



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus: Concepts of Math
Gordon T. & Ellen West College of Education
GNMT 3003-X20

Spring 2026: January 20, 2026 – May 15, 2026

Contact Information

<u>Instructor:</u> Mrs. Angie Bullard <u>Office:</u> Bridwell 210 <u>Office Phone:</u> 940-397-4136 <u>E-mail:</u> angela.bullard@msutexas.edu	<u>Office hours:</u> Tuesday 10:00 am – 11:15 am Wednesday 10:00 am – 12:30 pm Thursday 10:00 am – 11:15 am *Other times available by request
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Instructor Response Policy

The most reliable way to reach me is via email. I make every effort to respond within 24 hours. At most, you can expect a reply within 48 hours (or two business days). Messages sent over the weekend will be answered on the following Monday.

Course Description

This course focuses on the mathematics content emphasizing the skills related to geometry, measurement, statistics, algebra, and discrete mathematics.

Student Learning Outcomes

Upon completion of this course, the student-teacher will be able to:

(LO1): Demonstrate knowledge of the Mathematics domain of the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Mathematics (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach mathematics to young children. (*Competency 11A*).

(LO2): Design ~~and execute~~ quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise related to Number concepts and Operations (Grades K-5) and demonstrate content-specific pedagogy that meets the

needs of various learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.(Standard 3B, 3C & Competency 11B, 11C, 11D, 11E, 11H & 11J).

(LO3): Understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content related to Number concepts and Operations (Grades K-5) (*Standard 3A*)

(LO4): Understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content related to Algebraic reasoning (Grades K-5) (*Standard 3A*)

(LO5): Understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content related to Geometry and measurement (Grades K-5) (*Standard 3A*)

(LO6): Understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content related to Data analysis (Grades K-5) (*Standard 3A*)

(LO7): Understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content related to Personal financial literacy (Grades K-5) (*Standard 3A*)

Textbook & Instructional Materials

This course is a CBE course, all necessary resources will be provided in each module. Resources include online resources, readings, documents, and links uploaded to D2L. Textbook: None.

Study Hours and Tutoring Assistance

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information. [Tutoring & Academics Supports Programs](#)

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

AI/Chat GPT

Artificial intelligence (AI) can be a valuable tool in academic writing, offering support with brainstorming, organization, and clarity; however, it must be used ethically, accurately, and responsibly.

In a collegiate environment, all students are expected to demonstrate academic integrity and develop their own voice in writing. Since writing, analytical, and critical thinking skills are central to the learning outcomes of this course, all writing assignments must be prepared by the student. Developing strong competencies in these areas will prepare you for success in a competitive workplace.

While AI tools serve as helpful resources to guide learning and improve communication, they should never replace a student's own original work. Copying and pasting directly from AI tools or submitting AI-generated content as your own constitutes plagiarism and will not be tolerated. If AI is used, its use must be disclosed within the assignment. Ultimately, academic work should reflect your own thinking and writing.

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Course Grade - List all graded assignments with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137 = A.

Table 1: Points allocated to each assignment

Modules	Assignments	Point Value	Required Score
-	Pretest (out of 200; not counted towards your grade)	-	-
M1	Know Your TEKS Test	100	80%
M2	Number and Operations (Grades K-5) Test	100	80%
M2	Number and Operations (Grades K-5) Quality Mini Lesson	100	80%
M3	Algebraic reasoning (Grades K-5) Test	100	80%
M3	Algebraic reasoning (Grades K-5) Quality Mini Lesson	100	80%
M4	Geometry and measurement (Grades K-5) Test	100	80%
M4	Geometry and measurement (Grades K-5) Quality Mini Lesson	100	80%
M5	Data analysis (Grades K-5) Test	100	80%
M5	Data analysis (Grades K-5) Quality Mini Lesson	100	80%
M6	Personal financial literacy (Grades K-5) Test	100	80%
M6	Personal financial literacy (Grades K-5) Quality Mini Lesson	100	80%
M7	Final Module - Posttest (Modules 1-6)	200	80%
-	Total	1300	-

Table 2: Total points for final grade.

Grade	Points
A	1170-1300
B	1040-1169
C	910-1039
D	780-909
F	Less than 780

Instructional Methods & Assessments

This is an asynchronous online course. We do not meet on a particular day or time every week. However, I am available to visit during office hours or you may contact me to arrange an appointment at other times or after business hours as needed.

Pretest

The Pretest for this course assesses your knowledge in mathematical content emphasizing the skills related to number and operations, algebraic reasoning, geometry and measurement, data analysis and

personal financial literacy. The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course but does not count toward your grade.

Module Tests

You need to complete a test in each module. You should score at least 80% in each test to move to the next module. Again, it is a great opportunity to review what you learned in each module.

Quality Mini Lessons

You need to design one quality mini lesson that is consistent with the concept of each unit, aligned to state standards. The quality mini lessons should demonstrate your content expertise related to the content in each module. The quality mini lessons should also demonstrate content-specific pedagogy that meets the needs of different learners, utilizing engaging instructional materials to connect prior content knowledge to new learning. The associated template with instructions and the rubrics are provided in each module.

Posttest

The posttest for this course assesses your knowledge in mathematical content emphasizing the skills related to number and operations, algebraic reasoning, geometry and measurement, data analysis and personal financial literacy. The Posttest is an assessment of your knowledge of the material required for the competency, as described in Standard 3. A score of 80 points or higher is required to demonstrate the competency. If you score less than 80 points on any competency, you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with a Faculty Coach to determine another method of fulfilling the program requirements in this subject.

Competency assessments.

- The Posttest and the module tests assess your overall knowledge of the learning outcomes related with content knowledge for this course (*Standard 3*). To emphasize, a score of 80 percent or higher on the Posttest is required to demonstrate competency. You should also score at least 80% in the module tests to move on to the next module. You are allowed to retest the module tests.
- The Quality mini lessons included in each module measure the Mathematics Competency 011. The corresponding template (with instructions) and a rubric are posted in each module for your help.

Student Responsibilities or Tips for Success in the Course

On-line courses are convenient and effective method of learning. However, online courses require organizational skills. The following are some recommendations that will help students be successful in this course (1) Schedule at least 9 hours a week for this course, and (2) Adhere to the due dates. (You may turn in assignments early). (3) Seek clarification for any concern in a timely manner. I wish you success in this course and hope you enjoy the experience of understanding, analyzing, and synthesizing existing research.

Mid-Term and Final Exam

There is no Mid-Term exam. The final exam covers Modules 1 through 6 and is worth 200 points.

Extra Credit

No extra credit assignments will be given or accepted.

Late Work

Work must be turned in when it is due for full credit. Late work will only be accepted if cleared with instructor and due to an emergency. There is a 10% reduction in the grade for each day the assignment is late.

Important Dates

- Last day for term schedule changes: 1/23/26 Check due date on [Academic Calendar](#).
- Deadline to file for graduation: 2/16/26 Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" 4/29/26 Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to log into D2L at least 3 times per week. This demonstrates that the student is dependable, reliable, and responsible. Students are also expected to participate in all class activities and discussions each week. If a student fails to log in each week, this is considered evidence of a lack of dependability, and is taken seriously. It is the student's responsibility to make up for any missed assignments. Discussion boards (if applicable) cannot be made up. It is important to meet all deadlines as posted online. This is your course; the primary intention should be to successfully complete this class and acquire proficiency in the topics discussed in the course.

As per the College policies, an instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments or requirements, for an indifferent attitude, or for disruptive conduct. Instructor will give the student a verbal or written warning prior to being dropped from the class. The instructor-drop take precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 9 weeks of this semester. After this period, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date. This is accurate per Catalog 2023-24 under registrar then course drop information.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

I will use D2L for posting the syllabus, course communication, course schedule, attendance, and gradebook. There will be online office hours announced through D2L. You should check D2L at least three times per week.

Expectations for written work:

Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment). If a picture of your work is required, you can scan your work with your phone or device and upload as an attachment. You can also take a picture of your work and upload as an attachment. All writing must be legible.

- Written assignments can be done in one of the following:
 - Microsoft Word and turned in as an attachment in Dropbox on D2L
 - PDF Document and turned in as an attachment in Dropbox on D2L
 - Google doc with the share link submitted to D2L (Make sure share settings are set to “anyone with the link can view or edit”)
 - Scan or picture if it is to demonstrate mathematical work (jpg, bmp, or pdf)
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on

university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Inclement Weather

In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5 PM
Overnight inclement weather expected	8 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- Tu/Th class day: Delay to 11 AM; all classes prior to opening do not meet
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.

Notification processes - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at [MSU Ready](#).

Activity	Recommendation
Face-to-face or hybrid courses	Indicate in a syllabus statement whether the course will shift to fully online in inclement weather. A shift to online is not required, but is permitted as long as you describe your inclement weather practices in class and in your syllabus.
Online courses	Fully online courses may continue as scheduled, but should communicate course practices in syllabus statements and news items on D2L.
Graded assessments	If assessment deadlines coincide with the closure dates, Academic Affairs recommends delaying the deadline until after the campus reopens. A syllabus statement should state if deadlines will stand during closure.

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting: Laura Hetrick, Title IX Coordinator, Sunwatcher Village Clubhouse. 940-397-4213, laura.hetrick@msutexas.edu

You may also file an online report 24/7 on the [Sexual Misconduct Report Form](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Sexual Misconduct Resource Page](#).

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week #	Monday Date (Also due dates)	Module # and Topic
1	1/19	Monday is a Holiday Class officially starts 1/20/26 Week 1 – Introduction Week Week 1 Due 1/26/26
2	1/26-2/1	Module 1 – Know Your TEKS
3 and 4	2/2-2/15	Module 2 – Numbers and Operations
5 and 6	2/16-3/1	Module 3 – Algebraic Reasoning
7	3/2-3/8	Module 4 – Geometry and Measurement

Week #	Monday Date (Also due dates)	Module # and Topic
8	3/9-15	SPRING BREAK
9	3/16-22	Module 4 (cont.) – Geometry & Measurement
10 and 11	3/23-4/5	Module 5 – Data Analysis
12 and 13	4/6-4/19	Module 6 – Personal Financial Literacy
14 and 15	4/20-5/3	Module 7 – Key Assessment & Academic Vocabulary
16	5/4	Module 8 – Prep for Post-Test
17	5/11-12	Module 9 – FINAL –POST TEST *I will open Post Test on 5/7/25

***Important note:** All assignments are due on Mondays. The new week will officially start on Tuesdays.

Additional Readings (not required):

None – All materials necessary will be accessible in D2L.

Appendix A:

Required alignment to all applicable state/national standards (including INTASC/TExES test framework competencies for certification courses-grad and undergraduate.

Competency List

This course will build mastery of the following competency (or competencies):

- Standard 3--Content Knowledge and Expertise: A comprehensive understanding of the content, discipline, and related pedagogy.
- Competency 011 (Mathematics): The foundational principles, concepts, and methods in mathematics to provide developmentally appropriate instruction for students in prekindergarten to grade 3.

Learning Outcomes:

Upon completion of this course, the student-teacher will be able to

(LO1): Demonstrate knowledge of the Mathematics domain of the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Mathematics (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach mathematics to young children. (*Competency 11A*).

(LO2): Design ~~and execute~~ quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise related to Number concepts and Operations (Grades K-5) and demonstrate content-specific pedagogy that meets the

needs of different learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.(Standard 3B, 3C & Competency 11B, 11C, 11D, 11E, 11H & 11J).

(LO3): Understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content related to Number concepts and Operations (Grades K-5) (*Standard 3A*)

(LO4): Understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content related to Algebraic reasoning (Grades K-5) (*Standard 3A*)

(LO5): Understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content related to Geometry and measurement (Grades K-5) (*Standard 3A*)

(LO6): Understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content related to Data analysis (Grades K-5) (*Standard 3A*)

(LO7): Understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content related to Personal financial literacy (Grades K-5) (*Standard 3A*)

Appendix B:
Assignment / Standard Alignment Matrix

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Module 1 Know Your TEKS	LO1	All Modules and Assignments cover Standard 3 and Competency 011. See Appendix A.
Module 2 Number and Operations	LO2,LO3	All Modules and Assignments cover Standard 3 and Competency 011. See Appendix A.
Module 3 Algebraic Reasoning	LO4,LO5	All Modules and Assignments cover Standard 3 and Competency 011. See Appendix A.
Module 4 Geometry and Measurement	LO6, LO7	All Modules and Assignments cover Standard 3 and Competency 011. See Appendix A.
Module 5 Probability and Statistics	LO8, LO9	All Modules and Assignments cover Standard 3 and Competency 011. See Appendix A.
Module 6 Personal Financial Literacy	LO10, LO11	All Modules and Assignments cover Standard 3 and Competency 011. See Appendix A.