**Crisis Management & Business Continuity**

**MASY1-GC 3615 | 100 | Fall 2024 | 09/09/2024 - 12/09/2024 | 3 Credits**

**Modality:** In person

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

**General Course Information**

**Name/Title:** Kelly McKinney, Adjunct Instructor, He/Him/His

**NYU Email:** krm261@nyu.edu

**Class Meeting Schedule:** 09/09/2024 - 12/09/2024 | Monday | 06:20pm - 08:55pm

**Class Location:** 20 W 43rd St (Midtown Ctr), Room 416

**Office Hours:** Students will have an opportunity to schedule via email. Meetings are by appointment

**Description**

This course focuses on the business decisions and management processes necessary to anticipate, plan for, manage, communicate about, and recover from crises affecting corporations and other complex organizations. It covers the key component steps for the development of a corporate Business Continuity Plan as a vital part of the day-to-day operations of enterprises. Additionally, the course examines the way companies in distress, and the constituencies who matter to those companies, predictably behave during crises. Students learn that crisis management is an ongoing process and learn to establish enterprise crisis training. They also create emergency preparedness and response plans such as mitigating hazards, executing crisis communication strategies, and managing business recovery and continuity.

**Prerequisites**

N/A

**Learning Outcomes**

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

1. Use appropriate principles and processes of dynamic of emergency and crisis management
2. Create an emergency management team to address hazards within an organization
3. Analyze for areas of highest business interruption risk
4. Select methodologies to minimize systems and operational recovery times
5. Develop a viable crisis management program including a Business Continuity plan
6. Create continuity and emergency plans using appropriate software tools
7. Conduct a hazard vulnerability analysis

**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.

Credit students must use their NYU email to communicate. Brightspace course mail supports student privacy and FERPA guidelines. I will use the NYU email to communicate with students.

**Structure | Method | Modality**

There are 14 session topics in this course that comprise the doctrine and practice of contemporary crisis management.

The sessions will consist of lecture/ discussions/ forum discussions as well as case studies. All assignments and project work will be in groups that will be fixed and determined in the first class session

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.

**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

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

Please submit all assignments to the appropriate section of the course site in [NYU Brightspace](https://brightspace.nyu.edu/). If you require assistance, please contact me.

* The course will make use of all aspects of Brightspace to communicate course content, assignment, provide additional resources, news articles, and assign and collect assignments. Please familiarize yourself with the website if you have not already.
* **You must read the assigned readings and participate fully in class.** Thorough reading of all reading assignments is mandatory and expected to be completed prior to each class session. Each class date reflects the readings we will be discussing on that date in the syllabus outline or as communicated through your email and Brightspace. The first class is no exception so please read the assigned materials for that session.
* All assignments must be submitted by midnight on the date due. Assignments must be submitted through Brightspace. Missed assignments will lower the student’s grade based on the percentage of the grade allocable to it. Late assignments are permitted only with notice to, and permission from, the instructor. The assignment will be graded for content, grammar, and clarity.
* No work for this course may be all or part of assignments prepared for or used in previous or current courses.
* Finally, the instructor will endeavor to make the class entertaining and informative. You will endeavor to contribute to the class while demonstrating your knowledge and abilities, thus enabling a fair grade. Ultimately, everyone will get the grade they earn.

Course Technology Use

We will utilize multiple technologies to achieve the course goals. I expect you to use technology in ways that enhance the learning environment for all students. All class sessions require use of Zoom.All class sessions require use of technology (e.g., laptop, computer lab) for learning purposes.

**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.

Feedback and Viewing Grades

Timely feedback on your work will be provided via our course page in NYU Brightspace. You can access your grades on the course site Gradebook.

Attendance

You are expected to attend all class sessions. Attendance will be taken into consideration when determining your final 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.

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 will have a negative impact on a student’s final grade. Students are responsible for assignments given during any absence.A student with three unexcused absences may earn a Fail grade.

**Textbooks and Course Materials**

**Required reading materials for this course are:**

**Title:** *Harvard Business Review Project Management Handbook How to Launch, Lead, and Sponsor Successful Projects, 2021*

Author: Nieto-Rodriguez, Antonio

Publisher: Harvard Business Review Press

ISBN-10: 978-1-64782-126-5

ISBN-13: 978-1-64782-127-2

**Title:** *Moment of Truth: The Nature of Catastrophes and How to Prepare for Them, 2018*

Author: Kelly McKinney

Publisher: Savio Republic (Post Hill Press)

ISBN-10: 978-1-68261-591-1

ISBN-13: 978-1-68261-592-8

**Title:** *Developing and Maintaining Emergency Operations Plans, Comprehensive Preparedness Guide (CPG) 101*, FEMA, September 2021, Version 3.0, retrieved at <https://www.fema.gov/sites/default/files/documents/fema_cpg-101-v3-developing-maintaining-eops.pdf>

**Recommended on-line training for this course is:**

IS-230.E: Fundamentals of Emergency Management:

<https://training.fema.gov/is/courseoverview.aspx?code=IS-230.e>

6-hour entry-level on-line course designed for individuals new to the field of emergency management.

Suggested Readings for this course are:

1. *Disasterology: Dispatches from the Frontlines of the Climate Crisis, 2021,* Samantha Montano, Park Row, ISBN-13: 978-0-7783-1103-4
2. *Create the Future + Innovation Handbook: Tactics for Disruptive Thinking, 2020,* Jeremy Gutsche, Greenleaf Book Group, ISBN-10: 978-1-7324391-4-6
3. *Harvard business essentials: crisis management: master the skills to prevent disasters*, Richard Luecke, Boston, Mass, Harvard Business School Press, c2004

ISBN-13: 978-1-7324391-5-3

1. Taleb, Nassim, and David Chandler. *The Black Swan*. W.F. Howes, 2007.
2. Taleb, Nassim Nicholas. *Antifragile*. Penguin Books, 2013.
3. Perrow, C. *Normal Accidents: Living with High-Risk Technologies*. Basic Books, New York, 1984
4. McChrystal, G. S. A., Silverman, D., Collins, T., & Fussell, C. *Team of teams*. Penguin, New York, 2015
5. McChrystal, S. A., & Butrico, A. *Risk: A User's Guide*, 2021
6. FEMA IS 1-*Emergency Manager: An Orientation to the Position*
7. FEMA IS 100.b- *Introduction to the Incident Command System*

Full FEMA ISP On-line training courses. <http://training.fema.gov/IS/crslist.aspx>

Books can be purchased online (e.g., Amazon.com).

Recommended current events periodicals for this course are:

* The Economist Newspaper
* Bloomberg Businessweek
* New York Times
* Wall Street Journal
* Harvard Business Review
* Business Insider

**Grading | Assessment**

1. **Assignments** (30%)

**All assignments and project work will be in groups that will be fixed and determined in the first class session.** Assignments will involve a series of deliverables that are the building blocks of the final project. Missed assignments will lower the student’s grade based on the percentage of the grade allocable to it. You will be graded on the quality, completeness, thoughtfulness and of your submission. Assignments are to be submitted electronically through Brightspace in Microsoft Office (Word, Excel, PowerPoint) or equivalent form.

1. **Class Participation** (10%)

Active participation in class discussion is an important part of the classroom experience. The goal is to learn from others and allow them to learn from you. All contributions count, including questioning, listening, and responding. Your participation will be enhanced by reviewing the current readings and assignments in advance.

1. **Current Events Presentations** (10%)

Every lecture will commence with an in-depth analysis of current crises and disasters from which we may glean insights relevant to our learning objectives. The instructor will model the Current Events Presentation requirements in early lectures, including quality, duration, level of discussion detail and diagnostics. Each group will be required to develop and present two (2) Current Events Presentations in class on the dates assigned.

1. **Final Exam** (20%)

*The final exam will assess student retention of the content of the lectures.*

Students will demonstrate competence in the concepts underlying success in crisis response, including tactics, communications and leadership decision-making. Drawing upon the theoretical framework and case studies presented in the lectures, students will demonstrate their ability to analyze crisis scenarios and frame effective approaches to crisis mitigation, response and recovery. Through a combination of essay questions and scenario analyses, the exam will evaluate students' understanding of what it takes to activate and navigate purpose-built teams through complex, high-pressure environments.

1. **Final Project**: Crisis Management Plan and Presentation (30%)

The final project will be a crisis management plan and associated presentation as follows

1. **Process**: The final project development process is twofold:
2. Groups will select a fictional or real public, private, non-profit, faith based or voluntary organization that they are familiar with or can envision (hereafter the “Focus Organization”). Groups must understand or conceive of the Focus Organization in detail, including its size, operating locations, mission, facilities, and organizational structure
3. Create a comprehensive and actionable plan that clearly depicts the risks, the vulnerabilities, and the potential impact to each of the mission-critical business functions, the associated mitigation strategies, how and when those strategies are implemented and by whom.
4. **Deliverable**: The final project deliverable is twofold:
5. A **written plan document** of a minimum of twenty (20) pages in length
6. A **live presentation**, appropriate for a Board of Directors, which highlights the plan and discusses the challenges faced and how the project team overcame them. The duration of the presentation shall not exceed 20 minutes.
7. **Grading**: The final project will be graded on the quality of the materials, the organization and clarity of the presentation and the written plan.
8. A **group component (40%)** which all members of that group will receive. The Group will be graded on the quality of your materials, how everyone works together as a team - the sharing and collaborating on ideas, materials, and research - and the clarity of the overall presentation.
9. An individual component (60%) where each student will be assessed on their portion of the presentation and written plan, uses of supporting materials, organization and completeness of their section, and the overall clarity of the material presented. Students must provide a breakdown of their individual responsibilities in the overall group project by dividing specific sections of the project and identifying the sections the student was responsible for.
10. **Due Dates**: A draft written plan must be submitted by 11:55pm on 11/18/24. The final written plan and presentation must be submitted by 11:55pm on 12/09/24. The presentations will take place in class during the final session on 12/09/24.

**Element**  **% of Total Grade**

Assignments 30%

Class Participation 10%

Current Events Presentations 10%

Final Exam 20%

Final Project (30% overall)

Group Component (40%) 12%

Individual Component (60%) 18%

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**Total Grade 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:** 09/09/2024 - 12/09/2024 | Monday

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

**No Class Date(s):** Monday - 10/14/2024

**Special Notes:** Tuesday 10/15/2024 – Legislative Monday: Classes will meet according to a Monday schedule on Tuesday, October 15, 2024

**Session #1 - 09/09/24**

**Course Introduction:** *Complexity, Resilience and Risk*

* Overview of the assets, systems, and networks that enable our way of life and the landscape of risks that threatens them
* Understanding the nature of resilience and how it is achieved
* Focus challenge: Long-term power disruption
* Case Study: The Great Seamless Disaster, Brooklyn NY, 30 August 2015

**Read:**

* McKinney: Chapters 1 and 2
* Lewis, Ted G. “Cause-and-Effect or Fooled by Randomness?” *Homeland Security Affairs* 6, Article 6 (January 2010). <https://www.hsaj.org/articles/93>
* Hagen, R, “Acts of God, man, and system: knowledge, technology, and the construction of disaster”, Critical Disaster Studies, University of Pennsylvania, 2021

**Assignment**: *Focus Organization* *Profile: One-page overview - Due day of Session #2*

**Session #2 - 09/16/24**

**Anatomy of a Crisis**

* Understand the concept, nature, and challenge of the ‘crisis’ that we are called to ‘manage”
* Physical world: Anatomy of Disaster
* Cerebral world: Psychology of Disaster

**Read:**

* McKinney: Chapters 4 and 6

**Assignment**: *10 Worst Things that Could Happen List. – Due day of Session #3*

**Session #3 - 09/23/24**

**FEMA and the Doctrine of Emergency Management**

* History, stakeholders, funding, and information sharing in emergency management
* Federal Emergency Management Agency: Organization, programs, role and responsibilities, Stafford Act
* FIRESCOPE and the birth of the Incident Command System (Meyers Fire, California 1970)
* Case Study: Deepwater Horizon oil spill (Gulf of Mexico, 2010)

**Read:**

* McKinney: Chapter 5
* National Response Framework, DHS/ FEMA, Fourth Edition, October 28, 2019, retrieved at <https://www.fema.gov/sites/default/files/2020-04/NRF_FINALApproved_2011028.pdf>

**Assignment**: Reasonable Worst-Case Scenario from 10 Worst Things that Could Happen List – Due day of Session #4

**Session #4 - 09/30/24**

**The Essential Crisis Manager**

* Crisis Management: Evolution, Mission, and value
* Knowledge management, effectiveness mission, Incident organization concept: theory and practice, concept of activation
* Humanitarian mission,
* Case Study: Worldwide Tours Bus Crash, 0530 hrs., 21 March 2011

**Read:**

* McKinney: Chapter 8

**Watch**:

* The Essential Emergency Manager, <https://youtu.be/3jXlhPGs0T8>

**Assignment**: Situation Report: Reasonable Worst-Case Scenario from *10 Worst Things that Could Happen List – Due day of Session #5*

**Session #5 - 10/07/24**

**Crisis Planning**

* Preparedness: Strategic Risk Review, Threat and Hazard Identification and Risk Assessment process, Identify and Rank Target Risks
* Strategy formulation and execution
* The crisis plan: characteristics, components, command and control vs coordination and communication
* Focus challenge: Environmental contamination, demand for resources; compressed response timeframes

**Recommended Reading:**

* Luecke, Chapter 3
* Nieto-Rodriguez, Chapters 3-7

**Assignment**: Project Canvas: Reasonable Worst-Case Scenario from *10 Worst Things that Could Happen List – Due day of Session #6*

**Session #6 - 10/14/24**

**Capacity Building**

* Exercises: Conceiving, designing, planning, building, and executing tabletop, functional and full-scale exercises; building muscle memory: meeting vs exercise
* Training: Conceiving, designing, developing, delivering, and evaluating foundational coursework

**Recommended Reading:**

* Nieto-Rodriguez, Chapter 8-11

**Watch**:

* Stronger Community, Better Response Connecting Community Organizations During Disaster, <https://youtu.be/qhurBdMXraM>
* Managing Consequences During Disasters: Solving Problems Together, <https://youtu.be/s5rL0OFnrH0>
* Strategic Risk in Disaster Planning, https://youtu.be/6D11XAzldwo

**Assignment**: Crisis Management Plan *– Draft due day of Session #11, Final due day of Session #14*

**Session #7 - 10/21/24**

**The Challenge and Opportunity of Catastrophes**

* Nature of catastrophes, characteristics, trajectory; first, second, third order impacts; societal impact; humanitarian impacts
* Historical mega-disasters: Tohoku earthquake and tsunami (Japan 2011), Hurricane Katrina (USA 2005), Indian Ocean earthquake and tsunami (Indonesia 2004); Port-Au-Prince Earthquake (Haiti 2010), Christchurch earthquake (2011 New Zealand)
* Track record of government-led response to mega-disasters, criticality of governance

**Read:**

* McKinney, Prologue, epilogue
* The Really Big One, By Kathryn Schulz, The New Yorker, July 13, 2015, retrieved at <https://www.newyorker.com/magazine/2015/07/20/the-really-big-one>
* A Proposed Framework for Managing Catastrophic Incidents, Patrick L. Stevens, Mark T. Smith, 6 April 2011, retrieved at <https://mcsolutions.com/wp-content/uploads/2012/08/CatastrophicIncidentFrameworkPaper-MCS-110411.pdf>

**Assignment**: none

**Session #8 - 10/28/24**

**Case Study:** Novel Coronavirus (COVID-19)

* Description of crisis management within the epicenter of the first wave of coronavirus pandemic at NYU Langone Health including the process and the outcomes it enabled, the mindset, the focus on first principles, and the value proposition for the enterprise
* Compare and contrast with alternatives including lived experience of students

**Assignment**: Draft Final Project Crisis Management Plans *– Due day of Session #11*

**Session #9 - 11/04/24**

**Tactics of Crisis Management**

* Extreme Project Management: creating order out of chaos via coordination
* Tactics of coordination: resource management, information management, consequence Management:
* Leading without authority
* Case Study: New York City Emergency Operations Center, Hurricane Sandy (Brooklyn NY, November 2012)

**Recommended Reading:**

* Luecke, Chapters 4-6

**Forum**: Discussion of Draft Crisis Management Plans

**Assignment**: none

**Session #10 - 11/11/24**

**Crisis Communications**

* Identify the first steps essential to crisis communications in the early hours of the crisis
* Highlight the important differences between public relations and crisis communications
* Understand the key phases of crisis communications: preparedness and response
* Identify the major components of a crisis communications plan
* Media relations: “feeding the beast,” risk communication seesaw

**Recommended Reading:**

* Luecke, Chapter 7

**Assignment**: Broadcast email to Focus Organization staff: Reasonable Worst-Case Scenario from *10 Worst Things that Could Happen List – Due day of Session #11*

**Session #11 - 11/18/24**

**Diversity, Equity and Inclusion in Crisis Management**

* Engaging the community: understanding diverse needs, integrate community members to the crisis management team
* Ensuring a focus on diversity, equity, and social justice in crisis management
* Focus on DAFN: Crisis Resilience for Individuals with Disabilities and Functional Needs (CRI-DAFN)
* Empowering local action

**Recommended Reading:**

* Montano, Part 6
* McKinney, Chapter 9

**Assignment**: Diversity mission statement*– Due day of Session #12*

**Session #12 - 11/25/24**

**Leadership and Crisis Management**

* Understand the criticality, nature, and challenges of leadership during disaster and how crisis management enables it
* What is crisis leadership; leadership during the crisis, vision and strategic decision making
* Emergency Manager as an extension of the leader
* Case Study: Mayor Michael Bloomberg, Christmas Blizzard, 27 December 2010; President George W Bush, Crawford Texas, 30 August 2005

**Read:**

* Leadership Lessons from the Chilean Mine Rescue by Faaiza Rashid, Amy C. Edmondson, and Herman B. Leonard, Harvard Business Review, (July–August 2013), <https://hbr.org/2013/07/leadership-lessons-from-the-chilean-mine-rescue>
* McKinney Chapter 10

**Assignment**: Group Presentation of Business Continuity Plan – Due in Session #14

**Session #13- 12/02/24**

**Crisis Management and the Future**

* The future of change, the trap of linear thinking vs change intervals
* Creating the ability to change
* Creating a culture of innovation
* Adaptive innovation

**Recommended Reading**:

* Gutsche, Create the Future, Parts 1-5

**Assignment**: none

**Session #14 - 12/09/24**

**Final Presentation**

* Student Group Presentations
* Forum: Group Feedback
* Course Review

**Assignment**: In-class presentations of Business Continuity or Crisis Management Plans

**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.