

MTH202 :: Fall 2025

Chris Hallstrom

1 Welcome!

This is the course website for my two sections of MTH 202 in Fall 2025. Here you can find information about course content, class policies, and resources to support your learning. This is meant to be a relatively static site, meaning it won't be updated during the semester. For day-to-day information about class activities or assignments, please check our [class Moodle page](#).

I am looking forward to working with each of you this semester and it is my top priority to support your growth as a learner and to make our time together, both in class and out, productive and engaging. My goal is to create a learning environment where you feel comfortable participating in class as well as coming to me with any questions or concerns that arise, mathematical and otherwise.

While I'll do everything in my power to support you, your success in this course ultimately depends on you. I ask you to bring a readiness to work and a belief that you can learn. **I absolutely believe this about each of you.** I will ask you to do tasks that are just at the edge of what you can handle because that is how the best learning happens, but if you are prepared to invest your time and energy, and to communicate with me about how you're doing, I can and will support you.

We will strive in this class to create an environment that values our different perspectives and celebrates the contributions of every person. I promise to be respectful of you and your ideas. No matter your background or identity, you are welcome in this classroom. **You belong here!**

2 General Course Information

This semester, I have two sections of MTH 202. It's helpful (especially early in the semester) if you tell me your section in any communications with me. You should also include that information on any papers that you hand in.

- **Section A**
 - MWF 8:10-9:35, DB 230
 - R 8:10-9:35, Franz 025
- **Section B**
 - MWF 11:25-12:20, Franz 234
 - R 12:55-1:50, Franz 026

2.1 Instructor

Chris Hallstrom, PhD (he/him)

Students sometimes ask how they should address me. While I won't be offended if you use my first name, I know that many students aren't comfortable doing so. I also recognize that I have some amount of privilege in this regard and that many of my colleagues would find it disrespectful or presumptuous to use first names. In solidarity with them I'd suggest that you call me "Dr. Hallstrom" or "Prof. Hallstrom".

- [What Should I Call My Professor Flow Chart](#)
- "My First Name" by Susan Harlan, *The South Carolina Review*, 2017 (49.2)
- "Tenure, She Wrote"
- [Gender Bias in Course Evaluations](#)



2.1.1 Contact Information

hallstro@up.edu

Email is a very effective way to communicate with me. If you send me email after 5pm, however, there's a good chance that I will not see it until the following morning. Similarly, I don't check my email regularly on weekends so you might not get a reply until Monday. I will do my best to respond as soon as I am able, but if you haven't heard back from me in a timely manner - please feel free to follow-up!

You can also reach me via my office phone: 503-943-7165.

2.1.2 Office

My office is located in Buckley Center 270 – located on the second floor of the NW wing. While I do have specific times set aside for [drop-in hours](#), you are always welcome to stop by at anytime!

2.2 Course Materials

2.2.1 Textbook

We will be using the open source textbook [Active Calculus Single Variable, 2nd Edition](#) by Matthew Boelkins, et al. 2025. This is a free, open-source text available in both online (HTML) and PDF versions:

- [Online Version](#)
- [PDF Version](#)

I recommend that you use the online version as it will give you access to interactive problems embedded in the text. Note that this text covers both Calc I and Calc II material – we will focus on Chapters 5-8.

While a print version of the 2nd edition is not yet available, there's no difference between the 1st and 2nd editions for Chapters 5-7, so if you really want a print version, the 1st edition would be fine. To be clear – you do not need a print copy - I mention it just because some students like to have a hard copy of the text. You can order a print version [here](#) for about \$25 which covers the cost of printing.

2.2.2 Workbook

All of the activities from the textbook can also be found bundled in an Activities Workbook for chapters 5-8:

[AW]: [Active Calculus Activities Workbook, chs 5-8, 2nd Ed.](#)

These activities are the same as what you'll find in the textbook, but are formatted with additional white space to make it easier to write and organize your work. It's not at all necessary that you print these out yourself – but they're here if you think that might be useful.

All additional handouts or course materials will be posted on our class [Moodle](#) page. I will also regularly post a summary of our class activities so if you ever miss class for any reason, you can check there to see what you missed.

2.2.3 Technology

I expect that everyone has access to a desktop computer, laptop, or tablet device. We will make use of the online graphing tool [Desmos](#) so if you don't already have a free Desmos account, I recommend that you sign up for one. It's not absolutely necessary, but it does allow you to save your work, which is nice. In class, we will often be working in small groups so it's not

necessary for everyone to bring a device to class, but you'll want to be able to use it outside of class. Note that if you already have a graphing calculator, you may find that useful, but my experience is that Desmos is the better tool for our needs.

From time to time, we may also make use of online tools such as Wolfram Alpha for certain calculations. We will discuss in class when such tools are appropriate. Note that GenAI tools such as ChatGPT are **not** appropriate for doing mathematics. Again, we will discuss why this is throughout the semester.

Finally, if you need any assistance getting access to technology, please let me know!

2.3 AI Policy

- Using AI tools such as ChatGPT on **homework** or other **submitted work** fundamentally undermines our learning goals and will be considered a violation of UP's academic integrity policy. If I see work that I suspect may have been produced by or with the help of AI tools we will have a conversation about it. Note that I am obligated to share any concerns around academic integrity with the Dean of Students.
- In addition to work you turn in I strongly suggest, for the reasons articulated below, that you **don't use** AI tools **in any other capacity** for this class.
- These AI policies apply only to this course. For your other courses, please follow those professors' AI policies, which may differ from mine.

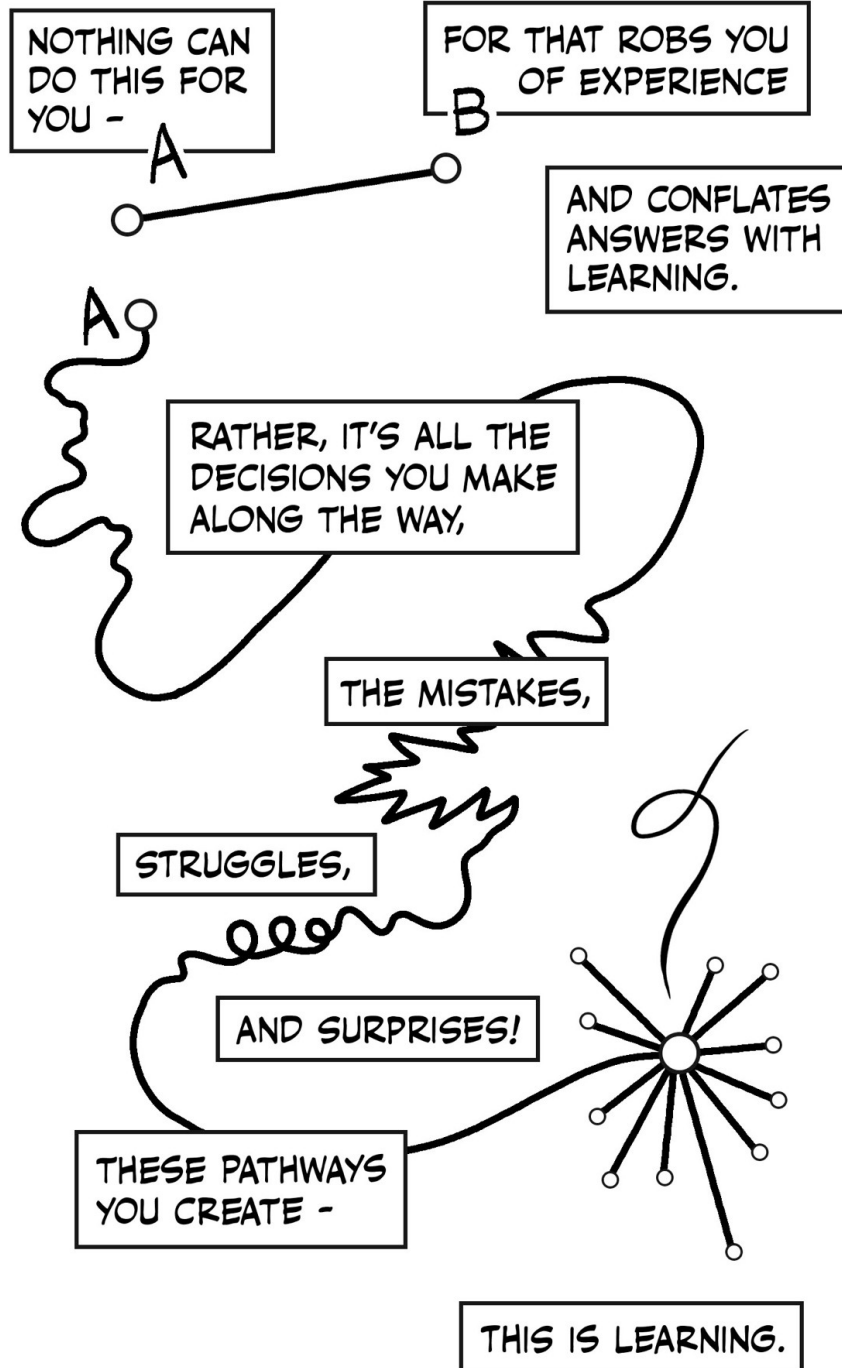
Generative AI tools such as ChatGPT work by predicting what words will form coherent sentences in the context of the prompt you've given it, essentially "[autocomplete in overdrive](#)". Gen AI tools have been described as [Bullshit Machines](#) meaning that they are **designed** to produce output that sounds *convincing* without any regard to whether its output is actually *correct*.

This also means that they **are not actually doing any mathematics**. If ChatGPT can do most of your calculus problems it's because it was trained on thousands of calculus textbooks (without the author's permission). This also means that there's absolutely no promise that any answers you get from generative AI are correct.

I often hear students say that they use AI as a "study aid" to do things like help explain concepts, to summarize content, or to check their work.

Here's the thing – those are all skills that you are here (both in this class and at UP) to develop! Struggling to build your own understanding - to make sense of difficult concepts - is the whole point. Using Gen AI to do these tasks for you, you are giving up opportunities to learn. Don't undermine your growth as a human learner by looking for shortcuts.

And don't forget the part where there's no guarantee that anything an AI chatbot tells you is correct!



NICK SOUSANIS 2025
SPINWEAVEANDCUT.COM @NSOUSANIS.BSKY.SOCIAL

Fundamentally, I believe that the use of AI tools in this class ultimately gets in the way of authentic learning.

Beyond their use in this class, there are many other reasons why you might be critical about the use of AI tools in general, many of which are touched upon in this passage from Anthony Moser's essay "[I Am An AI Hater](#)."

Critics have ... written thoroughly about the [environmental harms](#), the [reinforcement of bias](#) and generation of [racist output](#), the [cognitive harms](#) and [AI supported suicides](#), the problems with [consent](#) and [copyright](#), the way AI tech companies further the [patterns of empire](#), how [it's a con](#) that enables [fraud](#) and [disinformation](#) and [harassment](#) and [surveillance](#), the [exploitation of workers](#), as an [excuse to fire workers](#) and de-skill work, how they [don't actually reason](#) and probability and association are [inadequate to the goal of intelligence](#), how people think it makes them faster when it [makes them slower](#), how it is inherently mediocre and fundamentally conservative, how it is at its core a [fascist technology](#) rooted in the [ideology of supremacy](#), defined not by its technical features but [by its political ones](#).

2.4 Collaboration

Unless otherwise instructed, I encourage you to work together with classmates on homework or other assignments, although any work that you hand in (unless it's specified as a group assignment) should be your own. Unless otherwise instructed, all check-ins should be done individually.

2.4.1 Late work & extensions

Due dates for assignments are there to give you structure and to help you keep up with the course material. They also help me provide you with feedback in a timely manner. That said, I understand that things come up periodically that can make it difficult to complete an assignment by the deadline. Life happens!

If something comes up that prevents you from completing an assignment by the posted due date, just send me email and let me know when I can expect your work. You do not need to provide an explanation. In general, I will expect to receive your work within **one week**.

There are, however, two **hard deadlines** to be aware of: Oct. 11th (Friday before Fall break) and Dec. 6th (last day of classes). Except in unusual circumstances or by prior arrangement, I will not accept work after those dates.

2.4.2 Important dates

- **Mon, Aug. 25:** Classes begin
- **Fri, Aug. 29:** Last day to add/drop
- **Mon, Sep. 1:** Labor Day – classes in session, offices closed
- **Mon-Fri, Oct. 13-17:** Fall Break
- **Mon, Nov 24:** Last day to Withdraw
- **Thur-Fri, Nov 27-28:** Thanksgiving
- **Fri, Dec 5:** Last day of classes
- **Mon, Dec 8:** Section B final check-in, 1:30-3:30
- **Tue, Dec 9:** Section A final check-in, 1:30-3:30

3 Student Support

Whether it's working on homework problems, making quiz corrections, or just reviewing class notes, I expect that much of your learning in this course will happen outside of class. You will have questions from time-to-time and you might not want to wait until our next class to get them answered. Keep in mind that mathematics is a cumulative subject where content builds upon prior knowledge; once you get behind it can be very hard to catch up.

For all of these reasons, it's important that you know how to get your questions answered outside of class. Below you'll find a list of some of the primary ways to get help, but please know that one of my top priorities is to support your learning so if you find you need any additional help accessing support **for any reason** please let me know!

3.1 Drop-In Hours

I have set aside the times listed below during which I am available for drop-in help. You do not need to let me know you're coming – just stop by my office (BC 270). Many students find these drop-in hours can be particularly helpful if you are working together with classmates. You can work together at one of the tables down the hall from my office and just pop in when you have any questions.

- Mon, Wed 9:30 - 11
- Tuesday 1-3 (starting 9/2)

Note – I'm writing this the week before classes begin. If my schedule changes for some reason, I may need to adjust these times. If that happens, I will let you know!

3.2 Sign-Up Hours

I recognize that your schedule might not allow you to stop by during the posted drop-in hours. Or you simply might find it more convenient to meet with me at a different time. If you go to my [Calendly scheduler](#), you can sign-up for a time slot to meet, either in person or via zoom. If there is a specific time that you would like to meet and you don't see it available on the Calendly scheduler, please reach out to me via email!

3.3 Open Door

I have the scheduled drop-in hours simply to give you some specific times when you know that I'll be available – but you are **always** welcome to stop by my office **at any time**. Unless I'm in class or in a meeting, I will generally be available to meet with you.

3.4 Math Resource Center

The MRC offers both drop-in tutoring as well as scheduled, individualized help. I will post the MRC schedule on Moodle as soon as it becomes available (usually the second week of the semester).

4 Learning Targets

Broadly speaking, this course covers many of the foundational topics of **integral calculus** which includes methods of evaluating integrals as well as their use in the context of a variety of applications. Additional topics include differential equations and Taylor series which are important tools as you build on your understanding of calculus in later courses.

The bulk of the course content is represented by the following specific topics which we will call **Learning Targets**. Your goal over the course of the semester is to develop your understanding of these topics and demonstrate that understanding via various assessment tasks – primarily our weekly check-ins. I’ve organized these topics to generally align with our textbook.

4.0.1 Evaluating Integrals

- I1.** I can evaluate integrals using substitution and integration by parts methods.
- I2.** I can evaluate integrals using additional methods such as partial fractions or trig substitution.
- I3.** I can evaluate integrals when the appropriate method is not prescribed and/or when multiple methods are needed.
- I4.** I can determine whether improper integrals converge and evaluate them if they do.

4.0.2 Applications of Integrals

- A1.** I can use definite integrals to find the area of a region enclosed by multiple curves.
- A2.** I can use definite integrals to find the arc length of a curve.
- A3.** I can use definite integrals to find the volume of a solid of revolution.
- A4.** I can use definite integrals to find the mass and center of mass of an object.
- A5.** I can use definite integrals to represent key quantities in physical applications such as work or pressure.

4.0.3 Differential Equations

D1. I can determine whether a function is a solution to a differential equation and explain why the function is or is not a solution.

D2. I can apply Euler's Method to generate an approximate solution to an initial value problem and explain the result's meaning in context.

D3. I can express real world situations as differential equations, determine any stable or unstable equilibrium solutions, and explain the significance of the equilibrium solutions in context.

4.0.4 Taylor Polynomials and Series

T1. I can find the Taylor polynomial for a given function with a specified degree and center.

T2. I can identify geometric series find their sum if they converge.

T3. I can use the Taylor series of one or more familiar functions to find the Taylor series for a related function.

4.1 Mathematical Practice

In addition to specific Calculus topics, we will also develop more general aspects of your mathematical practice including

- Ability to communicate mathematical thinking effectively, including correct use of vocabulary, notation, and mathematical representations.
- Ability to solve complex and unfamiliar problems.
- Ability to use technology effectively.

5 Class Structure

AKA how does this class work?

5.1 Attendance

Since we will be doing much of our learning through collaborative in-class activities, it's important that you to come to class prepared and ready to engage. This means being on-time, completing preview activities prior to class, working productively on in-class activities, asking questions, and listening to and supporting your classmates.

While I do expect you to be in class, I also recognize that life happens and occasionally things come up that might prevent you from being there. Unless it becomes a habit, there is no penalty to missing class apart from missing out on that day's activity. If you do miss class, I expect you to check the class Moodle page to see what we covered that day.

Finally, if you find yourself missing class more than a few times, you can expect that I will check with you to see how I can support your attendance better.

5.2 Preview and In-Class Activities

Every time we begin a new section (approximately every other class period), you will be asked to complete a short **Preview Activity** prior to class. These are designed to introduce and motivate new material. We will begin class by discussing these activities, so it's important that you come to class having completed it before hand.

Much of our in-class time will then be spent working in small groups on additional activities designed to build up our understanding. While I won't generally collect these, I may from time-to-time just to help me monitor class progress and student engagement.

Note that preview activities may not be made up. They are designed to support our day-to-day work, so if you miss class they no longer serve that purpose.

5.3 Homework and WebWork

To assist you in building your understanding with the course material and in practicing new skills, I will assign short daily homework (typically 2-3 problems from the book). Generally, we will go over these problems in our groups once per week.

In addition, you have access to an online homework system to give you additional practice as needed. This homework will not be graded for correctness - but completion can be used as evidence of engagement.

5.4 Weekly Engagement Report

Every week, I will ask you to complete a short one-page reflection summarizing your engagement with the course for that week. Your report should include the following information:

- Did you complete the Preview Activities and the assigned homework problems this week? Did you find them helpful?
- What questions came up for you while doing these problems or doing the class activities? How did you resolve these questions? What questions do you still have?
- What is one thing from this week that you feel you have a good understanding of?
- How did this week's check-in go?

5.5 Application and Extension Problems (AEP)

Approximately every 2-3 weeks, I'll assign a lengthier homework set that is designed to give you a chance to engage with the material more deeply. These problems are meant to be challenging and you should expect to have questions! They might also introduce new concepts or ask you to apply what you've learned to new situations.

In addition to giving you an opportunity to extend your engagement with the mathematical content of the course, these assignments are also a chance to practice communicating your mathematical thinking. It's not enough to solve a problem if you can't convince someone else that you know what you're talking about!

5.6 Due Dates and Extensions

Just like in the "real world", due dates in this class exist and are important. They help all of us plan our lives and stay organized. That said, there is usually a certain amount of flexibility and so if something comes up that's going to make it difficult (or impossible) to complete an

assignment on time, just let me know. Simply send me an email letting me know when you expect to get the assignment to me.

- If you need to ask for an extension, please let me know asap (or better yet, ahead of time). Requests for extensions made after a due date has passed will generally not be honored.
- If you ask for an extension, you should plan on handing in work within one week of the due date.
- You do not need to give me a reason for your extension request. I trust that if you are asking for an extension then you have a reason.
- There is no penalty for late work except that you might not get timely feedback on your work. This could potentially be an issue with AEP assignments which can be revised and resubmitted.
- If you ask for lots of extensions, you can expect that I will reach out to see if we can work together to find ways for you to keep up with the work in the course.

5.7 Weekly Check-Ins

Most weeks (typically Thursdays) we will have a short check-in that focuses on 1-3 recently covered topics. This is the primary mechanism for you to demonstrate proficiency on our specific learning targets - every learning target will appear at least 3 in-class check-ins.

For each Learning Target that appears on a check-in, I will provide feedback as follows:

P Proficient. You have demonstrated sufficient understanding with that particular topic.

R Minor Revisions Needed. You have demonstrated an almost complete understanding, but there are minor errors or gaps in your explanation.

N Not Yet Proficient. More significant errors or gaps indicate that you are still working on building a sufficient understanding of this topic.

I Incomplete. Fragmentary or missing response.

5.7.1 Revisions

If a learning target is marked as needing minor revisions (**R**) you may write up a complete, corrected solution and hand it in **within one week**. Your revision should include:

- A brief sentence explaining what your error was.
- A brief description of the steps you took to correct your errors.
- A complete, rewritten solution. Do not simply write over your original problem.

Staple your new solution **on top of** your original check-in and indicate clearly that this is a Revision. If you successfully correct your errors, I will convert your **R** to a **P**.

5.7.2 Re-Assessemnts

Each Learning Target will appear on at least three in-class check-ins (including the midterm and final check-ins) so if you aren't able to demonstrate proficiency the first time a Learning Target appears, you will have additional chances in class. In addition, you may also show proficiency outside of class:

- You may do a re-assessment during drop-in hours. Note that during drop-in hours, I will prioritize students who are there with questions, so help expedite this process I ask that you let me know in advance which Learning Target you want to re-assess. You must also bring a re-assessment ticket with you (see below).
- You may schedule a re-assessment using my [Calendly link](#). If there's a time you're looking for that you don't see available on Calendly, just let me know!

Finally, please note the following restrictions on re-assessing:

- You may not attempt more than two (2) re-assessments outside of class per week.
- You may not attempt to re-assess more than one learning target per day. Exceptions to this may be made in certain cases where Learning Targets are closely aligned.
- No re-assessments, other than the final check-in, will be given during finals week.

5.7.3 Re-assessment Ticket

If you are reassessing a learning target outside of class, you must submit written responses, on a separate piece of paper, to the following questions at the time of your reassessment:

1. What were your mistakes/gaps/sticking points on your previous attempt?
2. What steps did you take to improve your understanding? Did you re-do the problem?
List any resources you used to study and prepare for this attempt.

5.8 Midterm and Final Check-Ins

Instead of a traditional midterm or final exam, we will instead have a longer check-in which covers all of the Learning Targets that we've covered up to that point. These are not worth anything more – they are simply **additional** opportunities to demonstrate proficiencies. If you've already done that to your satisfaction, then these are **optional**!

Midterm Check-In

- Thursday, October 9th

Final Check-In

- Section A: Tuesday, Dec. 9th, 1:30-3:30
- Section B: Monday, Dec. 8th, 1:30-3:30

6 Grades

Extrinsic motivation, which includes a desire to get better grades, is not only different from, but often undermines, intrinsic motivation, a desire to learn for its own sake.

– Alfie Kohn, [“The Case Against Grades”](#)

Grades, as they are traditionally thought of, are inherently imprecise and don’t represent a full picture of your growth and learning over the course of a semester. Worse than that, research shows that grades undermine the learning process in several key ways:

- Grades tend to diminish interest in what you’re learning.
- Grades create a preference for the easiest task so that students tend to do what they need to get a certain grade, but no more.
- Grades tend to reduce the quality of student thinking. The moment we ask “**how** am I doing?” we lose track of **what** we’re doing.

Although I am required to submit a grade for each student at the end of the semester, my goal is to de-emphasize the role of grades in this course so that as much as possible our focus is on learning.

For this reason, we will focus on qualitative rather than quantitative feedback (i.e. points) to assess your progress in this course. Your understanding of the course material, as assessed in terms of demonstrating proficiency on the stated learning targets, is ultimately what matters.

Your goal should be to demonstrate proficiency on as many of the learning targets as you can by the end of the semester. I will keep track (and I encourage you to keep track as well) every time you demonstrate proficient level work. The course level learning goals will be assessed primarily through homework reports, AEPs, and other reflective assignments. The other, content focused, learning targets primarily through the in-class weekly check-ins.

6.0.1 Grade Guidelines

Throughout the semester, I will periodically ask you to reflect on your learning and describe your progress. At the end of the semester, we will collaboratively determine your grade based on evidence of proficiency in our learning targets. The following is a framework that I find helpful in thinking about letter grades, you may find it helpful too.

A This grade indicates superior work that demonstrates a deep understanding of the material **and** an ability to apply the material to unfamiliar situations. To earn an A, you should:

- Demonstrate proficiency (P) **twice** on all, or almost all, of the content learning targets.
- Completing all AEP, demonstrating proficiency in both mathematics as well as effective communication.
- Demonstrate evidence of engagement throughout the semester.

B This grade indicates good work that meets all requirements and is eminently satisfactory. You have demonstrated an ability to use and extend knowledge of the material in many contexts. To earn a B, you should:

- Demonstrate proficiency (P) twice on most of the content learning targets.
- Complete most of the assigned AEP, demonstrating proficiency in both mathematical content as well as effective communication

C This grade indicates competent work that demonstrates an acceptable level of knowledge relevant to the course and which should allow you to continue learning in this field of study. To earn a C, you should:

- Demonstrate proficiency (P) at least once on most of the content learning targets, including most of the Core topics.
- Complete some of the assigned AEP, demonstrating proficiency in both mathematical content as well as effective communication

D/F A grade of D represents meaningful but unsuccessful attempt at earning a C or above; your understanding of the content is minimal and you would likely struggle to continue study in this field. An F represents a lack of engagement, effort, or understanding such that there is no evidence of meaningful progress.

Engagement

Although your course grade will primarily be based on your **understanding** of course content and not on course engagement, in my experience these typically go hand in hand. So while engagement in the course is not itself evidence of understanding, it does usually help us achieve that goal.

Here are some ways that you can engage with the class:

- Attend class regularly
- Complete preview activities or written homework before class so you're prepared to engage with that day's material.
- Contribute to in-class group work
- Complete weekly engagement reports
- Come to drop-in hours to ask questions
- Complete AEP on time – and asking for help when needed

6.0.2 Partial Grades

A grade modifier may be added to your base grade as follows.

A + modifier can be added to your grade if you have met the standards stated above **and** you have engaged in the course in particularly significant ways.

A - modifier may be added to the base grade if you have met the standards for a particular grade, but lack of engagement has prevented you from doing more in the course.

Collaborative Grading

At mid-semester and again at the end of the semester, we will compare notes about where you are in your learning. I'll ask you to present evidence of your learning and in this way, we will determine your your grade collaboratively.

The intention here is to help you focus on learning in a way that is more organic, as opposed to simply working as you think you're expected to. If this process causes more anxiety than it alleviates, please see me at any point to confer about your progress in the course – I'm always happy to talk with you about your learning!

7 University Policies

7.1 Academic Integrity

The University of Portland is a diverse academic community of learners and scholars who are dedicated to freely sharing ideas and engaging in respectful discussion of those ideas to discover truth. Such pursuits require each person, whether student or faculty, to present truthfully our own ideas and give credit to others for the ideas that they generate. Thus, cheating on exams, copying another student's assignment, including homework, or using the work of others without proper citation are some examples of violating academic integrity.

Especially for written and oral assignments, students have an ethical responsibility to properly cite the authors of any books, articles, or other sources that they use. Students should expect to submit assignments to Turnitin, a database that ensures assignments are original work of the student submitting. Each discipline has guidelines for how to give appropriate credit, and instructors will communicate the specific guidelines for their discipline. The Clark Library also maintains a webpage that provides citation guidelines at libguides.up.edu/cite.

The misuse of AI to shortcut course learning outcomes will be treated as a violation of academic integrity comparable to plagiarism or cheating. Faculty are responsible for including a written "Course AI Policy" in their syllabi that clearly states what they consider appropriate and inappropriate uses of AI in the context of their courses. Students are responsible for using AI in ways that do not detract from the established learning outcomes of the course. All members of the scholarly community are responsible for demonstrating sound judgment in discerning when and how to utilize AI in their work, upholding standards of citation, originality, and integrity.

7.2 Assessment Disclosure

Student work products for this course may be used by the University for educational quality assurance purposes. For reasons of confidentiality, such examples will not include student names.

7.3 Accessibility

The University of Portland strives to make its courses and services fully accessible to all students. Students are encouraged to discuss with their instructors what might be most helpful in enabling them to meet the learning goals of the course. Students who experience a disability are encouraged to use the services of the Office for Accessible Education Services (AES), located in the Shepard Academic Resource Center (503-943- 8985). **If you have an AES Accommodation Plan**, you should meet with your instructor to discuss how to implement your plan in this class. Requests for alternate location for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam, and must be made at least one week in advance of an exam. Also, if applicable, you should meet with your instructor to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency. All information that students provide regarding disability or accommodation is confidential. All students are responsible for completing the required coursework and are held to the same evaluation standards specified in the course syllabus.

7.4 Mental Health

Anyone can experience problems with their mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the [University of Portland Counseling Center](#) in the upper level of Orrico Hall (down the hill from Franz Hall and near Mehling Hall) at 503-943-7134 or hcc@up.edu. Their services are free and confidential. In addition, mental health consultation and support is available through the Pilot Helpline by calling 503-943-7134 and pressing 3. The University of Portland Campus Safety Department (503-943-4444) also has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you. For more information on health and wellness resources at UP go to www.linktr.ee/wellnessUP.

7.5 Non-Violence

The University of Portland is committed to fostering a safe and respectful community free from all forms of violence. Violence of any kind, and in particular acts of power- based personal violence, are inconsistent with our mission. Together, all UP community members must take a stand against violence. Learn more about what interpersonal violence looks like, campus and community resources, UP's prevention strategy, and what we as individuals can do to assist on the [Green Dot website](#). Further information and reporting options may be found on the [Title IX website](#).

7.6 Ethics of Information

The University of Portland is a community dedicated to the investigation and discovery of processes for thinking ethically and encouraging the development of ethical reasoning in the formation of the whole person. Using information ethically, as an element in open and honest scholarly endeavors, involves moral reasoning to determine the right way to access, create, distribute, and employ information, including: considerations of intellectual property rights, fair use, information bias, censorship, and privacy. More information can be found in the Clark Library's guide to the [Ethical Use of Information](#).

7.7 The Learning Commons

Students may receive academic assistance through Learning Commons tutoring services and workshops. The Co-Pilot peer tutoring program provides students with opportunities to work with other students to get help in writing, math, group projects, and many other courses. Schedule an appointment to meet with a Co-Pilot (tutor) by visiting the [Learning Commons website](#). Students can also meet with a Co-Pilot during drop-in hours. Check the Learning Commons website or stop by the Learning Commons in BC 163 to learn more about their services. Co-Pilots are a wonderful support along your academic journey.