MAT 115: College Algebra
Fall 2026

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"Character is the aim of true education; and science, history, and literature are but means used to accomplish the desired end. Character is not the result of chance work but of continuous right thinking and right acting. . . . True education seeks, then to make men and women not only good mathematicians, proficient linguists, profound scientists, or brilliant literary lights, but also honest men, combined with virtue, temperance, and brotherly love — men and women who prize truth, justice, wisdom, benevolence, and self-control as the choicest acquisitions of a successful life. . . . It is regrettable, not to say deplorable, that modern education so little emphasizes these fundamental elements of true character. The principal aim of many of our schools and colleges seems to be to give the students purely intellectual attainments and to give but passing regard to the nobler and more necessary development along moral lines."

—David O. McKay
(*Gospel Ideals*, p. 440)

Information for all my students

Student Hours: Student hours are like office hours but they are not in my office. They are held, instead, right next door in the Magnolia Hall conference room (Magnolia Hall 109). They are at these times:

Tuesday and Thursday from 12:00 PM to 4:00 PM.

or by appointment. If you can't make student hours physically but can drop in on Zoom, please let me know before hand. The Zoom link will be https://zoom.us/my/drmcbsvu. Please, feel free to drop in with your questions. No appointment is necessary.

If you have a private matter to discuss, please make an appointment to see me. If it is quick (these things usually are) feel free to come to student hours and we can step into my office.

A note for this section: because this section never meets, student hours are the one place we can actually talk. Come to the Zoom link above during any of the hours listed — no appointment, no reason needed — or email me and we will find another time. I would much rather spend twenty minutes with you on Zoom than have you spend two hours stuck. If none of the posted times work with your schedule, tell me and I will make a time that does.

My tentative weekly schedule is as follows:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	MAT 305		MAT305		MAT305
9:00 AM	MAT 100	MAT221	MAT100	MAT221	MAT100
10:00 AM	MAT 343	MAT221	MAT343	MAT221	MAT343
11:00 AM	MAT 221		MAT221		Forum
12:00 PM	MAT 221	Student Hours	MAT221	Student Hours	
1:00 PM		Student Hours		Student Hours	
2:00 PM		Student Hours		Student Hours	
3:00 PM		Student Hours	Faculty Meeting	Student Hours	
4:00 PM			Faculty Meeting		

AI Use Policy: The purpose of this course is to help you develop both skills and deep understanding, especially of mathematical concepts. Homework and assignments are designed to give you the practice you need to build those skills.

Some students may be tempted to use AI tools to complete their work instead of working through problems themselves. This is like signing up for a weight training class but using a machine to do the lifting for you; you wouldn't build the strength you need. The same is true here: if AI does the work, you miss the chance to develop the understanding and skills necessary for success in this course and in future courses.

That said, AI can be a helpful learning aid when used appropriately. Think of it like using a box to assist with pull-ups: you can use the box to help you get above the bar, then slowly lower yourself to build strength. After a while, you'll be able to do pull-ups without the box. Similarly, you can use AI to help you get "unstuck" on a problem—by asking for hints, clarifications, or explanations of a concept, rather than simply asking for the full answer. This is using AI to facilitate your learning rather than rob you of the chance to learn. This is what I referr to as using AI wisely.

Illustrative examples:

- **Wise use:** You are working on the homework and there is a question that you have already worked on but you keep getting it wrong, even after going to your notes and checking your method. You ask ChatGPT the question and observe what it did differently, You try it again and get it right with that modification. You make a note of that in your notes so you get it right next time. Or you make a note to ask about it in class.
- **Unwise use:** You have not yet attempted a certain homwork question but becaue you are low on time you copy the question and ask ChatGPT. Only some of the explincation makes sence or seems familiar to you, but you submitt it anyway. This is dishonest and not acceptable.

In this course, the policy for AI use is to use it wisely, which often means not using it at all. The unwise use of AI is prohibited and results in a loss of points and in some cases may be reported to the Provost office as a breach of academic integrity. Also, the use of AI on any quiz or test of any kind is prohibited, and if discovered will result in a zero on that quiz or test. If you are unsure about whether your use of AI is wise or unwise, please ask me before you submit your work.

If you rely on AI to do the work for you, you may finish assignments faster, but it is unlikely that you will develop the skills you need to succeed.

One more thing, the wise use of AI is likely to be extremely important in your career. Start now learning how to get the full benefit of AI usage without compromising your own DEVELOPMENT.

Policies Specific to MAT 115: College Algebra

Here is the class in a nutshell. This is the same College Algebra course taught on campus — the same textbook, the same material, the same standards — but you will do it on your own schedule instead of in a classroom. The course is built out of about forty **lessons**, and every lesson is organized around a short list of numbered **learning objectives**. For each lesson you will download a **Lesson Guide** and watch a **Video Experience** in which I work through that guide with you, objective by objective, with questions embedded along the way. You submit the completed guide. Then you practice: ten to twenty **Homework** problems in the online homework system, with your handwritten **Written Work** uploaded on a template so I

can see how you actually worked. Roughly weekly there is a **Timed Review**, a short closed-book quiz taken in a lockdown browser, which is your rehearsal for the real thing. Three times in the semester there is a **Midterm Celebration of Knowledge**, proctored through Respondus, with a short video in which you explain your own work out loud. The semester ends with a comprehensive **Final**, also proctored.

What "asynchronous" means here. It means there is no scheduled meeting time and nothing you must attend live. It does *not* mean self-paced. Every lesson has a due date, and those due dates run on a Monday–Wednesday–Friday rhythm all semester, exactly as if we were meeting. You may work as far ahead as you like; each week's module opens a full week early. You may not fall behind. This is the single most important thing to understand about this course, and it is the thing students in online courses most often get wrong: the freedom you are being given is freedom over *when in the day* you work, not over *whether* you work this week.

An objectives-focused course. Everything in this course hangs on a published list of learning objectives. Objectives are numbered by textbook section — Objective 6.1.2 is the second objective of Section 6.1 — and the full list lives on the "Course Objectives" page in Canvas.

Where you see it	**What it looks like**
Lesson Guide	Opens with the objectives for that lesson; each part of the guide is labeled with the objective it develops.
Video Experience	I state the objectives at the start, announce each one on screen as we reach it, and close by restating what you should now be able to do.
Homework	Every problem set is grouped by objective, so you can tell which objective a problem you missed belongs to.
Timed Review	Each question is tagged with its objective; your feedback tells you which objectives to go back to.
Midterms & Final	Blueprinted from the objective list, so nothing on an exam is a surprise.

The point of all this labeling is that "I don't get Chapter 5" is not something either of us can act on, but "I can't do 5.4.2" is. When you come to student hours, come with an objective number. When you study for a midterm, study the objective list and mark the ones you cannot yet do. The objectives are the course; the chapters are just where they happen to live.

Textbook: We will be using *Algebra and Trigonometry 2e* by OpenStax. The book is available online and is free. Our objective numbering follows the learning objectives printed at the head of each OpenStax section, so the book, the guides, and the assessments all line up.

Required Materials:

- **A reliable internet connection and a computer you control.** Because your exams are proctored, you need a Windows or Mac computer with a working **webcam** and **microphone**. Support for iPads and Chromebooks is limited and must be arranged with me at least one week before the first Timed Review. A phone is not sufficient for exams.
- **Respondus LockDown Browser** (free). You install it once, through the link in Canvas, and use it for every Timed Review, Midterm, and the Final. Install it and complete the practice quiz during Week 1 — that practice quiz exists so that any technical problem happens in Week 1 and not fifteen minutes into your first midterm.
- **A subscription to the online homework system.** The homework platform is linked directly in Canvas; purchase it through Canvas so that it is already tied to this course. Full instructions, current pricing, and any discount code are posted in the Week 1 module.
- **A way to produce clean PDFs of handwritten work** — an iPad with a stylus, or a phone scanning app such as

Adobe Scan or CamScanner. Photographs pasted into a document are not acceptable; the file you upload must be a PDF.

- **Desmos** (free, desmos.com) for graphing, and a scientific or graphing calculator without a computer algebra system for exams.

Course Description: Designed for students with a solid background in high school algebra. Provides a basis for further mathematical study. Students with a strong mathematical background should take MAT 241 rather than MAT 115. Topics include equations, inequalities, graphs, linear functions, polynomial functions, rational functions, exponential functions, logarithmic functions, and trigonometric functions.

Prerequisites: Strong background in high school algebra, MAT 105, or permission of instructor.

Course expectations:

- This is a three-credit course, and the workload is the workload. Budget about **9 hours a week**: roughly 3 hours of video and lesson guides in place of class meetings, and at least 6 hours of homework, written work, and study. To achieve excellence, more may be required.
- Work in the order the module lists: guide and video first, then homework, then written work. The homework is written on the assumption that you have already been through the video. Doing it in the other order is the most common way students in this course lose a weekend.
- Log into Canvas at least every other day. Announcements are how I talk to the class, and "I did not see the announcement" will not extend a deadline.
- Do the work by hand. In an online course it is easy to drift into watching, clicking, and never actually picking up a pencil. Watching me solve a problem and solving it yourself are not the same experience, and only one of them shows up on an exam. The Written Work component exists precisely to make sure this happens.
- Ask early. There is no classroom here in which I can see your face go blank, so I will not know you are stuck unless you tell me. Email me or come to student hours on Zoom.

Grading Scheme:

Video Experience	10%	**Daily Work 45%**
Lesson Guides	10%	
Homework	15%	
Written Work	10%	
Timed Reviews	10%	
3 Midterms (10% each)	30%	
Comprehensive Final	15%	
Total	**100%**	

(The percentages guarantee at least the following letter grades.)

A	93%	C+	77%
A-	90%	C	73%
B+	87%	C-	70%
B	83%	D+	67%
B-	80%	D	63%

Notice how the course splits. **Forty-five percent** is Daily Work, and essentially all of it is graded on completion — if you do it, you get the points. **Fifty-five percent** is timed and proctored, and there completion is not enough. The Daily Work is not busywork you endure to protect your grade; it is the only preparation that makes the other fifty-five percent go well.

Video Experience (10%): These take the place of class meetings. For each lesson there is a video, or a short series of them, in which I work through that lesson's guide from a blank page — the same thing I would do at the board on campus. I open by naming the objectives, call out each one as we reach it, and finish by restating what you should now be able to do.

Woven into each video are two kinds of questions, and the video pauses for them:

- **Multiple-choice checks.** Short questions on what we just did. You get immediate feedback — not just right or wrong, but why the wrong answers are tempting. You may retry them. These are here to keep you from watching passively, which is the great danger of video.
- **Reflection questions.** A sentence or two in your own words: what is this idea for, where do you expect to slip, what does it connect to. There is no right answer, and I read these.

These are graded on completion. You receive full credit for watching the video through and giving each embedded question a genuine attempt — being wrong on a multiple-choice check costs you nothing. Skipping ahead and clicking through does not count; the system records whether the video was actually watched.

Your **two lowest** Video Experience scores are dropped at the end of the semester.

Lesson Guides (10%): Each lesson comes with a guide: a partially completed set of notes, organized under that lesson's objectives, with definitions to fill in, worked examples with the work left out, and questions to think about. Download it, then fill it out *while you watch the video* — not before, and not after from the finished version.

This is deliberate. Writing the mathematics down as it is explained is most of what makes a class meeting worth attending, and it is the piece most easily lost when a class moves online. A student who watches the videos with the guide in front of them has effectively attended class; a student who watches the videos with nothing in their hands has effectively watched television.

Submit the completed guide to Canvas as a PDF. These are graded on completion, out of 10 points — I am checking that the work is there and was done honestly, not that every answer is right. At the end of the guide there is space for questions you still have; I read those, and they often become the subject of an announcement or a short follow-up video.

Your **two lowest** Lesson Guide scores are dropped at the end of the semester.

Homework (15%): Each lesson has a set of ten to twenty practice problems in the online homework system, reached through Canvas so that your scores post automatically to the Canvas gradebook. The problems are grouped by objective and the sets are built to move from the straightforward version of an objective to the version you will meet on an exam.

The system grades instantly and lets you retry, and that is the whole point: you find out you are wrong while you can still do something about it, instead of a week later. When you miss a problem, note which objective it belonged to before you retry it. A missed problem is information.

Your **two lowest** homework scores are dropped at the end of the semester. Please use AI wisely, if at all, on these assignments — see the AI policy above.

Written Work (10%): For every homework set you will also do the problems by hand and upload that work to Canvas as a PDF.

To keep this organized, I provide a **template** for each set: a PDF with one numbered box per problem, already labeled with the problem number and its objective. Print it and write in the boxes, or annotate it on an iPad. Then export the whole thing as **one PDF, in order, right-side up**, and upload it. Please use the template. It is not bureaucracy — it is what lets me (and the tools I use to sort several hundred pages of scanned work a week) find problem 12 without hunting for it, and it is what makes it possible for me to return your work with useful comments rather than a bare score.

This is graded on completion: you lose one point per missing problem. What I am actually looking for is your reasoning. If you got something wrong in the homework system, I want to be able to look at your written work and find the exact step where it went sideways — that is the most useful thing I see all week, and I cannot see it from a final answer alone.

Timed Reviews (10%): About once a week there is a Timed Review: a short quiz, usually 30 to 45 minutes, over the objectives from the preceding lessons. There are **eight** of them. There is no Timed Review during a week containing a Midterm. Planned dates are in the Course Schedule.

Timed Reviews are **semi-proctored**. They are taken in **Respondus LockDown Browser**, which means no other tabs, no other applications, and no leaving the quiz once you begin. They do *not* require webcam recording. They are closed book

and closed note except for the formula sheet provided inside the quiz, one attempt, one question at a time with no going back.

Two things are going on here. The first is honest: these keep you accountable in a course where nothing else is watched. The second matters more to you — Timed Reviews are written in the same spirit and format as the Midterms, on the same platform, under the same conditions. Every Timed Review is a dress rehearsal, and by the time you sit down for your first Midterm you will have done the whole procedure seven or eight times already. Students who take these seriously are not nervous on exam day.

Your **single lowest** Timed Review score is dropped. If you miss one or want to retake one, you may arrange that with me in student hours within one week.

Midterm Celebrations of Knowledge (30%): A Celebration of Knowledge is an exam with a happier sounding name — but it is also a genuine chance to see how far you have come. There are three, each worth 10% of your final grade.

Midterm	Sections	Planned window
1	2.1–3.4	Fri Sep 25 — Mon Sep 28
2	3.5–5.5	Fri Oct 23 — Tue Oct 27
3	5.6–6.7	Fri Dec 4 — Mon Dec 7

Each Midterm is open for a multi-day window and you may start at any point during it. The Course Schedule is authoritative if these dates and the schedule ever disagree.

Each Midterm has two parts:

1. **The proctored exam** (80% of the Midterm grade). Timed, one attempt, closed book and closed note except for the provided formula sheet. Taken in **Respondus LockDown Browser with Respondus Monitor**, which records video and audio during the exam. You will be asked to show your student ID to the camera and to pan the room before beginning. Calculators without a computer algebra system are permitted; AI tools of any kind are not. Have scratch paper and a pencil ready before you start, and be somewhere you will not be interrupted.
2. **The video explanation** (20% of the Midterm grade). Within **48 hours** of finishing the exam, you record a short video — three to five minutes — in which you explain your solution to one or two designated problems from that exam. Hold up or screen-share your written work, and talk me through what you did and why: which objective the problem belongs to, why you chose that approach, where you had to stop and think. Upload it to the Canvas assignment. Being wrong on the problem does not cost you these points; being unable to explain your own work does. You may re-record as many times as you like before you submit.

The video explanation is not there to catch you out. It is there because explaining mathematics out loud is where you discover which parts you actually understand, and because in an asynchronous course it is otherwise the one thing missing — on campus I would hear you think every week. It is also, frankly, the part of the course where I get to know you.

Before each Midterm you will get a **review packet** and answer key, organized by objective, along with a short video walking through the hardest problems on it. Completing the packet and uploading your work earns up to **10 extra credit points** on that Midterm, awarded in proportion to how much of it you complete: 15% of the problems worked earns 1.5 points, 100% earns the full 10. Because this is extra credit, **there are no extensions on it** — it is due at the start of the exam window, whether or not you sit for the exam that day.

Comprehensive Final (15%): The semester ends with a comprehensive final exam covering the whole objective list. Where each Midterm looks at one unit, the Final asks you to hold all of it at once — to look at an unlabeled problem and know which tool it calls for, and why. That is the actual skill College Algebra is for, and it is the last thing we build.

The Final is taken in **Respondus LockDown Browser with Respondus Monitor**, under the same conditions as a Midterm, and it carries the same **video explanation component** on the same terms (80% exam, 20% explanation, recorded within 48 hours). It will be open during the University's final exam period, **December 10–15**; the exact window will be

posted once the University publishes the exam schedule. A study guide organized by objective will be posted well in advance, along with review videos.

It is both university and class policy that the final exam will not be rescheduled for travel. Because this section is online, that is easy to honor — you can take it from anywhere with a webcam and a stable connection — but you must still take it inside the window.

Final Exam Replacement Policy

If a student earns a higher percentage on the final exam than on one of the Midterm Celebrations of Knowledge, then the lowest Midterm score **will be replaced** by the final exam percentage (scaled to 100 points).

Here are some important notes about this policy:

- You must complete the final exam to qualify for this policy.
- If the final exam percentage is lower than your lowest Midterm score, no replacement will be made.
- This policy does not apply in cases of a violation of Academic Honesty.

Examples:

Example 1: Low Score

- Midterm percentages: 80%, 85%, 75%
- Final Exam percentage: 90%
- New Midterm percentages: 80%, 85%, 90%
- Final Exam percentage remains: 90%

Example 2: Missed Midterm

- Midterm percentages: 80%, 0%, 75%
- Final Exam percentage: 90%
- New Midterm percentages: 80%, 90%, 75%
- Final Exam percentage remains: 90%

Missed Midterms: Because the Final can replace the lowest Midterm score, no make-up opportunities will be offered for a single missed Midterm. Bear in mind that each Midterm is open for several days, so missing one means missing every day of that window.

If a student misses more than one Midterm, it is their responsibility to contact me within 24 hours of the close of that Midterm's window. In such cases a make-up may be offered and a penalty of up to 20% may be applied. Any make-up must be scheduled within two business days of the close of the original window; no further extensions will be granted. Failure to make timely contact or to provide sufficient evidence of a legitimate reason may result in a grade of zero.

If you know in advance that you will need to miss a Midterm window entirely, notify me at least one week beforehand and we will arrange an alternative.

Deadlines and Pacing: Lessons are due on a **Monday–Wednesday–Friday** rhythm, all deadlines at **11:59 PM Eastern**. For each lesson:

- The **Video Experience** and **Lesson Guide** are due on that lesson's date.
- The **Homework** and **Written Work** for that lesson are due on the *next* lesson's date — so you have the intervening days to practice.

- **Timed Reviews** are due **Sunday** at 11:59 PM.

Each week's module opens the **Friday before** it begins, so you can always work up to a week ahead. If you know a hard week is coming — a trip, a tournament, a wedding — work ahead. That option is always open to you and it is by far the best way to use an asynchronous course.

Late Work: Life happens, and this policy assumes it will.

- **Extension passes.** You begin the semester with **10 extension passes**. Each pass moves the due date of one Daily Work assignment — a Video Experience, a Lesson Guide, a Homework set, or a Written Work upload — back by **72 hours**. You may stack them: two passes on an assignment due Monday makes it due Sunday. You do not need to ask, explain, or apologize; you simply apply the pass through the form in Canvas (or, where the homework system supports it natively, in the system itself). If you need more than 10, tell me and I will add them.
- **Without a pass**, Daily Work is accepted up to one week late for 50% credit, and not at all after that.
- **Timed Reviews** are not accepted late. Your lowest score is dropped, and a missed review may be made up in student hours within one week.
- **Midterms, the Final, and review packets** are not covered by extension passes. See the policies above.
- **Extenuating circumstances.** Illness, family emergency, or other serious circumstances are not what extension passes are for — contact me and we will work it out. Do this as soon as you reasonably can rather than at the end of the semester, when my options are far narrower.
- **Final cut-off.** No late work of any kind is accepted after **December 8 at 11:59 PM**. *No exceptions.* Everything except the Final must be in by then to count toward your grade.

Academic honesty in an online course: The AI policy above applies in full, and in an asynchronous course it applies with particular force — nearly all of your work happens where no one can see it, which means the only person who can protect your learning is you.

Let me be plain about the structure. The Daily Work is 45% of your grade and it is graded on completion, so it is entirely possible to have a machine produce all of it and collect every one of those points. It is not possible to have a machine take a Midterm in LockDown Browser with the camera on, and it is not possible to have a machine explain your work to me on video. What outsourcing the Daily Work buys you, then, is a few saved hours in September and a very bad November. I have watched this happen. I would rather it did not happen to you.

Unauthorized use of AI or unauthorized assistance on any Timed Review, Midterm, or the Final results in a zero on that assessment and may be reported to the Office of the Provost.

Schedule: A lesson-by-lesson schedule — objectives, due dates, Timed Review dates, and Midterm windows — is provided in the separate *Course Schedule* handout and posted on Canvas. It is subject to change; changes will be announced on Canvas.

Course Goals: Through completion of the course, you should be able to do the following:

- Solve problems involving polynomial, rational, exponential, and logarithmic functions. (CLG 3)
- Solve problems involving linear and polynomial identities. (CLG 3)
- Analyze and solve a variety of application problems involving myriad subjects. (CLG 2, 3)
- Read a mathematical text and a worked solution well enough to learn from them independently. (CLG 2)
- Explain your own mathematical reasoning clearly, in writing and out loud. (CLG 1, 2)

Each of these is broken down into the numbered lesson objectives described above. The complete objective list is posted on Canvas and is the definitive statement of what you are responsible for in this course.

Core Learning Goals (CLG): Here is a reminder of the goals SVU has for each graduate. Students completing Southern Virginia's core curriculum are expected to attain the following college-level competencies:

- *Careful Writing:* Students will be able to present arguments in clear written English with proper spelling, grammar, vocabulary, and transitions.
- *Critical Thinking:* Students will be able to separate a conclusion from its premises and evaluate how well the premises support the conclusion.
- *Analytic Reasoning:* Students will be able to evaluate a body of evidence and draw appropriate conclusions.

Core Values: Lastly, Here is a reminder of the values SVU endeavors to foster in each student. Students demonstrate:

- *Scholarship* by coming prepared to class, focusing on activities in class, and meticulously completing homework assignments.
- *Discipleship* by being respectful of others and showing courtesy and concern for others and the learning environment.
- *Accountability* by faithfully attending class and coming on time, coming prepared, being aware of assignments given and completing them on time.
- *Enthusiasm* by participating in class discussions and completing in-class activities, showing interest in cultural material and discussions about mathematics in general.
- *Refinement* by going above and beyond in living the dress and grooming standards, their manner of speech and actions, cleaning up the classroom and following proper classroom etiquette. This includes not using cell phones (texting, etc.) or other electronic devices that may disrupt learning in the class.

Title IX

Southern Virginia University is committed to providing an environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

Southern Virginia University, in compliance with Title IX, supports the academic success of pregnant students and students with pregnancy-related conditions (pregnancy, childbirth, termination of pregnancy, lactation, and all related medical conditions or recovery). Students may request reasonable, related modifications from the University by contacting the Title IX Coordinator at `titleix@svu.edu`.

Title IX of the Education Amendments of 1972 states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX applies to all employees and students and covers discrimination in programs, admissions, and activities.

You can report any concerns to the Title IX Coordinator, Nathan Friesema (`titleix@svu.edu`), your professor, the Wellness Center, or any university administrator. Please be aware that all instructors are mandated reporters, so by law, we must disclose details relayed to us about any possible Title IX infraction to the University's Title IX coordinator.

Accommodations: Southern Virginia University is committed to providing a learning environment that accommodates and supports students with disabilities through accommodations. The Office of Accessibility Services oversees Academic Accommodations. Students with any type of physical, medical, psychological, or emotional disability may be eligible - through the

Americans with Disabilities Act (ADA) - to receive accommodations to provide equal access to the academic settings. Any student seeking accommodations should contact the Office of Accessibility Services by emailing accessibility@svu.edu. Students are advised to take care of the necessary documentation and paperwork early in the semester. Accommodations are not made until the student follows the procedures outlined on the website, (https://catalog.svu.edu/policies/accessibility-and-accommodations) receives an official accommodation letter AND discusses it with their professors.

Academic Honesty: Following the code of conduct, (https://svu.edu/about/faith/code-of-conduct/), students are expected to "be honest in all things, obey the law and follow university policies, and not cheat, steal, or plagiarize." The objective of every faculty member is to empower students by providing opportunities for learning in the best environment possible. If there are questions about what is honest or dishonest behavior, please speak to your professor. Violations of academic honesty are reported to the Office of the Provost and appeals are handled through the student grievance process.

Wellness: We are located on the second floor of Main Hall, Room 234. We are open from 8am to 5pm Monday to Friday. To schedule an appointment with a therapist please Call or Text 540-261-8474, email counseling@svu.edu, or stop by in-person. We strive to accommodate same-day appointments for urgent needs whenever possible.

For Mental Health Emergencies After Hours:

Please use any of the following options:

- **Call or text 988** — Suicide and Crisis Lifeline
- **1-855-222-2046** — Rockbridge Area Community Services Behavioral Health Hotline
- **540-261-4911** — SVU Campus Security
- **Visit the ER** — Carilion Rockbridge Community Hospital
  1 Health Circle, Lexington, VA 24450
- **Call 911**