Course Syllabus

<u>Course Information</u>

RSAN 290 Special Topics in Strategic Analytics: The MATTERS Project Phase 10

Spring 1 2019: January 16 – March 26, 2018 (approximate)

Faculty Information

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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. The Private Forum is the method I will use to contact you privately, and is always preferred over email.

Document Overview

This syllabus contains all relevant information about the course: its outcomes, grading criteria, materials of instruction, project deliverables, and due dates.

Course Description

Summary for the Course Schedule: MATTERS^TM (Massachusetts' Technology, Talent, and Economic Reporting System) is an online resource developed by the Massachusetts High Technology Council (MHTC) that compiles national rankings data and dozens of cost, economic, and talent metrics to measure Massachusetts' competitive position among other leading technology states. Students in this Special Topics course will analyze and update MATTERS data, and while doing so, develop and implement a methodology to maintain and enhance the MATTERS system over time. Program Chair Permission Required.

Expanded Course Description: The Massachusetts High Technology Council (MHTC) has developed a unique online resource that compiles national rankings data and dozens of cost, economic, and talent metrics to measure Massachusetts' competitive position among other leading technology states. The system, called MATTERS^TM (Massachusetts' Technology, Talent, and Economic Reporting System), contains profiles of each state based on key parameters related to talent, tax, business climate/regulatory, cost of doing business, quality of life, and fiscal stability.

Through this on-going *Special Topics in Strategic Analytics* course which runs each term, an instructor leads a team of matriculated Strategic Analytics students who have been selected to participate based on their previous academic performance in the program, professional experience, and leadership abilities.

At the start of each course offering, the team conducts launch meetings with MHTC, WPI, and other stakeholders to define the scope of work for the course. The agreed upon scope will be incorporated into this syllabus, defining the assessments that will determine the students' course grade.

Near the conclusion of each offering, the instructor and the students in the course submit a proposal that outlines next steps and possible deliverables to be created by the subsequent group. The proposal will be submitted to the MATTERS Team for review and approval before the next offering begins.

Given the on-going nature of this project, coursework may commence before the official start date of the term, and depending on the milestones involved for a particular offering, coursework may extend one or two weeks beyond the official last date of the term.

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

- Develop, document, and receive approval for the scope of work from MHTC project sponsors, including milestones and due dates to be met throughout the term.

- Evaluate, inventory, analyze, and transmit MATTERS data from multiple sources, meeting defined requirements and time constraints.

- As appropriate and as approved by relevant stakeholders, propose and execute extension projects to enhance MATTERS analytics capabilities.

- Effectively communicate the project's status, issues, risks, and results, both verbally and in writing, to MATTERS stakeholders.

- Create or enhance the methodology to maintain the MATTERS system and develop a proposed work plan for the next offering of the course.

Relevant Programs: Master of Science in Strategic Analytics, advanced elective

Prerequisites: Student must have successfully passed (grade of B- or above) the majority of core courses to be eligible to register for this course. Program chair approval is required.

Materials of Instruction: Relevant articles and sources will be shared with students by instructor throughout the semester.

a. **Required Software/Products:** To be determined during the term if necessary and agreed to by the students

b. **Online Course Content**
This section of the course will be conducted online using Brandeis' LATTE site, available at https://moodle2.brandeis.edu . The site contains the course syllabus, assignments, our discussion forums, project resources, and all MATTERS work completed to date. It will serve

as our document repository. Access information is emailed to enrolled students following program chair approval.

Grading Criteria, Deliverables Due Dates

The following target deliverables and deadlines **are subject to change and will be finalized during the term, following launch meetings with relevant stakeholders**.

This is an example of the deliverables:

Grade Percentage	Deliverable	Due Date

60%	1. Project Participation and Engagement (6% per week)
	    a. Consistency of effort across:
	        i. Ongoing assignments and deliverables
	        ii. Occasional discussion prompts
		Ongoing

20%	2. White Paper	03/12/19
20%	3. Final Project	03/26/19

Meeting Schedule

- The instructor and students will meet periodically throughout the term, via virtual meetings. **Meeting dates and times will be established no later than January 19, 2019**. Additional meetings with project stakeholders (via phone conference as needed) may be required periodically.
- This is an example of the meeting times from a previous term:

Week	Course Week Dates	Meeting Day/Time
Pre-course	At Start of Course	9/15 – 8:00 PM
1	September 14-20	9/21 – 8:00 PM
2	September 21-27	9/28 – 8:00 PM
3	September 28-October 4	10/5 – 8:00 PM
4	October 5-11	10/12 – 8:00 PM
5	October 12-18	10/19 – 8:00 PM
6	October 19-25	10/26 – 8:00 PM
7	October 26-November 1	11/2 – 8:00 PM
8	November 2-8	11/9 – 8:00 PM
9	November 9-15	11/16 – 8:00 PM
10	Beyond November 16	If needed

Late Policies

Given the nature of the project, late interim and final deliverables will not be accepted.

Grading Standards

Grading criteria for each work product will be outlined separately by the instructor and placed on the course site once the scope of work for the offering has been approved.

Feedback

Once formally submitted, graded work will be returned within 10 days of submission.

Confidentiality

All MATTERS data and related systems are confidential. Students will be asked to sign a confidentiality agreement to this effect following course registration.

We can draw on the wealth of examples from our organizations in 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.

Workload Expectations

Students are responsible to complete all deliverables by executing tasks that they plan and document via the project schedule agreed upon. On average, a student should expect to spend approximately 1-3 hours per week working with the instructor collaboratively and 10-15 hours per week developing the project deliverables.

Please review the policies and procedures of Graduate Professional Studies, found at
http://www.brandeis.edu/gps/current-students/academic-information/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, 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.