

## *Course Syllabus*

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### **Course Information**

OPRE 6373

Project Planning

On-campus Fall 2009

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### **Professor Contact Information**

Mr. James Szot	<a href="mailto:jimszot@utdallas.edu">jimszot@utdallas.edu</a> (Instructor of Record)
Dr. Sue Freedman	<a href="mailto:suefreedman@utdallas.edu">suefreedman@utdallas.edu</a>
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Dr. Laurie Ziegler	<a href="mailto:ziegler@utdallas.edu">ziegler@utdallas.edu</a>

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

OPRE 6372 Project Initiation

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### **Course Description**

This course covers the initial stages of planning a project including organizational and interpersonal considerations, scope management, quality planning, communication and decision making.

Important note: Learning from the OB6301 module included in sequence with this course should be applied with learning from this course in your preparation of Major Assignment 3.

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### **Student Learning Objectives/Outcomes**

Students will demonstrate the ability to initiate and define projects while being attentive to the organizational environment. Students describe how key elements of initial project planning are applied in their organization and propose actions to improve the project management process. This includes evaluation of the management of project scope, quality, organizational considerations, communication, decision-making, interpersonal relationships, and team-building.

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### **Required Textbooks and Materials**

*Textbooks (purchased or downloaded by student):*

Cohen, Mike and Schwaber, Ken (2003). The Need for Agile Project Management. *Agile Times*, 1 (1/03). Retrieved from <http://www.mountaingoatsoftware.com/articles/14-the-need-for-agile-project-management>

Goodwin, Cliff and Griffith, Daniel B. (2007) *The Conflict Survival Kit: Tools for Resolving Conflict at Work*, Upper Saddle River, NJ: Pearson Education. ISBN 0-13-118303-6

Gray, Clifford and Larson, Erik (2008) *Project Management: The Managerial Process*, Fourth Edition, New York: McGraw-Hill/Irwin. ISBN 0-07-334817-1

Heldman, Kim (2009) *PMP® Project Management Professional Exam Study Guide*, Fifth Edition, Indianapolis: Wiley (Sybex). ISBN 978-0-470-45558-6

Lewicki, Roy J., Barry, Bruce and Saunders, David M. (2006) *Essentials of Negotiation*, 4th ed., New York: McGraw-Hill/Irwin ISBN 13-978-0073102764

Project Management Institute (2008) *A Guide to the Project Management Body of Knowledge*, Fourth Edition, Newtown Square, PA: Project Management Institute. ISBN 978-1-933890-51-7 [[download from PMI Standards](#)]

Project Management Institute (2006) *Practice Standard for Work Breakdown Structures*, Second Edition, Newtown Square, PA: Project Management Institute. ISBN 1-933890-13-4 [[download from PMI Standards](#)]

Rose, Kenneth H. (2005) *Project Quality Management: Why, What and How*, Boca Raton, FL: J. Ross. ISBN 1-932159-48-7

Sutherland, Jeff and Schwaber (2007) *The Scrum Papers: Nuts, Bolts, and Origins of an Agile Process*. Retrieved from <http://jeffsutherland.com/scrum/ScrumPapers.pdf>

Verma, Vijay K. (1997) *Managing the Project Team*, Newtown Square, PA: Project Management Institute. ISBN 1-880410-42-7 [[available on PMI eReads and Reference](#)]

## Assignments & Academic Calendar

Title/Date	Overview	Objectives	Assignments
<b>Project Management Professional II</b>  <b>(self-study)</b>  <b>Jim Joiner</b> <b>Jim Szot</b>	<p>This module continues the process of preparing for the Project Management Institute's Project Management Professional certification exam.</p> <p>Students who have already earned the PMP® credential continue preparing a research paper on a project management topic of their choice.</p>	<p><b>Non-PMPs</b> Explore PMI's approach to</p> <ul style="list-style-type: none"> <li>Defining Scope <ul style="list-style-type: none"> <li>Developing the Project Management Plan</li> <li>Collecting requirements</li> <li>Writing the project scope statement</li> <li>Creating the work breakdown structure</li> </ul> </li> <li>Quality planning</li> <li>Developing the Project Team</li> </ul> <p><b>PMPs</b> Conduct a literature search for journal articles and books on your topic of interest. Recent peer-reviewed journal articles are preferred as they tend to report on more recent research than books. Course textbooks should not be used as a primary source; however, they may contain references you may find useful.</p>	<p><b>Non-PMPs</b> <b>Read:</b> Heldman,</p> <ul style="list-style-type: none"> <li>Chapters 3, Developing the Project Scope Statement, pp. 96-146</li> <li>Chapter 7, Section: Quality Planning, pp. 305-317</li> <li>Chapter 8, Developing the Project Team, pp. 334-376</li> </ul> <p><b>Review:</b> Related material in <i>PMBOK® Guide</i> and class lectures and readings</p> <p><b>Quiz:</b> Complete the quiz on BlackBoard by January 10, 2010 11:59PM. <b>(10 points)</b></p> <p><b>PMPs</b> Submit your initial reference list on BlackBoard by January 10, 2010 11:59PM. <b>(10 points)</b></p>

Title/Date	Overview	Objectives	Assignments
<p><b>Scope Management, Part 1</b></p> <p><b>Jim Szot</b></p> <p><b>Thursday Dec. 10 PM</b></p>	<p>This module explores the processes, tools, and techniques that are used to initiate projects and manage their scope. These include stakeholder analysis and involvement, project chartering, collecting requirements, goal/objective alignment, and deliverables definition.</p> <p>Teams prepare project scope documents.</p>	<p>As a result of this module you will be able to:</p> <ul style="list-style-type: none"> <li>• Determine and document project goals, product or service deliverables, project management process outputs, constraints, and assumptions</li> <li>• Define the project strategy by evaluating alternative approaches</li> <li>• Identify and list performance criteria</li> <li>• Identify, estimate, and document key resource requirements</li> <li>• Define and document an appropriate project budget and schedule</li> <li>• Provide comprehensive information by producing a formal project charter and scope statement</li> </ul>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Gray and Larson: Chapter 4, "Defining the Project" through <i>Step 2: Establishing Project Priorities</i>, pp. 91-97</li> <li>• Heldman, Chapter 3 (non-PMPs)</li> <li>• Mantel et al "St. Dismas Assisted Living Facility – Part 1" Case (available on Blackboard Assignments for Scope 1)</li> <li>• PMI, <i>PMBOK® Guide</i> <ul style="list-style-type: none"> <li>• Chapter 4 through <i>Develop Project Management Plan</i>, pages 71-82</li> <li>• Chapter 5 through <i>Scope Definition</i>, pages 103-116</li> </ul> </li> </ul> <p><b>Team Assignment:</b> Prepare a project scope statement and presentation for the St. Dismas Assisted Living Facility following the guidelines provided in class.</p> <p>Submit a written scope statement and PowerPoint presentation on Blackboard by <b>11:59PM, January 13, 2010</b> and present in class on January 14.</p> <p>(7.5 pts – based on submitted scope statement, presentation, and peer assessment of team participation )</p>

Title/Date	Overview	Objectives	Assignments
<b>Project Team Building</b>  <b>Sue Freedman</b>  <b>Friday</b> <b>Dec. 11 AM</b>	<p>In this module, we will explore basic aspects of initially building an effective project team, focusing on the key elements of:</p> <ul style="list-style-type: none"> <li>• Sponsorship alignment</li> <li>• Team competency and influence</li> <li>• Assimilating the team members into the project</li> <li>• Launching the project as a cohesive team</li> <li>• Conducting effective kick-off meetings</li> </ul>	<p>Provide the basic skills required to:</p> <ul style="list-style-type: none"> <li>• Effectively align the project, the project manager and the project sponsor</li> <li>• Establish a self-discovered (team) set of key competencies and influences that will be required to successfully complete the project</li> <li>• Effectively measure each team member against those competencies and the influences required to determine if the “right” team is in place or if a different mix is required</li> <li>• Define the project in ways that effect buy-in and comprehensive understanding</li> <li>• Provide the platform for the team members to move from individual agendas to adopt the project as the objective</li> <li>• Provide the tools necessary to identify each team member’s expertise and concerns</li> <li>• Design successful kick-off meetings</li> </ul>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Gray and Larson, Review <ul style="list-style-type: none"> <li>○ Chapter 10 “Leadership: Being an Effective Project Manager”</li> <li>○ Chapter 11 “Managing Project Teams”</li> </ul> </li> <li>• Heldman, Chapter 8 (non-PMPs)</li> <li>• Mantel et al “St. Dismas Assisted Living Facility – Part 1” Case (read for Scope I)</li> <li>• Verma, Chapter 3, “Effective Team Building”</li> </ul> <p><b>In-class Team Assignments</b></p> <ul style="list-style-type: none"> <li>• Apply team building tools <b>(5 points)</b></li> </ul>

Title/Date	Overview	Objectives	Assignments
<p><b>New Project Management Concepts and Non-PMI Approaches to Project Management</b></p> <p><b>Tom Sheives</b></p> <p><b>Friday Dec. 11, PM</b></p>	<p>New project management concepts and new non-PMI organizations have become well established in the last several years.</p> <p>The newest concept to emerge that has taken a real stronghold in software development projects is Agile Project Management. The fundamentals of this approach will be described relative to its features, benefits, and the differences with traditional PMI related project management. A case study of an Agile Project will be reviewed.</p> <p>In addition, this module will examine Prince2 and IPMA as two non-PMI organizations that have achieved increased notoriety in recent years.</p>	<p>Students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. State the fundamental features of Agile Project Management</li> <li>2. State the benefits of Agile Project Management and where its application is best suited</li> <li>3. State the differences between Agile Project Management and PMI's project management processes</li> <li>4. State key non-PMI organizations and their features and differences from PMI</li> </ol>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Sutherland and Schwaber <ul style="list-style-type: none"> <li>○ Chapters 1: "Introduction" to "Scrum"</li> <li>○ Chapter 7: CaseStudies</li> </ul> </li> <li>• Cohen and Ken Schwaber. The Need for Agile Project Management.</li> </ul> <p><b>In-class Assignments (5 points)</b></p>
<p><b>The Nature of Conflict and Negotiation</b></p> <p><b>Laurie Ziegler</b></p> <p><b>Saturday Dec. 12 AM</b></p>	<p><b>OB6301 Module 4</b></p> <p><b>See OB 6301 Syllabus</b></p>		

Title/Date	Overview	Objectives	Assignments
<p><b>Pre-negotiation Planning and Distributive Bargaining</b></p> <p><b>Laurie Ziegler</b></p> <p><b>Saturday Dec. 12 PM</b></p>	<p>Students are introduced to distributive bargaining. Pre-negotiation planning as the key variable to successful negotiation is stressed. Student evaluations for this session are based on preparation, participation, and the reflective paper.</p>	<p>Determine project goals, define project strategies; obtain final acceptance of deliverables; contribute to PM knowledge base; enhance individual competence through professional learning; balance stakeholders' interests through fair resolution; and interact with stakeholders in a fair and cooperative manner.</p> <p>Be familiar with primary research on negotiation and applications to real world situations. Appreciate that preparation is a key variable to negotiation success.</p>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>Lewicki, Barry, and Saunders <ul style="list-style-type: none"> <li>Chapter 2 "Strategy and Tactics of Distributive Bargaining"</li> <li>Chapter 4 "Negotiation: Strategy and Planning"</li> </ul> </li> </ul> <p><b>Individual Assignment:</b> Think about an upcoming personal or professional negotiation. Then, prepare answers to Table 4.2: Negotiation Planning Guide in your Lewicki, Barry and Saunders text. If you can not think of an upcoming negotiation, then apply the Planning Guide to a previous negotiation, to a movie that has negotiation content, etc. Submit your planning document in class <a href="#">[8 points]</a></p> <p><b>In-class activity:</b> Pemberton's Dilemma <a href="#">[2 points]</a></p> <p><b>Bring your <u>essentials of negotiation</u> and <u>The Conflict Survival Kit</u> books to class.</b></p>

Title/Date	Overview	Objectives	Assignments
<p><b>Quality Foundations and Strategy</b></p> <p><b>Jim Szot</b></p> <p><b>Thursday Jan. 14 AM</b></p>	<p>This module emphasizes the need to plan for the quality of both the project product and the project management processes by exploring the quality planning process and the role of the project manager in setting work standards, understanding customer requirements, and implementing these requirements. Teams continue to develop a project plan.</p>	<p>As a result of this module you will be able to:</p> <ul style="list-style-type: none"> <li>Describe the foundation of quality improvement.</li> <li>Consider project quality management implications of: <ul style="list-style-type: none"> <li>Determining and documenting project goals and product/service deliverables.</li> <li>Identifying, documenting, and communicating project management process outputs.</li> <li>Identifying and documenting project constraints.</li> <li>Defining project strategy.</li> <li>Identifying/listing performance criteria.</li> <li>Identifying/implementing project controls.</li> </ul> </li> <li>Develop a project quality plan.</li> </ul>	<p><b>Reading Assignments</b></p> <ul style="list-style-type: none"> <li>Heldman, Chapter 7, Section: Quality Planning, pp. 305-317 (non-PMPs)</li> <li>PMBOK: Chapter 8 through <i>Quality Planning</i>, pp. 189-201</li> <li>Rose: Chapters 1-5, pp. 3-65</li> </ul> <p><b>Team Assignment:</b> Prepare a preliminary project quality plan and PowerPoint presentation consistent with your ALF Project scope statement and stakeholder analysis.</p> <p>Submit your written quality plan on Blackboard by <b>11:59PM, February 10, 2010</b> and present during February 11 class in a combined presentation with your updated scope statement and WBS.</p> <p><a href="#">(7.5 pts – based on submitted quality plan, presentation, and peer assessment of team participation)</a></p>



Title/Date	Overview	Objectives	Assignments
<b>Scope Management, Part 2</b>  <b>Jim Szot</b>  <b>Thursday Jan. 14 PM</b>	<p>This module concludes the discussion of the scope management processes with the creation of the work breakdown structure (WBS) and introduction of the monitoring and controlling processes of scope verification and scope (change) control.</p> <p>Topics to be Covered</p> <ul style="list-style-type: none"> <li>• Work Breakdown Structure (WBS)</li> <li>• Relation to Activity Definition process</li> <li>• WBS Dictionary</li> <li>• WBS validation</li> <li>• Scope baseline</li> <li>• Scope verification</li> <li>• Scope change control</li> </ul>	<p>As a result of this module you will be able to:</p> <ul style="list-style-type: none"> <li>• Develop the Work Breakdown Structure (WBS) using the Scope Statement, Statement of Work (SOW), other project documents, and decomposition techniques.</li> <li>• Baseline the scope of work</li> <li>• Identify and implement project scope controls.</li> </ul>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Gray and Larson: Chapter 4, <i>Step 3: Creating the Work Breakdown Structure</i> though <i>Summary</i>, pp. 97-114</li> <li>• Project Management Institute <ul style="list-style-type: none"> <li>○ <u>PMBOK Guide</u>: Chapter 5, <i>Create WBS</i> through <i>Scope Control</i>, pp. 116-128</li> <li>○ <u>Practice Standard for Work Breakdown Structures</u></li> </ul> </li> </ul> <p><b>Individual Assignment:</b> Complete Part I of the Conveyor Belt Project in accordance with the instructions provided on Blackboard. Submit assignment on Blackboard by <b>11:59PM, January 31, 2010.</b> (1 pt - Conveyor Belt Project – Part 1)</p> <p><b>Team Assignment:</b> Prepare a WBS and WBS Dictionary for the ALF Project. Present approach and overview in class on <b>February 11, 2010.</b> Submit presentation and supporting documents on Blackboard by <b>11:59PM, February 10, 2010.</b> (9 pts – Team Project WBS and WBS dictionary based on submittal and peer evaluation)</p>
<b>Decision-making in Organizations</b>  <b>Sue Freedman</b>  <b>Friday Jan. 15 AM</b>	<p style="text-align: center;"><b>OB6301 Module 5</b></p> <p style="text-align: center;"><b>See OB 6301 Syllabus</b></p>		
<b>Personality and Communication</b>  <b>Sue Freedman</b>  <b>Friday Jan. 15 PM</b>	<p style="text-align: center;"><b>OB6301 Module 6</b></p> <p style="text-align: center;"><b>See OB 6301 Syllabus</b></p>		

Title/Date	Overview	Objectives	Assignments
<b>Quantitative Decision Making</b>  <b>Duncan MacFarlane</b>  <b>Saturday</b> <b>Jan. 16 AM &amp; PM</b>	This module explores decision making tools under certainty, with risk, and with uncertainty.	Students will be able to describe the use of the following topics: <ul style="list-style-type: none"> <li>• Linear Programming</li> <li>• Expected Values</li> <li>• Decision trees</li> <li>• Design of experiments</li> </ul>	Class participation (5 points)

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## Grading Policy

Graded assignments should be posted to BlackBoard by midnight of the day listed unless otherwise specified. If you do not find a link, e-mail Dave Wurmstein [wurm@utdallas.edu], Debbie Samac [debbie@utdallas.edu] and Jim Szot [jimszot@utdallas.edu].

Assignments	Module	Percentage	Type	Due Date
In-class assignments	Project Team Building	5%	Team	December 11
In-class assignments	New Project Management Concepts and Non-PMI Approaches to Project Management	5%	Team	December 11
Negotiation Plan (submit in class)	Pre-Negotiation Planning and Distributive Bargaining	8%	Individual	December 12
In-class assignment	Pre-Negotiation Planning and Distributive Bargaining	2%	Individual	December 12
Project Management Professional quiz or reference list	Course	10%	Individual	January 10
Project Scope Statement and Presentation	Scope Management, Part 1	7.5%	Team	January 13
Multiple self-assessments: bring to class	Decision-making in organizations; Personality and Communication	OB6301 Participation	Individual	January 15
In-class participation	Quantitative Decision Making	5%	Individual	January 16
Conveyor Belt Project Part 1	Scope Management, Part 2	1%	Individual	January 31
Major Assignment #3	Course	40%	Individual	February 7
Project Quality Plan and Presentation	Quality Foundations and Strategy	7.5%	Team	February 10
Project WBS/WBS Dictionary and Presentation	Scope Management, Part 2	9%	Team	February 10

## Technical Support

For assistance with BlackBoard, Connect, and other Project Management Program technology issues, e-mail Dave Wurmstein [wurm@utdallas.edu] and Debbie Samac [debbie@utdallas.edu].

If you experience any problems with your UTD account you may send an email to [assist@utdallas.edu](mailto:assist@utdallas.edu) or call the UTD Computer Helpdesk at 972-883-2911. **Do not contact the UTD Computer Helpdesk for questions about or problems with Blackboard or Connect.** They cannot help you – these products are supported by the Project Management Program.

## University Policies

### Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

### Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

## Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

## Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

## Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

[disabilityservice@utdallas.edu](mailto:disabilityservice@utdallas.edu)

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

## Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

***These descriptions and timelines are subject to change at the discretion of the Professor.***