



## **Graduate School of Education**

### **Course Syllabus**

#### **Course Information**

Course: Leading Experiential Teaching and Learning  
Course Number: EDU6004  
Term and Year: Summer 2023  
Credit Hour: 4  
Course Format: Online

#### **Instructor Information**

Full Name: **Can Zhao, Ed.D**  
Email Address: **c.zhao@northeastern.edu**  
Office Hours: (Virtual) Email to schedule an appointment. If for any reason you wish to express a concern about anything that may impact your success in a course, first speak directly with your Instructor. If you need additional support, please contact your Academic Advisor.

#### **Acknowledgements**

The content curated into this course was done in collaboration with Northeastern University's NExT network. If you are interested, you may also join the NExT Commons, <http://next.northeasterncommons.org>.

NExT, Northeastern University's Network for Experiential Teaching and Learning, based in Northeastern's Graduate School of Education, serves as a platform connecting kindergarten-12th grade (K-12), higher education, industry, and community partners around the shared goal of making experiential education accessible to learners at every level. The network supports educators and community stakeholders in developing high-impact experiential teaching and learning practices, generates and distributes research based in school and classroom practices, and provides timely, relevant, and accessible professional development for educators.

#### **Technical Requirements**

Courses are available on Northeastern University's Canvas at the following link: <http://canvas.northeastern.edu>. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or [help@northeastern.edu](mailto:help@northeastern.edu).

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**

This course is the fourth of four courses leading to a Graduate Certificate in Experiential Teaching and Learning. The Graduate Certificate in Experiential Teaching and Learning program provides K-12 experiential educators with the knowledge and skills needed to design, facilitate, and lead engaging and meaningful learning experiences.

### **Course Description**

Offers experiential educators an opportunity to obtain the knowledge, skills, and competencies needed to engage in leadership practices to negotiate challenges and opportunities associated with experiential teaching and learning by applying the different leadership frameworks. Explores how to lead successful professional development experiences and how to establish and support effective professional learning communities. Offers students an opportunity to learn how to lead efforts to engage with, leverage, and contribute to different networks dedicated to supporting experiential teaching and learning.

### **Course Materials**

All course materials are provided within Canvas.

### **Recommended Text**

Gallagher, A., & Thordarson, K. (2018). Design thinking for school leaders: Five roles and mindsets that ignite positive change.

### **Program Learning Outcomes (PLOs)**

PLO1: Specialized Knowledge: a.) Understand how experiential learning theory is actualized in practice; b.) how culture equity and power influence experiential teaching and learning; c.) how assessment is used in experiential teaching and learning; and d.) how leadership is practiced to promote experiential teaching and learning.

PLO2: Broad and Integrative Knowledge: Integrate best practices in experiential teaching, learning, assessment, and leadership to support experiential learning in a broad range of contexts.

PLO3: Applied and Collaborative Learning: Engage in applied and collaborative inquiry to develop, initiate, reflect upon, and refine context-specific initiatives to support experiential learning for a diverse population of learners.

PLO4: Civic, Global, Intercultural Learning: Execute the power of experiential teaching and learning best practices to promote social justice and equity.

PLO5: Experiential Learning: Report on how engaging with experiential learning pedagogy as an adult learner impacts future development and facilitation of experiential learning for others.

**EDU6004 Learning Goal:** By the end of this course, learners will have the knowledge, skills, and competencies needed to lead experiential learning in their communities through iterative practice and ongoing formative feedback.

## SAIL Baseline Mapping

<i>Enter 5 for Central, 4 for Significant, 3 for Moderate, 2 for Minimal, 1 for Potential, or 0 for None</i>					<i>Enter 1 for Passive Engagement, 2 for Active Engagement, or 3 for Generative Engagement</i>
Social Consciousness & Commitment	Global Mindset	Intellectual Agility	Personal & Professional Effectiveness	Well-Being	Level of Engagement
3	1	4	4	1	1, 2, and 3

### Course Learning Outcomes

Based on satisfactory completion of this course, a student should be able to:

CO1: Use Design Thinking to create a plan for ExL for others.

CO2: Explore how Design Thinking for supports your leadership for ExL.

CO3: Explore how the High Quality Project Based Learning (HQPBL) Framework informs your design for ExL.

CO4: Explore how the Kolb's Leadership Framework for supports your leadership for ExL.

CO5: Explore how the Deeper Learning Competencies informs your design for ExL.

CO6: Explore how the Coherence Framework supports your leadership for ExL.

### Building your ePortfolio

As you progress through your M.Ed. Program, in each course you will incorporate one or more "signature assignments" into your ePortfolio (assignments are designated in the syllabus). The program and each of the concentrations have identified competencies that are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard.

### Attendance Policy

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities during the unit, and complete written assignments for each unit during the time of that unit.

All students are working adults, and it is understood that there might be one week when active participation in ongoing class conversations and learning activities might be delayed.

Beyond one week time, if there is an absence or lateness in participation (1) faculty must be notified in advance; (2) grades will be adjusted accordingly

### Policy on late work

Students must submit assignments by the deadline in the time zone noted in the syllabus.

Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late. Work submitted late without prior communication with faculty will not be graded.

### Faculty / Student Communications

Email communication: students can expect that emails will be answered within 48 hours. Phone and video conferences: students should be able to request a phone or video meeting in addition to timely email communication. Meetings should be available within 5 days of the communication, or as per office hours identified in the syllabus.

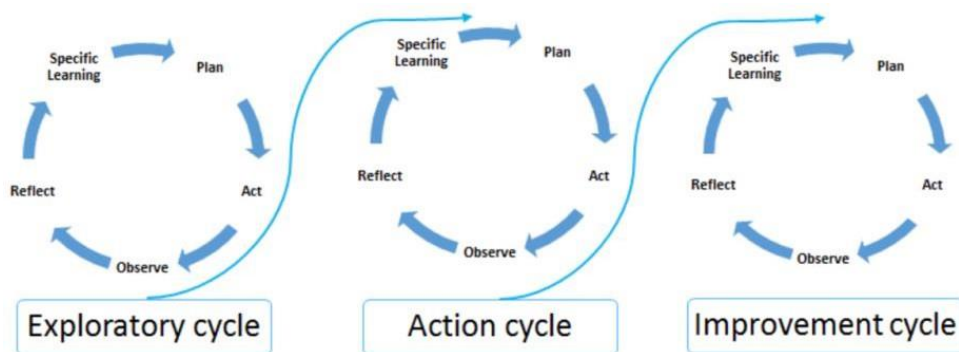
### Course Methodology

Discussion Board or other communication threads: students can expect questions on discussion boards directed to instructors to be answered within 24 hours.

Course Assignments: students can expect assignments are returned in a timely fashion, at minimum, graded assignment should be returned at least a week before the next graded written assignment is due. Written assignments should have reasonable written feedback in the body of the work, corresponding to the grade.

Alignment with the Graduate School of Education

The learning journey designed for this course is rooted in Northeastern's Graduate School of Education's (GSE) deep commitment towards advancing **social justice** through experiential, **innovative scholarly activity** to **effect change** through cycles of action research.



**Image Source:** Ballatore, Maria Giulia & Montanaro, Laura & Tabacco, Anita. (2019). Empowering Talented Students: An Italian Experience of an Enriched Curriculum in Engineering. *International Journal of Engineering Pedagogy (IJEP)*. 9. 56. 10.3991/ijep.v9i3.10140.

Towards that end, the end goal of this course (**upon completion of ExL Unit 6004.4**) is to take learners through to an **Exploratory Cycle** of inquiry to develop the knowledge, skills, and competencies needed to create a **product and learning experiences** for others that will help to realize the potential of experiential teaching and learning best practices in the learner's local and particular context.

## A Closer Look at the Exploratory Cycle of Inquiry



The learning activities in this course are guided by a framework published in a White Paper in 2018 by Northeastern University. In the center of the exploratory cycle of inquiry is a graph representing Bloom's Taxonomy that juxtaposes levels of experiential engagement and with levels of proficiency.

Activities that are more passive (such as reading or watching videos) help learners to access introducing levels of proficiency allowing learners to remember content (Blue). As learners begin to actively share their understanding of content in Discussion Board conversations, learners deepen their understanding (Blue/Green). Learners then apply their understanding by developing an artifact that shows application of the knowledge and skills learned (Green).

***Learners are expected to reach the Developing/Active (Green) stage for each of the ExL Units 6004.1, 6004.2, and 6004.3. by creating and reflecting upon three unique artifacts (more details below).***

The final ExL Unit of the course 6004.4, allows the learner to revisit one or more of the artifacts created in ExL Units 6004.1, 6004.2, and 6004.3. and to develop a keystone product through a process of generative engagement (Green/Yellow). The keystone product is then shared with an authentic audience where the learner can observe how others engaged with their product and reflect on how to move into an action cycle with the product they created (Yellow).

***Learners are expected to reach the Proficient/Generative (Yellow) stage in ExL Units 6004.4. by creating a keystone product, capstone experience and reflection.***

### Starting with the End in Mind

The last ExL Unit in this course (6004.4) allows you to shape your learning experience in this course to best meet your personal and professional goals. The course allows for voice and choice with respect to the artifacts you create and how and with whom you will share your work.

As such, in the first week of the course (in your reflection space) you will be encouraged to consider:

- What product would be useful for you to create to advance experiential learning in your context?
- Who is the audience you would like to share your work with?
- How would you reflect on both the product you created and the feedback you received from your authentic audience to enter into an action cycle of inquiry?

You may have a very clear idea of what that your product (also referred to as a keystone product) and experience (also referred to as a capstone experience) might look like. That is great! You can design your own. Or you can choose to create an artifact from any of the suggestions below.

**Slide Presentation.** Using your tool of choice, create a 20-30 minute slide presentation aligned to a particular audience in your context. Aim to include at least one cooperative or experiential activity.

**Case Study Report.** Choose a school, district or school network that is currently practicing experiential education and write a report that can be used by educators in your context to help visualize the possibilities of experiential education with an eye towards what example of best practice may be relevant for your context.

**Narrated “Ted”-like (or short animated) recorded presentation.** Using your tool of choice, record a presentation of your ideas that you could share with an audience asynchronously. Articulate your audience. Aim for a 15-20-minute talk.

**APA formatted Paper.** Write a 5 to 7-page APA formatted paper. The paper should have a clear introduction and at least three evidence-based developed strands. Please also articulate the audience for this paper.

**Policy paper.** The purpose of a policy memo is to help a person make a decision about a policy. Write a policy memo (~5 pages) to a person of your choice that has the potential to influence policy impacting opportunities for experiential learning.

**Create a Lesson Plan for Implementing an ExL Unit in your context.** This should attend to the best practice design elements covered in the course.

**Create an Interactive Info-graph or Poster.** Create a poster with interactivity using your tool of choice. This could be a digital info-graph with hyperlinks or a printed poster using QR codes, for example.

**Build Your Own Product.** Please email me directly with your ideas!

## Grading/Evaluation Standards

The courses of the Graduate Certificate in Experiential Teaching and Learning have been designed to help meet the vision of Northeastern University's 2025 Strategic Plan with respect to providing ‘Just-for-you’ learning in a modular, stackable, flexible, format that can be customized to meet individualized learning goals.

Towards that end, each of the courses of the Graduate Certificate in Teaching and Learning have been broken into four smaller Experiential Learning Units (ExL Units) that can be delivered as stand-alone learning experiences. Each ExL Unit is designed to be completed within three weeks.

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-		

ASSIGNMENT / ASSESSMENT	DUE DATE (midnight your local time)	TOTAL%
Participation	Weekly	20%
6004.1 Artifact:	<i>End of ExL Unit 6004.1</i>	20%
6004.2 Artifact:	<i>End of ExL Unit 6004.2</i>	20%
6004.3 Artifact:	<i>End of ExL Unit 6004.3</i>	20%
6004.4 Artifact:	<i>End of ExL Unit 6004.4</i>	20%
	Total:	100%

### Course Schedule

The courses of the Graduate Certificate in Experiential Teaching and Learning have been designed to help meet the vision of Northeastern University's 2025 Strategic Plan with respect to providing 'Just-for-you' learning in a modular, stackable, flexible, format that can be customized to meet individualized learning goals.

Towards that end, each of the courses of the Graduate Certificate in Teaching and Learning have been broken into four smaller Experiential Learning Units (ExL Units) that can be delivered as stand-alone learning experiences. Each ExL Unit is designed to be completed within three weeks.

For each ExL Unit, learners will be expected to:

1. Review the unit's learning objectives.
2. Complete all assigned readings and viewings.
3. Participate in the Discussion Board.
4. Create and submit artifacts and reflections.

ExL Unit	Dates	Topic of Instruction
6004.1	Weeks 1-2	<p><b>ExL Unit 6004.1 Topic:</b> Creating Conditions for Experiential Learning  <b>Leadership Framework:</b> Design Thinking  <b>ExL 6004.1 Learning Objectives:</b> By the end of this ExL Unit, Learners can:</p> <ul style="list-style-type: none"> <li>• Utilize leadership frameworks to identify and address stakeholders in ExL teaching and learning.</li> <li>• Identify potential stakeholders to be involved in ExL in your learning community</li> <li>• Determine each stakeholder's role in enacting ExL in your learning community.</li> <li>• Document perspectives of each unique stakeholder to develop empathy for each perspective.</li> <li>• Apply design thinking leadership frameworks to identify challenges and opportunities associated with engaging in experiential teaching and learning.</li> <li>• Develop an ExL opportunity to address potential challenges and leverage opportunities to meet the needs of your learning community.</li> <li>• Engage in conversations with multiple stakeholders to understand their</li> </ul>

		<p>perspectives and potential input on the ExL opportunity you will implement.</p> <ul style="list-style-type: none"> <li>• Determine clear roles for all stakeholders involved in implementing the ExL opportunity from educator and learner to community members and policymakers.</li> </ul> <p><b>6004.1 Learning Challenge:</b> Develop a plan for engaging stakeholders by understanding their perspectives and roles in the community to bring them into the process of enacting experiential learning.</p>
6004.2	Weeks 3-4	<p><b>ExL 6004.2 Topic:</b> Building and Growing Community Partnerships  <b>Leadership Framework:</b> Kolb’s Learning Style Framework.  <b>ExL Unit 6004.2 Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn to design an implementation plan for engaging multiple stakeholders in ExL in your learning space.</li> <li>• Create SMART goals and anticipated outcomes aligned to the implementation plan.</li> <li>• Identify specific opportunities for formative check-ins.</li> <li>• Evaluate opportunities to pivot based on formative check-ins to support the iterative nature of enacting positive systemic change.</li> </ul> <p><b>ExL Unit 6004.2 Learning Challenge</b>  Design an implementation plan for ExL in your context that includes detailed information on the stakeholders in your community, pre-identified goals and anticipated outcomes aligned to all active stakeholders, as well as a plan for formative check-ins to support the iterative nature of enacting positive systemic change.</p>
6004.3	Weeks 5-6	<p><b>ExL Unit 6004.3 Topic:</b> Leading ExL Communities of Practice  <b>Leadership Framework:</b> The Coherence Framework for Deeper Learning  <b>ExL Unit 6004.3 Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Explore how the Deeper Learning Competencies helps to inform your design for ExL.</li> <li>• Explore how the Coherence Framework supports your leadership for ExL.</li> </ul> <p><b>ExL Unit 6004.3 Learning Challenge</b>  Learners will update their ExL implementation plan by reflecting on the extent to which the plan attends to the Deeper Learning Competencies. (20 points)</p>



6004.4	Weeks 7-8	<p><b>ExL Unit 6004.4 Topic:</b> Creating Your Keystone Product, Capstone Experience &amp; Reflection</p> <p><b>ExL 6004.4 Learning Objectives:</b> By the end of this ExL Unit, learners will:</p> <ul style="list-style-type: none"> <li>• Create an artifact and opportunity to share your ExL plan with authentic stakeholders in your context.</li> <li>• Pilot and present keystone project</li> <li>• Engage in a Critical Friends Protocol to collect feedback on your artifact.</li> <li>• Reflect on the feedback you received and how you will use that feedback to improve your ExL Plan.</li> <li>• Reflect on how you will grow from here?</li> </ul> <p><b>ExL Unit 6004.4 Learning Challenge</b></p> <p>Pilot/Present learning plan; Collect feedback from participants; Summarize feedback; Reflect on feedback from participants; Reflect on personal experience; Determine concrete opportunities for growth and development in the ongoing work of leading ExL in your learning community.</p>
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## Assessments of Learning

For each of the criterion shared below, for each assignment, the following rubric will be applied when determining the distribution of credit.

### Artifacts

Throughout the course feedback will be provided to learners through recorded videos, discussion board replies, phone/video calls (by request) and emails. In addition, I will provide feedback using the template worksheet below through the Canvas Grade Center.

<b>No Credit</b> Does not cover at all.	<b>Partial Credit</b> Minimal exposition.	<b>More Credit</b> Provides some detail but not well presented or fully presented.	<b>Full Credit</b> Good detail, to the point, presents all aspects, well - articulated.
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### Artifact ExL Unit 6004.1: Develop a plan for engaging stakeholders by understanding their perspectives and roles in the community to bring them into the process of enacting experiential learning. (20 points)

How does a systems approach of design thinking help advance experiential learning in your unique context?	___/2
Who are the different stakeholders in your context and how can each group be engaged to co-create experiential learning opportunities within your community?	___/3
Where are there latent opportunities to engage with the wider community?	___/3
What roles will each stakeholder have in enacting your ExL experience?	___/3
What are the potential obstacles and opportunities within your system that may impact the creation of experiential learning experiences in your context?	___/3
How will you engage with educators and learners during the ExL experience to acquire regular feedback on their experience?	___/3
What are your plans for collecting multiple sources of information to accurately capture diverse perspectives during ExL learning?	___/3
Total	___20

## Artifact ExL Unit 6004.2

Design an implementation plan for ExL in your context that includes detailed information on the stakeholders in your community, pre-identified goals and anticipated outcomes aligned to all active stakeholders, as well as plan for formative check-ins to support the iterative nature of enacting positive systemic change. (20 points)

What outcome or artifact would be most useful for you to create in advancing experiential learning in your learning space?	___/5
What outcome or artifacts will best demonstrate the ExL learning in your community?	___/5
Who is the audience you would like to share your work with?	___/5
How would you reflect on the artifact or product you created to enter into an action cycle of inquiry?	___/5
	___/20

**Artifact ExL Unit 6004.3:** Learners will update their ExL implementation plan by reflecting on the extent to which the plan attends to the Deeper Learning Competencies. (20 points)

How does your ExL Plan attend to the Deeper Learning Competency of Creativity as defined by the Deeper Learning Competencies?	___/3
How does your ExL Plan attend to the Deeper Learning Competency of Critical Thinking as defined by the Deeper Learning Competencies?	___/4
How does your ExL Plan attend to the Deeper Learning Competency of Communication as defined by the Deeper Learning Competencies?	___/4
How does your ExL Plan attend to the Deeper Learning Competency of Character as defined by the Deeper Learning Competencies?	___/3
How does your ExL Plan attend to the Deeper Learning Competency of Citizenship as defined by the Deeper Learning Competencies?	___/3
How does your ExL Plan attend to the Deeper Learning Competency of Collaboration as defined by the Deeper Learning Competencies?	___/3
	___/20

### Artifact ExL Unit6004.4: Keystone Product, Capstone Experience & Reflection

**Description:** Create your final artifact, and collect feedback from stakeholders/participants; Summarize feedback; Reflect on feedback from stakeholders/participants; Reflect on personal experience; Reflect on feedback from participants; Determine concrete opportunities for growth and development in the ongoing work of leading ExL in your learning community. (20 points)

Pilot/Present implementation plan	___/4
Collect and summarize feedback from stakeholders/participants	___/4
Reflect on personal experience	___/4
Reflect on feedback from participants. What did participants say? How will you use this feedback in the future?	___/4
Determine concrete opportunities for growth and development in the ongoing work of leading ExL in your learning community.	___/4
	___/20

## Discussion Board

“Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information.” –author unknown

With this in mind, it is important to place more emphasis on developing insights and understanding than transmitting information. Posts should integrate your reflections, experience, deeper understanding of the topics as well as questions that may remain. Since our class is entirely on-line, the discussion boards and interactive forums are going to become very important and should reflect advanced, master-level integration of concepts and questions posed.

For each ExL Unit, weekly questions related to the Unit's topics will be posted to the discussion board. Unless otherwise indicated, each week, you must post at least one “primary response” by **Thursday at midnight** your local time and at least one “secondary response” (a response to another student’s post) to the discussion thread by the following **Sunday at midnight** your local time.

While only these posts are required, I hope you’ll read (always) and feel moved to respond (at least sometimes) to additional posts submitted by your colleagues. For the majority of you, this is the last time you will formally receive peer feedback- take advantage of this opportunity for engagement!

Your responses should reflect careful consideration of the reading/listening/viewing. They should be positive, constructive, and always respectful. In all of your posts, you should aim to provide insights, meaningfully extend the discussion, and/or pose relevant questions. Short congratulatory posts do not count as secondary posts.

Category	No Credit	Partial Credit	Full Credit
<b>Promptness and Initiative</b>	Does not respond to most postings; rarely participates freely	Responds to most postings within a 24-hour period; requires occasional prompting to post	Consistently responds to posts in less than 24 hours; demonstrates good self-initiative
<b>Delivery</b>	Utilizes poor spelling and grammar in most posts; posts appear “hasty”	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
<b>Relevance and Expression</b>	Does not express opinions or ideas clearly; no connection to topic or discussion, makes short or irrelevant remarks	Opinions and ideas are stated clearly with occasional lack of connection to topic; prompts further discussion of topics	Expresses ideas and opinions in a clear and concise manner with obvious connection to topic; cites additional references related to the topic
<b>Contribution</b>	Does not make effort to participate in learning community as it develops	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely; provides feedback on peer review posts	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic; provides specific and constructive feedback on peer review posts

## 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>. 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.

## 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 and for Education specific resources, visit <http://subjectguides.lib.neu.edu/edresearch>.

## 24/7 Canvas Technical Help

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myNortheastern, e-mail, and basic technical support

Visit the [Information Technology Services \(ITS\) Support Portal](#)

Email: [help@northeastern.edu](mailto:help@northeastern.edu)

ITS Customer Service Desk: 617-373-4357 (help)

## **Diversity and Inclusion**

Northeastern University 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.*

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In case of an emergency, please call 911.

***Please visit [www.northeastern.edu/titleix](http://www.northeastern.edu/titleix) for a complete list of reporting options and resources both on- and off-campus.***

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