

# PHYS 2210: PHYSICS FOR SCIENTISTS AND ENGINEERS I

Fall 2019, Physics & Astronomy Department, University of Utah

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## 1 Your learning goals

Significant learning combines the logical and the intuitive, the intellect and the feelings, the concepts and the experience, the idea and the meaning. When we learn in that way, we are whole. *Carl Rogers, 1983*

PHYS 2210 is the first of a two-part sequence, calculus-based course in introductory physics. In class we will explore standard concepts in classical mechanics such as kinematics, dynamics, energy, momentum, rotation of a rigid body, oscillations and waves. The class will assume a working knowledge of calculus. After successful completion of this course, you should be able to:

- Appreciate the power of physics and mathematics to deepen your scientific understanding of some of the physical phenomena we observe everyday.
- Identify, apply and master problem solving strategies to reach a quantitative understanding in a variety of circumstances.
- Work and collaborate productively in a group and learn from your peers.

In addition, I hope that you will:

- Further develop your own passion for learning, not be afraid of being challenged, believe in yourself as capable of improvement.
- Be creative, have fun and make good friends.

## 2 Course Staff

The PHYS 2210 course staff are here to help you learn physics. We want you to succeed in this class and to come to appreciate physics for its power and beauty. We expect that the entire PHYS 2210 community – students, instructors, TAs, and LAs – will strive to be an inclusive and supportive community, appreciative of the many perspectives that come from us each bringing to the class different backgrounds and beliefs. We expect all members of this community to be respectful of each other, and to strive to create a community that facilitates self-expression, inquiry, and learning.

### Teaching Assistants (TAs)

Teaching Assistants are graduate students in physics, they have obtained a Bachelor in Physics and are working toward their PhD or Master degree. They will lead discussion sections, staff Study Hall, hold Office Hours, present Reviews and grade Exams and Problem Sets. The names and contacts of the TAs will be posted on the Canvas website on the Teaching Staff page.

### Learning Assistants (LAs)

Learning Assistants are undergraduate students who have taken this course previously, or a similar course, and who receive special training on how to help students learn science (see more details on the [U of U Learning Assistant program](#) page). LAs will help during class and discussion sections to facilitate student learning, they will also staff Study-Hall and hold Office Hours. LAs are not responsible for grading assignments and can be thought of as peer mentors. The names and contacts of the LAs will be posted on the Canvas website on the Teaching Staff page.

## 3 Content

Course topics overview:

1. Kinematics
2. Dynamics
3. Work and Energy
4. Conservation of Energy
5. Linear Momentum and collisions
6. Rigid Bodies
7. Angular momentum and static equilibrium
8. Harmonic Oscillator
9. Waves

## 4 Class meetings

### Class Time and location

This course requires you to attend two 80-minute lectures and two 50-minute Discussion Sections every week. A typical lecture will consist of interactive lecturing, some short quizzes and some group activities. Discussion Sections will consist primarily of group problem-solving activities. Additional help will be provided via Study-Halls and Help Lab.

- Lectures: Monday and Wednesday, 3:00-4:20pm JFB 101 (James Fletcher Building)
- Discussion Sections:
  - 022-023 Monday-Wednesday 4:35-5:25pm CSC 205 (Crocker Science Center)
  - 024 Tuesday-Thursday 12:55-1:45pm ST 208 (William Stewart Building)
  - 025 Tuesday-Thursday 2:00-2:50pm AEB 310 (Alfred C. Emery Building)
- Study-halls (JFB 209): Monday 2-3pm, Tuesday 3-5pm & Thursday 3-6pm
- Help-Lab (JFB 209): hours will be posted at the beginning of the semester both on Canvas and on the board right outside JFB 209.

*Notes:* Please be on time for class and discussion sections. Class will start sharp at 3:00pm. Once a week there will be a quiz at the beginning of class, and if you come late you will not have the chance to take the quiz later. Discussion section are required and attendance will be taken in class. Make sure to come on time to not lose on attendance credit.

### Group work

Group work and collaboration are essential tools to succeed in almost any career (research teams, firefighting personnel, nursing teams, committees, construction teams, etc.) and they will be fundamental and invaluable tools for your learning of physics in this class. That is why one of the learning goals of this course is to learn to work effectively with your classmates. Learning to work effectively with a variety of people will prepare you to work with your colleagues and collaborators at your work place, and will enhance and deepen your understanding of physics. The best discoveries in science very often arise from the group work and collaboration of several people. By discussing ideas, posing questions, listening to other people's way of thinking, we each grow intellectually and can overcome struggles that seem daunting individually. I encourage you to start to hone your team work skills in this course. Specifically, I encourage you to collaborate, talk, discuss, make your classmates your best study-partners, bug them with questions, build ideas together. There will be group activities and group work several times throughout the course and working effectively in a group will be fundamental to your success in this class. The course is designed to encourage the collaboration with your classmates inside and outside the class. You will work in groups during the *lectures* when you will be asked to discuss and work with your nearby classmates. In the *discussion sections* you will

work on problem solving in groups of 3-4 classmates, groups will be changed weekly. You will also work in groups for some of the class assignments, such as *groups quizzes* and *group exams*. *Study-halls*, I hope, will enable you to meet and work together with colleagues in the class; the Discussion Board on Canvas is there to communicate quickly and get feedback from your peers online. You can set up your own study-groups, or come together to study-hall. There will be a lot to understand and discover in this class, and while it can sometimes be rewarding to struggle on your own, often it can be fun to struggle together in a group. **I am NOT grading on a curve in this class, so your classmates are friends, collaborators, and team mates, not competitors.**

### Colored Cards

We will use some foldable colored cards to capture student input in class and discussion sections. Cards will be given to you in class on the first day. **It will be your responsibility to bring the card to every class and discussion section.** Cards will help me and the TAs gather immediate feedback on your learning and experience in the class. You will never be penalized for answering a card-question wrong, but you may lose on participation credit if you forget or never use your card.

### Devices in the classroom

*Studies*<sup>1</sup> have shown that trying to multitask during class time is detrimental for your learning and class performance. These studies furthermore show that multitasking distractions in class also disrupt your classmates' learning. Therefore, out of respect for everyone, as well as to maximize your own learning, **cell phones, laptops and tablets may NOT be used in class (neither lectures nor discussion sections)**, and should be put away in your bag. If you must use one of these devices, please leave the classroom and use them out in the hallway. If there are special circumstances that absolutely require the use of these items in class, please speak to me or your TA ahead of time.

I also encourage you to take handwritten notes, there is *evidence*<sup>2</sup> that taking handwritten notes promotes the learning process and enhance conceptual understanding.

## 5 Materials and resources

### Course site, communication and email

All course materials, such as lecture slides, assignments, solutions, grades, etc. will be posted on the PHYS 2210 Canvas site <https://utah.instructure.com/courses/569621>. Class announcements will be done via email through the Canvas server. You will be responsible for any information contained in them as well as the information announced in class.

**It is your responsibility to also regularly check your Umail** (make sure you set up forwarding if you do not check it regularly), your Umail is the only way for me to communicate privately with you, there will be occasions during the semester that we may need to reach out to you individually (e.g. regarding a grade or assignment) and it is in your best interest to respond promptly.

Feel free to contact me by email for questions at [degrandi@physics.utah.edu](mailto:degrandi@physics.utah.edu), I will do my best to answer emails promptly. I would like to encourage you to email me only if it is something personal that requires individual attention, **if instead you have questions about logistics of the class, course material and assignments, and anything else your classmates may wonder as well, please post a question on the Discussions Board** instead. This way the information is shared quickly to the entire class, and each of you can benefit from seeing other classmates' questions. There is more than hundred of you in the class, so the DiscussionS Board will be a faster channel for communication. Therefore, even if you do not post questions yourself, **make sure to check the Discussions Board regularly** as you may find some helpful information (for instance a typo in the homework, some helpful discussion to prepare for the quiz, etc.).

I will always do my best to ensure the communication relevant to the course is clear and transparent, **it is your responsibility as well to keep yourself updated by regularly checking:** the announcements on Canvas, **your Umail**, the posts on the Discussions Board, and pay attention to the announcements given in class and Discussion Section.

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<sup>1</sup>Faria Sana, Tina Weston, and Nicholas J. Cepeda. Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62:24 – 31, 2013.

<sup>2</sup>Pam A. Mueller and Daniel M. Oppenheimer. The pen is mightier than the keyboard. *Psychological Science*, 25(6):1159–1168, 2014. PMID: 24760141.

## Textbook, Inclusive Access and MasteringPhysics

The book adopted for this course is *Physics for Scientists and Engineers: A Strategic Approach with Modern Physics* with MasteringPhysics, Fourth Edition, by Randall D. Knight. The electronic version of the textbook and associated resources and access to MasteringPhysics are available to you as part of the *Inclusive Access Program*. The *Inclusive Access Program* delivers all required course material as part of your tuition or fees. If you are participating in this program you do not need to buy course material as they will be provided to you starting the first day of class (an access code will be provided to you on the Canvas website). You will get the required resources and access to the book directly through the Canvas site. A paper copy of the book is not necessary, but if you'd like one, you could find it at the Campus Book store, or you can order an "unbound" copy through the MasteringPhysics web interface (\$44.97, free shipping).

Homework submission will happen through MasteringPhysics, therefore you will need to make sure to have a MasteringPhysics account set up starting the first day of class. Instructions will be given on Canvas and discussed in class.

## Lecture slides and notes

Lecture slides and any additional notes will be posted on the Canvas course website after each class.

## Discussions Board

We will be using the Canvas Discussions Board in this course, an online platform embedded on Canvas for everyone to post questions to the instructor and classmates. Post questions on the Discussions Board to get quick responses from your instructor, TAs and classmates. In this way, everyone can learn from your questions and you will be answered more quickly. I also encourage you to post answers to help your fellow classmates.

## Study Halls

There will be the following study halls each week:

- Monday 2-3pm in JFB 209
- Tuesday 3-5pm in JFB 209
- Thursday 3-6pm in JFB 209

The goal of study hall is to provide a place where you can come to do homeworks and study for quizzes and exams with your study group and other classmates. The instructor, TAs and LAs will be there available to advise you, and answer questions. Because participation in study hall has proven to be an important factor leading to success in physics, **attendance to at least one of these study halls for at least one hour each week is strongly recommended.**

In previous semesters, students have repeatedly expressed their gratefulness and need for study-hall. Below are a few answers from an anonymous survey administered at the end of the semester to the question: "Imagine you could write down a short paragraph to be given to next year's students in this course. Please write down what you would say to them to help them learn the most in the class."

- "ALWAYS go to study halls. Go to all of them if you can. They are honestly really helpful, especially when you have your instructor or the TAs helping you. It also gets you to collaborate with your fellow peers. You're all in this together, so why not work together? Don't be afraid to ask questions either, whether during study hall or in lecture. Without communication or attending study halls, you won't succeed in this class. Let the instructors help you!"
- "The best experience was the study halls. I made a bunch of new friends through it and I got work done I never could have figured out on my own. Go to the study halls!"
- "Interact with the people around you. Go to study halls and do the problem sets with your peers, but also don't be afraid to talk to the professors and get to know them as well. It makes a huge difference because once you're comfortable with the people around you, you're not afraid to ask questions during class. You're far less likely to feel lost or overwhelmed when you're comfortable enough to sense how you learn best and ask questions."

## Office hours

I will be present during the Monday 2-3pm Study-Hall in JFB 209, and also stop by regularly during the Tuesday 3-5pm and Thursday 3-6pm Study-Hall. So if you attend Study-Hall it will be easy to find sometime to talk. If you cannot attend Study-Hall and/or prefer to meet in private, please reach out to me (by email or at the end of class) and I'll accommodate your schedule to find a time to meet. I'll be also available after each class for questions.

Information about TAs' and LAs' office hours will be posted on the Canvas site at the beginning of the semester.

## Needed equipment

Sketches and graphs will be an important component of your homeworks and lab reports. Therefore make sure to use a quad rule notebook and/or graphing paper, together with a ruler and pencil (some of you may profit from a set of colored pencils). A regular scientific calculator (not a graphing calculator) may be needed for some of the homework questions. For exams and quizzes you won't need a calculator. Calculators will NOT be permitted during exams or quizzes.

# 6 Course work

## Quizzes

Almost **every Monday there will be a 10-minute quiz in class** on the previous week's material. Quizzes are a great way to keep you up with the material, and give you a chance to practice and get feedback early on. Instructions on how to prepare for the quiz and topics will be announced the Friday of the week prior to the quiz. Quizzes contribute 10% to your final grade. Sometime this could be a group quiz (details and instruction on group quizzes will be given in class).

**There will be no make-up quiz allowed.** If you happen to have to miss class the day of a quiz, you will earn no credit in the quiz. Of the total quizzes administered this semester, *the three lowest quiz scores will be dropped* in calculating your cumulative course grade. Therefore you won't be penalized if you miss up to three quizzes, but it is in your interest to attend all the quizzes to improve your final quiz percentage.

The first quiz will be on Monday, August 26th.

## Homework

There will be about 12 problem sets, assigned weekly and **due Thursdays at midnight**. The purpose of the homework is to review topics covered during one week of class, to get deeply involved in thinking about the material, and ultimately to prepare for the exams. Homework problems might, at times, walk you through a situation or concept not covered in lecture. In short, the homework is an excellent venue for checking whether you truly understand the material.

The homework also is a good way of getting used to **clear written communication**. **Make sure the steps of your solution can be followed by another reader.** Even if your logic is sound, if the steps and reasoning are not written down and clearly communicated to the reader your solution will be incorrect. Remember that the emphasis is on the logical process and analytic reasoning you do in order to solve problems, so the final line of the solution is not the basis for judging an answer to be correct or incorrect.

You are encouraged to discuss the problems with your classmates and teaching staff, especially during study hall. However, the solutions you submit must be your own and represent how you understand the problem. **Students caught cheating will receive no credit for the homework, and will be sent on to the University Disciplinary Committee for further action.**

## Homework submission and Solutions

Homework sets are assigned on Thursdays and posted on the course website. They are due the following Thursday at midnight. In general, the homework will consist of two parts:

1. **Part 1: on MasteringPhysics.** Problems and questions to be worked out and submitted on MasteringPhysics.

2. **Part 2: on Canvas.** A few additional problems posted on Canvas for which you will write and submit a careful solution that shows all your steps. Make sure the steps of your solution can be followed by another reader. You will turn in Part 2 **online on Canvas as a single pdf attachment**. I encourage you to work on a handwritten copy and then scan it to make a *single* pdf document (do not attach multiple files) called `YourLastnameHW#.pdf`. You can either use a scanning machine (e.g. at the [Marriot library](#)) or use one of the many “scanner” apps available on smartphones. I will NOT accept “photos” of homework. **It is your responsibility to guarantee your submitted pdf is legible and on a clear white background. Illegible homework will earn zero credit.**

Solutions to the homework will be posted on the course website shortly after the deadline that is why **late homework submission is not accepted**.

#### *Homework grading*

- Problems in Part 1 on MasteringPhysics will be automatically graded.
- Problems in Part 2 on Canvas will be graded by the TAs. You must do all assigned problems. Of these, *only a few will be graded*, selected after the homework has been handed in. The reason for this procedure is to free up TAs’ time, so that they can be available to staff study-hall and hold office hours, which is a more useful way to employ their time than grading alone.

Solutions to the entire homework set will be always posted, and it will be your responsibility to check the solutions to all problems, not just the ones that were graded, and consult with the teaching staff for any question.

A short warm-up homework will be due on Thursday, August 22nd, the first full homework will be due on Thursday, August 29th.

#### **Dropped problem sets**

Homework contributes 20% to your final grade. Of the 12 problem sets assigned this semester, *your lowest two problem sets score will be dropped* in calculating your cumulative course grade.

#### **Discussion Sections**

Attendance and active participation in Discussion Sections is required and it will count towards 10% of your final course grade. To get full credit you will need to attend at least about 80% of all Discussion Sections, that means you are allowed to miss up to 5 Discussion Sections per semester. During Discussion Section you will work on problems and exercises meant to help you practice with concepts and prepare for homework and exams. In Discussion Section most of the time you will be working in groups of 3-4 classmates. Groups will be changed weekly, your TA will help you join a different group every week. If at any time you are not happy with your group please contact me.

In order to get full credit for attending a Discussion Section, you need to:

- Come on time
- Stay until the end of the section
- Work and participate actively with your classmates following the activities assigned by your TA.
- Hand in your work to your TA at the end of the Section.

If you fail to meet one or more of the criteria above, you will be given partial or no credit.

Discussion Sections will start regularly with the first week of class on Monday, August 19th.

#### **Surveys and online assignments**

During the course of the semester, you will be asked to submit a few surveys and online assignments. These assignments will never be graded for correctness, but simply by being completed and submitted. These assignments will contribute 3% to your final course grade.

## Course Project

There will be an additional class project assigned for this class. The purpose of the project is to deepen your knowledge and interest of physics through an assignment different in kind from the other class assignments, this may include solving some additional physics problem, reading a book and submit a report, or investigating other questions related to physics more broadly; you will be able to choose the kind of project that most interests you. Details regarding the Course Project will be discussed later mid-way through the semester. The Course Project will be due towards the end of semester and it will count 4% of your final course grade.

## Exams

### *Midterm Exams*

There will be **two midterm exams** held during class time scheduled on:

- Wednesday, September 25th
- Wednesday, October 30th

Each midterm exam contributes 15% to your final course grade. Make-up exams will only be offered in the following cases (a) absence due to a University sponsored activity or to military or jury duty, and (b) serious medical emergencies. In any case the student must provide complete documentation. In the case of exception (a) the request for a make-up exam must be filed with Professor De Grandi **at least two weeks in advance** of the anticipated absence. **Please note that all exam dates and times have already been determined: mark your calendars now and resolve any conflicts as soon as possible!**

### *Final Exam*

The final exam takes place Monday **December 9th, 3:30-5:30pm** and contributes 23% to your final course grade. The final exam will be cumulative and therefore it will cover the material of the entire semester.

### *Exam Format*

All exams are closed books, closed notes. You will be allowed to bring your own formula sheet, details on how to prepare the formula sheet will be provided in class.

The exam will be conducted in a two-stage format: first an individual component, then a group components (where you will work together with your classmates). Your exam grade will be weighted 85% from the individual component, and 15% from the group component, or, if this results in a higher grade, 100% from the individual component. Basically, you will not be penalized if your group scores lower than your individual part, but most likely you will benefit from the group part of the exam. Additional details on two-stage exams will be given in class.

### *Exam Regrading*

IF you feel an error was made in grading part of your exam, you may request a regrading of problems. This means that your grade on the problem could be raised or lowered; thus, it is highly recommended that you only use this option if there is a clear and egregious error in the grading.

- Exams must be done in blue or black ink in order to be eligible for a regrade. Exams done in pencil will not be considered for regrading.
- You must completely fill out a regrade form (found on Canvas) and attach it to the entire problem to be regraded. The entire problem will be regraded. Use a separate regrade form for each problem. Do not submit problems that you are not asking to be regraded.
- Be specific as to why you would like the problem regraded. The more specific and relevant to the physics of the problem your statement is, the more likely you are to be awarded more points; however, it does not guarantee that you will be awarded more points.
- Submit the completed regrade form to the instructor (not a TA). Any request for regrading on an exam must be made within one week after you receive your graded exam. It is advised that you submit your form as soon as possible to ensure that your appeal will be considered.

## 7 Checking your Course Grades

It is the **student's responsibility to ensure the accuracy of all recorded homework, quizzes, online assignments, and exam grades**. Also you should keep as record all your graded assignments. If you see any error in your grades on Canvas, reach out to the instructor as soon as possible, or at the latest within two weeks from when the assignment was returned.

## 8 Grading

### How I determine your final grade

There are two grading schemes to calculate the final course grade. I will use whichever is in your favor. Exams constitute 53% of your overall course grade. This portion of your cumulative grade can come from Midterm 1, Midterm 2 and the Final exam (15% +15% +23%) OR entirely from your final exam score (53%), whichever is higher.

Quizzes	10%		Quizzes	10%
Homework	20%		Homework	20%
Discussion Sections	10%		Discussion Sections	10%
Surveys and Online Assignments	3%	OR	Surveys and Online Assignments	3%
Course Project	4%		Course Project	4%
Midterm 1	15%		Final Exam	53%
Midterm 2	15%			
Final Exam	23%			

The rationale for these two schemes is that I believe that if you have mastered the material at the end of the course and your performance on the cumulative final exam demonstrates this, you should not be held back by a rough start earlier in the semester.

### Grade boundaries

Your final letter grade will be determined from your total course grade percentage (calculated as described above) and according to the following grade boundaries:

Score in %	Grade
93-100	A
89-93	A-
85-89	B+
80-85	B
75-80	B-
70-75	C+
65-70	C
60-65	C-
<60	D,F

## 9 Policies and Resources

### Student Names and Personal Pronouns Statement

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, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your uID card, please visit the [LGBT Resource Center](#) Room 409 in the Olpin Union Building, or email [bpeacock@sa.utah.edu](mailto:bpeacock@sa.utah.edu) to schedule a time to drop by. The LGBT Resource Center hours are: M, W-F 8am-5pm, and 8am-6pm on Tuesdays.

### Academic Integrity

While I encourage students to work together in groups, either in preparation for the weekly homework, or for the exams, each student must ensure a thorough understanding of the material and the problems solved. After your group study, you should always write up your work individually. Being able to rework your group's effort will show you whether you really understood everything.

If you are expected to collaborate on a group quiz or group exam it will be clearly stated. All individual quizzes, and the individual components of midterm exams and the final exam must be done entirely on your own. **Sharing of information through any means (notes, internet, talking, texting, copying, etc.) will be considered a case of academic dishonesty.** Students caught cheating will receive a

failing grade for the course and will be sent on to the University Disciplinary Committee for further action. All teaching assistants, and learning assistants, are to be considered proxies for Dr. De Grandi when you are dealing with them regarding this course. They are to be listened to and treated with respect always. All students and faculty need to be aware of important changes in the Student Code that went into effect in the last couple of years. Students now have only 20 business days to appeal grades and other "academic actions" (e.g., results of comprehensive exams). The date that grades are posted on the web is considered the date of notification. A "business day" is every day the university is open for business, excluding weekends and University-recognized holidays. If the student cannot get a response from the faculty member after ten days of reasonable efforts to contact him or her, the student may appeal to the Department Chair if done within 40 days of being notified of the academic action. Students should document their efforts to contact a faculty member. Similarly, faculty members who discover or receive a complaint of academic misconduct (e.g., cheating, plagiarism) have 20 business days to "make reasonable efforts" to contact the student and discuss the alleged misconduct. Within 10 more business days the faculty member must give the student written notice of the sanction, if any, and the student's right to appeal to the college Academic Appeals Committee. All students and faculty members are urged to consult the exact text of the Student Code if a relevant situation arises. The code is on the University web site at <http://www.admin.utah.edu/ppmanual/8/8-10.html>

## **Accommodations**

*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 and Access](#), 162 Olpin Union Building, (801) 581-5020. CDA will work with you and the instructor to make arrangements for accommodations. You are encouraged to come and talk to me about your necessary accommodations within the first two weeks of the semester.

## **Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the [Writing Center](#); the [Writing Program](#); and the [English Language Institute](#). Please let me know if there is any additional support you would like to discuss for this class.

## **Veterans Center**

If you are a student veteran, the University of Utah has a [Veterans Support Center](#) located in Room 161 in the Olpin Union Building. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources. Please also let me know if you need any additional support in this class for any reason.

## **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources, contact the [Center for Student Wellness](#); 801-581-7776.

## **University Counseling Center**

The [University Counseling Center](#) (UCC) provides developmental, preventive, and therapeutic services and programs that promote the intellectual, emotional, cultural, and social development of University of Utah students. They advocate a philosophy of acceptance, compassion, and support for those they serve, as well as for each other. They aspire to respect cultural, individual and role differences as they continually work toward creating a safe and affirming climate for individuals of all ages, cultures, ethnicities, genders, gender identities, languages, mental and physical abilities, national origins, races, religions, sexual orientations, sizes and socioeconomic statuses.

## **Office of the Dean of Students**

The [Office of the Dean of Students](#) is dedicated to being a resource to students through support, advocacy, involvement, and accountability. It serves as a support for students facing challenges to their success as students, and assist with the interpretation of University policy and regulations. Please consider reaching

out to the Office of Dean of Students for any questions, issues and concerns. 200 South Central Campus Dr., Suite 270. Monday-Friday 8 am-5 pm.

## **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](https://safeu.utah.edu)

## **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).