Course Syllabus, Fall 1, 2019

I. Course Information

Risk Management in Projects and Programs
RPJM110-1DL
17th Jul 2019 – 24th September 2019
The Course Week runs from Wednesday to Tuesday.

Instructor Information:
Name: Dragan Grigorjev
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Office Hours: 7.00pm - 10pm EDT US Wednesdays

Course Site: https://moodle2.brandeis.edu/course/view.php?id=8974#section-0

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, weekly lecture material, 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. Please print a copy of this syllabus for reference.

Course Description

Catalog Description
This course covers risk management processes and techniques in depth, exploring the systematic and iterative approaches that encompass risk planning, identification, qualitative analysis, quantitative analysis, response planning, and monitoring & control. The course addresses risk management principles consistent with the Practice Standard for Project Risk Management (PMI 2009). Techniques for building and applying a risk management toolkit are explored in depth, along with methods to implement organizational risk management programs.

At the end of the course, students will be able to:
• Develop a comprehensive risk management plan for a project, addressing phases of risk planning, identification, qualitative and quantitative analysis, response planning, and monitoring & control.
• Identify risks in cause-risk-effect format using project data such as the project charter, WBS, project plan, and historical records.
• Qualitatively analyze risks to develop probability and impact ratings for risks, using probability/impact matrices.
• Quantitatively analyze risks to determine time/cost probabilities and impacts and overall project reserves, using expected value and decision tree analyses.
• Develop response plans for top-risks that include approaches to avoid, mitigate, accept, and transfer risks, tailoring response planning to fit project needs.
• Analyze methods of risk audits and project risk reviews in order to gather data for, and communicate results of, risk monitoring and control practices.
• Evaluate risk management tools currently on the market.
• Communicate risk management process steps and results to colleagues.
• Critique the results of risk management activities on a project.
• Propose strategies for the organizational adoption of effective risk management practices.

Welcome to Risk Management!

"If a project has no risks, then don't do it" (DeMarco and Lister, 2003). The statement sheds light on a fundamental risk concept: A risk may lead to positive or negative consequences. Our goals are to maximize the probabilities and impacts of positive risks and to minimize the probabilities and impacts of negative risks, building our organizational and industry knowledge as we do so.

We will discover numerous techniques to identify, analyze, respond to, and monitor risk. After reviewing these techniques, we will discuss their applicability and trade-offs. We will find that it may not always be the best option to spend resources to mitigate or prevent a risk from occurring; acceptance may be the best response! We will also discuss strategies for deploying an effective risk management program within an organization.

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 biography has been posted to our discussion forums (Introduce Yourself forum in Week 1). I look forward to reading your biographies and getting to know you as well.

Relevant Programs
• Required course for M.S. in Project and Program Management
• Possible elective for M.S. in Information Technology Management

Prerequisites
• Foundations of Project Management, RPJM-101
• Students do not need to have any previous risk management experience, other than an understanding of introductory risk concepts presented in the Foundations of Project Management course.
Materials of Instruction

a. Required Texts


b. Required Software/Products: None

c. Recommended Journal Articles and Risk Resources

- Two to five journal articles will be available on the course site per week
- [https://www.theirm.org/](https://www.theirm.org/): The Institute of Risk Management
- [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 (PMI): Quarterly professional journal

D. Online Course Content

- This section of the course will be conducted completely online using Brandeis’ LATTE site, available at [https://moodle2.brandeis.edu](https://moodle2.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, self-tests, and discussion questions. Access information is emailed to enrolled students before the start of the course. To begin participating in the course, review the Welcoming Message and the Week 1 Checklist.

Course Grading Criteria

<table>
<thead>
<tr>
<th>Percent</th>
<th>Component</th>
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<tbody>
<tr>
<td>30%</td>
<td>1. Discussions/Online participation (3% per week, 10 weeks)</td>
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</table>
2. Risk Management Project
   - Case Study Selection (ungraded)
   - Part One: Risk List and Qualitative Analysis (15%)
   - Part Two: Quantitative Analysis Report (15%)
   - Part Three: Risk Response Plan (10%)
   - Part Four: Risk Management Plan (15%)

3. Case Studies (15%)

Description of Assignments

1. Participation – Discussion Questions (30%, 3% per week)
   Each week, students will post original responses to two discussion questions by Saturday (by 11:55pm in his/her time zone), and at least two substantive replies to the responses of others by Tuesday (by 11:55pm in his/her time zone). Posts to the discussions must be made on three different days during the course week.

   A response to one specific discussion question will be required of all students each week. For the second response, students may choose from several available. Each discussion question is associated with its own forum and named according to the topic being discussed. For example, in the Week One area, you will find:

   Week 1 Required: Risk Management Inputs
   Week 1 Choice: Failing at Risk Management
   Week 1 Choice: Risk Management Experience

   During Weeks 3 through 8, one of the choice questions involves a Weekly Summary reflection. Students may complete a response to the Weekly Summary question no more than three times during the course of the term.

   I have structured the 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 up to Tuesday morning.

   Since you will need to post an original response to only one of the Choice questions each week, effectively an entire conversation will be hidden from you. For this reason by 10:00 AM on each Tuesday morning I will “open up” all of the forums so that you will be able to view all posts even if you did not post an original response to a given starter thread. If at any time during the course week before Tuesday morning at 10:00 AM you wish to view the conversation in the other starter thread, you can post a note to that thread such as, “I’m not responding to this question, but I’m posting here to view the replies early.” I highly recommend you do this in order to benefit more fully from the complete range of discussions among your classmates.

   Participation Evaluation Criteria:

   | 2 Discussion Question | 60% of weekly participation grade, 30% each response | Max. Points per criteria per question |
### Responses

- **Includes your own insights** into the topics, sharing your professional experiences as appropriate and your own conclusions  
  8

- **Includes references** to weekly required readings and/or other external sources, cited appropriately. All original responses must draw on external references  
  8

- **Answers the question posed completely**; poses questions or points of consideration to elicit responses from classmates  
  8

- **Consists of at least 300 words**  
  3

- **Well written**, with no spelling or grammatical errors, and with the care normally exercised for the student’s professional communications  
  3

### One day late:

- 15 out of 30 possible raw points; more than one day late: no credit

### Discussion Replies

30% of Weekly Participation Grade, 15% each reply  

**Substantive** (beyond an "I agree" or complimentary post) with:

- Follow-on points from your related experiences and/or from the readings  
  12

- Consists of at least 200 words or 2 Follow-up questions of others to extend the conversation (encouraged, but not required)

**Grammar/spelling/format/sources** noted as appropriate  
  3

### Posting Activity

10% of Participation Grade (for engagement)

**Post above the minimum number of required posts on three or more days of the course week** – “going the extra mile” (full 10 pts)

- Post the minimum number of required posts on two or three days of the course week – “doing the required minimum” (5 pts max)
- Post any number of posts on one day of course week (1 pt. max)

### 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, we can have some interesting discussions and share our experiences during the 10 weeks. They are required 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. Risk Management Project
Students will develop a set of risk management documents to be discussed in detail in separate documents posted to the course site. Students will select from two hypothetical project scenarios and create risk management documents based upon templates provided.

- Case Study Selection (ungraded):
  - Available Weds Week 1, Due Tues Week 1
- Part One: Risk List & Qualitative Analysis (15%):
  - Available Weds Week 2, Due Tues Week 4
- Part Two: Quantitative Analysis Report (15%):
  - Available Weds Week 5, Due Tues Week 6
- Part Three: Risk Response Plan (10%):
  - Available Weds Week 7, Due Tues Week 8
- Part Four: Risk Management Plan (15%):
  - Available Weds Week 8, Due Tues Week 9

All graded assignments will include rubrics containing detailed success criteria, be evaluated on a 100 point scale, and be weighted toward your final grade according to the percentage specified.

3. Case Studies
Students will analyze a set of case studies and develop comprehensive responses to questions associated with each case. The case studies will be available beginning at the half-way point of the term. All case study responses are due no later than the last day of the course.

- Case Studies (15%): Available Weds Week 6, Due Tues Week 10

II. Weekly Information

On the course site, the course homepage contains 10 sections, or blocks, one for each week of the course. On each weekly block, you will find:

a. Objectives
b. Learning Resources
c. Discussion Forums
d. Assignments and Assessments

| Week 1 | Overview; Risk Management Planning |
### Objectives
- Understand high-level risk management processes and their challenges and benefits
- Integrate risk management processes with other project management functions
- Understand the risk management planning steps
- Analyze risk management planning inputs

### Readings
- Kendrick Chapters 1, 2
- Practice Standard for Project Risk Management Chapters 1, 2, 3, 4
- Welcoming Message
- GPS Student Orientation Course (if not yet completed)
- Week 1 Learning Resources

### Discussions
- Introduce Yourself Forum: post your introduction by Saturday
- Private Forum: reply to my post to you there by Saturday
- Week 1 Discussions: original responses no later than Saturday, replies no later than Tuesday

### Assessments
- Week 1 Self-Test (recommended)
- Course/Syllabus Self-Test: by Tues Week 1
- Academic Integrity Agreement: by Tues Week 1
- Case Study Selection. Available Weds Week 1, Due Tues Week 1.

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<tr>
<th>Week 2</th>
<th>Risk Identification</th>
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| Objectives | - Understand the objectives, inputs, process steps, techniques, and outputs of Risk Identification.  
- Identify risks using techniques of risk categories and lists; historical records; brainstorming; pre-mortem; affinity diagrams; expert interviews; nominal group technique; Delphi technique.  
- Document risks in Cause-Risk-Effect format using forms, checklists, and risk sticky notes. |
| Readings | - Kendrick Chapters 3, 4, 5, 6  
- Practice Standard for Project Risk Management Ch. 5, Appendix D-2  
- Week 2 Learning Resources |
| Discussions | - Week 2 Discussions: original responses no later than Saturday, replies no later than Tuesday |
| Assessments | - Week 2 Self-Test (recommended)  
- Part One, Risk List & Qualitative Analysis (15%): Available Weds Week 2, Due Tues Week 4 |
<table>
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<tr>
<th>Week 3</th>
<th>Qualitative Risk Analysis</th>
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| Objectives | • Understand the objectives, inputs, process steps, techniques, and outputs of qualitative risk analysis.  
• Determine risk event and impact drivers in order to subjectively evaluate the probability and impact of risks, calculate risk scores and risk rankings.  
• Evaluate the scope, consequences, and stability of assumptions. |
| Readings | • Kendrick Chapters 7, pages 149-164  
• Practice Standard for Project Risk Management Ch. 6, Appendix D-3  
• Week 3 Learning Resources |
| Discussions | • Week 3 Discussions: original responses no later than Saturday, replies no later than Tuesday |
| Assessments | • Week 3 Self-Test (recommended)  
• Continue Part One, Risk List & Qualitative Analysis (15%): Available Weds Week 2, Due Tues Week 4 |

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<tr>
<th>Week 4</th>
<th>Quantitative Risk Analysis</th>
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| Objectives | • Understand the objectives, inputs, and several techniques of quantitative risk analysis.  
• Assign time and cost impact estimates to risks to refine risk response planning, using methods of subjective judgment, interviewing, sensitivity analysis, decision tree analysis, and expected value. |
| Readings | • Kendrick Chapter 7, pages 164-175 and Chapter 9.  
• Practice Standard for Project Risk Management Ch. 7, Appendix D-4  
• Week 4 Learning Resources |
| Discussions | • Week 4 Discussions: original responses no later than Saturday, replies no later than Tuesday |
| Assessments | • Week 4 Self-Test (recommended)  
• Complete Part One, Risk List & Qualitative Analysis (15%): Available Weds Week 2, Due Tues Week 4 |

| Week 5 | Quantitative Risk Analysis, continued |
### Objectives
- Understand probability distribution types used in the Monte Carlo Analysis.
- Understand the process steps and outputs of quantitative risk analysis.
- Analyze the probability of achieving the project objectives using Monte Carlo Analysis.

### Readings
- Review Kendrick Chapter 7, pages 164-175 and Chapter 9.
- Review Practice Standard for Project Risk Management Chapter 7, Appendix D-4 (review)
- Week 5 Learning Resources

### Discussions
- Week 5 Discussions: original responses no later than Saturday, replies no later than Tuesday

### Assessments
- Week 5 Self-Test (recommended)
- Part Two, Quantitative Analysis Report (15%): Available Weds Week 5, Due Tues Week 6

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### Week 6 | Risk Response Planning

| Objectives | • Understand the objectives, inputs, process steps, techniques, and outputs of risk response planning.
|           | • Determine appropriate response strategies for risks and create a comprehensive risk response plan.
| Readings   | • Kendrick Chapters 8, 10
|           | • Practice Standard for Project Risk Management Ch. 8, Appendix D-5
|           | • Week 6 Learning Resources
| Discussions| • Week 6 Discussions: original responses no later than Saturday, replies no later than Tuesday
| Assessments| • Week 6 Self-Test (recommended)
|           | • Complete Part Two, Quantitative Analysis Report (15%): Available Weds Week 5, Due Tues Week 6
|           | • Case Studies (Available Weds Week 6, Due Tues Week 10)

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### Week 7 | Risk Monitoring and Control
| Objectives | • Understand the objectives, inputs, process steps, techniques, and outputs of risk monitoring and control  
• Analyze methods of risk response audits, periodic project risk reviews, earned value analysis, and technical performance measurement in order to implement the risk response plan, manage reserves, and communicate risk management information. |
|---|---|
| Readings | • Kendrick Chapters 11, 12  
• Practice Standard for Project Risk Management Ch. 9, Appendix D-6  
• Week 7 Learning Resources |
| Discussions | • Week 7 Discussions: original responses no later than Saturday, replies no later than Tuesday |
| Assessments | • Week 7 Self-Test (recommended)  
• Part Three, Risk Response Plan (10%): Available Weds Week 7, Due Tues Week 8  
• Continue Case Studies (Available Weds Week 6, Due Tues Week 10) |

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<tr>
<th>Week 8</th>
<th>Risk Management Planning Revisited; Utility; Judgment and Bias</th>
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| Objectives | • Understand features and advantages of Risk Management tools currently on the market.  
• Understand utility theory and its impact on risk response planning.  
• Recognize personal judgments and bias when performing risk management.  
• Communicate risk management process steps and outputs to peers. |
| Readings | • Practice Standard for Project Risk Management Appendix D-1  
• Week 8 Learning Resources |
| Discussions | • Week 8 Discussions: original responses no later than Saturday, replies no later than Tuesday |
| Assessments | • Complete Part Three, Risk Response Plan (10%): Available Weds Week 7, Due Tues Week 8  
• Part Four, Risk Management Plan (15%): Available Weds Week 8, Due Tues Week 9  
• Continue Case Studies (Available Weds Week 6, Due Tues Week 10) |

| Week 9 | Implementing Risk Management |
Objectives

- Understand strategies to implement a risk management program within an organization.
- Communicate risk management process steps and outputs to peers.

Readings

- Kendrick Chapter 13
- Week 9 Learning Resources

Discussions

- Week 9 Discussions: original responses no later than Saturday, replies no later than Tuesday

Assessments

- Complete Part Four, Risk Management Plan (15%): Available Weds Week 8, Due Tues Week 9
- Continue Case Studies (Available Weds Week 6, Due Tues Week 10)

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**Week 10**

**Risk Management Plan Critiques; Case Study**

Objectives

- Understand the Project Management Professional (PMP) Exam’s questions pertaining to the Risk Management knowledge area.
- Communicate risk management process steps and outputs to peers.
- Analyze project scenarios and assess the effectiveness of risk management practices in place.

Readings

- Week 10 Learning Resources

Discussions

- Week 10 Discussions: original responses no later than Saturday, replies no later than Tuesday

Assessments

- Complete Case Studies (Available Weds Week 6, Due Tues Week 10)

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**III. Course Policies and Procedures**

**Orientation**

All students who are new to Graduate Professional Studies or whom have not previously taken an online course are expected to have completed the Student Online Orientation course accessible from the GPS Resources block of the course homepage. This should be performed before the course start date.

On or before the first day of class (Wednesday of Week 1) I will post within the top-most center block of the course site 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 (Tuesday evening). 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 semester, I will make myself available for synchronous Chat sessions using the course site’s Chat Room. These sessions will be open Q&A, and they are optional. I will post a recording of each chat session so that those students who did not participate can view the recorded synchronous discussions.

Work Expectations
Students are responsible to explore each week’s materials and submit required work by their due dates. On average, a student can expect to spend approximately 3-5 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 are due by the close of the associated week (Tuesday evenings).

Late Policies
An original response discussion post submitted up to 24 hours after the due date 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 withheld for late Assignment submission according to the following scale:
- Up to 24 hours late: -20 points
- More than 24 hours late: Accepted/graded at my discretion

On rare occasion, personal or professional issues do arise that may warrant an exception to the late policy above. Please notify the instructor at least 24 hours in advance of a due date if an issue arises that will make it impossible for you to meet a stated due date. Exceptions, although rare, will be considered on a case-by-case basis.

Confidentiality in the 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 contracts we have agreed to with our companies. In addition, we should 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 the classroom.
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.

**Grading Standards**

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 assignments are meant to represent your own work. I expect students to conduct themselves courteously online. If in my judgment a student's conduct is not courteous, I reserve the right to reduce that student's grade.

**How Points and Percentages Equate to Grades**

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<tr>
<th>Points</th>
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<td>100-94</td>
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<td>93-90</td>
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<td>89-87</td>
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<td>C-</td>
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**Feedback**

Feedback will be provided on the risk management project deliverables and the exam within 10 days of the due date. 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. I will be recording your weekly participation grades and providing narratives describing your discussion posts (participation) for that week.

**Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
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<tr>
<td>1</td>
<td>Jul 17 - 23</td>
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<td>2</td>
<td>Jul 24 - 30</td>
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<td>3</td>
<td>Jul 31 - Aug 6</td>
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<td>4</td>
<td>Aug 7 - 13</td>
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<td>5</td>
<td>Aug 14 - 20</td>
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</table>
### Calendar of Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Available</th>
<th>Date</th>
<th>Due</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Selection</td>
<td>Weds, Week 1</td>
<td>7/17</td>
<td>Tues, Week 1</td>
<td>7/23</td>
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<tr>
<td>Risk List and Qualitative Analysis</td>
<td>Weds, Week 2</td>
<td>7/24</td>
<td>Tues, Week 4</td>
<td>7/30</td>
</tr>
<tr>
<td>Quantitative Analysis Report</td>
<td>Weds, Week 5</td>
<td>8/14</td>
<td>Tues, Week 6</td>
<td>8/27</td>
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<tr>
<td>Risk Response Plan</td>
<td>Weds, Week 7</td>
<td>8/28</td>
<td>Tues, Week 8</td>
<td>9/10</td>
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<tr>
<td>Risk Management Plan</td>
<td>Weds, Week 8</td>
<td>9/04</td>
<td>Tues, Week 9</td>
<td>9/17</td>
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<tr>
<td>Case Studies</td>
<td>Weds, Week 6</td>
<td>8/21</td>
<td>Tues, Week 10</td>
<td>9/24</td>
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<tr>
<td>Responses to 2 Discussion Questions</td>
<td>Weds, each week</td>
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<td>2 by Sat each week</td>
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<tr>
<td>Substantive Replies (2 per week)</td>
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<td>2 by Tues each week</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/studenthandbook.html](http://www.brandeis.edu/gps/current-students/academic-information/studenthandbook.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, 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.

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 a paper has been plagiarized; individual faculty will make that judgment. All papers 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 all can be accessed from the Graduate Professional Studies Web site. 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 Rabb School Graduate Professional Studies.

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