Instructor: Mrs. Michelle Cook
Office: 335 Mathematics Building
Email: mmcook@sfasu.edu
Office Hours: Office Hours will be done through zoom or in my office

Class Times & Place: This is an online course

Office Phone: 936-468-1586

Course Description: Probability, random variables, mean and variance, binomial distribution, normal distribution, statistical inference and linear regression.

Text and Materials: Discovering Statistics (Bundle) by Hawkes and Marsh, 3rd edition.

Core Objectives (CO):
1. Critical Thinking [CO 1]: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills [CO 2]: to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Empirical and Quantitative Skills [CO 3]: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Exam Calendar:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
<th>Exam Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>June 11th</td>
<td>Covers chapters 1-4</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>June 19th</td>
<td>All material covered from 1.1 through 8.2</td>
</tr>
<tr>
<td>Exam 2</td>
<td>July 1st</td>
<td>Covers chapter 8.3 – 11.2c</td>
</tr>
<tr>
<td>Final Exam</td>
<td>July 5th</td>
<td>All material covered in the course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The final exam is comprehensive</td>
</tr>
</tbody>
</table>

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>Hawkes Lessons [CO: 1,2,3]</td>
</tr>
<tr>
<td>B</td>
<td>80% - 90%</td>
<td>WebTest 1 [CO: 1,2,3]</td>
</tr>
<tr>
<td>C</td>
<td>70% - 80%</td>
<td>WebTest 2 [CO: 1,2,3]</td>
</tr>
<tr>
<td>D</td>
<td>60% - 70%</td>
<td>Midterm Exam [CO: 1,2,3]</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Comprehensive Final Exam [CO: 1,2,3]</td>
</tr>
</tbody>
</table>

Course Requirements/Assignments:

- Hawkes Lessons—The lesson schedule is located at the end of the syllabus. [CO 1, 2, 3]
- Two WebTests—The WebTests are designed to make sure that you are keeping up with the material. These are online tests through Hawkes. Additional information about the WebTests can be found at the end of the syllabus. [CO 1, 2, 3]
- Midterm Exam—The midterm exam is due by June 19th [CO 1, 2, 3]
- Comprehensive Final Exam—The final exam is due by July 5th [CO 1, 2, 3]
- D2L Discussions—There will be four D2L discussions throughout the semester
• **Student Responsibility** – It is your responsibility to keep up with all due dates and exam dates. It is your responsibility to check Hawkes and d2l daily.

**Hawkes Learning System Lessons:**

The Hawkes lessons are how you will learn the material for this course. These lessons play the role of lecture and homework in a face-to-face class. There are 25 total lessons to complete on Hawkes as well as two online webtests to complete on Hawkes. Your two lowest Hawkes lessons will be dropped. Each time you work through a lesson, you will work through the lesson in three parts: learn, practice, certify.

1. **Part 1: Learn**
   The first part of the Hawkes lesson plays the role of the lecture that you would have in a face-to-face course. This part will introduce you to the material covered in that sections. You will see examples completed step by step.

2. **Part 2: Practice**
   The second part of the lesson allows you to practice with what you just learned. This part allows you to gain confidence in the new material.

3. **Part 3: Certify**
   The final part is where you get your grade for the lesson. You must certify each lesson in order to get a grade. Once you certify each lesson, your grade for that lesson is 100%. You will see a required mastery for each lesson. This tells you how many questions you need to get correct in order to master the lesson. Once you have mastered the lesson, it is certified and your grade for that lesson is 100%. For example, if it says that the required mastery is 10 out of 13 then once you get 10 questions right, you have certified the lesson.

Note: You can go through any of the three parts as many times as you want

Due dates are posted on the schedule at the end of the syllabus as well as on the Hawkes Learning System. On the scheduled due date, the assignment is due at 11:59 pm. The following is information for the penalty when completing a Hawkes lesson after the stated due date:

- 1 day late: 10% penalty (This means that the highest grade for that lesson is now a 90%)
- 2 days late: 20% penalty
- 3 days late: 30% penalty
- 4 days late: 40% penalty
- 5 days late: 50% penalty
- More than 5 days late: 100% penalty

Note: this penalty structure is only for the Hawkes lessons

You need to figure out blocks of time throughout the week that you plan to work on the lessons. **Do NOT wait until the due date to try and complete the lesson or lessons due that day.** Any Hawkes work done after May 5th will not count.

**Exams:**

You will have online exams (WebTests 1 and 2, midterm exam and the final exam) throughout the semester. You will always want to make sure to complete the lessons being tested on each exam ahead of time. You will need to allow time to digest the material and study the lessons to do well on these exams.

**Miscellaneous:**

• It is your responsibility to keep up with all due dates for the course.

• It is your responsibility to check D2L (https://d2l.sfasu.edu/) on a regular basis. You are responsible for anything posted on D2L or on Hawkes.

• I like to use D2L for storage and communication. I will store course files on D2L like the syllabus, formula sheet, tables, and practice exams. I put announcements on the D2L newsfeed. You will spend most of your time in this course on the Hawkes Learning System.
• The course ID needed for Hawkes is SFASUSTAT

• Email is the easiest way to get in touch with me. You can call my office during office hours but email is best especially outside of office hours. If you email me during the school week and you do not get a response within 24 hours, resend the email. It is possible that it was sent to junk mail. I want to make sure that I respond to your questions quickly so that you do not get behind. My email address is mmcook@sfasu.edu

• If you are retaking this online course, you do not need to buy a new access code.

• **WebTest 1:**
  - WebTest 1 is to be completed online through Hawkes
  - WebTest 1 covers chapters 1-4
  - WebTest 1 is due June 11th at 11:59 pm
  - WebTest 1 will open on June 11th and it will close on June 11th at 11:59 pm
  - You have one attempt at WebTest 1
  - Check the d2l newsfeed for detailed WebTest instructions on June 10th

• **Midterm Exam:**
  - The midterm exam is to be completed online through Hawkes
  - The midterm covers all lessons covered from 1.1 through 8.2
  - The midterm is due June 19th at 11:59 pm
  - The midterm exam will open on June 19th and it will close on June 19th at 11:59 pm

• **WebTest 2:**
  - WebTest 2 is to be completed online through Hawkes
  - WebTest 2 covers all lessons covered from 8.3 – 11.2c
  - WebTest 2 is due July 1st at 11:59 pm
  - WebTest 2 will open on July 1st and it will close on July 1st at 11:59 pm
  - You have one attempt at WebTest 2
  - Check the d2l newsfeed for detailed WebTest instructions on June 30th

• **Final Exam:**
  - The final exam is to be completed online through Hawkes
  - The final covers all lessons covered in this course
  - The final exam is due on July 5th at 11:59 pm
  - The final exam is open on July 5th and is due by Friday July 5th at 11:59 pm
  - No makeups will be allowed!
  - The final exam is comprehensive and mandatory

**General Education Core Curriculum:**
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in Math 1342 you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking Skills, Communication Skills, or Empirical and Quantitative Skills requirement. You will see this course on your D2L list. At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course dropdown determined by your Instructor and the “Core Curriculum” dropdown. The Core Curriculum dropdown will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills- Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations.
When you complete the assignment mentioned above, you will upload the assignment to both the Math 1342 dropbox and the Critical Thinking Skills, Communication Skills, or Empirical and Quantitative Skills dropbox.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor, or contact the at Office of Student Learning and Institutional Assessment at (936) 468-1130.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the D2L Critical Thinking Skills, Communication Skills, or Empirical and Quantitative Skills dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Critical Thinking Skills, Communication Skills, or Empirical and Quantitative Skills dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L Critical Thinking Skills, Communication Skills, or Empirical and Quantitative Skills dropbox.

Include only the core objectives taught in this course and indicate which objectives are being formally assessed in this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Per SFA policy 5.4, this schedule reflects that there is (1) an amount of student work per credit hour that reasonably approximates not less than one hour of class or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks over a long semester, 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.

**Course Calendar / Outline:**

- Descriptive Statistics [CO 1, 2, 3]
  - Graphical Display of Data
  - Measures of Location
  - Measures of Dispersion
- Probability [CO 1, 2, 3]
  - Classical Probability
  - Probability Laws (Rules)
  - Counting Techniques
- Probability Distributions [CO 1, 2, 3]
  - Random Variables
  - Discrete Distributions
    - Binomial Distribution
    - Hypergeometric Distribution
  - Continuous Distributions
    - Uniform Distribution
    - Normal Distribution
- Sampling Distributions [CO 1, 2, 3]
  - Random Samples

**Approximate time spent**

- Descriptive Statistics: 10%
- Probability: 20%
- Probability Distributions: 20%
- Sampling Distributions: 10%
Central Limit Theorem
Statistical Inference [CO 1, 2, 3] 30%
  - Estimation
    - Point Estimation
    - Interval Estimation
  - Hypothesis Testing
Linear Regression [CO 1, 2, 3] 5%

Explicit instruction in Critical Thinking, Communication and Empirical and Quantitative Reasoning is in addition to implicit instruction, modeling and practice that occur daily in the discussion of limits and continuity, derivatives and antiderivatives, applications of derivatives and definite integration. This explicit instruction includes explanation of solving mathematical problems by thinking critically, communicating logically ordered solutions with complete and correct notation, and applying empirical or quantitative skills as appropriate to the problem.

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 http://www.sfasu.edu/policies/student_conduct_code.asp). 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.

Program Learning Outcomes:
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes (SLO): At the end of MTH 1342, a student who has studied and learned the material should be able to:
1. Exhibit an understanding of basic probability rules and concepts [CO:1,3]
2. Demonstrate an understanding of different probability models and ways they are used in statistical inference. [CO: 1, 2, 3]
3. Demonstrate an understanding of point estimation of population parameters. [PLO: 1,3]
4. Demonstrate an understanding of interval estimation about population parameters and inference that can be drawn from such techniques. [CO: 1,3]
5. Demonstrate an understanding of hypothesis testing concerning population parameters and inference that can be drawn from such techniques. [CO:1,3]

Academic Integrity (4.1)
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.

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

**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/](http://www.sfasu.edu/disabilityservices/).

**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](http://www.sfasu.edu/counselingservices) Rusk Building, 3rd Floor 936.468.2401

**SFA Human Services Counseling Clinic**
[www.sfasu.edu/humanservices/139.asp](http://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:** Probability, random variables, mean and variance, binomial distribution, normal distribution, statistical inference and linear regression.

**Core Objectives (CO):**
1. **Critical Thinking** [CO 1]: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** [CO 2]: to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Empirical and Quantitative Skills** [CO 3]: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

**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:** See general course prerequisites.

**General Education Core Curriculum:** This course has been selected to be part of SFA’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L, the assessment management system selected by SFA to collect student work for core assessment.

By enrolling in MATH 1342 Introduction to Probability and Statistics you are also enrolling in a Core Curriculum Course that fulfills the Mathematics Core Objective requirement.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.
Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Case study 1A</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Hypothesis testing in Case study 2A and 2B</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Case study 2A</td>
</tr>
</tbody>
</table>

Course outline:

- Descriptive Statistics [CO 1, 2, 3]
  - Graphical Displays of Data
  - Measures of Location, Dispersion, and Position
- Sampling Distributions [CO 1, 2, 3]
  - Random Variables and Samples
  - Binomial Distribution
  - Normal Distribution
  - Student's-t Distribution
  - Central Limit Theorem
- Statistical Inference [CO 1, 2, 3]
  - Hypothesis Testing
  - Estimation
    - Point Estimation
    - Interval Estimation
- Simple Linear Regression [CO 1, 2, 3]

Approximate time spent

- Descriptive Statistics 10%
- Sampling Distributions 20%
- Statistical Inference 60%
- Simple Linear Regression 10%

Explicit instruction in Critical Thinking, Communication and Empirical and Quantitative Reasoning is in addition to implicit instruction, modeling and practice that occur daily in the discussion of the bulleted content. This explicit instruction includes explanation of solving mathematical problems by thinking critically, communicating logically ordered solutions with complete and correct notation, and applying empirical or quantitative skills as appropriate to the problem.

Student Learning Outcomes (SLO): At the end of MTH 220, a student who has studied and learned the material should be able to:

1. Exhibit an understanding of basic probability rules and concepts [CO:1,3]
2. Demonstrate an understanding of different probability models and ways they are used in statistical inference. [CO: 1, 2, 3]
3. Demonstrate an understanding of point estimation of population parameters. [PLO: 1,3]
4. Demonstrate an understanding of interval estimation about population parameters and inference that can be drawn from such techniques. [CO: 1,3]
5. Demonstrate an understanding of hypothesis testing concerning population parameters and inference that can be drawn from such techniques. [CO:1,3]

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.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades (SFA Policy 5.5)

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. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

sfasu.edu/math
If you are experiencing concerns, seeking help, 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:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)  
www.sfasu.edu/deanofstudents  
936.468.7249  
dos@sfasu.edu

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

**The Health and Wellness Hub** “The Hub”  
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub  
936.468.4008  
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

**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 10.4](https://www.sfasu.edu/math)). 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.

*Date of document: 08/23/2023*