**Project Management in the Information Age**

**MASY1-GC 1250 | 103 | Fall 2024 |** **09/03/2024- 12/10/2024 | 3 Credits**

**Modality:** In-person

**Course Site URL:** <https://brightspace.nyu.edu/d2l/home/374714>

**General Course Information**

Name/Title: Eve Macknight, Adjunct Instructor, She/Her/Hers

NYU Email: eam382@nyu.edu

Class Meeting Schedule: 09/03/2024- 12/10/2024 | Tuesdays **|** 02:00pm -- 04:35pm

Class Location: TBD

Office Hours: Office Hours are Mondays 1 – 3pm Eastern. Appointments are conducted by video chat: Zoom via Brightspace (directions will be included in appointment confirmation email). Please email instructor to arrange at least 48 hours in advance. If you cannot make Mondays, please get in touch and we will schedule an alternate time.

**Description**

This course covers the fundamentals of project management and explores the methodologies and techniques for managing technological projects. Throughout this course, students learn to define a business problem, plan the delivery of a solution for that problem, and manage the quality completion of the project deliverables. The course prepares students to plan and manage organizational technology related projects by applying various project management techniques effectively.

**Prerequisites**

1240 – INFORMATION TECHNOLOGY

**Learning Outcomes**

At the conclusion of this course, students will be able to:

* Determine the business need for a proposed technology project and its alignment to the organization’s mission and or business model using various analytic tools.
* Develop a technology related project proposal, including a recommendation for a systems solution and the framework methodology for the planning and execution of a project plan.
* Apply project management principles to create a technology related project plan including the product/service deliverables and the project plan artifacts.
* Produce a functional specification to represent the features and functions of a project deliverable for alignment to a technical design specification.
* Apply the Systems Development Lifecycle Model (SDLC) to technology related projects across the lifecycle phases including planning, analysis, design, implementation, and operations.
* Prepare a test plan, using a comprehensive test design template, to validate and verify the usability of the planned systems solution.

**Communication Methods**

Questions or comments related to the course and its content voiced during in-class time will be addressed in person. Questions or comments that arise outside of the classroom should be shared via email, using the NYU email messaging system to the instructor’s NYU email address. Non-degree students do not have NYU email addresses. Brightspace course mail supports student privacy and FERPA guidelines. If there are questions related to a group project or assignment, then all members of the group must be included in the email. All questions communicated by email will be answered within 48 hours during the business week.

The instructor will make every effort to be available for consultation as needed throughout the course. Students are encouraged to reach out if they have any concerns and are required to contact the instructor in advance of any absences, lateness, or difficulties in completing assignments on a timely basis.

**Structure | Method | Modality**

This course will provide a framework for understanding and applying the philosophy, methodologies, practices, and knowledge of structured Project Management. It will focus on the application of this framework to initiate, plan, execute, and manage chartered projects, to address business problems and opportunities that an organization will face. Students will gain both a theoretical as well as practical foundation on which to manage a project. In addition to in-person lectures, facilitated discussions, in‐class exercises, and multiple case studies, students will also participate in a simulation project that will run concurrently throughout the semester. Resources, including reading briefs, tools, templates, models, and workplans will be provided on the Brightspace course page as will be assignments. The course will meet in-person weekly.

Upon completion of this course, a student will be able to define a business problem, plan the delivery of a solution, execute that plan, and manage the completion of its deliverables. The content and subject matter presented in this course are aligned with the Project Management Institute (PMI‘A Guide to the Project Management Body of Knowledge’ (PMBOK Sixth and Seventh Editions).

Each class meeting will focus on a discussion topic related to a knowledge area associated with structured project management. These discussions will be a combination of didactic as well as practical application, using a facilitated teaching and learning approach. This will be done within the context of ‘real‐world’ project initiatives.

**Team Simulation Project**: In addition to the in‐class exercises, students will also participate in a team simulation project, which will run concurrently throughout the course. Project teams of between four to five (4‐5) members in size, will be established (through a random selection process) to work together on a project. This project initiative (topic) must be presented in the form of a proposal, at the outset of the project; this proposal will be reviewed for approval. The topic of the project must represent a problem or opportunity scenario, agreed to by the team.

Each team will be responsible for developing a project charter, business case and a master project plan as deliverables for the assignment. In addition, each team will develop and deliver a team presentation that summarizes the master project plan This course will immerse the student in unified project management, and provide the tools, techniques, and templates required for a successful project initiative. It will introduce the student to the roles, responsibilities, and management methodologies used by a project team and its manager to initiate, plan, execute, and manage a project. It is designed for a student to learn how to apply a systematic approach, working as a member of a team, to successfully deliver a solution to a problem or opportunity that an organization may be facing.

**Expectations**

Learning Environment

You play an important role in creating and sustaining an intellectually rigorous and inclusive classroom culture. Respectful engagement, diverse thinking, and our lived experiences are central to this course and enrich our learning community.

As graduate students, you are expected to conduct yourselves in a professional manner and engage and collaborate with your classmates. SPS classrooms are diverse and include students who range in age, culture, learning styles, and levels of professional experience. To maintain an inclusive environment that ensures all students can equally participate with and learn from each other, as well as receive feedback and instruction from faculty during group discussions in the classroom, all course-based discussions and group projects should occur in a language that is shared among all participants.

Participation

Students will receive credit for participation only when they arrive to class on time and stay to the end of the class period. Students may enter class late or leave class early only if given permission by the instructor and if it can be done without disrupting the class. Lateness may have an adverse impact on your grade.

You are integral to the learning experience in this class. Be prepared to actively contribute to class activities, group discussions, and work outside of class.

Assignments and Deadlines

Students are expected to have read assigned chapters and/or sections from one or both of the textbooks prior to class meetings. In addition, discussion notes and associated readings will be distributed prior to each class. Students are expected to review these materials before the class session. Students are expected to review resources placed in the Content folders on course home page in Brightspace, arranged in a week-by-week order. These resources will include presentations, case studies, templates, spreadsheets and other collateral documentation related to the appropriate discussion topic. Students are expected to refer to the online resources and links provided by the instructor. Students are expected to access assignment guidelines (as required) via the ‘Assignment’ link on the course home page in Brightspace. Students are expected to actively participate in the in‐class discussions and the group exercises.

An overview of class activity is as follows:

**In Class Group Exercises**: Students will be randomly assigned to a group(s) during class meetings to work on an in‐class group exercise related to the respective discussion topic. Time will be set aside, in‐class, for the teams to meet. The in‐class exercise(s) may relate to a problem or opportunity associated with a project that a member of the team is currently working on or was recently a part of. Each team will do a read‐out of the results of their efforts at the end of the exercise. This will be followed by a facilitated discussion on the problem/issue which the team faced.

**Team Simulation Project**: Students will be grouped into project teams of four to five members in size. Each team will be responsible for developing a ‘Project Proposal,’ which when approved must be supported with a ‘Business Case’ to advance its approval. Once approved, each team will develop a project management plan for the project. For each team assignment, students will be expected to provide a breakdown of the responsibilities and contributions of each team member to help ensure an equal distribution of effort across the team.

Students will be grouped into project teams of four to five members in size for the **semester long** team simulation project. Project teams of between four to five (4‐5) members in size, will be established (through a random selection process) to work together on a project. The topic of the project must address an IT-related problem or opportunity; the topic should be agreed to by all team members. Each team will be responsible for developing: a project proposal, a business case, and a master project plan. In the final weeks of the course each team will deliver a team presentation based on the team’s master project plan.

The ‘Team Simulation Project’ will require developing the following:

* a project proposal (due 09/17/24)
* a business case (due 10/1/24)
* a project charter (due 10/24/24)
* a mater project plan and supporting documentation (due 11/12/24)
* an oral team presentation (due 11/26/24, 12/3/24)\*\*

\*\**Due to large enrollment, teams will be presenting in either Session 12 or 13.*

In‐Class Exams: A mid‐term exam (in-class component: 10/22/24) and a final exam (in-class component: 12/10/24) are required. These exams will cover the in‐class discussions, assigned reading materials, and resources on the course homepage. The final exam will not be cumulative.

Written Assignments: Each written assignment must be word processed, have a 12pt font size, be double spaced and submitted on the scheduled due date, and delivered as an MS Word file (*not as a .PDF*.)

Reports and/or papers that are submitted after the due date will be automatically reduced in score by twenty percent (20%) before they are read.

Course Technology Use

Most class sessions require use of technology (e.g., laptop) for learning and research purposes. I recommend bringing a

laptop or tablet to class. We will periodically have a device-free learning environment to fully engage with the classroom discussion. Establishing an environment of mutual respect and exchange in the classroom requires a commitment to presence and full attention to the course materials presented in class.

**Generative AI Use**

You are allowed to use generative AI tools (e.g. ChatGPT, Dall-e,etc.) in this class for assignments or activities. However, assignments created with AI should not exceed 25% of the overall work, and you must identify the portions where you used AI tools, and describe how you used them. Your use of AI tools must be properly documented and cited. NYU libraries guidance for citations can be found [here](https://guides.nyu.edu/c.php?g=1307730&p=9624166#s-lg-box-30439868).

Note that you are responsible for all parts of an assignment. You are responsible for the information submitted based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). If an AI tool provides incorrect information, it is your responsibility to find and fix the error before submitting. Note too that overreliance on AI can hinder independent thinking and creativity.

Feedback and Viewing Grades

I will provide timely meaningful feedback on all your work via our course site in NYU Brightspace. You can access your grades in the Feedback section of each Assignment.

Attendance

You are expected to attend all class sessions. Excused absences are granted in cases of documented serious illness, family emergency, religious observance, or civic obligation. In the case of religious observance or civic obligation, this should be reported in advance. Unexcused absences from sessions may have a negative impact on a student’s final grade. Students are responsible for assignments given during any absence.

Students who join the course during add/drop are responsible for ensuring that they identify what assignments and preparatory work they have missed and complete and submit those per the syllabus.

Students will receive credit for attendance only when they arrive to class on time and stay to the end of the class period. Students may enter class late or leave class early only if given permission by the instructor and if it can be done without disrupting the class. Lateness may have an adverse impact on the grade.

Refer to the [SPS Policies and Procedures page](https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html) for additional information about attendance.

**Textbooks and Course Materials**

Required Reading:

Successful Project Management

7th Edition, 2018

Jack Gido, James P. Clements, and Rose Baker Cengage Learning

ISBN-13: 978-1-337-09547-1

A Guide to the Project Management Book of Knowledge **(PMBOK 6)**

6th Edition (2017)

Project Management Institute

ISBN‐13: 978‐1-62825-184-5

A Guide to the Project Management Body of Knowledge (PMBOK Guide) and the Standard for Project Management **(PMBOK 7)**

7th Edition

Project Management Institute

ISBN 13: 9781628256642

The Scrum Guide

The Definitive Guide to Scrum: The Rules of the Game

Scrum.org (This is a free, downloadable PDF which is available at scrumguides.org. A copy will also be provided in the course’s Brightspace Resources area.)

Recommended Reading:

Information Technology Project Management

9th Edition (2018)

Kathy Schwalbe

Cengage Learning

Boston, MA 02210

ISBN-10: ‎ 9781337101356

Effective Project Management: Traditional, Agile, Extreme, Hybrid

8th Edition, 2019

Robert K., Wysocki, Wiley

ISBN: 978-1-119-56280-1

**Grading | Assessment**

Course Evaluation:

The final grade for the course will be based on in‐class participation, individual assignments, in‐class exams, and the team simulation project. To achieve a letter grade of ‘A’ you must demonstrate a high level of commitment to the course content as evidenced by in‐class participation, scoring very well on the mid‐term and the final exams, and completing each assignment (individual and team) on‐time and within each assignment’s requirements. Individual essays will be evaluated on the basis of how well the student addresses the assignment question and integrates course content into them. Each student will write a subsidiary project plan addressing a project management knowledge area for his or her team’s simulation project. The subsidiary plan will be evaluated on the basis of how well it addresses the processes applicable to the knowledge area chosen. The subsidiary project plan assignment will also be evaluated in terms of its clarity and effectiveness as a means of communication. Each of the other team assignments listed above will be evaluated in two ways. A collective team grade will be assigned to each assignment on the basis of the overall quality of the submitted document or presentation. In addition, each student will receive an individual component grade based on the identification of his or her contributions to the document or presentation. The individual component grade will reflect the amount and quality of that student’s contribution to the team’s submission. Reports and/or papers that are submitted after the due date will be automatically reduced in score by twenty percent (20%) before they are read. Missed assignments will be penalized according to overall weight in the course.

**The Assessment is as follows:**

Participation/PM In the News/Engagement/ Discussions 20%

Mid‐Term Exam 25%

Final Exam 25%

Team Simulation Project (Team) 20%

Team Simulation Project (Individual) 10%

Total 100%

See the [“Grades” section of Academic Policies](https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html#Graduate1) for the complete grading policy, including the letter grade conversion, and the criteria for a grade of incomplete, taking a course on a pass/fail basis, and withdrawing from a course.

**NYU SPS Graduate Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | 95-100 | 4.000 | **Exceptional:** Demonstrates exceptional mastery of all learning outcomes of the course and thorough and complete understanding of all concepts. |
| **A-** | 90-94 | 3.667 | **Excellent:** Demonstrates highly competent mastery of all learning outcomes of the course and strong understanding of all concepts. |
| **B+** | 87-89 | 3.333 | **Very Good; exceeds course standards:** Demonstrates mastery of all learning outcomes of the course and understanding of core concepts. |
| **B** | 83-86 | 3.000 | **Good; meets course standards:** Demonstrates mastery of some learning outcomes; understanding of some core concepts could be improved. |
| **B-** | 80-82 | 2.667 | **Somewhat Satisfactory;** meets some course standards and requires improvement: Demonstrates basic understanding of some learning outcomes; improved understanding of all core concepts is needed. |
| **C+** | 77-79 | 2.333 | **Less than Satisfactory; requires significant improvement:** Demonstrates partial understanding of all learning outcomes and core concepts; requires significant improvement. |
| **C** | 73-76 | 2.000 | **Unsatisfactory; requires substantial improvement:** Demonstrates partial understanding of some learning outcomes and core concepts; requires substantial improvement. |
| **C-** | 70-72 | 1.667 | **Unsatisfactory; requires extensive improvement:** Demonstrates poor understanding of all learning outcomes and core concepts; requires extensive improvement. |
| **F** | Below 70 |  | **Fail:** Demonstrates minimal to no understanding of all key learning outcomes and core concepts; work is unworthy of course credit towards the degree. |
| **P** |  |  | **Passing:** If a Pass/Fail grade is allowed, the choice of pass/fail must be made prior to the completion of the fifth week of the term. |

**Course Outline**

**Start/End Dates:** 09/03/2024 - 12/10/2024 / Tuesdays

**Time:** 02:00pm -- 04:35pm

**No Class Date(s):** Tuesday, 10/15/2024

**Special Notes:** N/A

Special Notes:

\*\**There will be selected readings from PMBOK 6 and PMBOK 7*

*\*\*Unless otherwise noted, the readings for PMBOK 7 refer to the 2nd part of the text, entitled A Guide to the Project Management Body of Knowledge.*

Image of the first page of PMBOK 7 section 2:

A cover of a book

Description automatically generated

**Session 1 – September 3, 2024**

**Topic Description:**

Introduction and Overview

* The discussion will focus on the introduction to the course, the course team members, and the framework of structured project management.

Reading:

* Gido/Clements Text: Chapter 1
* PMBOK 6: Chapters 1, 3
* PMBOK 7 [Standard for Project Management, Part 1 of the text]: Chapters 1 – 3 (p.7 – 60)

Exercises / Assignments:

* Introduction
* Distribute the guidelines for the ‘Team Project’
* Announce the Team(s) for the ‘Team Project’

**Session 2 – September 10, 2024**

**Topic description**

The Scope of a Project: Initiation

* The discussion will focus on the initiation of a project: The Business Case and the importance of understanding a project’s ‘scope.’

Reading:

* Gido/Clements Text: Chapter 2, 3 and 4
* PMBOK 6: Chapter 5
* PMBOK 7, Part 2: Planning Performance Domain 2.4 to 2.4.2.1 (p.51 – 54)2.6 Delivery Performance 2.6 (p.80 – 87), p. 92, 2.7 Measurement Performance Domain (p.93 – 102), 4.4. Commonly Used Methods: Business Justification Analysis Methods (p.175)

Exercises / Assignments:

* Project Initiation Exercise

**Session 3 – September 17, 2024**

**Topic description**

Resource Management

* The discussion will first identify the two areas of Project Resource Management: human resources and physical resources.

Team Management

* The discussion will focus on human resource management: developing and managing the project team.

Reading:

* Gido/Clements Text: Chapter 6 and 11
* PMBOK 6: Chapter 9
* PMBOK 7: Ch, Part 2: Chapter 2.2 Team Performance Domain (p.16 – 31), 4.2.6 Project Team Development Models, 4.2.7.2 Negotiation (p. 166 – 170)

Exercises / Assignments:

* Team Project: Develop a ‘Team Contract’
* Team Project: Deliver the Project Proposal

**Session 4 – September 24, 2024**

**Topic description**

The Financial Plan

* The discussion will focus on the value proposition associated with a project initiative, both short‐term as well as long‐term.

A Project Budget

* The discussion will focus on assessing physical resources and their associated costs. Then we will explore the cumulative project expenses for a project, preliminary and detailed, against the actual costs.

Reading:

* Gido/Clements Text: Chapter 7
* PMBOK 6: Chapter 7
* PMBOK 7, Part 1: 3.4 Focus on Value (p.34 – 36); Part 2: 2.7.2.3 Baseline Performance (p.100 – 101)
* PMBOK 7, Part 2: 2.4 Planning Performance Domain (p.51- 68), 2.7.2.3 Baseline Performance (p.100 – 101)

Exercises / Assignments:

* Structure a budget

**Session 5 – October 1, 2024**

**Topic description**

Project Schedule Management

* The discussion will focus on the project timeline and the Work Breakdown Structure (WBS,) the decomposition of the work that will be required to deliver results.
* Building the Schedule
* The discussion will focus on the application of scheduling tools, including ‘MS Project’ for use in building a project workplan.

Reading:

* Gido/Clements Text: Chapter 5
* PMBOK 6: Chapter 6, Chapter 5.4
* PMBOK 7, Part 1: 3.4 Focus on Value (p.34 – 36)
* PMBOK 7, Part 2: 2.3 Development Approach and Life Cycle Performance Domain (p.32 – 50), 2.4 Planning Performance Domain (p. 51 – 62), Part 2: 2.7.2.3 Baseline Performance (p.100 – 101)

Exercises / Assignments:

* The WBS Exercise
* Team Project: Submit the Business Case

**Session 6 – October 8, 2024**

**Topic description**

Stakeholder Management

* The discussion will focus on identifying the individuals and entities that have an interest in the success or the failure of a project.
* Stakeholder Engagement
* The discussion will address different strategies to successfully align the range of Stakeholders in a specific project.

Reading:

* Gido/Clements Text: Chapter 11
* PMBOK 6: Chapter 13
* PMBOK 7, Part 2: Chapter 2 Stakeholder Performance Domain (p.8 – 15), 3.5 Tailoring the Performance Domains and 3.5.1 Stakeholders (p.145 – 147)

Exercises / Assignments:

* Stakeholder Engagement Exercise

**No class date: Tuesday, October 15, 2024**

**Classes meet according to a Monday schedule.**

**Session 7 – October 22, 2024**

**Topic description –**

Exercises / Assignments:

* The Mid‐term Exam – In-Class
* Team Project: Project Charter due on Thursday, October 24, 2024

**Session 8 – October 29, 2024**

**Topic description –**

Project Communications Management

* The discussion will focus on understanding and being understood across the universe of stakeholders.

Creating a Communications Plan

* The discussion will focus on the project communications planning process for internal and external consumption.

Reading:

* Gido/Clements Text: Chapter 10, 12
* PMBOK 6: Chapter 10
* PMBOK 7, Part 2: PMBOK 7: 2.1.1.4 Engage (p.12 - 13), 2.4.4 Communication (p.63 – 64), 2.5.4 Project Communications and Engagement (p.73)

Exercises / Assignments:

* Develop a Communication Plan

**Session 9 – November 5, 2024**

**Topic description**

Assessing and Managing Risk

* The discussion will focus on potential threats and opportunities that, if they occur, will impact the project.

Reading:

* Gido/Clements Text: Chapter 8
* PMBOK 6: Chapter 11
* PMBOK 7, Part 2: 2.8 Uncertainty Performance Domain (p.116 – 129)

Exercises / Assignments:

* Risk Management Exercise

**Session 10 – November 12, 2024**

**Topic description –**

Procurement and the Statement of Work (SOW)

* The discussion will focus on the process of procuring project resources, whether they be labor or products, and the terms of understanding with the project partners, vendors and suppliers selected.

Quality, Execution, and Control

* The discussion will focus on evaluating quality throughout the project lifecycle and how monitoring quality is captured in the project plan.
* The Quality Plan
* The discussion will focus on the importance of quality management to deliver a successful solution.

Reading:

* Gido/Clements: Chapter 3, Chapter 4 “Plan for Quality” section only
* PMBOK 6: Chapter 8, 12
* PMBOK 7: 2.5.6 Working with Procurements (p.74 - 76), 2.6.3 Quality (p. 87 - 92)

Exercises / Assignments:

* Vendor Selection and Evaluation Exercise
* Define Project Quality
* Team Project: Project Management Plan due

**Session 11 – November 19, 2024**

**Topic description**

Integration Management

* The discussion will focus on the overall project lifecycle and the project management practices, and the story they weave.

Enterprise Project Management

* The discussion will then focus on the holistic commitment of the enterprise to a balanced portfolio of projects.

Systems Development Life Cycle (SDLC)

* The discussion will focus on the development delivery life cycle, the ‘ceremony’ and the solution.

Reading:

* Gido/Clements Text: Chapter 10
* PMBOK 6: Chapter 1, 2, 3 and 4 (please review if you have already read these chapters)
* PMBOK 7, Part 1: 2 A System for Value Delivery (p.7-20), 3 Project Management Principles (p.21 – 60)
* PMBOK 7, Part 2: 2.5.7 Monitoring New Work and Changes to end of the section (p.76 – 79), Chapter 3 Tailoring (p.131 – 152)
* Readings about SDLC

Exercises / Assignments:

* Change Management Exercise
* Team Presentation Prep

**Session 12 – November 26, 2024**

**Topic description**

The Project Landscape and Introduction to Agile

* The discussion will focus on the continuum of project life cycles: from highly predictive to highly adaptive. We will dive into the importance of agility in today’s fast-changing environment.

Reading:

* Articles about Agile
* PMBOK 6: Appendix X3 Agile, Iterative, Adaptive and Hybrid Project Environments
* PMBOK 7, Part 2: 2.3 Development Approach and Life Cycle Performance Domain (p.32 – 50)

Exercises / Assignments:

* Team Project: Deliver the Team Project
* Project Predictability Exercise

**Session 13 – December 3, 2024**

**Topic description –**

Project Closure and Outcome Assessment

* The discussion will focus on the end stage of a project initiative and project close

Reading:

* Gido/Clements: Chapter 9
* PMBOK 6: Chapter 4.7, Part 6, Chapter 6: Closing Process Group (at the end of the book)
* PMBOK 7, Part 2: p. 47 Close only, 2.6.6 Checking Results p. 92

Exercises / Assignments:

* Complete Project Close Exercise
* Team Project: Deliver the Team Presentation
* Team Project: Conduct a Team Retrospective Meeting

\*\**Due to large enrollment, teams for the Team Simulation Project will be presenting their Team Presentations in either Module 12 or 13. There will be a sign-up sheet during class.*

**Session 14 – December 10, 2024**

Complete wrap activities

Final Exam in-class

**NOTES:**

The syllabus may be modified to better meet the needs of students and to achieve the learning outcomes.

The School of Professional Studies (SPS) and its faculty celebrate and are committed to inclusion, diversity, belonging, equity, and accessibility (IDBEA), and seek to embody the IDBEA values. The School of Professional Studies (SPS), its faculty, staff, and students are committed to creating a mutually respectful and safe environment (*from the* [*SPS IDBEA Committee*](https://www.sps.nyu.edu/homepage/about-us/idbea/about-idbea.html)).

**New York University School of Professional Studies Policies**

1. Policies - You are responsible for reading, understanding, and complying with [University Policies and Guidelines](http://www.nyu.edu/about/policies-guidelines-compliance.html), [NYU SPS Policies and Procedures](http://sps.nyu.edu/academics/academic-policies-and-procedures.html), and [Student Affairs and Reporting](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html).

2. Learning/Academic Accommodations - New York University is committed to providing equal educational opportunity and participation for students who disclose their dis/ability to the [Moses Center for Student Accessibility](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html). If you are interested in applying for academic accommodations, contact the [Moses Center](https://www.nyu.edu/students/communities-and-groups/student-accessibility/academic.html) as early as possible in the semester. If you already receive accommodations through the Moses Center, request your accommodation letters through the [Moses Center Portal](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html) as soon as possible ([mosescsa@nyu.edu](mailto:mosescsa@nyu.edu) | 212-998-4980).

3. Health and Wellness - To access the University's extensive health and mental health resources, contact the [NYU Wellness Exchange](https://www.nyu.edu/students/health-and-wellness/wellness-exchange.html). You can call its private hotline (212-443-9999), available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.

4. Student Support Resources - There are a range of resources at SPS and NYU to support your learning and professional growth. For a complete list of resources and services available to SPS students, visit the [NYU SPS Office of Student Affairs site](https://www.sps.nyu.edu/homepage/student-experience/resources-and-services.html).

5. Religious Observance - As a nonsectarian, inclusive institution, NYU policy permits members of any religious group to absent themselves from classes without penalty when required for compliance with their religious obligations. Refer to the [University Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) for the complete policy.

6. Academic Integrity and Plagiarism - You are expected to be honest and ethical in all academic work. Moreover, you are expected to demonstrate how what you have learned incorporates an understanding of the research and expertise of scholars and other appropriate experts; and thus recognizing others' published work or teachings—whether that of authors, lecturers, or one's peers—is a required practice in all academic projects.

Plagiarism involves borrowing or using information from other sources without proper and full credit. You are subject to disciplinary actions for the following offenses which include but are not limited to cheating, plagiarism, forgery or unauthorized use of documents, and false form of identification

[Turnitin](https://www.nyu.edu/servicelink/KB0018471), an originality detection service in NYU Brightspace, may be used in this course to check your work for plagiarism.

Read more about academic integrity policies at the NYU School of Professional Studies on the [Academic Policies for NYU SPS Students](https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html) page.

7. Use of Third-Party Tools - During this class, you may be required to use non-NYU apps/platforms/software as a part of course studies, and thus, will be required to agree to the “Terms of Use” (TOU) associated with such apps/platforms/software.

These services may require you to create an account but you can use a pseudonym (which may not identify you to the public community, but which may still identify you by IP address to the company and companies with whom it shares data).

You should carefully read those terms of use regarding the impact on your privacy rights and intellectual property rights. If you have any questions regarding those terms of use or the impact on the class, you are encouraged to ask the instructor prior to the add/drop deadline.