

Math 4304-115, 80719, Survey of Mathematical Ideas

Fall 2021

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 23rd, 2021-October 15th, 2021

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System

<https://tamuct.instructure.com/>

“Fully Online Course – Fully online courses have no on-campus, classroom, or synchronous activity. All course activity is done online. These courses may require virtual proctored exams”. Although no classroom or synchronous activity is required, there will be opportunities for classroom and synchronous interaction to provide students with additional support if desired. All classroom and synchronous activities will be recorded.

INSTRUCTOR AND CONTACT INFORMATION

Instructor Dr. Mienie Roberts

Office 302-K

Phone: 903.705.9703

Email: Preferred email is the Canvas Inbox, but you can use: dekokk@tamuct.edu

Office Hours

Online video conferencing link:

<https://tamuct.webex.com/join/dekokk>

Meeting times:

Monday 12pm-1pm, 6pm-7pm

Wednesday 12pm-2pm

Also by appointment.

Graduate Assistant Office hours:

<https://cfisd.zoom.us/j/82711590161?pwd=YUJSazN2S3dRU3Yya0xJUJZSZDZrdz09>

Password: 123174

Tuesdays 2pm-4pm

Thursdays 6pm-8pm

Student is also required to take a proctored midterm on September 20th. The midterm will be 3 hours long and can be taken anytime between 10am-5pm. The midterm should be taken online using the Proctorio software.

Student is also required to take a proctored final exam on October 11th. The final exam will be 3 hours long and can be taken anytime between 10am-5pm. The final should be taken online by using the Proctorio software.

Student-instructor interaction

Instructor will follow the weekly schedule on the syllabus. Daily announcements will be sent out on Canvas. It is the student's responsibility to monitor the announcements posted under the "Announcements"-tab.

No late assignments will be accepted in this class.

Student can contact the instructor via the Canvas messenger under the "Inbox"-tab or via email at: dekock@tamuct.edu

Instructor will respond within 24 hours to emails.

Student will receive immediate feedback on most assignments on Canvas. Instructor will provide feedback on presentations within a week.

We will also use practice exams on www.examedge.com

Students will receive immediate feedback on those exams.

All meetings will be conducted over webex at the link:
<https://tamuct.webex.com/join/dekock>

WARRIOR SHIELD

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

Warrior Shield 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 Warrior Shield

through their myCT email account.

Connect to Warrior Shield by [911Cellular](#)

<https://www.tamuct.edu/police/911cellular.html>

to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Fall 2021 Return to Campus Plan. For the most recent campus information regarding COVID-19 see the Texas A&M University-Central Texas [Fall 2021 Return to Campus Plan](#)
<https://www.tamuct.edu/covid19/>

COURSE INFORMATION

Course Overview and description

This course is intended for prospective teachers who want to review key concepts, principles and strategies for teaching mathematics in 7-12 classrooms. The course is aligned with the Mathematics 7-12 Texas educator standards/frameworks and serves as preparation for taking the TExES certification examination.

Prerequisites: Math 120 and Math 402 or concurrent enrollment.

Course Objective or Goal

Student Learning Outcomes

Students will become thoroughly proficient in the following areas:

- Demonstrate understanding of number concepts, including the real number system and complex number system. (Covered on all assignments)
- Demonstrate understanding of patterns and Algebra being able to solve problems and formulate conjectures. Understands attributes of functions, relations, and their graphs. Understands trigonometric and circular functions and uses them to solve problems. (Covered on all assignments)
- Demonstrate understanding of mathematical reasoning and problem solving and how to communicate mathematical ideas and concepts. (Covered on all assignments)
- Demonstrate understanding of geometry (Euclidean) and measurement. (Covered on Midterm, Final)
- Demonstrate understanding of probability and statistics, including how to use appropriate graphical and numerical techniques to explore data, characterize patterns, and describe departures from patterns. Understand concepts and applications of probability. (Covered on Midterm, Final)
- Demonstrate understanding of mathematical learning, including how children learn mathematics and plans, organizes, and implements instruction using knowledge of students, subject matter, and statewide curriculum (Covered on all assignments)
- Use software to explain abstract mathematical concepts via virtual manipulatives and animations. (Covered on tests)

Students will satisfy the Texas competencies and standards as outlined below by the Texas Education Agency:

Competency Goals Statements (certification or standards):

TEExES competencies and standards: Competencies:

Mathematics 7–12 Standard II

Patterns and Algebra: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis and technology appropriate to teach the statewide curriculum (TEKS) to prepare students to use mathematics.

Mathematics 7–12 Standard IV

Probability and Statistics: The mathematics teacher understands and uses probability and statistics, their applications and technology appropriate to teach the statewide curriculum (TEKS) to prepare students to use mathematics.

Mathematics 7–12 Standard V

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

Competencies:

Domain I — Number Concepts

Competency 001: *The teacher understands the real number system and its structure, operations, algorithms and representations.*

The beginning teacher:

- A. Understands the concepts of place value, number base and decimal representations of real numbers.
- B. Understands the algebraic structure and properties of the real number system and its subsets (e.g., real numbers as a field, integers as an additive group).
- C. Describes and analyzes properties of subsets of the real numbers (e.g., closure, identities).
- D. Selects and uses appropriate representations of real numbers (e.g., fractions, decimals, percents, roots, exponents, scientific notation) for particular situations.
- E. Uses a variety of models (e.g., geometric, symbolic) to represent operations, algorithms and real numbers.
- F. Uses real numbers to model and solve a variety of problems.
- G. Uses deductive reasoning to simplify and justify algebraic processes.
- H. Demonstrates how some problems that have no solution in the integer or rational number systems have solutions in the real number system.

Competency 003: *The teacher understands number theory concepts and principles and uses numbers to model and solve problems in a variety of situations.*

The beginning teacher:

- A. Applies ideas from number theory (e.g., prime numbers and factorization, the Euclidean algorithm, divisibility, congruence classes, modular arithmetic, the fundamental theorem of arithmetic) to solve problems.
- B. Applies number theory concepts and principles to justify and prove number relationships.
- C. Compares and contrasts properties of vectors and matrices with properties of number systems (e.g., existence of inverses, non-commutative operations).
- D. Uses properties of numbers (e.g., fractions, decimals, percents, ratios, proportions) to model and solve real-world problems.
- E. Applies counting techniques such as permutations and combinations to quantify situations and solve problems.
- F. Uses estimation techniques to solve problems and judges the reasonableness of solutions.

Competency 004: *The teacher uses patterns to model and solve problems and formulate conjectures.*

The beginning teacher:

- A. Recognizes and extends patterns and relationships in data presented in tables, sequences or graphs.
- B. Uses methods of recursion and iteration to model and solve problems.
- C. Uses the principle of mathematical induction.
- D. Analyzes the properties of sequences and series (e.g., Fibonacci, arithmetic, geometric) and uses them to solve problems involving finite and infinite processes.
- E. Understands how sequences and series are applied to solve problems in the mathematics of finance (e.g., simple, compound and continuous interest rates; annuities).

Competency 005: *The teacher understands attributes of functions, relations and their graphs.*

The beginning teacher:

- A. Understands when a relation is a function.
- B. Identifies the mathematical domain and range of functions and relations and determines reasonable domains for given situations.
- C. Understands that a function represents a dependence of one quantity on another and can be represented in a variety of ways (e.g., concrete models, tables, graphs, diagrams, verbal descriptions, symbols).
- D. Identifies and analyzes even and odd functions, one-to-one functions, inverse functions and their graphs.
- E. Applies basic transformations [e.g., $k f(x)$, $f(x) + k$, $f(x - k)$, $f(kx)$, $|f(x)|$] to a parent function, f , and describes the effects on the graph of $y = f(x)$.
- F. Performs operations (e.g., sum, difference, composition) on functions, finds inverse relations and describes results symbolically and graphically.
- G. Uses graphs of functions to formulate conjectures of identities [e.g., $y = x^2 - 1$ and $y = (x - 1)(x + 1)$, $y = \log x^3$ and $y = 3 \log x$, $y = \sin(x + \frac{\pi}{2})$ and $y = \cos x$].

Competency 006: *The teacher understands linear and quadratic functions, analyzes their algebraic and graphical properties and uses them to model and solve problems.*

The beginning teacher:

- A. Understands the concept of slope as a rate of change and interprets the meaning of slope and intercept in a variety of situations.
- B. Writes equations of lines given various characteristics (e.g., two points, a point and slope, slope and y -intercept).
- C. Applies techniques of linear and matrix algebra to represent and solve problems involving linear systems.
- D. Analyzes the zeros (real and complex) of quadratic functions.
- E. Makes connections between the $y = ax^2 + bx + c$ and the $y = a(x - h)^2 + k$ representations of a quadratic function and its graph.
- F. Solves problems involving quadratic functions using a variety of methods (e.g., factoring, completing the square, using the quadratic formula, using a graphing calculator).
- G. Models and solves problems involving linear and quadratic equations and inequalities using a variety of methods, including technology.

Competency 007: *The teacher understands polynomial, rational, radical, absolute value and piecewise functions, analyzes their algebraic and graphical properties and uses them to model and solve problems.*

The beginning teacher:

- A. Recognizes and translates among various representations (e.g., written, tabular, graphical, algebraic) of polynomial, rational, radical, absolute value and piecewise functions.
- B. Describes restrictions on the domains and ranges of polynomial, rational, radical, absolute value and piecewise functions.
- C. Makes and uses connections among the significant points (e.g., zeros, local extrema, points where a function is not continuous or not differentiable) of a function, the graph of the function and the function's symbolic representation.
- D. Analyzes functions in terms of vertical, horizontal and slant asymptotes.
- E. Analyzes and applies the relationship between inverse variation and rational functions.
- F. Solves equations and inequalities involving polynomial, rational, radical, absolute value and piecewise functions using a variety of methods (e.g., tables, algebraic methods, graphs, use of a graphing calculator) and evaluates the reasonableness of solutions.
- G. Models situations using polynomial, rational, radical, absolute value and piecewise functions and solves problems using a variety of methods, including technology.

Competency 008: *The teacher understands exponential and logarithmic functions, analyses their algebraic and graphical properties and uses them to model and solve problems.*

The beginning teacher:

- A. Recognizes and translates among various representations (e.g., written, numerical, tabular, graphical, algebraic) of exponential and logarithmic functions.
- B. Recognizes and uses connections among significant characteristics (e.g., intercepts, asymptotes) of a function involving exponential or logarithmic expressions, the graph of the function and the function's symbolic representation.
- C. Understands the relationship between exponential and logarithmic functions and uses the laws and properties of exponents and logarithms to simplify expressions and solve problems.
- D. Uses a variety of representations and techniques (e.g., numerical methods, tables, graphs, analytic techniques, graphing calculators) to solve equations, inequalities and systems involving exponential and logarithmic functions.
- E. Models and solves problems involving exponential growth and decay.
- F. Uses logarithmic scales (e.g., Richter, decibel) to describe phenomena and solve problems.
- G. Uses exponential and logarithmic functions to model and solve problems involving the mathematics of finance (e.g., compound interest).
- H. Uses the exponential function to model situations and solve problems in which the rate of change of a quantity is proportional to the current amount of the quantity [i.e., $f'(x) = kf(x)$].

Competency 009: *The teacher understands trigonometric and circular functions, analyzes their algebraic and graphical properties and uses them to model and solve problems.*

The beginning teacher:

- A. Analyzes the relationships among the unit circle in the coordinate plane, circular functions and the trigonometric functions.
- B. Recognizes and translates among various representations (e.g., written, numerical, tabular, graphical, algebraic) of trigonometric functions and their inverses.
- C. Recognizes and uses connections among significant properties (e.g., zeros, axes of symmetry, local extrema) and characteristics (e.g., amplitude, frequency, phase shift) of a trigonometric function, the graph of the function and the function's symbolic representation.
- D. Understands the relationships between trigonometric functions and their inverses and uses these relationships to solve problems.
- E. Uses trigonometric identities to simplify expressions and solve equations.
- F. Models and solves a variety of problems (e.g., analyzing periodic phenomena) using trigonometric functions.
- G. Uses graphing calculators to analyze and solve problems involving trigonometric functions.

Competency 010: *The teacher understands and solves problems using differential and integral calculus.*

The beginning teacher:

- A. Understands the concept of limit and the relationship between limits and continuity.
- B. Relates the concept of average rate of change to the slope of the secant line and relates the concept of instantaneous rate of change to the slope of the tangent line.
- C. Uses the first and second derivatives to analyze the graph of a function (e.g., local extrema, concavity, points of inflection).
- D. Understands and applies the fundamental theorem of calculus and the relationship between differentiation and integration.
- E. Models and solves a variety of problems (e.g., velocity, acceleration, optimization, related rates, work, center of mass) using differential and integral calculus.
- F. Analyzes how technology can be used to solve problems and illustrate concepts involving differential and integral calculus.

Competency 015: *The teacher understands how to use appropriate graphical and numerical techniques to explore data, characterize patterns and describe departures from patterns.*

The beginning teacher:

- A. Selects and uses an appropriate measurement scale (i.e., nominal, ordinal, interval, ratio) to answer research questions and analyze data.
- B. Organizes, displays and interprets data in a variety of formats (e.g., tables, frequency distributions, scatter plots, stem-and-leaf plots, box-and-whisker plots, histograms, pie charts).
- C. Applies concepts of center, spread, shape and skewness to describe a data distribution.
- D. Understands measures of central tendency (i.e., mean, median, mode) and dispersion (i.e., range, interquartile range, variance, standard deviation).
- E. Applies linear transformations (i.e., translating, stretching, shrinking) to convert data and describes the effect of linear transformations on measures of central tendency and dispersion.
- F. Analyzes connections among concepts of center and spread, data clusters and gaps, data outliers and measures of central tendency and dispersion.
- G. Supports arguments, makes predictions and draws conclusions using summary statistics and graphs to analyze and interpret one-variable data.

Competency 016: *The teacher understands concepts and applications of probability.*

The beginning teacher:

- A. Understands how to explore concepts of probability through sampling, experiments and simulations and generates and uses probability models to represent situations.
- B. Uses the concepts and principles of probability to describe the outcomes of simple and compound events.
- C. Determines probabilities by constructing sample spaces to model situations.
- D. Solves a variety of probability problems using combinations and permutations.
- E. Solves a variety of probability problems using ratios of areas of geometric regions.
- F. Calculates probabilities using the axioms of probability and related theorems and concepts such as the addition rule, multiplication rule, conditional probability and independence.

- G. Understands expected value, variance and standard deviation of probability distributions (e.g., binomial, geometric, uniform, normal).
- H. Applies concepts and properties of discrete and continuous random variables to model and solve a variety of problems involving probability and probability distributions (e.g., binomial, geometric, uniform, normal).

Competency 017: The teacher understands the relationships among probability theory, sampling and statistical inference and how statistical inference is used in making and evaluating predictions.

The beginning teacher:

- A. Applies knowledge of designing, conducting, analyzing and interpreting statistical experiments to investigate real-world problems.
- B. Analyzes and interprets statistical information (e.g., the results of polls and surveys) and recognizes misleading as well as valid uses of statistics.
- C. Understands random samples and sample statistics (e.g., the relationship between sample size and confidence intervals, biased or unbiased estimators).
- D. Makes inferences about a population using binomial, normal and geometric distributions.
- E. Describes and analyzes bivariate data using various techniques (e.g., scatterplots, regression lines, outliers, residual analysis, correlation coefficients).
- F. Understands how to transform nonlinear data into linear form to apply linear regression techniques to develop exponential, logarithmic and power regression models.
- G. Uses the law of large numbers and the central limit theorem in the process of statistical inference.
- H. Estimates parameters (e.g., population mean and variance) using point estimators (e.g., sample mean and variance).
- I. Understands principles of hypotheses testing.

Competency 019: *The teacher understands mathematical connections both within and outside of mathematics and how to communicate mathematical ideas and concepts.*

The beginning teacher:

- A. Recognizes and uses multiple representations of a mathematical concept (e.g., a point and its coordinates, the area of a circle as a quadratic function of the radius, probability as the ratio of two areas, area of a plane region as a definite integral).
- B. Understands how mathematics is used to model and solve problems in other disciplines (e.g., art, music, science, social science, business).
- C. Translates mathematical ideas between verbal and symbolic forms.
- D. Communicates mathematical ideas using a variety of representations (e.g., numeric, verbal, graphical, pictorial, symbolic, concrete).
- E. Understands the use of visual media, such as graphs, tables, diagrams and animations, to communicate mathematical information.
- F. Uses appropriate mathematical terminology to express mathematical ideas.

Competency 020: *The teacher understands how children learn mathematics and plans, organizes and implements instruction using knowledge of students, subject matter and statewide curriculum (Texas Essential Knowledge and Skills [TEKS]).*

The beginning teacher:

- A. Applies research-based theories of learning mathematics to plan appropriate instructional activities for all students.
- B. Understands how students differ in their approaches to learning mathematics.
- C. Uses students' prior mathematical knowledge to build conceptual links to new knowledge and plans instruction that builds on students' strengths and addresses students' needs.
- D. Understands how learning may be enhanced through the use of manipulatives, technology and other tools (e.g., stop watches, rulers).
- E. Understands how to provide instruction along a continuum from concrete to abstract.
- F. Understands a variety of instructional strategies and tasks that promote students' abilities to do the mathematics described in the TEKS.
- G. Understands how to create a learning environment that provides all students, including English-language learners, with opportunities to develop and improve mathematical skills and procedures.
- H. Understands a variety of questioning strategies to encourage mathematical discourse and to help students analyze and evaluate their mathematical thinking.
- I. Understands how to relate mathematics to students' lives and to a variety of careers and professions.

Competency 021: *The teacher understands assessment and uses a variety of formal and informal assessment techniques to monitor and guide mathematics instruction and to evaluate student progress.*

The beginning teacher:

- A. Understands the purpose, characteristics and uses of various assessments in mathematics, including formative and summative assessments.
- B. Understands how to select and develop assessments that are consistent with what is taught and how it is taught.

Required Reading and Textbook(s)

No physical text is required for this class. All course materials will be available on the Canvas LMS.

Students will use the [examedge.com](https://www.examedge.com) practice tests.

Students need a whiteboard for scratchpaper.

COURSE REQUIREMENTS

All homework assignments are not proctored and students have infinitely many attempts at the homework assignments.

All quizzes, tests, midterm, and final exam are PROCTORED exams. Students will need the Proctorio software for those exams.

Students need to complete the presentations/lab using screen capturing software and they are required to create a lecture video explaining each step of the project. No credit will be given if the audio does not work during the lecture video.

Posting of Grades

Students will receive immediate feedback within one week of the due date on the following assignments:

Homework

Quizzes

Midterm

Final

Students will receive their grade for the project within 48 hours after submitting the assignment.

Rubric for presentations:

| | A | B | C | D | F |
|--|--|--|---|--|---------------------------------|
| Solve the problem mathematically (70%) | Perfect solution | Almost Perfect solution | Partial solution | Wrong solution, but attempted to solve the problem | Wrong solution |
| Video presentation (30%) | Perfect explanation of all steps using screen capturing software and audio | Almost perfect explanation of steps using screen capturing software and audio. | Mistakes in presentation/ solution/use of mathematical techniques | Mostly correct presentation With no audio | Wrong explanation with no audio |
| Total: | | | | | |

| | | | | | |
|------|--|--|--|--|--|
| 100% | | | | | |
|------|--|--|--|--|--|

Grading Policies

NO LATE ASSIGNMENTS WILL BE ACCEPTED IN THIS CLASS.

Course Requirements: (include point values for each- not just a percentage)

- Projects should be completed using screen capturing software. Audio should be included (explanation of concepts and steps). No credit will be given if audio is not included in presentations.
- Tests, Midterm, and Final exam are proctored exams. Students need to use the Proctorio software to proctor the exams.

Grading Criteria Rubric and Conversion

The student will be required to complete 6 projects online and complete one proctored midterm and one proctored final exam by using the Proctorio software.

| | | |
|----------------------|----------------------|-------------|
| Homework assignments | (100 points) | 10% |
| Quizzes | (100 points) | 10% |
| Presentations/Lab | (200 points) | 20% |
| Midterm (1 x 300) | (300 points) | 30% |
| Final (1 x 300) | (300 points) | 30% |
| TOTAL | (1000 points) | 100% |

COURSE OUTLINE AND CALENDAR

This is an 8-week class.

Complete Course Calendar

| | | | | | |
|---------------|--|---|--|---|--|
| Week 1 | Aug 23rd | Aug 24th | Aug 25th Homework 1 due | Aug 26th Quiz 1 due Lab 1 due | |
| Week 2 | Aug 30th Homework 2 due | Aug 31st Quiz 2 due | Sep 1st Homework 3 due | Sep 2nd Quiz 3 due Lab 2 due | |
| Week 3 | Sep 6th Labor Day No class | Sep 7th Test 1 due (On homework 1-3) | Sep 8th Homework 4 | Sep 9th Quiz 4 due Lab 3 due | |
| Week 4 | Sep 13th Homework 5 due | Sep 14th Quiz 5 due | Sep 15th | Sep 16th Test 2 due (On Homework 4-5) Lab 4 due | |
| Week 5 | Sep 20st Review for Midterm | Sep 21st Midterm | Sep 22rd | Sep 23rd Homework 6 due | |

| | | | | | |
|---------------|--|---|--|---|--|
| Week 6 | Sep 27th Quiz 6 due | Sep 28th | Sep 29th Homework 7 due | Sep 30th Quiz 7 due Lab 5 due | |
| Week 7 | Oct 4th Test 3 due (On 6-7) | Oct 5th Homework 8 due | Oct 6th Quiz 8 due | Oct 7th Lab 6 due | |
| Week 8 | Oct 11th Proctored and Comprehensive Final exam | Oct 12th | Oct 13th | Oct 14th | |

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in. Make sure both audio and webcam works. Student is allowed to use Proctorio’s whiteboard for scratch work (online) or a small physical white board for tests, midterm, and final.

Other Technology Support

For log-in 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): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

Students need internet access to navigate to:

www.examedge.com

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html),
[https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)
[https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 24 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 virtually through WebEx, Microsoft Teams 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

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 TAMUCT, 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 Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s).

Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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