Course Information:
Course Title: Strategic Decision Making
Course Number: LDR4850
Term and Year: Spring 2018
Credit Hour: 3
Course Format: Online “XN” Project
Location: NU Online Login URL: https://nuonline.neu.edu

Instructor Information:
Full Name: Dr. Charlene Geary
Email Address: g.geary@northeastern.edu

Course Description:
Offers students an opportunity to examine and test leadership theory in practice. Students demonstrate their leadership knowledge gained during their undergraduate studies by completing an experiential action-oriented project. Under faculty guidance and approval, each student must present a body of work that addresses a critical leadership topic that will enhance their professional development as a 21st-century leader. Requires students to deliver a presentation on their project and share a culmination of learned outcomes.

Expectations
• Workload
  For a three-credit course, students should expect 2.5 hours a week of online facilitated classroom instruction and a minimum of 5 hours of out of project work for a 15-week course;
  
• Attendance policy
  The Attendance and Participation Policy in your Student Handbook states, “unexplained absence from class or failure to meet an attendance deadline may seriously affect the student’s academic progress and may result in a grade of F…a student who is absent for an extended period must inform the College by letter, message or telephone.” This includes online absences and failing to meet experiential project requirements.

• Policy on late/incomplete work
  To be successful in this class, you need to complete all assignments on time. The due dates for each lesson in this course are mandatory. If you cannot complete an assignment on time, please let me know as soon as possible. Our class discussions have two parts - your initial posting and your feedback to one or more colleagues. Please plan to post your initial posting by the due date – usually Thursday by 11:59pm (EST) – so there is ample time for providing thoughtful feedback. Your feedback deadline is due Sunday by 11:59pm (EST) each week. If you fail to post an assignment/posting or it is late, you earn a zero. While you may be granted time to submit a late assignment or posting, you will not earn full credit. Following directions is an important part of any assignment. Grading will focus on completeness, thoughtfulness, and timeliness as well as on
content, audience identification, text layout, proper grammar, punctuation, and spelling.

• Communication with instructor – Please contact the instructor by email. Email is the best form of communication. You will receive a response upon receipt of your email.
• There are no specific course textbooks. However, you will conduct research on leadership models, concepts, and/or tools that will support your capstone project.
• Faculty Materials for Special Topics (posted on Blackboard)

NOTES:
- If you decide to use a tool you already have such as: Blogger, WordPress, Website, LinkedIn or to create a PDF you are welcome to do so.

List any Software or Hardware students need to complete this course.

It is important to note Blackboard and My NEU are Web Based Applications. However, the computer program suggested for PC’s is Windows 7, or newer and for Mac 10.95, or newer. In addition, this course may contain audio material and in some instances, you may be asked to participate in audio-based activities, such as a Voice Discussion Board or Blackboard Collaborate. A headset with microphone will allow you to hear and record audio. Some laptops and computers have built in speakers. For support contact NEU ITS Help and Information desk on the first floor of Snell Library, or contact the ITS Service by phone at 1-617.373.4357 (xHELP) or email at help@neu.edu. (http://www.northeastern.edu/its/get-help/hours/)

Student Learning Outcomes:
This course is designed to explore leadership in all its dimensions, and to expand your leadership capacity.

Based on satisfactory completion of this course, you should be able to:
• Give details regarding learned leadership theories and concepts you have studied over the course of your program and their application to your capstone project.

• Identify peer-reviewed journal articles, texts, interviews and additional materials that give credence to your capstone project and demonstrate an understanding of its relevance.

• Synthesis knowledge and experience in order to provide your peers with an enhanced understanding of your leadership knowledge and experiences gained through your undergraduate program.

• Exhibit through the completion of your capstone project proficiency in the learning outcome competencies set forth by the department.

• Apply critical thinking, test your assumptions and try out new leadership behaviors in a safe and private environment and evaluate your effectiveness.

• Develop your own leadership model and determine a breakthrough-learning objective that will allow you to apply your model, develop greater leadership capacity and help you determine how you can grow to the next level in your personal and professional development.

• Take the opportunity to meet with your professor 1 on 1 to discuss your capstone project progression and application to current and future career objectives as you conclude your degree.
Course Methodology
Each week, you will be expected to:
1. Review the week’s learning objectives.
2. Complete all assigned readings.
3. Participate in the discussion board
4. Complete and submit all assignments by due dates.
5. Actively participate in all assigned ‘synchronous sessions’ as assigned.

Writing Intensive Course Requirements
This course has been designated as Writing Intensive (WI). Simply adding writing assignments into course requirements does not create WI courses. Instead, WI courses are carefully designed to ensure written projects are integral to course learning objectives in ways that can transform you from being a passive recipient of knowledge into an active producer and user of knowledge.

Writing is an effective way for you to inform, analyze, entertain, persuade, create, and reflect. Writing also provides a means to integrate new knowledge into existing knowledge while deepening understanding of discipline-specific learning objectives. As a result, it is the responsibility of our academic community to promote and advance writing skills; it is your responsibility to take advantage of this opportunity and complete all written assignments on time and to the best of your ability.

Grading/Evaluation Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93.99</td>
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<tr>
<td>B+</td>
<td>87-89.99</td>
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<tr>
<td>B</td>
<td>84-86.99</td>
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<tr>
<td>B-</td>
<td>80-83.99</td>
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<tr>
<td>C+</td>
<td>77-79.99</td>
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<tr>
<td>C</td>
<td>74-76.99</td>
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<tr>
<td>C-</td>
<td>70-73.99</td>
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<tr>
<td>D+</td>
<td>67-69.99</td>
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<td>D</td>
<td>64-66.99</td>
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<tr>
<td>D-</td>
<td>60-63.99</td>
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<tr>
<td>F</td>
<td>Failure (below 60)</td>
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</tbody>
</table>
Academic TurnItIn Policy:

Some assignments in this course are analyzed by TurnItIn (an Internet-based service that analyzes originality in written submissions) and the course instructor to ensure students have submitted original work for all assignments in this class during this term and to ensure submitted work complies with Northeastern University’s academic integrity expectations.

In addition, please note that students may NOT use/reuse or “recycle” a paper or project submitted in another class for any assignment in this course. This includes students who may be retaking this same course for a different grade. Students who want to rework a similar topic from another course, and do so in a substantially different way, should consult with the instructor prior to moving forward with a topic/project. Please review Northeastern University’s Academic Integrity Policy at the end of this syllabus and visit the University’s website for more information.

Go to [http://www.northeastern.edu/osccr/academic-integrity-policy/](http://www.northeastern.edu/osccr/academic-integrity-policy/) to access the full academic integrity policy.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Assignment #1</th>
<th>Discussion Board/ Definition of Leadership – 5% (2.5 points x 2 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #2</td>
<td>Journal Entries (WK#3 –WK#12) - 30% (3 points x 10 weeks)</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>Field Based Final Capstone XN Project - 60% / Web Portfolio - 5%</td>
</tr>
</tbody>
</table>

**ALL** Assignments in this course MUST be written using APA format. Please refer to NEU Writing Center for support [www.northeastern.edu/writingcenter](http://www.northeastern.edu/writingcenter) or [www.apastyle.org](http://www.apastyle.org)

**Grading Standards/Assessment of Learning**

**Assignment #1 - Discussion Board/ Definition of Leadership – 5% (2.5 points x 2 weeks)**

**Due:** WK#1 & WK#2

Please post to Blackboard your own definition of leadership in the Discussion Forum. You may build upon any model/theory and general knowledge gleamed over the course of your degree program. It should be no more than 150 words. No citations needed, but this must be 100% your own definition. Ask yourself what do you believe is leadership. Think back to when you’ve witnessed leadership. Did you have a personal definition at the start of this program? How has your thinking evolved when you started this program and now that you are approaching graduation? Why is it important for individuals and organizations to have a clear understanding of the meaning of leadership as is defined in leadership theory? How is this definition applicable? Use these questions to frame your thinking as you write.

Make sure to integrate “real life” experiences and leadership structures, styles, and practices to create an individual leadership profile; demonstrating knowledge of self-awareness and a thorough understanding of the evolution of leadership theories. (See course provided rubric)
Discussion board posts will be assessed each week on a 0-2.5 point scale. While there is a certain degree of subjectivity in the assessment process, the following guidelines will be employed:

Participation/Discussion Grading Rubric (Points) -
0.0 Student has not posted for the weekly discussion
1.5 Student has posted but did not reference course materials/readings (using proper citations) or
   Student posted and referenced course materials/readings (using proper citations) but didn’t reply to two classmates
2.5 Student has a minimum of 3 posts and incorporates citations and/or references to readings/PowerPoint/classroom discussion, and demonstrates thoughtful reflection

Discussion board word count in your initial response to discussion board questions should be 100 – 350 words/max. Initial board posts are due Thursday by 11:59pm/ EST. Response to two of your classmates is due Sunday by 11:59pm/ EST no longer than 200 words max. (This is equivalent to class attendance so if there is no post, you will receive a zero.)

Assignment #2 - Journal Entries (WK#3 – WK#12) - 30% (3 points x 10 weeks)
Due: WK#3 – WK#12
Students are required to post journal entries in WK#3 – WK#12. In the weekly journal entries students will share their ‘XN project’ experience for each specific week. Please answer the following questions and add other content regarding your experience as well.

How was your XN experience this week?
Describe a positive experience or a situation that was unexpected or something that requires correction or improvement. (Minimum 200 words)

Journal entries will be assessed each week on a 0-3 point scale. While there is a certain degree of subjectivity in the assessment process, the following guidelines will be employed:

Journal Entry Grading Rubric (Points) -
0.0 Student has not posted to the journal
1.0 Student only answered the initial question
2.0 Student answered the initial question - How was your XN experience this week? and a partial response to - Describe a positive experience or a situation that was unexpected or something that requires correction or improvement.
3.0 Student answered the initial question - How was your XN experience this week? Student also responded to - Describe a positive experience or a situation that was unexpected or something that requires correction or improvement. (Minimum 200 words)
Final Capstone XN Project Final Paper Overview:

- Focuses on you (individually) working with an organization on a specific issue/topic facing an organization, leaders and an industry within an organizational setting currently (2014 or newer).
- The topic must be based on field research, depict real life events and include situations that require the application of leadership principles learned throughout your undergraduate experience.
- This project should show evidence of how you (individually or in a team) integrate leadership-specific best practices and tools into experiential learning opportunities. The project must integrate leadership-specific best practices and tools into experiential learning opportunities offered in the program. A draft of the project is considered part of your grade.
- The project will be broken out into a 4-week planning period, 6-week action phase with sponsor with several deliverables required by student and sponsor throughout followed up by a 4-week compilation period.
- Students will be required to touch base once a week with updates to be posted on discussion boards and discussed during scheduled synchronous sessions.

Paper Outline:

(15%)
An outline is required to confirm the overall plan for accomplishing the project.

Draft paper:

(15%)
This project will require submission of a draft plan to the course instructor in addition to a final paper for feedback and assessment purposes at the close of semester. The draft should include up 950-1500 words or (3-5 pages).

Final Paper:

(30%)
Please follow the outline below and include all the required sections. (10 total pages)

Section 1 Executive Summary: Please note - the Executive Summary is written last and it is the first section of the final paper. The Executive Summary is a short one page, single spaced description of the situation (slated as your topic) that an organization, leaders and an industry within an organizational setting have faced. It must include the following:

- Introduction – provide a brief description of topic context (setting, individuals at play, your personal affiliation), and define the dilemma / situation.
- Background – providing the conditions of the topic in an organizational setting and its individuals at play. Demonstrate to the reader the intricacies of this situation and its impact on the organization, its’ people and the economy (if applicable).
- Theoretical Connection – provide a short synopsis of one leadership model/theory from each of your previous (4) courses you apply to this project through its theoretical lens.
- Data Impact – share a brief data analysis chart that demonstrates your topic/situations impact on an organization and/or its industry bottom-line.
✓ Conclusion – present key findings, decision maker’s points of view alongside your analysis of the solution.

✓ Exhibits – tables, spreadsheets and/or appendices.

**Section 2**
**The Analysis:** The written detailed analysis is the intellectual contribution of the document. The analysis outlines your key issues, identifies outcomes and provides the conceptual justification for your recommendation. Relevant references to leadership theory and practice and previous CPS leadership CORE Courses: (1) Assessing Your Leadership Capacity, (2) Leading and Managing Change, (3) Leading Teams Locally and Virtually, and (4) Evidence Based Leadership & Decision Making are necessary. *It must include the following in full detail:*

✓ **Introduction** – provide a full description of topic context (setting, individuals at play, your personal affiliation), and define the dilemma / situation.

✓ **Background** – present the full scope of conditions of the topic in an organizational setting and its individuals at play. Demonstrate to the reader the intricacies of this situation and its impact on the organization, its’ people and the economy.

✓ **Theoretical Connection** – give a detailed analysis of one leadership model/theory from each of your previous (4) courses you apply to this project through its theoretical lens.

✓ **Data Analytical Impact** – share a comprehensive data analysis chart that demonstrates your topic/situational impact on an organization and its industry bottom-line.

✓ **Case Connection** - provide justification of your topic, its relevance, validity and impact based on comparison to a similar case no older than 2000.

✓ **Link to Legislative Policy** – specific a particular legislative policy that is related to your topic with its organizational setting. What is the policy? Why is it relevant? Is your topic position to support the legislation or not?

✓ **Technology Implications** – the use of technology across the globe plays a key part in any situation from the classroom to the boardroom. Share at least one piece of technology (database, website, system, internet, etc.) that is related to your topic, its relevancy, and its impact now and in the future. Any strengths and/or weaknesses?

✓ **Conclusion** – present key findings, points of view alongside an analysis of the solution.

✓ **Appendixes** - include your table tables, graphs, etc., as well as, a short reflection on your learning and leadership development throughout your project and within this project.

✓ **References** - The analysis must include a bibliography (in APA format) of publications and documents that you used to compile your information and to analyze and prepare the case.

The final paper should include up to 3000 words (10 pages)

**Due:** Week 10: Final Paper Outline (15%)
**Due:** Week 11: Final Paper Draft (15%)
**Due:** Week 15: Final Paper (30%)
<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Above Standards=5</th>
<th>Meets Standards=4</th>
<th>Approaching Standards=3</th>
<th>Below Standards=2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Focus</strong></td>
<td>Original and focused topic that completely fits into a broader context of practical challenges while applying professional standards in the field.</td>
<td>Focused topic that adequately fits into a broader context of practical challenges while applying professional standards in the field.</td>
<td>Focused topic that generally fits into a broader context of practical challenges while applying professional standards in the field.</td>
<td>The topic minimally fits into a broader context of practical challenges while applying professional standards in the field.</td>
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<tr>
<td><strong>Connections to Experience</strong></td>
<td><strong>Connects relevant experience and academic knowledge</strong></td>
<td><strong>Meaningfully synthesizes connections among experiences from the classroom and outside of the formal classroom</strong> to deepen understanding of fields of study and to broaden own points of view.</td>
<td><strong>Effectively selects and develops examples of the work and life experience drawn from a variety of contexts to broaden own points of view.</strong></td>
<td><strong>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.</strong></td>
</tr>
<tr>
<td><strong>Inquiry and Analysis</strong></td>
<td><strong>Demonstrates extensive exploration of issues/objects/works through the collection and analysis of evidence to make well-informed conclusions/judgments.</strong> Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.</td>
<td><strong>Demonstrates adequate exploration of issues/objects/works through the collection and analysis of evidence to make informed conclusions/judgments.</strong> Organizes evidence to reveal important patterns, differences, or similarities related to focus.</td>
<td><strong>Demonstrates minimal exploration of issues/objects/works through the collection and analysis of evidence to make informed conclusions/judgments.</strong> Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.</td>
<td><strong>Does not demonstrate even minimal exploration of issues/objects/works through the collection and analysis of evidence and is unable to make informed conclusions/judgments.</strong> Lists evidence, but it is not organized and/or is unrelated to focus.</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td><strong>Demonstrates comprehensive exploration of issues and ideas before accepting or forming an opinion or conclusion.</strong></td>
<td><strong>Demonstrates moderate exploration of issues and ideas before accepting or forming an opinion or conclusion.</strong></td>
<td><strong>Demonstrates minimal exploration of issues and ideas before accepting or forming an opinion or conclusion.</strong></td>
<td><strong>Does not demonstrate exploration of issues and ideas before accepting or forming an opinion or conclusion.</strong></td>
</tr>
<tr>
<td><strong>Creative Thinking</strong></td>
<td><strong>Synthesizes ideas or expertise in original ways demonstrating a high degree of innovation, divergent thinking, and risk taking.</strong></td>
<td><strong>Synthesizes ideas or expertise in original ways demonstrating a moderate degree of innovation, divergent thinking, and risk taking.</strong></td>
<td><strong>Synthesizes ideas or expertise in original ways demonstrating a minimal degree of innovation, divergent thinking, and risk taking.</strong></td>
<td><strong>Does not synthesize ideas or expertise in original ways and does not demonstrate innovation, divergent thinking, and risk taking.</strong></td>
</tr>
<tr>
<td><strong>Strategic Thinking</strong></td>
<td><strong>Engages in conceptual, broad, and imaginative thinking to create approaches, plans, and actions designed to achieve future success.</strong></td>
<td><strong>Understand and prioritize organizational needs when problem solving. Self-advocate for opportunities in the workforce.</strong></td>
<td><strong>Navigate and explore job options and take the steps necessary to pursue opportunities. Identify areas of development needed for professional growth.</strong></td>
<td><strong>Communicate personal skills, strengths, and experiences relevant to career goals.</strong></td>
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Web Portfolio

Due: Week 15 - Web Portfolio (5%)

Connections must also be made within your web portfolio to show how your CPS undergraduate degree in leadership learning goals for this program have been mastered with the following CPS leadership CORE Courses: (1) Assessing Your Leadership Capacity, (2) Leading and Managing Change, (3) Leading Teams Locally and Virtually, (4) Evidence Based Leadership & Decision Making, and (5) Leadership Capstone Project have been mastered.

Demonstrate your foundational knowledge basis for each of the courses listed by providing either a synopsis of a course paper, upload a PowerPoint, etc. to show your competency at the undergraduate level in any way you decide, but indicate accordingly. For example, you’ve learned about ethics, decision-making, communication, organizational change, etc. You are flexible to illustrate whatever you like.

Being able to demonstrate mastery of undergraduate leadership principles, show relevancy in your examination of current issues, display your communication skills, utilize technology and lastly reflect upon your personal leadership skills and show a connection between your undergraduate leadership work and your leadership experiences.

The following categories should be included on your web portfolio:

- Home Page, including summary or purpose statement
- Biography
- Updated Resume
- Professional Experience Page
- Educational Background Page (Including: Training & Development)
- Publications | Presentations
- Testimonials (For example: Faculty, Peers, Work Colleagues, Community Members, etc.)
- Definition of Leadership
- Written Assignment that was completed throughout your leadership program (2)
- PowerPoint | Visual Aid that was completed throughout your leadership program (2)
- One Paragraph Synopsis of Learning Outcomes from the following CPS leadership CORE Courses: (1) Assessing Your Leadership Capacity, (2) Leading and Managing Change, (3) Leading Teams Locally and Virtually, (4) Evidence Based Leadership & Decision Making, and (5) Leadership Capstone Project.
- Links to more professionally related sources (LinkedIn, SlideShare, Articles You’ve Written, Websites, Video, etc.)
- Awards | Recognitions (Optional, but suggested)
- Photo (Optional, but suggested)
- Reflection on your personal and professional growth throughout your leadership program
- Contact Information (Optional, but suggested. Even an email address.)
- Reference Page (Citing any resources used, in particular to your CORE Courses Synopsis)
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPIC</th>
<th>TASK</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/8-1/14</td>
<td>Definition of Leadership</td>
<td>Discussion Board: Thursday Individual Post. Reply to other student posts before Sunday at midnight.</td>
<td>Due: Synchronous Check-In Kick-off (Time and Date TDB)</td>
</tr>
<tr>
<td>2</td>
<td>1/15-1/21</td>
<td>Definition of Leadership</td>
<td>Discussion Board: Thursday Individual Post. Reply to other student posts before Sunday at midnight.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/22-1/28</td>
<td>XN Project Work Kick-Off</td>
<td>Journal Entry due Sunday at midnight</td>
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<tr>
<td>4</td>
<td>1/29-2/4</td>
<td>XN Project Work Kick-Off</td>
<td>Journal Entry due Sunday at midnight</td>
<td>Due: Synchronous Check-In (Time and Date TDB)</td>
</tr>
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<td>5</td>
<td>2/5-2/11</td>
<td>XN Project Work</td>
<td>Journal Entry due Sunday at midnight</td>
<td>Due: Work on Web Portfolio - Biography, Resume, Professional Experience Page, Educational Background page</td>
</tr>
<tr>
<td>6</td>
<td>2/12-2/18</td>
<td>XN Project Work</td>
<td>Journal Entry due Sunday at midnight</td>
<td>Review syllabus for details on final project. Begin final project outline.</td>
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<td>7</td>
<td>2/19-2/25</td>
<td>XN Project Work</td>
<td>Journal Entry due Sunday at midnight</td>
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<td>8</td>
<td>2/26-3/4</td>
<td>XN Project Work</td>
<td>Journal Entry due Sunday at midnight</td>
<td>DUE: Work on Web Portfolio - Portfolio testimonials, one paragraph</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Activities</td>
<td>Assignments</td>
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<td>9</td>
<td>3/12-3/18</td>
<td>XN Project Work</td>
<td>SPRING BREAK No Online Assignments</td>
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<td>Journal Entry due Sunday at midnight</td>
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<td>Due: Synchronous Check-In (Time and Date TDB)</td>
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<td>10</td>
<td>3/19-3/25</td>
<td>XN Project Work</td>
<td>Journal Entry due Sunday at midnight</td>
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<td>Due: Final Paper Outline (15%)</td>
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<td>11</td>
<td>3/26—4/1</td>
<td>XN Project Work</td>
<td>Journal Entry due Sunday at midnight</td>
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<td>Due: Final Paper Draft (15%)</td>
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<td>12</td>
<td>4/2-4/8</td>
<td>XN Project Work</td>
<td>Journal Entry due Sunday at Midnight</td>
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<td>Due: Synchronous Check-In (Time and Date TDB)</td>
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<td>13</td>
<td>4/9-4/15</td>
<td>FINAL Project and Portfolio</td>
<td>Work on Final Project and Portfolio</td>
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<tr>
<td>14</td>
<td>4/16-4/22</td>
<td>FINAL Project and Portfolio</td>
<td>Work on Final Project and Portfolio</td>
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<tr>
<td>15</td>
<td>4/23-4/28</td>
<td>FINAL Project and Portfolio</td>
<td>Due: Final Capstone XN Project (10 page final paper) Due FRIDAY at Midnight (30%)</td>
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<td>Due: Web Portfolio Due FRIDAY at Midnight (5%)</td>
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**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.

**Academic Integrity | Plagiarism:**
A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive
the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields.

Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

**Student Accommodations:**
Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit http://www.northeastern.edu/drc/getting-started-with-the-drc/.

**Library Services:**
The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information, visit http://library.northeastern.edu/.

**Tutoring Services:**
Tutoring can benefit skilled professionals and beginning students alike. NU offers many opportunities for you to enhance your academic work and professional skills through free one-on-one academic support on and off campus. Tutoring is available in multiple subject areas.

For more information, visit http://www.cps.neu.edu/student-resources/tutoring-services.php.

**Northeastern University Online Technical Help:**
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or visiting the online Support Center. Support via e-mail is also available within one business day at NUOnline@neu.edu.

**Undergraduate Catalog:**
The College of Professional Studies Undergraduate Catalog is a reference/resource with information about curricula, resources, and academic and student policies.

For more information, visit http://www.cps.neu.edu/student-resources/.