Instructor: Dr. Rick Simmons  
Office: Founder’s Hall, 318A  
Phone: 254-501-5842  
Email: simmrick@tamuct.edu  
Office Hours: I will be available through the Canvas Classroom at least 5 days per week. I will answer all questions within 24-36 hours of the posting time.

Access to the Canvas classroom is at: https://tamuct.instructure.com/  
Access to the Hawkes Learning classroom is through your Canvas classroom or at: https://learn.hawkeslearning.com/Portal/User/Login?ReturnUrl=%2fPortal

Emergency Warning System (911 Cellular)

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Course Overview and description: Descriptive statistics and the foundations of inferential statistics, including statistical methods of sampling, classifying, analyzing, and presenting numerical data; frequency and sampling distributions, averages, dispersion, hypothesis testing and analyzing up to two populations and population proportions will be the focus of this course. Additionally, students will be introduced to ANOVA, correlations, regression, Chi-Square analyses, and statistical process control. Prerequisite(s): MATH 1324 or higher.

Course Objectives:
- The student will understand the foundations of statistics, by creating and interpreting basic statistical graphs and charts, calculating and interpreting measures of central tendency and variation, and basic
probability, (Module 1), probability distributions (Module 2), and conducting and interpreting hypothesis tests (Module 3).

- The student will be able to apply the statistical foundations in beginning inferential statistics, which include comparing two populations or more populations, comparing two population proportions, comparing two variables or treatments for a single population, and relating two variables. Finally, the student will understand the concepts of statistical applications to process improvement by creating and interpreting control charts. (Modules 3 and 4).

- The student will be able to use given software to conduct analyses and provide recommendations for business decisions (Module 5).

The student will meet the course objectives and the following student learning outcomes by using the statistical learning software, Hawkes Learning System, Microsoft Excel, and by using Minitab statistical software. The purpose of HAWKES LEARNING is to provide each student with an online learning environment in which the student is able to learn, master, and apply knowledge while working within a mastery-based pedagogical approach (Hawkes Learning Systems, n.d.). A link to the HAWKES LEARNING student training video is available in the main menu, in the Canvas classroom. Each student will demonstrate mastery of each topic by achieving 80% on each assignment as outlined in each module.

**Module Goals**

**Module 1:** Conduct and apply the statistical foundations (data, populations, samples, central tendency, measures of variation, and basic probability concepts), using statistical learning software, Minitab, Microsoft Excel, and calculators, achieving 80% on each homework assignment. The specific statistical foundations are found in SLOs 1 – 3 and may be found in sections 1.1 – 1.3, 2.1 – 2.6, 3.3 – 3.10, and 4.1 – 4.2a, 4.3, 4.8 of the textbook and in the Hawkes Learning Software (Ch 1 – 4). At the completion of Module 1 students will then assess their initial skills in decision making or decision recommendations by completing a statistical analysis (based on the learning in Module 1) given a case and associated data, using Minitab software.

**Module 2:** Conduct and interpret statistical methods for discrete and continuous probability distributions, sampling distributions, and estimating means and proportions, using statistical learning software, Minitab, Microsoft Excel, and calculators, achieving 80% on each homework assignment. The specific distributions and estimations are found in SLO 4 and may be found in 6.1 – 6.6 and 7.2 – 7.3b, and 8.1 – 8.4 of the textbook and in the Hawkes Learning Software (Ch 6 – 8).

**Module 3:** Conduct and interpret statistical methods of hypothesis testing for comparing means, proportions, and treatments, using statistical learning software, Minitab, Microsoft Excel, and calculators, achieving 80% on each homework assignment. The specific hypothesis methods and comparisons may be found in SLOs 5 and 6 and may be found in 9.1 – 9.7, 10.1 – 10.7b, and 11.1 – 11.4 of the textbook and in the Hawkes Learning Software (Ch 9 – 11). At the completion of Module 3 students will then assess their skills in decision making or decision recommendations by completing a statistical analysis (based on the learning in Module 1 - 3) given a case and associated data, using Minitab software.

**Module 4:** Conduct and interpret statistical methods of hypothesis testing for comparing three or more means, or treatments (ANOVA). Conduct correlations of two variables or treatments, and relate two or more linear variables. Test the fit of multinomial probabilities and relate two categorical variables. Achieve 80% on each homework assignment exam, using statistical learning software, Minitab, Microsoft Excel, and
calculators. The specific methods of testing and comparing three or more populations, correlating, relating continuous and categorical variables may be found in SLOs 7 – 9 and may be found in 12.2-12.4, 13.1 – 13.5, 13.8, 14, 15.2 – 15.3, and 17 of the text book and in the Hawkes Learning Software (Chs 12 – 15 & 17). At the completion of Module 4 students will then assess their advanced skills in decision making or decision recommendations by completing a statistical analysis (based on the learning in Module 1 - 4) given a case and associated data, using Minitab software.

Module 5: Using statistical analyses learned in all previous modules, conduct an analysis of a given case and associated data. Then recommend a decision based on those analyses. (Chapters 1-17, case analyses, and final assessment).

**Student Learning Outcomes (SLOs)**

1. Demonstrate proficiency in reporting data numerically and graphically by achieving 80% on associated assignments (Chapters 1 – 3).
2. Demonstrate proficiency in identifying and analyzing the following types and levels of data using appropriate statistical methods by achieving 80% on associated assignments (Chapters 1 – 2).
   a. Identify and analyze qualitative (nominal, ordinal) data using appropriate statistical methods.
   b. Identify and analyze quantitative (continuous, discrete, interval, ratio) data using appropriate statistical methods.
3. Demonstrate proficiency in calculating the following descriptive statistics by achieving 80% on associated assignments (Chapter 4).
   a. Identify and calculate descriptive statistics based on measures of central tendency.
   b. Identify and calculate descriptive statistics based on measures of variation.
4. Demonstrate proficiency in analyzing discrete and continuous probability distributions by achieving 80% on associated assignments (Chapters 4, 6 – 8, 15).
   a. Use the properties of probabilities to calculate probabilities by using the concepts of probability, in particular, complements, addition rules, mutual exclusivity, multiplication of dependent and independent probabilities, and conditional probabilities.
   b. Calculate probabilities within binomial and Poisson distributions, normal distributions, F-distributions, and chi-square distributions.
   c. Calculate probabilities using the Empirical Formula and the Central Limit theorem.
5. Demonstrate understanding and proficiency in calculating confidence intervals, conducting hypothesis tests, and calculating p-values by achieving 80% on associated assignments (Chapters 9 – 10).
   a. Calculate confidence intervals when the population standard deviation is known/unknown and for proportions.
   b. Conduct hypothesis testing when the population standard deviation is known/unknown and for proportions.
   c. Calculate p-values for all hypothesis tests.
6. Demonstrate proficiency in calculating inferential statistics (one or two populations) by achieving 80% on associated assignments (Chapter 11).
   a. Compare means or proportions of two populations.
   b. Compare means of two treatments within one population.
7. Demonstrate proficiency in calculating inferential statistics (three or more populations and relationships) by achieving 80% on associated assignments (Chapters 12 – 14).
a. Compare means of three or more populations using analysis of variance (ANOVA).

b. Correlate two variables or treatments using Pearson’s Product Correlation.

c. Relate two variables or treatments using simple linear regression.

d. Relate two or more predictor variables to a linear response variable using multiple regression.

8. Demonstrate proficiency in calculating inferential statistics (relationships of categorical variables) by achieving 80% on associated assignments (Chapter 15). Not Addressed in Summer Session
   a. Test the relationship of two or more categorical variables (tests of independence).

9. Demonstrate proficiency in creating and analyzing statistical process control charts for both continuous and qualitative variables by achieving 80% on associated assignments and exams (Chapter 17). Not Addressed in Summer Session
   a. Create and analyze mean and range process control charts (x-barR charts).
   b. Create and analyze mean and range process control charts (p-charts).

10. Demonstrate ability to make or recommend decisions through business data analysis (Chapters 1-17, assessment prep exercises, and primary case analysis).

Meeting the Course Objective and Student Learning Outcomes

In meeting the course objective and learning outcomes, students must:

- Familiarize themselves with the Hawkes Learning System and Minitab software.
- Select the student-training link and listen to the presentation for HAWKES LEARNING. Read the Minitab documents (Meet Minitab) to familiarize with the software functions. These documents are found at the bottom of the main Learning Module page, in Canvas.
- Become familiar with Excel and the Excel tools provided in the Calculation Aids folder on the main Learning Module page (The link is on the main menu on the left side of the online classroom).
- Select and preview the lecture presentations and then listen to the recorded lectures (online and blended courses). Use the textbook as an additional reference for your understanding of the material presented in the lectures.
- Listen to any given appropriate assignment specific tutorial or Question and Answer.
- Complete the homework assignments. In completing the homework assignments follow the instructions given in this syllabus.

Required Textbook and Software


NOTE: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. If you choose to use other sources to purchase the textbook, you must access the Hawkes Learning Store and purchase a separate student access code for your use during this course. Purchasing the textbook and software package either from the university bookstore or from Hawkes Learning System will ensure you have the most current software bundle. Additionally, you will have to rent Minitab on your own (use the link in Module 0).

Hand held calculator. Must have square root key in addition to the basic functions of addition, subtraction, multiplication, and division – at a minimum. I do not provide instruction on the use of calculators.
MS Excel. Access to a computer with Microsoft EXCEL (you will use MS Excel).

Internet Access. Constant access to the internet is required to complete all assignments and exams. (It is your responsibility to ensure you have constant access to the internet).

All students are required to obtain the program: Minitab v. 19. The software is bundled with the textbook. You will need to take the Minitab access code to e-Academy OntheHub website using the following URL: http://www.onthehub.com/Minitab (also see Module 0 in Canvas for a link). Recommended: Laptop computer, with Windows or MAC OS and MS Office suite. Additionally, you will need consistent access to the Internet.

Please note: You will have to register with OnTheHub with your student email address in order for you to download the software (this could take 24-48 hours for OnTheHub to verify your email address).

Course Requirements and Structure

Online Course: This course is completely online and will be conducted in an asynchronous mode. The asynchronous mode does not require the students or the instructor to be online at any specified day or time. Daily work (including listening to the recorded lectures) is completed by the student according to the weekly schedule in this syllabus, but at a time that is convenient to the student. This mode does require the instructor to be available (online), at least 5 days a week, to answer questions. Students are responsible for ensuring constant access to the Internet and operability of their personal computers.

Canvas Classroom: The classroom will be in the Canvas Learning Management System (LMS) under this course’s name and section number. Please refer all technical problems to the Canvas help desk; contact information is on the Canvas login page.

Login to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)  
Password: Your MyCT password

Technology Support: For login problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
   Email: helpdesk@tamu.edu
   Phone: (254) 519-5466
   Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.
For issues with Canvas, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

Canvas Course Navigation: Please read the “Start Here” letter (in the Canvas classroom) and become familiar with the online classroom environment.

Canvas Discussions: Select Discussions from the menu found on the left side of the Canvas class home page. All discussions and questions will be placed in their respective topics for ease of understanding by all class members and the instructor. All entries are threaded so that you may easily see a question and the
respective responses to that question. All class members are invited to fully participate in the discussions, assisting their class members when they are able. This means class members may answer questions if they know the answers. Please note discussions are not required as part of your grade but are highly encouraged for better understanding and clarification of the theory and in conducting calculations of specified problems within Hawkes Learning System. The instructor will always read each question and the respective answers to ensure correctness and accuracy. If the instructor is unable to effectively answer the question in the threaded discussions groups, the instructor may provide a recorded answer (similar to the recorded lectures) and post that recorded answer in the Recorded Q&A folder on the main Learning Module webpage, in Canvas.

**Lectures:** All lectures are pre-recorded and can be found in the respective Module folder on the homepage of the Canvas classroom. Recommend you use either an external speaker system or a headset to listen to the lectures. All associated presentations are in Portable Document Format (.pdf) and are also located in the respective Module folder on the homepage of the Canvas classroom. Ensure you listen to the lectures according to the schedule at the end of this syllabus. The schedule is the minimum requirement; there is no penalty for working ahead. However, exams will be provided according to the schedule. In the respective Module, select the link for the recorded lecture. The lecture will automatically play.

**Individual Participation:** To ensure successful course completion, participation is expected. Participation is defined as actual work conducted in the HAWKES learning environment and in discussion threads in the Canvas classroom. Listening to lectures is required and will be in accordance with this syllabus. It is important for students to become familiar with HAWKES LEARNING, as all assignments will be conducted in HAWKES LEARNING. An exception is the assessment exercises. They will be in Canvas and found by clicking the Quizzes menu link. Lectures are based on given sections within the text.

**Access to Hawkes Learning System:** Please select the link for Getting Started with HAWKES LEARNING in the Getting Started menu in Canvas. Hawkes Course ID for business statistics is TAMUCTDBS. If you choose not to purchase a textbook, you will need to purchase the access code from the HAWKES LEARNING website.

Note: HAWKES LEARNING is designed to be used online. Students are responsible to have full internet access throughout this course, to ensure they are able to complete homework assignments.

**Assignments:** All assignments will be accomplished through the Hawkes Learning System. HAWKES LEARNING is a Web-based, artificially intelligent assessment and learning system. There will not be any “traditional” homework assignments, as each student will be required to complete work on the HAWKES LEARNING system, and will be graded on the progress made through each chapter, in HAWKES LEARNING. See Grade Computation below. Late assignments can be reduced 20% for each day they are late.

**Chapter Reviews:** The graded portions of the homework assignments will be the chapter review for each of the chapters. Students are advised to work through the practice problems within the chapter review section of each required chapter, prior to certifying in the chapter. Homework feedback is provided automatically when completing the chapter review for a grade (also known as certifying). Students will be given a minimum of “3 strikes”. This means the student may miss up to three questions, before being sent back to practice. If the student is sent back to practice, the program will automatically go to the area in which the student is having problems. If the student successfully completes the certifying chapter review, the HAWKES LEARNING grade book will be automatically updated.
In order to assist you in completing the chapter reviews, recorded videos of selected worked Practice Problems are available for your viewing. You should view these prior to beginning your practice sessions.

**NOTE:** Remember, you are not statisticians (at least not yet….). I do not expect you to totally understand something on your “first go round”! When you begin to have trouble working the problems, go to the discussion threads and ask questions.

**Course Tools:** In addition to Minitab v. 19, you will find MS Excel Spreadsheets available that will assist you in analyzing data used throughout this course. The aids are found in the Canvas Classroom in Module 0 by selecting the Modules link on the left-side menu. Explanations for the use of these tools are in the recorded worked examples videos.

**Program Academic Assessment**

- BUSI 3311 sections are used to determine if students are able to use data to assist in either recommending alternatives or in making decisions.
- BBA and BAAS-BUSI Program Learning Outcome: *Students will be able to make decisions through business data analysis.*
- In lieu of exams, students will complete assessment preparatory exercises and one primary case analysis.
- In support of this endeavor, the business statistics faculty developed a scenario-based case in which you will be given information and data and will be asked to analyze that data and provide an appropriate recommendation for a decision.

**Primary Case Analysis:**

- The case will be found in Module 5 and will be completed at the end of term.
- Access to the analysis and data will be through the links in Module 5 or via the Quizzes link on the menu at the left of the Canvas classroom.
- The case and the questions related to the case will *Not* replicate a Hawkes assignment. As such you will be given 2 submission opportunities to score as high as you can.
- The intent is to provide the student with a realistic situation, associated data, and the tools necessary to provide needed recommendations.
- The data in the case can be effectively analyzed using the methods learned in this course.

**Assessment Preparatory Exercises:**

- There will be three assessment prep exercises completed at the end of Module 1, Module 3, and Module 4, respectively.
- Access to these exercises and data will be through the links in each respective module or via the Quizzes link on the menu at the left of the Canvas classroom.
- These exercises will *Not* replicate a Hawkes assignment. As such you will be given 2 submission opportunities to score as high as you can.
- The intent is to allow the student to conduct analyses on case type data based on the level of learning obtained within the respective modules.
• The data in the case can be effectively analyzed using the methods learned in this course.
• You may not access the Primary Case Analysis without first completing the three prep exercises.

**Instructor Access:** The instructor will be available during normal office hours, at class time, and online a minimum of 5 days a week and will answer all questions, either in the messages or discussions forums, within 24-36 hours of the question’s posting date. Feedback for assignments and exams will be as written in the Assignments and Exams paragraphs. All online sections must use the Canvas message system (personal questions) and Discussion threads (course content questions).

**Grading Criteria**

Grade Computation: Students earn their course grades by completing scheduled assignments; no extra credit assignments are given. To pass this course satisfactorily, students must complete each of the graded items listed below. Failure to complete appropriate assignments and exams may result in a failing grade. Refusal to complete homework assignments will result in a failing grade.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>616 - 685</td>
</tr>
<tr>
<td>B</td>
<td>80-89.99%</td>
<td>548 – 615.9</td>
</tr>
<tr>
<td>C</td>
<td>70-79.99%</td>
<td>479 – 547.9</td>
</tr>
<tr>
<td>D</td>
<td>60-60.99%</td>
<td>411 – 478.9</td>
</tr>
<tr>
<td>F</td>
<td>59.99 % &amp; below</td>
<td>0 - 410.9</td>
</tr>
</tbody>
</table>

Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet and Greet</td>
<td>20</td>
<td>3%</td>
</tr>
<tr>
<td>13 Homework Assignments:</td>
<td>325</td>
<td>47%</td>
</tr>
<tr>
<td>Chapter Reviews (1-4, 6-14) (25 points each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Prep Exercises (60 points each)</td>
<td>180</td>
<td>26%</td>
</tr>
<tr>
<td>Primary Case Analysis (160 points)</td>
<td>160</td>
<td>23%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>710</td>
<td>100%</td>
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</tbody>
</table>

Pleases note: To pass this course you must complete the assignments and the prep exercises. To earn an A or B, you must complete all assignments, prep exercises, and the case analysis.
### 6.0 Course Calendar

<table>
<thead>
<tr>
<th>WK</th>
<th>Module</th>
<th>Class/Activity</th>
<th>Subject</th>
<th>HWQD Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-7 Jun</td>
<td>Intro Lecture 1 (CH 1-2) Lecture 2 (Ch 3)</td>
<td>Introduction to HLS/Minitab and Syllabus Statistics, Data Reality, and Problem Solving Organizing, Displaying, and Interpreting Data (SLO: 1-2)</td>
<td>Meet and Greet (7 Jun) Ch 1, Ch 2, Ch 3 Reviews (7 Jun)</td>
</tr>
<tr>
<td>2</td>
<td>8-14 Jun</td>
<td>Lecture 3 (Ch 4.1 – 4.3) Lecture 4 (Ch 4.4, 4.5, 4.7, 4.8) Probability Basics / Proportions</td>
<td>Numerical Descriptive Statistics (SLO 3) Probability, Randomness, and Uncertainty (SLO 3-4)</td>
<td>Ch 4 Review (14 Jun)</td>
</tr>
<tr>
<td>3</td>
<td>15-21 Jun</td>
<td>Assessment Prep 1 Lectures 5, 6 (Ch 6) Mutually Exclusive / Independent Probabilities</td>
<td>(Lectures 1 – 4; Ch 1-4) Discrete Probability Distributions (SLO 4) View recorded “lecturettes” to provide background in probability and proportions (SLO 4)</td>
<td>Assessment Prep 1 (15-21 Jun) Ch 6 Review (21 Jun)</td>
</tr>
<tr>
<td>4</td>
<td>22-28 Jun</td>
<td>Lectures 7 (Ch 7) Lecture 8 (Ch 8)</td>
<td>Continuous Random Variables Sampling and Sampling Distributions (SLO 4)</td>
<td>Ch 7, Ch 8 Review (28 Jun)</td>
</tr>
<tr>
<td>5</td>
<td>29 Jun - 5 July</td>
<td>Lectures 9, 10 (Ch 9)</td>
<td>Confidence Intervals (SLO 5)</td>
<td>Ch 9 Review (5 July)</td>
</tr>
<tr>
<td>6</td>
<td>6-12 July</td>
<td>Lectures 11, 12 (Ch 10) Lectures 13-15 (Ch 11)</td>
<td>Hypothesis Testing (SLO 5) Comparing Populations (SLO 6)</td>
<td>Ch 10, Ch 11 Review (12 July)</td>
</tr>
<tr>
<td>WK</td>
<td>Module</td>
<td>Class/Activity</td>
<td>Subject</td>
<td>Homework / Quiz / Exam Due Dates</td>
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<tr>
<td>8</td>
<td>4</td>
<td>Lecture 17 (Ch 13)</td>
<td>Regression, Inference, and Model Building (SLO 7)</td>
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<tr>
<td>20-24 July</td>
<td></td>
<td>Assessment Prep 3</td>
<td></td>
<td>Ch 14 Review (21 July)</td>
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<tr>
<td></td>
<td></td>
<td>Primary Case Analysis</td>
<td>(All lectures; all chapters)</td>
<td>Assessment Prep 3 (20-23 July)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Primary Case Analysis (24 July)</td>
</tr>
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</table>
**University Resources, Procedures, and Guidelines**

**Drop Policy:** If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf).

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity:** Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. More information can be found at [Academic Integrity](https://www.tamuct.edu/student-affairs/access-inclusion.html).

In this course, any evidence of cheating or collusion will result in a grade of zero (0) for each affected assignment or exam and each participating student will be reported to the Office of Student Conduct.

**Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit [https://www.tamuct.departments/index.php](https://www.tamuct.departments/index.php). Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website.
**Tutoring:** Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

**The University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

**University Library:** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private
study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

Important University Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1, 2020</td>
<td>Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. $25 Fee assessed for late registrants</td>
</tr>
<tr>
<td>June 1, 2020</td>
<td>Classes Begin for First 5-, 10-, and 8-Week Session</td>
</tr>
<tr>
<td>June 4, 2020</td>
<td>Deadline to Drop First 5-Week Classes with No Record</td>
</tr>
<tr>
<td>June 8, 2020</td>
<td>Deadline to Drop 8-Week Classes with No Record</td>
</tr>
<tr>
<td>June 16, 2020</td>
<td>Deadline to Drop 10-Week Classes with No Record</td>
</tr>
<tr>
<td>June 19, 2020</td>
<td>Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)</td>
</tr>
<tr>
<td>July 1, 2020</td>
<td>Deadline for Teacher Education and Professional Certification Applications</td>
</tr>
<tr>
<td>July 3, 2020</td>
<td>Classes End for First 5-Week Session</td>
</tr>
<tr>
<td>July 3, 2020</td>
<td>Deadline for Graduation Application</td>
</tr>
<tr>
<td>July 3, 2020</td>
<td>Deadline to Withdraw from the University for First 5-Week Classes</td>
</tr>
<tr>
<td>July 6, 2020</td>
<td>Add, Drop, and Late Registration Begins for Second 5-Week Classes. $25 Fee assessed for late registrants.</td>
</tr>
<tr>
<td>July 6, 2020</td>
<td>Classes Begin Second 5-Week Session</td>
</tr>
<tr>
<td>July 7, 2020</td>
<td>Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)</td>
</tr>
<tr>
<td>July 9, 2020</td>
<td>Deadline to Drop Second 5-Week Classes with No Record</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>July 10, 2020</td>
<td>Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)</td>
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<tr>
<td>July 17, 2020</td>
<td>Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)</td>
</tr>
<tr>
<td>July 24, 2020</td>
<td>Classes End for 8-Week Session</td>
</tr>
<tr>
<td>July 24, 2020</td>
<td>Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)</td>
</tr>
<tr>
<td>July 24, 2020</td>
<td>Deadline to Withdraw from the University for 8-Week Classes</td>
</tr>
<tr>
<td>July 28, 2020</td>
<td>Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)</td>
</tr>
<tr>
<td>August 7, 2020</td>
<td>Classes End for 10- and Second 5-Week Sessions</td>
</tr>
<tr>
<td>August 7, 2020</td>
<td>Deadline for Applications for Tuition Rebate for Summer Graduation (5pm)</td>
</tr>
<tr>
<td>August 7, 2020</td>
<td>Deadline for Degree Conferral Applications to the Registrar's Office. $20 Late Application Fee</td>
</tr>
<tr>
<td>August 7, 2020</td>
<td>Deadline to Withdraw from the University for 10- and Second 5-Week Classes</td>
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<tr>
<td>August 7, 2020</td>
<td>Summer Commencement Ceremony</td>
</tr>
<tr>
<td>August 11, 2020</td>
<td>Deadline for Faculty Submission of 10-Week and Second 5-Week Final Class Grades (due by 3pm)</td>
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