Spring 2024 Customer Analytics (formerly known as: Database Marketing)

53.630.509.01 (on campus MBA/MSBA), 53.630.509.90 (online MBA), 53.630.509.92 (online MSBA/MACC)

Class Location: BSB 336 on Mondays 6:00-8:50 p.m.

Professor: Maureen Morrin

Office Hours: Mondays 5:00-5:45 p.m. and by appointment

Email: mmorrin@rutgers.edu, Office Location: BSB 316, Office Phone: 856-225-6647

## Course Description

Customer Analytics (formerly known as 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/reviewing 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 we focus on building classification models to a predict binary response outcome, for example, predicting whether a customer will or will not respond to a particular marketing offer such as a direct mail catalog, if contacted. 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 |
|---|---|---|
| Attendance (1 pt per class up to 10 point maximum) | Individual | 10 |
| Discussion Prompts (up to 2 pts for each of 5 prompts) | Individual | 10 |
| Quiz #1 (Stat review and using SPSS) | Individual | 10 |
| Case #1 (Using SPSS with BBB.sav) | Individual or with up to 3 partners | 5 |
| Case #2 (RFM) | Individual or with up to 3 partners | 5 |
| Analytics Challenge #1 (RFM Model Enhancement by adding a single 5-level binned variable) | Individual or with up to 3 partners | 15 |
| Case #3 (Lifts and Gains) | Individual or with up to 3 partners | 5 |
| Quiz #2 (RFM, Correlation, Regression, Logistic Regression) | Individual | 10 |
| Case #4 (Logit with BBB.sav) | Individual or with up to 3 partners | 5 |
| Analytics Challenge #2 (Logit Model Enhancement by adding a single interaction term) | Individual or with up to 3 partners | 15 |
| Quiz #3 (Logit Models, Decision Trees) | Individual | 10 |
| **Total points:** | | **100** |

Grades will be posted 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).

Grade Ranges

Letter Grade Description
A Highest grade (93.0% and above)
B+ Work of distinction (85.0% to 92.9%)
B Work of distinction (80.0% to 84.9%)
C+ Average work (70.0% to 79.9%)
C Average work (60.0% to 69.9%)
D Passing, but unsatisfactory (50.0% to 59.9%)
F Failure without credit (Below 50.0%)

1. *Attendance* = 10% (on your own) Attendance will be taken at the start of each class. Students will receive 1 point per class if they arrive promptly and stay until the end of class, to a maximum score of 10.
2. *Discussion Prompts* = 10% (on your own)
   You will earn 1 point for a thoughtful response to each of 5 discussion prompts released during the semester, plus an additional 1 point if you respond thoughtfully to another student's posting (for a maximum of 2 points possible per prompt).
3. *Three Quizzes* = 30% (on your own)
   There are three quizzes, each worth 10%. They consist of multiple-choice questions. You must complete each quiz in class on the day and time assigned. You will need SPSS to complete most of the questions on the quizzes, so make sure you have access to SPSS before you start.  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 as we progress through the semester).
4. *Four Cases* = 20% (on your own or with partners)
   You can work on each case alone or with up to three partners. I encourage you to have one or more partners for these analyses. There are deadlines for the completion of each case. They involve applying what you have learned in terms of predictive modeling and using SPSS and Excel for analysis. You have as much time as you like to work on each case, but you must complete each case in Canvas by the deadline(s) noted.  You will need access to SPSS and sometimes Excel to complete the cases.  Please let me know who your partners are, if you choose to have them (so I can grade your responses once, for all team members). If you have partners, only one partner needs to upload your answers. If you experience partner problems, you are responsible for submitting the work on your own by the deadline.
5. *Analytics Challenges* = 30% (on your own or with partners)
   You will complete two Analytics Challenges. You can choose to work alone or with up to three partners on each. You are first challenged to enhance the profits resulting from using an RFM model by adding one additional 5-level binned variable (you must choose the variable and bin it into five equal-sized categories) in Challenge #1. You must answer the questions in Canvas which includes uploading a short video describing your strategy and results. If you experience partner problems, you are responsible for submitting/presenting the work on your own. Beyond earning points for completing Challenge #1, there is a chance to earn 2 bonus points. The team (or individual) that boosts firm profits the most with the model enhancement (while following the rules) will receive 2 bonus points (above the graded score). Later in the semester, in Challenge #2, you will work to enhance profits from a logit model by adding a single interaction term (you must choose, create, add the interaction term and calculate profits earned, as in Challenge #1). You must answer all the questions in Canvas and upload a short video describing your strategy and results. Winning team members will receive 2 bonus points.

Course Materials

1. *On Campus ("live") Lectures*
   Make sure you attend class either in person (if you are in one of the on-campus programs) or online (if you are in one of the online programs). You will want to conduct the analyses in SPSS along with the professor, on your computer during these sessions.

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 simple 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 (which I will mention but we will not cover). You can purchase a license for IBM SPSS **Premium Version** software for about $100 (good until August) that enables you to complete the work on your own computer, from the Rutgers software portal (log in with your Rutgers net ID). If you are on campus, you do not need to purchase this software, as you can access it in the labs on campus, but it will make your life easier to do so.

a) To purchase the SPSS license from Rutgers: Go to the RU software portal here: https://software.rutgers.edu/ . Log in with your RU net ID. Click view all products. Scroll down to SPSS Premium Edition 29 w/Amos. NOTE: Do not choose the network version! Click on Get Product, Add to Cart, and pay for it with a credit card ($100). Then Click Available Downloads, and download the version you have purchased onto your laptop (e.g., Mac, Windows, or Linux) as well as the installation instructions. Install. Contact RU IT if you have problems (https://it.rutgers.edu/help-support). This is the one you want to buy:



b) There is a virtual option available for free to students but note: this tends to be very glitchy! You can view the information below. If you choose this option, make sure you try it and can get it to work, including opening a saved SPSS data file (such as BBB.sav from our Canvas course site).

▶ https://it.rutgers.edu/virtual-computer-labs/
Note: Once you gain access to virtual SPSS, 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 this virtual SPSS platform.

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

c) There is also freeware available, called **PSPP**, that looks and feels much 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 other functions like 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 many of our analyses, and you can keep it indefinitely, as there is no license fee. Note: we will also talk about R and GUI's that closely mimic SPSS if you are interested; but consider these add-on options rather than substitutes for SPSS.

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

▶ For Macs (choose Downloads, Stable Release: pspp-1.6.2-2.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 any 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 critical chapters in pdf to Canvas. You therefore do not need to buy a recent edition of this book, unless you prefer to have a hard copy.
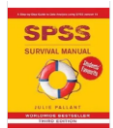


4. *Database Marketing: Analyzing and Managing Customers (Blattberg),* by Robert C. Blattberg, Byung-Do Kim, and Scott A. Neslin (2008), Springer. May be available for free download to Rutgers students (https://link.springer.com/book/10.1007/978-0-387-72579-6); pdfs of critical chapters are posted on Canvas. Make sure you check the syllabus 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 not need to read this. It is provided as a reference source, if you your are interested more in writing syntax files.
8. *IBM SPSS Decision Trees*, provides detailed guidance on constructing and validating decision trees in SPSS. On Canvas.
9. *Python Reference Guide for IBM SPSS Statistics.* You do not need to read this; I include it on Canvas for those students interested in integrating Python into the SPSS framework. I may demonstrate very briefly what this looks like, but you will not be tested on any Python programming in this course.
10. *IBM SPSS R Integration Package*. You do not 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*

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

## CLASSROOM POLICIES

### 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 an assignment and when graded it earns 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 analytics challenges.  You may not 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:
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 send an e-mail to the professor, please address the person appropriately such as "Dr. …." or "Professor …." 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 or 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 | Powerpoint Slides, Readings, Data Files | Due from Student: |
|---|---|---|---|
| **Week 1** (Mon., Jan. 22, 2024) | Introductions; course requirements; How to open/close SPSS software and create/edit/save SPSS data files. | • SLIDES 1ab, 1c<br>• Purchase SPSS license from RU software portal (or gain access to virtual SPSS at RU and an RU Box account) or use SPSS in labs on campus.<br>• Read IBM 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)<br>• Read Pallant Ch. 6 (pp. 53, 55-64 only) | Respond to Prompt #1 by Sun. Jan. 28 11:59 pm. |
| **Week 2** (Mon., Jan. 29, 2024) | Customer Segmentation Worksheet; Strategic Issues; Data Sources; | • SLIDES 2<br>--Follow along with these files: CustSegmWorksheet_1.doc and CustSegmWorksheet_2.xlsx files<br>• Read Blattberg Ch. 2 (Why DBM, pp. 13-18), Ch 8 (Data Sources, pp. 183-196, 210-212) | Respond to Prompt #2 by Sun. Feb. 4 11:59 pm. |
| **Week 3** (Mon., Feb. 5, 2024) | Stats Review (Mean, variance, std dev, std error, t tests, chi-square, corr); using SPSS; data transformations | • SLIDES 3a, 3bcd<br>• Read Pallant ch. 16 (t tests), ch. 11 (corr) | Respond to Discussion Prompt #3 by Sun. Feb. 11 11:59 pm<br><br>Example questions for Quiz #1 |
| **Week 4** (Mon., Feb. 12, 2024) | Using SPSS I (learn/practice) | • Follow along with Note: "Using SPSS" which uses data file: PCsUnlimited.sav<br>• Read IBM SPSS Statistics Brief Guide Ch. 9 (sorting, selecting data), Ch. 8 (bin, compute, functions, conditionals, pp. 67-73 only)<br>• Read Pallant Ch 7 (charts), Ch. 8 (recode, transform, bin)<br>• Quiz #1 (Stat review, SPSS, etc.): 20 multiple choice questions, each worth .5 points, for a possible total score of 10. You must complete this quiz on your own in 60 minutes, during class time, without help from others. It is open book, open notes. You will need SPSS and the BBB.sav data set to answer several of the questions. Make sure these are open before you begin. | Take Quiz #1 in class |
| **Week 5** (Mon., Feb. 19, 2024) | Using SPSS II (apply in CASE #1) | • Catch up<br>• Start CASE #1 in class<br> --Follow along with CASE #1 in Canvas (Customer Analysis at BBB with SPSS) | Submit CASE #1 by Sun. Feb. 25, 11:59 pm |
| **Week 6** (Mon., Feb. 26, 2024) | RFM I (learn/practice) | • SLIDES 6<br>• Read Hughes Ch 5 (RFM)<br>• Read Blattberg Ch. 10 (process, pp. 245-259; 280-286 only), Ch. 12 (RFM, pp. 323-329; 331 only) | Respond to Discussion Prompt #4 by Sun. Mar. 3 11:59 pm |

| | | | |
|---|---|---|---|
| **Week 7**<br>(Mon., Mar. 4, 2024) | RFM II (apply in CASE #2) | • Catch up (RFM continued)<br>• Start CASE #2 in class<br>--Follow along with CASE #2 in Canvas (RFM at Tuscan) | Submit CASE #2 by Sun. Mar. 10, 11:59 pm |
| **Week 8**<br>(Mon., Mar. 11, 2024) | SPRING BREAK | SPRING BREAK (NO CLASS) | |
| **Week 9**<br>(Mon., Mar. 18, 2024) | RFM III (enhance model)<br><br>Lifts and Gains (learn/practice) | • Introduce Analytics Challenge #1<br>Your task is to enhance the RFM model by binning and adding an additional variable, assessing performance via $ profit if mailing at or above break-even response rate.<br>--Follow along with Analytics Challenge #1 in Canvas<br>• SLIDES 9<br>• Read: Assessing Model Performance with LIfts and Gains (LiftsGains.docx) | Upload Analytics Challenge #1 Files by Sun. Mar. 24, 11:59 pm |
| **Week 10**<br>(Mon., Mar. 25, 2024) | RFM IV (apply in CASE #3) | • Catch up (Lifts and Gains continued)<br>• Start CASE #3 in class<br>--Follow along with Case#3 in Canvas (LIftsGains at Tuscan)<br>• Use Case#3Worksheet.xlsx in Canvas | Submit CASE #3 by Sun. Mar. 31, 11:59 pm<br><br>Example questions for Quiz #2 |
| **Week 11**<br>(Mon., Apr. 1, 2024) | Logit Models I (learn/practice) | • SLIDES 11<br>• Read Osborne ch. 1-3<br>• Read Pallant ch. 13 (Regression), ch. 14 (Logit)<br>• Quiz #2 (RFM, correlation, regression, logit) has 20 multiple choice questions. Format similar to that of Quiz #1. | Take Quiz #2 in class |
| **Week 12**<br>(Mon., Apr. 8, 2024) | Logit Models II (apply in CASE #4) | • Catch up (Logit continued)<br>• Start CASE #4 in class (Logit at BBB)<br>• Follow along with Case#4 in Canvas | Submit CASE #4 by Sun. Apr. 14, 11:59 pm |
| **Week 13**<br>(Mon., Apr. 15, 2024) | Logit Models III (enhance model) | • Introduce Analytics Challenge #2<br>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.<br>• SLIDES 13<br>• Read: TreesBBB.pdf<br>• Read IBM SPSS Decision Trees (pp. 1-6;11-14)<br>• Follow along with TreesSpreadsheet.xlsx | Upload Analytics Challenge #2 Files by Sun. Apr. 21 11:59 pm |
| **Week 14**<br>(Mon., Apr. 22, 2024) | Decision Trees | • Catch up (Decision Trees continued)<br>• 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) | Respond to Discussion Prompt #5 by Sun. April 28, 11:59 pm |
| **Week 15**<br>(Mon., Apr. 29, 2024) | | • Quiz #3 (logit modeling, decision trees) has 20 multiple choice questions, in a format similar to that of the previous quizzes. | Take Quiz #3 in class |

**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."