Course Syllabus – last updated September 1, 2016

I. Course Information

Project Management in the Public Sector
163 RPJM 290 1DL  Fall 2016
September 14, 2016 – November 22, 2016
Distance Learning Course Week: Wednesday through Tuesday

Instructor Information
Denise M. Guérin, JD, MS-PPM, PMP
Office Hours: By appointment and as posted by instructor in Course Announcements.

Posts to the course site are always the best and fastest ways to reach me.

Document Overview
This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and a listing of weekly topics, outcomes, 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.

NOTE: All times referenced in this syllabus and on the course site are EASTERN DAYLIGHT SAVING TIME through November 5th and thereafter are EASTERN STANDARD TIME, both as determined by the LATTE system at the time of submission of assignments or postings. Assignments/posts are due on or before the time stated as it occurs IN YOUR TIME ZONE.

Course Description

Catalog Description

Project Management in the Public Sector. This course addresses the management of public sector projects from the perspective of government agencies as well as that of business organizations that contract with government agencies. Public sector projects need to address constraints, challenges and risks not normally present in their private sector counterparts. This course explores the role of unique legal constraints, public accountability and diversity of stakeholder interests in shaping project management best practices for the public sector. In addition, it analyzes the special characteristics of government procurement processes, government contract provisions and project budgets dependent upon utilization of public resources. The course content is applicable to projects undertaken at all levels of government: federal, state, regional and local. It is consistent with the principles of the Government Extension to the PMBOK Guide® as well as with the PMBOK Guide® itself.
Welcome to Project Management in the Public Sector

Please familiarize yourself with this syllabus and with the course site, and feel free to ask me any questions that you may have. I will work with you all to help you learn and apply these new skills, and I encourage you to ask questions when you are unsure and answer questions when you have the responses; in explaining how to approach problems, we learn more ourselves. We can all learn from each other, and I hope that we’ll have open and enriching discussions as we move forward!

My introduction has been posted to our discussion forums (Introduce Yourself Forum in Week 1 Block). I look forward to reading your introductions and getting to know you as well.

Relevant Programs

- Graduate elective course for the MS in Management of Projects and Programs and an elective for the MS in Information Technology Management

Prerequisites

- Foundations of Project Management, RPJM-101
- Students do not need to have any previous government project management experience.

Materials of Instruction

a. Required Texts


b. Required Software: NONE

c. Recommended Journal Articles and Resources

- Selected journal articles will be available on the course site
- [http://www.pmi.org](http://www.pmi.org): Link to the Project Management Institute web site
- Accessible via the course site’s Library Resources:
  - PM Network: Monthly professional journal published by the PMI.
  - Project Management Journal: Quarterly professional journal published by the PMI.

d. Online Course Content

- *This course section will be conducted completely online using Brandeis’ LATTE site, available at [http://latte.brandeis.edu](http://latte.brandeis.edu).* The site contains the course syllabus, assignments, our discussion forums, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, other reading matter and discussion questions. Access information is emailed to enrolled students by the administration before
To begin participating in the course, review the Welcoming Message and the Week 1 Checklist.

**Overall Course Objectives**

The course is intended to provide students with an understanding of:

- The different characteristics of public sector vs. private sector projects
- The importance of project context in the public sector
- The pivotal role of project feasibility studies and feasibility reports
- The special role of stakeholders in government projects
- The legal and regulatory constraints present in all government projects
- The central role of procurement management in many government projects

**Overall Course Outcomes**

At the end of the course, students will be able to:

- Evaluate and respond to elements of project contexts
- Perform a variety of stakeholder analyses
- Design and implement a contractor selection process
- Select appropriate contract types for different projects
- Produce and analyze earned value metrics
- Propose and critique solutions for managing government project constraints
- Identify and apply “best practices” for project change control
- Demonstrate effective team conflict management skills

**Course Grading Components**

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<thead>
<tr>
<th>Percent</th>
<th>Component</th>
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| 35%     | 1. Discussion/Online Participation  
|         | a. 30% Discussion Questions (3%/week, 10 weeks)  
|         | b. 5% Weekly Summaries (2.5% for each of 2 assigned weeks for each student) |
| 10%     | 2. Week 2 Assignment #1 |
| 10%     | 3. Week 3 Assignment #2 |
| 10%     | 4. Week 4 Assignment #3 |
| 10%     | 5. Week 6 Assignment #4 |
| 10%     | 6. Week 8 Assignment #5 |
| 15%     | 7. Final Exam |
Description of Assignments

1a. Discussions/ Online Participation – Discussion Questions (DQs) (30%, 3% per week)

The forums involved in this portion of the online participation grade:

- Week [n] DQ1 forum (All students, by 11:55pm on Saturday)
- Week [n] DQ2 forum (All students, by 11:55pm on Monday)

The required weekly discussions will take place in the Discussion Questions DQ1 and DQ2 forums. All students must post an original response addressing the question in the DQ1 forum’s starter thread by 11:55pm on Saturday evening. Similarly, all students must post an original response within the DQ2 forum by 11:55pm on Monday evening.

I have set up the DQ1 and DQ2 forums so that you will not be able to view the responses of others until you post a response to my starter thread. This will be the case each course week from Wednesday through early Tuesday morning.

1b. Discussions/ Online Participation – Weekly Summaries (5%, 2.5% each)

The forum involved in this portion of the online participation grade:

- Week [n] Summary Forum (Assigned Students, by 11:55pm on Monday)

Each student will be asked to post an original response in the weekly summary forum for two of the course’s ten weeks. I will assign students to their associated weeks upon the start of the course. See the Weekly Summary Assignment document located in the top Block on the LATTE course site.

For those two weeks of the course to which a student has been assigned a weekly summary, three original responses to forums are required of that student: DQ1 by 11:55pm Saturday, DQ2 by 11:55pm Monday and a Weekly Summary response by 11:55pm Monday.

Note that other students may reply to the posted weekly summaries as part of their minimum required substantive replies for the week.

Weekly Minimum Posting Requirements

- Post an original response to the Week [n] DQ1 forum by 11:55pm Saturday.
- Post an original response to the Week [n] DQ2 forum by 11:55pm Monday.
- During your two assigned weeks, post an original response to the Week [n] Summary forum by 11:55pm Monday.
- Post at least two substantive replies to the posts of others in the Week [n] DQ1, DQ2, or Summary forums by 11:55pm Tuesday.
- Post to the discussions on at least three different days of the course week (Wednesday through Tuesday).
Please Note that (as in a conventional classroom setting) when a question is specifically addressed to you, either by the instructor or by a fellow student, professional and academic courtesy dictate that you reply to that question without regard to whether you believe you have already met the Weekly Minimum Posting Requirements stated above.

Evaluation Criteria

Original Responses (DQ1 by 11:55pm Saturday; DQ2 by 11:55pm Monday) – maximum of 30 points each, 60 points total

- (8 pts) Includes your own insights into the topics, demonstrates reflective and critical thinking and thoughtful analysis, sharing your professional experiences as appropriate and drawing your own conclusions
- (8 pts) Includes clear connections and references to weekly required readings and/or external sources, cited appropriately. Note that all original responses (DQ1, DQ2, and Summary forums) must draw on and cite references to support and justify statements and/or conclusions contained therein. These references may include Topic Notes, the additional readings, the texts, or other sources that you have read. Please note that a non-specific “reference” such as “Week [n] Topic Notes” at the end of your post does not constitute an acceptable reference cite.
- (8 pts) Answers the question(s) posed completely and thoroughly; poses questions or raises points to elicit dialogue with classmates
- (3 pts) Consists of between 300-400 words, with a 300 word minimum
- (3 pts) Well written, with no spelling or grammatical errors, and with the care normally exercised for professional and work communications
- Up to 24 hours late: -15 out of 30 possible raw points; more than 24 hours late: no credit

Substantive Replies (at least two by 11:55pm Tuesday within DQ1, DQ2 or Weekly Summary) – maximum of 15 points each, 30 points total

The understanding is that you will read through the posts of your classmates to enhance your learning; respond to those of your choice, based upon your own experiences and insights. Additional substantive replies beyond the minimum two required earn additional points.

- (12 pts) Substantive (beyond an "I agree" or "great post" message), consisting of at least 200 words, with follow-on points from your related experiences or from the readings, and (particularly encouraged) follow-up questions of others to extend the conversation. The content should add value to the discussion; posts that fail to do so will not contribute to your grade.
- (3 pts) Grammar/spelling/format/sources noted as appropriate
- No credit for late Substantive Replies
Posting Frequency During the Course Week – maximum of 10 points

- Post above minimum required posts on more than three days of the course week: 10 points (full credit)
- Post above minimum required posts on three days of the course week: 9 points
- Post minimum required posts on more than three days of the course week: 9 points
- Post minimum required posts on three days of the course week: 8 points
- Post above minimum required posts on two days of the course week: 7 points
- Post minimum required posts on two days of the course week: 6 points
- Posts fewer than minimum required posts on three days of the course week: 5 points
- Post fewer than minimum required posts on two days of the course week: 4 points
- Post any number of posts on one day of the course week: 2 points

Weekly Summaries (two per course, during your assigned weeks by 11:55pm Monday) – maximum of 30 points each

- (8 pts) Includes your own insights into the topics, demonstrates reflective and critical thinking and thoughtful analysis, sharing your professional experiences as appropriate and drawing your own conclusions
- (8 pts) Includes clear connections and references to weekly required readings and/or external sources, as well as discussions that have taken place during the week, cited appropriately. Note that all original responses (DQ1, DQ2, and Summary forums) must draw on and cite references to support and justify statements and/or conclusions contained therein. These references may include Topic Notes, the additional readings, the texts, or other sources that you have read. Please note that a non-specific “reference” such as “Week [n] Topic Notes” at the end of your post does not constitute an acceptable reference cite.
- (8 pts) Answers the question(s) posed completely and thoroughly
- (3 pts) Consists of between 300-400 words, with a 300 word minimum
- (3 pts) Well written, with no spelling or grammatical errors, and with the care normally exercised for professional and work communications
- Up to 24 hours late: -15 out of 30 possible raw points; more than 24 hours late: no credit

Thoughts on Discussions

Keep in mind that these postings to the forums will be as rich as we make them; not having a traditional classroom in which to discuss topics does not prevent us from having very interesting discussions and sharing our experiences during the next 10 weeks. Forum postings are required by your instructors as a means to encourage you to share your knowledge and ideas while gaining from the experiences of your peers as well. You will quickly adjust to the weekly requirements and become familiar with the review criteria, and I look forward to some rich discussions.
2. Assignments

Students will be assigned a total of five (5) Assignments to analyze and respond to specific questions:

2a: Assignment #1 (10%): Available Wed September 21, Due Tues September 27
2b: Assignment #2 (10%): Available Wed September 28, Due October 4
2c: Assignment #3 (10%): Available Wed October 5, Due Tues October 18
2d: Assignment #4 (10%): Available Wed October 19, Due Tues November 1
2e: Assignment #5 (10%): Available Wed November 2, Due Tues November 8

3. Final Exam

Weeks 1 through 10 will be covered in the take-home final exam. It will be an “open book” exam, and it will consist of multiple choice questions, short answer questions, small exercises, brief case studies, and conceptual questions that require an analysis and discussion of project management challenges and constraints in public sector projects.

Take-Home Final Exam (15%): Available Wed November 16, Due Tues November 22
II. Weekly Information

On the course site, the Home Page contains 10 Weekly Blocks, one for each week of the course. In each weekly block, you will find:

- Week [n] Checklist (readings, postings and due dates, assignments/assessments)
- Week [n] Outcomes
- Week [n] Participation Requirements (with text of discussion questions)
- Week [n] DQ1, DQ2, Summary, and Open Forums
- Week [n] Topic Notes
- Week [n] Additional Readings
- Week [n] Assignments
- Week [n] Participation Grade

As appropriate, you will find assignment related materials in the corresponding weekly blocks once their availability dates have been reached.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week of September 14 – 20, 2016</th>
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</table>
| **Objectives** | Understand at a high level how public-sector projects differ fundamentally from private-sector projects  
Explore trends in the management of government projects  
Examine the management of government projects in the context of PMBOK® processes |
| **Outcomes** | Contrast the roles of environmental factors and organizational assets between public-sector projects and private-sector projects  
Identify systemic constraints on the management of government projects  
Recognize ethical issues in the management of public-sector projects |
| **Readings** | Kassel, Introduction and Chapter 1  
Government Extension, Chapters 1, 2 and 3  
Week 1 Additional Readings (recommended) |
| **Assignments** | NONE THIS WEEK |
### Week 2  
**Week of September 21 – 27, 2016**

**Objectives**
- Understand the similarities and differences between the Origination Process for a government project and PMBOK’s® Initiation Process
- Understand the steps in and components of the Project Origination Process

**Outcomes**
- Identify stakeholders
- Perform high-level preliminary risk assessment
- Apply appropriate estimating techniques

**Readings**
- Kassel, Chapters 2 and 3
- Week 2 Additional Readings (recommended)

**Assignments**
- Assignment #1 due Tuesday September 27

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### Week 3  
**Week of September 28 – October 4, 2016**

**Objectives**
- Understand the objectives, inputs, techniques and outputs of the planning process for public-sector projects

**Outcomes**
- Analyze internal controls of government organizations
- Identify project environment constraints
- Manage project documentation requirements
- Identify scope control challenges in public-sector projects
- Manage scope change requests

**Readings**
- Kassel, pages 65 through 77 of Chapter 4
- Government Extension, Chapters 4 and 5
- Week 3 Additional Readings (recommended)

**Assignments**
- Assignment #2, due Tuesday October 4

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### Week 4  
**Week of October 5 – 11, 2016**

**Objectives**
- Understand the objectives, inputs, techniques and outputs of the planning process for public-sector projects

**Outcomes**
- Engage in stakeholder analysis
- Identify key components of effective management plans
- Identify common constraints on managing human resources in government projects

**Readings**
- Kassel, Chapter 6
- Government Extension, Chapters 9 and 10
- Week 4 Additional Readings (recommended)

**Assignments**
- Assignment #3, due Tuesday October 18
### Week 5

**Week of October 12 – 18, 2016**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Understand the objectives, inputs, techniques and outputs of the planning process for public-sector projects</th>
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</thead>
</table>
| Outcomes   | Produce realistic baseline schedules  
|            | Explain government budget funding processes  
|            | Manage project budgets and costs  
|            | Identify appropriate risk management activities |
| Readings   | Kassel, Chapter 5  
|            | Government Extension, Chapters 6, 7 and 11  
|            | Week 5 Additional Readings (recommended) |
| Assignments| Assignment #3, due Tuesday October 18 |

### Week 6

**Week of October 19 – 25, 2016**

<table>
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<tr>
<th>Objectives</th>
<th>Understand the objectives and techniques for selecting project contractors and consultants, and the challenges to doing so</th>
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| Outcomes   | Implement proposal evaluation techniques  
|            | Identify weighting system considerations  
|            | Manage legal and regulatory constraints |
| Readings   | Kassel, Chapter 7  
|            | Government Extension, Sections 12.1 to 12.5 of Chapter 12  
|            | Week 6 Additional Readings (recommended) |
| Assignments| Assignment #4, due on Tuesday November 1 |

### Week 7

**Week of October 26 – November 1, 2016**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Understand the objectives and techniques for the development and administration of government project contracts</th>
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| Outcomes   | Analyze pricing arrangements  
|            | Distinguish among contract types and their uses  
|            | Identify appropriate contracting methods |
| Readings   | Kassel, Chapter 8  
|            | Government Extension, Section 12.5 to end of Chapter 12  
|            | Week 7 Additional Readings (recommended) |
| Assignments| Assignment #4, due Tuesday November 1 |
# Week 8

**Objectives**
- Understand the objectives and techniques for monitoring & controlling processes in public sector projects

**Outcomes**
- Identify and apply “best practices” for project change control
- Produce and analyze earned value metrics

**Readings**
- Kassel, Chapter 9
- Week 8 Additional Readings (recommended)

**Assignments**
- Assignment #5, due Tuesday November 8

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# Week 9

**Objectives**
- Understand the project management skills and competencies required by public-sector projects

**Outcomes**
- Communicate project goals effectively
- Apply effective team conflict management skills
- Identify communication “best practices”

**Readings**
- Required readings will be provided by instructor
- Week 9 Additional Readings (recommended)

**Assignments**
- None this week

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# Week 10

**Objectives**
- Understand the objectives, inputs, techniques and outputs of the closeout process for government projects

**Outcomes**
- Identify best practices for project closeout
- Engage in Lessons Learned process and documentation

**Readings**
- Kassel, Chapter 10
- Required readings will be provided by instructor
- Week 10 Additional Readings (recommended)

**Assignments**
- Final Exam, due Tuesday November 22
III. Course Policies and Procedures

Orientation

Students are expected to read all of the Orientation Materials available on the Home Page of the course site, and to have done so by the first day of class on September 14, 2016. These materials are located within the top-most center block and the GPS Resources block in a lower left block.

On or before September 14th I will also post within the top-most center block a link to a recording of the Welcome Session for the course, in which I review the Syllabus and explain my requirements and expectations with regard to Forum posts and other important matters. Please note that it is mandatory that each student have listened to this recording before the end of Week 1 on Tuesday, September 20th. Failure to do so will cause 25 points to be withheld from a student's Week 1 Participation Grade.

Asynchronous 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 forums, 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.

At one or more points throughout the term I will make myself available for virtual Office Hours. These sessions will be announced ahead of time in the Course Announcements Forum, and they are all optional.

Work Expectations

Students are responsible to explore each week’s materials and submit required work by specified due dates. On average, a student can expect to spend approximately 4-5 hours per week reading and approximately 7-9 hours per week completing assignments and posting to discussions. The calendar of assignments and due dates is located at the end of this syllabus, and all assignments should be completed as well as all assigned reading by the close of the associated week (Tuesday evenings). All assignments are to be submitted through LATTE.

Late Policies

An original response discussion post submitted up to 24 hours after due will receive a 50% point reduction; original responses submitted more than 24 hours late will receive no credit. Late substantive replies will receive no credit.

Points will be deducted for late Assignment deliverables according to the following scale:
  - Up to 24 hours late -20 points
  - More than 24 hours late Accepted and graded only in the instructor’s discretion

Late Final Exams will not be accepted.
Confidentiality in the Classroom

While typically assumed in the more traditional “on-ground” classroom, I’d like to highlight a point about confidentiality in our online classroom.

We can draw on the wealth of examples from our organizations in class discussions and in our written work. However, it is imperative that we not share information that is confidential, privileged, or proprietary in nature. We must be mindful of any agreements we have entered into with our employers. In addition, we must respect our fellow classmates and work under the assumption that what is discussed here (as it pertains to the workings of particular organizations) stays within the confines of our virtual classroom. **Treating our discussions as private and confidential benefits each of us as participants. It can have a very positive impact on our discussions and class interactions, but only if we each undertake to extend to every other participant the same courtesy we want to receive from them in turn.**

Finally, for your awareness, 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 in accordance with applicable law.

Grading Standards

Grades are not given but are earned. Students do not “lose” points from “their” grade; instead, an instructor awards or withholds points. Students are graded on demonstration of knowledge or competence consistent with the requirements of a graduate degree Masters program, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All assignments except those specifically otherwise designated by the instructor as group or team exercises are meant to represent your own individual work. **Please note that the phrase “your own individual work” refers to your own individual analysis and writing; it does NOT refer to your own individual internet research results.** Students are expected to conduct themselves courteously and professionally. If in the instructor’s judgment a student’s conduct is not courteous and/or professional, the instructor may choose to reduce that student's grade on that basis alone.

How Points and Percentages Equate to Grades

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<td>93-90</td>
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<td>89-87</td>
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**Feedback**
Feedback will be provided on the assignments within 14 days of the later of the due date or the date on which the assignment is submitted to LATTE. Within 7 days of the close of each week, feedback will be provided on weekly participation via the associated Weekly Participation Grade assignments; you do not have to submit anything to these assignments in LATTE. I will be recording your weekly participation grades and providing comments and suggestions on your discussion posts (participation) for that week, each week, on a Feedback Form; you will receive a copy of the Feedback Form from me each week via our Private Forum.

**Class Schedule**

<table>
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<tr>
<th>Week</th>
<th>Dates</th>
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<tr>
<td>1</td>
<td>9/14 – 9/20</td>
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<td>2</td>
<td>9/21 – 9/27</td>
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<td>3</td>
<td>9/28 – 10/04</td>
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<td>4</td>
<td>10/05 – 10/11</td>
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<td>11/02 – 11/08</td>
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<td>9</td>
<td>11/09 – 11/15</td>
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<td>10</td>
<td>11/16 – 11/22</td>
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Calendar of Assignment Dates

NOTE: Assignments will be available on LATTE by 9:00am on the Available Date. They are due by 11:55pm on the Due Date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Deliverable</th>
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<tbody>
<tr>
<td>09/21</td>
<td>Assignment #1 Available</td>
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<tr>
<td>09/27</td>
<td>Assignment #1 Due</td>
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<td>09/28</td>
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<td>Assignment #5 Due</td>
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<td>11/16</td>
<td>Final Exam Available</td>
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<tr>
<td>11/22</td>
<td>Final Exam Due</td>
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IV. University and Division of Graduate Professional Studies Standards

Please review the policies and procedures of Graduate Professional Studies, found at http://www.brandeis.edu/gps/current-students/academic-information/student-handbook.html. I want 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 and your student advisor immediately.

Academic Honesty and Student Integrity

Academic honesty and student integrity are of fundamental importance at Brandeis University; the University's administration, the Rabb School administration and I 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 student's 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, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and MUST be 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 University’s 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.

Students may be required to submit work to TurnItIn.com software to verify originality. TurnItIn is a tool that compares student assignment submissions to internet sources and a comprehensive database of other papers. It creates a report that provide a link to possible matches and a "similarity score". TurnItIn does not determine whether work has been plagiarized; individual faculty will make that judgment. All work submitted to TurnItIn are kept in a separate reference database of Brandeis work, to be used solely for the purpose of detecting plagiarism in the future. Students retain copyright on their original course work. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at LTS - Library guides. 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 can all be accessed from the Graduate Professional Studies web site. A student who 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 Rabb School Graduate Professional Studies.

University Caveat

The above schedule, content, and procedures in this course are subject to change.