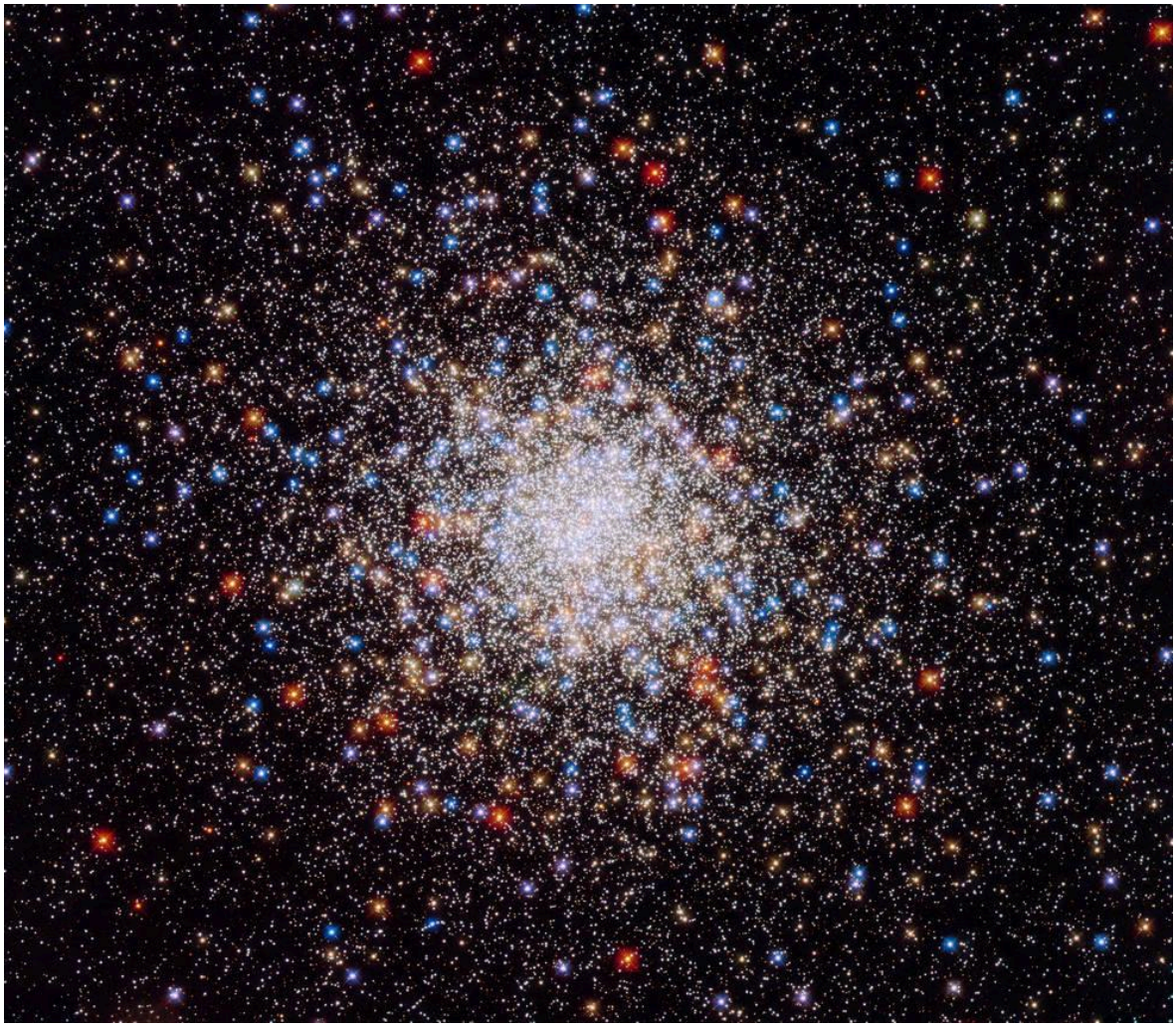
Phys 6A Introductory Physics I

MW 1:30 - 3:10 pm, Thimann 3

Eliina Karyndinha, Instructor
Summer, 2024
Link to Canvas site for Summer 24 Phys 6A

Welcome All Learners!!



This Hubble Telescope image captures Caldwell 78 (or NGC 6541), a globular star cluster (a spheroidal conglomeration of stars), roughly 22,000 light-years from Earth.

Credits: NASA, ESA, and G. Piotto (Università degli Studi di Padova); Processing: Gladys Kober (NASA/Catholic University of America)

https://www.nasa.gov/feature/goddard/2020/for-30th-anniversary-hubble-releases-images-of-30-celestial-gems

COURSE INFORMATION

This course covers the physics of elementary two-dimensional mechanics, including Newton's laws, the inverse square force laws, work and energy, conservation of energy, conservation of momentum and oscillations.

SPRING PHYSICS 6A LEARNING COMMUNITY

This stunning Hubble Telescope image of M104, also known as the Sombrero galaxy, is one of the largest mosaics ever assembled from Hubble Observations. The hallmark of the nearly edge-on galaxy is a brilliant, white, bulbous core encircled by thick dust lanes comprising the spiral structure of the galaxy. This dust lane is the site of star formation in the galaxy. The center of M104 is thought to be home to a massive black hole.

Credits: NASA and the Hubble Heritage Team (STScI/AURA)

https://www.nasa.gov/feature/goddard/2017/messier-104-the-sombrero-galaxy

SUMMER 24 TEACHING TEAM INFORMATION

Phys 6A/6L Teaching Team:

Name		email	Meeting Times	Location	Office Hours
Eliina Karyndinha (she/they)	6A/6L Instructor	ekaryndi@ucsc.edu	Class: MW 1:30 - 3:10pm	Thimann 3	M 12:15 - 1:15pm W 12:15 - 1:15pm JBEB 199C in the ACE Space **on call Fridays:email me!
Aidan Morson	6A Teaching Assistant	amorson@ucsc.edu	Discussion Sections: A - M 3:30 - 4:35pm B - T 12:30 - 1:35pm C - W 3:30 - 4:35pm	JBEB 178	Th 10:30am - 11:30am Zoom Aidan Zoom OH
Stuti Garg (she/her)	6A LSS LSS Website	stgarg@ucsc.edu	M: 9:00 - 10:00 am T: 10:00 - 11:00 am Th: 8:00 - 9:00 pm	Zoom	N/A
Monique Windju	6A ACE ACE Website	mwindju@ucsc.edu	T, Th 4:30 - 6:00pm	JBEB 178	N/A
Sara Medor	6L Teaching Assistant	smedor@ucsc.edu	Lab Sections: 01 - T 9:00am - 12:00pm 02 - T 1:00 - 4:00pm	Thimann Labs 127	TBA

LSS (Learning Support Services) Phys 6A Tutor:

- Students can sign-up for tutoring on **Monday June 24th at 12pm on TutorHub**.
- Sessions begin **Wednesday, June 26th.**

Ask your LSS tutor for more information about session times, visit the LSS website, or visit in person at the ARCenter. You can also view your Tutor's schedule and sign up on Tutor Hub. Learning Support Services, catch-up, keep-up, excel!

ACE Academic Excellence Program Phys 6A Supplemental Problem-Solving Sessions:

Problem Solving Sessions T, Th 4:30 - 6:00pm. To enroll, please go to https://ace.science.ucsc.edu/apply/. For more information, please contact Monique mwindju@ucsc.edu.

COURSE LEARNING OUTCOMES

By the end of this 10-week quarter, you will be able to…

- apply the concepts of Newton's Laws, conservation of energy and momentum to biological, chemical, earth and environmental science problems, and calculate quantitative answers.
- relate physical scenarios of kinematics, acceleration, force, and energy with mathematical relationships.
- identify and explain a variety of physical phenomena in terms of Newton's law of motion and energy.

COURSE MODULES

This course is organized into ten modules, each with specific learning outcomes that tie back to the overall course learning outcomes. Each of the learning outcomes is assessed within the course assignments described in the ASSIGNMENTS AND ASSESSMENT section of this syllabus. The modules topics are:

- Module 1: Mathematical Foundations
- Module 2: Kinematics
- Module 3: Newton's Laws
- Module 4: Applications of Newton's Laws
- Module 5: Energy
- Module 6: Work and Power
- Module 7: Momentum
- Module 8: Circular and Rotational Motion
- Module 9: Torque and Stability
- Module 10: Angular Momentum

Module-level Learning Outcomes

The module-level Learning Outcomes for this course are provided here, and are also linked in Canvas. You can refer to these while studying to make sure you are studying the right stuff, and that you are prepared to take a quiz or exam.

PREREQUISITES/COREQUISITES

This course has the prerequisite physics courses of MATH 11A or MATH 19A or MATH 20A or AM 15A. Concurrent enrollment in PHYS 6L is required. (General Education Code(s): MF.)

COMMUNICATION

I will make regular announcements via Canvas Announcements, which should be pushed to your email account. Please be sure that your Canvas notifications are set to push course announcements to your email so you don't miss anything, then regularly check your email for these announcements.

Please feel free to email me at ekaryndi@ucsc.edu if you have questions regarding the course. Typically, I will respond to emails within 48 hours of receipt during the weekdays. I will not respond to emails received on the weekends until the following workweek. You may also reach out to your lab or discussion TA via email. The contact information for our TAs is provided on a previous page.

REQUIRED MATERIALS, TEXTBOOKS AND TECHNOLOGY

We will use The Expert TA for our homework assignments and the OpenStax University Physics – Vol I eBook. This system is an online homework and tutorial system for introductory physics. Register for this class with The Expert TA by clicking on a homework assignment from within Canvas. The system will direct you to The Expert TA site associated with the course and will require registration and payment the first time you access it. It costs ~$35 per quarter.

ASSIGNMENTS & ASSESSMENT

Your grade in this course will be based on five categories, with the overall grade breakdown summarized below.

Homework (10%)

Assignments will be completed with The Expert TA, accessible through the Canvas course. There will be 10 homework assignments with due dates outlined in the TENTATIVE COURSE SCHEDULE section of this syllabus, as well as on Canvas. Homework is one of the main ways you can work on learning the material. Doing homework counts as a type of studying, so takes up around 30% of your time spent in this course (see STUDENT HOURS FOR THIS COURSE).

Note that some homework assignments will be worth more than others, since some modules cover more content than others.

For homework grading, you will have unlimited answer submission with no loss in credit due to incorrect submissions. There are hints available for a number of problems, but you will lose 4% after accessing hints so these should be used sparingly and only after you have wrestled with the problem. Feedback is also available for when you submit an incorrect answer, and you will lose no credit for accessing this feedback. If you request an answer, you are forfeiting all credit for that problem. The full solutions for the homework problems will be available 48 hours after the due date of the homework set. The availability of these solutions limits my ability to extend deadlines for homework sets beyond 48 hours. For each day a homework set is submitted late, you will lose 15% on the assignment. Homework assignment deadlines cannot be extended beyond 48 hours as the solutions to the problems will then be visible to all students.

For flexibility, the lowest homework assignment grade will be dropped.

Collaborative Discussion Attendance/Worksheet (5%)

You are also enrolled in a discussion section associated with Physics 6A. The discussion sections provide an opportunity for collaborative problem-solving and to complete the weekly Discussion Worksheet. Your discussion worksheets will be evaluated with the intention of giving you feedback on your progress. You will submit your Discussion Worksheet on Gradescope through Canvas. Your worksheet will be primarily graded for completeness vs accuracy. Solutions to the discussion activities will be available 48 hours after the deadline. For each day a Discussion Worksheet is submitted late, 15% will be deducted on the assignment. Discussion Worksheet assignment deadlines cannot be extended beyond 48 hours as the solutions to the problems will then be visible to all students.

We will record attendance in the discussion sections. 2% of your discussion grade will come from attendance and 3% will come from completion of the worksheet. Attendance in Collaborative Discussion Sections can also benefit you in the following way: If you attend 8/10 total discussion sections, you will be awarded with an extra 1% extra credit.

For flexibility, the lowest discussion worksheet grade/attendance will be dropped.

Exercises (Exams): 2 In-Class, 1 Take-Home (35%)

This course will have three Exercises, two In-Class Exercises on Mondays 7/22, 8/12 during class time, and one Take-Home Exercise due Friday 8/30 at 12 noon. Each Exercise assesses a specified set of learning outcomes. You will be given an equation sheet for use during the exercises. Access to this equation sheet will be possible for the entirety of the term via download on Canvas. Makeup exams will only be possible for exceptionally extenuating circumstances.

Physics in Life Question (5%)

You will write a one-page brief summary of how a physics concept you have learned relates to/is involved in another area of interest for you. The area of interest may be science, art, music, or other areas. Your summary will be posted in a Discussion in Canvas, and for full credit, you will post your summary and positively comment on 2 other students' summaries. This assignment will open at the beginning of the quarter; your summary will be due one week before the end of the class, and your two comments will be due by the last day of class, Wed 8/28.

Mastery Quizzes (45%)

You will earn nearly half of your course grade by completing "Mastery Quizzes." There are 10 online mastery quizzes that you can access via Canvas, one for each module in the course. These quizzes assess a number of explicitly-stated module-level learning outcomes and are graded credit/no credit based on your demonstrated mastery of the assessed learning outcomes. *You will not earn any credit for quiz attempts where you score less than 70%,* ***but don't worry(!),*** *you can try the quiz again – up to three times - with no penalty!* The questions will alter slightly between attempts, but will still tie immediately to the assessed learning outcomes. After you complete a quiz attempt, you will not get a summary of correct answers. However, you will see answer-specific feedback for incorrect answers. The mastery quizzes do not have strict due dates, but instead are set with suggested timelines for completion. ***Please note that you must complete all mastery quizzes before Friday, Aug 30 at 12pm (12 noon).*** There will be no exceptions to this deadline.

Extra Credit (up to 5%)

1. Class/Lecture Participation (Up to 2% Extra Credit)

With the intention of ensuring you are pacing your studies with the course content, it is important that you regularly attend lectures. As motivation, up to 2% of extra credit will be possible through lecture participation. I will record your attendance on randomly selected days via the completion of an online Canvas activity. Additional details on this activity will be provided in real time, but rest assured the activity is not performance based (e.g. a quiz, or assignment) and will be simple and short.

2. Attending 8/10 Discussion Sections (Attendance at ACE and LSS also count) (1%)
3. Practice Exercise Solution Writing/Other Offerings (up to 2%)

APPROXIMATE GRADING SCALE

Letter Grade	Percentage Grade
A- A A+	90 - 100
B- B B+	80 - 89
C- C C+	70 - 79
D- D D+	60 - 69
F	50 - 59

NOTE: To get an accurate view of your grade, it's important that you have your Canvas grade book set up to show you your grade out of the *total possible* assignments rather than only out of the assignments that have been graded. This feature can either artificially inflate or artificially deflate one's grades since it does not actually account for all possible points. You can turn it off and on as you prefer: here is an explanation of how to change that setting.

STUDENT HOURS FOR COURSE

One academic credit corresponds to a total of 30 hours of work for the average student over a quarter. This 5-unit course should therefore take about 15 hours of your time each week. This does not include lab time. An example of how you might distribute this time over a standard week is as follows:

- 3 hours attending lecture,
- 2 hours preparing for mastery quiz,
- 1 hour reviewing lecture content,
- 1 hour attending discussion section,
- 6 hours dedicated to homework and study time, maybe including office hour attendance,
- 1-2 hours taking a mastery quiz.

TUTORING

There is tutoring available for this class, provided by Learning Support Services (LSS)!

Learning Support Services Tutors are an important part of the teaching team and are here to help you be successful. Tutoring is for everyone and open to all students in class to get extra practice on the things you already know or the things you want to know better.

Your tutor(s) is an undergraduate student who took the class, did well, and received extensive training on how to help you learn! Sessions are one-hour long, available several days a week and attendance is voluntary.

Why attend? Easy! Students who attend sessions weekly tend to earn a higher final grade than students who do not participate.

Ask your tutor for more information about session times, visit the LSS website, or visit in person at the ARCenter. You can also view your Tutor's schedule and sign up on Tutor Hub.
Learning Support Services, catch-up, keep-up, excel!

INSTRUCTOR FEEDBACK

You will receive immediate feedback on homework within the Mastering Physics interface. You will also receive feedback on mastery quizzes for incorrect answers, but due to the flexible due dates and multiple attempts that are possible with the mastery quizzes, you will not have access to the problem solutions of the mastery quiz questions. I know that this can be frustrating, but it's an important safeguard for academic integrity. If you have questions on the mastery quizzes, please feel free to drop by office hours and speak to me about them verbally. If you have made 2 attempts on a Mastery Quiz and have not attained a 70%, please collaborate with me before making your 3rd attempt. :)

STUDENT FEEDBACK

At the end of the quarter, I will ask you to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively.

CITL's Guide to Giving Useful Feedback to Instructors and TAs.

TENTATIVE COURSE SCHEDULE

Week	**Dates**	**Modules**	**LO(s) Covered**	**HW Due Dates**	**Mastery Quiz Suggested Due Date**[1]	**Notes on UCSC Deadlines**
Week 1	June 24	Intro, Mathematical Foundations	1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H			
	June 26	Kinematics	2A, 2B, 2C, 2D, 2E, 2F,	Su 6/30 HW 1 Disc Wkst 1	Su 6/30 Module 1	
Week 2	July 1	Kinematics	2G, 2H, 2I, 2J, 2K			
	July 3	Newton's Laws	3A, 3B, 3C, 3D, 3E, 3F, 3G	Su 7/7 HW 2 Disc Wkst 2	Su 7/7 Module 2	Th 7/4 Add/Swap Deadline
Week 3	July 8	Applications of Newton's Laws	4A, 4B, 4C, 4D			M 7/8 Drop Deadline w/tuition reversed
	July 10	Applications of Newton's Laws	4D, 4E, 4F	Su 7/14 HW 3 Disc Wkst 3	Su 7/14 Module 3	
Week 4	July 15		Review			
	July 17	Energy	5A, 5B, 5C, 5D, 5E, 5F	**Sa 7/20** HW 4 Disc Wkst 4	Su 7/21 Module 4	
Week 5	July 22		In-Class Exercise 1 (Modules 1-4)			

[1] The suggested due date for the mastery quizzes are not hard deadlines, but intended to keep you on track as we make our way through the quarter. The end of the quarter is never as open for studying and quiz-taking as you think it will be! Recall that you can attempt mastery quizzes three times with no penalty, and you will get credit for the quiz when you score over 70%.

	July 24	Work and Power	6A, 6B, 6C, 6D,	Su 7/28 HW 5 Disc Wkst 5	Su 7/28 Module 5	
Week 6	July 29	Work and Power	6E, 6F, 6G, 6H, 6I			Sun 7/28 Request "W" no tuition reversal
	July 31	Momentum	7A, 7B, 7C, 7D, 7E, 7F, 7G	Su 8/4 HW 6 Disc Wkst 6	Su 8/4 Module 6	
Week 7	Aug 5		Review (Modules 5-7)			
	Aug 7	Circular and Rotational Motion	8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H	Su 8/11 HW 7 Disc Wkst 7	Su 8/11 Module 7	
Week 8	Aug 12		In-Class Exercise 2 (Modules 5-7)			
	Aug 14	Circular and Rotational Motion	8I, 8J, 8K, ~~8L~~8M, 8N, 8O	Su 8/18 HW 8 Disc Wkst 8	Su 8/18 Module 8	
Week 9	Aug 19	Torque and Stability	9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H, 9I			
	Aug 21	Angular Momentum	10A, 10B, 10C, 10D, 10E	Su 8/25 HW 9 Disc Wkst 9	Su 8/25 Module 9	
Week 10	Aug 26		Review/Take-Home Exercise 3 Released (Modules 8 - 10)			Sun 8/25 Change Grade Option
	Aug 28		Take-Home Exercise In-Class Collaboration 3 due Fr 8/30 12 noon	Fr 8/30 12 noon HW 10 Disc Wkst 10	Fr 8/30 12 noon Module 10	

TENTATIVE SUMMER 6L LAB SCHEDULE

Week of:	**Lab**
June 24	No lab
July 1	No lab
July 8	Measurement and Uncertainty
July 15	Kinematics
July 22	Dynamics
July 29	Forms of Energy
Aug 5	Conservation Laws
Aug 12	Rotating Reference Frames
Aug 19	Harmonic Oscillator
Aug 26	No lab

LAND ACKNOWLEDGEMENT:

The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.

PRINCIPLES OF COMMUNITY:

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias (see more here). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- *Be open to and interested in the views of others*
- *Consider the possibility that your views may change over the course of the term*
- *Honor the unique life experiences of your colleagues*

- *Appreciate the opportunity that we have to learn from each other*
- *Listen to each other's opinions and communicate in a respectful manner*
- *Ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.*

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as "confidential" employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through CARE. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations,

helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the Sexual Violence Prevention & Response (SAFE) website, which provides information and resources for different situations.
- Counseling & Psychological Services (CAPS) can provide confidential counseling support. Call them at (831) 459-2628.
- You can report gender discrimination and sexual harassment and violence directly to the University's Title IX Office by calling (831) 459-2462 or by using their online reporting tool.
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules.
- Using only permitted materials during an exam.
- Viewing exam materials only when permitted by your instructor.
- Keeping what you know about an exam to yourself.
- Incorporating proper citation of all sources of information.
- Submitting your own original work.

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam.
- Accessing exam materials without permission.
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own.
- Plagiarism, including use of Internet material without proper citation.

- Submitting work that was produced by artificial intelligence (e.g., ChatGPT).
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor.
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Misconduct page at the Division of Undergraduate Education.

INTELLECTUAL PROPERTY

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the Dean of Students office.

REPORT AN INCIDENT OF HATE OR BIAS

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse, and supportive community, free of coercion, bias, hate, intimidation, dehumanization, or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: Hate/Bias Report Form.

STUDENT SERVICES

Counseling and Psychological Services

Many students at UC Santa Cruz face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The university

offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Campus Mobile Crisis Team

If you are concerned about yourself or someone around you and feel they may be having a behavioral health crisis, do not hesitate to call our team. Behavioral Health concerns can include mental health or substance use-related situations where you or someone around you may be a danger to self or others. Dial 831-502-9988 to reach the team.

Student Success and Engagement Hub

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

Tutoring and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

Slug Support Program

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction. To get started with SLUG Support, please contact the Dean of Students Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/Technology

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

For all other help and support, including the health center and emergency services, Click here to go to UCSC's Emergency Services page. **Always dial 9-1-1 in the case of an emergency.**