Brandeis University
Division of Graduate Professional Studies
Rabb School of Continuing Studies

Course Syllabus

I. COURSE INFORMATION

Predictive Analytics: January 12th, 2022—March 22nd, 2022
RSAN-160: Predictive Analytics & Machine Learning, Spring1 2022
Distance Learning Course Week: Wednesday through Tuesday
Office Hours: Monday & Thursdays from 7:00 PM to 8:00 PM EST

Instructor: Stephanie Wallace

You can contact me through discussion forums on our course web site: by replying to any of my posted messages, posting a new topic on the Questions and Comments forum, or posting to one of the various forums established for each class assignment. To reach me privately, please use the Private Forum, which is also the method I will use to contact you. The Private Forum is used instead of email in the Strategic Analytics degree program.

Syllabus Overview

This syllabus contains all relevant information about the course: its objectives & outcomes, grading criteria, texts, other materials of instruction, weekly objectives, outcomes, readings, assignments, and due dates. Consider this your roadmap for the course. Please read through the syllabus carefully and feel free to share any questions that you may have.

Course Description

This course will focus on the fundamentals of predictive analytics as it relates to improving business performance, and will cover predictive models, key modeling techniques, scoring, non-parametric regression and classification, principal components analysis and dimension reduction, time series, quality control methods, multiple predictor variables, and decision trees. The course will utilize best practices and case studies to illustrate how predictive analytics can facilitate educated decision-making to reduce costs, increase revenues, and provide competitive advantage across a variety of industries.

Relevant Programs: Graduate elective course for the M.S. degree in Strategic Analytics

Prerequisites (either one of the following):
- RSAN101: Foundations of Data Science and Analytics
- RSAN110: Business Intelligence, Analytics and Decision Making

Welcome to Predictive Analytics!

This course is one of the elective courses offered to complete the M.S. degree in Strategic Analytics. This course will utilize case studies, trends, techniques, and best practices as it examines the various components and applications of predictive analytics. The course procedures and policies are clearly detailed throughout this syllabus with materials posted on the LATTE web site. Please familiarize yourself with these materials and feel free to ask me any questions.

Required Texts
Applied Predictive Analytics: Principles and Techniques for the Professional Data Analyst, Dean Abbott, 2014. Wiley ISBN: 978-1118727966

Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie, or Die, Eric Siegel, 2016. Wiley ISBN: 978-1119145677.

Topic Notes and Assignments
- Weekly required and Topic Notes & R Coding Notes available on the course site (in Latte)
- 5 R Coding Assignments, available on the course site (in Latte)
- Final Project

Online Course Content
This section of the course will be conducted completely online using the Brandeis LATTE site. The site contains the course syllabus, assignments, discussion forums, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions. Access information is emailed to enrolled students before the start of the course.

Overall Course Objectives
The course is intended to provide students with an understanding of:
- The definitions of key terms and concepts in predictive analytics and text analytics
- The importance of understanding and preparing data for predictive analytics
- The differences between descriptive modeling vs. predictive modeling, as well as the key concepts of model ensembles and model deployment
- The ways in which predictive analytics are utilized in different fields and industries
- The business issues that predictive analytics addresses and resolves
- The most common challenges in developing and utilizing predictive analytics
- The strategic purpose and impact predictive analytics can serve within an organization
- The future direction predictive analytics will likely take, including application and careers

Overall Course Outcomes
At the end of the course, students will be able to:
- Explain what predictive analytics are, and related key concepts including model ensembles, model deployment, and text analytics
- Identify the differences between descriptive modeling vs. predictive modeling
- Describe how predictive analytics are utilized in different fields and industries
- Identify and describe the business issues that predictive analytics addresses and resolves
- Identify and describe the ways in predictive analytics can have a strategic impact within an organization
- Describe the likely path predictive analytics will take in the future, as well as possible career choices

Description of Grading Components

Percent	Component
30%	Weekly Discussions/Online Participation (3% each week)
30%	R Coding Assignments (5 at 6% each)
30%	Final Project
10%	Quiz (Week 10)

Weekly Discussions / Online Participation (30%, 3% per week)
All student participation will be done online via LATTE. Each weekly block has a page that includes "Discussion Questions" which describes the topics for discussion related to the course materials posted for that week.

Each topic description includes a series of discussion questions or other directions for providing a response. To earn full credit for the Participation component of the grade, students will be expected to complete the following during weeks 1 through 10 of the course:
- Respond to at least 2 discussion topics each week. Post an original response to one topic by end of day Saturday, midnight EST, and post another by end of day Monday, midnight EST.
- Post at least 2 other substantive replies to the discussions each week (on different days) by end of day Tuesday, midnight EST. These messages are replies to the original response messages of others or replies to someone else's reply message. The assumption is that you will read through the posts of your classmates to enhance your learning; reply to those of your choice, based upon your own experiences and insights.
- Post messages on three different days of the course week. While you may post all the required original responses and replies before the due dates, it is important for you to be involved in the discussions throughout the week.

During some weeks, responses to specific topics are due on certain dates; in other weeks, students may choose from among the available topics. Please review the discussion topic requirements carefully. These discussion requirements are described within the Discussion Questions page within each weekly block on the course home page; they are also listed in the Checklist page for each week.

Each of the two required original response messages contributes 30% of the weekly participation grade. Maximum grade is given for each of these if the posted message:
- Answers all questions asked and follows all directions specified in the topic description.
- Includes shared industry experiences and/or relates concepts to the topic notes and readings as appropriate.
- Provides at least two recent citations beyond the course textbooks or required reading. Note, all sources must be recent, high-quality, academic, peer-reviewed sources, denoted with in-text-citations and properly referenced using APA format (refer to the Research Help > Citing Sources" link in LATTE Resources block).
- Uses good scholarship, cite sources, and follows proper grammar, spelling, and format.
- Contains original content, states in the student's own words, rather than the words of the source. Minimizes the use of (or contains no) quoted material, images, graphs, charts, or diagrams.
- Provides sufficient detail; original responses should include a minimum of 200-300 words. Some topics require lengthier responses to answer all questions.
- The original response must also be included in a text document (such as Microsoft Word document) and attached to the post. This will allow for individual feedback from the instructor. The response should not include the text of the question. Instead, the question must be addressed in the response.

Each of the two required substantive reply messages contributes 15% of the weekly participation grade. Maximum grade is given for each of these if the posted message:
- Provides substantive comments (beyond an "I agree" post) with follow-on points or questions to extend the conversation. Substantive replies should include a minimum of 100-200 words.
- Uses good scholarship, original content, cites sources and follows proper grammar, spelling, & format.
- Note, as with the original response, all sources must be recent, high-quality, academic, peer-reviewed sources, denoted with in-text-citations and properly referenced using APA format (refer to the Research Help > Citing Sources" link in the LATTE Resources block).

All discussion forum postings are subject to review for originality and adherence to academic honesty principles. See the section "Academic Honesty & Student Integrity" for more information. Posting of discussion messages needs to be done in a timely manner to allow peers the opportunity to review and reply.

Late Policy:
- *Half credit is deducted for an original response that is one day late.*
- *No credit is earned for original responses that are posted more than one day late.*
- *No credit is earned for substantive replies that are posted late.*

10% of weekly participation grade is based on your participation in discussions throughout the week.
- Maximum grade: is given for those that post messages to the weekly discussion forum on three (or more) days during the course week.
- Partial credit: is given for those that post their messages to the weekly discussion forum on only one or two days of the course week.

Online participation grade for each week is based on your contribution to the weekly discussion forum, for example, "Week 1 Discussions". Posts to the forums set up for discussion of general questions and comments, exercises, or assignments are not considered in the weekly participation grade.

To summarize, the online participation grade for each week is based on the following requirements:

Weekly Requirement	Portion of Weekly Participation Grade
Post original response by Saturday Night	50%
Post substantive reply #1 by Tuesday Night	25%
Post substantive reply #2 by Tuesday Night	25%

Each week, the online participation in these discussions contributes 5% to the overall course grade. Over ten weeks, this amounts to 50% of the overall course grade.

Assignments (30%, 6% per week)
There will be 5 assignments throughout the semester with each worth 6% of the course grade. Assignment submissions will be due Tuesday at midnight in the week it has been assigned. Late Policy: Half credit is deducted for an assignment submitted one day late. No credit is earned for assignments submitted more than one day late.

Final Project (30%)
Your task is to apply your understanding of the CRISP-DM process to either an industry or company of your choosing. Following some research and exploration, select either an industry or company and identify a potential business problem that would benefit from leveraging a predictive model. Based on your defined goals and objectives, you will then source a publicly available structured dataset and use the sourced data to work through the six stages of the CRISP-DM process with the ultimate goal of building a predictive model. Once you have identified your target variable as part of defining the business problem you will both profile, prepare your data, and then ultimately develop a set of five predictive models that will be trained to your training dataset. The best three performing models will then be assessed using your test dataset, at which point you will make a final model selection. A final project write-up has been posted, as well as a detailed grading rubric. For the most detailed requirements of the final project, please reference both the final project write-up and corresponding grading rubric.

Quiz – Week 10 (10%)
In the final week of the course, Week 10, in addition to your final project being due, you will also have a 20-question quiz that is a combination of multiple choice and true/false questions. The quiz will be untimed, open book, and you will be allowed unlimited attempts. The scope of the quiz will be the major themes of the course, with questions most directly coming from the readings and topic notes throughout each week of the semester.

II. WEEKLEY INFORMATION

On the course site, the home page contains 10 weekly blocks, one for each week of the course. Within each weekly block on the home page, you will find information and resources about the activities for each week:
- Overview: Checklist, Objectives and Outcomes
- Discussions
- Topic Notes & R Coding Notes & Other Required Readings/ Videos
- Assignments / Assessments

Initially some of these items (related to discussions, assignments, or assessments) will be hidden on the course home page. As we come to the appropriate point in the course, they will become visible and available. A schedule for availability is included within this syllabus. Most of the items listed in the checklists are required for this course, but some are highlighted as "[optional]" for this course. As your schedule permits, you are encouraged to complete the optional work, as it will benefit your learning.

The following pages of this syllabus present a summary of the weekly objectives, outcomes, readings, assignments, and assessments. Chapter readings for both books are planned to generally follow the sequence of the weekly topic notes. Some of the references to PMBOK Guide readings include mention of the weekly topic that is highlighted within the chapter.

Week #1 – Introduction to Predictive Analytics

Objectives:
- The definitions of key terms and concepts in predictive analytics & text analytics.
- The business issues that predictive analytics addresses and resolves.

Outcomes:
- Explain what data science is, including its purpose, history, and applications in business.
- Explain what analytics are, including the various types and their application in business.
- Describe the business issues that data science and analytics can address and resolve.

Readings:
- Applied Predictive Analytics – Chapter #1
- Predictive Analytics – Chapter #1
- Week 1 Topic Notes & Readings

Videos: "Introduction to Predictive Analytics"

Deliverables:
- Complete Academic Integrity Report
- Watch the "Welcome" session video
- Introduce yourself in the "Introduce Yourself" forum
- Week 1 Discussion Topic (1 original post and 2 substantive replies to your peer's original posts)
- Install R Studio environment.

Week #2 – Setting Up the Problem

Objectives:
- The definitions of key terms and concepts in predictive analytics & text analytics.
- The ways in which predictive analytics are utilized in different fields and industries.
- The business issues that predictive analytics addresses and resolves.

Outcomes:
- Explain what predictive analytics are, and related key concepts including: model ensembles, model deployment, and text analytics.
- Describe how predictive analytics are utilized in different fields and industries.
- Identify and describe the business issues that predictive analytics addresses and resolves.

Readings:
- Applied Predictive Analytics – Chapter #2
- Predictive Analytics – Chapter #2
- Week 2 Topic Notes , R Coding Notes, & Readings

Videos: "When Big Data & Predictive Analytics Collide"

Deliverables:
- R Coding Assignment #1
- Week 2 Discussion Topic (1 original post and 2 substantive replies to your peer's original posts)

Week #3 – Understanding the Data

Objectives:
- The definitions of key terms and concepts in predictive analytics & text analytics.
- The importance of understanding and preparing data in predictive analytics.
- The business issues that predictive analytics addresses and resolves.
- The most common challenges in developing and utilizing predictive analytics.

Outcomes:
- Explain what predictive analytics are, and related key concepts including: model ensembles, model deployment, and text analytics.
- Identify and describe the business issues that predictive analytics addresses and resolves.

Readings:
- Applied Predictive Analytics – Chapter #3
- Predictive Analytics – Chapter #3
- Week 3 Topic Notes, R Coding Notes, & Readings

Deliverables:
- R Coding Assignment #2
- Week 3 Discussion Topic (1 original post and 2 substantive replies to your peer's original posts)
- Submit final project proposal & publicly available dataset to be used.

Week #4 – Preparing the Data

Objectives:
- The definitions of key terms and concepts in predictive analytics & text analytics.
- The importance of understanding and preparing data in predictive analytics.
- The business issues that predictive analytics addresses and resolves.
- The most common challenges in developing and utilizing predictive analytics.

Outcomes:
- Explain what predictive analytics are, and related key concepts including: model ensembles, model deployment, and text analytics.
- Identify and describe the business issues that predictive analytics addresses and resolves.

Readings:
- Applied Predictive Analytics – Chapters #4 & #5
- Predictive Analytics – None
- Week 3 Topic Notes, R Coding Notes, & Readings

Deliverables:
- R Coding Assignment #3
- Week 4 Discussion Topic (1 original post and 2 substantive replies to your peer's original posts)

Week #5 – Descriptive Modeling

Objectives:
- The definitions of key terms and concepts in predictive analytics & text analytics.
- The differences between descriptive modeling vs. predictive modeling, as well as key concepts of model ensembles and model deployment.
- The ways in which predictive analytics are utilized in different fields and industries.
- The business issues that predictive analytics addresses and resolves.
- The most common challenges in developing and utilizing predictive analytics.

Outcomes:
- Explain what predictive analytics are, and related key concepts including: model ensembles, model deployment, and text analytics.
- Identify the differences between descriptive modeling vs. predictive modeling.
- Describe how predictive analytics are utilized in different fields and industries.
- Identify and describe the business issues that predictive analytics addresses and resolves.

Readings:
- Applied Predictive Analytics – Chapters #6 & #7
- Predictive Analytics – Chapter #5
- Week 5 Topic Notes, R Coding Notes, & Readings

Deliverables:
- R Coding Assignment #4
- Week 5 Discussion Topic (1 original post and 2 substantive replies to your peer's original posts)

Week #6 – Predictive Modeling

Objectives:
- The definitions of key terms and concepts in predictive analytics & text analytics.
- The differences between descriptive modeling vs. predictive modeling, as well as key concepts of model ensembles and model deployment.
- The ways in which predictive analytics are utilized in different fields and industries.
- The business issues that predictive analytics addresses and resolves.
- The most common challenges in developing and utilizing predictive analytics.

Outcomes:
- Explain what predictive analytics are, and related key concepts including: model ensembles, model deployment, and text analytics.
- Identify the differences between descriptive modeling vs. predictive modeling.
- Describe how predictive analytics are utilized in different fields and industries.
- Identify and describe the business issues that predictive analytics addresses and resolves.

Readings:
- Applied Predictive Analytics – Chapters #8 & #9
- Predictive Analytics – Chapter #6
- Week 6 Topic Notes, R Coding Notes, & Readings

Deliverables:
- R Coding Assignment #5
- Week 6 Discussion Topic (1 original post and 2 substantive replies to your peer's original posts)

Week #7 – Model Ensembles

Objectives:
- The definitions of key terms and concepts in predictive analytics & text analytics.
- The differences between descriptive modeling vs. predictive modeling, as well as key concepts of model ensembles and model deployment.
- The ways in which predictive analytics are utilized in different fields and industries.
- The business issues that predictive analytics addresses and resolves.
- The most common challenges in developing and utilizing predictive analytics.

Outcomes:
- Explain what predictive analytics are, and related key concepts including: model ensembles, model deployment, and text analytics.
- Identify the differences between descriptive modeling vs. predictive modeling.
- Describe how predictive analytics are utilized in different fields and industries.
- Identify and describe the business issues that predictive analytics addresses and resolves.

Readings:
- Applied Predictive Analytics – Chapter #10
- Predictive Analytics – Chapters #4 & #5
- Week 6 Topic Notes & Readings

Videos: "Ensemble wins Netflix Prize", "What is an Ensemble?", "Types of Models & Modeling Algorithms", and "Types of Ensembles"

Deliverables:
- Week 7 Discussion Topic (1 original post and 2 substantive replies to your peer's original posts)

Week #8 – Text Mining

Objectives:
- The definitions of key terms and concepts in predictive analytics & text analytics.
- The ways in which predictive analytics are utilized in different fields and industries.
- The business issues that predictive analytics addresses and resolves.
- The most common challenges in developing and utilizing predictive analytics.

Outcomes:
- Explain what predictive analytics are, and related key concepts including: model ensembles, model deployment, and text analytics.
- Describe how predictive analytics are utilized in different fields and industries.
- Identify and describe the business issues that predictive analytics addresses and resolves.

Readings:
- Applied Predictive Analytics – Chapter #11
- Predictive Analytics – Chapter #6
- Week 8 Topic Notes & Readings

Videos: "Predictive Texts"

Deliverables:
- Week 8 Discussion Topic (1 original post and 2 substantive replies to your peer's original posts)

Week #9 – Model Deployment

Objectives:
- The definitions of key terms and concepts in predictive analytics & text analytics.
- The differences between descriptive modeling vs. predictive modeling, as well as key concepts of model ensembles and model deployment.
- The ways in which predictive analytics are utilized in different fields and industries.
- The business issues that predictive analytics addresses and resolves.
- The most common challenges in developing and utilizing predictive analytics.

Outcomes:
- Explain what predictive analytics are, and related key concepts including: model ensembles, model deployment, and text analytics.
- Identify the differences between descriptive vs. predictive modeling.
- Describe how predictive analytics are utilized in different fields and industries.
- Identify and describe the business issues that predictive analytics addresses and resolves.

Readings:
- Applied Predictive Analytics – Chapter #12
- Predictive Analytics – Chapter #7
- Week 9 Topic Notes & Readings

Videos: "Big Data: The Future of Predictive Analytics"

Deliverables:
- Week 9 Discussion Topic (1 original post and 2 substantive replies to your peer's original posts)

<u>Week #10 – The Future of Predictive Analytics</u>

Objectives:
- The ways in which predictive analytics are utilized in different fields and industries.
- The strategic purpose and impact predictive analytics can serve within an organization.
- The future direction analytics will likely take, including application and careers.

Outcomes:
- Describe how predictive analytics are utilized in different fields and industries.
- Identify and describe the ways predictive analytics can have an impact within an organization.
- Describe the path predictive analytics will likely take in the future, as well as possible career choices.

Readings:
- Applied Predictive Analytics – None
- Predictive Analytics – None
- Week 10 Topic Notes & Readings

Deliverables:
- Final Project
- Quiz (20 multiple choice/ true false questions: unlimited attempts, not timed)
- Week 10 Discussion Topic (1 original post and 2 substantive replies to your peer's original posts)

III. Course Policies and Procedures

Orientation
From the home page on the course web site, please review the Student Orientation Course.

Asynchronous and Synchronous Work
All required work for the course may be done asynchronously, i.e., students can login to the course, read/download materials, post to the Discussions, and submit assignments throughout the course week. Please carefully follow the syllabus and the weekly checklists to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course. As needed throughout the semester, synchronous Chat sessions can be made available using the course site's Chat Room facility.

Work Expectations
Students are responsible to explore each week's materials and submit required work by the specified due dates. On average, a student can expect to spend approximately 3-5 hours per week reading and approximately 4-6 hours per week completing assignments, assessments, and posting to discussions.   The calendar of due dates is located at the end of this syllabus.

Although students plan to complete the course work according to the specified due dates, sometimes things interrupt these plans, resulting in late work. In most cases, late work is accepted, but there is an impact on the grading (as discussed in the following section). Repeated late work can significantly and negatively affect your grade. In general, students are expected to manage the risks that may adversely affect their timely completion of course work to minimize the grading penalty for late work. Whenever you anticipate that some work will be late for some reason, a note to the instructor is appreciated.

Late Work
See the section titled "Description of Grading Components" for the criteria for handling late work related to the online participation components of this course. To allow adequate time for students to respond to the messages of others, it is especially important that messages from each student be posted in a timely manner. Grading penalties are incurred for any late postings. The Research Paper and Final Exam will not be accepted late.

Grading Standards
Grades are not given but are earned. Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All student work submitted during the course is meant to represent your own individual work. Students are expected to conduct themselves courteously online. If in the instructor's judgment a student's conduct is not courteous, that student's grade may be reduced. All course work should be completed with attention to good grammar and spelling. When instructions are provided regarding the mechanics for completing or submitting work, these details should be carefully followed. If submitted work is inadequate in any of these regards, the grade may be reduced.

Feedback
Feedback will be provided on all assignments and the Final Exam within 10 days of the due date. In each case, review comments are provided through the relevant LATTE assignment activity. Feedback about online participation will be provided through the "Participation Feedback" assignment activity within each weekly block. Participation grading will be completed within 7 days of the due date. Grades for all course assignments and assessments are viewable through the LATTE "Grades" facility within the Left-Frame block on our course home page.

Points/ Percentages	Grade
94 – 100	A
90 - 93	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 - 76	C
70 – 72	C-
67 – 69	D+
63 – 66	D
60 - 62	D-
≤ 59	F

Access to LATTE Web Site
Members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained. Students have access to the LATTE course web site throughout the duration of course and for approximately two months after the course completes. If there are any materials that students want to download from their course site, this should be done before the site is closed to student view.

Class Schedule
The course runs for 10 weeks; with each week beginning on a Wednesday and ending on a Tuesday. To accommodate celebration of holidays, traveling on business trips, or taking time for vacations, students are expected to schedule their course work, accordingly, submitting work in advance of due dates when necessary.

Week	Start Day	Start Date	End Day	End Date
1	Wednesday	January 12th	Tuesday	January 18th
2	Wednesday	January 19th	Tuesday	January 25th
3	Wednesday	January 26th	Tuesday	February 1st
4	Wednesday	February 2nd	Tuesday	February 7th
5	Wednesday	February 8th	Tuesday	February 15th
6	Wednesday	February 16th	Tuesday	February 21st
7	Wednesday	February 22nd	Tuesday	March 1st
8	Wednesday	March 2nd	Tuesday	March 8th
9	Wednesday	March 9th	Tuesday	March 15th
10	Wednesday	March 16th	Tuesday	March 22nd

IV. UNIVERSITY & DIVISION of GRADUATE PROFESSIONAL STUDIES STANDARDS

Please review the policies and procedures of Graduate Professional Studies, found at
http://www.brandeis.edu/gps/resources/student-handbook.html

We would like to highlight the following:

Learning Disabilities
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this course, please contact me immediately.

Academic Honesty and Student Integrity
Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, "Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student's own effort. A student's name on any written exercise constitutes a statement that the work is the result of the student's own thought and study, stated in the students own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source."
In particular, students must be aware that material (including ideas, phrases, sentences, images, photographs, charts, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students') Rights and Responsibilities Handbook", AND " Graduate Professional Studies Student Handbook". You should read these publications, which all can be accessed from the Graduate Professional Studies Web site (http://www.brandeis.edu/gps/). A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Division of Graduate Professional Studies.

University Caveat
The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.