Course Syllabus
“Capstone”

Course Number & Title: LDR 7980 (CRN 20503)
Term: Winter 2018
Course Length: Twelve Weeks (January 8, 2018 to March 31, 2018)
Format: Online
Course Prerequisites: LDR 6100, LDR 6120, and LDR 6140

Contact Information:
Instructor's name: Dr. Les Stein
E-mail address: l.stein@northeastern.edu (first letter is a lower-case L not the number 1)
Phone number: cell (919) 696-6114 - home (919) 329-0500

Lead Faculty Master of Science in Leadership: Teresa Goode, EdD.
In the event you are unable to contact the professor or a concern about the course arises that it
not addressed by the professor, please contact Dr. Goode: t.goode@northeastern.edu

Welcome
Congratulations on having successfully reached this stage in your graduate studies. I am
looking forward to making this class a very rewarding experience for you. I began teaching for
Northeastern University more than four years ago, and during that time I have gained a sincere
appreciation for adult learners who want to improve their personal and professional lives. I
continue to enjoy each class primarily because it puts me in contact with women and men who
are committed to making a better future for themselves and their families.

My background is somewhat non-traditional. I retired as a colonel from the United States
Marine Corps in 2001, after almost 27 years on active duty. Since then I have been the
principal of two charter schools, one in Raleigh and the other in Durham, NC and the head of a
private high school in Elon, NC. Today, I teach full-time for Northeastern University and
serve as a business and educational consultant for organizations in North Carolina. In July
2012 I published a book, along with my brother and one of his fellow professors at Temple
University. The book is titled, The Value Frontier: An Introduction to Competitive Business
Strategies (Kendall Hunt Publishing Company). It is now heading into its second edition. In
November 2013 I published a second book titled, Education Disrupted: Strategies for Saving
our Failing Schools (Rowman & Littlefield Education). Since then I have published a few
articles in professional journals, dealing primarily with leadership and education.

My job at Northeastern University is to help you succeed as a student. I will do everything I can
to ensure that you have a positive and rewarding educational experience. Please do not hesitate to

LDR 7980 Capstone
contact me if you need assistance. I hope to learn a little bit about each of you during our next 12 weeks together.

My expectations of you are quite simple. I ask you to put maximum effort into this class, and:

- Be open minded and respectful – especially when you relate to other students in our class;
- Work collaboratively in teams;
- Ask for assistance before an assignment deadline;
- Review the week's learning objectives;
- Complete all assigned readings;
- Review all lecture materials for the week;
- Participate in the Discussion Board according to the requirements specified in the syllabus - going the extra mile in discussions is always encouraged and appreciated; and
- Communicate your thoughts with clarity in your papers and the discussion board (all your written communications must include proper sentence structure, grammar, and punctuation). I take this very seriously because a graduate degree from a prestigious institution like Northeastern University means that people will expect you to think both critically and clearly.

Please review the syllabus carefully and let me know if you have any questions. Once you have done this open the Week 1 folder in the Course Material section and briefly review the structure of a typical week. **Note:** I will always provide a Power Point presentation and recommended journal articles for you to review. In most weeks, if not all, I will also include a short video that addresses the issues we will discuss during the respective week.

I will make every effort to ensure that you have a positive and rewarding educational experience at Northeastern University. This simply means that I will always be available to help you – please do not hesitate to contact me if you need assistance. We can meet by e-mail or phone, whichever is more convenient for you or appropriate for the situation. The best way to reach me during the day is by calling my cell phone - (919) 696-6114. If you call after 7:00 p.m. you are welcome to use my home phone - (919) 329-0500.

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**Information Technology Services (ITS) Customer Support (myNEU, e-mail, and general technical support)**
[www.northeastern.edu/infoservices](http://www.northeastern.edu/infoservices)
Email: [help@neu.edu](mailto:help@neu.edu)
Phone: 617-373-4357

**Required Text(s)/Software/Tools:**
There is no specific course textbook. However, you will conduct research on the leadership models, concepts and/or tools that will inform your capstone project.
This course may contain audio material. If so, you will be asked to participate in audio-based activities; a headset (headphones plus microphone) will allow you to hear and record audio.

Course Description
The Capstone course offers students an opportunity to increase their impact and effectiveness as a leader. Students develop an initiative for a real-life project that can be work, community, or university-based or an Experiential Network (XN) project. For a consulting case project, students develop a case study and case analysis. The case study is a short description of a situation facing an organization and must be based on field research, depict real-life events, and describe a situation that requires a decision. The consultant report outlines the key issues in the case, identifies alternative scenarios for solutions, and provides the conceptual justification for the student's recommendation using relevant reference material from the College of Professional Studies graduate courses. The capstone project is an action-based leadership project.

Course Outcomes

Analyze Leadership Practices
- Analyze leadership theories and determine the best application to the capstone project.
- Modify the use of selected leadership theories to apply to capstone project.
- Synthesize the leadership knowledge and experience gained through the MSL program to develop a personal model of leadership.

Develop as a Leader (Implement)
- Develop insights about your own capacity to relate with others in a leadership capacity.
- Through completion of an experiential project, students will demonstrate mastery of program level competencies.

Methodology

Experiential Learning. This is a twelve-week course requiring individual and some collaborative work in the form of action learning. Action learning combines a learning dimension with real work and real results. You will be expected to design and implement an action-based learning project that requires your leadership, and reflect upon the experience in an academic context. Leading is based upon relationships with others; therefore, you will be expected to engage (relate, communicate and work) with others to accomplish your project goals.

Discussion Board. There will be both class and learning partner discussions in this course. Regular communications on your Learning Partner Discussion Board is expected. Learning partners are expected to exchange ideas, share successful leadership activities, communicate about problems and challenges to receive help, share project plans, share information about the progress of the project, and generally provide support to one another for the duration of the course. Your participation on the class and learning partner discussion boards will be evaluated and factored into your total grade. You are expected to initiate these communications independently, and actively seek the participation of other members.
Learning Partners. Each student will work in a 3-4 person learning partner team focused on achieving the following objectives:

1. To support and challenge you in framing, reframing, and accomplishing your action learning experiments and goals.
2. To provide you with a private environment in which to test your assumptions and try out new leadership behaviors.
3. To discuss your ideas and progress in relationship to your capstone project and everyday leadership activity. It is expected that learning partners will set-up regular meeting times, online, to converse about the status of their work. It is important for each student to consider reasons early on why the project may succeed or falter, and to plan contingencies to overcome roadblocks, and seek ideas about possible solutions.

The instructor will regularly access your Learning Group Discussion Board.

Instructor meetings. In addition to the in-person class sessions, students will discuss their progress with the instructor by email, Blackboard Collaborate Ultra or by conference call.

Grading/Evaluation Standards
Your grade in the course will be based on your performance in the following areas: Project Statement, Project Plan, Project Status Report, Personal Model of Leadership, Project Presentation & Final Report, and Participation (Class and Learning Partner Discussion Board).

<table>
<thead>
<tr>
<th>Assignment/Element</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Project Proposal</td>
<td>Sunday, Week 2</td>
<td>5</td>
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<tr>
<td>2. Project Plan</td>
<td>Sunday, Week 3</td>
<td>5</td>
</tr>
<tr>
<td>3. Learning Partner Leadership Topic presentation</td>
<td>Monday, weeks 5, 7 or 9</td>
<td>5</td>
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<tr>
<td>4. Project Status Report</td>
<td>Sunday, Week 7</td>
<td>5</td>
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<tr>
<td>5. Personal Model of Leadership</td>
<td>Sunday, Week 10</td>
<td>10</td>
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<tr>
<td>6. Project Presentation or Peer critique</td>
<td>Monday (presentation) or Sunday (peer critique), Week 11</td>
<td>10</td>
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<tr>
<td>7. Project Report</td>
<td>Wednesday, Week 12</td>
<td>35</td>
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<tr>
<td>8. Class Participation (Class &amp; Learning Partner Discussions)</td>
<td>Ongoing</td>
<td>25</td>
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</tbody>
</table>

| Total                                      |                                 | 100    |
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 required for the course.

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

Late Assignments: The grade for any late paper will be reduced by one (1) point for each day after the due date up to a maximum of five (5) points. Papers that are more than five (5) days late will not be accepted without special permission from the instructor.

**Signature Assignments Summary**

*Signature Assignment #1: Choose a Leadership Project*
The capstone assignment is a choice between three approaches to the project: Leadership in Action, a Consulting Case Study, or an Experiential Network (XN) project. These projects have key components due throughout the length of the course, alongside weekly discussions and other instructor specified assignments.

In addition to the individual projects, there will be additional assignments and discussions expected of all class participants. By the end of the capstone, you will have completed a paper with the specific assignment details posted on Blackboard. In your project you will be utilizing knowledge and skills from the entirety of the Leadership program. Each of the Capstone Project options provide an opportunity for the master’s degree candidate to increase their leadership capability by applying theory and practice to a real-world (actual) project. MSL candidates are to apply, practice, and integrate what they have studied and learned, demonstrate their capability and report on their experience.

*Signature Assignment #2: Personal Leadership Model*
Developing your personal leadership model provides an opportunity for you to reflect on the experiences that have informed your personal leadership skills – for many students most of the experiences relate to their capstone project, however some students also reflect on their experiences throughout the MSL program as well as in the workplace or other settings. This model, as part of your Capstone course is a combination of your personal experiences and formal study of leadership. Individuals usually find they identify with several different formal models and personalize their model to fit their personal style.

In this assignment, you will write a 2-page double spaced paper, reviewing the key components. Project details, rubrics, and deadlines will be posted on Blackboard and the instructor will make announcements and/or adjustments as necessary.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>January 8 – January 21</td>
<td>Introduction to the course</td>
<td>Introductions Discussion Board Responses Week 1: Impactful Leadership Models from MSL program Week 2: Potential Capstone Projects Project Proposal due Sunday week 2</td>
</tr>
<tr>
<td>3-4</td>
<td>January 22 – February 4</td>
<td>Project Planning Time Management</td>
<td>Discussion Board Responses: Week 3: Impactful project planning &amp; management tools Learning Partner Discussions: (On-ground or online) Week 4: Project Proposal feedback, support needed, etc. Note: Learning partners assigned week 3 based on proposal ideas (e.g. grouping by leadership-in-action, XN, and consulting case) Project Plan due Sunday week 3</td>
</tr>
<tr>
<td>5-6</td>
<td>February 5 – February 18</td>
<td>Action Learning Tools</td>
<td>Class Discussions: (online) Week 5: Learning partner leadership topic presentation and follow-up question Learning Partner Discussions: (On-ground or online) Week 6: informal check-in (graded?) Learning Partner Presentation due week 5 (depending on class size for 1-2 learning partner groups)</td>
</tr>
<tr>
<td>7-8</td>
<td>February 19 – March 4</td>
<td>Trends in Leadership Development</td>
<td>Class Discussions: (online) Week 7: Learning partner leadership topic presentation and follow-up question Learning Partner Discussions: (On-ground or online) Week 6: informal check-in (graded?) Project Status Report due Sunday week 7 Learning Partner Presentation due week 7</td>
</tr>
<tr>
<td>9-10</td>
<td>March 5 – March 18</td>
<td>Personal Model of Leadership</td>
<td>Class Discussions: (online) Week 9: Learning partner leadership topic presentation and follow-up question Learning Partner Discussions: (On-ground or online) Week 6: informal check-in (graded?)</td>
</tr>
<tr>
<td>Date Range</td>
<td>Event Description</td>
<td>Grading Rubric</td>
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<tr>
<td>March 19 – March 31</td>
<td>Conclusion</td>
<td>A 95 - 100</td>
<td></td>
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<td></td>
<td>Learning Partner Discussion</td>
<td>B- 80 - 83</td>
<td></td>
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<tr>
<td></td>
<td>Project Presentation due Monday week 11</td>
<td>A 90 – 94</td>
<td></td>
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<td></td>
<td>or Peer work critiques due Sunday week 11</td>
<td>B+ 87 - 89</td>
<td></td>
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<tr>
<td></td>
<td>Project Report due Wednesday week 12</td>
<td>C 74 - 76</td>
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</table>

Note: This schedule is subject to change. Any changes/updates will be provided to students by the first day of class.

Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

Appendix B: 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.osccr.neu.edu/policy.html](http://www.osccr.neu.edu/policy.html).

- 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 intertextual note.
- Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially like one another. While several students may have the
same source material, the analysis, interpretation and reporting of the data must be the respective 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 explicitly for 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.

For more information on Academic Integrity, including examples, please refer to the Student Handbook, pages 9-11.

**College of Professional Studies Policies and Procedures**
For comprehensive information please see the download the Student Handbook also available on the Student Resources page of the Northeastern University College of Professional Studies website.

**End-of-Course Evaluation Surveys**
Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at [https://neu.evaluationkit.com](https://neu.evaluationkit.com). Your survey responses are completely anonymous and confidential. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

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