

**PHYS 121**  
**Introductory Physics I**  
**Dr. Eric C. Anderson**  
**UMBC•Spring•2026**  
**Syllabus**

**•Getting ready•**

**Prerequisites•**You must have completed Math 151, or be enrolled in it this semester.

**Workload•**Experience shows that success requires 8-12 hours per week of intensive effort outside of scheduled class time, consistent with the usual higher education expectation of 2-3 hours outside of class for each credit hour.

**Resources•**

(1) Pencils or pens and paper, scientific calculator for exams.

(2) *Achieve* access through Blackboard: Open current content folder (first one is *Motion*), then open *Achieve Prelectures/Bridges* folder or *Achieve HW* folder. (You'll need to follow some prompts first time you access *Achieve*.) Any difficulties, click on the *Instructions for Accessing Achieve* doc under the Start Here tab. *Achieve* access is provided through CMI (Course Materials Initiative).

(3) Supplemental text (*Physics for Scientists and Engineers*, by Tipler). Access through Blackboard: Click on *Start Here* and open *My Textbooks & Course Resources*. Access is provided through CMI (Course Materials Initiative).

**Staying in touch•**Check Blackboard announcements DAILY for clarifications, updates, and advice.

**Class•** *Section 01* MWF 9-9:50 AM in Meyerhoff Chemistry 030  
*Section 10* MWF 11-11:50 AM in Physics 101

**Discussion•**Check your schedule for your weekly discussion meeting (beginning *first* week of semester). Here are your graduate teaching assistants (TAs) and undergraduate learning assistants (LAs) who will lead your meetings:

Section	Location	Day and time	TA	LA
02	Interdisciplinary Life S 101	W 7:00-8:50 PM	<i>Krishna S.</i>	<i>Jaden</i>
03	Interdisciplinary Life S 101	Th 2:30-4:20 PM	<i>Abdallah E.</i>	<i>Lily F</i>
04	Interdisciplinary Life S 201	Th 12:30-2:20 PM	<i>Thisari P.</i>	<i>Nusaibah (12:30 – 1:50)</i>
05	Interdisciplinary Life S 201	Th 4:30-6:20 PM	<i>Krishna S.</i>	<i>Lily F</i>
06	Interdisciplinary Life S 101	W 5:00-6:50 PM	<i>Thisari P.</i>	<i>Urvi</i>
07	Interdisciplinary Life S 101	Th 8:00-9:50 AM	<i>Nicolas N.</i>	<i>Urvi</i>
08	Interdisciplinary Life S 201	Th 2:30-4:20 PM	<i>Thisari P.</i>	<i>Jaden</i>
09	Interdisciplinary Life S 201	Th 6:30-8:20 PM	<i>Krishna S.</i>	<i>Adoniram, Abby</i>
11	Interdisciplinary Life S 237	W 7:00-8:50 PM	<i>Sayma S.</i>	<i>Lily A, Abby</i>
12	Interdisciplinary Life S 237	Th 12:30-2:20 PM	<i>Sayma S.</i>	<i>Adoniram</i>
13	Interdisciplinary Life S 237	Th 4:30-6:20 PM	<i>Sayma S.</i>	<i>Nusaibah</i>
14	Interdisciplinary Life S 237	Th 8-9:50 AM	<i>Abdallah E.</i>	<i>Lily A</i>
H-02	Interdisciplinary Life S 201	W 1:00-2:50 PM	<i>Abdallah E.</i>	<i>NA</i>

**Contact info** (or, see *Instructor Information* under *Start Here* tab in Blackboard)•

TAs:

Nicolas N. (nnevesd1@umbc.edu)  
Krishna S. (ksharma4@umbc.edu)  
Abdallah E. (abdallah1@umbc.edu)  
Thisari P. (thisarp1@umbc.edu)  
Sayma S. (saymas1@umbc.edu)

Instructor: Eric Anderson ([andersoe@umbc.edu](mailto:andersoe@umbc.edu))

### **Learning goals**•

**General education program (GEP) goals:** *This course addresses the GEP's Functional Competency Scientific and Quantitative Reasoning. It has been approved to meet the GEP Sciences distribution requirement. Assessment is through elements of select free-response exam items, which require achievement of this Functional Competency.*

- Understand and use mathematical and scientific methods of inquiry, reasoning, processes, and strategies to investigate and solve problems.
- Organize, interpret, draw inferences, and make predictions about natural or behavioral phenomena using mathematical and scientific models and theories.
- Recognize the ethical and social implications of scientific inquiry and technological change and distinguish science from non-science and pseudoscience.
- Recognize that mathematical, statistical, and scientific evidence requires evaluation.

**Course-level goals:** Be able to:

1. Carry out graphical and analytic vector addition; interpret and carry out scalar and vector products.
2. Interpret and relate kinematic quantities including graphical representations; apply constant acceleration equations to one- and two-dimensional examples.
3. Apply Newton's Laws in a plane to systems including multiple interacting objects; apply special models of spring, frictional, and gravitational forces.
4. Determine work and changes in kinetic and potential energy, and apply the relation between work and mechanical energy for various processes and to various systems; relate conservative forces to potential energy functions and graphs.
5. Address interactions between two objects using ideas of impulse and momentum and apply conservation of momentum to appropriate systems; in both one and two dimensions.
6. Extend kinematics, dynamics, and energy ideas to rotating objects using angular kinematic quantities, torque, and moment of inertia; apply to systems of multiple objects, combined translation and rotation, and static systems.
7. Determine angular momentum and relate torque and angular momentum change to rotating objects, and apply conservation of angular momentum to appropriate systems.
8. Use appropriate physical quantities to describe simple harmonic motion and relate to kinematic graphs and equations; apply dynamics and energy ideas to simple harmonic motion.

*Assessment is through responses to select exam items, which require achievement of these course level goals.*

Find more detailed learning goals for each unit in Blackboard under *Start Here* tab.

## •Methods•

**Achieve prelectures and bridges**•Access through Blackboard: Open current content folder (first one is *Motion*), then open *Achieve Prelectures/Bridges* folder or *Achieve HW* folder. Respond to prelecture questions and bridge questions (multiple-choice items checking your understanding.) Due most class days at 8:50 AM (see day-by-day guide at the end of syllabus). Earn 80% of possible points for full credit.

*Wise counsel:* It pays to spend the WHOLE 20 or 25 minutes viewing the prelecture for a unit. Most of your learning will come with practice *applying* the material later (in class, discussion, and homework), but the prelectures provide an essential foundation.

**Class and class participation**•Class is designed to afford you opportunities to deepen your conceptual understanding and begin to develop your problem-solving skills. Expect a mix: Sit and listen as I present a concept or model a strategy, engage with your neighbors over a question that I pose, then we'll follow up together.

*Life hack:* Find the pdf lecture outline the evening before each class on BB under *Class materials*. Print it out and take notes or annotate it on your tablet; don't spend our time together writing down what's projected on the screen. Listen, think, discuss. Don't forget your notebook and pencil or tablet!

**Discussion**• Designed to help you develop and refine your problem-solving skills with the help of your group members, your TA, and your LA. To help you share your knowledge and insights and gain the most from other group members, we'll assign roles for each of you to take in your groups. This will help ensure that everyone contributes and learns and that everything that needs to happen for effective problem solving happens. You'll change roles each item. The names of the roles, the actions taken by those members, and examples of appropriate remarks are given below: (Groups of two use the first two roles, and share responsibility for the third.)

	<i>Actions:</i>	<i>What it sounds like:</i>
<i>Manager</i>	<i>Gets group members engaged on each item Leads discussion Submits pic of whiteboard to assignment in Blackboard.</i>	<i>What do you think our approach should be? What's a good first step? What would you say we need to solve for?</i>
<i>Recorder</i>	<i>Does ALL the whiteboard work, with involvement of all group members Checks understanding of all group members</i>	<i>What all should go in the diagram? Everyone agree on what we're solving for? Is this the right trig function?</i>
<i>Skeptic</i>	<i>Encourages consideration of different viewpoints Proposes ways to check approach and results</i>	<i>Did we set this up right? Is there another approach? Is it OK to make that assumption? Did we get all the forces in the diagram? Everyone follow the algebra?</i>

*Allowed resources:* Equation sheet, group members, TAs and LAs. Course materials are not forbidden, but I encourage you to instead practice with your group members *recalling and applying* ideas and strategies presented in prelecture and class. You may not use solutions from another group, obviously, as you wouldn't learn much from that. GAI? No, discussion is designed to help you build real, human intelligence.

*Groups are not expected to complete all parts of a discussion item within the given time frame.* We try to provide enough material to challenge even the most resolute groups. Focus on quality: work together to practice applying appropriate concepts and frameworks presented in prelecture and class, and make sure all group members are on board. Questions near the end of each item are there for you if you're ready: for reinforcement and more advanced practice.

Your TA will grade your group submission for each item on the following basis. All participating group members receive the same grade.

- 5 Applies appropriate concepts and frameworks (as presented in prelecture and class, beginning with fundamental equations on the equation sheet) most of the time, and carries out valid analyses the majority of the time, and *quantity* satisfactory (got at least as far as the majority of groups).
- 4 Applies appropriate concepts and frameworks and begins with fundamental equations the majority of the time, carries out valid analyses some of the time, and *quantity* adequate (at least close to the majority of groups)
- 3 Rarely applies appropriate concepts and frameworks, or rarely carries out valid analyses, or quantity lacking (attempts far less than most)
- 0 No submission, or used disallowed materials

Please be sure to include in your pic your team, roles, and participants. Example:

*Team Delta*

*Manager: Marie C.*

*Recorder: Linus P.*

*Skeptic: Werner H.*

It's wise to check in with your TA or LA each item to keep you on track, check your work, and help you see the big picture.

Best 12 of 14 weekly discussion grades count. Solutions posted on Blackboard each Thursday at 8:30 PM.

*How to prepare for discussion?* Simple: Keep up with Achieve and class, so that you're ready to practice applying what you've begun to learn.

**Achieve homework (HW)**•Access through Blackboard: Open current content folder (first one is *Motion*), then open *Achieve HW* folder. HW assignments are designed to build conceptual understanding and problem-solving skills through systematic practice and feedback. Due: (1) Exam weeks: Tuesdays at midnight. (2) Non-exam weeks: Thursdays at midnight. You're allowed 5 attempts for each numerical item. Your response should be within 1% of the correct answer, so enter at least three significant figures, and don't round any intermediate results. Earn 80% of possible points for full credit. HW assignments offer additional deadlines (up to 24 hrs late for 90% credit; 24-48 hrs late for 80% credit.) Keep a careful written record of your work for future studying.

*Pro tips: Effort and time on the HW will pay off on exams. Remember, search engines and AI won't be available during exams. Better resources: class examples, Achieve prelecture examples, discussion materials, the supplemental text, working with classmates, visiting the Physics Tutorial Center, attending SI PASS sessions. Equation sheet? Have it in front of you, like you'll have during exams.*

**Exams**•6 exams. Expect multiple-choice and other objective items (some qualitative and some quantitative), and a few bigger free-response problems affording partial credit. Equation sheet provided (under Blackboard folder *Start Here* tab.) Calculator allowed. *Given at 8 AM, in multiple lecture halls; check Blackboard/Exam seating charts for your assigned lecture hall and seat.*

**Exam redemption**•Your lowest exam score may be increased at the end of the semester. If you score higher on the Final Exam than your lowest exam, I'll replace your lowest exam score with the average of your original score on your lowest exam and your Final Exam score. Example: Your lowest exam score is 55%, and your Final Exam score is 85%. That 55% is replaced with 70%.

**Final exam**•Similar to exams, comprehensive.

## ●Policies●

**Grading**●5% for *Achieve* prelectures/bridges, 5% for *Achieve* homework, 10% for discussion, 10% for each of 6 exams, 20% for final exam. 89.5% required for A, 79.5% for B, 69.5% for C, and 59.5% for D.

**Reclaiming and reviewing work**●Exams are returned to you at the end of your subsequent discussion session. Later, they will be available any time during my PTC hours. Exam solutions are posted on Blackboard at 5 PM after each exam. Please review graded work right away, and check that we enter your grades correctly. *Notify us of any grading mistakes within a week*: Contact your discussion TA about discussion grade mistakes. Get exams to me directly, or through the Physics Department office (Physics 221), along with a note describing the mistake. (For errors in assigning partial credit, make sure that you've examined the posted solutions and the grading sheet, and that your note explicitly addresses the discrepancy. Your entire exam will be regraded.)

**Late and missed work**●It's expected that technical difficulties, illness, attention to family matters and the like may get in the way of completing your work from time to time. Therefore earning 80% of possible points on *Achieve* prelectures/bridges and *Achieve* HW will get you full credit. Examples: You earn 84% of possible HW points? That becomes 100%. You earn 71% of possible HW points? That becomes  $(71/80)*100\% = 89\%$ . In addition, completing *Achieve* HW up to 24 hrs late gets you 90% of possible points, and up to 48 hrs late 80% of possible points. Your lowest two weekly discussion grades will be dropped. If you must miss an exam due to officially sanctioned UMBC activities, illness, family emergency, detention by authorities, or similar difficulty, contact me as soon as possible. With written verification of the cause of your absence, I'll arrange a makeup over the same material. Do let me know as soon as you can of any documented extended illness or family responsibilities that may impact your ability to keep up in the class, and we'll try to make a plan to keep you on track to succeed.

**Academic integrity**●By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal, and will be addressed according to the UMBC Policy on Academic Integrity (<https://www.umbc.edu/policies/pdfs/UMBC%20III%201.10.03%20Undergraduate%20Student%20Academic%20Conduct%20Policy.pdf>) Examples include attempting to make use of disallowed materials on exams and in discussion, attempting to communicate with anyone other than the instructor or TA during an exam, altering graded work and submitting it for regrading, asking someone else to take an exam in your place, copying another's work on homework, asking someone else to do homework and representing it as your own, and permitting or assisting another student to carry out any of the above. Penalties range from a grade of 0 on a homework or exam to an F in the course (at my discretion), and from denotation of academic misconduct on the transcript to expulsion (as determined by official hearing of the Academic Conduct Committee.)

## ●Getting help (also see *Getting Help* tab in Blackboard)●

**Monitor your performance**●The best indicator of your current grade in the course is the “weighted total” that may be found in Blackboard in *MyGrades*. Lowest two discussion grades will be dropped late in the semester. *Achieve* grades will be factored in at the end of the semester.

**Drop by the Physics Tutorial Center (PTC)**●For help with homework, exam preparation, and other questions. Staffed by instructors and graduate TAs. Location: Physics building room 226A. Hours: 12 – 5 PM Monday through Thursday through Tues 12 May. My own hours in the PTC are Mondays 12 – 1 PM, Tuesdays 12 – 1 PM, and Thursdays 12 – 2 PM (subject to change – check Blackboard announcements.)

**Try practice exams**●Past exams provided on blackboard under *Exam practice* along with solutions. Good to print out and try to replicate exam conditions (only calculator and equation sheet, 50 min time limit.) Consult solutions after a solid effort on your own.

**Supplemental Instruction Peer assisted study sessions (SI PASS)**●A successful peer from a recent semester leads twice-weekly study sessions. More info to come on Blackboard.

**[UMBC's Academic Success Center \(ASC\)](#)** ●Provides a range of resources to support students as they progress toward degree completion. The ASC has created a specialized set of [Online Learning Resources](#). In addition, check out the following resources:

ASC Resources include: Online tutoring and writing support, supplemental instruction peer-assisted study sessions ([SI PASS](#)), placement testing, FYI academic alerts, success courses, academic advocacy, academic policy and academic success meetings.

- [Tutoring and Writing Center Appointments](#)
- [Academic Advocates](#): Advocates work one-on-one with students who need support navigating academic and institutional challenges, no matter how complex the concerns (i.e., personal, academic, or financial).
- [Academic Success Meetings](#) - Schedule a one-to-one virtual meeting with an Academic Success Center Professional who can help you with time management, study skills, and accessing campus resources.

If you have a question, please contact the ASC at [academicsuccess@umbc.edu](mailto:academicsuccess@umbc.edu)

**[Technology Support Center](#)**●Offers help with technology-related concerns.

**Something else?**●Please email me ([andersoe@umbc.edu](mailto:andersoe@umbc.edu)) and I'll try to help.

## ●Day-by-day guide●

Achieve prelecture/bridges, *Achieve Homework (HW)*, Discussion,  
Exams, Supplemental source: (Tipler), **No meetings**

Week of:	Monday	Wednesday	Discussion (Wed or Thur)	Friday
26-30 Jan	<p>***Special***</p> <p>Blackboard syllabus quiz due Monday 8:50 AM</p> <p>***Special***</p> <p><b>Welcome to the course</b></p>	<p><u>Motion</u></p> <p>Unit 1 One-dimensional kinematics (1.3-4, 2.1-4)</p>	Motion I	Unit 1 One-dimensional kinematics (continued)
2-6 Feb	<p>Unit 2 Vectors and two-dimensional kinematics (1.6-7, 3.1-2)</p>	<p>Unit 2 Vectors and two-dimensional kinematics (continued)</p> <p>Motion I HW (due Thurs midnight)</p>	Motion II	<p>Unit 3 Relative and circular motion (3.1, 3)</p>
9-13 Feb	<p><u>Force</u></p> <p>Unit 4 Newton's Laws (4.1-5,7)</p> <p>Motion II (due Tues midnight)</p>	<p>Unit 4 Newton's Laws (continued)</p>	Motion III	<p>Exam 1 Motion (Units 1-3)</p> <p>8 AM</p> <p>No class</p>
16-20 Feb	<p>Unit 5 Forces and free-body diagrams (4.6,8, 5.3)</p>	<p>Unit 5 Forces and free-body diagrams (continued)</p> <p>Force I (due Thurs midnight)</p>	Force I	Unit 5 Forces and free-body diagrams (continued)
23-27 Feb	<p>Unit 6 Friction (5.1)</p> <p>Force II (due Tues midnight)</p>	<p>Unit 6 Friction (continued)</p>	Force II	<p>Exam 2 Force (Units 4-6)</p> <p>8 AM</p> <p>No class</p>

2-6 Mar	<u>Energy</u> Unit 7 Work and kinetic energy (6.1-4, 11.2-3)	Unit 8 Conservative forces and potential energy (7.1-3, 11.2-3) <b>Energy I (due Thurs midnight)</b>	Energy I	Unit 8 Conservative forces and potential energy (continued)
9-13 Mar	Unit 9 Work and potential energy II (7.1-3, 11.2-3) <b>Energy II (due Tues midnight)</b>	Unit 9 Work and potential energy II (continued) (7.1-3, 11.2-3)	Energy II	Exam 3 Energy (Units 7-9) 8 AM No class
16-20 Mar				
23-27 Mar	<u>Momentum</u> Unit 10 Center of mass (5.5, 6.5)	Unit 11 Conservation of momentum (8.1,3) <b>Momentum I (due Thurs midnight)</b>	Momentum I	Unit 12 Elastic collisions (8.3-4)
30 Mar-3 Apr	Unit 13 Collisions, impulse, and reference frames (8.2-3) <b>Momentum II (due Tues midnight)</b>	<u>Rotation</u> Unit 14 Rotational kinematics and moment of inertia (9.1-3)	Momentum II	Exam 4 Momentum (Units 10-13) 8 AM No class
6-10 Apr	Unit 15 Parallel axis theorem and torque (9.3-4)	Unit 15 Parallel axis theorem and torque (continued) (9.3-4) <b>Rotation I (due Thurs midnight)</b>	Rotation I	Unit 16 Rotational dynamics (9.4-6)
13-17 Apr	Unit 16 Rotational dynamics (continued) <b>Rotation II (due Tues midnight)</b>	Unit 16 Rotational dynamics (continued)	Rotation II	Exam 5 Rotation (Units 14-16) 8 AM No class

20-24 Apr	<u>Statics</u> Unit 17 Rotational statics (12.1-5)	Unit 18 Rotational statics II (12.1-5) Statics (due Thurs midnight)	Statics	<u>Angular momentum</u> Unit 19 Angular momentum (10.1-3)
27 Apr - 1 May	Unit 19 Angular momentum (continued) Angular momentum (due Tues midnight)	<u>Simple harmonic motion (SHM)</u> Unit 20 Simple harmonic motion (14.1-3)	Angular momentum	Unit 20 Simple harmonic motion (continued)
4-8 May	Unit 20 Simple harmonic motion (continued) Simple harmonic motion (due Tues midnight)	Unit 20 Simple harmonic motion (continued)	Simple harmonic motion	Exam 6 Statics, angular momentum, and SHM (Units 17-20) 8 AM No class
11-15 May	Unit 20 Simple harmonic motion (continued)			Final Exam: Units 1-20 (No later than 20 May, locations to be determined)

## ●University policies and resources●

### Accessibility and Disability Accommodations, Guidance and Resources●

Accommodations for students with disabilities are provided for all students with a qualified disability under the Americans with Disabilities Act (ADA & ADAAA) and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that creates equal access for students when barriers to participation exist in University courses, programs, or activities.

If you have a documented disability and need to request academic accommodations in your courses, please refer to the SDS website at [sds.umbc.edu](https://sds.umbc.edu) for registration information and office procedures.

SDS email: [disAbility@umbc.edu](mailto:disAbility@umbc.edu)

SDS phone: [410-455-2459](tel:410-455-2459)

If you will be using SDS approved accommodations in this class, please contact the instructor to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

### Sexual Assault, Sexual Harassment, and Gender Based Violence and Discrimination●

[UMBC Policy](#) in addition to federal and state law (to include Title IX) prohibits discrimination and harassment on the basis of sex, sexual orientation, and gender identity in University programs and activities. Any student who is impacted by sexual harassment, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, gender discrimination, pregnancy discrimination, gender-based harassment, or related retaliation should contact the University's Title IX Coordinator to make a report and/or access support and resources. The Title IX Coordinator can be reached at [titleixcoordinator@umbc.edu](mailto:titleixcoordinator@umbc.edu) or 410-455-1717.

You can access support and resources even if you do not want to take any further action. You will not be forced to file a formal complaint or police report. Please be aware that the University may take action on its own if essential to protect the safety of the community.

If you are interested in making a report, please use the [Online Reporting/Referral Form](#). Please note that, if you report anonymously, the University's ability to respond will be limited.

Notice that Faculty and Teaching Assistants are Responsible Employees with Mandatory Reporting Obligations

All faculty members and teaching assistants are considered Responsible Employees, per UMBC's [Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination](#). Faculty and teaching assistants therefore required to report all known information regarding alleged conduct that may be a violation of the Policy to the Title IX Coordinator, even if a student discloses an experience that occurred before attending UMBC and/or an incident that only involves people not affiliated with UMBC. Reports are required regardless of the amount of detail provided and even in instances where support has already been offered or received.

While faculty members want to encourage you to share information related to your life experiences through discussion and written work, students should understand that faculty are required to report past and present sexual harassment, sexual assault, domestic and dating violence, stalking, and gender discrimination that is shared with them to the Title IX Coordinator so that the University can inform students of their [rights, resources, and support](#). While you are encouraged to do so, you are not obligated to respond to outreach conducted as a result of a report to the Title IX Coordinator.

If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, UMBC has a number of [Confidential Resources](#) available to support you:

[Retriever Integrated Health](#) (Main Campus): 410-455-2472; Monday – Friday 8:30 a.m. – 5 p.m.; For After-Hours Support, Call 988.

[Center for Counseling and Well-Being](#) (Shady Grove Campus): 301-738-6273; Monday-Thursday 10:00a.m. – 7:00 p.m. and Friday 10:00 a.m. – 2:00 p.m. (virtual) [Online Appointment Request Form](#)

Pastoral Counseling via [The Gathering Space for Spiritual Well-Being](#): 410-455-6795; [i3b@umbc.edu](mailto:i3b@umbc.edu); Monday – Friday 8:00 a.m. – 10:00 p.m.

Other Resources

[Women’s Center](#) (open to students of all genders): [410-455-2714](tel:410-455-2714); [womenscenter@umbc.edu](mailto:womenscenter@umbc.edu); Monday – Thursday 9:30 a.m. – 5:00 p.m. and Friday 10:00 a.m. – 4 p.m.

[Shady Grove Student Resources](#), [Maryland Resources](#), [National Resources](#).

### [Child Abuse and Neglect](#)

Please note that Maryland law and [UMBC policy](#) require that faculty report all disclosures or suspicions of child abuse or neglect to the Department of Social Services and/or the police even if the person who experienced the abuse or neglect is now over 18.

### [Pregnant and Parenting Students](#)●

UMBC’s [Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination](#) expressly prohibits all forms of discrimination and harassment on the basis of sex, including pregnancy. Resources for pregnant, parenting and breastfeeding students are available through the University’s [Office of Equity and Civil Rights](#). Pregnant and parenting students are encouraged to contact the Title IX Coordinator to discuss plans and ensure ongoing access to their academic program with respect to a leave of absence – returning following leave, or any other accommodation that may be needed related to pregnancy, childbirth, adoption, breastfeeding, and/or the early months of parenting.

In addition, students who are pregnant and have an impairment related to their pregnancy that qualifies as disability under the ADA may be entitled to accommodations through the [Office of Student Disability Services](#).

### [Religious Observances & Accommodations](#)●

UMBC [Policy](#) provides that students should not be penalized because of observances of their religious beliefs, and that students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences or requested modifications for religious observances in advance, and as early as possible. For questions or guidance regarding religious observances and accommodations, please contact the Office of Equity and Civil Rights at [ecr@umbc.edu](mailto:ecr@umbc.edu).

Hate, Bias, Discrimination and Harassment

UMBC values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement.

Consistent with these principles, [UMBC Policy](#) prohibits discrimination and harassment in its educational programs and activities or with respect to employment terms and conditions based on race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

Students (and faculty and staff) who experience discrimination, harassment, hate, or bias based upon a protected status or who have such matters reported to them should use the [online reporting/referral form](#) to report discrimination, hate, or bias incidents. You may report incidents that happen to you anonymously. Please note that, if you report anonymously, the University’s ability to respond may be limited.