RUTGERS
School of Business | Camden

Database Marketing: 53.630.509.90

Spring 2023 (online)

Instructor: Debashish Ghose

Online Office Hours: Will be announced in Canvas; and by appointment

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Course Description
Database Marketing introduces students to methods for analyzing data residing in firms' customer databases. The first part of the course focuses on strategic issues as well as learning basic descriptive and analytical tools. We will discuss ways to descriptively profile customer segments, and begin to assess which customers should be targeted for our next promotional effort. We will review all necessary statistical concepts and learn how to use the software package SPSS to conduct a variety of statistical analyses with actual customer databases from firms engaged in direct selling. Then the course proceeds to focus on building classification models that predict *binary response*, for example, predicting whether a customer will (YES) or will not (NO) respond to a particular marketing offer such as a direct mail catalog. There are different methods for building predictive models ranging from the very simple to the very sophisticated. We will cover traditional RFM (recency/frequency/monetary) analysis as well as more advanced methods including logistic regression and decision trees.

Learning Goals/Objectives
The principal objectives of the course are to:
- Understand how managers can leverage customer data to accomplish strategic marketing initiatives and improve profitability.
- Use the SPSS statistical software package to develop accurate predictive models regarding customer behavior.
- Learn how to assess and enhance the performance of predictive models, and effectively communicate managerial implications.

Grading	Work Format	Points Possible
Participation (5 discussion prompts; up to 4 points per prompt possible)	Individual	20
Quiz #1 (Stat review and using SPSS)	Individual	10
Case #1 (Using SPSS with BBB.sav)	Individual or with up to 3 partners	10
Case #2 (RFM)	Individual or with up to 3 partners	10
Analytics Challenge #1 (RFM Model Enhancement: adding a binary variable via binning)	Individual or with up to 3 partners	0 or 10
Case #3 (Lifts and Gains)	Individual or with up to 3 partners	10
Quiz #2 (RFM, Correlation, Regression, Logistic Regression)	Individual	10
Analytics Challenge #2 (Logit Model Enhancement: adding an interaction term)	Individual or with up to 3 partners	0 or 10
Case #4 (Logit with BBB.sav)	Individual or with up to 3 partners	10
Quiz #3 (Logit Models, Decision Trees)	Individual	10
Total possible points:		**100**

Grades will be available on Canvas. Grades reflect careful consideration of student performance and will not be changed unless a calculation error is revealed. To be fair to all students, those who come to discuss their grades will have an equal chance of having their

grade being increased or decreased based on my assessment of the issue (thus there is no built-in bias favoring those who complain). Course grades will be as follows:

Grade Ranges
Letter Grade Description
A Highest grade (90% and above)
B+ Work of distinction (84.5% to 89.4%)
B Work of distinction (79.5% to 84.4%)
C+ Average work (74.5% to 79.4%)
C Average work (69.5% to 74.4%)
D Passing, but unsatisfactory (60% to 69.4%)
F Failure without credit (Below 60%)

1. *Participation* = 20% (on your own)
   You can earn participation points by responding to each of the discussion prompts and commenting on others' responses. You will receive two points for responding to a prompt, and another two points for responding (meaningfully) to another student's response to the prompt. We aim to engage you in some dialogue. You can earn up to 4 points total for each prompt (e.g., your own reply and your comment on another students' reply). Quality and thoughtfulness of your responses will be reflected in your participation score.

2. *Three Quizzes* = 30% (on your own)
   There are three online quizzes, each worth 10%, each consisting of 20 multiple choice questions. You must complete each quiz in a 1-hour window of time during the week it is due. You will need SPSS to complete many of the questions on the quizzes, so make sure you have access to SPSS before you start a quiz, with BBB.sav open! The quizzes cover the material covered up to and including that week in the course. The quizzes are designed to cover material since the last quiz (i.e., they are not designed to be comprehensive, but there will be some overlap from quiz to quiz). Quizzes can cover statistical concepts and applications, use of SPSS to conduct analyses, information from the assigned readings, material in the recorded videos, etc.

3. *Four Cases* = 40% (on your own or with partners)
   You can work on each case alone or with up to three partners. Each case is worth 10%. There are deadlines for completion of each case. Each involves applying what you have learned in terms of predictive modeling and using SPSS for analysis. You have as much time as you like to work on each case, but you must submit each case by the deadline(s) noted. You will need SPSS to complete the cases. If you experience partner problems, you are responsible for submitting the work on your own by the deadline. If you have a partner, please type in your partners' names as well as your own on the document you upload.

4. *Analytics Challenge* = 10% (on your own or with partners)
   You will choose which of two analytics challenges to work on, and whether you will work alone or with up to three partners. You are challenged to enhance one of the types of models we are studying (RFM or logit). You are asked to enhance the RFM model by adding one more variable (you must choose the variable and bin it into two categories) in Challenge #1. You are asked to enhance the logit model by adding one interaction term (you must choose, create, and add the interaction term) in Challenge #2. You must submit your enhanced model by the posted deadlines. If you experience partner problems, you are responsible for submitting the work on your own by the deadline. Beyond earning up to 10 points for each challenge, there is the chance for bonus points. For each challenge, the team (or individual) that boosts firm profits the most with their model enhancement will receive an extra 3 points of credit (above the graded score).

Course Materials

1. *Video Lectures in Weekly Modules*
   Make sure you watch all of the assigned videos. You will want to conduct the analyses in SPSS as shown in the videos, on your own computer, as you watch the videos. Each of the video recordings, and other materials you need, will be listed in the Modules in Canvas, which are organized by week (e.g., Week 1 Module). You can watch a video by going to the Module and clicking on it. It will play online on your computer screen.

   Before you begin watching, in the lower right corner of the video screen you can click on the volume icon to change the volume, the full screen icon to make the video play at full screen, the starburst icon to change the resolution, the speed indicator to play back at a faster or slower speed, as desired. If you encounter problems with the playback online, first try to increase the resolution for playback. If you experience problems with playback, please let me know and I will try to reformat and reupload videos as needed.

Video_1a _intro.mp4

Download Video_1a _intro.mp4 (2.21 MB)

For some of the videos, you can click here if you want to download the video to your desktop

Select your viewing options here (if it looks blurry, choose a higher resolution for playback)

► 00:00 | 02:15 [CC] 1.00x ☀ 🔊 ⛶

◂ Previous

As you watch the videos, to ensure they don't look fuzzy, you can click on the gear icon in the lower right corner of the video playback screen (see below) and choose 268 kbps. That should make the screen more readable (you can do this throughout the semester).

Video_3a_StatRev_mean_var_compressed(78m)

◂ Previous   Next ▸
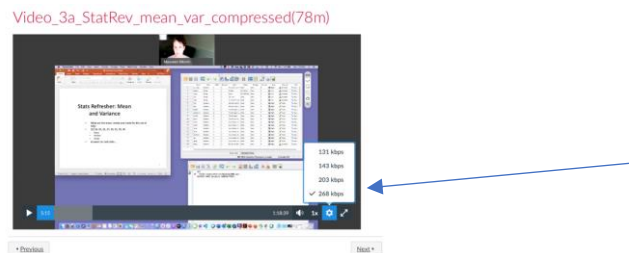
2. *SPSS Software (Premium Version, because it includes Decision Trees, etc.)*

For our analyses, we will use IBM SPSS - a leading statistical software package. It has a user-friendly interface featuring dropdown menus and 'point-and-click' selection boxes, although we will also learn how to write syntax files. In addition to doing statistical analyses, SPSS produces nice charts and reports that can be readily customized. SPSS now also allows the integration of R and Python commands. You can purchase a license for IBM SPSS **Premium Version** software for about $100 (good until July 1) that enables you to complete the work, from the Rutgers software portal (log in with your Rutgers net ID). Purchase the most recent version. All versions will work, however:

> ▶ https://software.rutgers.edu/ [licensed version for $100] (click on IBM/SPSS). Do not choose the network version.

There is a virtual option available for free to students but note: this can be very glitchy! You can view that information here:

> ▶ https://software.rutgers.edu/
> Note: I found it easy to log into this virtual SPSS, but in order to open our data files on this virtual platform, you must first create a Rutgers Box account, and upload our data files to it (e.g., BBB.sav, Tuscan.sav, PCsUnlimited.sav). Then, you can access your SPSS data files from Box while in virtual SPSS.

> ▶ Sign up for a free Rutgers box account and upload our SPSS data files here: https://box.rutgers.edu

There is also freeware available, called **PSPP**, that looks and feels like SPSS and does many of the same analyses. It does not have full functionality, however. For example, it does not create decision trees (at least, not yet). It also does not easily do case summaries (the summary tables we use for lifts and gains, etc.). But feel free to download PSPP to your Mac or Windows machine if you like. It should allow you to do most of our analyses, and you can keep it indefinitely, as there is no license fee.

You can download PSPP here (these were the urls for PSPP last time I checked):

> ▶ For Macs (choose Downloads, Stable Release: pspp-1.2.0-2.dmg from here): https://www.hs-augsburg.de/~beckmanf/pspp/

- For Windows: https://sourceforge.net/projects/pspp4windows/files/2018-11-09/pspp-20181109-daily-32bits-setup.exe/download

3. **SPSS Survival Manual (Pallant),** I recommend <u>any</u> edition of Julie Pallant's book: SPSS Survival Manual, NY: Open University Press. The 7th edition (2021) is a recent one (ISBN: 9780335249503, 0335249507), but earlier editions are just fine. I have uploaded the chapters you need to read in pdf to Canvas. You therefore do not need to purchase this book, unless you prefer to have a hard copy of it.

4. **Database Marketing: Analyzing and Managing Customers (Blattberg),** by Robert C. Blattberg, Byung-Do Kim, and Scott A. Neslin (2008), Springer. May be available for free download to Rutgers students (https://link.springer.com/book/10.1007/978-0-387-72579-6); pdfs of the required chapters are also posted on our Canvas website. Make sure you check the Canvas website for **which pages** to read, for this book and all reading materials!

5. **Best Practices in Logistic Regression,** *by Jason W. Osborne, Sage Publications (2015). Chapters 1,2 and 3 are available in Canvas. (http://methods.sagepub.com.proxy.libraries.rutgers.edu/book/best-practices-in-logistic-regression)*

6. **IBM SPSS Statistics Brief Guide,** is provided in pdf format on Canvas. It shows the basics of how to use SPSS.

7. **IBM SPSS Statistics Command Syntax Reference,** is also on Canvas, with more detailed information for writing syntax files. You do <u>not</u> need to read this. It is provided as a reference source, if you need to know more about writing syntax files.

8. **IBM SPSS Decision Trees**, provides detailed guidance on constructing and validating decision trees in SPSS.
   Python Reference Guide for IBM SPSS Statistics. You do <u>not</u> need to read this; I include it on Canvas for those students interested in integrating Python into the SPSS framework. You will not be tested on any Python programming in this course.

9. **IBM SPSS R Integration Package**. You do <u>not</u> need to read this; I include it on Canvas for those students interested in integrating R into the SPSS framework. We may take a look at using R and R GUIs toward the end of the course, for those interested.
   Note: Additional free pdf guides to SPSS can be downloaded here (after creating a free IBM account):
   https://www.ibm.com/support/pages/node/874712#en

Other

1. *Partner Problems*
   If you choose to have a partner for any of the assignments and there is a problem with your partner, you and your partner must make a valid attempt to solve it. If the problem is not solvable, each partner will be responsible for handing in the work individually.

2. *Late Work will Receive Lower Grade*
   Assignments handed in late will be graded but the grade will be reduced (see CLASSROOM POLICIES BELOW for details).

3. *Rutgers email - PLEASE USE YOUR RUTGERS EMAIL ADDRESS.* All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary. Not checking your Rutgers email is not an excuse for missing any communications.

4. *Technical Help with Canvas Course Site:* Contact the OIT (Office of Information Technology) for help with Canvas here
   https://it.rutgers.edu/help-support

<u>CLASSROOM POLICIES</u>

Late Work Policy
Any cases, challenges, or posts submitted late will be graded but the grade will be reduced as follows:
- submitted within 24 hours past due date/time: 10% grade reduction;
- submitted from 24 hours late to 1 week (7 days) late: 25% grade reduction;
- submitted more than 1 week late: 50% grade reduction.

For example, if you submit a case and earn 10 points (100%), your score will be 9 points, if it is submitted late but within 24 hours past the due date/time; your score will be 7.5 points if handed in from 24 hours to 1 week past the due date; your score will be 5 points if handed in later than 1 week late.

Collaborating: In this class, you may collaborate on the cases and on the analytic challenge. You may <u>not</u> collaborate on the quizzes.

Withdrawal: If you choose to withdraw from the class, you must do so by the university specified date.

Incomplete: An incomplete ("I") can be given only if a student has completed the majority of the class assignments (percentage terms) and attended at least 80 percent of the class periods. Examples include taking a final exam at a later date or submitting a final project at a later date.

Etiquette expectations from on-line students:
The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.)

Even though many of you are already aware of these protocols, they are explicitly stated here so that everyone is cognizant of the same protocols. These protocols should be followed by all students taking this course to help ensure the online experiences for everyone involved are pleasant. They are as follows:

- If you were to send an e-mail to the professor / tutor, please address the person appropriately such as "Dr. …." or "Mr./Ms. …." , not 'Hey'. Note that I will address you with your first name, unless you prefer that I address you differently.

- When sending an e-mail, you can get better attention by using the following guidelines:
  - use descriptive subject lines, (I am sure you have received a lot of Spam e-mails and I have occasionally and accidentally deleted student e-mails that I thought was Spam.)
  - please be as brief as possible by going straight to the point, and if possible, limit the use of attachments

<u>Never send offensive and insulting messages</u>***** (this is a violation of the Student Code of Conduct). If you disagree, say so and state your reasons. Social media is a very powerful tool for communication. However, it can be badly misused if it is not used correctly or professionally. For example, you may have personal and legitimate concerns with this course. However, other students, who do not have similar feelings, can be negatively influenced by your concerns. This will unnecessarily and negatively affect their overall experience of the course. Therefore, to minimize such an occurrence, please feel free to directly contact the instructor/tutor first to resolve any concerns that you may have to help ensure that everyone's online experience of this course is beneficial.

- Always guard against inciting others when it comes to content, opinions, etc. That is, avoid blaming or accusing others of wrong doing.

- Do not start a volley of back and forth e-mails, with copies distributed to every student in the class.

- Copy the minimum number of people. That is, send e-mails to only the people you think should receive and will benefit from it.

- Treat all e-mails and postings as permanent forms of written record and do not expect that any your e-mail communications to be private, unless stated otherwise. Instead, assume that all e-mail communications are public.

- Do not publicize your own or others' personal information (such as email, phone numbers, last names, etc.)

Topic and Date	Topics	Videos, Readings, and Files	Due from Student:

Week 1 (week starting Jan. 17, 2023)	Introductions; course overview; Open/close/create/ save SPSS data files.	• Watch videos 1a, 1b, 1c
		• Purchase SPSS license from RU software portal or gain access to virtual SPSS at RU (and get an RU Box account if using virtual SPSS)
		• Read SPSS Statistics Brief Guide Ch. 1-3 (pp. 1-10;19-23 only), Ch. 4 (summary stats, pp. 27-31 only) and Ch. 7 (syntax, pp. 63-65 only)
		• Read Pallant Ch. 6 (pp. 53, 55-64 only)
		
		  o Make sure you can open and close the BBB.sav data file in SPSS
		  o (Optional: PSPP User Guide is provided for those interested in PSPP)
			Respond to Discussion Prompt #1 by Jan. 23, 2023, 11:59 pm

Week 2 (week starting Jan. 24, 2023)	Customer Segmentation Worksheet; Strategic Issues; Data Sources;	• Watch videos 2a, 2b, 2c o Follow along in video 2c with these files: CustSegmWorksheet_1.doc and CustSegmWorksheet_2.xlsx files • Read Blattberg Ch. 2 (Why DBM, pp. 13-18), Ch 8 (Data Sources, pp. 183-196, 210-212)	Respond to Discussion Prompt #2 by Jan. 30, 2023, 11:59 pm
Week 3 (week starting Jan. 31, 2023)	Stats Review (Mean, variance, std dev, std error, t tests, chi-square, corr); Data transformations	• Watch videos 3a, 3b, 3c_1, 3c_2, 3c_3, 3d, 3e, 3f • Read Pallant ch. 16 (t tests), ch. 11 (corr)	Examples of questions for Quiz #1 in Practice Quiz, available until Feb. 6, 11:59 pm
Week 4 (week starting Feb. 7, 2023)	Using SPSS I (learn/practice)	• Watch video 4a • Follow along with Mason Note: "Using SPSS" which uses data file: PCsUnlimited.sav • Read IBM SPSS Statistics Brief Guide Ch. 9 (sorting, selecting data), Ch. 8 (bin, compute, functions, conditionals, pp. 67-73 only) • Read Pallant Ch 7 (charts), Ch. 8 (recode, transform, bin) • Quiz #1 (Stat review, SPSS, etc.) is due this week. There are 20 multiple choice questions in each quiz. Each is worth .5 points, for a possible total score of 10. You must complete this quiz on your own, without help from others. It is open book, open notes. You have 60 minutes to complete this quiz. You may only take this quiz once. IMPORTANT: You will need SPSS and the BBB.sav data set to answer several of the questions. Make sure these are open before you begin.	Complete Quiz #1 in one hour from Feb. 7 to Feb. 13, 2023, 11:59 pm Do not press the SUBMIT QUIZ button until you are completely finished with all 20 questions.
Week 5 (week starting Feb. 14, 2023)	Using SPSS II (apply in case #1)	• Watch video 5a (where we start case #1 together) • Follow along with Case #1(Using SPSS at Bookbinders).docx	Submit Case #1 (SPSS Bookbinders) by Feb. 20, 2023, 11:59 pm
Week 6 (week starting Feb. 21, 2023)	RFM I (learn/practice)	• Watch videos 6a, 6b • Read Hughes Ch 5 (RFM) • Read Blattberg Ch. 10 (process, pp. 245-259; 280-286 only), Ch. 12 (RFM, pp. 323-329; 331 only)	Respond to Discussion Prompt #3 by Feb. 27, 2023, 11:59 pm

Week 7 (week starting Feb. 28, 2023)	RFM II (apply in case #2)	• Watch video 7a (where we start case #2 together) • Follow along with Case #2(RFM at Tuscan).docx	Submit Case #2 (RFM Tuscan) by Mar. 6, 2023, 11:59 pm
Week 8 (week starting Mar. 7, 2023)	RFM III (enhance model in challenge)	• Watch video 8a (hints for the challenge) Your task is to enhance the RFM model by binning and adding one additional binary variable, assessing performance via $ profit if mailing at or above break-even response rate.	Submit Analytics Challenge #1 (RFM model enhancement via binning) by Mar. 13, 2023, 11:59 pm, if you are choosing this challenge instead of Challenge #2
Week 9 (week starting Mar. 11, 2023)		--SPRING BREAK--	
Week 10 (week starting Mar. 21, 2023)	Lifts and Gains (learn/practice and apply in case #3)	• Watch videos (9a, 9b, 9c, 9d, 9e) • Read: Assessing a Model's Performance (LiftsGains.docx)	Respond to Discussion Prompt #4 by Mar. 27, 2023, 11:59 pm
Week 11 (week starting Mar. 28, 2023)		• Watch video (10a) • Follow along with Case#3 (LIftsGains at Tuscan).docx • Use: Case#3Worksheet.xlsx	Submit Case #3 (Lifts and Gains at Tuscan) by Apr. 3, 2023, 11:59 pm
Week 12 (week starting Apr. 4, 2023)	Logit Models I (learn/practice)	• Watch videos (11a, 11b, 11c, 11d, 11e, 11f, 11g, 11h) • Read Pallant ch. 13 (Regression), ch. 14 (Logit) • Read Osborne ch. 1-3 • Quiz #2 (RFM, correlation, regression, logit) has 20 multiple choice questions, which must be completed within one hour.	Complete Quiz #2 in one hour, from Apr. 4 to Apr. 10, 2023, 11:59 pm
Week 13 (week starting Apr. 11, 2023)	Logit Models II (apply in case #4)	• Watch video (12a, where we start case #4 together) • Follow along with Case#4(Logit at Bookbinders).docx	Submit Case #4 (Logit at Bookbinders) by Apr. 17, 2023, 11:59 pm
Week 14 (week starting Apr. 18, 2023)	Logit Models III (enhance model in challenge)	• Watch video (13a; hints for the challenge) • Analytics Challenge2(Logit interaction) • Your task is to enhance the logit model by creating and adding an interaction term, assessing performance via $ profit if mailing at or above break-even response rate	Submit Analytics Challenge #2 (Logit model enhancement via interaction term) by Apr. 24, 2023, 11:59 pm, if you are choosing this challenge instead of Challenge #1

Week 15 (week starting Apr. 25, 2023)	Decision Trees	• Watch videos (14a, 14b, 14c, 14d, 14e, 14f, 14g) • Read Blattberg ch. 17 (dec trees, pp. 323-329; 331-335 only), Ch. 11 (validation, pp. 309 to 312 only), Ch. 19 (bagging, boosting, pp. 490 to 492 only) • Use for reference: TreesBBB.pdf • Follow along with TreesSpreadsheet.xlsx • Read IBM SPSS Decision Trees *(pp. 1-6;11-14) • [Optional: Read IBM SPSS Statistics Command Syntax Reference (pp. 1939-1961) only if further interested in SPSS syntax for decision trees.]	Respond to Discussion Prompt #5 by May 1, 2023, 11:59 pm
Week 16 (week starting May 2, 2021)		• Quiz #3 (logit modeling, decision trees) has 20 multiple choice questions.	Complete Quiz #3 in one hour, from May 2 to May 8, 2023, 11:59 pm
Final Exam Period There is no final exam.	Optional Topics (R, Python integration)	• Optional: Watch videos (15a, 15b) Using Python within SPSS • Optional: Watch video (15c) R and R interfaces • Optional: Read Python Reference Guide for IBM SPSS Statistics	--

Health and Wellbeing resources. Health and well-being impact learning and academic success. Throughout your time in college, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. The Wellness Center Medical and Counseling staff can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 856-225-6005, visiting the website at https://wellnesscenter.camden.rutgers.edu/ or visiting the Wellness Center on the 2nd Floor of the Campus Center.

Dean of Students CARES Team - College is a time when students are testing their independence and striving to find themselves. It's not uncommon for these journeys to have rough points. For some students, personal, emotional, psychological, academic, or other challenges may hinder their ability to succeed both in and outside of the classroom. The Dean of Students Office is here to assist students with these concerns by strategically and effectively handling and referring student concerns/needs across all areas of the campus and University as needed. The Dean of Students Office serves as an initial contact for students who need assistance with these challenges. Phone: 856-225-6050, Email: deanofstudents@camden.rutgers.edu, or http://deanofstudents.camden.rutgers.edu/

Basic needs security
Students who have difficulty affording groceries or accessing sufficient food to eat every day, or who lack a safe and stable place to live, or do not have regular access to technology, and believe this may affect their performance in the course, are urged to contact the Dean of Students for support.

- Rutgers–Camden Dean of Students: deanofstudents@camden.rutgers.edu

- Rutgers–Camden Food Pantry: scarlet-raptor-foodpantry@camden.rutgers.edu

Students with Disabilities

I am committed to supporting the learning of all students in my class and will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact https://success.camden.rutgers.edu/disability-services.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Title IX and the Violence Prevention & Victim Assistance Office

Rutgers faculty are committed to helping to create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all *Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 60.1.33) are required to report information about such discrimination and harassment to the University*. This means that if you tell me or any faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, we must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can speak to staff in the Office of Violence Prevention & Victims Assistance. For more information about your options at Rutgers, please go to http://respect.camden.rutgers.edu .

NATIONAL AND STATE RESOURCES FOR STUDENT WELLBEING:

National Suicide Prevention Lifeline: 1-800-273-8255

Crisis Text Line: text HOME to 741741

Crisis Text Line for Students of Color: text STEVE to 741741

Trevor Lifeline (LGBTQ+): 1-866-488-7386

National Domestic Violence Helpline: 1-800-799-7233 or text LOVEIS to 22522

NJ HOPE line- https://njhopeline.com/

Undocumented Students - Student Services.

Undocumented students enrich our university community. Rutgers-Camden is steadfast in its effort to protect and support all members of our community, regardless of immigration status or personal circumstance. Resources (legal, career and support) for students can be found here: https://undocumented.camden.rutgers.edu/

Veteran, Active Duty and National Guard Member Services.

The Office of Military and Veterans Affairs and Rutgers-Camden supports our students who have served and their family members, including explanation of benefits, referrals to resources on and off campus, supporting students who are deployed for active duty and answering questions. Contact the office for resources at: http://veterans.camden.rutgers.edu/

International (F-1) Students.

Rutgers Camden Office of International Students and Programs provides support services and resource referrals for our international students. Contact the office: https://international.camden.rutgers.edu/

LEARNING CENTER, LEARNING SPECIALISTS AND TUTORING

I am committed to making course content accessible to all students. The Learning Center provides Learning Specialists who can help you build a learning plan based on your strengths and needs, tutors, study groups and more services. Many services are available in virtual formats and after normal business hours. If English is not your first language and this causes you concern about the course, please contact the Learning Center and make an appointment with a Learning Specialist to create a plan of action. More information and to make an appointment - https://learn.camden.rutgers.edu/

Writing Support and Services.

The Rutgers Camden Writing and Design Lab provides personal tutoring, workshops and online. https://wdl.camden.rutgers.edu/

Disability Services/Accommodations

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact https://success.camden.rutgers.edu/disability-services.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Academic Integrity

The Academic Integrity policy can be found at http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:
- •properly acknowledge and cite all use of the ideas, results, or words of others,
- •properly acknowledge all contributors to a given piece of work,
- •make sure that all work submitted as your own in a course activity is your own and not from someone else
- •obtain all data or results by ethical means and report them accurately
- • treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:
- •everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- •all student work is fairly evaluated and no student has an inappropriate advantage over others
- •the academic and ethical development of all students is fostered
- •the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University you are expected adhere to the Code of Student Conduct.

To review the code, go to: https://deanofstudents.camden.rutgers.edu/student-conduct

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."