



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

350 New Campus Drive
Brockport, New York 14420
585-395-2586 * 585-395-2006 (fax)
senate@brockport.edu
brockport.edu/collegesenate

Resolution 2021-22 #27
College Senate

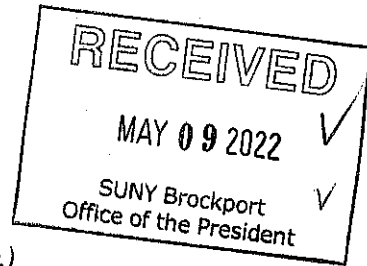
Supersedes Res #: _____

TO: Dr. Heidi Macpherson, College President

FROM: The College Senate:

RE: → I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Reactivating ECN204 (#30_21-22UC)**



Implementation Effective Date**: _____

Signed: _____ Date: 5/2/22
(Dr. James Spiller, 2021-2022 College Senate President)

Signed: _____ Date: 5/4/22
(Dr. Eileen Daniel, Vice Provost, The College at Brockport)

****Implementation of resolution requires final approval from SUNY- State Education Department.**
____ YES NO

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. James Spiller, College Senate President

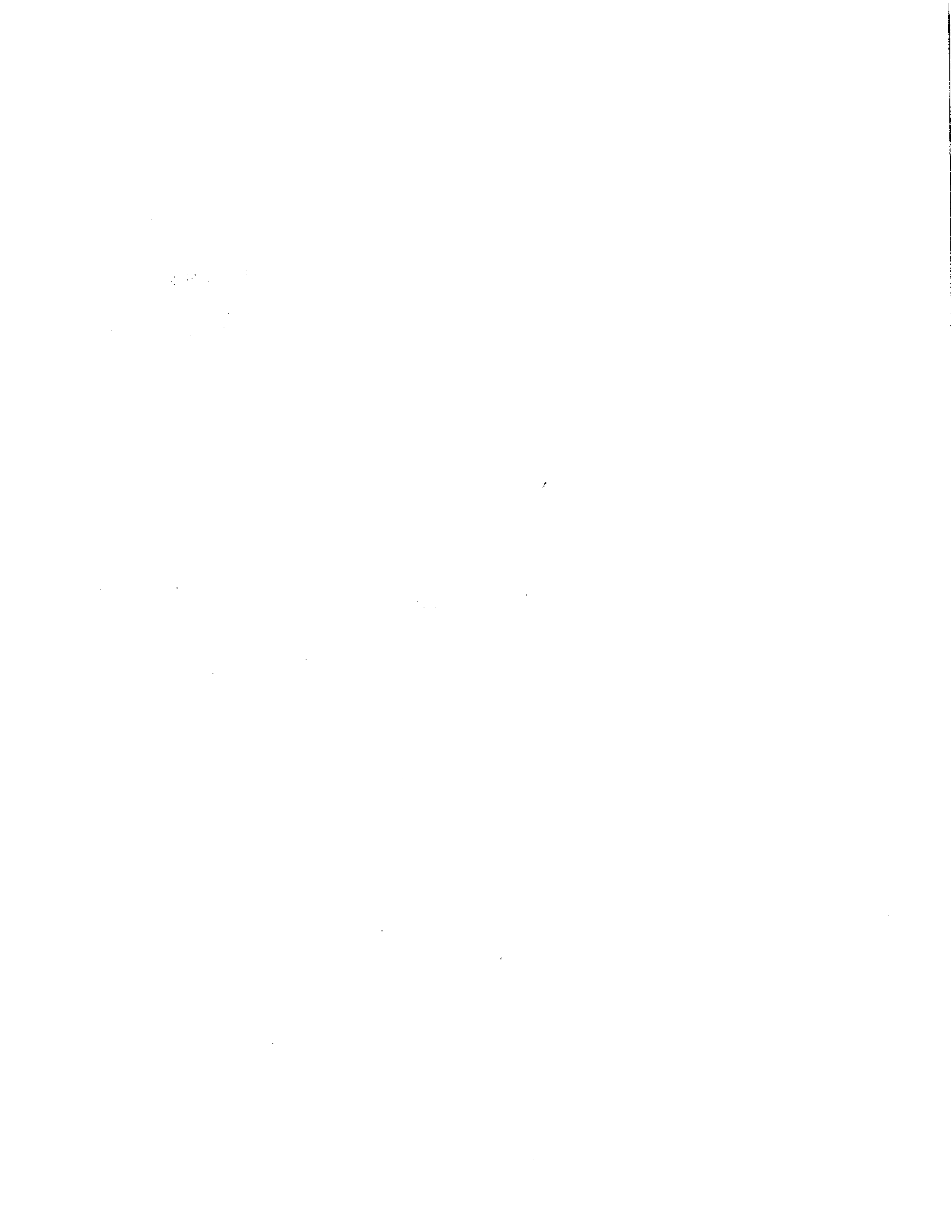
FROM: Dr. Heidi Macpherson, College President

RE: → I. Decision and Action Taken on Formal Resolution (circle choice)
a. Accepted
b. Deferred for discussion with the Faculty Senate on ____/____/____
c. Unacceptable for the reasons contained in the attached explanation.
d. Comments:

Signed: _____ Date: 5/16/22
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:

The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.





**SUNY
BROCKPORT**

**COLLEGE SENATE RESOLUTION
PROPOSAL COVER PAGE**

DEADLINE FOR SUBMISSIONS: January 31

For full consideration during the academic year

- Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

Routing Number <i>Routing # assigned by Senate Office</i>	30_21-22UC
This Proposal Replaces Resolution	
Revision Date(s)	
Anticipated Effective Date:	Fall, 2022

Title of Proposal in Title Style

Reactivating ECN204 Introduction to Business Statistics

Brief Description of Proposal

Reactivating ECN204 Introduction to Business Statistics in the School of Business & Management. The proposal is built on assessment results on students' business knowledge. Such a change will enable the School of Business & Management to improve student learning, meet accreditation requirements, and better deploy faculty resource.

Effect on Transfer Students if Applicable

The proposed changes will continue to meet the SUNY Transfer Pathways in the Business discipline (as defined by SUNY).

Proposer Information

Dr. Charles Callahan, III, Dept. of Accounting, Economics and Finance, 5523, ccallaha@brockport.edu
Dr. Lerong He, School of Business & Management, 5781, lhe@brockport.edu

Senate Office Use Only

	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee		
Standing Committee	Standing Committee	2/28/2022
<input type="checkbox"/> Equity, Diversity and Inclusion Committee		
<input type="checkbox"/> Engagement & Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	
NOTES:		

College Senate Curriculum Proposal Form

Please check:

Undergraduate Graduate Combined Degree Program Accelerated Program

Department/Major:

Dept. of Accounting, Economics and Finance and Department of Business Administration
Majors: Accounting, Business Administration, International Business, Finance, and Marketing.

Title of Proposal:

Reactivating ECN204 Introduction to Business Statistics

PROPOSED CHANGES AND RATIONALE

ECN204 Introduction to Statistics is a required course for all business majors, including Accounting, Business Administration, International Business, Finance, and Marketing. This course was offered by the School of Business & Management (SOBAM) every semester from the creation of the business major to Fall 2015. Starting from Fall 2015, business students are asked to take MTH 244-Business Statistics as an alternative of ECN204. Students are also allowed to substitute ECN204 with other elementary statistics courses offered on campus, including MTH 243-Elementary Statistics, PSY 202-Introductory Statistics for Psychology, SOC 200-Social Statistics, among others. All these courses cover basic concepts of statistical analysis, including descriptive statistics, probability and expected value, sampling, and estimation.

ECN204 (MTH244 or equivalent) is a prerequisite of several business core and specialty courses, including ECN304 Intermediate Statistics, BUS325 Principles of Finance, BUS404 Business Analytics, and BUS436 Marketing Research. As the first course of the two statistics course sequences required for all business students, ECN204 plays an important role in establishing a solid analytic foundation for business students. As an accredited institution, the School regularly assesses students' mastery of business knowledge including their analytical and quantitative skills. Our last two rounds of assessment results indicated that quantitative skills have consistently been one of the weakest areas. For example, the average correctness rate on analytical questions is only 52.64% in the 2019 assessment and 51.14% in the 2021 assessment. Questions that students missed most include sampling strategy, distribution, and variation, with all being topics covered in the Introduction to Business Statistics course.

Business faculty have implemented a series of closing the loop activities to improve students' analytical skills, including revising assessment questions to avoid confusion, updating course guides to ensure consistency between sections, revising course syllabi to increase coverage of essential topics, and emphasizing related concepts and knowledge in upper-level statistics and analytical courses. Recently, faculty have grown concerned that not teaching Introduction to Business Statistics in house has some major shortcomings. First, the Business School has limited control on how the course is staffed and taught in the Math Department. Second, it is difficult if not impossible for the Business School to conduct student learning outcome assessment, organize and document closing the loop activities in service courses offered by other departments, particularly when these courses are staffed by adjuncts. Third, the Business School is unable to regularly redesign an outsourced course by changing its contents, objectives, and student learning outcomes to meet changing needs of business students and accreditation requirements. **We hereby propose to reactivate ECN204 Introduction to Business Statistics and offer this course in house starting from Fall 2022.**

We believe such a change will help us achieve the following goals:

- Provide the Business School more flexibility and discretion to redesign the course to enhance students' analytical and quantitative skills to meet changing needs of business students and evolving accreditation requirements.
- Streamline contents in ECN204 (the first business statistics course) and ECN304 (the second business statistics course) to avoid duplication and to ensure in-depth coverage of all essential analytical topics in this two-course sequence. For example, if substantial statistics knowledge is covered in ECN204, it will provide room for the Business School to restructure ECN304 to incorporate more usage of analytics software, an important requirement of the AACSB2020 accreditation standards.
- If a common textbook is adopted for this two-course sequence with ECN204 covering the first half of materials and ECN304 focusing on the second half, it can provide cost saving for students in terms of textbook purchasing.
- Enable SOBAM to better align this prerequisite course with upper-level business core and specialty courses to improve student learning.
- Facilitate student learning outcome assessments and effective implementation and appropriate documentation of closing the loop activities.
- Enable SOBAM to better utilize its faculty resource.

PROGRAM REQUIREMENTS

Proposed changes are underlined.

Foundation course requirements (21-22 credits)

Accounting, Business Administration, International Business, Finance, and Marketing Majors:

- CIS 217 Fundamentals of Business Computing (3 credits)
- ACC 281 Introduction to Financial Accounting (3 credits)
- ACC 282 Introduction to Managerial Accounting (3 credits)
- ECN 201 Principles of Microeconomics (3 credits)
- ECN 202 Principles of Macroeconomics (3 credits)
- ECN 204 Introduction to Business Statistics (3 credits) or equivalent (e.g., MTH243, PSH202, SOC200)
- One of the following:
 - MTH201 Calculus (4 credits)
 - MTH221 Business Calculus (3 credit)

A SIDE-BY-SIDE COMPARISON OF THE OLD AND NEW PROGRAM

	Original Foundation Course Requirements	Proposed Foundation Course Requirements
Accounting Major	<ul style="list-style-type: none"> • CIS 217 Fundamentals of Business Computing (3 credits) • ACC 281 Introduction to Financial Accounting (3 credits) • ACC 282 Introduction to Managerial Accounting (3 credits) • ECN 201 Principles of Microeconomics (3 credits) • ECN 202 Principles of Macroeconomics (3 credits) • <u>MTH 244 Business Statistics or equivalent (3 credits)</u> 	<ul style="list-style-type: none"> • CIS 217 Fundamentals of Business Computing (3 credits) • ACC 281 Introduction to Financial Accounting (3 credits) • ACC 282 Introduction to Managerial Accounting (3 credits) • ECN 201 Principles of Microeconomics (3 credits) • ECN 202 Principles of Macroeconomics (3 credits) • <u>ECN 204 Introduction to Business Statistics or equivalent (3 credits)</u>

	<ul style="list-style-type: none"> • One of the following: <ul style="list-style-type: none"> ○ MTH201 Calculus (4 credits) ○ MTH221 Business Calculus (3 credit) 	<ul style="list-style-type: none"> • One of the following: <ul style="list-style-type: none"> ○ MTH201 Calculus (4 credits) ○ MTH221 Business Calculus (3 credit)
Business Administration Major	<ul style="list-style-type: none"> • CIS 217 Fundamentals of Business Computing (3 credits) • ACC 281 Introduction to Financial Accounting (3 credits) • ACC 282 Introduction to Managerial Accounting (3 credits) • ECN 201 Principles of Microeconomics (3 credits) • ECN 202 Principles of Macroeconomics (3 credits) • <u>MTH 244 Business Statistics or equivalent (3 credits)</u> • One of the following: <ul style="list-style-type: none"> ○ MTH201 Calculus (4 credits) ○ MTH221 Business Calculus (3 credit) 	<ul style="list-style-type: none"> • CIS 217 Fundamentals of Business Computing (3 credits) • ACC 281 Introduction to Financial Accounting (3 credits) • ACC 282 Introduction to Managerial Accounting (3 credits) • ECN 201 Principles of Microeconomics (3 credits) • ECN 202 Principles of Macroeconomics (3 credits) • <u>ECN 204 Introduction to Business Statistics or equivalent (3 credits)</u> • One of the following: <ul style="list-style-type: none"> ○ MTH201 Calculus (4 credits) ○ MTH221 Business Calculus (3 credit)
International Business Major	<ul style="list-style-type: none"> • CIS 217 Fundamentals of Business Computing (3 credits) • ACC 281 Introduction to Financial Accounting (3 credits) • ACC 282 Introduction to Managerial Accounting (3 credits) • ECN 201 Principles of Microeconomics (3 credits) • ECN 202 Principles of Macroeconomics (3 credits) • <u>MTH 244 Business Statistics or equivalent (3 credits)</u> • One of the following: <ul style="list-style-type: none"> ○ MTH201 Calculus (4 credits) ○ MTH221 Business Calculus (3 credit) 	<ul style="list-style-type: none"> • CIS 217 Fundamentals of Business Computing (3 credits) • ACC 281 Introduction to Financial Accounting (3 credits) • ACC 282 Introduction to Managerial Accounting (3 credits) • ECN 201 Principles of Microeconomics (3 credits) • ECN 202 Principles of Macroeconomics (3 credits) • <u>ECN 204 Introduction to Business Statistics or equivalent (3 credits)</u> • One of the following: <ul style="list-style-type: none"> ○ MTH201 Calculus (4 credits) ○ MTH221 Business Calculus (3 credit)
Finance Major	<ul style="list-style-type: none"> • CIS 217 Fundamentals of Business Computing (3 credits) • ACC 281 Introduction to Financial Accounting (3 credits) • ACC 282 Introduction to Managerial Accounting (3 credits) • ECN 201 Principles of Microeconomics (3 credits) • ECN 202 Principles of Macroeconomics (3 credits) • <u>MTH 244 Business Statistics or equivalent (3 credits)</u> 	<ul style="list-style-type: none"> • CIS 217 Fundamentals of Business Computing (3 credits) • ACC 281 Introduction to Financial Accounting (3 credits) • ACC 282 Introduction to Managerial Accounting (3 credits) • ECN 201 Principles of Microeconomics (3 credits) • ECN 202 Principles of Macroeconomics (3 credits) • <u>ECN 204 Introduction to Business Statistics or equivalent (3 credits)</u>

	<ul style="list-style-type: none"> • One of the following: <ul style="list-style-type: none"> ○ MTH201 Calculus (4 credits) ○ MTH221 Business Calculus (3 credit) 	<ul style="list-style-type: none"> • One of the following: <ul style="list-style-type: none"> ○ MTH201 Calculus (4 credits) ○ MTH221 Business Calculus (3 credit)
Marketing Major	<ul style="list-style-type: none"> • CIS 217 Fundamentals of Business Computing (3 credits) • ACC 281 Introduction to Financial Accounting (3 credits) • ACC 282 Introduction to Managerial Accounting (3 credits) • ECN 201 Principles of Microeconomics (3 credits) • ECN 202 Principles of Macroeconomics (3 credits) • <u>MTH 244 Business Statistics or equivalent (3 credits)</u> • One of the following: <ul style="list-style-type: none"> ○ MTH201 Calculus (4 credits) ○ MTH221 Business Calculus (3 credit) 	<ul style="list-style-type: none"> • CIS 217 Fundamentals of Business Computing (3 credits) • ACC 281 Introduction to Financial Accounting (3 credits) • ACC 282 Introduction to Managerial Accounting (3 credits) • ECN 201 Principles of Microeconomics (3 credits) • ECN 202 Principles of Macroeconomics (3 credits) • <u>ECN 204 Introduction to Business Statistics or equivalent (3 credits)</u> • One of the following: <ul style="list-style-type: none"> ○ MTH201 Calculus (4 credits) ○ MTH221 Business Calculus (3 credit)

SEQUENCE IN WHICH THE COURSES WOULD BE OFFERED TO GUARANTEE TIMELY COMPLETION OF THE PROGRAM

The Business School plans to offer 3 to 4 sections of ECN204 each Fall and Spring and one section in the summer if needed. Students will be able to complete the program on a timely basis.

STAFFING, RESOURCES, FACILITIES THAT MAY BE NEEDED TO IMPLEMENT THE PROGRAM

The Math Department currently offers 3 to 4 sessions of MTH244 each semester. At most one section per semester is taught by a fulltime faculty whereas most sections are covered by adjunct instructors. After the reactivation of ECN204, this course will mainly be taught by fulltime economics and business faculty. The Business School will hire qualified adjuncts to cover these courses if not enough fulltime faculty resource is available. We estimate that the cost of adjunct hiring will be less than its current level when an equivalent course is offered by the Math Department. Temp Service fund provided by the Provost’s office will continue to cover adjunct hiring expenditure

ACADEMIC ADMINISTRATION COMMENTARY

This proposal is fully supported by the Business School’s Curriculum Committee. It is also supported by faculty in both the Dept. of Accounting, Economics, and Finance, and the Dept. of Business Administration. In conclusion, this proposal contributes to the College’s strategic goal to “be a great college at which to learn” at no additional cost to the College. This proposal, subject to College Senate and Presidential approval, will take effect Fall 2022. We respectfully ask for your endorsement. Thank you for your consideration. If you need additional information, please feel free to contact us.

School of Business & Management
Department of Accounting, Economic and Finance
Sample Course Guide

Course Number:	ECN204	Drafted:	Oct. 2021
Course Title:	Introduction to Business Statistics		
Coordinator:	Dr. Charles Callahan, III		
Description:	This course covers basic concepts of statistical analysis, including descriptive statistics, probability and expected value, sampling, and estimation. It aims at applying statistical methods in business contexts to address business related questions and make evidence-based decisions using inferential statistics that are based on well-reasoned statistical arguments.		
Prerequisites:	MTH111 College Algebra		
Course Objectives:	<ol style="list-style-type: none"> 1. Provide an overview of the role of descriptive and inferential statistics in analyzing business data. 2. Introduce students to common sampling techniques and associated contingencies for selecting the proper technique. 3. Introduce common numerical and graph-based techniques for describing and summarizing data. 4. Introduce basic techniques for assessing the probability of an outcome. 5. Introduce probability distributions commonly used to model phenomena in business including binomial, Poisson, exponential, standard normal, and sampling distributions. 6. Introduce formula-based and table-based techniques for calculating the likelihood of an outcome whose probability is modeled by one of the above distributions. 7. Introduce the central limit theorem as a foundation for understanding the role of sampling distributions and the standard error of the mean in statistical analysis. 8. Introduce interval estimates and basic hypothesis tests as applications of sampling distributions. 9. Elevate the student's ability to use spreadsheet-based tools for statistical analysis. 		
Representative Text:	Donnelly: Business Statistics, Pearson, 3rd Edition, 2020.		
Courses Supported:	<ul style="list-style-type: none"> • ECN304: Intermediate Statistics • BUS325 Principles of Finance • BUS404 Business Analytics • BUS436 Marketing Research 		

SUNY BROCKPORT
SCHOOL OF BUSINESS & MANAGEMENT
DEPARTMENT OF ACCOUNTING, ECONOMICS AND FINANCE

ECN204.01, Introduction to Business Statistics

Dr. Charles Callahan, III
Office: 109A Hartwell Hall
Office Hours: By appointment
Office Phone: (585)395-5523
E-mail: ccallaha@brockport.edu
Classroom: XXX Hartwell Hall

Tentative Course Outline and Assignments

- Prerequisites:**
1. MTH111 (College Algebra) is required.
 2. Basic computer competency is assumed (navigating Windows, file management, etc.) Students without basic spreadsheet skills will have to develop these skills in the course.
 3. Tenacity, self-motivation, and perseverance are required.

Required Texts: Donnelly: Business Statistics
Pearson, 3rd Edition, 2020.

- Required Materials:**
1. Lots of paper for homework assignments
 2. A stapler for your homework assignments
 3. A yellow or green highlighter

Course Description: This course covers basic concepts of statistical analysis, including descriptive statistics, probability and expected value, sampling, and estimation. It aims at applying statistical methods in business contexts to address business related questions and make evidence-based decisions using inferential statistics that are based on well-reasoned statistical arguments.

SPECIFIC COURSE OBJECTIVES: The learning objectives for this course are:

1. Provide an overview of the role of descriptive and inferential statistics in analyzing business data.
2. Introduce students to common sampling techniques and associated contingencies for selecting the proper technique.
3. Introduce common numerical and graph-based techniques for describing and summarizing data.
4. Introduce basic techniques for assessing the probability of an outcome.
5. Introduce probability distributions commonly used to model phenomena in business including binomial, Poisson, exponential, standard normal, and sampling distributions.
6. Introduce formula-based and table-based techniques for calculating the likelihood of an outcome whose probability is modeled by one of the above distributions.

7. Introduce the central limit theorem as a foundation for understanding the role of sampling distributions and the standard error of the mean in statistical analysis.
8. Introduce interval estimates and basic hypothesis tests as applications of sampling distributions.
9. Elevate the student's ability to use spreadsheet-based tools for supporting descriptive statistical analysis and the calculation of probabilities based on the distributions identified in 5) above.

GENERAL COURSE OBJECTIVE: The primary object is to transfer, to the student at a survey level, knowledge and skills associated with introductory statistical concepts and applications. Specific areas of focus include collection of data, descriptive statistics, basic probability theory, and the application of certain probability distributions to answer common business questions. Spreadsheet support for the aforementioned applications is emphasized. Specific learning outcomes are detailed within.

INSTRUCTIONAL FORMAT: The mechanisms used to facilitate learning in this class include classroom lecture and discussion, demonstration of computer methods, assigned text readings, text-based homework assignments, and assigned computer exercises.

A portion of several classes will typically be held in the business-computing laboratory, in order to provide a more supportive and benign environment for learning and using computer applications. However, students must understand, at the outset, that class laboratory time alone will not be sufficient to complete assigned work. You will need to complete your computer work outside of class, in addition to other assigned homework problems.

KEY LEARNING OUTCOMES: Students are expected to be able to demonstrate the following key learning outcomes at the conclusion of the course.

Ref #	Key Learning Outcomes: ECN204
1.	Compute the mean of a data set.
2.	Identify the mode of a data set (unimodal or bi-modal).
3.	Identify the median of a data set.
4.	Identify the definition of the 25 th percentile from a list of definitions.
5.	Compute the variance of a sample provided with the formula for sample variance.
6.	Compute the standard deviation given the variance.
7.	Construct a frequency distribution, given a data set and the desired upper and lower bounds.
8.	Construct a relative frequency distribution given a nominal frequency distribution.
9.	Construct a cumulative percentage frequency distribution given a relative frequency distribution.
10.	Identify the sampling technique used given a sampling scenario and the names of the sampling methods, i.e. random, strata, systematic, and cluster.
11.	Recognize a situation where stratified sampling should be used over simple random sampling.
12.	Demonstrate an understanding of probability based on symmetry, e.g., $P(\text{Heads})=0.5$
13.	Compute $P(A \text{ and } B)$ and $P(A \text{ or } B)$ given a scenario and prompted with the so-called addition and multiplication rules.

14.	Understand the meaning of the phrase <i>mutually exclusive</i> , including $P(A \text{ and } B)=0$.
15.	Understand the meaning of the phrase <i>collectively exhaustive</i> , including $P(A \text{ or } B)=1$.
16.	Understand the meaning of the phrase <i>independent events</i> including that $P(A B)=P(A)$.
17.	Identify the definition of a sampling distribution from a list of definitions.
18.	Understanding that sampling distributions are approximately normal for sufficiently large sample sizes.
19.	Find an area under the normal curve given a z score (normal table provided).
20.	Find a z score given an area under the normal curve (normal table provided).
21.	Understand that a z score for an observation conveys how many standard deviations the observation lies from the mean.
22.	Interpret a pie chart
23.	Interpret a bar chart

TIME COMMITMENT: The amount of time you will need to spend on this course will depend on 1. the grade you wish to achieve; 2. your math skills; and 3. your reading and comprehension skills. My minimal expectations are based on those published in The College at Brockport Undergraduate Studies Catalog:

“Faculty members have the right to expect students to attend class regularly and to be prepared to engage in whatever discussion or discourse is appropriate to the assignment. Faculty members have the right to expect each hour of classroom time to be matched by at least two hours of study outside class by each student including activities such as reading, research, writing, and/or other forms of creative activity.”

Reading and Examination Schedule

- I. Introduction, Organizing and Visualizing Data, and Numerical Descriptive Measures
 - A. Chapters 1-3
 - B. Exam 1

- II. Data Collection and Sampling Methods; Basic Probability and Discrete Probability Distributions
 - A. Chapters 4-6
 - B. Exam 2

- III. Continuous Probability Distributions, Sampling Distributions, and Estimation
 - A. Chapters 7-9
 - B. Exam 3

Additional Readings will be assigned if time permits.

Examination and Grading Policy

Three exams will be given during the regular class session. The exams will be 70% of the final grade. The exams will occur via Blackboard using the Respondus LockDown Browser and Monitor. Thus, students must have a working web camera (USB or internal) with a microphone when taking a test.

Possession of these technologies represents a condition necessary to enrollment in this course. Students will receive no points on a submission if they fail to take the exam/quiz in this format with these technologies. Students must take the exam in a private residence with no one else in the room. Finally, to receive a point for each of the exams, students will be required to take a single "practice" quiz worth 4 points to ensure familiarity with the exam software (must be taken before the first quiz). The point will be added to each exam score if the practice quiz (several attempts is permitted) is completed by the due date and a score of 7 points is obtained.

Please use the Ctrl and click functions on the following link or copy and paste the following link into your web browser in order to see an explanation of the Respondus LockDown Browser and Monitor:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>.

Download Instructions for LockDown Browser

Download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=877932129>

Once Installed

- Start LockDown Browser
- Log into Blackboard Learn
- Navigate to the quiz/test

Respondus LockDown Browser and Monitor only work on Windows, Mac computers/laptops and iPads. They do not work on Chromebooks and phones.

Guidelines

When taking an online test, follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials - books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications
- You will be unable to exit the test until all questions are completed and submitted

II. Homework will be given regularly and will be graded. Homework will be 15% of the final grade. No late homework accepted.

III. Several quizzes, via Blackboard using the Respondus LockDown Browser and Monitor, will be given throughout the course. Quizzes will be 15% of the final grade. No make-up quizzes given.

Grade Scale

A	92 - 100	C	72 - 75.99
A-	89 - 91.99	C-	69 - 71.99
B+	86 - 88.99	D+	66 - 68.99
B	82 - 85.99	D	62 - 65.99
B-	79 - 81.99	D-	60 - 61.99
C+	76 - 78.99	E	below 60



School of
Business and Management
SUNY BROCKPORT

To: Faculty Senate Undergraduate Curriculum Committee
From: Joon Yong Seo, Chair, Department of Business Administration
Date: Feb. 18, 2022
Re: ECN 204 Introduction to Business Statistics

Dear Colleagues,

I am writing to support the attached proposal; ECN 204 Introduction to Business Statistics. This course is required for all three majors (Business Administration, International Business, and Marketing) in our department and a prerequisite of several courses, including BUS404 Business Analytics and BUS 436 Marketing Research. I agree that this proposal will bring in the following favorable outcomes in our curriculum, student learning, and resource management:

1. We will be able to effectively coordinate the course contents of ECN 204 and ECN 304 for minimum duplication and enhanced coverage of more recent topics such as business analytics and software in ECN304.
2. The proposal will facilitate and improve efficiency in our assessment and closing the loop efforts with regard to AoL Goal 1 Knowledge of business and Gol 2 Analytical and critical thinking. Further, we will be able to regularly update the curriculum to meet the evolving needs of our students and the industry.
3. Now full-time faculty can teach this course at SOBAM, which will help the College save resources.

The Department of Business Administration discussed this proposal, and the majority of faculty members approved the proposed change. I strongly support this proposal. Please let me know if you have any questions or concerns about this proposal.

Sincerely,

Joon Yong Seo



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Business and Management

TO: Lérong He, Associate Dean, SOBAM

FROM: Baban Hasnat, Chair, Undergraduate Curriculum Committee, 2021-22

CC: Junhyun Bae, Yin Liu, Pam O'Keefe, and Kyongsei Sohn

DATE: Nov 10, 2021

SUBJECT: Letter of Support to Reactivate ECN 204 Introduction to Statistics course

It is with great pleasure that we, the undergraduate Curriculum Committee of the SOBAM, endorse the proposal to reactivate the ECN 204 Introduction to Statistics course. The vote was unanimous in support of the proposal. The Curriculum Committee appreciates your willingness to revise the original proposal.



Office of the Dean • 350 New Campus Drive • Brockport, New York 14420-2965
(585) 395-2623 • Fax: (585) 395-2542 • www.brockport.edu





The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Business and Management

Dec 7, 2021

Dr. Lerong He
Associate Dean
School of Business Administration and Management

Dear Lerong,

I am pleased to report that by an unanimous vote of 13 Yes with no abstentions or nays, the Accounting, Economics, and Finance Department voted to support the proposal to reactivate ECN 204 – Intro to Business Statistics.

We believe that this will permit SOBAM to control the quality and content of the course better, to use more business and economics cases and examples, and relevant software. These are valuable as we strive to make our curriculum stronger and more relevant.

Please feel free to contact me if I can help in any other way.

Sincerely,

James J. Cordeiro, PhD

Professor and Chair: AEF Department



Office of the Dean • 350 New Campus Drive • Brockport, New York 14420-2965
(585) 395-2623 • Fax: (585) 395-2542 • www.brockport.edu





School of
Business and Management
SUNY BROCKPORT

December 8, 2021

Dr. Charles Callahan, III
School of Business and Management
Department of Accounting, Economics, and Finance
Associate Professor

Dear Dr. Callahan, III

This is a letter of support for the proposed change reactivating ECN 204, Introduction to Business Statistics. I support this change as it allows the School of Business and Management to design a two-course sequence of statistics classes that best prepares students for upper division major classes and their subsequent business career.

Reactivating ECN 204 as an option for students to satisfy their business major statistics requirement allows the School to develop a sequence of statistics courses that best meets student and professional needs. As data analysis and interpretation of results for making business decisions continues to grow in importance, it is vital that students receive the knowledge necessary to function in the fast-changing business environment. Reactivating ECN 204 allows the School to control the content of the course, thus minimizing duplication of topics with ECN 304. In addition, with substantial statistics knowledge being covered in 204, the next course in the sequence, 304, can focus on more advanced topics, including the use of analytics software. Such knowledge will be valuable for students and also help fulfill an important requirement of the School's AACSB accreditation standards – that being the integration of current and emergent technologies. To these benefits accrued from reactivating ECN 204, one can add a student cost saving from using a common textbook across both classes and more effective implementation of AOL closing-the loop activities to improve student learning of the material.

In summary, this change will have positive outcomes for our students and the School. Therefore, it has my full support.

Thank you for the opportunity to provide this letter. Please contact me at 585-395-5537 or dgoebel@brockport.edu with any questions.

Sincerely,

Daniel J. Goebel, Ph.D.
Dean and Professor
SUNY Brockport
School of Business and Management



**SUNY
BROCKPORT**

Department of Mathematics
350 New Campus Drive
Brockport, New York 14420-2943
P: (585) 395-2036 | F: (585) 395-2304
brockport.edu/math

Dr. Lerong He, Associate Dean
School of Business and Management

February 11, 2022

Dear Dr. He:

Thank you for welcoming a letter of commentary from the Department of Mathematics about College Senate Proposal #30_21-22UC Reactivating ECN 204. Eight years ago the School of Business and Management asked the Department of Mathematics to develop and offer a Business Statistics course tailored to the majors in SOBAM. Since fall 2015, Mathematics has offered ample sections of MTH 244 Business Statistics to meet this request. Senate Proposal #30_21-22 now seeks to modify the five undergraduate major programs in SOBAM to allow, and likely encourage, students to take ECN 204 rather than MTH 244 in fulfillment of their statistics requirement.

As an external chair, I am not well positioned to comment on the current proposal myself. Rather, I asked the Undergraduate Curriculum Committee of the Department of Mathematics to analyze the proposal and compose a response. Their thoughtful letter is attached. I write to confirm that the analysis contained in the attached letter was wholeheartedly endorsed by the whole body of full-time faculty of the Department of Mathematics.

Also attached is a current syllabus from MTH 244. Current and recent instructors of MTH 244 received your email on February 8, 2022 requesting a copy. We provide one here, confident that it demonstrates the high quality of MTH 244 and its appropriateness for majors in SOBAM as noted in the letter from the Curriculum Committee.

I also join the Curriculum Committee in welcoming a discussion on how best to meet the goals outlined in Senate Proposal #30_21-22 while preserving the many benefits of continuing to include MTH 244 Business Statistics in the five SOBAM majors.

Respectfully,

Amy Guptill, interim chair
Department of Mathematics



**SUNY
BROCKPORT**

Department of Mathematics
350 New Campus Drive
Brockport, New York 14420-2943
P: (585) 395-2036 | F: (585) 395-2304
brockport.edu/math

February 7, 2022

Dr. Amy Guptill, Chair
Faculty Senate Undergraduate Curriculum and Policies Committee
SUNY Brockport

Dear Dr. Guptill:

As you may know, the Department of Mathematics has offered multiple sections of MTH 244 Business Statistics every semester since Fall 2015. This is a service course designed specifically for students pursuing one of the several majors in the Department of Accounting, Economics, and Finance and the Department of Business Administration. Prior to Fall 2015, such students generally would take the course ECN 204 Introduction to Statistics. Our recollection is that ECN 204 was discontinued primarily due to staffing and accreditation considerations within the Department of Accounting, Economics, and Finance. In any case, it was the wish of the Department of Accounting, Economic, and Finance that ECN 204 could be replaced by MTH 244 in the curriculum. Our understanding is that over the years the Department of Accounting, Economics, and Finance has been pleased with this situation.

The Undergraduate Curriculum Committee of the Department of Mathematics has reviewed the proposal by the School of Business and Management (SOBAM) to reactivate ECN 204 as Introduction to Business Statistics. We have reviewed the rationale for this proposal, and frankly we are puzzled. All of the goals mentioned in the proposal can be met within the existing MTH 244 framework. Moreover, we disagree with all of the shortcomings identified with the status quo. We will analyze a few particulars, but the gist of our bewilderment is this: *we are perfectly willing to collaborate with SOBAM to ensure that MTH 244 will meet the identified needs of the students.* Indeed, we have expressed this fact numerous times over the years, including during the period of time that this proposal was under development. Despite this, we were unaware of the wishes described in the proposal. It seems to us that it would be worthwhile to have a discussion about the feasibility of adjusting aspects of MTH 244 to meet the needs of SOBAM, before acting on the substance of this proposal.

Here are some particulars. The proposal mentions several perceived shortcomings with the status quo, including "limited control on course content and objectives...no saying on adjuncts and instructors...and unable to conduct student SLO assessment and organizing closing the loop activities..." At least with respect to MTH 244, these assertions are false. The Department of Mathematics is more than willing to discuss all of these features, to consider instructors suggested by SOBAM (including fulltime faculty), and to carry out SLO assessment and closing the loop. In fact, we are well-versed in this type of

collaboration, as exemplified by our relationship with other accredited programs including those in the Department of Computing Sciences and the Department of Education and Human Development. Additionally, at the request of SOBAM, we hired their adjuncts who were teaching ECN 204 when we started offering MTH 244 and also provided them names of our adjunct faculty when they were having trouble staffing ECN 304.

With this in mind, let's turn to the stated goals, with a brief response to each:

- *Better design the course to meet needs of business students.* As mentioned, we are prepared to discuss this. In fact, when this issue was mentioned in discussion on August 23, 2021, we specifically offered to work on this, but received no further communication from SOBAM. Unfortunately, if we knew even then about any of SOBAM's concerns, we could conceivably have made some helpful adjustments to MTH 244 as soon as Fall 2021 and/or Spring 2022.
- *Streamline content...common textbook for ECN 204 and 304.* See above willingness to collaborate on course content. We are also open to discussion on the textbook, especially if it is a textbook that the students could use for more than one course. (The vast majority of MTH 244 students are planning to take ECN 304.)
- *If substantial statistics knowledge is covered in ECN204, it will also provide room for the Business School to restructure ECN304 to incorporate more usage of analytics software, an important requirement of the AACSB2020 accreditation standards.* Ouch. Of course, "substantial statistics knowledge" is already the goal of MTH 244, but we are willing to be alerted to any important objectives that are not already part of the course.
- *Enable SOBAM to better monitor this course and to better align this prerequisite course with upper-level business core and specialty courses to improve student learning.* Whatever SOBAM folks feel would help them to better monitor MTH 244, we are ready to discuss.
- *Enable SOBAM to better utilize its faculty resource.* As mentioned above, we are open to discussion on having SOBAM faculty on the teaching roster for MTH 244.
- *Facilitate student learning outcome assessments and effective implementation of closing the loop activities to enhance students' analytical and quantitative skills.* As mentioned above, we are ready to collaborate on this.

In conclusion, we feel that this proposal seeks a comparatively drastic solution to a problem that we might well find quite solvable within the existing course structure. We urge SOBAM to withdraw this proposal and take us up on our willingness to discuss improvements to MTH 244.

Sincerely,

Jason R. Morris
Associate Professor, Mathematics

Rebecca N. Smith
Professor, Mathematics



MTH 244.62 Business Statistics

Fall 2021 - Syllabus

Instructor: Dr. Tasneem Zaihra

Email: tzaihra@brockport.edu

Phone: 585-395-075

Office Hours: Tuesday and Thursday: 12:30-2:30 on Blackboard Collaborate or in my office

Office Location: Albert Brown Building Room 130

Textbook:

Business Statistics for Contemporary Decision Making (10th Edition)

You only need to Purchase access to Wiley Plus, which will include eBook and access to everything you need for the course. Hard copy of book is not needed. However, if you want to have it, it's your choice.

You can browse to the [following](#) video to get started with access and purchase of Wiley Plus to suit your needs.

Prerequisite:

MTH 111 (College Algebra or equivalent)

Note: Students who have received credit for BIO 431, MTH 243, PSH 202, PLS 300, SOC 200 or transfer credit for an elementary statistics course at another institution may waive MTH 244. Students will not receive credit for both MTH 244 and another elementary statistics course.

Course Description:

Covers the basic concepts of statistical analysis, including descriptive and inferential statistics. It also covers probability and expected value, sampling and estimation. It will cover topics from Chapters 1 through 8 of the required textbooks.

Course Grading Methodology:

- **Wiley Plus HW Assignments: 20%**
One per chapter/module. You cannot move to next module, until you have finished the assignment. Lowest assignment score will be dropped
- **Lab using Art of Stat App: 20 %**

Lowest Lab score will be dropped. Labs are based on using a web based app, i.e., Art of Stat. For every Lab a corresponding video is posted in the video folder of the respective module. You are allowed to use the app for solving problems on assignments, labs, quizzes and final. Note that not all chapters have lab!

- **Two proctored and timed Wiley Plus tests, which must be taken at an approved testing site: 15% each**
- **One timed and proctored Wiley Plus Comprehensive Final Exam: 30%**

For HW Assignments Help is available from me during office hours or at Academic Success Center

You must complete all assignments, labs and final exam in order to satisfactorily complete the course. Please see the Course Schedule below to see a full list of activities and assignments.

Grade Scale:

92.1 – 100	A;	90.0 – 92.0	A-;	87.0 – 89.9	B+;	82.1 – 86.9	B;
80.0 – 82.0	B-;	77.0 – 79.9	C+;	72.1 – 76.9	C;	70.0 – 72.0	C-;
67.0 – 69.9	D+;	62.1 – 66.9	D;	60.0 – 62.0	D-;		

Course Schedule:

Module	Materials & Activities	Assignments	Suggested Due Date
Welcome Week	<p><i>Welcome Start Here Section</i></p> <ul style="list-style-type: none"> • Intro to Wiley Plus • Assignment zero Intro to Wiley Plus • Video for course navigation <p><i>Syllabus Section</i></p> <ul style="list-style-type: none"> • Student Contract Assignment <p><i>Meet your Instructor</i></p> <ul style="list-style-type: none"> • Welcome video by instructor 	<ul style="list-style-type: none"> • Student Contract Assignment • Assignment 0: Introduction to Wiley Plus 	By official course start date, Aug 29 th (complete during preview week)

Module	Materials & Activities	Assignments	Suggested Due Date
Module 1	Chapter 1: Introduction to Statistics and Business Analytics	<ul style="list-style-type: none"> • Ch1 HW 	By 11:59pm on Sunday, Sept 5 th
Module 2	Ch2: Visualizing Data with Charts and Graphs	<ul style="list-style-type: none"> • Ch2 HW • Lab on Ch2 	By 11:59pm on Sunday, Sept 12 th
Module 3	Ch3: Descriptive Statistics	<ul style="list-style-type: none"> • Ch3 HW • Lab on Ch 3 	By 11:59pm on Sunday, Sept 19 th
Module 4	Ch4: Probability	<ul style="list-style-type: none"> • Ch4 HW 	By 11:59pm on Sunday, October 3 rd
Proctored Test 1 on <u>Monday October 11th</u>			
<p>It will be based on Modules 1,2,3 and 4. It will have same format as Wiley Plus Homework, only difference is that once you start it, you will have 75 minutes to finish it and you must take it at a <i>proctored</i> * location.</p>			
Module 5	Ch5: Discrete Distributions	<ul style="list-style-type: none"> • Ch5 HW 	By 11:59pm on Sunday, October 17 th
Module 6	Ch6: Continuous Distributions	<ul style="list-style-type: none"> • Ch6 HW 	By 11:59 pm on Sunday, Oct 31 st
Module 7	Ch7: Sampling and Sampling Distribution	<ul style="list-style-type: none"> • Ch7 HW • Ch7 CLT Lab 	By 11:59pm on Sunday, Nov 14 th
Proctored Test 2 on <u>Monday Nov 15th</u>			
<p>It will be based on Modules 5,6 and 7. It will have same format as Wiley Plus Homework, only difference is that once you start it, you will have 75 minutes to finish it and you must take it at a <i>proctored</i> * location.</p>			
Nov 24th-28th: Thanksgiving Break, Happy Thanksgiving! Classes Resume Remotely on Monday, Nov 30th			
Module 8	Ch8: Statistical Inference, Estimation for single population	<ul style="list-style-type: none"> • Ch8 HW 	By 11:59pm on Sunday, Dec 5 th

Module	Materials & Activities	Assignments	Suggested Due Date
Final Exam on Monday, Dec 13th			
<p>Final Exam is based on chapters 1 to 8. The final exam will have same format as Wiley Plus Homework, only difference is that once you start it, you will have 2 hours to finish it and you must take it at a <i>proctored</i> * location.</p>			

*Information about proctoring options on campus will be shared by the instructor of the course once it becomes available. Students wishing to use proctored testing center at a different location may do so and should contact area community colleges and four-year colleges to determine if they have proctoring services or go to: <http://navigator.suny.edu/content/current-students>

Students are responsible for any associated costs and the location must have a working Internet connection. **You will need access to a device on which you can login to your course blackboard to access final exam and the two proctored tests on Wiley Plus.** You MUST SUBMIT A LOCATION AND CONTACT PERSON AT THE TESTING SITE TO THE INSTRUCTOR BY Tuesday September 7th. Students unable to make proctoring arrangements by Tuesday September 7th should drop this course immediately to avoid financial liability. Please contact me at tzaihra@brockport.edu with any concerns regarding testing days.

Learning Objectives:

By the end of this course a successful student will have a clear understanding of the following concepts, which are required for successful statistical analysis.

- **Descriptive Statistics:** Describe data using numerical summaries such as measures of central tendency, measures of variability and measures of location etc.
- **Probability Theory:**
 - General rules for evaluating how likely particular events will occur.
 - **Bayes Rule:** Revising probabilities based on additional information.
 - Permutations and
 - **Combinations:** How many different ways can objects be selected from a group.
 - **Random Variables and their Probability Distributions:** Six specific distributions useful in modeling, forecasting and estimating.

- **Inferential Statistics:** sampling distributions, point estimation, interval estimation and testing

Important Policies

Mandatory Covid-19 Safety Measures to Protect You and Our SUNY Brockport Community

SUNY Brockport's primary concern during this COVID-19 pandemic focuses on the safety, health, and well-being of students and the college community.

Your compliance with these mandatory safety measures will help reduce the likelihood of COVID cases and keep our campus safe so we can convene in-person classes and student activities. Failure to follow the directive of a college official will result in a referral to the Student Conduct Board and appropriate actions will be taken. Please note, you will be asked to leave the classroom if your behavior endangers yourself or others by not following safety directives set by the college and a referral to the Student Conduct Board will be made. As per the Code of Student Conduct, Failure to Comply with the directive of a college official could result in disciplinary action, including but not limited to removal from the residence halls and/or suspension.

Student cleaning requirements: Wipe your work surface (desk or table) and seat prior to use with the disinfectant wipe effective against COVID19 provided in the classroom. Deposit the used wipe in a classroom garbage receptacle. If shared items are used in the classroom, disinfect them before and after use.

Seating & Social Distancing:

- Do not occupy seats that are marked "Do not sit."
- Maintain social distance (stay 6' apart) from others in the classroom to the extent possible.

Face covering: Wear an appropriate face covering that covers your nose and mouth at all times. You may lift your mask briefly to take a drink. Eating is not permitted inside the

classroom. Please see the attached link for specific information regarding Social Distancing and Face Covering Policy.

Healthy Practices:

- Do not report to class if you are feeling ill. Leave class quietly and immediately if you are feeling unwell and notify your instructor as soon as you able to.
- Follow respiratory hygiene and cough etiquette. Avoid touching your eyes, nose, and mouth, and wash your hands after touching your face. Cover coughs and sneezes. Wash your hands with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, sneezing, or touching your face. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. While hand sanitizer with at least 60% alcohol is widely available throughout the campus, it is less effective than washing with soap and water. Washing your hands often is considered the best practice.

Any student who feels ill or has any medical needs should contact the Student Health Center at (585) 395-2414 or your personal physician to discuss your symptoms. If you think you need to see a medical professional, contact the Student Health Center to make an appointment first as there are no walk in hours at this time. Students who experience significant cough, worsening of chronic asthma symptoms, a fever that lasts more than two to three days, dizziness, and/or dehydration should be evaluated. If symptoms are severe and urgent assistance is needed, contact the Student Health Center and/or University Police on campus (585) 395-2222 or 911 if off campus.

Emergency evacuation considerations: In the event of an evacuation alarm, everyone should immediately find the nearest exit, leave the building, and proceed to an assembly area with a face covering on and maintain social distance from others to the extent possible. While it is important to maintain social distance, you should not delay exiting the building in order to do so in the event of any emergency. In areas where separate entrances/exits have been established, it is important to note that these do not apply in the event of an emergency. Individuals should use the nearest exit. When re-entering the building, maintain social distance from others. Upon re-entering the building, avoid congregating in the entranceway or lobby. Take the stairs instead of the elevator whenever possible.

Student Accessibility Services Disability Statement:

SUNY Brockport is committed to fostering an optimal learning environment by applying current principles and practices of equity, diversity, and inclusion. If you are a student with a disability and want to utilize academic accommodations, you must register with Student Accessibility Services (SAS) to obtain an official accommodation letter which must be submitted to faculty for accommodation implementation. If you think you have a disability, you may want to meet with SAS to learn about related resources. You can find out more about Student Accessibility Services at https://www.brockport.edu/life/accessibility_services/, or by contacting SAS via sasoffice@brockport.edu, or (585) 395-5409. Students, faculty, staff, and SAS work together to create an inclusive learning environment.

Statement of Equity and Open Communication

I recognize that each class I teach is composed of diverse populations. I am aware of and attentive to inequities of experience based on social identities, including but not limited to race, class, assigned gender, gender identity, sexuality, geographical background, language background, religion, disability, age and nationality. This classroom operates on model of equity and partnership, in which we expect and appreciate diverse perspectives and idea. If anyone is experiencing exclusion, intentional or unintentional aggression, silencing, or any other form of oppression, I encourage open communication with myself and/or the class as a whole.

Class Participation Checks:

You must actively participate in the course via discussion boards posted in each module. The modules open up sequentially, i.e., you only get to see the next module once you have finished the assignment, after reading posted resources and watching posted videos for the previous module.

Important Dates:

Please refer to the academic calendar for important dates at the below url:
<http://www.brockport.edu/calendar>

Academic Integrity

Academic dishonesty is a major violation of College policy and it is not tolerated. It can result in a range of disciplinary actions including failure of the course, suspension, and dismissal from the College. A written report of the incident is filed in the student's permanent file.

Title IX compliance

Sex and Gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident. Confidential assistance is available on campus at Hazen Center for Integrated Care and RESTORE. Faculty are NOT confidential under Title IX and will need to share information with the Title IX & College Compliance Officer. For more information, please review this and other policies on the Brockport Student Policies webpage and Title IX Grievance Policy

Emergency Alert

In case of emergency, the Emergency Alert System at The College at Brockport will be activated. Students are encouraged to maintain updated contact information using the link on the College's Emergency Information website,

<https://www.brockport.edu/support/emergency>. Included on the website is detailed information about the College's emergency operations plan, classroom emergency preparedness, evacuation procedures, emergency numbers, and safety videos. In addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in classrooms, halls, and buildings and all college facilities.

Required Software & Materials

Preferred browsers for Blackboard include Google Chrome and Mozilla Firefox. In this course you will be using conventional productivity software, such as word processor and graphic presentation tool. *Microsoft Word* and *PowerPoint* would be appropriate, or similar programs that can convert files to PDF format. In addition, you may require certain Internet plug-ins for using articles, simulations, or videos inserted in some documents of this course. Click to download and install these plug-ins.

1. [Adobe Reader](#)
2. [Macromedia Flash Player](#)
3. [Macromedia Shockwave Player](#)

Additional Resources

Each module of the course may contain links to Internet resources that are relevant to the specific content.

Technical Requirements

The links below will direct you to the Open SUNY website where you will find the browser requirements to properly access the online learning environment. Please note the College at Brockport is using Blackboard as our learning management system.

[Open SUNY Browser Compatibility Help](#)

[Open SUNY Browser Compatibility](#)

Emergency Alert System:

In case of emergency, the Emergency Alert System at The College at Brockport will be activated. Students are encouraged to maintain updated contact information using the link on the [College's Emergency Information website](#). Included on the website is detailed information about the College's emergency operations plan, classroom emergency preparedness, evacuation procedures, emergency numbers, and safety videos. In addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in classrooms, halls, and buildings and all college facilities."

Academic Integrity:

Students are expected to read and abide by the policies and procedures set forth in the College's Policy of Student Academic Dishonesty, section 675.01, in the Student

Handbook. The following is a link to The College at Brockport's policy titled "[Policy on Student Academic Dishonesty](#)"

Technology Privacy Policies:

- [Blackboard Privacy Policy](#)
- [Kaltura Privacy Policy](#)
- [VoiceThread Privacy Policy](#)
- [Open SUNY Browser Compatibility Help](#)

Accessibility Services

The college is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Blackboard Learning Management System conforms with many assistive technologies including screen readers. Also, either the videos contained in the course are closed-captioned for the hearing impaired or a corresponding text is provided for the video.

To fill out a request for reasonable accommodation or a request for a Sign Language interpreter, please visit the [Brockport's Office of Affirmative Action webpage](#).

Mathematics Department Guidelines for Student Evaluations

The following standards provide clearly defined expectations regarding course performance to students as well as to potential evaluators such as graduate schools and employers. These expectations can serve as a basis for interpreting students' grades in mathematics courses at The College at Brockport, State University of New York.

Note: The College mandates the use of +/- grades. The award of + or - within a grade range will reflect the degree to which the student meets the standards within that grade range, and perhaps some standards from the neighboring grade range.

GUIDELINES FOR THE "A" GRADE: The "A" grade represents the highest level of performance. The "A" student masters virtually all of the explicit objectives of the course and is able to integrate the corresponding skills and concepts to develop new insights ("new" at least for the student). An "A" level written mathematical paper, proof, report, or problem solution is virtually flawless in precision and rigor, as well as demonstrating uncommonly effective organization, grammar, and style. Consistent performance at the "A" level in different courses indicates that the student should perform well in a variety of demanding situations, such as graduate school, executive positions, professional training programs, etc.

GUIDELINES FOR THE "B" GRADE: The "B" grade represents solid comprehension of the concepts and skills of the course. The "B" student understands virtually all of the explicit objectives of the course and is able to integrate them into a meaningful whole. A "B" level written mathematical paper, proof, report, or problem solution has few flaws in precision and rigor. Such "B" level products usually have fairly good organization, grammar, and style; these are of a level consistent with effective communication.

Consistent performance at the “B” level in different courses indicates success in working toward mastery of subject matter, as well as consistency in meeting academic expectations. Such students are likely to be able to handle graduate level work and to perform well in a variety of occupations that require a college degree.

GUIDELINES FOR THE “C” GRADE: The “C” grade represents a very basic comprehension of the main concepts and skills of the course. The “C” student has kept up with the basic requirements of the course. A “C” level written mathematical paper, proof, report, or problem solution usually has significant flaws in precision and rigor. Such “C” level products may also have errors in organization, grammar, and style that interfere with effective communication. Consistent performance at the “C” level in different courses indicates success in obtaining a basic education in the liberal arts and sciences, and the preparation to handle most basic expectations of a college graduate. Such a student is at best minimally prepared for subsequent coursework and graduate study.

GUIDELINES FOR THE “D” GRADE: The “D” grade represents passing, but unacceptable performance. The “D” student minimally understands most of the basic concepts of the course and uses most of them correctly. In this sense, the student has passed the course and receives credit for having done so. On the other hand, a “D” grade **signals insufficient preparation for endeavors—such as further coursework—that rely upon successful completion of the course.** “D” level written work demonstrates basic knowledge of its subject, but has serious flaws in precision, rigor, organization, grammar, or style. Consistent performance at the “D” level in different courses ultimately results in academic dismissal before completion of the college degree.

GUIDELINES FOR THE “E” GRADE: The “E” grade represents the failure to meet even the requirements for a “D”. No credit is awarded.

