



School of Science

MATH 104 - 02
Intro Probability & Statistics
26/SP, 3.00 Credit Units
TuTh 02/02/2026-05/31/2026 11:40 AM-12:55 PM
Galileo Hall-105

Instructor Information

Name: Dr. Sarah Roscoe

Office Hours

Office Hours

Tuesdays: 10-11:30am

Wednesdays: 11-12:30pm

Location: Galileo 103A

I am available many other times: Click [this link](#) and find a time that works for you.
Zoom is an option, just let me know. <https://calendar.app.google/WtJSTXCvr2hDphM1A>

Contact Info

Email: srr6@stmarys-ca.edu

Instructor Bio

Hi! I'm happy to be teaching this class to you. I'm Dr. Sarah Roscoe.

Saint Mary's College is my home: I attended from 2014-2018, and graduated with a Mathematics major. I graduated from the University of Nebraska-Lincoln in 2024 with my MS and PhD in Computer Science.

I love teaching. In this class, you will learn interesting and relevant things about Statistics. The techniques you learn will help you be more aware of scientific ideas in your everyday life. Please come with an open mind, and be ready to ask questions.

Course Description

This course covers the study of combinations and permutations, descriptive and inferential statistics, probability and probability distributions, hypothesis testing, regression and correlation, and applications in a variety of practical settings. Students may not receive credit for both this course and DATA 105.

Additional Course Description

Math 104 covers the basics of statistics, with elementary notions from probability included as necessary. This course covers the topics listed above, with real-world examples offering opportunities for students to reflect upon the context of these examples as they learn or apply the associated statistical content. Assignments will include written homework and classwork, in-class quizzes, and projects. Use of computer software will be required.

Undergrad Core Designation

Undergraduate Core Curriculum Designation

J. Math

Math Learning Outcomes: Students will.

1. Apply abstract and logical reasoning to identify patterns and solve mathematical problems; and
2. Communicate mathematical ideas and concepts accurately and clearly using mathematical symbols, language, and formulas.

Program Learning Outcomes

- Masterfully **EXPLAIN** concepts from single-variable calculus, linear algebra, computer programming, and mathematical logic, and apply them to solve problems.
- Correctly **APPLY** the appropriate definitions, theorems, and problem-solving techniques to address problems of various levels.
- **COMMUNICATE** mathematical, algorithmic, and computational ideas and concepts correctly and clearly in both oral and written forms using logical reasoning and appropriate terminology and symbolic representation.
- **USE** appropriate knowledge and resources to independently investigate a novel mathematical or computational topic.
- Appropriately **INTEGRATE** technological tools and resources into their mathematical and computational writing, study, and investigations.

Course Learning Outcomes

At the end of this course, students will be able to:

- Apply abstract and logical reasoning to identify patterns and solve mathematical problems, including:
 - calculating basic statistics of data sets and interpreting their meaning.
These will include mean, median, and standard deviation.
 - understanding the big ideas of probability, including independence, and being able to perform

- basic calculations.
- constructing confidence intervals and using test statistics to estimate parameters and test hypotheses.
 - using technology in an appropriate fashion to perform calculations and answer questions.
 - Communicate mathematical ideas and concepts accurately and clearly using mathematical symbols, language, and formulas, including:
 - interpreting the meaning of certain statistics in context.
 - evaluating the methods and conclusions of statistical studies.
 - conducting a statistical investigation in which data is collected, analyzed, and presented.

Course Modality & Delivery

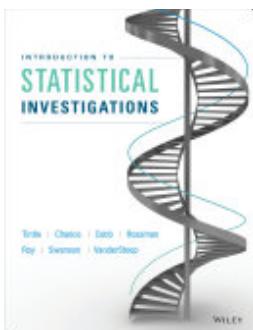
This class is 100% in person. I do strive to make the class time worth your while. I will have activities, chances for you to engage with the content. We'll have activities, discussions, etc. that do not translate to an online format.

You'll often see me recording the lectures. I do this to make the lectures available to you for review. In extraordinary circumstances, you may join on Zoom as well.

Joining on zoom is a *significant downgrade* to the class experience. I usually just record my screen and microphone, not my camera. There are stretches of silence and an unmoved screen, as I walk around the classroom and answer questions. You do not have the opportunity to turn to your neighbor, nor is it as easy to ask a question of the instructor. You have all the distractions of having an open computer or phone, with none of the accountability ("nobody's watching me, so I can just have this playing in the background and scroll TikTok").

However, I understand that sometimes things come up. **You are limited to 2 "Attend on Zoom" passes for the entire semester.** You must email me for the link to that day's class *before class starts*. The link changes every class period.

Required Text



Introduction to Statistical Investigations

Authors: Nathan Tintle, Beth L. Chance, George W. Cobb, Allan J. Rossman, Soma Roy, Todd Swanson, Jill VanderStoep

Edition: 2

Where to Purchase

Bookstore, Amazon, or however you can get it cheaply.

Ebook format is perfectly fine as well.

Overview of Course Work

There are several types of assignments:

- **Out-Of-Class Assignments** include **homeworks**, **pre-labs**, a **coding assignment**, and the **final project**.
 - **Homeworks** are due ~weekly on Thursdays. It will be handwritten unless otherwise specified. The homeworks are worth 10 points each, and your lowest homework score is dropped.
 - **Pre-Labs:** Some activities we do in class require additional preparation. These will typically be Google forms which you complete ahead of coming to class on the day specified.
 - **R Coding Assignment:** One of the learning goals for this course is to learn to use technology to conduct basic statistical analysis. In this assignment, you will explore some of the basic statistical and graphical functionality of the RStudio software environment by examining a dataset. You will turn in a neatly organized report that summarizes your visual and numerical analysis. The structure of the assignment will be described over multiple in-class RStudio lab sessions.
 - **Final Project and Presentation:** You will be assigned a final project after Spring Break, that delves deeper into a statistical topic. More information will be provided later.

- **In-class activities** are graded assignments that include:
 - **Explorations:** Are activities which will be completed during class time. Some may be collected and graded, others just checked off as you leave.
 - **Exit Tickets:** Are quick responses which you complete in the last minute or so of class. These may take the form of a Google form, or small paper that you turn in.
- **Attendance:** Is a mandatory component of your grade. See "Attendance Policy" for more information.
- **Quizzes and Exams.** There will be some form of assessment given every 2-3 weeks: more frequent quizzes, as well as a midterm exam and a cumulative final exam. All assessments will be written on paper, in the classroom, in person. No alternative formats are available, unless arranged by SDS. More details, such as study guides, will be given closer to the time of the assessment. Your lowest quiz grade will be dropped.
 - **Make-up policy:** If you miss an assessment, for example, if your car breaks down or you get sick, you must take it in the instructor's office hours *within 1 week* to avoid receiving a 0. It is your responsibility to find a mutual time that works. If you fail to make up the assessment in a timely manner, you cannot proceed with "working towards mastery" as below to get the points back. You will be stuck with the 0.
 - **Working towards mastery:** If you take the assessment but miss points on a problem, you may re-attempt the problem in office hours. You will be provided your previous attempts, as well as any resources that were allowed to you at the time of assessment (such as a calculator). Your time to re-attempt all missed problems on the assessment is limited to the original assessment. You may re-attempt any assessment at most twice, before the next assessment takes place, to receive up to 100% of the original points. This policy does not apply to the final exam.

Description of the assignment types

Assignment Type	Frequency	% of grade
Homework	~Weekly	35%
In-Class Activities	~Daily	10%

Assignment Type	Frequency	% of grade
Attendance	Daily	5%
R coding assignment	Once	5%
Final Project	Once	10%
Quizzes and Exams	~Biweekly	35%

Course Schedule

Go to this link for an actively maintained schedule of course topics and deadlines:

<https://docs.google.com/spreadsheets/d/1L89fbX6H2VaZDb020kcwWbN8WPPJbWT55Z2kySLDjGo/edit?usp=sharing>

You must be logged in to your SMC Google account to view.

For assignment deadlines, the Canvas page should be considered the final authority. But if there is any conflict between the two, please reach out for clarification.

Grade Breakdown

As in "Overview of Course Work":

Description of the assignment types

Assignment Type	Frequency	% of grade
Homework	~Weekly	35%
In-Class Activities	~Daily	10%
Attendance	Daily	5%
R coding assignment	Once	5%
Final Project	Once	10%
Quizzes and Exams	~Biweekly	35%

Grading

Grading scale

Numeric	Grade
93 to 100%	A
90 to <93%	A-
87 to <90%	B+
83 to <87%	B
80 to <83 %	B-
77 to <80%	C+
73 to <77%	C
70 to <73%	C-
67 to <70%	D+
63 to <67%	D
60 to <63%	D-
<60%	F

Additional Technology Requirements for this Course

You are allowed a four-function or scientific calculator at all times. For class time, you may use your phone.

For assessments, you are allowed only calculators which do not connect to the internet. Your phone/tablet/Nintendo 3DS in airplane mode does not constitute an exception to this policy. I recommend you purchase a calculator for these situations, or borrow one from the Library or STEM Center.

You may not need a computer for class each day, but you may find it useful. There may be electronic components to a class period, so have a device ready. You should definitely bring something to write with, whether that's a notebook or a tablet.

If you don't have access to a computer, or maybe yours breaks partway through the semester, there are campus resources that can provide you with one. Contact me if this happens to you.

Use of Technology Policy

Regarding AI: We will talk about this the first day of class, but...

AI is a useful tool to help you get started on something. It is not a substitute for doing the work yourself. Moreover, AI is simply a "next-token-prediction" model, which predicts the best next word to appear after the ones already given. This information can be either true or false. It is your responsibility to verify *everything the AI gives you* to ensure it is not only free from errors, but also that its answer incorporates everything relevant to the topic (i.e., it *didn't leave anything out*). Sometimes this can amount to more time devoted than you would have spent starting from scratch.

Mathematics is very difficult work. It requires a lot of critical thinking to get started, think about, and revise your solution to any problem. Using AI is an unacceptable "shortcut" that bypasses your building of these critical thinking skills. Therefore, you are not allowed to use AI to solve any of the problems in this class. If you do use AI, you will most likely not learn the material to a satisfactory level. I am not opposed to the use of AI in small, helpful ways, such as proofreading or pointing out logic errors when you are severely stuck, but keep in mind that it does not have a true "memory", nor is its output guaranteed correct. I would prefer you reach out to me or your peers first, before turning to AI.

To quote Luke 16:10: "Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much." Your future employers will be happy to know that you put the time and effort in to learn the material, on your own.

Attendance Policy

This class is in person. I will take attendance every day, and you are expected to be there. I do so for yours and my benefit, because I'm bad at remembering things, like, "did they show up on Tuesday?" or "when was the last time they were here?"

You will receive a grade for your attendance. There are 28 points possible (1 per class meeting). The grade is computed according to the following formula which I describe in words:

- You will be marked either as in-person, Zoom, or Absent each class day. "Late" is an additional marker for both in-person and Zoom.
- You can earn at most one point each class day.

- In-person attendance is preferred. Attending on-time, in-person gives you 1 point.
- Late attendance will earn only 70% of the point you could have earned. (.7 instead of 1)
- You have 2 free "attend on Zoom" passes.
- After that, attending on Zoom will only earn you half a point.
- Similarly, late Zoom attendance up to the Zoom limit will earn the same as in-person (0.7 points), but only for the first 2 Zooms. Afterwards, joining late on Zoom will net only 0.3 points.

Please ask me at any point if you are curious what your current grade is.

You will be asked a question for attendance each day. This question will be something like, "what's your favorite color?" or "if you could have dinner with any person, who would it be?" You don't have to answer, but it will increase the classroom community if you do.

I do strive to make the class time worth your while. I try to have activities, chances for you to engage with the content. You also will be able to connect with your peers and learn from them. If you miss a class here and there, it's easier to catch up. If you miss a lot of classes, your chance of learning all the material and succeeding on the homework and exams drops. Plus, it's sad for everyone when we skip over your name every day during attendance. So show up.

Late Work Policy

I understand that situations arise which affect your ability to complete work on time. It is my goal to be flexible. However, it's a pain to grade work after the rest of the class has already been graded. Therefore, my late work policy is: **Late work is accepted without penalty until grading for the assignment in question has begun.** This may be between 0 and 7 days, depending on how busy we are. I will not proactively announce to the class exact dates and times I will begin grading (though you are free to ask). It's up to you, if you want to roll the dice.

All work must be submitted in the format specified, unless otherwise stated.

That means no email submissions, unless specifically asked for. Any "please accept this, I'm sorry it's late!" submissions via email *will not be accepted*.

I (or the grader) will lock the Canvas assignment when grading has begun, and no submissions will be allowed past that time, unless you communicate to us *beforehand* that a situation has occurred. If no submission or communication is received from you by the time grading begins, you will receive a 0 on the assignment.

I will do my best to input assignments early to Canvas. You are welcome to work *ahead* of the class, but you may not *wait* until midterms or finals to submit a bunch of past-due work.

Of course, if a situation arises, tell me. We can work something out.

Regardless of established situations, **all regular classwork** (homeworks, make-ups, extensions, and agreed-upon late work, etc) will be finally due at **11:59pm on the last day of the semester**. For the Spring 2026 semester, that date is **May 15th at 11:59pm**. No work, late or otherwise, will be accepted past this date, barring a truly great emergency.

Participation Policy and Expectation

When you come to class, ask questions! Talk to your neighbors! Being engaged in this course helps you to learn the material better.

Incomplete Policy

Saint Mary's has a policy <https://catalog.stmarys-ca.edu/content.php?catoid=9&navoid=509#grades> :

"Students must meet with the instructor in order to request an incomplete grade, on grounds of unavoidable circumstances. Requests must be approved by the course instructor, prior to the deadline for the submission of term grades, and the instructor

must verify that the student had reasonable attendance throughout the withdrawal period (through the 10th week in instruction), and was passing the course when the circumstances prompting the petition arose."

You may qualify for an incomplete grade in my class if:

- You have had consistent issues completing work on time throughout the semester, or
- Something happens partway through the semester that greatly affects your ability to keep up with daily class work (accident, emergency, etc), and
- You need some time over the break to finish everything up.

I may or may not say yes. Here is an example situation:

Yes: You have been coming to class as best you can, engaging with the material, but struggling to complete things on time due to work, health, or other important commitments. You have communicated with me early and often throughout the semester about these struggles as they pertain to your classwork. Together, we have tried to come up with a schedule that allows you to succeed. At the end of the semester, you have several outstanding assignments, but together we agree on a plan for you to complete them. **I will say yes in this situation.**

No: You may be coming to class, but you don't submit assignments on time. I email or talk to you, and you say you'll get them in to me, but you don't complete them in the agreed timeframe. You don't respond to my emails. You don't or rarely come to office hours. You sometimes use AI to just get the work done, in defiance of stated policies. When you see your grade at midterms or near finals, you panic and wonder if there's anything you can do to increase your grade. Hey, you've got all those assignments you haven't done! Maybe you can do them now! You send me an email or come up to me after class asking for an incomplete. **I will say no in this situation.**

Once an incomplete grade is granted, you will have around 36 days to complete the work. (this is about 5 weeks).

Keep the following in mind as you proceed with an Incomplete:

It may be difficult to get the work done. During the semester, you have resources (office hours, fellow students, the general "it's school time" camaraderie of an active

campus). During break, many of those resources are shut down or unavailable.

The SOS Policy

I want you to succeed in this class. I want you to learn the material. I want the material to be useful to you as you proceed in classes at the college, and in your broader career.

If you are feeling very lost, overwhelmed, or otherwise panicking about your ability to succeed in this class or the college in general, **there are resources to help you.**

1. **Come talk to me.** I have a link you can use to make an appointment with me at any time. <https://calendar.app.google/cgPXPGSFwvpZxnut7> If you make an appointment with that link, I will be there. If, by some error on my part, I do not show up, or I am late, I will communicate with you by email, apologize, and reschedule if necessary. If I am there, I expect you to be there, too.
2. **Talk to your classmates.** They're in the same boat you are. If you're struggling, chances are, they are as well.
3. **Go to the STEM Center.** There are tutors for various classes. Some of those tutors may have previously taken the class you are struggling with.
4. **Come work with me.** In past semesters, I have made arrangements with students where they work on classwork in my office, while I work on other things. That way, I am available for any questions, and it is a quiet, dedicated time to focus on work for this class.

Recording Policy

I frequently record the lecture portion of class, and post the material to YouTube. These videos will be made available on my SMC Google account's YouTube channel. You may access the links directly, via a prominently posted page on Canvas.

The motivation behind recording lectures is to give you a chance to re-review topics after the fact. As in the "Course Modality and Delivery" section, watching the YouTube video is *not* a substitute for being present in person. You will receive no credit for watching the video; it is there for your edification.

Sometimes, personally identifiable information, such as student names, are said or displayed during lecture times. I do my best to stop recording before, or edit the video after, such occurrences. If the information cannot be easily extracted, such videos will be made "unlisted" on YouTube and only members of this class will have access to the links. The access will be revoked upon conclusion of the semester.

If you have any concerns about this policy, please notify me immediately.

The "Instructor was Wrong" Policy

I'm human, just like you. I don't plan to, but sometimes I mess up. You are expected and encouraged to let me know if I made an error. Maybe that's practical (wrong due date for an assignment, or something on Canvas doesn't match what's said in class). Maybe that's interpersonal (I said or did something that was hurtful). If you reach out to me regarding an error on my part, I will...

- Thank you for pointing it out
- Apologize
- Reflect on how I can do better
- Discuss further with you if necessary
- Communicate with you (or the class) on how we will proceed.

Academic Integrity Policy

Your goal in this class is to learn the material. This means you must put in the work to do so. As such, you are expected to complete the homework and exams individually. This means you may not consult your peers, from past or present iterations of this course, or those not enrolled in the course, for detailed solutions. While you may consult the internet for possible solutions to problems, you must *never* copy a solution verbatim from any source and pass it off as your own. You may, however, adapt the idea contained in the source, and cite it in your homework. *Generally* discussing class materials *with peers* is also acceptable and encouraged. Discussing **specific problems and solutions** with those who know the material (roommates, older siblings, your uncle who is a statistician, etc.) **is not allowed**.

If I suspect you have violated the honor code, I will send you an email with my

suspicions and reach out to schedule a meeting with you to discuss it. Depending on how the meeting goes, either no action will be taken, or I will apply an appropriate sanction on that assignment. My actions will be consistent with the rubric set out in the College's Academic Honor Code.

Inclusive Language

You are expected to use inclusive language in what you say and write in this class, by which I mean you should write and speak in a way that would not alienate or exclude people whose gender, race, mental/physical ability, sexual orientation, family structure, or religion is different from yours. Disagreeing/debating with others does not at all break this rule but writing/speaking in a way that implies the viewpoints and experiences of others are unwelcome, unvalued, immoral, abnormal, distasteful, or disgusting simply because they differ from yours.

Please do your best to use inclusive language in all work for this course. We (the Saint Mary's faculty) are committed to creating a campus environment in which everyone's dignity is respected. In neither written nor spoken language do we discriminate on the basis of race, color, sex, sexual orientation, gender identity, class, religious affiliation or non-affiliation, age, parental or marital status, veteran status, national or ethnic origin, legal status, political beliefs or mental status. As educators, we are dedicated to fostering an empathetic, compassionate and socially responsible campus community in alignment with our Lasallian core principles..

Rules of engagement:

1. Listen actively- respect others when they are talking and do not interrupt anyone while they are speaking.
2. Be conscious of body language and nonverbal response.
3. Speak from your own experience instead of generalizing about other groups.
Don't invalidate someone else's experience with your own experience. Give respect to earn respect.
4. Be attentive. Learn the names of your peers and give credit where credit is due.
5. Do not be afraid to respectfully challenge one another by asking questions but refrain from personal attacks - focus on ideas.

6. Participate to the fullest of your ability. Community growth depends on the inclusion of every voice.
7. The time we have together is fleeting, so be present. Please silence your mobile devices and refrain from using your laptops in class, except for when you are working on something as a group/team or taking notes or looking up something pertinent to the discussion.

Technology Requirements

In order to connect to the most SMC supported applications, including MySMC, Canvas, Google Drive and Zoom, the most basic requirements are:

- A good and consistent Internet connection. (Broadband wired or wireless 3G or 4G/LTE. If needed, consult with your Internet Service Provider to get the optimal Internet speed.)
- A laptop, tablet or smart phone with web cam and microphone.
- The latest operating system version installed on your laptop, tablet or smart phone. (NOTE: You should regularly check that your device's operating system is updated to the latest version.)
- At least two different browsers, starting with Chrome. (For example, if you have a MacBook, iPad or iPhone, you should have Chrome and Safari installed. If you have a PC or Android, you should have Chrome and Firefox installed.)
- The latest version of your chosen browser(s) installed. (NOTE: You should regularly check that your browser has been updated to the latest version.)

Tech Support:

ITS Services is staffed to help with IT-related questions and concerns. Their mission is to get you the support you need as quickly as possible.

- [Service Desk and Tech Bar Location and Service Hours](#)
- [New student Guide to Technology at SMC](#)
- [Student Service Portal](#)

Campus Policies

Academic Honor Council

Saint Mary's College expects every member of its community to abide by the Academic Honor Code. According to the Code, "Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community." Violations of the Code include but are not limited to acts of plagiarism. For more information, please consult the [Student Handbook](#) for traditional undergraduate students or [graduate and professional students](#). If a reasonable suspicion arises that you have violated academic honor code, you will be referred to the Academic Honor Council for further review and or necessary sanctions.

Expected Student Conduct

Saint Mary's College is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at Saint Mary's College, a student assumes the responsibility for becoming familiar with and abiding by the student Handbook. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited, unlawful, or disrespectful acts that may result in disruption of a class may be directed by the faculty to leave the class. Violation of any classroom or College rules may result in disciplinary actions as specified within the student Handbook and in consultation with the Office of Community Life in the Dean of Students Office.

Title IX Reporting

Saint Mary's College is committed to providing a safe learning environment for all students and employees that is free of sex-based discrimination (including sex, gender, sexual orientation, and pregnancy and pregnancy-related conditions) and

sex-based harassment, including sexual assault, dating violence, and stalking. Saint Mary's College employees are required to report to the Title IX Coordinator if they observe, encounter or learn of conduct that may be sex-based discrimination or harassment (including names of the individuals involved). Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need: (* confidential resource).

- Title IX Support & Compliance Office - Title IX Coordinator: jev7@stmarys-ca.edu, 925-631-4055, Title IX Website; supportive measures, resources, grievance processes available when applicable.
- CARE Information Line- available 24/7 (925-878-9207)- anonymous if no identity provided
 - *Clergy in confessional, 925-631-4366
 - Community Life (Ferroggiaro Hall, Suite 200, 925-631-4238)
 - *Counseling and Psychological Services (Augustine Hall Ground Floor, 925-631-4364)
 - *Director of CARE (Sexual Assault and Violence Prevention) (Augustine Hall, Ground Floor, 925-631-4192)

Campus Resources

Library Assistance

GET RESEARCH HELP FROM THE LIBRARY

Searching for an article, book, or data to inform your argument? Not sure how to cite a source? Librarians are here for you!

- Start your research on the [library website](#),
- Explore our [Research Guides](#),
- Drop by the [Library at the Power Plant](#),
- [Chat online with a librarian](#), or
- [Book a research appointment](#), on Zoom or on campus.

Student Disability Services (SDS)

The College strives to make all learning experiences as accessible as possible. Students who anticipate or experience academic barriers based on a disability are encouraged to contact [Student Disability Services \(SDS\)](#) to set up a confidential appointment to discuss available services and options. The Student Disability Services office can be reached by emailing sds@stmarys-ca.edu; calling 925-631-4358; or visiting the office located in Filippi Academic Hall FAH190.

Tutoring

Tutoring is offered for a majority of courses at Saint Mary's College through the [Center for Writing Across the Curriculum](#) (CWAC), the [Science, Technology, Engineering, & Math Center](#) (STEM), and the [Tutorial & Academic Skills Center](#) (TASC). Tutoring is conducted in both individual and group settings by peers tutors and is intended to supplement, not replace, coursework and assignments reviewed in class. Information about each of these peer learning centers can be found at the hyperlinks above.

Student Success Coaching & Peer Coaches/Mentors

In addition to an academic advisor (faculty), each student has a designated success coach (staff) and peer mentors/coaches from the [Academic Success Office](#) or the [High Potential Program](#) (HP), who supports a student holistically to build on their strengths, identifies resources to develop their skills, and ensures they achieve developmental milestones throughout college. Find your [success coach](#) or call (925) 631-4800 for an appointment.

Counseling and Psychological Services (CAPS)

The therapists at Counseling and Psychological Services (CAPS) can help you explore ways to deal with life's transitions and assist you with more serious concerns

- all in the confidential, culturally sensitive, supportive environment. Services are available at no additional cost to Saint Mary's graduate and full-time undergraduate students. CAPS provides time-limited individual therapy, friend therapy, group counseling, crisis intervention, and prevention-oriented outreach. You can also schedule virtual therapy appointments with a counselor using the [TimelyCare app](#), which is free to all students. Talk Now, also part of the TimelyCare app, is available 24/7 if you are in crisis. More information can be found on our webpage: [Counseling And Psychological Services \(CAPS\) | Saint Mary's College](#). To make a confidential appointment at CAPS, please come into the office, email caps4364@stmarys-ca.edu, call 925-631-4364, or [schedule online](#).

Essential Needs

The Saint Mary's Essential Needs Program serves to improve students' overall experience at SMC by sharing information and resources that address essential needs and insecurities that students face. We understand essential needs as an ecosystem that includes core needs related to housing, food, financial, and healthcare security and access; while also expanding to include needs related to access to technology, textbooks, transportation, clothing, and more. More information can be found on our [website](#). For an appointment or to discuss resources please email essentialneeds@stmarys-ca.edu.

GaelPantry

The GaelPantry, SMC's on-Campus food pantry, is a free resource available to ALL Saint Mary's students. The GaelPantry is operated by students for students, and offers a wide variety of non-perishable items as well as limited amounts of fresh produce provided by Good Eating Company. For more information and current open hours: visit www.stmarys-ca.edu/mission-and-ministry-center/gaelpantry .

Intercultural Center (IC)

The [Intercultural Center](#) strives to create a safe and supportive learning environment that values diversity and builds an inclusive community. It also provides a space for students to engage their evolving and intersecting identities, and supports students to be leaders for change. Through its co-curricular programs and services, the IC promotes cultural competence and social justice. You can stay up to date on the many programs hosted by the IC by following their Instagram @theic, as well as stopping by IC Cafe, which is open Monday through Friday 9AM-3:30PM, to pick up a snack, enjoy a cup of coffee/tea and be in community with other students. Contact: theic@stmarys-ca.edu | 925-631-8545.

Veterans Services

Veteran, active duty, reserve, or national guard students with military-affiliated special circumstances (e.g., upcoming deployments, drill requirements, disabilities, VA appointments, etc.) can contact the Veteran Support Coordinator for assistance with coordination and support at va@stmarys-ca.edu or at (925) 631-4358. Additional information can be provided about on-campus resources for Veteran and Military-affiliated students, including the Veteran Resource Center.

Career Center

The Career Center is available to help students explore career paths, learn skills needed to secure internships and full time employment, apply to graduate school and connect with employers. Students can make an appointment with a Career Counselor in Handshake via this link: <https://stmarys-ca.joinhandshake.com/stu/appointments>

Disclaimer

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, class dialogue will occur and advance notification will be given to the class.