

**GENB 2300.060 - Business Statistics
Course Syllabus**

Contact Information

Instructor:	Liz Nesuda
Zoom Sessions:	Mondays 7:00pm – 8:00pm (optional)
Office Hours:	Tuesdays – Thursdays, 4:00pm – 5:00pm or, by appointment. Please email to make an appointment.
Email:	enesuda@patriots.uttyler.edu or enesuda@uttyler.edu
Zoom:	https://uttyler.zoom.us/my/lnesuda
Preferred Contact Method:	Canvas Email for personal issues. Canvas Discussion Board for non-personal issues.

Credit Hours

3 semester hours

Required Materials

- Textbook and courseware: Business Analytics (4th edition); Camm, Cochran, Fry, & Ohlmann, – Must purchase the textbook bundled with a Cengage access code that includes MindTap courseware (see registration in Canvas).

Students can choose to purchase MindTap through Cengage Unlimited – a digital subscription service designed to save money. If Cengage Unlimited is purchased, access to any Cengage materials across all UTT courses utilizing Cengage and other eBooks, study guides, and reference materials are included.

To access these *MindTap* course materials:

1. Login to Canvas and select your ‘GENB-2300 (2021-FALL) 060’ course.
2. Go to your Course Module: ‘MindTap Digital Course Access’.
3. Then select the Course Link: ‘GENB-2300 (2021-FALL) 060’.
 - a. This link will auto-prompt the Digital Course Registration Screen in a New Window. (*Important Note: Enable Browser Pop-Ups.*)
4. New User: Select ‘Create Student Account’; Existing User: Sign in with previous login info.
 - a. New User: Verify your account to complete the registration process via your email.
 - b. New User: Open the “Welcome to Cengage” email that was sent to the email account you entered on the Registration Screen and click “Activate Cengage Account” to set your password.
5. Once registered and confirmed for the digital course, you can: 1) Start Trial, 2) Choose Purchase Options or 3) Redeem an Access Code.

- **System Check**
To check whether your computer meets the requirements for using MindTap, go to:
<http://ng.cengage.com/static/browsercheck/index.html>
- **Software:** Access to Microsoft Excel
- **Webcam and microphone access for ProctorU utilization during exams.** For additional information, please visit www.uttyler.edu/digital-learning/proctoru-resources/

Course Description

Descriptive and inferential statistical techniques for business and economic decision making. Topics include the collection, description, analysis, and summarization of data; probability; discrete and continuous random variables; the binomial and normal distributions; sampling distributions; tests of hypotheses; estimation and confidence intervals; linear regression; and correlation analysis. Statistical software is used to analyze data throughout the course.

Prerequisites: MATH 1324 Mathematics for Business & Social Science Majors or MATH 1314 College Algebra, MATH 1342 Statistics and BCIS 1305/1405 Business Computer Applications COSC 1307

Course Objectives

1. Describe the random processes underlying statistical studies.
2. Calculate and use probability in solving business problems.
3. Compute and interpret descriptive statistics.
4. Compute and interpret measures of central tendency and dispersion.
5. Calculate expected values to evaluate multiple outcomes of a decision.
6. Describe, interpret, and apply discrete and continuous probability distributions.
7. Construct and interpret confidence intervals for means and proportions.
8. Formulate, perform, and interpret hypothesis tests (one and two population parameters).
9. Calculate, evaluate, and interpret simple linear correlation/regression.
10. Use statistical software to graph, compute, and analyze statistical data.

Tentative Class schedule – All assignments are located in Canvas.

Week	Readings	Topics	Critical Business Applications	Assignments
1	Ch. 1 – Introduction	<ul style="list-style-type: none"> • Introduction to the class – application of statistical methods to business applications. • Review skills and knowledge that were covered in prerequisite courses. 	<ul style="list-style-type: none"> • Application of statistical methods to business applications. 	<ul style="list-style-type: none"> • Bonus: Getting Started DB • Chapter 1 Quiz
2	Ch. 2 – Descriptive Statistics	<ul style="list-style-type: none"> • Compute and interpret descriptive statistics. • Topics include modifying data in Excel, creating distributions from data, measures of location, measures of variability, analyzing distributions, measures of association between two variables, & data cleansing. 	<ul style="list-style-type: none"> • Application for managerial decision making in finance, operations and other business disciplines. 	<ul style="list-style-type: none"> • Chapter 2 Assignment • Chapter 2 Quiz
3	Ch. 3 – Data Visualization	<ul style="list-style-type: none"> • Use statistical software to graph, compute, and analyze statistical data. • Topics include overview of data visualization, charts, advanced data visualization, & data dashboards. 	<ul style="list-style-type: none"> • Application in sales, finance, marketing and management; while inferring decision from data visualization. 	<ul style="list-style-type: none"> • Bonus: Getting Started DB • Chapter 3 Assignment • Chapter 3 Quiz
4	Ch. 4 – Probability: An Introduction to Modeling Uncertainty	<ul style="list-style-type: none"> • Describe, interpret, and apply discrete and continuous probability distributions. • Calculate and use probability in solving business problems. • Calculate expected values to evaluate multiple outcomes of a decision. 	<ul style="list-style-type: none"> • Creating a stock portfolio. • Calculating payoffs to make optimal decision. 	<ul style="list-style-type: none"> • Chapter 4 Assignment • Chapter 4 Quiz
5	Ch. 6 – Statistical Inference I	<ul style="list-style-type: none"> • Construct and interpret confidence intervals for means and proportions. • Topics include selecting a sample, point estimation, & sampling distributions. 	<ul style="list-style-type: none"> • Applying concept of probability for statistical process control. 	<ul style="list-style-type: none"> • Bonus: Getting Started DB • Chapter 6 Assignment • Chapter 6 Quiz
6	Ch. 6 – Statistical Inference II	<ul style="list-style-type: none"> • Formulate, perform, and interpret hypothesis tests (one and two population parameters). • Topics include developing null and alternative hypotheses, type I and II errors, hypothesis test of the population means, hypothesis test of the population proportion. 	<ul style="list-style-type: none"> • Decision making on population characteristics from sample. 	<ul style="list-style-type: none"> • Chapter 6 Case Study – Young Professional Magazine (p. 324) • Bonus: Peer Review
7	Mid-Term Exam		Exam will cover chapters 1,2,3,4 & 6	

8	Ch. 7 – Linear Regression I	<ul style="list-style-type: none"> Calculate, evaluate, and interpret simple linear correlation / regression. Topics include the simple linear regression model, least squares method, assessing the fit of the simple linear regression model. Note: Focus is on business implications of results. 	<ul style="list-style-type: none"> Learning the tools of predictive modeling. Understanding the proper application and interpretation of the results for decision making in business. 	<ul style="list-style-type: none"> Bonus: Getting Started DB Chapter 7 Assignment Chapter 7 Quiz
9	Ch. 7 – Linear Regression II	<ul style="list-style-type: none"> Topics include the multiple regression model, inference and regression, categorical independent variables, modeling non-linear relationships, model fitting, big data and regression. Prediction with regression / predictive modeling. 	<ul style="list-style-type: none"> Continuation of above. 	<ul style="list-style-type: none"> Chapter 7 Case Study – Bicycling World (p. 386) Bonus: Peer Review
10	Ch. 8 – Time Series Analysis and Forecasting I	<ul style="list-style-type: none"> Using regression analysis and other tools for forecasting. Topics include time series patterns, forecast accuracy, moving averages and exponential smoothing. 	<ul style="list-style-type: none"> Studying a variety of techniques for predictive modeling in business. Predicting stock price, sales and demand. 	<ul style="list-style-type: none"> Bonus: Getting Started DB Chapter 8 Assignment Chapter 8 Quiz
11	Ch. 8 – Time Series Analysis and Forecasting II	<ul style="list-style-type: none"> Topics include using regression analysis for forecasting, determining the best forecasting model to use. 	<ul style="list-style-type: none"> Learning the use of common tools (e.g., Excel) for forecasting. Application of correct forecasting methods for different business environment. 	<ul style="list-style-type: none"> Chapter 8 Case Study – Forecasting Food and Beverage Sales (p. 450) Bonus: Peer Review
12	Ch. 10 - Spreadsheet Models	<ul style="list-style-type: none"> Use statistical software to graph, compute, and analyze statistical data. Topics include building good spreadsheet models, What-if analysis, Excel functions for modeling, auditing spreadsheet models, predictive and prescriptive spreadsheet models. 	<ul style="list-style-type: none"> Application to essential business planning (risk analysis, inventory control, break-even analysis) – predictive and prescriptive analysis. 	<ul style="list-style-type: none"> Chapter 10 Assignment Chapter 10 Quiz
13	Ch. 12 – Linear Optimization Models	<ul style="list-style-type: none"> Calculate expected values to evaluate multiple outcomes of a decision. Topics include simple maximization problems, simple minimization problems, special cases of linear program outcomes, sensitivity analysis, general linear programming notation, generating an alternative optimal solution for a linear program. 	<ul style="list-style-type: none"> Review examples covering investment portfolio selection, transportation planning, and advertisement planning. 	<ul style="list-style-type: none"> Bonus: Getting Started DB Chapter 12 Assignment Chapter 12 Quiz

14	Thanksgiving Break			
15	Ch. 13 – Integer Linear Optimization Models	<ul style="list-style-type: none"> • Topics include types of integer linear optimization models, solving integer optimization models. • Applications involving binary variables, modeling flexibility provided by binary variables, generating alternatives in binary optimization. 	<ul style="list-style-type: none"> • Review examples covering capital budgeting, product design, and market share optimization. 	<ul style="list-style-type: none"> • Bonus: Getting Started DB • Chapter 13 Assignment • Chapter 13 Quiz
Finals week	Final Exam		Exam will cover chapters 7, 8, 10, 12 & 13	

Note. All assignments are located in Canvas. Assignments are due Saturday by Midnight. (*Mid-Term Exam due by midnight 10/9 and Final exam due by midnight 12/9). Bolded numbers indicate maximum possible point value. Work due on Saturdays will not be counted late if submitted within 24 hours of due date/time. **Please note the 24-hour grace period does not apply to Mid-Term Exam or Final Exam.**

^aParticipation in getting started (Weeks 1, 3, 5, 8, 10, 13, and 15) is worth 1 bonus point if substantive post and reply is posted by the due date.

^bParticipation in peer review is worth 1 bonus point if post of student's own work and review of peer's work is posted by due date. Bonus points are only awarded if all other module work (e.g., quiz, assignments) has been completed and/or submitted and is not late.

Week	Module	Getting Started ^a	Assignment	Quiz	Exams	Case Study	Peer Review ^b
1	Introduction	1 (9/4)		10 (9/4)			
2	Descriptive Statistics		10 (9/4)	10 (9/4)			
3	Data Visualization	1 (9/11)	10 (9/11)	10 (9/11)			
4	Probability: An Introduction to Modeling Uncertainty		10 (9/18)	10 (9/18)			
5	Statistical Inference I	1 (9/25)	10 (9/25)	10 (9/25)			
6	Statistical Inference II					10 (10/2)	1 (10/2)
7	Mid-Term Exam				125 (10/9) *		
8	Linear Regression I	1 (10/16)	10 (10/16)	10 (10/16)			
9	Linear Regression II					10 (10/23)	1 (10/23)
10	Time Series Analysis & Forecasting I	1 (10/30)	10 (10/30)	10 (10/30)			
11	Time Series Analysis & Forecasting II					10 (11/6)	1 (11/6)
12	Spreadsheet Models		10 (11/13)	10 (11/13)			
13	Linear Optimization Models	1 (11/20)	10 (11/20)	10 (11/20)			
14	Thanksgiving Break						
15	Integer Linear Optimization Models	1 (12/4)	10 (12/4)	10 (12/4)			
Final	Final Exam				125 (12/9) *		
Total		7 bonus	90	100	250	30	3 bonus

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^aParticipation in getting started (Weeks 1, 3, 5, 8, 10, 13, and 15) is worth 1 bonus point if substantive post and reply is posted by the due date.

^bParticipation in peer review is worth 1 bonus point if post of student's own work and review of peer's work is posted by due date. Bonus points are only awarded if all other module work (e.g., quiz, assignments) has been completed and/or submitted and is not late.

Course Evaluation

Component	Points
Assignments	90 (9 @ 10 points each)
Chapter Quizzes	100 (10 @ 10 points each)
Case Studies	30 (3 @ 10 points each)
Exams	250 (2 @ 125 points each)
Total	475

Grading Policy:

Grade A:	90% and above
Grade B:	80% - 89%
Grade C:	70% - 79%
Grade D:	60% - 69%
Grade F:	Below 60%

Grading Philosophy

I understand that the process of receiving grades can inhibit the learning process. I endeavor to create a safe learning environment. As part of that environment, you have several opportunities to maintain a high grade in the course, including:

- Two attempts at each chapter quiz, where you receive the highest grade of the attempts made.
- Two attempts at each chapter assignment, where you receive the highest grade of the attempts made.
- Bonus opportunities throughout semester.
- Feedback on assignments.
- Course schedule in the Syllabus may be altered during the semester due to unforeseen circumstances.

Course Policies:

Class Meeting Attendance

Attendance at all online class sessions is expected for the accomplishment of course objectives. The facilitator recognizes that learners may have special issues and responsibilities that may impact attendance, however regular attendance is expected. If absences occur, the learner is responsible for contacting the facilitator in advance so that adjustments can be made to the instructional activities planned for a specific session. The learner is also responsible for all work that is missed due to the absence from any class meeting, or portion thereof.

Late Work

No credit will be given for late assignments unless the learner's provider and/or UT Tyler's system prevents the student from submitting a discussion post, assignment, quiz, or exam. The student is responsible for contacting the instructor, providing evidence of the outage and submitting any missed work within 24 hours of resolution of any system outage.

Academic Dishonesty Statement

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Plagiarism will not be tolerated and learners should be aware that all written course assignments will be checked by Plagiarism detection software. Violations of academic integrity will be reported and processed according the guidelines established by the University.

University Policies:

The University of Texas at Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <https://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

- All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.
- Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
- There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring, the Census Date is Jan. 25.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Census Date Policies

The Census Date (September 3) is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date).
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to

inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

College of Business Statement of Ethics:

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus.

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Online Education Task Force Online Learning Student Privacy & Related Issues FAQ

This document is intended to provide general guidance regarding frequently asked questions related to online learning environments. This guidance does not supersede institutional policies. Questions regarding specific scenarios or technology should be directed to your institution's office of legal affairs and/or IT office or other appropriate institution offices, including the Provost or your department.

All privacy laws, particularly FERPA, carry potential penalties for non-compliance, including loss of federal funding or other sanctions. The Department of Education has generally indicated a flexible approach where necessary to address the increase in the use of online courses in response to the current COVID-19 pandemic. While it is unlikely that inadvertent FERPA errors will result in loss of federal funding or other sanctions, all UT System institutions and their employees are required to comply with federal and state laws and institution policies. Compliance with laws and policies is distinguishable from best practices, which provide suggested methods of compliance and implementation. It is important to confer with your institution's Provost, department heads or legal offices for any further issues or questions related to the use of online learning platforms.

1. Can a student refuse to participate in online class or provide their name or email address during an online class?

No, it is legal and reasonable to require a student to provide a name or email address for participation in an online class without resulting in a violation of law or policy. While students continue to maintain FERPA rights and protections while enrolled in online classes, students do not have the right to be "anonymous" whether classes are in person or online, or for online courses, live (synchronous) or recorded (asynchronous).

Even if a student has opted out of allowing release of their FERPA "directory information," this opt-out cannot be relied on to refuse providing a name, institutional email address, or other identifier in a course in which the student is enrolled. However, in instances involving specific concerns regarding personal safety, you are encouraged to confer with your institution's Title IX and/or Legal Affairs offices for guidance regarding possible solutions to address student concerns.

Additionally, students with accommodations may have specific technological requests. In those instances, contact your institution's office for student disability services and accommodations and/or legal affairs to ensure access to online learning tools and to avoid creating barriers for students requiring accommodations.

2. Can I reuse a course recording from a prior course (including a live synchronous course) or save a course recording to use in a future course? Can I give access to class recordings to non-students or students not enrolled in the class? Can non-students or students not enrolled in a class observe a live online course?

Provided you follow FERPA and institution policies it is not unlawful to reuse a course recording in a future course, give access to course recording to individuals not enrolled in the course, or to allow individual not enrolled in the course to observe a live online class. To use course recordings in future courses, you must determine whether course recordings contain student personally identifiable information. Course recordings that do not contain student personally identifiable information may be re-used in a future course offering without obtaining consent or editing the recording. To the extent recordings contain student personally identifying information, you must obtain consent or ensure recordings are de-identified prior to use. Additional requirements for the ongoing use of a previously recorded course or the outside use of a recorded course may be required by your institution. Please work with your Provost or legal affairs department.

Non-students or students not enrolled in a course can be given access to class recordings only if the recording does not contain student personally identifiable information or all students whose personally identifiable information or other education records are captured in a recording have provided appropriate consent. To the extent you would like to allow a non-student or student not enrolled in a class to observe a synchronous online course, please follow your institution guidelines regarding course observation, which may necessitate student consent if student personally identifiable information, including student interaction, may be observed during the class.

For courses in which student participation is not integral to the learning experience, instructors could plan courses such that only instructor lecture portions of the course are recorded. To the extent a recording is only from the perspective of the host (course instructor), provided student names or other identifiers are not visible in the chat or other functions, the recording is unlikely to contain information protected by FERPA. Depending on the course platform and technological capabilities, course recordings may also be edited to omit or de-identify students participating during the synchronous course. Please note recordings of student voices are considered personally identifiable information under FERPA, so image blurring and voice alteration may be required to de-identify a recording without completely removing student participation portions of the recording. Students could also be given notice that the recording may be used in future courses or otherwise posted publicly to allow them to edit their screennames after attendance is taken but prior to the start of recording so that they are not identifiable in the video recording and/or to load an unidentifiable image/background so they are not identifiable in the video recording. Many of the options may be dependent on the technology being used. To the extent you wish to ensure use outside the current course, you may consider recording the reusable portion of course material outside of the class session to eliminate the risk of students being identified and avoid the necessity for consent and/or editing.

Institutions may have specific FERPA consent forms for course recordings, which might be built into an online platform. FERPA requires specific consent language, so a non-FERPA specific release in software (such as one TEAMS may utilize) is unlikely to satisfy the legal requirements

for release. If your institution or department does not have a specific FERPA recording consent form or built-in platform for collecting the consent forms, your department or institution legal affairs office can assist in providing you with a consent form that students can download and submit electronically.

3. What requirements should be considered for recording and posting recordings of online classes?

If the recording of a class does not disclose student personally identifiable information, FERPA does not prohibit recording the live course for use by other students regardless of if they are enrolled in the course. If the recording does contain personally identifiable information from student education records, such as identifiable students asking or answering questions or giving presentations, FERPA does not prohibit making the recording available to other students enrolled in the same course, but best practice would be to provide notice to the students, such as a statement on the course syllabus. Your legal affairs office may have preferred boilerplate language. Otherwise, a simple statement such as the one below may serve to put students on notice of possible recordings of the class. It is important to note that a statement such as the one below is a notice to students and should not be considered consent from the students.

Class sessions may be recorded by the instructor for use by students enrolled in this class. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the class and only for educational purposes. Course recordings should not be shared outside of the class in any form without express permission.

Generally, if the course recording simply includes the captured image of students as part of the background and does not make any particular student the focus of the recording, such a recording would not be considered directly related to a particular student and would therefore not be the student's education record. However, because FERPA is highly contextual and varies case by case, the best practice is to either exclude students identifying information from course recordings or obtain consent from all students enrolled in the course. Obtaining consent may seem daunting for larger courses; therefore, consider providing an affirmative consent statement at the time of providing the course syllabus or at the time of enrollment for the course.

Controlling the transmission and distribution of video recorded classes may also provide compliance with FERPA and prevent unauthorized access to courses. It is recommended that faculty and staff communicate with the institution's IT or information security department for additional resources and trainings on the functionality of online course technology. Some online course platforms allow posting of course recordings for streaming access only without the capability of downloading, which can help provide technological control of the online course. Such tools and functionality may include the ability to add closed captioning or allow students to produce human-based captioning of course lecture recordings. Your institution's office for student disability services and accommodations can assist with these tools and situations.

4. Some students have expressed concern about the invasiveness of live proctoring. What should I tell them?

Live proctoring is not unlawful. Institutions may have various technological options for live proctoring of tests and exams, including Proctorio (no live observation), Respondus Monitor, or ProctorU. Some students have expressed specific concerns regarding religious beliefs about photographs and recordings or may require additional testing accommodations for disabilities; such questions should be directed to your institution's office for student disability services and accommodations. Your institution or department most likely has required or suggested language to include on your syllabus depending on the live proctoring services utilized. To the extent your institution or department does not have suggested language, a general notice may look something like:

NOTICE: Your enrollment in this course requires the use of [program name] for online assessment proctoring. [description of the tool – electronic test proctoring via webcam and other tools without live review by a person, live video and other monitoring, and/or lockdown browser]. **YOUR ACTIVITIES ARE RECORDED WHILE YOU ARE LOGGED INTO OR TAKING YOUR ASSESSMENT(S). THE RECORDINGS SERVE AS A PROCTOR AND WILL BE REVIEWED AND USED IN AN EFFORT TO MAINTAIN ACADEMIC INTEGRITY.** You can find more detailed information on [program name] at [institution or department website regarding the tools].

5. Some students don't have webcams, and for that reason, institutions have developed alternative methods for live proctoring, including using students' cell phone camera to record/stream their test taking. Is this allowed? Are there any best practices for handling these one-off approaches?

It is not unlawful to allow alternatives to your institution's usual methods of live proctoring, including use of a student's cell phone camera. Where students do not have a webcam or have poor internet connectivity, use of a cell phone camera to record and/or stream test taking is a viable work-around. Consult with your department and available institution resources to ensure compliance with institution policies and to address specific student requests for alternatives to live proctoring. Encourage students to log onto the online testing platform at least 30 minutes prior to an exam to ensure there are no technology issues. Teaching Assistants or department administrative staff can assist instructors with checking access to online tests at least 24 hours in advance to allow time to address any issues with instructor or institution technology. Instruct students to contact you in advance of tests if they anticipate needing an alternative to live proctoring. Additionally, because technology issues are often unplanned, communicate any alternatives with students before-hand and consider being available or having a Teaching Assistant or other employee available for contact during the scheduled test window. Having a plan for acceptable alternatives or an alternative time for students who encounter technological issues and communicating these resources to students can help provide clarity on how to address problems. Your department and institution may have existing guidance and procedures for these situations.

6. Can I require a student to show his or her webcam during a live online course?

It is not unlawful to require a student to show his or her webcam during a live online course. Generally, we do not suggest requiring students to use their webcam during synchronous online courses. A better approach is to give students the option to use their webcam or to upload an avatar where the lecturer and/or other students can view participants. However, some specific departments or courses may require use of a webcam during live online courses. If a course requires the use of a webcam, prior to the start of the course and within the syllabus you should provide notice of the requirement and links to resources such as institution IT departments and student emergency fund webpages to enable students without such tools to prepare for the course requirements.

7. If I do not require students to show their webcam, how will I take attendance for class participation?

Some institutions have recommended for courses in which flexibility is possible, instructors reconsider “attendance” as including asynchronous learning involving the viewing of course recordings and materials outside of regularly scheduled course times as necessary. Answering quizzes or submitting comments regarding recorded lectures and posted materials could be used to constitute “attendance.”

For courses requiring “attendance” during synchronous classes, instructors can utilize a platform’s chat function to require students to “check in” and/or answer questions during the class. Additionally, some online learning platforms create log-on rosters and other data instructors can utilize to confirm attendance. For evaluation of participation in class, similar tools to those used during in-person classes can be adapted to the online format, including quizzes, discussion groups, student presentations, and questions and answers. Your institution likely provides resources to assist with the transition to online teaching. Your department or the Office of the Provost may assist you identifying resources.

8. What if a student discloses sensitive or protected information during a synchronous course that is being recorded and posted for later viewing? Do I need to edit this information out before posting it?

Students sometimes share sensitive or otherwise confidential information during class discussions. Where the recording will be available only to other students enrolled in the course, this information does not need to be edited before posting. Housing recorded lectures within a protected Learning Management System (“LMS”) environment will assist in protecting the sensitive information. To the extent you feel this information does not add to the course or you prefer to remove the disclosure as a courtesy or at the request of the student, editing the portion out of the lecture or de-identifying the student’s image and voice can help protect the student’s privacy.

9. Can I post a video of a class to my own or another non-institution website?

Some institutions may allow this with approval and compliance with Intellectual Property guidelines and other policies. However, please note that as with sharing recordings containing student personally identifiable information with anyone not enrolled in the current course at issue, any student whose personally identifiable information or other education records are contained in the recording must either provide appropriate consent or the recording must be edited to omit or de-identify the student, as discussed above.

OTHER FERPA ISSUES & BEST PRACTICES

Privacy issues that apply to in-person classes also apply to online learning, including:

- Ensuring grades are not posted publicly or for all students to access if identified by name, ID number, or other linkable information.
- Use of student personally identifiable information on personal devices, at home in hard copy, or on University equipment at home must comply with policies and procedures to protect personally identifiable information.
- Sharing of student personally identifiable information or other Education Records must be for official University purposes or other exceptions to disclosure, unless a student provides valid consent in accordance with FERPA.
- FERPA does not have specific security or technical requirements for use of apps or software, but institutions and UT System have policies regarding best security practices and requirements. Check with institution information security offices and/or department IT contacts to ensure the product you want to use is approved or meets policy requirements.
- If sharing your screen or recording a course lecture, consider logging out of your email and/or disabling email alerts to ensure no confidential or personal information is visible to students.

ADDITIONAL RESOURCES

Institution IT and FERPA resources

UT Arlington	https://oit.uta.edu/support/	https://www.uta.edu/legalaffairs/
UT Austin	https://it.utexas.edu/	https://legal.utexas.edu/
UT Dallas	https://www.utdallas.edu/oit/	https://www.utdallas.edu/legal/
UT El Paso	https://www.utep.edu/technologysupport/	https://www.utep.edu/chief-ostaff/legal-affairs/
UT Permian Basin	https://www.utpb.edu/university-offices/information-technology/index	https://www.utpb.edu/university-offices/compliance-and-accommodations/index
UT Rio Grande Valley	https://www.utrgv.edu/it/	https://www.utrgv.edu/legalaffairs/index.htm
UT San Antonio	https://www.utsa.edu/oit/	https://www.utsa.edu/legalaffairs/
UT Tyler	https://www.utt Tyler.edu/it/	https://www.utt Tyler.edu/legal-affairs/

UT System Office of General Counsel – Cynthia Tynan available via ctynan@utsystem.edu
Department of Education Student Privacy Policy Office and Privacy Technical Assistance Center resources for Online Learning and COVID-19 Privacy issues available at <https://studentprivacy.ed.gov/>.

Separate IP FAQs address questions regarding ownership and use of course materials.