

**Course Syllabus**

# Course Information (Required)

|  |  |
| --- | --- |
| Course Title | **COP 6940: Personal and Career Development** |
| Course Number (CRN) |  |
| Term and Year | **Summer 2021** |
| Start and End Dates | **July 12 Start** |
| Credit Hours | 3 |
| Course Format | **Online** |
| Location | Online: Canvas |
| Meeting Days/Times |  |

# Instructor Information (Required)

|  |  |
| --- | --- |
| Full Name | Lucy Fitzpatrick |
| NEU Email Address | l.fitzpatrick@northeastern.edu |
| Office Hours | Email me for an appointment anytime! |

**Second Point of Contact (Required-Program Faculty Director or Lead or Principal Instructor)** *In the event that some concern about the course arises and is not addressed by the instructor, please contact:*

|  |  |
| --- | --- |
| Full Name | **Dr. Darin Detwiler, CPS Assistant Dean** |
| NEU Email Address | **d.detwiler@northeastern.edu** |

# Technical Requirements

* Courses are available on Northeastern University’s **CANVAS** at the following link:<https://canvas.northeastern.edu/> . Technical support can be reached at 617-373-4357 (xHELP) or help@northeastern.edu. Be sure to consult the [Support and Services](https://northeastern.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_160_1) tab in Canvas for technical requirements and support resources.
* Each student is 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, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number.

# Course Prerequisites

Students shall have completed INT 5900 (or equivalent). Students must be participating in a co-op in order to be registered for this course.

# Course Description

Offers a companion course to an internship or co-op. Offers students an opportunity to use the work experience along with this course to (1) clarify vision of a successful professional and personal future and identify goals to creating that vision; (2) identify strengths, weaknesses, and communication and conflict-management preferences; (3) design a career action plan; and (4) develop and practice articulating professional goals, personal brand, and knowledge and experience gained from the co-op. Encourages students to engage in a combination of (1) introspection; (2) critical reflection on experiences in the workplace and with online collaborative learning and group behavior; (3) learning to identify and analyze career and personal development opportunities in the external environment; and (4) practicing communication, relationship building, conflict management, and leadership skills. Requires permission of the CPS Office of Cooperative Education.

# Course Materials

Adler, A. (2020). Courageous Career Change: Fearlessly Earn the Executive Role You Deserve. ISBN: 978-8-56118-713-1

# Self-Authored Integrated Learning Alignment (SAIL)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FRAMEWORK** | **DEFINITION** | **STUDENTS WITH THIS ATTRIBUTE IN THIS COURSE** | **SKILL SETS IN THIS COURSE** | **CONNECTIONS**  **IN THIS COURSE** |
| ***GLOBAL MINDSET***  **[G]** | Knowledge, skills and behaviors to live, work and communicate  with people whose backgrounds,  experiences and perspectives are different from their own as well as to consider the global impact of their decisions. | Make decisions and personal choices that reflect an understanding of global repercussions, including environmental, societal, cultural, political, and economic  Articulate how exposure to multiple worldviews has impacted one’s own perspectives and ways of being. | Cultural Agility Systems Thinking | Journaling, Discussion Boards  / Reflections |
| ***PROFESSIONAL &***  ***PERSONAL***  ***EFFECTIVENESS* [P]** | Confidence, skills, behaviors and values to effectively discern life goals, form relationships and shape their personal and professional identities to achieve fulfillment. | Critically and systematically analyze pertinent information to make decisions and/or solve problems  Continually reflect on learning and experience, seek feedback and take actions to achieve professional and/or personal goals  Persevere through setbacks and disappointment constructively | Networking  Organization  Strategic Thinking | Career documents, Job interviews, Discussion Boards  / Reflections |
| **Well-Being [W]** | Knowledge, skills and behaviors necessary to live balanced and fulfilling lives. | Continually reflect on and align behavior with personal values, beliefs, meaning and purpose. | Self-Care  Self-Control | Journaling, Discussion Boards  / Reflections |

# Course Learning Outcomes

*By the end of the course, students should be able to:*

|  |  |  |
| --- | --- | --- |
| **CLO** | **Description** | **Alignment with SAIL** |
| CLO1 | Reflect on experiences during Co-Op / Internship | **W, P** |
| CLO2 | Identify equity and conflict-management concerns, resources, and support | **G, W, P** |
| CLO3 | Identify and reflect on Career Values based on Co-Op experiences | **G, W, P** |
| CLO4 | Identify and reflect on Strengths and Skills based on Co-Op experiences | **W, P** |
| CLO5 | Identify and reflect on Personal and Career Development based on Co-Op experiences | **W, P** |
| CLO6 | Conduct and reflect on an interview with a leader from Co-Op experience | **W, P** |
| CLO7 | Create / update “MyStory” on Northeastern University SAIL platform | **W, P** |
| CLO8 | Revise Career Development Portfolio items based on Co-Op experiences | **W, P** |
| CLO9 | Engage in Discussion Board and/or in-class discourse with diverse students, provide peer feedback, and reflect on topics, perspectives, and student learning | **G, W, P** |

# Expectations

• Workload o One (1) academic credit requires 50 minutes a week of classroom or faculty instruction and about two hours of out of class student work for a 15-week course; 100 minutes a week of classroom or direct faculty instruction and about 3.5 hours of out of class student work for a 7.5-week course.

* For a three-credit course, students should expect 2.5 hours a week of classroom or faculty instruction and a minimum of 5 hours of out of class student work for a 15-week course; 5 hours of classroom or direct faculty instruction and a minimum of 10 hours of out of class student work for a 7.5-week course.
* APA citations

**Attendance Policy**

# Policy on late work

Assignment and activity due dates are articulated in the syllabus. Late submission of work up to 24 hours after due date / time will result in deduction of 10%. Late submission of work 24-48 24 hours after due date / time will result in deduction of 20%. Student work will not be accepted beyond 48 hours after due date / time.

# Course Methodology

In each module, students are expected to:

* Review and understand the module learning objectives
* Review the Lessons and Resources materials for “Career Development Learning” and for “Portfolio Development”
* Complete and submit all module assignments by due date
* Participate in all in-class activity and/or Discussion Board Threads (as per expectations below)
* Review supplemental materials as posted
* Complete weekly Co-Op reflection / Journal by end of each week (not submitted, but for later use.)

**Participation/Discussion Board** [ALL STUDENTS – ALL COURSE DELIVERY MODES]

* At least one **Primary response per question** is due by 11:59 PM EST on Wednesdayof each week
* At least two **secondary response per question** are due by 11:59 PM EST on Sundayof each week

To facilitate interaction, students are expected to review the online postings on a regular basis even after they have posted their own minimum required postings. 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 (and/or Academic Integrity 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. Please be mindful that the Discussion Board is a space for academic exchanges. As a result, students are accountable for using proper and exacting punctuation, spelling, and grammar. In addition, you may be required to 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.

**Evaluation Standards**

# Grading

Graduate Programs Final Grading 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- |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **ASSIGNMENT / ASSESSMENT** |  | **PTS** | **%** |
| **ALL** | **Discussion Board** Weekly Participation  12 weeks X 10 points each week (70 points total)  *\*Adjustment for summer (8 weeks) – you are only required to submit discussion boards for weeks 1-7. You are automatically awarded 50 PTS.* |  | 120 | 12% |
| 1 | - |  | - | - |
| 2 | - |  | - | - |
| 3 | **Career Values [Worksheet]** |  | 50 | 5% |
| **Equity and Compliance [Module]** (view brief videos and complete quick practice) |  | - | - |
| 4 | **Co-Op Reflection** **[Paper]** (Combine elements from weeks one through four reflection / Journal. Also, include discussion related to career values.) |  | 150 | 15% |
| 5 | **Personal and Career Development Plan - initial draft [Worksheet]** |  | 50 | 5% |
| 6 | - |  | - | - |
| 7 | **Skills and Strengths [Worksheet]** |  | 50 | 5% |
| 8 | **Co-Op Reflection** **[Paper]** (Combine elements from weeks five through eight reflection / Journal. Also, include discussion related to Personal Career Development Plan as well as skills and strengths.) |  | 150 | 15% |
| 9 | **SAIL “MyStory” [Paper]**  *Adjustment for summer (8 weeks) – this assignment is* ***canceled!*** *You are automatically awarded 80 PTS.* |  | 80 | 8% |
| **Personal and Career Development Plan- final draft [Worksheet]** |  | 50 | 5% |
| 10 | - |  | - | - |
| 11 | **Leadership Interview [Paper or Video]** *Adjustment for summer (8 weeks) – this assignment is* ***canceled!*** *You are automatically awarded 150 PTS.* |  | 150 | 15% |
| 12 | **Co-Op Reflection [Paper]** (larger reflection on entire Co-Op. Discuss thoughts on how to describe your experiences when crafting career development portfolio and applying for a job. Also, include discussion related to how this experience relates to your degree program.) |  | 150 | 15% |
|  |  | TOTAL: | 1000 | 100% |

**SUMMARY OF ASSIGNMENTS:**

**Co-Op Reflections:** Twice during the quarter, submit a 2- to 3-page paper (no cover page or works cited pages) in which you identify your Co-Op, summarize your experiences of the past two weeks, and address elements from your weekly reflection/journal. Include elements as specifically listed for each reflection assignment. Submit electronically via Canvas.

**Career Values:** Complete a worksheet (provided) that asks you to identify and reflect. Submit electronically via Canvas.

**Skills and Strengths:** Complete a worksheet (provided) that asks you to identify and reflect. Submit electronically via Canvas.

**Personal and Career Development Plan:** Complete a worksheet (provided) that asks you to identify and reflect. This same worksheet is completed twice to document progress over the course of your Co-Op experience. Submit electronically via Canvas.

**SAIL “MyStory”:** Create/Update online in the SAIL Platform. Write a 1-page reflection / observation of what this story shows and be sure to include a screen capture in your document.

**Leadership Interview:** Submit a 3- to 4-page paper or a 10- to 15-minute video. Introduce a person in a leadership position from your Co-Op. Ask 1 to 2 questions for each of these categories: Career Values, Personal and Career Development, Skills and Strengths, and Leadership. Students will propose, in an earlier discussion board thread, their questions along with a few names of people to interview. Students will post their interview deliverable in the discussion boards for other students to view and discuss. Submit electronically via Canvas.

**Final Co-Op Reflection:** Submit a 4- to 6-page paper that is more inclusive and includes the overall experience with a discussion of how this related to your degree program as well as thoughts on next steps in your personal and career development. Submit electronically via Canvas.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **MODULE / WEEK** | **CAREER DEVELOPMENT LEARNING** | | | **CAREER AND PROFESSIONAL PORTFOLIO DEVELOPMENT** | | **MODULE ASSIGNMENTS** |
| **NORTHEASTERN UNIVERSITY LEARNING MATERIALS** | **CPS**  **“FACULTY DISCUSS” SERIES** | **DISCUSSION**  **BOARD**  **ENGAGEMENT /**  **PARTICIPATION ACTIVITIES** | **CPS**  **“PERSONAL AND**  **CAREER**  **DEVELOPMENT”**  **SERIES** | **DISCUSSION**  **BOARD**  **ENGAGEMENT /**  **PARTICIPATION ACTIVITIES** |  |
| 1. Feedback and Growth | [“7 Things You Should Do the First Week of a New Job.”](https://www.northeastern.edu/graduate/blog/starting-a-new-job-advice/)  [“Showing Up Today for Tomorrow” Alicia Payne (NU alumna)](https://youtu.be/2kKlrGRbx9o) | - | Introduction, Growth and Feedback | **Prepare** to craft your Career  Development  Portfolio | Preparing / Starting  Co-Op and Career  Portfolio  CH 1-3 | - |
| Communication2. Effective | [“12 Communication Skills That Will Advance Your Career.”](https://www.northeastern.edu/graduate/blog/corporate-communication-skills/) | - | Communication | **Craft** - Stop Writing  Your Resume | Resume  CH 4 | - |
| 3. Values and Equity | [“5 Strategies for Resolving Employee-](https://www.northeastern.edu/graduate/blog/how-to-resolve-employee-manager-conflict/)  [Manager Conflict.”](https://www.northeastern.edu/graduate/blog/how-to-resolve-employee-manager-conflict/)  NORTHEASTERN UNIVERSITY OFFICE FOR  UNIVERSITY EQUITY AND COMPLIANCE [TITLE IX]   1. [Recognizing Sexual Harassment and Gender-Based Harassment](https://northeastern.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=8850632c-f104-47d2-a46d-ac46013bb8af)   [4:17]   1. [Strategies for Responding to Sexual and/or Gender Based](https://northeastern.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=2596c176-87b6-4405-ab2f-ac46013d45fc)   [Harassment [](https://northeastern.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=2596c176-87b6-4405-ab2f-ac46013d45fc)6:16]   1. [Rights and Resources [](https://northeastern.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=077ad18c-f6ec-4e9b-888c-ac46013f9a6d)3:12] 2. Module: “Get Informed!” | - | Values / Equity | **Craft** - Strategy for Success | Career  Development  Strategy  CH 5 | Career Values  [Worksheet]    Equity and Compliance  [Module] |
| 4. Cultural Competence | [“How to Improve Cross-Cultural](https://www.northeastern.edu/graduate/blog/cross-cultural-communication/)  [Communication in the](https://www.northeastern.edu/graduate/blog/cross-cultural-communication/)  [Workplace”](https://www.northeastern.edu/graduate/blog/cross-cultural-communication/) | - | Culture | **Craft** - Preparing an  Outstanding  Resume | Resume  CH 6 | Co-Op Reflection [Paper] |
| Communication5. Cross-Cultural | [“How to Determine Cultural Fit](https://www.northeastern.edu/graduate/blog/the-importance-of-cultural-fit/)  [During the Interview Process”](https://www.northeastern.edu/graduate/blog/the-importance-of-cultural-fit/) | - | Cross-Cultural  Communication | **Craft** - Writing an  Exceptional Cover  Letter | Cover Letter CH 7 | Personal and Career  Development Plan -  Initial Draft  [Worksheet] |
| 6. Communicating Global  Ideas | [“The Importance of Cultivating](https://www.northeastern.edu/graduate/blog/cultural-awareness-at-work/)  [Cultural Awareness at Work”](https://www.northeastern.edu/graduate/blog/cultural-awareness-at-work/) | ***Cultural***  ***Competence***  [Fiona Creed](https://youtu.be/3MHnvFyiW1Q) | Cross-Cultural  Communication | **Craft** - Executive  Resume Writing for  Entrepreneurs | Resume  CH 8 | - |
| 7. Resourcefulness / Initiative  Help-Seeking / | Northeastern University Employer Engagement and Career Design  (Resources) | - | Resourcefulness /  Self-Initiative  Mentality | **Craft** - Working with a Resume Writing Source | Career  Development  Resources  CH 9 | Skills and Strengths [Worksheet] |
| 8. Networking | [“7 Tips for Becoming an Effective Networker.”](https://www.northeastern.edu/graduate/blog/how-to-network-effectively/) | ***Professional Networking***   * [Connie Emerson](https://youtu.be/ZscforSRedA) * [Varsha Kulkarni](https://youtu.be/cPQtcynhC_o) | Benefits of Networking | **Network** - Connect  for Success (OFF-LINE) | Networking Ideas CH 10 | Co-Op Reflection [Paper] |
| Professional Image9. Personal Branding / | [“10 Tips for Building a Personal Brand and Boost Your Career.”](https://www.northeastern.edu/graduate/blog/tips-for-building-your-personal-brand/)  [“The Risk You Must Take” Dr. Kristen Lee *(CPS Professor)*](https://www.ted.com/talks/dr_kristen_lee_the_risk_you_must_take)  [Evaluating your Online Presence](https://careers.northeastern.edu/article/social-media-and-digital-branding/) [07:05]  [Improving your Online Presence](https://careers.northeastern.edu/article/social-media-and-digital-branding/) [08:04] | ***Developing your***  ***Professional Image***   * [Youngbok Ryu](https://youtu.be/g0YTnEqFUC8) * [Deb Colameta](https://youtu.be/goSPmwDcs_c) * [Amanda Gentile](https://youtu.be/RpKIaGIZKWM) | Professional Image | **Network** – LinkedIn (ONLINE) | Share / Feedback on LinkedIn Profile  for revision  CH 11 | SAIL “MyStory”  [Paper]    Personal and Career  Development Plan Final Draft  [Worksheet] |
| 10. Vision, Goal Setting  and Meaningful Work | [“Making Mondays Meaningful” Nalani Genser (NU alumna)](https://youtu.be/NMCV0HKXY6A) | - | Goal-minded job search | **Apply** - The Tactical Search | Job Search best practices  CH 12 | - |
| 11. Self-Efficacy / Confidence | [“The Muscle of Reinvention: Building on Past Identities” Rachel Cossar *(NU alumna)*](https://youtu.be/ZzxZ28yU5_U) | - | Self- Advocate Mentality | **Apply** - Working with Recruiters | Resources CH 13 | Leadership Interview [Paper or Video] |
| 12. Teamwork / Leadership | NORTHEASTERN UNIVERSITY EMPLOYER  ENGAGEMENT AND CAREER DESIGN  [(Resources)](https://careers.northeastern.edu/group/job-search/) | ***Teamwork***   * [John Terpinas](https://youtu.be/vTHRdS9SMBg) * [Dave Hagen](https://youtu.be/C8AdzsCQByQ) * [Connie Emerson](https://youtu.be/eiGFfvFDgdo) | Teamwork | **Apply** – The Interview | Applying for a job  CH 14  Co-Op Reflection | Final Co-Op Reflection [Paper] |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **GRADING RUBRIC: Discussion Board Participation** | | |  |
| **Criteria** | **EXCEEDING**  **STANDARDS**  **100%** | **MEETING**  **STANDARDS**  **80%** | **APPROACHING**  **STANDARDS**  **50%** | **BELOW**  **STANDARD**  **25%** |
| **COMPREHENSION**  **Weight**  **25%** | Explains key concepts in one's own words and illustrates understanding of material via unique examples and personal perspective. | Explains key concepts in one's own words **and illustrates**  **understanding of material by citing examples.** | Able to explain key concepts in one's own words. | Unable to put key concepts in one's own words. |
| **ENGAGEMENT**  **Weight**  **25%** | Adds substantive information, asks meaningful questions to peers, and provides substantive responses. | Adds substantive information to the discussion **and asks**  **meaningful questions to peers.** | Adds substantive information to the discussion. | Does not add substantive information to the discussion. |
| **CONNECTIONS**  **Weight**  **25%** | Integrates learned concepts by making strong connections to personal  experience or previous understanding. | Integrates learned concepts by making **explicit** connections to  personal experience or previous understanding. | Integrates learned concepts by making  **implicit** connections to personal experience or previous understanding. | Does not integrate learned concepts by  making connections to  personal experience or previous understanding. |
| **WRITING**  **Weight**  **25%** | Writes clearly and concisely with **no errors** related to organization, grammar, style, and citations. | Writes clearly **and concisely** with **some errors** related to  organization, grammar, style, and citations. | Writes clearly with very few errors related to  organization, grammar, style, and citations. | Does not write clearly with many errors related to organization,  grammar, style, and citations. |

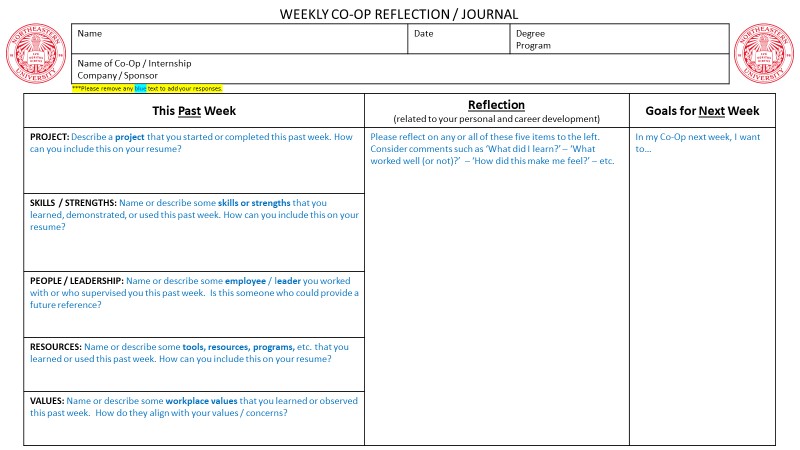
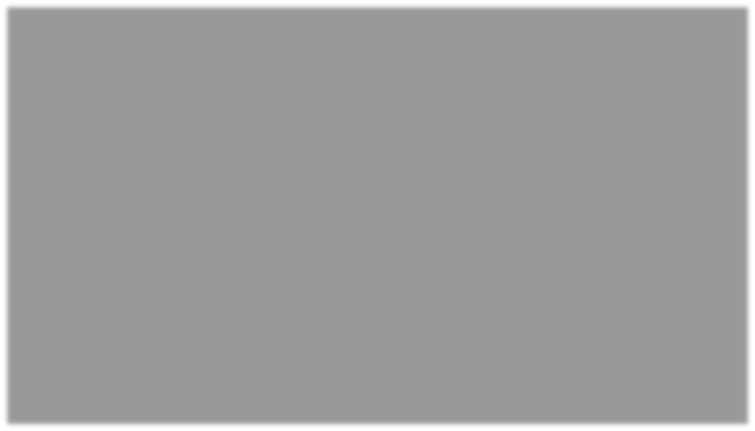
All assignments (beyond Discussion Board Participation) will be graded using the following rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **GRADING RUBRIC: Written Communication** | | | |  |
| **Criteria** | **EXCEEDING**  **STANDARDS**  **100%** | **MEETING**  **STANDARDS**  **80%** | **APPROACHING**  **STANDARDS**  **50%** | **BELOW**  **STANDARD**  **25%** |
| **CONTEXT**  ***Weight***  ***25%*** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context,  audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose,  and to the assigned tasks(s)  (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context,  audience, purpose, and to the assigned tasks(s) (e.g.,  expectation of instructor or self as audience). |
| **CONTENT**  ***Weight***  ***25%*** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore  ideas within the context of the discipline and shape the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the  context of the discipline and shape the whole work. | Uses appropriate and relevant content to  develop simple ideas in some parts of the work. |
| **CONVENTIONS**  ***Weight***  ***25%*** | Demonstrates detailed attention to and successful execution of a wide range of  conventions particular to writing task (s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to specific writing task(s),  including, organization, content, presentation, and stylistic choices. | Follows expectations appropriate to specific  writing task(s) for basic  organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |
| **MECHANICS**  ***Weight***  ***25%*** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers  with clarity, although writing may include some errors. | Uses language that sometimes impedes  meaning because of errors in usage. |

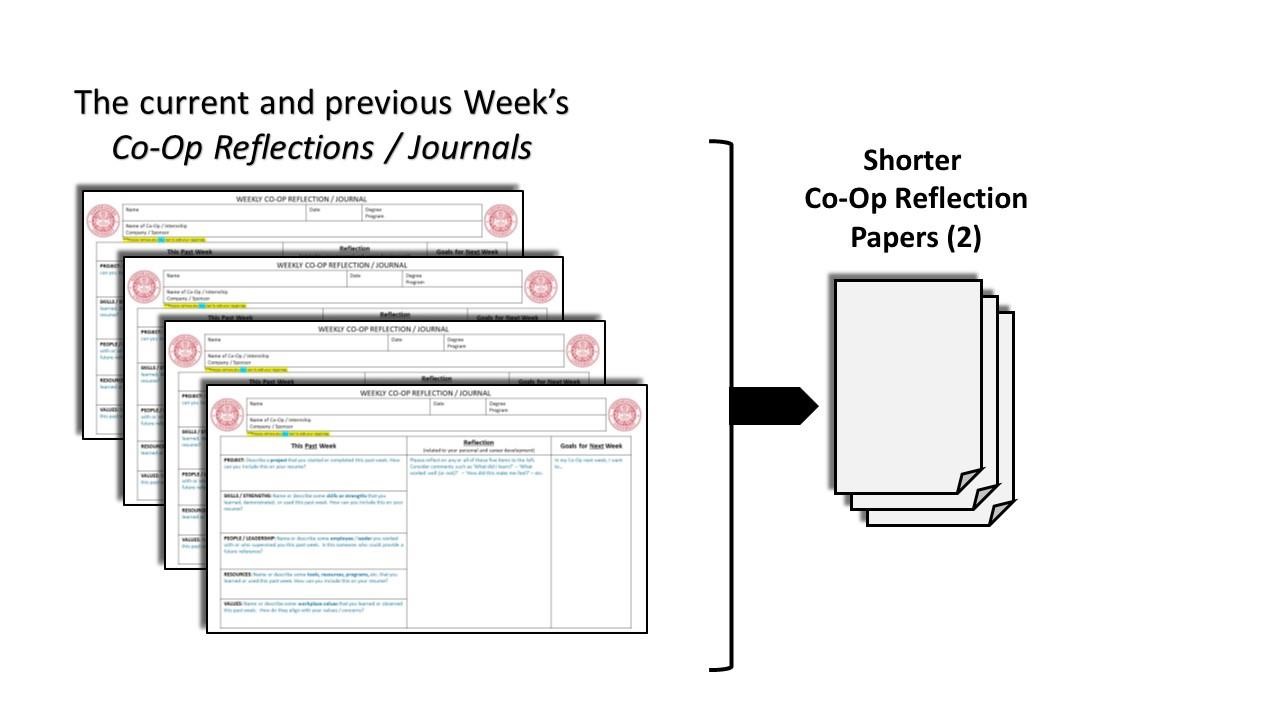
Quick view of weekly deliverables

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **Self-Journaling**  ***(not submitted for grading or feedback)*** | **Weekly**  **Journal**  **Worksheet** | **Weekly**  **Journal**  **Worksheet** | **Weekly**  **Journal**  **Worksheet** | **Weekly**  **Journal**  **Worksheet** | **Weekly**  **Journal**  **Worksheet** | **Weekly**  **Journal**  **Worksheet** | **Weekly**  **Journal**  **Worksheet** | **Weekly**  **Journal**  **Worksheet** | **Weekly**  **Journal**  **Worksheet** | **Weekly**  **Journal**  **Worksheet** | **Weekly**  **Journal**  **Worksheet** | **Weekly**  **Journal**  **Worksheet** |
| **Paper** |  |  |  | **Co-Op**  **Reflection**  **[2-3 pages]** |  |  |  | **Co-Op**  **Reflection**  **[2-3 pages]** | **SAIL**  **MyStory**  **[1 page + screen capture]** |  |  | **Co-Op**  **Reflection**  **[Final]** |
| **Worksheets** |  |  | **Career Values** |  | **Personal and Career**  **Development**  **Plan**  **[Initial]** |  | **Skills and Strengths** |  | **Personal and Career**  **Development**  **Plan**  **[Final]** |  |  |  |
| **Paper or**  **Video** |  |  |  |  |  |  |  |  |  |  | **Leadership interview** |  |

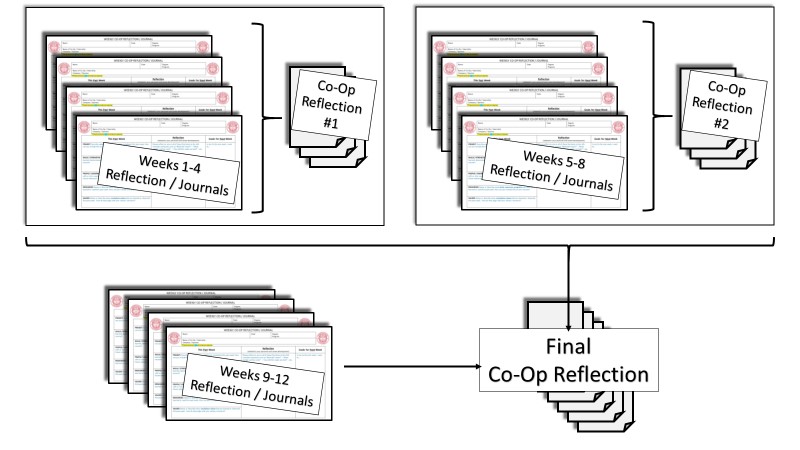
## Weekly Reflection / Self-Journaling Poster *(not submitted for grading or feedback)*



The weekly reflections / journals will help prepare for the two shorter Co-Op Reflection Papers.



All the weekly self-reflections / journals throughout the quarter along with the two reflection papers will help prepare for the final Co-Op Reflection paper.



**Assignment Description Sheets**

|  |  |  |
| --- | --- | --- |
| **Paper:** SAIL MyStory | | |
| **80 Points – 8% of Course Grade (Due on Sunday of week 9 @ 11:59 PM EST)** | | |
| **CLO** | **Description** | **Connection(s) to SAIL** |
| **CLO7** | Create / update “MyStory” on Northeastern University SAIL platform | **W, P** |
| This  assignment  asks  yo  u  to  Create/Update  to your “MyStory”  in the SAIL Platform. Write a 1  -  page  **reflection / observation**    of what  this story shows and be sure to  i  nclude a  **screen capture**    in your  document.    **Paper Required Elements:**    1.    1  -  page  **reflection / observation**    of what this story shows      2.    Screen Capture of your “MyStory”  in the SAIL Pla  tform | | |
| **Format:**   * Format: Typed paper, Times New Roman size 12 font, double-spaced, submitted electronically. * Length: Will vary, **1 page of prose** in addition to the screen capture • Formatting: Do not include a cover page or Bibliography / Works Cited. * Write using first person voice, not third-person academic. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **GRADING RUBRIC: Written Communication** | | |  |
| **Criteria** | **EXCEEDING STANDARDS 100%** | **MEETING STANDARDS 80%** | **APPROACHING STANDARDS**  **50%** | **BELOW STANDARD 25%** |
| **CONTEXT**  ***Weight***  ***25%*** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context,  audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose,  and to the assigned tasks(s)  (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context,  audience, purpose, and to the assigned tasks(s) (e.g.,  expectation of instructor or self as audience). |
| **CONTENT**  ***Weight***  ***25%*** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore  ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to  develop simple ideas in some parts of the work. |
| **CONVENTIONS**  ***Weight***  ***25%*** | Demonstrates detailed attention to and successful execution of a wide range of  conventions particular to writing task (s) including organization, content, presentation, formatting, and stylistic  choices | Demonstrates consistent use of important conventions particular to specific writing task(s),  including, organization, content, presentation, and stylistic choices | Follows expectations appropriate to specific  writing task(s) for basic  organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |
| **MECHANICS**  ***Weight***  ***25%*** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers  with clarity, although writing may include some errors. | Uses language that sometimes impedes  meaning because of errors in usage. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Paper:** Co-Op Reflection | | | |
| **150 Points – 15% of Course Grade (Due on Sunday of weeks 4 and 8 @ 11:59 PM EST)** | | | |
| **CLO** | **Description** | | **Connection(s) to SAIL** |
| **CLO1** | Reflect on experiences during Co-Op / Internship | | **W, P** |
| **CLO3** | Identify and reflect on Career Values based on Co-Op experiences | | **G, W, P** |
| **CLO4** | Identify and reflect on Strengths and Skills based on Co-Op experiences | | **W, P** |
| **CLO5** | Identify and reflect on Personal and Career Development based on Co-Op experiences | | **W, P** |
| This assignment asks you to write a brief paper in which you identify your Co-Op, summarize your experiences of the current week and the past three weeks, and address elements from your weekly reflection/journal. Discuss elements such as Projects, Skills / Strengths, People / Leadership, Resources, and Values. Include a reflection and some goals for future weeks. | | **Paper Required Elements:** 1. Complete **identification** details at top of first sheet   1. Name 2. Degree Program 3. Name of Co-Op / Internship Company or Sponsor 4. **Summary** of experiences of past two weeks (Use this term as a section caption in your paper) [1 page] a. Projects    1. Skills / Strengths    2. People / Leadership    3. Resources    4. Values 5. **Reflection** (Use this term as a section caption in your paper) [½ – 1 page] 6. **Goals** for Future Weeks (Use this term as a section caption in your paper) [½ – 1 page]     Note – Please use the **BOLD** words as section headings and please discuss these items in this prescribed order. | |
| **Format:**   * Format: Typed paper, Times New Roman size 12 font, double-spaced, submitted electronically. * Length: Will vary, **2- to 3- pages of prose** is typical * Formatting: Do not include a cover page or Bibliography / Works Cited. * Write using first person voice, not third-person academic. | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **GRADING RUBRIC: Written Communication** | | | | |  | |
| **Criteria** | | | **EXCEEDING STANDARDS 100%** | | **MEETING STANDARDS 80%** | **APPROACHING STANDARDS**  **50%** | | **BELOW STANDARD 25%** | |
| **CONTEXT**  ***Weight***  ***25%*** | | | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | | Demonstrates adequate consideration of context,  audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose,  and to the assigned tasks(s)  (e.g., begins to show awareness of audience's perceptions and assumptions). | | Demonstrates minimal attention to context,  audience, purpose, and to the assigned tasks(s) (e.g.,  expectation of instructor or self as audience). | |
| **CONTENT**  ***Weight***  ***25%*** | | | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | | Uses appropriate, relevant, and compelling content to explore  ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | | Uses appropriate and relevant content to  develop simple ideas in some parts of the work. | |
| **CONVENTIONS**  ***Weight***  ***25%*** | | | Demonstrates detailed attention to and successful execution of a wide range of  conventions particular to writing task (s) including organization, content, presentation, formatting, and stylistic  choices | | Demonstrates consistent use of important conventions particular to specific writing task(s),  including, organization, content, presentation, and stylistic choices | Follows expectations appropriate to specific  writing task(s) for basic  organization, content, and presentation. | | Attempts to use a consistent system for basic organization and presentation. | |
| **MECHANICS**  ***Weight***  ***25%*** | | | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free. | | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers  with clarity, although writing may include some errors. | | Uses language that sometimes impedes  meaning because of errors in usage. | |
| **Worksheets:** Self Assessments | | | | | | | |
| ***Career Values*** 50 Points – 5% of Course Grade (Due on Sunday of week 3 @ 11:59 PM EST) | | | | | | | |
| ***Personal and Career Development Plan*** 50 Points – 5% of Course Grade (Due on Sunday of week 5 @ 11:59 PM EST) | | | | | | | |
| ***Skills and Strengths*** 50 Points – 5% of Course Grade (Due on Sunday of week 7 @ 11:59 PM EST) | | | | | | | |
| ***Personal and Career Development Plan*** 50 Points – 5% of Course Grade (Due on Sunday of week 9 @ 11:59 PM EST) | | | | | | | |
| **CLO** | **Description** | | | | | **Connection(s) to SAIL** | |
| **CLO1** | Reflect on experiences during Co-Op / Internship | | | | | **W, P** | |
| **CLO3** | Identify and reflect on Career Values based on Co-Op experiences | | | | | **G, W, P** | |
| **CLO4** | Identify and reflect on Strengths and Skills based on Co-Op experiences | | | | | **W, P** | |
| **CLO5** | Identify and reflect on Personal and Career Development based on Co-Op experiences | | | | | **W, P** | |
| These **worksheet** assignments ask you to identify and reflect on various career foundational elements, based on your Co-Op experience and your professional goals. | | | **Instructions:** Complete worksheets as instructed on each one.    Be honest, as there are no right or wrong answers. | | | | |
| **Format:**   * Format: Typed into worksheet provided, submitted electronically. * Length: Will vary * Formatting: Do not include a cover page or Bibliography / Works Cited. * Write using first person voice, not third-person academic. | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **GRADING RUBRIC: Written Communication** | | |  |
| **Criteria** | **EXCEEDING STANDARDS 100%** | **MEETING STANDARDS 80%** | **APPROACHING STANDARDS**  **50%** | **BELOW STANDARD 25%** |
| **CONTEXT**  ***Weight***  ***25%*** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context,  audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose,  and to the assigned tasks(s)  (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context,  audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **CONTENT**  ***Weight***  ***25%*** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore  ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to  develop simple ideas in some parts of the work. |
| **CONVENTIONS**  ***Weight***  ***25%*** | Demonstrates detailed attention to and successful execution of a wide range of  conventions particular to writing task (s) including organization, content, presentation, formatting, and stylistic  choices | Demonstrates consistent use of important conventions particular to specific writing task(s),  including, organization, content, presentation, and stylistic choices | Follows expectations appropriate to specific  writing task(s) for basic  organization, content, and presentation. | Attempts to use a consistent system for  basic organization and presentation. |
| **MECHANICS**  ***Weight***  ***25%*** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers  with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Paper or Video:** Leadership interview | | | |
| **150 Points – 15% of Course Grade (Due on Wednesday of week 11 @ 11:59 PM EST)** | | | |
| **CLO** | **Description** | | **Connection(s) to SAIL** |
| **CLO6** | Conduct and reflect on an interview with a leader from Co-Op experience | | **W, P** |
| This assignment asks you to submit a 3- to 4page paper or a 10 to 15minute video in which you introduce a person in a leadership position from your Co-Op. Ask 1 to 2 questions for each of these categories: Career Values, Personal and Career Development, Skills and Strengths, and Leadership. Conclude with a reflection or summary of learnings from the interview.   * Students will propose, in an earlier discussion board thread, their questions along with a few names of people to interview. * Students will post their interview deliverable in the discussion boards for other students to view and discuss. | | **Paper / Video Required Elements:**   1. Identify / Introduce **Co-Op company, role, etc.** 2. Identify / Introduce **leader being interviewed** 3. 1-2 questions / responses from leader being interviewed on:    1. **Career Values** (held, seen, to aim for, etc.)    2. **Personal and Career Development** (steps, suggestions, requirements, etc.)    3. **Skills and Strengths** (held, seen, to aim for, etc.)    4. **Leadership** (styles, influences, responsibilities, needs, etc.) 4. Conclude with a brief **reflection** or **summary** of what you gained / learned from the content of the interview. | |
| **Format:**   * Format: (A) Paper - Typed paper, Times New Roman size 12 font, double-spaced, submitted electronically. * Length: Will vary, **3- to 4- pages of prose** is typical * Formatting: Do not include a cover page or Bibliography / Works Cited.      * Format (B) Video – can be video recorded with camera, phone, or using video conferencing (recorded). * Length – 10 to 15 minutes * Formatting: must be saved on a platform and a link shared. | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **GRADING RUBRIC: Written Communication** | | |  |
| **Criteria** | **EXCEEDING STANDARDS 100%** | **MEETING STANDARDS 80%** | **APPROACHING STANDARDS**  **50%** | **BELOW STANDARD 25%** |
| **CONTEXT**  ***Weight***  ***25%*** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context,  audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose,  and to the assigned tasks(s)  (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context,  audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **CONTENT**  ***Weight***  ***25%*** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore  ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to  develop simple ideas in some parts of the work. |
| **CONVENTIONS**  ***Weight***  ***25%*** | Demonstrates detailed attention to and successful execution of a wide range of  conventions particular to writing task (s) including organization, content, presentation, formatting, and stylistic  choices | Demonstrates consistent use of important conventions particular to specific writing task(s),  including, organization, content, presentation, and stylistic choices | Follows expectations appropriate to specific  writing task(s) for basic  organization, content, and presentation. | Attempts to use a consistent system for  basic organization and presentation. |
| **MECHANICS**  ***Weight***  ***25%*** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers  with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

|  |  |  |
| --- | --- | --- |
| **Paper: Final** Co-Op Reflection | | |
| **150 Points – 15% of Course Grade (Due on Wednesday of week 12 @ 11:59 PM EST)** | | |
| **CLO** | **Description** | **Connection(s) to SAIL** |
| **CLO1** | Reflect on experiences during Co-Op / Internship | **W, P** |
| **CLO3** | Identify and reflect on Career Values based on Co-Op experiences | **G, W, P** |
| **CLO4** | Identify and reflect on Strengths and Skills based on Co-Op experiences | **W, P** |
| **CLO5** | Identify and reflect on Personal and Career Development based on Co-Op experiences | **W, P** |
| **Required Elements:**   1. APA Formatted cover page [Include Name, Date, Course, Degree Program, College] 2. Describe **Co-Op company/Sponsor** [ ½ Page]   3.  This assignment asks you to describe and Describe **Co-Op Job / Role** [ ½ Page]   1. Reflect on Co-Op experience in terms of **Career Values** [ ½ -1 Page] reflect on your Co-Op experiences. 2. Reflect on Co-Op experience in terms of **Skills and Strengths** [ ½ -1 Page] Discuss your take-aways / learnings and 6. Reflect on Co-Op experience in terms of **Leadership** [ ½ -1 Page]   how they relate to your degree program. 7. Discuss **successes, learnings, and take-aways** from Co-Op experiences – including how this relates to your Finally, discuss next stepsand ideas for degree program [ ½ -1 Page]  updating your career development 8. Discuss **Next steps** and ideas for updating your career development portfolio[ ½ -1 Page] portfolio.  Note – Please use the **BOLD** words as headers for each section and please write about these items in this prescribed order. | | |
| **Format:**   * Format: (A) Paper - Typed paper, Times New Roman size 12 font, double-spaced, submitted electronically. • Length: Will vary, **4- to 6-pages of prose** (in addition to the cover page) is typical * Formatting: Do not include a cover page or Bibliography / Works Cited. * Submitted electronically   • | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **GRADING RUBRIC: Written Communication** | | |  |
| **Criteria** | **EXCEEDING STANDARDS 100%** | **MEETING STANDARDS 80%** | **APPROACHING STANDARDS**  **50%** | **BELOW STANDARD 25%** |
| **CONTEXT**  ***Weight***  ***25%*** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context,  audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose,  and to the assigned tasks(s)  (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context,  audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **CONTENT**  ***Weight***  ***25%*** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore  ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to  develop simple ideas in some parts of the work. |
| **CONVENTIONS**  ***Weight***  ***25%*** | Demonstrates detailed attention to and successful execution of a wide range of  conventions particular to writing task (s) including organization, content, presentation, formatting, and stylistic  choices | Demonstrates consistent use of important conventions particular to specific writing task(s),  including, organization, content, presentation, and stylistic choices | Follows expectations appropriate to specific  writing task(s) for basic  organization, content, and presentation. | Attempts to use a consistent system for  basic organization and presentation. |
| **MECHANICS**  ***Weight***  ***25%*** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers  with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

## 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

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.

CPS expects independent and original work. Dishonesty and/or carelessness violates fundamental values of an intellectual and professional community and will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) as a violation of the Academic Integrity Policy. To safeguard the integrity of assignments and programs, your course may use systems such as TurnItIn, which checks written work, and Examity, an online exam proctoring system. Work that contains academic integrity violations (AIV) will be graded on a case by case basis. Work displaying AIV may earn a failing grade, a zero, or even result in the instructor assigning the student a failing grade for the class. Students may not withdraw from a class to avoid the grade penalty for serious academic integrity violations.

For additional information or for answers to frequently asked questions, please visit: <https://cps.northeastern.edu/academic-resources/academic-integrity>You may also email CPS-AcademicIntegrity@northeastern.edu.

## 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/)](https://nam05.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.northeastern.edu%2Fdrc%2F&data=02%7C01%7Cm.saxena%40northeastern.edu%7Cc3afa3dd56534327801808d725a1bff6%7Ca8eec281aaa34daeac9b9a398b9215e7%7C0%7C0%7C637019248946219757&sdata=7Yd3U2Xu20BSQGWDjl3HE9EZcvA7G1SKtVnFqBk9%2Fo8%3D&reserved=0) 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.

## 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/.](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.](http://www.cps.neu.edu/student-resources/tutoring-services.php)

## 24/7 Canvas Technical Help

For immediate technical support for Blackboard, call 617-373-4357 or emailhelp@northeastern.edu

Within Blackboard, open a support case via the red support button on the right side of the screen, click “Create

Case.”

myNortheastern, e-mail, and basic technical support

* Visit the [Information Technology Services (ITS) Support Portal](https://northeastern.service-now.com/sp/)
* Email: help@northeastern.edu
* ITS Customer Service Desk: 617-373-4357

# Catalog

The College of Professional Studies Undergraduate and Graduate 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/.](http://www.cps.neu.edu/student-resources/)

## Diversity and Inclusion

Northeastern University and the and the Office of Institutional Diversity and Inclusion (OIDI) is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

Please visit <http://www.northeastern.edu/oidi/>for complete information on Diversity and Inclusion

# TITLE IX

*Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.*

Northeastern’s [Title IX Policy p](https://www.northeastern.edu/policies/pdfs/Title_IX_Policy.pdf)rohibits sex and gender-based discrimination, including sexual harassment, sexual assault, sexual exploitation, relationship or domestic violence, and stalking. The Title IX Policy refers to sex and gender-based discrimination as “Prohibited Offenses.” The Title IX Policy applies to the entire Northeastern community, including students, faculty and staff of all gender identities.

Allegations of Prohibited Offenses can be reported to the Title IX Coordinator within **The Office for University**

**Equity and Compliance** at: titleix@northeastern.edu and/or through **the Northeastern University Police Department (NUPD)** by phone: for an Emergency 617.373.3333; for Non-Emergency 617.373.2121. Reporting to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty members are considered “responsible employees” at Northeastern University, meaning they are required to report all reports of and information about alleged Prohibited Offenses to the Office for University Equity and Compliance.

If you or someone you know has experienced a Prohibited Offense, ***confidential*** support and guidance can be found through **ViSION Resoure Center** (VRC) staff [(http://www.northeastern.edu/vision/visionresourcecenter/)](http://www.northeastern.edu/vision/visionresourcecenter/), **University Health and Counseling Services** (UHCS) staff [(http://www.northeastern.edu/uhcs/)](http://www.northeastern.edu/uhcs/) and the **Center for Spiritual Dialogue and Service** (CSDS) **clergy members** [(http://www.northeastern.edu/spirituallife/)](http://www.northeastern.edu/spirituallife/). Employees within the VRC, UHCS, and CSDS are not required to report allegations of Prohibited Offenses to the Office for University Equity and Compliance.

In case of an emergency, please call 911 OR NUPD’S Emergency line: 617-373-3333.

Please [visit www.northeastern.edu/titleix f](http://www.northeastern.edu/titleix)or a complete list of reporting options and *resources, both on- and offcampus.*

## Northeastern University Online Copyright Statement (Required)

Northeastern University Online is a registered trademark of Northeastern University. All other brand and product names are trademarks or registered trademarks of their respective companies.

This course material is copyrighted and Northeastern University Online reserves all rights. No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any language or computer language, in any form or by any means, electronic, mechanical, magnetic, optical, chemical, manual, or otherwise, without the express prior written permission of Northeastern University Online.

Copyright YEAR © by Northeastern University Online

All Rights Reserved

*Instructors’ Note:* Enter the current year for copyright.

The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates

**Boston Campus Resources:**

* CPS Cooperative Education, Belvidere Building (40BV), Email: cpscoop@northeastern.edu
* Northeastern Employer Engagement and Career Design:<https://www.northeastern.edu/careers/>
* Academic and Career Advising: https://cps.northeastern.edu/academic-resources/advising/directory
* Workshops:<http://www.cps.neu.edu/student-resources/career-resources-workshops.php>
* Global Student Success, Belvidere Building (10BV), Email: Globalss@northeastern.edu
* International Tutoring Center (ITC); [https://cps.northeastern.edu/academic-resources/global-student- success/international-tutoring](https://cps.northeastern.edu/academic-resources/global-student-success/international-tutoring)
* Accent & Communication Training (ACT)

Speech- Language and Hearing Center

503 Behrakis Health Science Center Email: ACT@northeastern.edu (for ESL students interested in accent modification)

**Regional Campus Resources**:

* Workshops:<http://www.cps.neu.edu/student-resources/career-resources-workshops.php>