Math 232: Honors Multivariable Calculus
Spring 2026, Section 1

Instructor:	Richard Wong (He/Him)	**Time:**	MWF 10-10:50am
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Office:	HBH 324B	**Canvas:**	Website here.

Content Office Hours: MF 11am-12pm; Th 2-3:30pm; or by appointment

"It seems to me that the poet has only to perceive that which others do not perceive, to look deeper than others look. And the mathematician must do the same thing." — Sofya Kovalevskaya

Contents

The information in this syllabus is subject to change. Any changes will be announced on Canvas.

Course Description

How can we describe the physical world mathematically? **What changes, and what stays the same when we move from single variable calculus to multivariable calculus?** What does it mean to take a derivative of a multivariable function? What does it mean to integrate a multivariable function? What regions can we integrate over? How can we generalize the Fundamental Theorem of Calculus?

Multivariable calculus is the mathematical language that allows us to describe the geometry of the physical world around us, such as the motion of planets in orbit, the path of steepest ascent through the hills of Los Angeles, or how to calculate the amount of electricity flowing along a curve or through a surface.

In this course, you will develop the reasoning and questioning skills needed to explore these geometric concepts and apply them to real-life situations. Moreover, you will become fluent in communicating your ideas through the mathematical language of multivariable calculus.

The course MATH 232 differs from MATH 212 in that it covers the topics of multivariable calculus with more mathematical rigor (e.g. proofs). That is, in addition to learning how to perform standard computations, we will also learn how to grapple with and prove statements about complex mathematical concepts. Moreover, this course builds the foundation for more advanced topics, such as real analysis, complex analysis, and differential geometry. This course differs from MATH 222 in that we will not discuss general manifolds (only curves and surfaces), nor differential forms.

This course is recommended for students interested in learning about advanced mathematics.

Prerequisites

1. Calc I or an equivalent course (e.g. MATH 101 or MATH 105). That is, a working knowledge of differentiation and basics of integration, including the Fundamental Theorem of Calculus.

2. Linear Algebra or an equivalent course (e.g. MATH 354, MATH 355, or MATH 221). That is, a working knowledge of linear algebra (vector spaces, linear transformations, rank-nullity).

Drop-back policy:

At Rice, we believe that you should take the most advanced math class you are prepared for. However, if you feel like you aren't adequately prepared for MATH 232 and need additional support, then I encourage you to reach out to me to discuss your resources and options.

One possible option to note is that you can switch enrollment to MATH 212 any time before the Friday of the 7th week of class. This is a registration policy specific to the math department.

Course Materials

- *Vector Calculus, Linear Algebra, and Differential Forms: A Unified Approach*, by Hubbard and Hubbard.
- *Multivariable Calculus and Differential Geometry*, by Walschap
- *Active Calculus Multivariable*, by Schlicker, Keller, and Long.

- *Honors Multivariable Calculus* Lecture Notes.

There is no official textbook for this course. However, I do recommend Hubbard and Hubbard for a rigorous (e.g. proof-based) approach to multivariable calculus. I am also recommending Active Calculus - Multivariable for computational practice, which is free online. They also have a free student workbook of exercises for practice.

I will also be providing slides and lecture notes for the course. Homework will be assigned directly from the course lecture notes.

- *Canvas* is our learning management system. All important course-related announcements will be posted on Canvas. Your grades will also be posted on Canvas, and you can use it to track your progress in the course.

  Other course materials, including recorded class lectures and lecture slides, will be made privately available on Canvas. Please note that these are intended to supplement lecture, and that *these materials are not a suitable replacement for attending live lectures.*

- *Piazza* is a tool for asking and answering questions, as well as working collaboratively. Piazza is integrated with Canvas.

- *Gradescope* is a grading platform where you will upload your written homework. You will also receive detailed feedback on your written HW, quizzes, and exams through Gradescope. Gradescope is integrated with Canvas.

Learning Goals

"In mathematics, the art of asking questions is more valuable than solving problems." — Georg Cantor

The goals of the course are that you:

1. acquire an understanding of the geometry of Euclidean space and the differential and integral calculus of multivariable functions in $\mathbb{R}^n$;
2. develop the reasoning and questioning skills needed to explore these mathematical topics;
3. develop the collaboration and communication skills needed to convey your mathematical ideas.

Furthermore, this course is designed to show you that mathematics is neither a "spectator sport", nor a solitary endeavor. Mathematics is both a creative and a collaborative process, and *everyone*, especially you, can do mathematics and be a part of the mathematical community. My hope is that by the end of the semester, you will be proud of the mathematics that you have done in this course.

"I don't solve quadratic equations to help me with my daily life, but I do use mathematical thinking to help me understand arguments and to empathize with other people. And so pure maths helps me with the entire human world." — Eugenia Cheng

Lecture Schedule

#	Learning Objectives:	Lectures:
MV-1:	**Analysis in $\mathbb{R}^n$.** Sketch and geometrically interpret vector-valued and multivariable functions. Compute limits of sequences, limits of multivariable functions; determine if multivariable functions are continuous.	1-8
MV-2:	**The multivariable derivative.** Geometrically interpret the derivative of a multivariable function. Compute and use partial derivatives and the Jacobian matrix. Find equations for tangent planes to surfaces and linear approximations of functions at a given point. State and use the chain rule for derivatives.	9-12
MV-3:	**Local optimization.** Compute directional derivatives and the gradient. Interpret level curves of multivariable functions. Find and classify local extrema of a multivariable function.	13-14
MV-4:	**Constrained optimization.** Determine if subsets of $\mathbb{R}^n$ are open, closed, bounded, or compact. Use the method of Lagrange multipliers to find local minima and local maxima of functions subject to constraints. Find and classify global extrema on compact domains. Compute and use the Hessian matrix.	15-16
	Unit 1 Exam	**Feb 25**
MV-5:	**Integration over regions in $\mathbb{R}^n$.** Use Darboux sums to define and estimate integrals. Set up and evaluate integrals of continuous multivariable functions over regions in $\mathbb{R}^n$ using iterated integrals. Use Fubini's theorem to evaluate integrals. Use integrals in applications to physics and real-world scenarios. Determine whether or not a function is integrable. Generate examples of integrable, non-continuous functions.	17-21
MV-6:	**Change of variables.** Use the polar, cylindrical, and spherical coordinate systems to set up and evaluate iterated integrals. Set up and use the change of variables formula to evaluate double and triple integrals. Compute and geometrically interpret the Jacobian.	22-25
MV-7:	**Line and Surface Integrals.** Parametrize curves in $\mathbb{R}^n$ and surfaces in $\mathbb{R}^3$. Calculate line integrals of scalar functions (including arclength). Use the parametrization of a surface to find the tangent plane to the surface. Compute surface integrals of scalar functions (including surface area).	26-30
MV-8:	**Vector fields; Flow and Flux integrals.** Sketch and visualize vector fields. Calculate line integrals of vector fields. Use the fundamental theorem of line integrals to evaluate the line integral of a conservative vector field. Calculate flux integrals of vector fields over curves and surfaces.	31-34
MV-9:	**Green's theorem, Stokes' theorem, and the divergence theorem.** Geometrically interpret Green's theorem, Stokes' theorem, and the divergence theorem. Identify the appropriate theorem to use in order compute a particular line integral or surface integral of a vector field.	35-40
	Unit 2 Exam	**TBD**

Course Structure

"The only way to learn mathematics is to do mathematics." — Paul Halmos

This course is offered in an in-person, synchronous format. Lectures and office hours will be held in person. All exams will be held in person, **outside of class**.

During class, I plan to use a mix of direct teaching (aka traditional lecturing), as well as active and inquiry-based teaching. Tasks you will be asked to do include: work individually, work in small groups, discuss ideas in small groups, ask questions, and/or present your ideas or solutions to the class.

The Learning Process

Each assignment in this course plays an important role in the learning process.

1. **Pre-class work:** Before coming to class, you should download the lecture slides, and read the relevant chapter or section of the textbook. You should not expect to understand everything immediately - this is completely normal! You should bring any questions you have to class (and office hours).

2. **During class:** During class, I will explain and motivate the material by providing examples, geometric intuition, and the context of the material. I will also provide opportunities for you to actively practice the material in small groups.

3. **Post-class work:** After class, you should review your notes and/or the lecture slides, and complete the assigned homework problems. If you need more practice, you should attempt the other problems in the textbook until you are comfortable with the material. If you have questions at this stage, you should ask them in office hours, or on Piazza!

   I highly recommend studying in groups. Being able to explain concepts or solutions to your peers is a great way to assess your understanding of the material.

4. **Concept Checks:** The concept checks will be low-stakes opportunities for you to simulate a test-like environment and assess your knowledge of the material. These checks will typically ask for the precise statement of a definition or theorem, or an example/counterexample.

5. **Video/Oral Quizzes:** The video/oral quizzes will be low-stakes opportunities for you to assess your understanding of the material before a unit exam. To prepare for these quizzes, you should feel comfortable enough with the material to do calculations and/or explain the general concepts.

6. **Unit Exams:** These are opportunities for you to demonstrate your mastery of the material, and will emphasize critical thinking, rather than memorization of the material. That is, these assignments will emphasize applying what you've learned to new and unique situations. By this point, you should feel comfortable enough with the material to answer complex questions and/or explain concepts in depth.

7. **Reflection:** After any major assignments, it's important to (1) review the feedback on your work, (2) think about what went well, and (3) what changes you need to make (e.g. in your study strategies, your understanding of the material, etc.). This will help you improve on future assignments!

Grading Scheme

"You need to have a conversation with yourself about what is important for you, what you actually need to thrive. And to not fall prey to the belief system that the only thing of value is your mathematics." — Pamela Harris

Your grade will reflect your performance in the course using the **better** of the following two grading schemes. This will happen automatically.

Scheme 1		**Scheme 2**	
Participation	10%	Participation	10%
Written HW	10%	Written HW	10%
Video/Oral Quizzes	32%	Video/Oral Quizzes	32%
Best Exam grade	24%	Best Exam grade	28%
Other Exam grade	24%	Other Exam grade	20%

A letter grade will be assigned to percentages via the following brackets.

A	[100, 93]	A-	(93, 90]	B+	(90, 87]	B	(87, 83]	B-	(83, 80]	C+	(80, 77]
C	(77, 73]	C-	(73, 70]	D+	(70, 67]	D	(67, 63]	D-	(63, 60]	F	(60, 0]

I reserve the right to award an A+ for exceptional performance (typically 98%+). I also reserve the right to adjust the grade cutoffs dependent on overall class scores at the end of the semester. This will only ever make it *easier* to obtain a certain letter grade.

Participation

As noted in the course learning objectives, mathematics is a collaborative process that requires consistent, mindful practice. To help create a community of engaged learners, participation will be worth 10% of your grade.

Your participation grade will be calculated via **participation points**. Each participation point is worth 0.5% of your grade (up to a maximum of 10%). Thus, you need to earn 20 participation points to earn the full participation grade. **Additionally, $\lfloor \frac{N}{2} \rfloor$ of these participation points must come from *concept checks*,** where N is the total number of concept checks given during the semester (roughly 14).

There will be several ways and modalities to participate in this course, both during lecture, and also outside of lecture. *I will also be intentional about making sure everyone has an equal opportunity to participate.* Some ways to earn points include:

Concept checks: (*must earn at least $\lfloor \frac{N}{2} \rfloor$ points*)

Occasionally, at the end of class, I will hand out a concept check worksheet to be completed in class. These worksheets will consist of a single question, typically asking for the precise statement of a definition or theorem, or an example/counterexample. Correctly answering the question is worth 1 participation point, a reasonable attempt is worth 0.5 participation points, and no attempt or no relevant work will be worth 0 participation points.

These concept checks will occur roughly weekly, and the total number of concept checks (N) given during the semester is expected to be roughly 14.

In class activities:

- Submitting in-class worksheets (usually 1 point)
- Answering a math question during class (1 point, once per day)
- Asking a math question during class (1 point, once per day)

Out of class activities:

- Completing the weekly review assignment (1 point, once per week).
- Attending my office hours (1 point, once per week)
- Asking or answering a math question on Piazza (1 point, once per week)

  Note: Contributing to the mathematical discussion (even if not a full answer) counts towards participation. Contributions with no content (e.g. "Your question is very interesting!) or disingenuous contributions will not receive points.

Reflection activities:

Reflection is also an important step in the learning process. As such, there will also be out-of-class participation opportunities in this course for you to reflect on your learning strategies and look for ways to improve, including:

1. **Pre-Midterm 1 Survey:** This survey assesses your preparation and study strategies prior to Midterm 1. (1 point)
2. **Post-Midterm 1 Survey:** This survey allows you to reflect on Midterm 1, and helps you reflect on how you will prepare for future exams. (1 point)
3. **End of Semester Reflection:** This is an **optional** writing assignment to be submitted before the final exam. It is designed for you to reflect on what you have learned and achieved in this course. (3 points)

Extra credit:

Once you have earned full participation credit, your participation points can earn extra credit in the following way:

Every increment of 10 participation points you earn above 20 will add 0.5% to your final course grade (capped at 1% extra credit). So if you finished the course with at least 40 participation points, you would earn 1% extra credit. However, if you finished the course with 39 participation points, you would only earn 0.5% extra credit.

I will do my best to keep your participation tally updated monthly on Canvas. If, over time, you believe your total is off, let me know by email. I expect that everyone should be able to earn the full participation grade.

Written Homework

Homework problems will be posted on Gradescope, and will be due roughly every week, for a total of 10% of your grade. These problems are chosen to help you best understand and practice the material. For these problems, you must write up and submit full solutions (e.g. explaining all important steps). A subset of the problems will be graded for accuracy. Your lowest two written HW scores will be dropped.

For homework problems, you should work individually *at first*. After you have given the problems a good amount of independent thought, then you are encouraged to collaborate and work together with your MATH 232 peers. You may also ask for hints or suggestions (**but not solutions**) from other academic resources at Rice (e.g. instructors, peer tutors, other students). If you work with others on a problem, you must make sure that you can do all of the work for the problem on your own, before submitting your answer.

You must write and submit your solutions individually, and you should note the names of any collaborators on each problem.

Video/Oral Quizzes

To help you develop your mathematical communication skills, there will be six video/oral quizzes throughout the semester.

Each oral quiz will take 10 minutes or less, and each video should not exceed 5 minutes. The first video quiz will be worth 2% of your grade, and the remaining five video/oral quizzes will each be worth 6% each, for a total of 32% of your grade. Of the remaining five, you will complete **two in-person oral quizzes** (one for each unit), and **three asynchronous video quizzes**.

The dates and topics of these quizzes will be announced in advance. The questions will focus on conceptual understanding, and will primarily be based directly on previous homework assignments (but may also cover topics from any past lecture). These quizzes are designed to help you assess your current understanding of the material, and will be graded on mathematical content and accuracy, as well as mathematical fluency.

No collaboration or outside resources are permitted for either the video or oral quizzes.

Following these instructions on collaboration is part of the Rice Honor Code!

Exams

There will be two non-cumulative unit exams worth a combined total of 48% of your grade. **All exams are pledged.** Calculators will not be allowed on exams.

For each exam, you will be allowed to bring a handwritten reference sheet. The reference sheet must be be written on a single 3" x 5" index card (double-sided).

All exams will be held in person, **outside of class hours**. The topics covered on the exams will be announced one week in advance of the exam.

- The Unit 1 Exam will cover the topics of differential multivariable calculus (learning objectives MV1-MV4). It will be held on ***Wednesday, Feb 25*** from ***7-9PM*** (location TBD).
- The Unit 2 Exam will cover the topics of integral multivariable calculus (learning objectives MV5-MV9). It will be held ***during the scheduled final exam period***.

It is okay to ask for an alternate examination time, e.g. if you have another exam, religious, or personal conflict. I will do my best to accommodate alternate examination times. If you have a conflict, please let me know ASAP, **up to two weeks in advance of the exam,** so that I can take care of the logistics.

If you are sick, or need to quarantine during an exam period, you should not come to the exam. You should let me know ASAP, and we will proceed on a case-by-case basis.

Final Exam:

The date for final exams is not available at this time. It is the policy of the Mathematics Department that no exam may be given early to accommodate student travel plans. If you make travel plans that later turn out to conflict with the scheduled exam, then it is your responsibility to reschedule your travel plans or take a zero on the exam.

Unit 1 Exam Redemption:

Note that the Unit 2 Exam is scheduled to take place in the final exam slot for this course, but is not cumulative.

If you scored less than 90% on the Unit 1 Exam, you may request a 15 minute Oral Redemption Exam on the Unit 1 topics (differential multivariable calculus, learning objectives MV1-MV4). This exam will be graded using the same rubric as the video/oral quizzes.

If your performance on the Oral Redemption Exam is a higher percentage than what you earned on your Unit 1 Exam, your Unit 1 Exam grade will be adjusted up to the higher percentage (with a maximum specified by the table below) by adding redemption points to your Unit 1 Exam grade.

Original Unit 1 Exam Grade	**Maximum Redeemed Unit 1 Exam Grade**
$x \geq 90\%$	Not eligible for redemption
$90\% > x \geq 80\%$	90%
$80\% \geq x \geq 50\%$	$(x + 10)\%$
$50\% \geq x$	60%

Policies

Student Conduct / Classroom Environment Policy

Everyone can have joyful, meaningful, and empowering mathematical experiences. — Federico Ardila

I strongly believe that EVERYONE is capable of success in this course and in mathematics in general, regardless of the systemic barriers that exist due to race, gender, socio-economic background, or cultural identity.

In fact, I hope to show you all that mathematics can be inspiring, affirming, and even empowering. I strive to create positive and inclusive learning environments where all students feel welcome to ask questions and to voice their ideas. In particular,

- **You belong in this classroom.** Discrimination or harassment of any kind will not be tolerated. Please let me know immediately if you ever feel uncomfortable in class.
- **You deserve to be addressed in the manner that reflects who you are.** If you are comfortable with it, you are welcome to share your pronouns and/or preferred name at any time. Conversely, please address your classmates according to their expressed preferences.
- **You deserve to fully and equitably participate in our learning environment.** During class, I encourage you to interrupt me with questions at any time! Please let me know as soon as possible if you need any classroom accommodations.
- **Be comfortable with asking questions and making mistakes.** Doing so is an essential part of the learning process, and no question is too basic or stupid. I ask you all to respect and be patient with your peers when they are confused.

While studying mathematics can often be challenging intellectually, it can be challenging *emotionally* as well. In my experience, having a strong support network of teachers, mentors, colleagues, peers, and friends that can support you is the best way to help you persevere and succeed in mathematics. To help build an empathetic support network in class, I ask that you all:

- Reach out to people you do not know and actively build new connections;
- Respect and understand that different people may bring differences in background, expertise, and interest;
- Assume the best in others and give them the benefit of the doubt. However, understand that behavior can have an adverse impact on others, even in the absence of malicious intent.
- Do not interrupt your peers; demean them or their ideas; or challenge their competence or mathematical abilities.

Statement of Conduct:

The Department of Mathematics supports an inclusive learning environment where diversity and individual differences are understood, respected, and recognized as a source of strength. Racism, discrimination, harassment, and bullying will not be tolerated. We expect all participants in mathematics courses (students and faculty alike) to treat each other with courtesy and respect,

and to adhere to the Mathematics department standards of collegiality, respect, and sensitivity as well as the Rice Student Code of Conduct.

If you think you have experienced or witnessed unprofessional or antagonistic behavior, then the matter should be brought to the attention of the instructor and/or department chair. The Ombudsperson is also available as an intermediate, informal option, and contacting them will not necessarily trigger a formal inquiry. See the above website for details on how to contact the Ombudsperson.

Honor Code

At Rice, the Honor Code is a reflection of our commitment to maintaining standards of academic integrity. As a student and a member of the Rice community, you are responsible for the integrity of your education - that is, that you are evaluated on your own merits.

- **Written Homework:** You should work individually *at first*. After you have given the problems a good amount of independent thought, then you are encouraged to collaborate and work together with your MATH 232 peers. You may also ask for hints or suggestions (**but not solutions**) from other academic resources at Rice (e.g. instructors, peer tutors, other students).

  However, **you are not allowed to look up solutions in any written form;** in particular, you are not allowed to look up solutions to problems in a solution manual or other online sources, or to seek help from AI systems.

- **Video/Oral Quizzes and Exams:** These assignments are pledged - no collaboration is allowed, and you may only use the resources provided on the exam itself. You may use previous exams for study, but please note that the exam questions and/or topics for your course can and will differ from previous courses.

If you have any questions about the Honor Code for this class, or are wondering if a certain course of action is acceptable, please send me an email.

Attendance Policy

Attendance at our MWF lectures is strongly recommended, and is required in the sense that assignments that affect your grade will be given in lecture. If you happen to miss a lecture for whatever reason, see the late/missed assignment policy.

You are responsible for all the material and announcements covered in class, and all required information will be made available through lectures (which will be recorded and posted on Canvas). However, consistently attending lecture is the best way to ensure that you do not fall behind in class.

There is a Zoom link for lectures, which will allow for you to join the meeting virtually if you are unable to attend lecture, but note that this is not a suitable replacement for attending live lectures. In particular, I will not be paying attention to the chat, nor will I be able to hear any virtual questions.

Late/Missed Assignment Policy

Sometimes we have bad days, bad weeks, or bad semesters. This is especially true in light of the COVID-19 pandemic, and this crisis, as well as any other unexpected, unfortunate personal crisis, should not unduly affect your grade.

- **Written Homework:** There is a 48-hour grace period for submitting written homework to Gradescope after the posted deadline. There is no penalty for using this grace period, and you do not need to notify me of its use. *No late homework will be accepted after this 48-hour late deadline*, and your lowest two written HW scores will be dropped.
- **Concept Checks:** My goal is to grade these within 24 hours, so that you have feedback on your understanding of the material. Therefore, *it is not possible to make up a missed concept check*.
- **Video Quizzes:** These assignments will be accepted late with a 20% grade deduction per day (which means after 5 days late you will receive a maximum score of 0% for that quiz). It is your responsibility to make sure that your submission is uploaded correctly.
- **Oral Quizzes:** There will be no make-up or early oral quizzes. If you miss an oral quiz due to an unforeseen and unpreventable circumstance, you will need to provide official documentation. I can also give case-by-case flexibility depending on the severity of the circumstances.

If you are having consistent problems keeping to the schedule, or if you find yourself struggling with unexpected personal events, I encourage you to reach out and email me (richardwong@rice.edu) as soon as possible. I can also give case-by-case flexibility depending on the severity of the issues.

Regrading Policy

Occasionally, I or the graders may make a mistake while grading assignments or exams. If there has been a clerical error (e.g. there was an error in calculating the points you earned, or an error in recording the grades on Canvas), you can contact me immediately to fix this error.

For all other grading issues, you should submit a Request for Regrade Form to Canvas anytime within the regrading window for the assignment. Unless announced otherwise, this window lasts for one week, beginning 24 hours after the assignment or exam has been returned.

Please note that the regrading policy is intended to fix serious errors in grading, *not* to argue for extra points. Your grade will not necessarily be improved by the regrade.

Calculator Policy

You are welcome to use calculators or Wolfram Alpha (a free online calculator) on homework unless indicated otherwise. However, no calculators will be allowed on any of the exams or quizzes in this course, so you should practice solving problems without a calculator.

You are expected to be able to perform basic arithmetic operations with fractions and decimals by hand, and to know common values of trigonometric and log functions.

Contact / Email policy

If you have a course-related question, you are strongly encouraged to post in the course Piazza before emailing me. Others might be able to answer your question, and others might find the answer to your question helpful as well.

Otherwise, the best way to contact me is via email (richardwong@rice.edu). To ensure that I see your email, the subject line should include the phrase "**MATH 232- Section 1**". To ensure I know who you are, the message or signature should include **your name** and **Rice Net ID** .

I will do my best to respond to your email in a timely manner (typically within a few hours). However, if you send an email during the evening or the weekend, do not expect to hear a response until the next weekday morning.

Resources

Office Hours

Office hours are dedicated times for you to ask me any and all questions that you have (about course content, mathematics, careers, life at Rice, or life in general). **You are strongly encouraged to come to office hours**, and you are welcome to schedule an appointment if the posted hours don't fit your schedule, or if you'd like to have a private conversation.

You might find the course content office hours most helpful if you have specific questions prepared, but I also welcome you to come and listen to your peers' questions.

In addition to traditional course content office hours, I will also hold *social office hours* for you to get to know me, your classmates, your peers at Rice, and (occasionally) other mathematicians.

Calculus Resources

Previous Exams

The math department provides a bank of exams from previous courses for your practice. You may find the MATH 212 exams helpful for practice with computational problems, but please note that the exam questions (and possibly even exam topics) for this course can and will differ from previous courses.

Services for Students with Disabilities

I am committed to creating an accessible and inclusive learning environment. Please let me know if you experience any barriers to learning so that I can work with you to ensure you have equal opportunity to participate fully in this course.

The Americans with Disabilities Act requires that all qualified persons should have equal opportunity and access to education regardless of the presence of any disabling conditions. Any student with a documented disability who needs academic accommodations should 1) visit the Disabilities Resource Center (DRC) to make sure that the required documentation is on file and 2) speak to the instructor as soon as possible. The DRC is located in Allen Center 111, and can also be reached at adarice@rice.edu.

Mental Health Resources

Your wellbeing and mental health is important. If you are having trouble completing your coursework, please reach out to the Wellbeing and Counseling Center. They provide cost-free mental health services to help you manage personal challenges that threaten your personal or academic well-being.

If you believe you are experiencing unusual amounts of stress, sadness, or anxiety, the Student Wellbeing Office or the Rice Counseling Center may be able to assist you. The Wellbeing and Counseling Center is located in the Gibbs Wellness Center and can be reached at 713-348-3311 (available 24/7).

Further Resources

- The Access and Opportunity portal website has financial support for
  - financial support of academic, social, and professional opportunities,
  - participation in the life of their Residential College as well as at Rice,
  - **emergency funds** for students actively in crisis (e.g. impending eviction or emergency surgery)
- Rice University supports your college experience by providing a variety of resources:
  - Other access and opportunity resources at Rice.
  - A list of campus resources from the Office of Student Success Initiatives.

Title IX

At Rice University, unlawful discrimination in any form, including sexual misconduct, is prohibited under Rice Policy on Harassment and Sexual Harassment (Policy 830) and the Student Code of Conduct.

Please be aware that all employees of Rice University are mandatory reporters, which means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must share that information with the Title IX Coordinator.

Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

To report sexual harassment, please contact the Title IX Coordinator at titleix@rice.edu. To explore supportive measures and other resources that are available to you, please visit the Office if Interpersonal Misconduct Prevention and Support at safe.rice.edu.