| Course | EDU7202: Transforming Human Systems-Organizational Change  
| FALL 2017, Hybrid-Charlotte crn#70422 |
| Professor | Dr. Margaret Gorman  
margaretgorman@outlook.com |
| Class Hours | This 12-week online course meets September 18 - December 16, 2017. |
| Course Description | This course focuses on the leadership challenges presented by today's dynamic environment and examines change processes as they relate to various organizational settings. The usefulness of theory is emphasized in addition to leadership practice techniques that facilitate effective change and transformation efforts. Organizational Development and perspectives of institutional and organizational change are reviewed. Application of human systems change through a field-study of the student’s workplace is central learning experience, providing the students to analyze a real-life problem of practice and develop evidence-based recommendations through thoughtful analysis using theoretically grounded research to create practical insights. |
All other readings, links, tools and materials will be posted on Blackboard™. |
<p>| Methodology | The course models a student-centered, active learning environment. This requires the learner to take ownership of his or her own learning and requires the instructor/facilitator to create opportunities for learners to demonstrate that ownership. Pre-class readings and activities correlate with learning activities scheduled for class meetings and on-line assignments. |</p>
<table>
<thead>
<tr>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational concepts of social systems,</td>
<td><strong>Building Case for Change</strong></td>
<td>Insights on Change Scholarship</td>
<td><strong>Practical application: real-life change effort</strong></td>
</tr>
<tr>
<td>Organizational Change</td>
<td>A#1 – Compelling Change Story: Org Profile</td>
<td></td>
<td>A#4 – Change Readiness</td>
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<td></td>
<td>(10/8)</td>
<td></td>
<td>Recommendations for Action</td>
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<tr>
<td></td>
<td>A#2 – Interview Insights: 3</td>
<td></td>
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<td></td>
<td>practitioner Enhancing Perspective</td>
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<td>A#5 – Change Agent Reflection</td>
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**Core Competency Focus**

At the completion of this course students should be able to do the following:

1. Describe the essential organizational change challenges facing institutions today
2. Apply understanding of the concepts, theories, and models of organizational change to the formulation of workable strategies, policies, and actions to meet the practical challenges of today’s organizations
3. Speak knowledgeably about aspects of organizational change, including but not limited to
   - History of Organizational Change
   - Theoretical Foundations of Organizational Change
   - Nature of Organizational Change
   - Conceptual and Integrated Models of Organizational Change
   - Resistance to Organizational Change
   - Leading Organizational Change
   - Ethical Considerations for Organizations
4. Explain methods used to research organizational change
5. Discuss the organizational change literature from a multi-levels perspective
Through this course, students will develop their ability to:

1. *Identify real-world problems for research:* Students learn how to uncover and isolate a real-world problem for investigation and to argue the importance of exploring the problem using the literature.

2. *Employ theoretical frameworks:* Students become skilled at identifying and employing theoretical frameworks to investigate real-world problems, gaining a fundamental understanding of how theory guides inquiry.

3. *Collect and analyze data:* At a basic level, students learn how to develop interview protocols, how to collect and organize data, and how to uncover distinct and recurring qualities in research data.

4. *Ascertain implications for practice:* Students are introduced to the capability to pull out and draw conclusions from research findings and to construct recommendations for practice.

5. *Review educational research:* Students learn how to review and analyze organizational change research, exploring the accepted wisdom regarding rigor, relevance, and value added.

**EVALUATION:** There are six (6) components that are evaluated for this course are listed below with their due dates and relative point distribution. Assignments 1-5 were described in detailed in previous subsection; and then ongoing participation in blackboard discussion teams is perquisite for passing the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date/Time</th>
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<tbody>
<tr>
<td>1. Compelling Story of Change: Organizational Profile – 2pg</td>
<td>15</td>
<td>OCT 8</td>
</tr>
<tr>
<td>2. Interview Insights: Enhancing Change Narrative-4pg</td>
<td>15</td>
<td>OCT 29</td>
</tr>
<tr>
<td>3. Research Article Table – Change Scholarship (5 empirical studies)</td>
<td>15</td>
<td>NOV 12</td>
</tr>
<tr>
<td>4. Change Readiness Recommendations for Action-7-10pgs</td>
<td>35</td>
<td>DEC 3</td>
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<tr>
<td>5. Change Agent reflections – 2pgs</td>
<td>10</td>
<td>DEC 10</td>
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<tr>
<td>6. Online Participation in team discussion centers</td>
<td>10</td>
<td>on-going</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Primary Activities and Scholarly Work

• A field project study examining a specific organizational change event/effort will be the primary learning experience for this course. Students will be involved in identifying a researchable problem-of-practice related to a change “need or opportunity” – which can be “planned” or “unplanned event.” (e.g. leader retirement, natural disaster) Students will develop their initial profile on the change event (A1); they’ll collect data via interviews with practitioners in their workplace (A2); they’ll search for empirical studies about organizational change related to their topic and/or context (A3); they’ll compile a comprehensive field report that contains evidence-based warranted recommendations-for-action (A4); and they’ll reflect on insights drawn from this experience in role as change agent (A5). The project can be based in the student’s own organization or they may select another organization which they’re familiar with and will have access to at least 3 members to interview, e.g. volunteer organization, church, community group, non-profit, etc.. The course assignments are all linked to this field experience and this final report. Below is a description of each assignment, their points, and due dates.

• All assignments are due on Sundays by 11:30pm est, to be posted into blackboard “Assignment Center”. Assignment headers & attachment labels should be as follows: “Last name, A#,edu7207 Fall’16”)

DESCRIPTION OF ASSIGNMENTS

Assignment #1: Compelling Story of Change: Organizational Profile
(15 points: due Oct 8)

The first phase of the field study project is a preliminary write-up of the organizational change effort, event, and/or intervention that will be the focal point for this project. This can be a “planned change” or an “unanticipated event” that then resulted in change. Students will prepare a 2-page journalistic-style newspaper story about an organization you’re familiar with that has/is/is about to – experience change event. The goal is to craft a compelling-story-of-change which should include any critical factors externally and internally to the organization; e.g. political-social-economic conditions and insights into the internal dynamics and current conditions.

• Title: Compelling (e.g. “Rising from ashes: A school turn-around story fueled by community commitment and new risk-taking leader”)

• Organizational Context (1/2 page): this introductory paragraph should set-up the focus on the change event being studied, with specific background on the setting (e.g. their industry, size, tenure, structure, vision/mission, and any other relevant information about the organization itself). You can suggest any system constraints or enablers as you understand them. This introductory paragraph sets-the-stage and should be written in a compelling journalistic style similar to newspaper article introductory. (e.g. US k-12 schools today are under-fire from many directions, to include a bombardment of federal mandates amidst shrinking state budgets. Three years ago ABC elementary school barely reached 50% passing ratings on their End-of-Grade exams and teacher turnover was at all-time. The following story unveils the results of a
persistent community and a risk-taking leader that dove into some bold change events.”

- Change event, effort, intervention (1/2 page): this brief sub-section should provide background on the particular change event; e.g. a new performance system, new leader, new IT system, new organizational structure, new orientation or training program, new curriculum/course, etc… It should succinctly describe some features of the change under study, e.g. when where, how, why, who; and again be written in a journalistic style.

- Opportunity-Challenges-Puzzle (1-page): this sub-section should describe what the student believes is the major puzzle, problem, or opportunity facing the organization as it seeks to adapt to changing environment. In this sub-section, students will have the opportunity to provide their personal assessment of a recent change effort, event, and/or intervention within their organization. This analysis should include your perception about the “change readiness” of the organization; in order words, the degree to which the organization is healthy, open, prepared, motivated, and/or designed for continuous improvement and innovation based on your personal experience and observations. Again, a journalistic story-writing style similar to op-ed newspaper story with specific evidence to support your opinion.

Content: These stories are about the change process (human systems transformation). They are not an evaluation of a particular program, leader, or policy. Instead, your narrative should focus on sharing evidence about the social process by which members are embracing, resisting, contributing, diverting, extending, or diluting the change process. This journalist-story-of-change should be written in the 3rd person. Although you’re providing your personal perspective, this story is not an editorial piece, rather you’re presenting evidence about a change event from your perspective based on facts, observations, and experiences. Remember to avoid jargon, commentary, and unnecessary or cumbersome phrases that don’t add to a concise & compelling story. Also remember paragraph structure (minimum of 3 sentences).

Format: 12 point, Time New Roman, double-space, normal margins. There is no title page, no reference page for this assignment. Insert header “last name, A#1, F2-Fa’16” and label file attachment same; and post into “Assignment Center.”

 Assignment #2: Interview Insights: Enhancing the Change Narrative
(15 points: due OCT 29)

The second phase of the field project involves ascertaining perceptions from other practitioners embedded in the organization with experiences with the change event. For this portion of the project, you’ll interview 3 volunteers (current employees, former/retired employees, board members) and then prepare a 4-page report on your findings after analyzing patterns across the three interviews. A general interview script will be provided by the instructor to guide the interview process to ensure all of the individuals are afforded the same opportunity to share their personal insights about the change and about the “change readiness” of the organization. The purpose is to provide another dimension to the change story that you’re crafting by ascertaining perceptions from other individuals related to the system.

- Title: (enhancing the change narrative) – expand on or adjust your original title based on findings from this second phase (insights from practitioners)
• **Overview.** (1-page) This sub-section provide a brief description of your approach to gaining other’s perspective about the change readiness of the organization under-study. You’ll succinctly restate the initial background of the change event, the initial presenting problem, and general overview of who was interviewed and/or with what types of questions.

• **Change-readiness Insights (2 pages).** This sub-section should provide 3-5 themes that you found when you reviewed your notes from the 3 interviews, e.g. “Fear-of-Failure” was mentioned by all three participants in various forms and inhibited innovation. In this sub-section include some specific quotes and/or state your “evidence” based on the frequency of certain points made by the three participants.

• **Unanswered Questions & Conclusions** (1 page) This closing section should share any topics or points that cannot be explained, any outliers or inconsistencies across the 3 participants’ responses, and/or any conclusions that you could initially draw given who they are, their role, their tenure, their involvement, and/or their relationship to each other or to the leadership in the system.

Content: The goal of this 4-page assignment is to share the 3 volunteer/practioners perspective on the change story. While they may have re-affirmed some of your initial insights, share with the reader deeper insights that the volunteers provided about the change process (human systems transformation). Include some direct quotes from the 3 volunteers, along responses in which there was similarities and differences. Remember again that this is not an evaluation, but instead your sharing their version of the change story. It may be helpful to develop some interview data tables with their question responses, which can include as appendix.

This *journalist-story-of-change* should be written in the 3rd person. Remember to avoid jargon, commentary, and unnecessary or cumbersome phrases that don’t add to a concise & compelling story. Also remember paragraph structure (minimum of 3 sentences).

Format: 12 point, Time New Roman, double-space, normal margins. There is no title page, no reference page for this assignment. Insert header “last name, A#2, F2-Fa’16” and label file attachment same; and post into “Assignment Center.”

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**Assignment #3: Research Article Table: Scholarship of Change**  
*(15 points: due NOV 12)*

The third phase of the field project involves gaining insights about organizational change and change readiness by reviewing recent empirical studies in referred journals. The output is a table-format which reports out on five (5) empirical studies on organizational change. The focus of the search should be informed by insights gained during the interviews, to include the use of key words that capture the essence of the ideas articulated by the volunteers (e.g. *resistance to the change, loss of organizational identity, meaning-process during change, dominant logic prevailing assumptions, memory of past, learning from failure, unanticipated change, organizational silence, mind-set change*). The goal is to examine of the literature can provide some explanation for why these practioners and/or perhaps yourself, view the change process in a certain way. The literature search and key-words used in the search should be focused on “Change” (transformation, organizational change).
Students are required to conduct an online search via google-scholar or other search engines to identify research studies published within the last 15 years (2000-2015) around topics associated with organizational change. The studies do not need to be conducted in the same type of organization as your own nor should they be focused on exactly the same type of change intervention, instead select articles that studied “change” from different perspectives so that you have a richer explanation for why change is/is not occurring in an effective or healthy manner and/or to help explain human response to change. The assignment format is a table with 3 columns which displays the key information

- **Column 1:** Citation: Author(s)’s last name, year, title, publication source
- **Column 2:** Main argument of the article, definition of change, model/theory of change, key points of the research (survey w 50 mgrs. in fashion company)
- **Column 3:** Key take-away, quote(s), insights about change process or change readiness which may help explain what’s happening in your field study

These tables should include just key points from the articles. You should insert abbreviated statements “information bytes” and not complete sentences. Use 8-pt font, single-space. There is no title page, no reference page for this assignment. Insert header “last name, A#3, F2-Fa’16” and label file attachment same; and post into “Assignment Center.”

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**Assignment #4: “Change Readiness Recommendations for Action”**

(35 points: DECEMBER 3)

The final phase of the field project involves compiling all of the three previous sections together and then developing a final sub-section with 3 specific recommendations for the organization to enhance their change readiness that are evidence-based. This product should be a 7-10 page report format which brings together an enhanced versions of A1-A2-A3; which would include students making some revisions on each of these assignments to refine their argument and build a logic now that they completed all of the sub-components; as well as added in some transition sections to ensure that the report has flow-and-logic; and then develop a final section that is specific to the implications for practice. The report should be written with the leadership team of your organization as the audience and with an assumption that you’ve been hired as a consultant to study this change and provide them recommendations about any mis-opportunities, suggestions for improving their change process, enhancing the sustainability of the change, and/or ideas for increase their capacity for change readiness for future change efforts. The research articles that you reviewed should be used to help provide explanations for how they could do things better.

**Report format**

- **Title** (enhance title which reflects the integration of scholarship & practice).
- **Overview: Change Story** (1-page) – Building from A1 assignment, develop a revised journalistic style introduction to your report which sets-the-stage for the change readiness you’re about to present. This section should include the background on the organization, on the specific change effort examined, and provide an overview of how your approached your analysis; e.g., how you moved from the context analysis, interviews from field, research article review, final analysis & recommendations.
- **Research Insights (3-5 pages)**. This sub-section is an integration of phase 2-3 by linking the insights from the practitioners with the insights from the scholarship that you reviewed. You’ll want to match-up volunteer quotes with key ideas from the article by making some connections between particular articles and/or what the practitioners were claiming or describing. Show where/how the research compliments and/or helps provide an explanation for what happened and/or might happen in future. You may include other relevant course readings to enhance your insights, e.g. Burke, Weick-Quinn, Piderit, Davis-Powell. This sub-section should be a blend of narrative and development of some tables which display the matching of interview data with literature.

- **Conclusions & Recommendation: 3 Warranted Actions (2-3 pages)**. This final sub-section is main focus for this assignment. The expectation is that you can provide your organization with some specific suggestions on how they can improve, enhance, or build change readiness. These suggestions need to be specific and they need to be back-up by evidence from the interviews and the research articles reviewed. Students should think about the overall organization, it’s mission/visions, organizational structure, leadership, human resource system, it’s products-service-focus – and these recommendations should be all various levels. Your discussion can include limitations of the organization, missed-opportunities during the past change effort design, and suggestions for future.

- **Appendix**: While it’s not necessary to re-submit your interview data tables or your literature source table, if you develop a new table that blends that data or new graphic, you might want to include as appendix

Content: The goal of this final assignment is provide evidence-based recommendations to enhance the organizations change readiness. Identifying atleast 3 specific recommendation actions for the organization is core to this assignment, but it must be supportive with evidence (some direct quotes from the 3 volunteers and some citations from research articles). This report is journalist-story-of-change that should be written in the 3rd person as crafted as if it were to be presented to a leadership team or board of directors. Remember to avoid jargon, commentary, and unnecessary or cumbersome phrases that don’t add to a concise & compelling story. Also remember paragraph structure (minimum of 3 sentences).

Format: 12 point, Time New Roman, double-space, normal margins. There is no title page, no reference page for this assignment. Insert header “last name, A#4, F2-Fa’16” and label file attachment same; and post into “Assignment Center.”

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**Assignment #5: Change Agent Reflection Essay**

*10 points: DECEMBER 10*

Students should provide a 2-page single-space final reflection on what have learned through the course, in particular how you view yourself as a change agent and/or how your perspective of guiding future change efforts in your organization has shifted as a result of the course readings and/or field experience. This does not need a title page or reference page. Instead, it’s an opportunity for students to
reflect upon – how they as a practitioner now thinking different about how they approach their role and/or approaches to organizational change events.

### Participation: Team Discussion Centers on Blackboard (10 points)

Students are assigned into small teams for their online discussion threads. Engagement in the weekly blackboard discussion threads is a requirement of the course and evidence of “attendance”. Unexplained absences from discussion board may serious affect the student’s academic standings, to include resulting in a final grade of “F”. It is the student’s responsibility to contact the instructor in advance of any absence from the weekly discussion board posting. Students may be allowed one late post due to extenuating circumstances with pre-approval by the instructor. Online engagement into TDC as a critical part of our learning together which is why I have very specific guidelines for discussion board posts.

The ground rules for my discussion centers may be slightly different than previous courses. I’m more concerned about students have authentic opportunities to share precise insights about scholar’s works

- Students are pre-assigned into discussion teams, post only into your assigned team, and respond under the discussion thread (don't create new threads);
- There are 10 required responses during weeks 1-7 which are a pre-requisite for passing the course. Students may work-ahead at their own pace, but they cannot post after a designate discussion thread week has ended.
- At minimum, students must post at least 1 primary response with substantial content no later than Sunday. Ideally, team member posts an initial response by Friday, and providing reflective comments within their team over weekend.
- These responses should be your unique voice written with your team-mates as the audience (don't write your response as a mini-essay/paper). There's no word maximum or minimum, instead focus on making a useful contribution to your team-members understanding of the readings
- Do not repeat/recite what was in the readings or what your team-mates stated; instead work to create your own original thought about the discussion thread that I posted and use your words to share a succinct critical insight that advances your team's dialogue;
- You MUST post every week, there is no "absence" from blackboard or you may fail the course. If there are extenuating circumstances, then you must contact instructor in advance to see the options. Students are allowed 1-late post, but must contact the instructor in advance.

### Modes of Learning

You will be engaged in several modes of learning: reading, thinking, discussions, presentations, writing, reviewing, interviewing, and presenting.

**Reading:** Each week readings will be assigned from the text and the literature. Students are expected to read all the assigned readings and as they read engage individually with key questions: Do I understand the concepts, theories, and models of this material? What questions do I have for clarity? In what way is this material relevant to my practice and research as an organizational actor and leader? Ultimately, how is the content pertinent to my development as a scholar-practitioner?

**Discussion Board on Blackboard:** On most weeks students will either participate in an online discussion regarding the content of our learning or be engaged in reviewing and commenting on one another’s work. The Discussion Board provides a space for students to provide their comments regarding the designated topic or work product and review, reflect upon, and then comment upon one another’s thinking and
work. It is through this conversation space that we will be able to explore organizational change phenomena from the perspectives of research, theory, and practice throughout the course. Most importantly, this discussion space will support you to interact with and learn from your peers, allowing for thoughtful and informed dialogue among classmates.

**Research, Analysis, and Presentation:** Through a number of activities, you will be asked to engage in research, analysis, and the presentation of your research and analysis. In the Organizational Context Analysis, you will be asked to present your analysis of the health of your organization and the organizational “problem of practice” you have identified. In the interviews, you will be conducting first-hand, primary research, collecting and then assessing others’ perspectives of your organization and the problem of practice you have identified. In the Literature Review, you will be seeking research that can inform your perspective and analysis of your identified problem of practice. And, finally, in writing up your Field Study, you will be asked to present a set of “Warranted Actions” that are clearly informed by your observations, the perspectives of those you have interviewed, and the literature as we have reviewed it (both theory and empirical research) and as you have uncovered it in your own exploration of the literature.

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**Grading**

Grading

Grades will be determined in accordance with Northeastern University grading policies. The grading objective is to certify, at various levels, that students have learned the skills and knowledge.

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<th>Points</th>
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<table>
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<tr>
<td>D</td>
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<tr>
<td>F</td>
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</table>
- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of a paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

### Week by Week Overview of the Class – Topics and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Introduction to the Class (Purpose and Activities) and Organizational Change | • Read Chapter 1 of Gladwell’s *Outliers*  
• Read Chapters 1-3 of Burke’s *Organization Change* |
| 2    | Organizational Change Theory | • Read Chapters 4-5 from Burke  
• Read Weick & Quinn (1999) |
| 3    | Organizational Change Context | • Read Lawler (2012) Restorying on transitions  
A#1 “Organizational Context Analysis” due OCT 9 |
| 4    | How Organizations can Change | • Read Chin & Benne,  
• Read Van De Ven & Sun, 2011  
• Conduct interviews w 3 volunteers/org members |
| 5    | The Content and Context of Organizational Change | • BurkeLitwin Causal Model  
• Read Davis and Powell |
<p>| 6    | Looking Closely at the Content and Context of Organizational Change through the others’ Perspective | • A#2 “Interview Analysis Report” due OCT 30 |
| 7    | Leading Organizational Change | • Read Piderit (200), and optional supplemental dissertations using Piderit |
| 8    | Planning for Organizational Change, Informed by Research | • A#3 “Research Article Table” due NOV 13 |
| 9    | Ethical and Social Dimensions to choosing the Actions taken for Organizational Change |</p>
<table>
<thead>
<tr>
<th></th>
<th>Looking at Organizational Change through the lens of the Individual, Group, and Larger System</th>
<th>A#4 “Change Story: Report from Field” due DEC 4</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>Practioner shifts</td>
<td>A#5 “Reflection” due DEC 11</td>
</tr>
</tbody>
</table>
| 12 | What have we learned? | - Friere (1968) Chapter 3 (*optional)  
- Final sharing: review classmate field study reports |
**Attendance**

Class attendance is mandatory and is measured through engagement in weekly blackboard discussions (TDC) and engagement in weekly course materials as reviewed via bb system. In extenuating circumstances, one week’s “absence” may be allowed with pre-approval by the instructor. In this situation, students should notify the instructor and teammates as soon as possible. Engagement in weekly blackboard is a requirement of this course and it is student’s responsibility to inform the instructor in advance of any absence. Unexplained absence as evident by not posting meeting the blackboard posting due dates and may result in final grade of “F”. A student is allow 1-late posting with pre-approval of the instructor due to extenuating circumstances, but the posting must be made no later than the end of the following week. Instructor will notify any students at risk of failure in writing, and a student may be asked to withdrawal from the course or risk failing grade if they’re not able to meet the discussion board requirements during the initial 6 weeks of the course.

**Grade Appeals**

If a student believes an error has been made on a grade for an assignment, please bring it to the instructor's attention within one week of the date the assignment has been returned to the student. When submitting a grade appeal, please first review the assignment instructions and grading criteria, and then summarize the reasons for concern. Grade appeals must be in writing.

**Late Assignments**

Each assignment is due on the date indicated. The student will notify the instructor in advance if he/she is unable to complete the assignment by the published submission deadline. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least one week prior to the due date of the assignment. A penalty of 1-point-per-day will be assessed for those students granted an extension due to extenuating circumstances unless otherwise agreed by instructor.

**Northeastern University Online Policies and Procedures**

For comprehensive information please go to [http://www.cps.neu.edu/online/](http://www.cps.neu.edu/online/)

**Academic Honesty and Integrity Statement**

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University’s policy on academic honesty and integrity; the complete policy is available at [http://www.cps.neu.edu/about-cps/policies-and-procedures](http://www.cps.neu.edu/about-cps/policies-and-procedures).
Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student’s exam, paper, computer disk, etc.

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

Plagiarism – intentionally representing the words or ideas of another as one’s own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter textual note.

Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual’s.

Participation in academically dishonest activities – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

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