Additional information regarding academic misconduct appears in the "Syllabus Disclosures" portion of this syllabus.

Electronics. All electronic devices (e.g., phones, etc.) are to be turned off and stowed away during seminar weeks. Students that utilize such devices during seminar weeks will lose participation points and may be asked to leave class, which may prevent them from participating in graded in-class activities (thus, a score of 0 would be issued). During discussion weeks, students are permitted to access their written summaries via their computers; however, cell phone use is prohibited. Audio and/or video recordings are not permitted.

Late and make-up work. Make-ups are only guaranteed for University-approved absences. Unapproved absences will be evaluated on a case-by-case basis and the opportunity for make-up work may be granted, at the discretion of the instructor, under some circumstances (e.g., serious illness, serious emergencies, etc.).

Course Schedule

Week	Topic/Activity	Assignment to be Completed Prior to Class
1 (Discussion week)	Course Introduction Discussion: Getting the most out of the seminar series Activity: Selection of Speakers	List of potential speakers
2 (Seminar week)	Speaker 1	None
3 (Off week)	No class meeting	
4 (Seminar week)	Speaker 2	Seminar summary and critique for speaker 1
3 (Off week)	No class meeting	
5 (Discussion week)	Discussion: Post-seminar critiques (speakers 1-2)	Seminar summary and critique for speaker 2
6	<i>FALL BREAK – NO CLASS</i>	
7 (Seminar week)	Speaker 3	None
8 (Off week)	No class meeting	
9 (Seminar week)	Speaker 4 (Student selected)	Seminar summary and critique for speaker 3
10 (Off week)	No class meeting	
11 (Seminar week)	Speaker 5 (Student selected)	Seminar summary and critique for speaker 4
12 (Off week)	No class meeting	
13	<i>THANKSGIVING BREAK – NO CLASS</i>	
14 (Off week)	No class meeting	
15	<i>STUDY DAYS – NO CLASS</i>	
16 Finals week (Discussion week)	Final discussion: Post-seminar critiques (speakers 3-5) & Overall discussion of final reflections	Seminar summary and critique for speaker 5 Final Reflection

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>) for TCU's network and computing policies and communication guidelines.

Technology Policies

Email. *Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.*

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>. Violating this policy is considered a violation of Section 3.2.8 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>), and may also constitute Academic Misconduct or Disruptive Classroom Behavior. TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Academic Misconduct

Academic Misconduct (Section 3.4 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>)): Any act that violates the academic integrity of the institution is considered academic misconduct. The definitions and procedures used to resolve suspected acts of academic misconduct are available in the offices of the Academic Deans and Dean of Students, and are also listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details) (<http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>) and the [Graduate Catalog](http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct) (<http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct>).

Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

TCU Online: Our Learning Management System

Getting Started with TCU Online

Technical Requirements: Check your computer is ready by looking at the [specifications list](#).

(<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

Option 1: Access via my.tcu.edu > Student Quick Links > TCU Online

Option 2: Login at <http://d2l.tcu.edu>

*For information about logging into TCU Online, view these [instructions](#) (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given, as well as reminder texts for upcoming assignments and quizzes.

Student Success Tools for TCU Online

Pulse

[Pulse](#) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

ReadSpeaker

[ReadSpeaker](#) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

Support for TCU Students

Campus Offices

- Academic Advising (817-257-7486, Jarvis 104)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Center for Digital Expression (CDEx) (cdex@tcu.edu, Scharbauer 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall 2nd floor)
- Dean of Students (817-257-7926, the Harrison 1600)
- Mary Couets Burnett Library: Reference Desk (817-257-7117)

- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2nd floor)
- Transfer Student Center (817-257-8345, Samuelson Hall, West Entrance)
- Veterans Services (817-257-5551, Jarvis Hall 2nd floor)

Anti-Discrimination and Title IX Information

Statement on TCU's Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#). To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report. To learn about the Campus Community Response Team \(CCRT\) and Report a Bias Incident click here:](#) <https://inclusion.tcu.edu/campus-community-response-team/>

Title IX

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oie@tcu.edu or a.vircks@tcu.edu, or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources

Campus Advocacy, Resources & Education
<https://care.tcu.edu> | 817-257-5225

Counseling & Mental Health Center
www.counseling.tcu.edu | 817-257-7863

Religious & Spiritual Life
www.faith.tcu.edu | 817-257-7830

On Campus Resources

TCU Police
www.police.tcu.edu | 817-257-8400 Non-emergency | 817-257-7777 Emergency

TCU Policy for Religious Observations & Holidays

"Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University." For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are

required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

Audio Recording Notification

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

Emergency Response Information

View [TCU's L.E.S.S. is More public safety video](https://publicsafety.tcu.edu/less-is-more/) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

View the [TCU Building Safety Maps](https://publicsafety.tcu.edu/less-safety-maps/) that show the specific seek shelter locations and building rally points for evacuation. (<https://publicsafety.tcu.edu/less-safety-maps/>)

View the [TCU Evacuation Rally Point Map](https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf) to see all rally points for evacuation. (<https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf>)

Download the [Frogshield Campus Safety App](https://police.tcu.edu/frogshield/) on your phone. (<https://police.tcu.edu/frogshield/>).

In the event of an emergency, call the TCU Police Department at **817-257-7777**.