*Instructors’ Note:*

Please customize each section of the syllabus, and then remove the instructors’ notes (in red text) from each section by highlighting the red text and then pressing Delete. Some sections provide sample text and instructions; others are self-explanatory and therefore, empty, for you to fill in as needed. Pay particular attention to the sections highlighted in yellow.

|  |  |
| --- | --- |
| **Course Number:** |  |
| **Course Name:** |  |
| **CRN:** |  |
| **Quarter / Year:** |  |
| **Term Length** |  |
| **Start / End Dates** |  |
| **Course Format:** | Online, Hybrid, In-Person |
| **Instructor Name:** |  |
| **Instructor E-mail:** | Only use your Northeastern University email address |
| **Instructor Phone Number:** | Providing your phone number is optional. |
| **Office** | Also, listing good times to call is a useful way of replacing the day college practice of keeping office hours. |

*Instructors’ Note:*

When providing term dates, note the course duration as 4 weeks, 6 weeks, 8 weeks, etc.

You can find term dates with your contract documents or on the Registrar website/Calendar page. [Northeastern Registrar Calendar](http://www.northeastern.edu/registrar/calendars.html)

# Technical Requirements

In order to access this course, you will need a Northeastern University’s College of Professional Studies online **Blackboard** account, which can be obtained via the following link: <https://northeastern.blackboard.com/> Additional technical requirements include access to Adobe Acrobat and PowerPoint. Please see the Technical Help section of the course in Blackboard.

Each student is expected to be responsible for his or her access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

*Note regarding e-mail/voicemail:* If you e-mail me, please include your name and class title. Please allow up to 48 hours for an email reply. All class correspondence will go to your assigned NEU email account. Any emails being sent to the whole class will go to your NEU email. It is mandatory you use your NEU/Husky email account when contacting your instructor. If you leave me a voicemail, please remember to include your name, class title, and phone number.

# Required Text(s)/Software/Tools:

Instructors’ Note:

For text(s), include: Edition, Author, Publisher, and ISBN. For software, include the version.

If your course uses multimedia or voice tools, or requires a webcam, include a statement requesting that students purchase a headset. For example: This course contains audio material and in some instances, you may be asked to participate in audio-based activities, such as a Voice Discussion Board. A headset (headphones plus microphone) will allow you to hear and record audio. The Logitech ClearChat Comfort USB Headset, or the Plantronics Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com. This course may also require a webcam. Webcams can be purchased at online vendors such as amazon.com

# Course Prerequisites

*Instructors’ Note:*

Locate your course listing online at [the CPS course listings page](https://www.northeastern.edu/registrar/cdr.html) to find and provide here course prerequisites and other requirements.

# Course Description

*Instructors’* Note:

Please use the current course description as it appears on [the CPS course listings page](https://www.northeastern.edu/registrar/cdr.html).

# Program Student Learning Outcomes (SLOs)

*Instructors’ Note:*

Provide the program level SLOs (skills / academic content) that are assessed over the duration of the program. Indicate which SLOs are applicable to this course and the Level of Student Attainment (Introducing, Developing, and/or Practicing) for the course. Indicate if any “Signature Assignments” (program assessment of student mastery of an SLO) will take place in this course.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Specialized Knowledge** | **Broad and Integrative Knowledge** | **Applied and Collaborative Learning** | **Civic and Global Learning** | **Experiential Learning** |
| **SLO 1** | **SLO 2** | **SLO 3** | **SLO 4** | **SLO 5** |
| Provide the program-specific descriptors for each SLO |  |  |  |  |

# Course Outcomes (COs)

*Instructors’ Note:*

Provide concise, graduate level appropriate performance-oriented learning goals that students are expected to achieve upon successful completion of the course. A strong connection to the program SLOs should be made here. We recommend presenting them as a bulleted list.

Students should be told what they will learn if they seize upon the opportunity to learn, not what they will learn unconditionally. Outcomes depend upon completing a given course successfully. Please note that, here as in “Course Description” above, there should be **no descriptive language that specifies or implies deliverables**. So, for example, instead of a statement like the following: “Students will become conversant with and knowledgeable about the major historical forces that have shaped Eastern Europe from the end of the Middle Ages through the present,” a statement like the following might be substituted: “Students will identify and describe the major historical forces that have shaped Eastern Europe from the end of the Middle Ages through the present.”

The former statement provides grounds for consumerist litigation if the student does not become conversant with and knowledgeable about the course’s subject matter. The latter statement places the opportunity to learn and the responsibility for doing so squarely where both should be placed: with the student. Also note that the latter statement aligns with a discussion board activity or other assignment.

# Course Methodology

*Instructors’ Note:*

This is a sample summary of the general course workflow and structure in Blackboard. You should also explain how much time students will spend reading, researching, participating in online discussions, completing assignments, tests, and presentations, etc.

Each week, you will be expected to:

1. Review the week's learning objectives.   
2. Complete all assigned readings.  
3. Complete all lecture materials for the week.   
4. Participate in the Discussion Board.  
5. Complete and submit all assignments and tests by the due dates.

# Participation/Discussion Board

*Instructors’ Note:*

Set participation expectations for the students here. Tell students:

* How much participation in the discussion board is required; we recommend that each week students must post at least one “primary response” early in the week (answering discussion questions pertaining to course content and/or assignments) and two secondary responses later in the week (additional actions and/or responses to other students’ posts).
* How much participation is worth (it should be at least 20-30% of the total course grade).
* When responses to the discussion board are due.
* What types of responses are required (content, tone, quantity, and quality).

The Discussion Board is a space for academic exchanges. As a result, you must check for proper and exacting punctuation, spelling, and grammar. In addition, you must reference all outside sources in correct citation format. It is crucial that all participants maintain a high regard for proper decorum in the Discussion Board. A grading rubric for Discussion Board responses is provided.

Please treat your classmates and the instructors with the utmost respect. Inappropriate posts will be removed immediately. The instructor reserves the right to penalize students for repeated violations of the participation policy within a course.

In the discussion board and in class, high quality contributions advance the class discussions and do not simply summarize the material that was assigned. Quality contributions take into account not only the instructor’s questions but also your classmates’ contributions.

# Communication/Submission of Work

*Instructors’ Note:*

These are sample instructions for how students submit work directly to you.

Set expectations for how students should communicate with you and with each other. Encourage students to post content-oriented communication in the Discussion Board instead of in e-mail so that all students can benefit from each other’s learning.

In the Assignments folder, click on the View/Complete Assignment link to view and each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on My Grades in the Tools module from the Northeastern University Online Campus tab.

# Grading/Evaluation Standards

*Instructors’ Note:*

Tell students how their work will be evaluated and how assignments, quizzes, tests, participation, etc. will be weighted. Be specific.

Assign precise numerical values to all work that will be evaluated for the student’s final grade in the course, taking care that the numerical values add up to or may be converted to 100%. Please be specific about the course policy for work that is late without an excuse or for missing class (and class participation).

Students have a right to know what an instructor will be looking for in the work that they submit. Include a succinct and concrete statement of your evaluation standards, closely linked with and making reference to the discussion of grading system in the [University Catalog](http://catalog.northeastern.edu/). Also, you should have the reasonable expectation that students’ written work be clear, comprehensible, and competently produced – please include a statement to that effect here.

GUIDELINES FOR TERM PAPER/FINAL PROJECT/FINAL REPORT (if any):

You may also distribute these guidelines as a detailed, separate document. In fact, doing so at the appropriate time in the term can help lower students’ stress and anxiety at the beginning of the term. However, include at least a general initial statement of what the final piece will be, what its methodology will consist of, and how long it will be.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ASSIGNMENT / ASSESSMENT** | **Due Date** |  | **TOTAL**  **POINTS** | **TOTAL**  **%** |
| **Discussion Board**  Participation  (DQ = Discussion Question) | **WEEKLY–**   * ***“Primary Responses”* for each Discussion Thread** due by Wednesday, 11:59 PM (EST). * ***2-3 “Secondary Responses”* for each Discussion Thread**due by Sunday, 11:59 PM (EST). | **WEEK** |
| 1 |  |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
|  |  | *7* |  |  |
| *8* |  |
|  |  | *9* |  |  |
| *10* |  |
| *11* |  |
| *12* |  |
|  |  | **TOTAL:** |  | ***20-30* %** |
| **#1** [Title / Brief Description] | **Due on Sunday of Week 3 @ 11:59 PM EST** | |  | **%** |
| **#2** [Title / Brief Description] | **Due on Sunday of Week 5 @ 11:59 PM EST** | |  | **%** |
| **#3** [Title / Brief Description] | **Due on Sunday of Week X @ 11:59 PM EST** | |  | **%** |
| **#...etc.** [Title / Brief Description] | **Due on Sunday of Week X @ 11:59 PM EST** | |  | **%** |
| **#...etc.** [Title / Brief Description] | **Due on Sunday of Week X @ 11:59 PM EST** | |  | **%** |
|  | **Total:** | |  | **100%** |

**Grading Scale:**

The final grade reported will be broken down by the following scale:

|  |  |  |  |
| --- | --- | --- | --- |
| 95-100% A | 87-89.9% B+ | 77-79.9% C+ | 69.9% or below F |
| 84-86.9% B | 74-76.9% C |
| 90-94.9% A- | 80-83.9% B- | 70-73.9% C- |

**Class Schedule / Topical Outline**

*Instructors’ Note:*

Enter dates for the term. Note that each week runs from Monday through Sunday with the exception of the last week of the term, which ends on Saturday. If needed, right-click on a table row to delete or add rows to include the correct number of weeks in the term (PC) or select the table and click “Table” at the top in Word then choose Insert > Rows below (Mac). If the class is blended or hybrid, indicate which weeks, topics, and/or assignments take place on ground and which take place online. If possible, include assigned chapters for each week from assigned reading(s).

You can find term dates with your contract documents on [the Registrar calendar page](http://www.northeastern.edu/registrar/calendars.html).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Dates** | **Topic of Instruction** | **Assignments** | **Connection(s) to COs / SLOs** | |
| 1 | Week start – Week end | Intro to topic |  |  |  |
| 2 | Week start – Week end | Policy basics | Policy paper (Due Sunday, date, @ 11:59PM EST) | CO1, CO2 | SLO 5 |
| 3 | Week start – Week end |  |  |  |  |
| 4 | Week start – Week end |  |  |  |  |
| 5 | Week start – Week end |  |  |  |  |
| 6 | Week start – Week end |  |  |  |  |
| X | Week start – Week end |  |  |  |  |

# Academic Integrity Policy

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 integrity; the complete policy is available on the [Office of Student Conduct and Conflict Resolution web page](http://www.northeastern.edu/osccr/academic-integrity-policy/).

***Cheating*** – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise

***Fabrication***– intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise

***Plagiarism***– intentionally representing the words, ideas, or data of another as one’s own in any academic exercise without providing proper citation

***Unauthorized******collaboration*** – instances when students submit individual academic works that 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 independent work.

***Participation in academically dishonest activities*** – any action taken by a student with the intent of gaining an unfair advantage

***Facilitating academic dishonesty*** – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the [Office of Student Conduct and Conflict Resolution web page](http://www.northeastern.edu/osccr/academic-integrity-policy/).

# College of Professional Studies Policies and Procedures

# For comprehensive information, please see the [Registrar University Catalogs page](http://www.northeastern.edu/registrar/catsugd.html) as well as the [Student Resources](http://www.cps.neu.edu/student-resources/) page of the [Northeastern University College of Professional Studies](http://www.cps.neu.edu/) website.

# Student Accommodations

# The College of Professional Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical).  To ensure access to this class, and program, please contact The Disability Resource Center (<http://www.northeastern.edu/drc/>) to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical or lab settings.  Accommodations are not provided retroactively so students are encouraged to register with the Disability Resource Center (DRC) as soon as they begin their program. The College of Professional Studies encourages students to access all resources available through the DRC for consistent support.

**Resources for International Students**

The list below includes some resources at Northeastern University to support international students.

**Global Student Success (GSS)**

Website: <http://www.cps.neu.edu/gss>

* Global Student Success supports the success of international students at Northeastern University.    GSS provides international students with high-quality language, academic and cultural support.  Below are the resources that fall under GSS.

[**International Tutoring Center**](http://www.cps.neu.edu/student-resources/gss/gss-itc-1.php)**(ITC)**

The ITC offers both English as a Second Language (ESL) tutoring and language and culture workshops. Services are available in-person and online.

* **ESL Tutoring:** Provides high-quality comprehensive English language and academic support for international students through 50-minute individual and group tutoring appointments. Sessions focus on areas including academic writing, listening, speaking, reading and TOEFL preparation. ITC also offers conversation tutorials on various topics.
* **Language and Culture Workshops:** The workshops cover English language skills, American culture, and general tips for academic success. There are in-person and recorded workshops.
* [**Listening & Speaking Classes**](http://www.cps.neu.edu/student-resources/gss/gss-listening-speaking-class.php)– These courses offer listening and speaking practice for students to improve their pronunciation, listening comprehension and speaking skills. College of Professional Studies students register via MyNEU.

**International Student & Scholar Institute (ISSI)**

Website: <http://www.northeastern.edu/issi>

* ISSI is committed to being an active resource to the university’s community of international students, scholars and their families.  The staff provides professional expertise and advice to ensure that students maintain compliance through their immigration, academic and employment experiences. They also offer cultural and fun activities throughout the year to help students be more engaged with the Northeastern and broader community.

**Accent & Communication Training**

Website: <http://www.northeastern.edu/bouve/csd/clinic/accent-and-communication-training-act/>

* The Accent & Communication Training is for non-native speakers of English who want to enhance their communication skills in academic, professional, and social situations.  It is offered through the Department of Speech-Language Pathology and Audiology at Northeastern University's Bouvé College of Health Sciences.

**Northeastern University Writing Center**

Website: <http://www.northeastern.edu/writingcenter/>

* The Northeastern University Writing Center is housed in the Department of English within the College of Social Sciences and Humanities.  It is open to any member of the Northeastern community and exists to help any level writer from any academic discipline.

**NUCALLS**

Website: <http://www.nucalls.neu.edu/>

* NUCALLS is a student organization at Northeastern University that is dedicated to offering free language classes to the Northeastern community. Students who are interested in improving their English language or other foreign language skills can take advantage of these resources.

# 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 class, please take the time to complete the evaluation survey at [**the NEU EvaluationKit website**](https://neu.evaluationkit.com/) . Your survey responses are **completely confidential**. Surveys will be open for the last two weeks of the class. An email will be sent to your HuskyMail account notifying you when surveys are available.

# Online Proctoring

In this class, some tests may be administered remotely by an online authentication and proctoring service called Examity®, which gives you the flexibility to schedule exams at your convenience and take them wherever you want.

To prepare for using Examity®, you will need to meet the following technical requirements:

* Working webcam and microphone which can be tested at [www.testmycam.net](http://www.testmycam.net)
* An Internet connection of at least 3Mbps ([www.speedtest.net](http://www.speedtest.net))
* Chrome/ Mozilla/ Safari/ Internet Explorer/ Microsoft Edge browser
* Up to date Operating system (Windows or Mac OS)

Please click on the link below to run an automated systems check:

[Examity Computer Readiness Check](http://prod.examity.com/systemcheck/ComputerReadinessCheck.aspx)

If you do not pass the systems check or have any questions or concerns, you can contact Examity’s® technical support team 24/7 via email at [support@examity.com](mailto:support@examity.com) or phone at (855) 392-6489.  Please tell your instructor immediately if your computer/equipment does not meet the standard to use online proctoring.

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