MATH 3302.500 - Concepts in Geometry
- Fall 2021 - Syllabus

Instructor and Class Information

- Instructor: Thomas W. Judson, Professor, Department of Mathematics and Statistics, Stephen F. Austin State University
- Office: Math Building 316
- Email: judsontw@sfasu.edu
- Telephone: (936) 468–1704
- Office Hours:
  - Monday: 5–6 PM (Zoom)
  - Tuesday: 12:15–1:45 PM (in Math 316);
  - Wednesday: 5–6 PM (Zoom)
  - Thursday: 12:15–1:45 (in Math 316)
  - Additional office hours by appointment
- The link for Zoom office hours is:
  - https://sfasu.zoom.us/j/97308671642?pwd=bzFUOVBROE5Id3dBckN1NDdGa1Fwdz09
  - Meeting ID: 973 0867 1642
  - Passcode: 927386

Class Meeting Information

Class Meetings and Location: This is primarily an online class, but there will be an optional live 75 minute weekly class meeting, time TBA. Students may participate in the weekly class meeting live in the ZOOM video conference platform (link TBA) or by watching the recording (link to be posted in D2L after the meeting).
Course Expectations:

The following is an excerpt from SFA Policy 5.4:

*The federal definition of a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:*

1. *Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;*
2. *At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

To this end, all students in online courses offered by the Department of Mathematics and Statistics that wish to be successful should plan to spend a minimum of three hours of work for every credit hour associated with this course.

Expected activities to be completed in the time include reviewing course content, reading assigned course resources, completing all assigned exercises and projects, and performing periodic assessment preparation. Students should check *daily* for course announcements. In order to effectively participate in the course, students should log in and participate in the course at least four days each week, not just during weekends, and preferably daily.

Required Materials

- No required textbook
- Functional computer and internet connectivity, preferably high-speed
- Microsoft Office (available from SFA via mySFA and Office 365)
- ZOOM Video Conferencing (available from sfasu.zoom.us)
- Geogebra software (available from geogebra.org)
- At least a handheld scientific calculator is required. Graphing and scientific calculators will be allowed on exams. However, you should not rely on computers and calculators to such an extent that they keep you from developing your own skills. Technology should be used as an aid, but without a good understanding of the underlying mathematical concepts, the calculator will quite happily mislead you without your even knowing it. In general, technology is a good thing, but as with
everything, sometimes too much of a good thing can lead to problems.

Course Description

Survey of geometric topics with an emphasis on trigonometry and Euclidean geometry. Includes historical and grades 4-8 classroom connections. Prerequisites: C or higher in MATH 3300 (MTH 300). For more information, see http://www2.sfasu.edu/math/docs/syllabi/MTH302Syllabus.pdf.

Course Requirements

The three foundational areas of elementary mathematics are arithmetic, algebra, and geometry; in this class we will focus on that third foundational area. Geometry has been an important part of human knowledge for thousands of years. Humans have always needed to measure and construct various shapes, not just for practical purposes, but also for art and for enjoyment. We even see the beginning of trigonometry in ancient Egypt, where the ratios of sides of triangles played an important role in the building of the Pyramids. For thousands of years, Geometric concepts have been one of the primary ways to help students get used to abstract reasoning. In this class, we will take full advantage of the richest of geometric reasoning to help prepare you to then take these riches to your future classroom.

In this class, we have a variety of activities: readings, assignments, discussions and projects, both as an individual and in groups, to help you understand the concepts and develop necessary skills. Your course letter grade will be calculated as a weighted average of a series of assignments, a series of quizzes, a two written tests, and a final exam. These four components will be more carefully defined in the Grading Policy below.

This course is dependent on technology and making machines do what we need them to do when we need them to do it. If you find a glitch in anything, it is your responsibility to inform me immediately! If it is something that I can fix, I will do so ASAP. Otherwise, I will direct you to other means of help. Only with such notifications will I consider extending deadlines as a result of technical difficulties.
Getting Started

The first requirement is to complete the activities in the first module. The information and activities in this module give you the information that you will need to be prepared to get started in this online course. In this module is a tentative timeline of assignments as well as their due dates. The main method of announcement to the whole class is the News tool. Typically, I will give updates at least once a week on what you should be working on if you are on pace with the rest of the class.

Again, the first module includes all the basic course information such as this syllabus, the departmental course description, an introduction assignment, etc. Note that successful completion of the module includes a quiz designed to reinforce the important points in this document and the other materials in the module. **You must receive a perfect score (100%) on the quiz before any other modules will be available to you, starting with Module 02 on Tuesday, August 24. You may retake the quiz until you receive the required score.**

About the Content Modules

The main mathematical content of the course are in the eleven modules that follow the first introductory module. The first five of these cover the fundamentals of geometry from a modern perspective but with discussion of the historical development of geometric ideas. The next two modules marry ideas from algebra and geometry to form analytic geometry. The final four modules introduce you to the fundamental ideas of trigonometry. Each module includes Stop & Think exercises; solutions to these are provided. Each module will have a certain number of assignments that you will work on and submit your work in the Dropbox tool here in D2L. Each module will also have a number of quizzes to assess your understanding of the fundamental concepts and skills covered in the module. Be sure to read the content pages thoroughly and get help as you work on the assignments and prepare for the quizzes.

The Discussion Board

The discussion board is the location where the you and your classmates will see any
discussion assignments and post discussion responses that are to be shared with the whole class. Discussion assignments count toward the assignments portion of your grade. If you click the discussion tool, you will see that there are four items available to you on day one: Student Introductions, Classroom Discussion, Errata Discussion, and Free Discussion. If you have already completed your student introduction, you should see that post as well as postings from your classmates. (Be sure to revisit this link so that you can find out who else is in the course with you!) The Free Discussion category is a place where we can talk in general about anything regarding the course. This is a place where you can post a question that you have about the course, whose answer might also serve other students.

You should see a discussion topic entitled "Errata Discussion". Although I have tried to make sure that all information is correct, it is always possible to find errors. For example, if you find a link that is not working or a typo, please post that information to the Errata Discussion board including where the link is located in the module. All error captures to this board are greatly appreciated by the designer of the course!

Grading Policy

Computation of Course Grade

Your course grade will be determined by your performance on graded work in the following categories: (1) assignments (both individual and group), (2) quizzes, (3) two written tests, and (4) an oral final exam. Each of these four components will be scored as a percentage between 0 and 100 percent. Your final course grade will be the weighted mean as follows:

- **Assignments** - 20%. This is the mean of your scores, equally weighted, on the various assignments that I will collect during the course. Most assignments will be turned in to D2L's Dropbox feature, but some will be discussions in D2L. All assignments will be detailed in the module and timeline in D2L. Deadlines will be given to help keep you on track, but assignments may be turned in late without penalty. At the instructor's discretion, students may be allowed to resubmit assignments for a higher grade.

- **Quizzes** - 30%. You will have several quizzes in D2L for each module. These quizzes will assess individual objectives of knowledge or skill. These quizzes will be graded pass/fail and you may have up to three attempts to pass each quiz. You may ask to
be assessed live in ZOOM or face-to-face instead of in D2L. This most heavily weighted portion of your course grade is the percentage of quizzes that you passed out of the total number of quizzes across the course.

- **Written Tests** - 15% each. There will be two written tests during the geometry modules. You will be given the questions in D2L and have a limited time to complete the test, scan, and submit while I proctor you through ZOOM; you may also schedule to take the test in person on campus.
- **Final Exam** - 20%.

**Score Descriptors**

The written tests, final exams, assignment average, quiz average, and your final course letter grade will be graded on the "standard 10-point" scale based on the percentage (rounded to the nearest percent) of total points earned by the student on the exam or assignment:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90–100%</td>
</tr>
<tr>
<td>B</td>
<td>80–89%</td>
</tr>
<tr>
<td>C</td>
<td>70–79%</td>
</tr>
<tr>
<td>D</td>
<td>60–69%</td>
</tr>
<tr>
<td>F</td>
<td>0–59%</td>
</tr>
</tbody>
</table>

Assignments will be graded holistically on a 0-10 scale based on completion and performance; the overall Assignment course component will be the mean of these scores converted to a percentage. The various scores are described below. To summarize, a "passing" score is a 7 or higher and a "failing" score is a 6 or lower. Each score will take execution, communication, and correctness into account. I am using this system so that I can better communicate to you whether you understand the material well enough or not. Your primary goal is to earn a 7 or better on each assignment. In addition, for any group assignments, participation by each group member will be considered.

**10 Outstanding** ("A")

These score means that your mathematics and communication are flawless or nearly flawless.

**9**

https://d2l.sfasu.edu/content/enforced/349323-12548.202210/mod...essionVal=3RAdmymqw68LIUNLyS88MEnn8e&ou=349323&d2l_body_type=3
<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Good (&quot;B&quot;)</td>
<td>This score means that, overall, you understand the material well, but made minor mistakes in the mathematics or communication.</td>
</tr>
<tr>
<td>7</td>
<td>Average (&quot;C&quot;)</td>
<td>This score means that, overall, you understand the material well enough to pass, but you made several substantial mistakes in mathematics or you communicated poorly.</td>
</tr>
<tr>
<td>6</td>
<td>Deficient (&quot;D&quot;)</td>
<td>This score means that you show some understanding but the flaws in mathematics or communication are not sufficient to be considered passing.</td>
</tr>
<tr>
<td>5 or less</td>
<td>Failing (&quot;F&quot;)</td>
<td>This score means that either you did not complete the assignment, you did not sufficiently participate in the discussion, or your mathematics or communication shows serious and fundamental errors. You need to review prerequisite material and the basics of what was being assessed. You must complete every assigned problem in order to score higher than a 5.</td>
</tr>
</tbody>
</table>

Note that certain mistakes by themselves will automatically drop you to a 6 or lower because they are common but fundamental errors that wreck havoc on the truth of your work or fundamentally change the difficulty level of the task at hand. Also, be sure to think about what your writing communicates to a reader. I grade what you have said, not what you meant to say.

When we calculate your final grade at the end of the course, we will calculate a score on a 0–100 point scale using the scores that you have obtained during the course, and using the grade breakdown given above. Your course grade will then be obtained using this table. In the event of a fractional score, we will always round up to the nearest integer. *There is no provision for extra credit in this course.*

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**Exam Policy**

Exams are scheduled far in advance, and it is impossible to move the time or date. However, in rare cases where it is impossible for an individual to take the exam at the scheduled time, we will work with you to make other arrangements. Exceptions for taking the exam out of sequence are the following:
1. A medical excuse. Please provide proper documentation according to university rules.
2. A University sponsored event such as an athletic tournament, a play, or a musical performance. Your coach or director must contact us in advance. Athletic practices and rehearsals do not fall into this category.
3. A religious holiday. Please send a short email explaining the situation.
4. Extreme hardship such as a family emergency. Please have the proper university office us.

The above are the only allowable excuses for taking the exam before the scheduled time. **Under no circumstances do we give late exams.** Since we can only accommodate a limited number of students taking the exam at an earlier time, please make sure that you fall into one of the above categories before you contact us. If you miss an exam due to illness or a family emergency, you will not be penalized. We will assign you a grade based on the rest of your coursework. If you have a conflict with the final exam, please contact your MATH 3302 instructor as soon as possible. Students with an accommodation from Disability Services may take the final exam at an earlier time during finals week. All other out-of-sequence final exams must be approved by the Dean of the College of Science and Mathematics.

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**Tips For A Successful Math Class**

- **Sleep and relax!** Well...outside of class, that is. It is hard to do math well with a tired or anxious mind!
- **Learn mathematical terminology!** It’s hard to think and talk about concepts when you don’t know what the words mean that we’re using. For any math word, be able to give a formal definition, an informal definition, an example that illustrates the concept, and “non-examples” (examples of situations that are close to being right, but not quite).
- **Do. The. Homework.** All of it. Several times if necessary. Create new problems if you run out of problems to practice.
- **Strategize!** Take the time to think about how the different types of problems are solved and create a road map in your mind how to get to the solution.
- **The quality of the time is as important as the quantity of the time you spend studying.** You have to understand the concepts and basic examples before you can master the harder problems. Regularly look back at the big picture when you get stuck on an immediate detail.
- **Get help!** If you’re alert, know the words, and understand the examples but are still
stuck, then get help from me or a tutor.

- Learning math is a lot like learning anything else – sports, music, etc. Some have natural talent, some don’t. At the beginning, you have to drill those basic moves until you can do them almost without thinking in order to overcome your anxiety. Only then can you concentrate on improving your skills and learning more sophisticated moves. I am your coach; I can’t make the moves for you. I can show you the mechanics of the move and explain why the move does what it does, but only you can do it for yourself. You must both practice and reflect on your performance in order to win!

- Find your motivation and hold onto it! It’s hard to do well in something you don’t want to do, and it’s easy to get lost in the drudgery and lose focus. But, math can be very beautiful and enjoyable with a little motivation!

Add/Drop Policy

The Add/Drop Policy can be found at [http://www.sfasu.edu/policies/add_drop.asp](http://www.sfasu.edu/policies/add_drop.asp)

Attendance Policy

Regular attendance is expected in MATH 3302. Since this is an online course, we will define regular attendance as regular participation. That is, do not disappear for a month as there will be consequences. Attendance and Excused Absences Policy can be found at [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1)
submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Any acts of academic dishonesty will be dealt with according to University policy. Penalties for academic dishonesty may result in a failing grade for the assignment, failing the course, or even dismissal from the university.

Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf.

Withheld Grades (Semester Grades Policy A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Mental Health and Wellness

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

- **On-campus Resources:**
  SFA Counseling Services
  www.sfasu.edu/counselingservices
  Rusk Building, 3rd Floor
  936.468.2401

- **SFA Human Services Counseling Clinic**
  www.sfasu.edu/humanservices/139.asp
  Human Services, Room 202
  936.468.1041

- **Crisis Resources:**
  Burke 24-hour crisis line: 1.800.392.8343
  Suicide Prevention Lifeline: 1.800.273.TALK (8255)
  Crisis Text Line: Text HELLO to 741-741
Course Description: Survey of geometric topics with an emphasis on trigonometry and Euclidean geometry. Includes historical and grades 4-8 classroom connections.

Credit hours: 3

The following is an excerpt from SFA Policy 5.4:

The federal definition of a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;

2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

To this end, all students in courses offered by the Department of Mathematics and Statistics that wish to be successful should plan to spend a minimum of two hours outside of class for every credit hour associated with this course. Expected activities to be completed in the time outside of class include reviewing notes from previous class meetings, reading assigned course resources, completing all assigned exercises and projects, and performing periodic assessment preparation.

Course Prerequisites and Corequisites: MTH 300

Course Outline:

- Topics in Geometry
  - Geometric constructions using compass, straight-edge, reflection devices and dynamic software
  - Geometric relationships within the axiomatic structure of Euclidean geometry
  - Parallel postulate
  - Geometric transformations using matrices
  - Algebra and geometry of conic sections
  - Historical and classroom connections
  - Approximate time spent: 60%

- Topics in Trigonometry
  - Trigonometric ratios from right triangles
  - Circular functions
    - Degree measure
    - Radian measure
  - Applications of trigonometric functions
  - Fundamental trigonometric identities
  - Historical and classroom connections
  - Approximate time spent: 40%

Student Learning Outcomes (SLO): At the end of MATH 3302, a student who has studied and learned the material should be able to:

1. Develop, perform, and justify basic geometric constructions using a variety of tools, including dynamic geometry software such as Geometer's Sketchpad. [SBEC: III]

2. Develop and prove conjectures concerning basic geometric relationships within the axiomatic structure of Euclidean geometry. [SBEC: III, V]
3. Demonstrate an understanding of the significance of the parallel postulate on the development of Euclidean and non-Euclidean geometries. [SBEC: III]
4. Demonstrate an understanding of the basic trigonometric functions as well as their graphs and properties. [SBEC: III]
5. Relate geometry to algebra and trigonometry by using the Cartesian coordinate system in the study of trigonometric functions and a geometric development of the conic sections. [SBEC: II, III]
6. Apply knowledge of trigonometric ratios and functions to model and solve problems in mathematics and other disciplines. [SBEC: III]
7. Prove and apply basic trigonometric identities. [SBEC: III]
8. Communicate orally and in written form an understanding of the connections among geometric, graphic, numeric, and algebraic solutions to problems. [SBEC: II, III, V]
9. Demonstrate an understanding of the historical development of geometric ideas. [SBEC: VI]

There are no specific program learning outcomes for this major addressed in this course. It is a general education core curriculum course and/or a service course.

Texas State Board for Educator Certification (SBEC): Mathematics Standards

Standard II. Patterns and Algebra: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Standard III. Geometry and Measurement: The mathematics teacher understands and uses geometry, spatial reasoning, measurement concepts and principles, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Standard V. Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically.

Standard VI. Mathematical Perspectives: The mathematics teacher understands the historical development of mathematical ideas, the interrelationship between society and mathematics, the structure of mathematics, and the evolving nature of mathematics and mathematical knowledge.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

The penalty for a student found cheating on any part of an assignment, quiz, or exam in this class will range from a grade of zero on the work to a grade of F in the course, and may result in additional, more severe disciplinary measures. A student who allows another to copy his work and the student copying the work are both guilty of cheating. Do your own work. Do not show your completed work to others. Do not allow others to copy your work.

Definition of Academic Dishonesty (SFA policy 4.1):

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
Withheld Grades Semester Grades (SFA Policy 5.5)
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3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
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Crisis Text Line: Text HELLO to 741-741

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