Project Management in the Information Age

**MASY1-GC 1250 | 400 | Fall 2024 | 9/5/2024 - 12/12/2024 | 3 Credits**

**Modality: In-Person**

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

# General Course Information

**Name/Title:** Dr. Tim Klatte, Adjunct Instructor,

**NYU Email:** tbk7911@nyu.edu

**Class Meeting Schedule:** 9/5/2024 - 12/12/2024 Thursday | 06:20pm - 08:55pm

**Class Location:** 567 West Yangsi Rd, Shanghai Room S221

**Office Hours:** 1:00 pm – 3:00 pm ET Mondays through Fridays, by phone, Zoom or in-person by appointment. Appointments may also be arranged before or after class sessions, at any time via email, Brightspace message or text message to the instructor’s mobile device. One-on-one meetings may also be conducted before or after class sessions based on the instructor’s availability.

# 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

Be sure to turn on your [NYU Brightspace notifications](https://www.nyu.edu/servicelink/KB0018507) and frequently check the “Announcements” section of the course site. This will be the primary method I use to communicate information critical to your success in the course. To contact me, send me an email. I will respond within 24 hours.

Credit students must use their NYU email to communicate. Non-degree students do not have NYU email addresses. Brightspace course mail supports student privacy and FERPA guidelines. The instructor will use the NYU email address to communicate with students. All email inquiries will be answered within 24 hours.

# Structure | Method | Modality

There are 14 session topics in this course.

Active learning experiences and small group projects are key components of the course. Assignments, papers, and exams will be based on course materials (e.g., readings, videos), lectures, and class discussions.

This course is In-person and will meet once a week on Thursday. Brightspace is the learning management system we will use. This course will provide a framework for understanding and applying the philosophy, methodologies, principles, 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 a practical foundation on which to manage a project. In addition to in-person lectures, facilitated discussions, in‐class exercises, and 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 work plans will be provided on the Brightspace course homepage; as will be assignments.

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 Edition.)

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.

Students are expected to attend each lecture and participate in the discussions. Students will be randomly assigned to a group(s) during alternating 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.

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 proposal, a project charter, and a written report, including a master project plan, as deliverables for the assignment. In addition, each team will develop and deliver a team presentation, regarding the project charter and its 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.

## Participation

Participation means contributing to class discussion in a meaningful way versus simply speaking in class or offering a random comment in an online forum; it also means actively listening and building on the questions and discussion points of your classmates. As graduate students, you are expected to conduct yourselves in a professional manner and engage and collaborate with your classmates.

## Assignments and Deadlines

**In‐Class Exercises:** In‐class group exercises will be conducted throughout the semester. Two (2) of the exercises will require a follow-up paper or completed template to be submitted as individual written assignments by each student. Each paper should include an executive summary of project management process, tool, model and/or core content area that the exercise was about. A template will be provided for use in completing these assignments.

**Individual Assignments Due Date**

Conflict Resolution Self-Assessment 10/17/24

Risk Management Case Study Analysis 11/10/24

**Exams:** A midterm exam and a final exam are required. The mid-term exam will cover the in‐class discussions, assigned reading materials, and resources on the course homepage for the first six course sessions, the final will cover the respective content for sessions seven through thirteen.

**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,’ Once approved, each team will develop a ‘Project Charter,’ to authorize the project and then develop a report for the project. These, along with an oral Team Presentation will be presented on **12/05/24**.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.

**Written Assignments:** Each written assignment must be word processed, have a 12pt Times New Roman font and size, 1.5 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.

All written reports must be submitted with a cover sheet (Please see the following template).

**Failure to include a cover sheet will result in an automatic reduction in points. The cover sheet must include the following information:**

Student Name: Jane Doe

Course Name: **Project Management in the Information Age**

Course ID Number: MASY-1-GC1250.SH.400

The Assignment Name: The Project Proposal

The Date: xx/xx/xxxx

**File Naming Convention:** The following naming convention should be used when submitting, Individual, Group, or Team assignments:

**Individual Deliverable *Example*:** Your Name Conflict Resolution Self-Assessment FA24

**In‐Class Group *Example*:** Your Group Project Proposal FA24

**Team Deliverable *Example*:** Your Team Name Project Charter FA24

## Course Technology Use

Establishing an environment of mutual respect and exchange in the classroom requires a commitment to presence in discussions and full attention to the course materials presented in class. While the use of laptops and tablets to access slide presentations and other documentation used in the course will be acceptable, students are expected to only use their devices for that purpose. Cellphones may be used at times in the classroom for instructional purposes at the instructors’ discretion but may not be accessed or used for any other purpose. Inappropriate use of technology by students will affect the grade for participation awarded for the session in which it occurs.

**Generative AI Use**

**Not permitted**

You can only learn from the work you do. Unless otherwise stated, you should not use generative AI tools to create any part of an assignment in this course; every submission should be entirely your work (for example from an NYU course).

This course assumes that work submitted by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. As will any other class work generated by anyone other than the students (by other students, by a company, or by using generative AI tools), use can be a violation of Academic Integrity policy (adapted example from [University of Texas, Austin](https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements)).

## 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 on the course site Gradebook.

## Attendance

Students 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.

If for some reason (excused absence) you will not be in class, you must notify the instructor prior to the scheduled session if you will not be attending and the reason.

Each unexcused absence or being late may result in a student’s grade being lowered by a fraction of a grade. A student who has three unexcused absences may earn a Fail grade.

University Calendar Policy on Religious Holidays:

<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html>

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.

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:

**(1) Successful Project Management | ISBN-13: 978-1-337-09547-1**

7th Edition, 2018 | Jack Gido, James P. Clements, and Rose Baker Cengage Learning

**(2) A Guide to the PM Book of Knowledge, Sixth Edition | ISBN 13: 9781628251845**

6th Edition, 2017 | Project Management Institute

## Recommended Reading:

**(1) Effective PM: Traditional, Agile, Extreme, Hybrid | ISBN: 978-1-119-56280-1**

8h Edition, 2019 | Robert K., Wysocki, Wiley

## Supporting Materials

* The course homepage in ‘NYU LMS (Brightspace)’: ‘Resources” and ‘Assignments’
* Microsoft Imagine
* Selected links to online sites, including YouTube videos as appropriate

# Grading | Assessment

The final grade for the course will be based on in‐class participation, individual assignments, the midterm exam, and the ‘Team 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 the rigors of the assignment guidelines (requirements.) Each of the team assignments will be evaluated in two ways. A collective team grade will be awarded for each assignment on the basis of the overall quality of the submitted document or presentation.

Those grades will be averaged to determine the Team Assessment of the Team Simulation Project grade. In addition, each student will receive a grade at the end of the course based on that student’s contributions to all of the submissions and their efforts to collaborate effectively with teammates (the Individual Assessment of the Team Simulation Project grade). Scores are awarded on a scale of 0 to 100 points for all the graded assignments as well as participation. These scores are distributed across a grading scale to determine your final letter grade. The grading allocation for each type of assignment expressed in percentages of the total final grade is as follows:

DESCRIPTION PERCENTAGE

|  |  |
| --- | --- |
| Participation | 10% |
| Written Individual Assignments (2 x 10 points each) (Individual) | 20% |
| Mid‐Term Exam | 20% |
| Final Exam | 20% |
| Team Simulation Project (**Team Assessment)** | 20% |
| Team Simulation Project (**Individual Assessment**) | 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. |

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# Course Outline

# Start/End Dates: 9/5/2024 - 12/12/2024 | Thursday

# Time: 06:20pm -- 08:55pm

# No class date: Thursday – 11/28/2024

**Special Notes:** N/A

**Please Note:** All assignments should be submitted via the Brightspace Assignments platform. In case of an emergency, assignments may be emailed directly to the instructor.

Complete assigned readings and view assigned videos provided in the session content folders in Brightspace prior to each class.

## 1. Session 1 | 09/06/24 | Introduction & Overview

Session 1 will focus on introductions and the project framework

**Theme:** The Project Life Cycle, Knowledge Domains, and Constraints

**Learning Objectives**

* Explain the definition of a ‘project’
* Outline the essential components of the project management framework
* Examine the 'Project Life Cycle'
* Discuss the significance of the key knowledge (practice) domains (total of 10) associated with the structured project management approach
* Explain the meaning of project constraints
* Summarize the three major components of structured project management

**Assignments**

* **Readings: (1)** Gido, Clements, and Baker Text: Chapter 1 | **(2)** PMBOK Chapters 1-3
* **Videos:** Watch videos provided in the Session 1 content folder

**Exercises**

* Introductions
* Form Teams for the Team Project
* Distribute the Team Project Proposal Assignment

## 2. Session 2 | 09/12/24 | Project Scope & the Business Case

Session 2 will focus on the business need and who will be impacted

**Theme:** Initiation, Goals, and Objectives

**Learning Objectives**

* Define the meaning of Project Scope and Scope Management
* Identify the five Project Components that define Scope: A Statement of Purpose, Requirements, Specifications, Deliverables, and Measurable Objectives
* Discuss the characteristics of the four Factors of Scope: In Scope, Out of Scope, Scope Creep, And Integrated Change Management
* Compare requirements information gathering techniques
* Characterize the differences between requirements and specifications
* Summarize the concept of Requirements Traceability

**Assignments**

* **Readings: (1)** Gido, Clements, and Baker Text: Chapter 2 | **(2)** PMBOK Chapter 6
* **Videos:** Watch videos provided in the Session 2 content folder

**Exercises**

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

## 3. Session 3 | 09/19/24 | Project Team Management

Session 3 will focus on the formation of the project team

**Theme:** The Stages of Team Development

**Learning Objectives**

* Characterize the project team as a ‘Unit’
* Compare the difference between a workgroup and team
* Describe the stages of team development
* Demonstrate the use of a ‘RACI’ matrix
* Discuss and explain the different methodologies for decision-making, including the decision-making factors

**Assignments**

* **Readings: (1)** Gido/Clements Text: Chapter 11 | **(2)** PMBOK Chapter 9
* **Videos:** Watch videos provided in the Session 3 content folder

**Exercises**

* Assign the ‘Conflict Resolution Self-Assessment’ Assignment (Individual)

## 4. Session 4 | 09/26/24 | Project Stakeholder Management

Session 4 will focus on individuals and entities who have a ‘stake’ in the project

**Theme:** Managing Expectations

**Learning Objectives**

* Explain the project stakeholder management process
* Define the project stakeholder categories
* Identify and describe different types of project stakeholders

**Assignments**

* **Reading: (1)** PMBOK Chapter 13
* **Videos:** Watch videos provided in the Session 4 content folder

**Exercises**

* Stakeholder Analysis Exercise

**Submit the Team ‘Project Proposal’ on 09/26/24**

## 5. Session 5 | 10/10/24 | Project Schedule Management

Session 5 will focus on the Work Breakdown Structure (WBS) and the work plan

**Theme:** Scheduling Tools and Methodologies

**Learning Objectives**

* Discuss the 'decomposition' process associated with breaking-down the scope of a projected into its component work-packages and their associated activities
* Describe the attributes of tasks (activities) in a work plan
* Develop a basic project work plan using with task relationships

**Assignments**

* **Readings: (1)** Gido, Clements, and Baker Text: Chapter 5 | **(2)** PMBOK Chapter 5
* **Videos:** Watch videos provided in the Session 5 content folder

**Exercises**

* The WBS Exercise

**Submit the Conflict Resolution Self-Assessment Individual Assignment on 10/17/24**

## 6. Session 6 | 10/17/24 | The Financial Plan

Session 6 will focus on the value proposition and alignment

**Theme:** Budget Preparation and Variance Tracking

**Learning Objectives**

* Discuss the process associated with determining the anticipated expenses for project
* Describe the methodology for developing a preliminary project budget
* Describe the methodology for developing a detailed project budget
* Explain a project budgets cost and data-flow process
* Illustrate the project cost management matrix

**Assignments**

* **Readings: (1)** Gido, Clements, and Baker Text: Chapter 7 | **(2)** PMBOK Chapter 7
* **Videos:** Watch videos provided in the Session 6 content folder

**Exercises**

* The Preliminary Budget

## 7. Session 7 | 10/24/24 | Midterm Exam | Project Risk Management

Session 7 will focus on managing threats and opportunities which may affect projects

**Theme:** Risk Mitigation and Agreements

**Learning Objectives**

* Discuss the importance of risk management to project management
* Describe the risk management processes
* Distinguish the difference between positive risk and negative risk
* Demonstrate the use of the risk probability and impact matrix

**Assignments**

* **Readings: (1)** Gido, Clements, and Baker Text: Chapter 8 | **(2)** PMBOK Chapter 11
* **Videos:** Watch videos provided in the Session 7 content folder

**Exercises:**

* The Risk Management Exercise

**Submit the Team ‘Project Charter” for the ‘Team Project’ on 10/31/24**

## 8. Session 8 | 10/31/24 | Project Procurement Management

Session 8 will focus on vendor and supplier relations

**Theme:** Partnership agreements

**Learning Objectives**

* Define project procurement management
* Develop a ‘Statement-of-Work’
* Summarize the tools and techniques for project contract administration
* Illustrate the procurement management process

**Assignments**

* **Readings: (1)** Gido, Clements, and Baker Text: Chapter 3 | **(2)** PMBOK Chapter 12
* **Videos:** Watch videos provided in the Session 8 content folder

**Exercises**

* Contract Types Exercise
* Distribute the guidelines for the ‘Written Report’ for the ‘Team Project’

## 9. Session 9 | 11/07/24 | Project Quality Management

Session 9 will focus on the quality planning process and user expectations

**Theme:** Requirements Traceability

**Learning Objectives**

* Define the meaning of project quality management and discuss what is essential to a successful project
* Describe the quality management process, including: Quality Planning (QP,) Quality Management (QM) and Quality Control (QC.)
* Summarize quality process improvement

**Assignments**

* **Readings: (1)** Gido, Clements, and Baker Text: Chapter 4 | **(2)** PMBOK Chapter 8
* **Videos:** Watch videos provided in the Session 9 content folder

**Exercises | *Boeing 737 Max Root Cause Analysis***

* Distribute the guidelines for the ‘Team Presentation’ for the ‘Team Project’

**Submit the ‘Risk Management Case Study Analysis’ on 11/10/24**

## 10. Session 10: Legislative Day, Sunday | 11/10/24 | Project Communications Management

Session 10 will focus on how to effectively manage the flow of information within and without a project team to ensure effective coordination of effort and management of expectations.

**Theme:** Using the Right Communications Tool for The Right Task

**Learning Objectives**

* Describe the importance of the project communication management knowledge domain
* Demonstrate the flow of the communications model
* Prepare the communications plan grid
* Illustrate communication methods

**Assignments**

* **Reading: (1)** Gido, Clements, and Baker Text: Chapter 12 | **(2)** PMBOK Chapter 10
* **Videos:** Watch videos provided in the Session 10 content folder

## 11. Session 11 | 11/14/24 | Project Integration Management

Session 11 will focus on the alignment of the project framework components

**Theme:** Integrated Change Management

**Learning Objectives**

* Identify and define the seven elements of project integration management
* Develop a ‘Project Charter’
* Discuss the importance of change management and integrated change control
* Characterize the ‘paradoxes’ of project management

**Assignments**

* **Reading:** PMBOK Chapter 4
* **Videos:** Watch videos provided in the Session 11 content folder

**Submit the (Team) ‘Written Report’ on 11/21/24**

## 12. Session 12 | 11/21/24 | Agile Project Management & Scrum

Session 12 will focus on Agile PM practices with an emphasis on the Scrum framework

**Theme:** Responding to Change

**Learning Objectives**

* Describe the Agile Manifesto and associated principles
* Define the roles and practices of the Scrum framework
* Discuss how Scrum implements the philosophy and principles behind the Agile Manifesto

**Assignments**

* **Reading:** The Scrum Guide
* **Videos:** Watch videos provided in the Session 12 content folder

**Exercises**

* Driving and Restraining Forces Affecting Agile Adoption

## 13. Session 13 | 12/05/24 | Deliver the Team Presentations

## 14. Session 14 | 12/12/24 | Final Exam | Project Closure & Outcome Assessment

Session 14 will focus on metrics, measurement, and outcome assessment

**Theme:** Harvesting Value

**Learning Objectives**

* Define the project ‘Closure’ process group (phase) of the project life cycle
* Discuss the project dimensions: people, processes, technology, and solution
* Illustrate project management best practices
* Explain the meaning of ‘Lessons Learned’

**Assignment:**

* **Reading: (1)** Gido, Clements, and Baker Text: Chapter 9

**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.