Welcome to Calculus 2! This document is meant to be a brief guide to the course. It contains the contact information for your instructors, an overview of the various components of the course, some course policies, an outline of the topics we will cover, and a list of resources for you. We hope it will be a good reference to you throughout the semester, and it will be updated periodically as necessary. Please be aware that this document has hyperlinks (usually colored blue or red), so if you print it you might lose some links to websites. This current version is dated 8/16/2021.

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Basic Course Information

Time and Place

There are six sections which each meet on Mondays, Wednesdays, and Fridays. Your section determines who your primary instructor is, where your classroom is, and what time your classes are:

- Section 01 – 9-9:50am with Prof. Schaefer in Hillman 60
- Section 02 – 10-10:50am with Prof. Schaefer in Hillman 60
- Section 03 – 12-12:50pm with Prof. Green in Hillman 60
- Section 04 – 1-1:50pm with Prof. Green in Hillman 60
- Section 05 – 4-4:50pm with Prof. Augat in Busch 100
- Section 06 – 3-3:50pm with Prof. Augat in Busch 100

All sections will cover the same material and will have the same homework, quizzes, and exams. In addition to your lecture section (listed above), you are also enrolled in a discussion section which is run by one of the Assistants in Instruction (AIs). The discussion sections run at various times each Thursday, starting in the first week; please check your schedule to find your room number and time.

Faculty Instructors

<table>
<thead>
<tr>
<th>Prof. Karl Schaefer</th>
<th>Prof. Meric Augat</th>
<th>Prof. Walton Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>(he/him)</td>
<td>(he/him)</td>
<td>(he/him)</td>
</tr>
<tr>
<td>Email: <a href="mailto:karls@wustl.edu">karls@wustl.edu</a></td>
<td>Email: <a href="mailto:mauigat@wustl.edu">mauigat@wustl.edu</a></td>
<td>Email: <a href="mailto:awgreen@wustl.edu">awgreen@wustl.edu</a></td>
</tr>
<tr>
<td>Office: Cupples I, 107B</td>
<td>Office: Cupples I, 207B</td>
<td>Office: Cupples I, 010</td>
</tr>
<tr>
<td>Office Hours: TBD</td>
<td>Office Hours: TBD</td>
<td>Office Hours: TBD</td>
</tr>
</tbody>
</table>

All of us will be holding office hours, which are times during the week when we will be available to you to ask whatever questions you have about the course. See the office hours section for more information. The schedule is also posted in Canvas. Outside of office hours, email is the best way to reach us. Please use email for administrative questions, and post any math or content questions to the course Piazza page!

Course Assistants

Our course has nine Assistants in Instruction (AIs). They are trained graduate and undergraduate students who will be responsible for running your weekly discussion sections and they will also hold office hours through the mathematics help room. The schedule for the help room is on the website, and you can join the room any time that it is open, even if it’s being staffed by AIs from other classes!
The contact information for the AIs and the discussion sections they are facilitating is listed below.

- Ricardo Acuna (rjacuna@wustl.edu) – M*, U, Y
- Cecelia Anderson (cecelia.a@wustl.edu) – B, D, K
- Aviva Bergman (a.bergman@wustl.edu) – A, C, L
- Zinaida Calixte (zinaidac@wustl.edu) – V
- Xiaojiang Cheng (xiaojiangcheng@wustl.edu) – F, O, S
- Jeremy Cummings (c.jeremy@wustl.edu) – I, M*, Q
- Jake Duggan (jacob.duggan@wustl.edu) – H, T, X
- Jeffrey Norton (janorton@wustl.edu) – E, J, W
- Eric Pasewark (eric.pasewark@wustl.edu) – G, N, R

*Section M is a larger section with two AI facilitators.

Teaching and Learning Philosophy

Could you learn to swim just by watching Michael Phelps? Could you learn to juggle just by watching a street performer? Could you learn to play the piano just by listening to Martha Argerich? NO!

While it is easy in a large lecture class to sit back and watch math happen in videos, remember that the only way to learn math is to do math. It is crucial to your success that you engage with the material both in and outside of class. We will spend as much time as we can allowing you to learn actively, rather than passively, in a variety of ways.

It is also easy to get lost in a crowd in a class like this, but you will have better results if you approach learning as a community activity, and this is especially true when part of the course is online. The best resource you have is not the textbook, old exams, homework problems, or office hours, but your classmates. Use them! Work together in and outside of class, form study groups, ask for and give help. Conversely, remember that you are the best resource they have too, and communicating your ideas to others is a great learning technique and a crucially important skill. We will do our absolute best to support each of you, and we hope that you provide your classmates with that same support as well.

Finally, don’t be afraid to make mistakes. Failure is a crucial part of the learning process, and you should not expect to get everything right the first time. It is also your responsibility to help create an environment in which your classmates can safely engage in productive failure.

Communication

All course materials, announcements, etc. will be posted on the course Canvas page. You should check Canvas regularly to ensure you have the most up-to-date information and materials. Canvas announcements will be the primary way that we communicate with you and send you important information, so you should make sure that you receive them by email or otherwise check them daily. In order to reach us, the best way is using the email addresses above.
Textbook and Materials

There is no required textbook for this course. I will use the textbook *Calculus, Early Transcendentals* (9th edition) by Stewart as a rough guide, and so it is recommended that students find a copy of a recent edition to help keep up in the course. We will cover most of Chapters 5-8 and 11.

Many students in previous years report that they bought this book but did not use it. For this reason, we recommend going the cheapest route possible. Despite many students’ reports, we still believe that it is a useful reference (and the best students both read the book as well as do the exercises in the book). I see absolutely no advantage to the 9th edition over the 8th or 7th editions, and it seems like used copies of these older editions can be found on Amazon for about $10-$20.

You do not need to purchase WebAssign. Online homework will be submitted through the free platform WeBWorK. You also do not need a calculator, and no calculators will be allowed on quizzes or exams.

Course Components

There are four main ways that you will be interacting with us in this course.

Lectures

The lectures are the main method of content delivery for the class. The lectures are on Mondays, Wednesdays, and Fridays, and the time and room depend on the section you’re enrolled in; see above for that information. The lectures will be a combination of introducing new material, reviewing old material, and working individually and in groups on practice problems. The best way to ensure that you don’t fall behind in the class is to attend class regularly! Attendance is not required but is strongly encouraged. One lecture each day will be recorded and posted to Canvas for students who miss class due to COVID. The other course components will not be recorded!

Discussion Sections

Once per week on Thursdays (starting in the first week), you will meet in a discussion section which will be facilitated by an AI. These sections will be interactive, and they will give you a chance to ask questions and work through examples in detail. You will also be doing some structured practice with your classmates, guided by the section leader. Part of this group work will be collected and is part of your grade, so you are required to attend the discussion sections. You should prepare for these discussion sections by keeping up to date with the lecture videos and homework assignments.

Classroom capacities have been strictly limited this semester for safety purposes. You may not attend in-person sections other than the one you’re assigned to. If you do not pass the COVID self-screening and are unable to attend discussion section for that reason, please email your instructor to let them know.

Office Hours

Traditionally, office hours are times when the instructional staff would be available in their office on campus for students to come and ask questions about the course in individual or small-group
settings. Last year, all office hours were online, and some students told us that they enjoyed having online office hours instead of having them in our offices, but other students said they preferred in-person office hours. This semester, we’ve decided to hold some office hours in-person and some online!

Office hours are a great time for you to ask questions and get help on homework and practice problems and to go over previous quizzes and exams. All three instructors will hold office hours and you can attend them freely. You can go to any instructor’s office hours, not just your primary instructor, and you don’t need an appointment to attend the office hours at the posted time, all you have to do is show up and we’ll be there waiting for you! You can also make specific appointments with the instructors outside of the posted times.

The AIs will also hold office hours through the mathematics help room, which will be open continuously for most of the day on weekdays. You can join the help room at any time people are present, even if the person in charge is from a different math course. The math help room is located in Urbauer 317B, and there will also be a Zoom option. See the Canvas page for the link.

Attending office hours is optional, but we believe that it is a great resource. Students who attend office hours regularly to ask questions and listen to the questions of other students often perform better in the course.

**Piazza**

This term we will be using Piazza for class discussion and for asking and answering math questions. The system is highly catered to getting you help fast and efficiently from classmates, the AIs, and the instructors. Not only can you ask questions, but you can answer each others’ questions! Using Piazza regularly (both asking questions and answering your classmates’ questions) is a great way to both get help and practice using your knowledge. Piazza is open 24/7 and you can post whenever you’d like! Rather than emailing questions to the teaching staff, we strongly encourage you to post your questions on Piazza.

You can enroll in the Piazza course at this link, which you can also use to access the Piazza page. You can also find this link and access Piazza through Canvas.

**Assessments and Grading**

**Homework**

All homework will be online, through Webwork. Webwork is a free system that you can access through Canvas. Webwork assignments will be due approximately weekly each Monday. Pay close attention to the due dates! We think that Webwork is a great resource for you to practice. You will have unlimited attempts on most problems, which means that if you start early and work on the problems regularly, you can keep trying until you get them all correct! It is possible for everyone to earn a 100% on each homework.

Webwork assignments will often contain the most challenging problems you will encounter in the course, since you have unlimited time and resources to do them. You are welcome to work with others on Webwork assignments, and you may use calculators or other technology. However, the
assignments will be useless to you if you copy answers from other students or from your calculator without working through the problems yourself.

Unstructured Practice

It is, of course, important to study and practice outside of class. While the Webwork will provide some structured practice, it is also important to work problems on your own regularly, and you should expect to spend some time reading the textbook, working on textbook problems, and studying your notes. To help with this, we will post a list of suggested practice problems from the textbook. You do not need to turn these in, nor do you need to do all of them, but you can draw on them as a source of curated and relevant practice material.

We strongly recommend forming study groups, in person or online, to work problems and discuss concepts together!

Weekly “Quick Quizzes”

Each week, you will take a short quiz on Canvas. Quizzes will be available starting each Friday, and being due on Sunday night, except for Thanksgiving week. These “quick quizzes” are designed to be a short review of the previous week’s material, and we hope that they will be a valuable way for you to assess your own learning each week. The quizzes will open on Friday afternoon, after class, and you’ll have two attempts to take the quiz. That means that if you take the quiz once and don’t do well, you can just try it again!

Like the homework, you are allowed to work in groups if you would like, and you are allowed to use your notes. That said, you will not be able to use those resources on the exams, so we might suggest that you “practice” for the exams by taking the quizzes alone!

Midterm Exams

There will be three midterm exams this semester, and they will occur in the evenings from 6:30-8:30pm on the following dates:

- Tuesday, September 21st (Week 4)
- Tuesday, October 19th (Week 8)
- Tuesday, November 16th (Week 12)

Your attendance at these exams is required, and you must adhere to the academic integrity policy. Your testing location will be determined prior to each exam.

Final Exam

The final exam will be given online during the final exam week (December 13-22, 2021) at the time scheduled by the registrar’s office (December 17, 10:30am – 12:30pm). More information will be available later.
Academic Integrity

While you are encouraged to collaborate extensively on Webwork, in-class problems, and your independent practice and study, you must still be able to demonstrate what you have learned independently. Therefore, the following rules apply to all exams:

- You may not collaborate or receive help from any other individual.
- You may not use the internet, your textbook, or any other outside sources, including your own notes.
- You may not use a calculator. Exam problems will not require a calculator.

Violating these rules will result in a 0 on the affected exam, without the option to drop that score. Additional penalties may be assessed to your final course grade depending on the severity of the violation, including failure of the course. See this website for the University’s full academic integrity policy.

Grading

Your course grade will have five components:

- Webwork homework assignments are worth 20% of your grade.
- Discussion section work is worth 5% of your grade.
- Quick quizzes are worth 15% of your grade.
- The midterm exams are weighted equally for a total of 40% of your grade.
- The final exam is worth 20% of your grade.

Your overall percentage translates to a letter grade as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>TBD</td>
<td>C+</td>
<td>65-70%</td>
</tr>
<tr>
<td>A</td>
<td>90-100%</td>
<td>C</td>
<td>60-65%</td>
</tr>
<tr>
<td>A-</td>
<td>85-90%</td>
<td>C-</td>
<td>55-60%</td>
</tr>
<tr>
<td>B+</td>
<td>80-85%</td>
<td>D+/D/D-</td>
<td>50-55%</td>
</tr>
<tr>
<td>B</td>
<td>75-80%</td>
<td>F</td>
<td>0-50%</td>
</tr>
<tr>
<td>B-</td>
<td>70-75%</td>
<td></td>
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</tr>
</tbody>
</table>

(Grades of A+ and D+/D/D- will be determined at instructor’s discretion after the final exam.)

Note that scores will not be rounded; 84.99% is a B+, not an A-.

If you take the class on a credit/no credit (pass/fail) basis, you must earn at least a C- to pass.

Course Objectives and Schedule

This is the second course in a three-semester calculus sequence. Major topics include integrals and the fundamental theorem of calculus, techniques of integration, geometric applications of integration, improper integrals, sequences and series, and Taylor series and Taylor approximations.
Learning Objectives

By the end of this course, you will be able to:

• Evaluate a wide variety of integrals by selecting, applying, and combining appropriate techniques.
• Use Riemann-sum-style reasoning to set up integrals representing geometric quantities.
• Use convergence tests to study series, and write logical justifications for your conclusions.
• Compute and use Taylor polynomials of functions.

In addition, you will be building a number of general skills throughout the course, including:

• Finding strategies to solve problems you have never seen before
• Working with others to solve problems
• Communicating your own work to others in a way they can understand
• Comparing and contrasting different problems or topics
• Understanding how different ideas depend on each other
• Using mathematics to model the world

Approximate Schedule

This schedule is only an estimate. We will do our best to follow this schedule but don’t be surprised if topics are shifted from one week to another as the semester progresses. All section numbers are from the most recent edition of the textbook. If you have an older edition, your section numbers might differ slightly.

<table>
<thead>
<tr>
<th>Week/dates</th>
<th>Topics</th>
<th>Textbook sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (8/30-9/3)</td>
<td>Antiderivatives, Definite integrals</td>
<td>4.9, 5.1, 5.2</td>
</tr>
<tr>
<td>2 (9/6-9/10)</td>
<td>Fundamental Theorem of Calculus</td>
<td>5.3, 5.4</td>
</tr>
<tr>
<td>3 (9/13-9/17)</td>
<td>Substitution, Areas between curves</td>
<td>5.5, 6.1</td>
</tr>
<tr>
<td>4 (9/20-9/24)</td>
<td>Volumes</td>
<td>6.2, 6.3</td>
</tr>
<tr>
<td>5 (9/27-10/1)</td>
<td>Volumes, Average values</td>
<td>6.3, 6.5</td>
</tr>
<tr>
<td>6 (10/4-10/8)</td>
<td>Techniques of integration</td>
<td>7.1, 7.2</td>
</tr>
<tr>
<td>7 (10/11-10/15)</td>
<td>Techniques of integration</td>
<td>7.3, 7.4, 7.5</td>
</tr>
<tr>
<td>8 (10/18-10/22)</td>
<td>Arc length, Surface area</td>
<td>8.1, 8.2</td>
</tr>
<tr>
<td>9 (10/25-10/29)</td>
<td>Improper integrals, Sequences</td>
<td>7.8, 11.1</td>
</tr>
<tr>
<td>10 (11/1-11/5)</td>
<td>Series, Convergence tests</td>
<td>11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>11 (11/8-11/12)</td>
<td>Convergence tests, Alternating series</td>
<td>11.5, 11.6</td>
</tr>
<tr>
<td>13 (11/22-11/23)</td>
<td>Power series</td>
<td>11.8</td>
</tr>
<tr>
<td>14 (11/29-12/3)</td>
<td>Power series, Taylor series</td>
<td>11.9, 11.10</td>
</tr>
<tr>
<td>15 (12/6-12/10)</td>
<td>Taylor series, Taylor polynomials</td>
<td>11.10, 11.11</td>
</tr>
<tr>
<td>Finals (12/13-12/22)</td>
<td>Final exam (Dec. 17, 10:30am–12:30pm)</td>
<td></td>
</tr>
</tbody>
</table>
COVID Safety Procedures

Students are expected to follow university-mandated COVID safety procedures at all times, and stay informed of any changes to these procedures. Failure to do so will result in you being removed from the classroom, and possible university disciplinary procedures. Masks and social distancing are the most important safety measures we can take; it is also important that you wash your hands and clean surfaces as frequently as possible. The full set of University protocols for Fall 2021 can be found here.

Masks are mandatory at all times in the classroom; if you have a medical condition that precludes wearing one, contact Disability Resources to discuss accommodations before coming to class. Physical distancing is not required in the classroom, and you will likely be sitting in proximity to other (masked) students. If you are uncomfortable with this, please reach out to your instructor and we will try to work with you to find alternative accommodations.

If you are sick

If you are sick, quarantined, or do not pass WUSTL self-screening, do not come to class! One of the lectures each day will be recorded for you to watch after the fact. It might not be your usual section, but that’s okay – each section will cover the same content each day. Discussion sections will not be recorded. Please reach out to your instructor if you are unable to attend your discussion section due to illness or if you do not pass the self-screening.

If your instructor is sick

If your instructor is sick, quarantined, or does not pass self-screening, your class meeting may be led by another instructor, moved online, or canceled. University policy requires that we pass self-screening within two hours of coming to campus. This means that there might be a notice of less than two hours that one of us might not be able to attend a scheduled course meeting. Please check Canvas (or your email) immediately before you leave for class or discussion section in case your meeting needs to move online at the last minute.

If the university must switch to remote learning

In the extreme and unlikely case that the university must switch entirely to remote learning, all discussion sections will be moved online, and the lectures will move to a pre-recorded format. We will give you more information if this happens!

Other Resources

The Learning Center

The Learning Center is a great resource for additional mentoring opportunities. You can find their main help page here. The Learning Center also runs the PLTL and RPM programs which you can read more about below. Additionally, they have a great page with tips to develop your general academic skills and mindset here. This is an amazing resource which we strongly recommend you take advantage of!
Peer-Led Team Learning (PLTL)
PLTL is an optional (but very popular) program that supplements the course with extra small-group sessions once a week, led by a trained undergraduate peer leader. This semester, PLTL will be mostly in-person. Sign-ups will be open the first week of class and the link will be made available on the course Canvas page. If you sign up, you are expected to commit to attending, and you can earn 1 extra unit of course credit on a pass/fail basis for doing so. The PLTL website is here.

Residential Peer Mentors (RPMs)
The Residential Peer Mentor program is one of the resources offered by The Learning Center. Residential Peer Mentors (RPMs) offer drop-in hours to provide support for students taking Calculus and General Chemistry courses. Most RPM sessions will be held in-person on the South 40, and there will be a couple of remote sessions via Zoom. There are currently five Calc II RPMs who hold sessions spread throughout the week. Unlike PLTL, RPM hours are largely unstructured help hours. So, whether you want to get some one-on-one assistance reviewing a concept, work together with your classmates on a particularly tough WebWork problem, talk through study and test-taking strategies, or learn some tips and tricks to succeed in Calc II, drop by one of the RPM sessions! Mentor schedules will be posted on Canvas once they are finalized, and will also be available on the RPM website here.

Study Suggestions and General Advice
Here are some tips for learning which we believe will help you in this course:

- Read the relevant sections in the Stewart text before attending class. This will help prepare you to absorb the material and examples in class.
- After class each day, try a few problems from the recommended problem list or the Webwork assignment immediately. This will help you identify areas you need to work on during discussion sections and office hours.
- Do the Webwork homework sets as soon as we’ve covered the relevant material, not right before they are due. This will help you pinpoint areas of weakness early so that you can get the most out of the class times.
- Do as many recommended problems as you have time for without sacrificing your mental health or other classes. They are “recommended” for a reason!
- Go to discussion sections prepared. This means you have attended lecture, read the relevant sections in the textbook, and worked on the relevant homework problems.
- If you don’t understand something, visit the instructor office hours and the mathematics help room! That’s what we’re here for!

Accommodations for Disabled Students
Washington University in St. Louis supports the rights of enrolled students to a full and equal educational opportunity and, in compliance with federal, state, and local requirements, is committed to reasonable accommodations for individuals with documented disabilities. Disabled students for
whom accommodations may be necessary must be registered with, and provide their instructors official notification through, WUSTL’s Disability Resources office. Once established, responsibility for disability-related accommodations and access is shared by DR, faculty, and the student. Please contact Disability Resources at 314.935.5970 or disabilityresources@wustl.edu. Once your accommodations been approved by Disability Resources, please forward your accommodation letter to your instructor.

For other accommodations, you must let the instructor know as soon as possible, and at least one week in advance of when you want to use that accommodation. Please reach out to the Disability Services office as soon as possible in order to ensure you get your accommodations on time!

**Additional Campus Resources**

**Reporting Sexual Harassment**

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University in St. Louis, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director, at 314-935-3118 or jwkennedy@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at 314-935-5555 or your local law enforcement agency. The WUSTL Title IX website is here.

**Confidential Resources for Instances of Sexual Assault, Sex Discrimination, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking**

If a student needs to explore options for medical care, protections, or reporting, there are free, confidential support resources and professional counseling services are available through the Relationship and Sexual Violence Prevention (RSVP) Center in Seigle Hall, Suite 435, rsvpcenter@wustl.edu, 314-935-3445. For after-hours emergency response services, call 314-935-6666 or 314-935-5555 and ask to speak with an RSVP Counselor on call. The RSVP Center website is available here.

The University is committed to offering reasonable academic accommodations (e.g., a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If you need to request such accommodations, please contact RSVP (information above) to schedule an appointment with an RSVP confidential and licensed counselor. Although information shared with counselors is confidential, requests for accommodations will be coordinated with the appropriate University administrators and faculty.

**Bias Reporting**

The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. Their website is available here.
Mental Health

Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student’s academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety, depression, and thoughts of suicide. Please find their website here. Additionally, see the mental health services offered through the RSVP Center listed above.

WashU Cares

WashU Cares, within the Health and Wellness Unit, provides resources to all students on the Danforth Campus who may be having a hard time. WashU Cares is committed to helping create a culture of caring. Through proactive, collaborative, and systemic approaches, WashU Cares works with students to identify interventions, resources, and supports that allow them to be successful. If there is a concern about the physical or mental well-being of a student, please file a report on the WashU Cares website.

Center for Diversity and Inclusion (CDI)

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities.

Preferred Name and Gender Inclusive Pronouns

In order to affirm each person’s gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person’s experience of safety, respect, and support. See here for information on gender pronouns and here for the University’s policy on preferred names.

Military Service Leave

Washington University in St. Louis recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at 314-935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See the University’s policy for military students.