

N.U.in Program Academic Handbook: CIEE Berlin

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Welcome to Students and Families!

We are excited to be part of your academic journey this fall! We have prepared this guide to help you navigate through academic expectations and policies at your host institution, as well as to help make sure you are preparing for the academic transition to Northeastern in the spring.

In addition, we have included a set of [optional summer exercises](#) to help you best prepare for your academic experience this fall.

Studying abroad or domestically in your first semester of college is a unique and highly beneficial experience. To get the most out of it, you should carefully prepare for the details of your site location academics. Please be sure to attend your **Berlin Webinar this summer** and refer to this guide often to find information on academic policies and expectations.

We hope you have a wonderful experience this fall.

Sincerely,

*Dr. Bryan McAllister-Grande
Director, Academic Integration and Planning Team
Global Experience Office*

Academic Success – Top 10 Tips

1. Stay in frequent communication with your academic advising team for your College. They can help you navigate challenges, connect with mentors/tutors, and transition to Boston in the spring. Most academic advising teams will be visiting your location in the fall!
2. Do some summer prep work before you go (like reading this handbook!). We've included a few exercises and resources in this guide, but we also recommend exploring your host institution's website. Take some time to review the academic norms, courses, course delivery, and policies in your location.
3. Connect with your Student Success Guide (SSG) on MentorHub. Your guide can help you find resources you need at Northeastern.
4. You may encounter some harder challenges academically than you are used to. This may be because you are navigating a new culture and your first semester of college! Try to reflect and identify what the root causes might be. Is it because you might be homesick or experiencing some cultural adaptation challenges? We've prepared some exercises to help you reflect on some causes and how you can find support.
5. Seek out your on-site location professors during office hours. Try to reach out to them even if you don't have a direct question: they are often happy to chat with you about your interests and life in the city/culture!
6. Use Northeastern's Virtual Peer Tutoring Service!
7. Use a planner or Time Management app such as Trello or Evernote to manage your time effectively and make sure you are meeting deadlines. We recommend entering all deadlines for major exams and assignments in your planner or app as soon as you receive your syllabi in the first week of classes so you know what to expect for the pace of your semester!
8. Form study groups within your N.U.in families or with classmates. Don't be afraid to invite students from your host institution or other schools who are also in your classes—studying together is an easy way to get to know them!
9. Walk to your host institution's library and find a good, quiet study space. Use this space when you really need to focus on a big test, assignment, or organizing your time in your planner or time management app.
10. Check your email at least once a day to stay up to date with communications from Northeastern, your host institution, and your professors.

Courses and Curriculum

Your curriculum is prepared for your College and major. Please refer to the course maps on our [website](#) and your academic advising team to discuss your specific requirements and course plan.

For personalized class recommendations and questions about how classes will apply to your academic progress, please reach out to your academic advisor.

NUPath requirements refer to Northeastern's core curriculum. More information is available [here](#).

Culture Course

All students take one Culture course on the N.U.in program. This place-based course is a signature feature of Northeastern's global experiential learning model. It is typically an immersive introduction to your city or location. You choose one of the Culture course options as part of your N.U.in experience, and you can choose a second as an elective course. The options for Fall 2022 are:

Berlin and the Business of Sustainable Cities

The course focuses on Berlin as a case study of urban governance for sustainability. It will compare local policy challenges in national and international contexts, developing a more nuanced view on the top down and bottom up strategies of building sustainable cities. The course combines a comparative policy analysis approach with concepts of international relations studies. The objective is to unravel the concept of sustainability and study its translation into politics and policies in multi-level governance structures.

NU Course Equivalent: BUSN 1990, Business Elective. NUPath: SI.

Berlin: The Capital of the 20th Century

Berlin was the stage upon which the drama of the turbulent 20th century played out. In the 1920s, Berlin defined what it meant to be modern: it was the intellectual fulcrum of a liberal republic and a glamorous café society. But that republic was unstable, and soon a fascist government destroyed this atmosphere of tolerance and many of the great works of art and literature created by its talented freethinkers. After 1945, the bombed-out city became a frontline of the Cold War, but with the fall of the Wall in 1989, Berlin began a new era as a center of creativity. Berlin's fascinating and turbulent past makes it the perfect place to study what 20th century modernity means, and what the future of modernity might hold. This course combines contemporary works of fiction, non-fiction, films and excursions to study the cultural and historical meaning and legacy of the 20th century, using Berlin as a case study.

NU Course Equivalent: HIST 1990, History Elective. NUPath: IC, SI.

German Fairy Tales: Grimm Brothers to the Present

The course is an exploration of the nature of the German fairy tale as a literary genre and institution. We examine its historical origins in the late 18th century, its cultural significance for Germany, the formalistic elements and thematic features developed in the German fairy tale over time and its

dissemination in literary and pop culture in our contemporary world.

NU Course Equivalent: CLTR 2990, Culture Elective.

German Language – Beginning I

The course is designed for students with no or little previous knowledge of the German language. Within six weeks, students will develop basic language comprehension and communication skills in the areas of listening, speaking, reading and writing German. By the end of the course, students will be able to employ simple sentences and expressions when dealing with various situations of daily life (at the supermarket, in a restaurant, at school, at the office, with friends & family, etc.). They will be able to talk about themselves and their area of studies and ask others about their personal information.

NU Course Equivalent: GRMN 1990, German Elective.

Holocaust Studies

This course is designed to introduce students to the history and study of the Holocaust. The first part of the course will focus on the historical context, planning, and execution of the Holocaust. The second part of the course will introduce students to the evolution of Holocaust studies beginning in the immediate postwar environment (Nuremberg Trials) and continuing through the latest trends in Holocaust scholarship. The third part of the course will focus on the writings of Holocaust survivors. The course will end with an analysis of film treatments of the Holocaust from the 1950s until the present day. Because this course takes place in Berlin, special attention will be given to Berlin and German-specific issues in Holocaust studies, namely questions of Holocaust memorialization, Holocaust and German national self-understanding, and more broadly the concept of “coming to terms with the past.”

NU Course Equivalent: HIST 1282, The Holocaust and Comparative Genocide. NUPath: ER, SI.

Global Learning Experience Course (1 credit, online)

**** This course will be taught according to Northeastern, U.S. standards**

**** This course is taught online in Northeastern Canvas**

This is an optional 1-credit course for students interested in the subject of global learning and citizenship. It is taught in a mixed synchronous/asynchronous format and is intended to complement your abroad experience as well as to encourage reflection and immersion.

This online seminar will focus on global citizenship and cultural difference in the twenty-first century. We will begin by defining global citizenship and examining its origins and critiques. We will then explore frameworks of intercultural learning and praxis. You will critically analyze and apply these ideas as you engage in personal reflection and team-based problem-solving, connecting issues you encounter during your own global experience in your N.U. in host site with broader dynamics of globalization, migration, positionality, power, and privilege.

NU Course: INSH 1990, Interdisciplinary Elective in Social Sciences & Humanities.

Courses and Course Descriptions

CIEE courses are designed to follow U.S. academic culture and standards. The class environment

typically features a combination of traditional lecture and discussion with co-curricular excursions and activities. Heavy emphasis is placed on student participation. To avoid falling behind, students should not plan personal travel until they have arrived in Berlin and have reviewed their syllabus and course meeting times, and assignment due dates.

A select few courses are Northeastern courses that are taught according to Northeastern, American standards and will feature live streaming or teaching from Boston. Those exceptions are noted below.

Academic Writing: Cultural Participation

This course develops writing skills by teaching students the process and protocols associated with producing quality, college-level essays. The course also aims to foster a degree of literacy around an issue of significant public debate. Students work on four “projects” in response to texts on a theme. These projects are collated into a portfolio of work that includes drafts and finished essays, shorter assigned writing assignments, completed homework assignments, peer reviews and self-reflections. *NU Course Equivalent: ENGW 1111, First-Year Writing. NUPath: WF.*

Calculus for Business

Calculus for Business is a calculus course intended for those studying business, economics, or other related business majors. The following topics are presented with applications in the business world: functions, graphs, limits, differentiation, integration, techniques and applications of integration, partial derivatives, optimization, and the calculus of several variables. Each textbook section has an accompanying homework set to help the student better understand the material.

NU Course Equivalent: MATH 1231, Calculus for Business and Economics. NUPath: FQ.

NOTE: A graphing calculator such as the TI-83 and TI-84 (including Plus models) is recommended, while a Scientific Calculator is required, such as a TI-30. More powerful calculators such as TI-89 or TI-nSpire, cell phones or any telecommunication devices are not allowed during exams or quizzes. Sharing calculators is also not allowed. Students should bring notebook and writing supplies as well as 0.5 cm graph paper (loose or in notebook form) (German: Kaestchenpapier) and a ruler to each class. The TI-30--and other models--as well as supplies listed above are available for purchase from German retailers. Students do not need to purchase these before arriving.

Entrepreneurship and Start-Up Culture

Students develop an understanding of the entrepreneurial process by working on a concrete and locally specific project and business plan. In order to allow students to develop their business plans within the host country market, this course first examines the entrepreneurial cultures in the host country by comparison with that of the United States. On the basis of this contextual analysis, students reflect on their own values, goals and strengths, pitching ideas, forming teams and developing a business model. Special attention is paid to the results of the customer, market, and industry analysis that are used to develop a viable product. The course also investigates different forms of intellectual property rights and explains the first steps of strategic planning. After completing all the assignments, students will be able

to pitch an entire business idea based on thorough research.

NU Course Equivalent: ENTR 1201, The Entrepreneurial University.

Gender, Race, Sexuality and Popular Culture

Through this course, students will apply a critical lens to representations of gender, race, and sexuality in contemporary popular culture in both Germany and the United States. The course combines key concepts and theoretical frameworks in cultural studies, anthropology, gender studies, and media studies with the analysis of mass media products, including magazine advertisements and television programs. We will apply both quantitative and qualitative methods and discuss media representations in terms of the ways in which they reproduce or challenge traditional concepts and stereotypes of gender, race, and sexuality.

NU Course Equivalent: WMNS 1101, Sex, Gender, and Popular Culture. NUpath: IC, DD.

Politics of the European Union

This course provides an overview of the process of European integration from the post-World War II era to the present. Students study the functions and power distributions of the EU legislative, executive, and judicial branches of government. Students also analyze the politics of policy making in different arenas such as the single market, the Euro, and external trade policy. Non-economic policy areas such as foreign and security policies are also addressed. Current dissensions and dysfunctions within the EU are examined and debated from the perspectives of democratic theory and collective action theory. Classroom content is supplemented and enhanced by debate meetings with EU representatives and other EU experts in Berlin, as well as a field trip to the European Parliament in Strasbourg and/or the European Commission in Brussels.

NU Course Equivalent: POLS 3435, Politics and Governance of Europe and the European Union. NUpath: SI.

Principles of Microeconomics

This is an introductory course that teaches the fundamentals of microeconomics, providing a solid foundation for economic analysis and thinking. This course begins with an introduction to supply and demand and the basic forces that determine an equilibrium in a market economy. It introduces a framework for learning about consumer behavior and analyzing consumer decisions. The course will explore firms and their decisions about optimal production, and the impact of different market structures on firms' behavior. The final section of the course provides an introduction to some of the more advanced topics that can be analyzed using microeconomic theory. These include international trade, the impact of uncertainty on consumer behavior, the operation of capital markets, equity vs. efficiency trade-offs in economic policy and social insurance. By the end of the course, you will be able to understand introductory microeconomic theory, solve basic microeconomic problems, and use these techniques to think about a number of policy questions relevant to the operation of the real economy.

NU Course Equivalent: ECON 1116, Principles of Microeconomics. NUpath: SI, AD.

Reinventing Berlin's Economy after the Fall of the Wall

This course introduces students to the highly dynamic economic transformation of the city of Berlin since the fall of the Iron Curtain. As former mayor Klaus Wowereit indicated through his now infamous description of his city as "poor, but sexy," Berlin has tried to turn its weakness (i.e., lack of financial capital) into a strength (i.e., wealth of cultural capital) by focusing heavily on "creative industries," tourism, and its world-famous club and art scenes. This course is designed to understand this transformation in all its economic and cultural ramifications: from the vibrant start-up culture and precarious employment patterns to the city's rapid growth and discontent with gentrification.

NU Course Equivalent: HIST 1990, History Elective.

Summer Preparation

You are doing a lot logistically this summer to prepare for the fall, but you can also use this time to get ready for the academic challenges of your first semester of college. Reading this academic handbook is a great first step!

Another important way to prepare is to decide now on a time management strategy you will use to keep track of deadlines this fall. Think about how you organized your time in high school: did you use a planner, a time management app like Trello or Evernote, or rely on your teachers to remind you about assignments and important dates? If you have a method that works for you already, make sure you bring any supplies you need (purchase a new planner, double check that the app you are used to will work on the phone you plan to use abroad and at your host location). If you have not used a planner or time management app before—or haven't used either successfully or long-term—we recommend exploring some options on your own this summer and using one to keep track of personal goals and your preparation for the fall for at least two weeks. Hopefully, this experimentation will show you whether a virtual or written planner works best for you! If you want to talk through time management strategies, please reach out to NU peer tutors or your Student Success Guide—they can recommend options and share tips!

Getting Your Textbooks

It is essential that you purchase all course textbooks (either hard copies or electronic if you prefer) before departure for Germany, as English-language textbooks are very difficult to order in Germany. However, you should not purchase textbooks until your courses have been confirmed by your academic advisor. If you need a calculator, double check the specifications with your course instructor so you select the correct model. Calculators are available for purchase from German retailers once you arrive in Berlin; students do not need to purchase these before arriving.

Fall 2022 N.U.in Germany Courses	Text Title
Academic Writing 1111: Cultural Participation	Graff, Gerald, and Cathy Birkenstein. <i>They Say / I Say</i> , 3rd edition or later. Norton. McQuade, Donald and Robert Atwan. <i>The Writer's Presence: A Pool of Readings</i> , 8 th edition or later. Bedford/St. Martin's.
Calculus for Business	Bittinger, Marvin L., David J. Ellenbogen, and Scott A. Sargent <i>Calculus and its Applications</i> , 11th Edition [Purchase of <i>MyLab Math</i> is NOT required]

Holocaust Studies	Bergen, Doris. <i>War and Genocide: A Concise History of the Holocaust</i> , 3 rd Edition. Rowman and Littlefield: 2016.
Principles of Microeconomics	Mankiw, N. Gregory. <i>Principles of Microeconomics</i> , 8th <u>OR</u> 9th Edition. Cengage Learning.
Berlin: The Capital of the 20th Century	No textbook required; readings to be provided in class
Berlin and the Business of Sustainable Cities	No textbook required; readings to be provided in class
Entrepreneurship and Start-up Culture	No textbook required; readings to be provided in class
Gender, Race, Sexuality, and Popular Culture	No textbook required; readings to be provided in class
German Fairy Tales: Grimm Brothers to the Present	No textbook required; readings to be provided in class
German Language – Beginning I	No textbook required; readings to be provided in class
Politics of the European Union	No textbook required; readings to be provided in class
Reinventing Berlin’s Economy after the Fall of the Wall	No textbook required; readings to be provided in class

Optional Exercises

Read and think through the following scenarios, reflective questions, and strategies for taking on some common academic challenges.

1. You receive a syllabus for one of your classes that shows a large portion of your grade is calculated from a research paper due at the end of the semester and your midterm and final exams.

- Is this intimidating, because this makes both the exam and paper high-stakes assignments, or a relief, because there is less daily or weekly work?
- How will you break up writing the paper and studying for the exam into smaller, weekly tasks to avoid last-minute studying and writing crunches?

The best first steps you can take to plan for long-term assignments are to carefully read your syllabus when you receive it and enter all deadlines into your time management app or planner.

For a research paper, you can create smaller goals and deadlines for yourself to make sure you are staying on track. For example, if you have a paper due at the beginning of December, you can set a

deadline for yourself to decide on your topic by October 1, find and read your initial sources by October 31, outline your paper the following week, and complete your paper by November 30 so you have enough time to take your work to your professor's office hours to review or to a virtual NU Writing Center appointment.

If your grade is heavily dependent on exams, you will want to be sure you are taking good notes in class so you have a foundation to study from later. You can speak with a peer tutor or your Student Success Guide about study skill advice and good notetaking practices. One notetaking tip is to use one method, like handwriting notes in sentence or phrase form during lectures, and then to use a different method, like typing up those notes and organizing them into an outline or chart form, soon after to review. This helps solidify the knowledge in your mind and, again, gives you great materials to study from when the midterm and final exams are approaching. As with a long-term paper, you should set aside specific blocks of time in your app or planner to study for an exam. Leave enough time to email any questions to your professor and receive their response before the exam, utilize tutoring services, or work with classmates as a study group.

It can be difficult to keep long-term assignments and end-of-term exams at the front of your mind with so much else going on, which is why it's so important to plan ahead for these deadlines at the beginning of the semester! Your syllabi are your guides to success in each of your courses.

2. You want to drop a class.

- What is it about the class that made you change your mind? Since you and your advisor decided on these classes as the best path forward for your academic plan, we discourage changing your schedule after arriving on site in most circumstances.
- Consider the consequences of dropping versus staying in the course.
 - Is the class necessary for your major or other plans, meaning you will need to take it in a future semester if you drop it now?
 - Is the class a pre-requisite, meaning you can't move forward onto the next course in a series without completing this one first?
 - If you stay in the course, do you think you could earn the C minimum grade you need?
 - Are there alternative classes available that would contribute toward your degree progress?

Try organizing your thoughts in a pro and con list to see if dropping the class makes sense for your situation. Again, it is usually best to stick with the schedule you determined over the summer with your academic advisor! Sharing your pro and con list with your academic advisor will help you both make the best decision for your academic plans.

3. You didn't really need to study in high school as long as you paid attention in class. This semester, you're attending every class and paying attention, but you still struggled with your midterms.

- How are you feeling about how your midterms and semester overall have gone so far? It can be shocking and disheartening to get lower grades than usual or to have more difficulty than you expected with your coursework. This is a reflection of the difference between college-level and high school-level work, not an indication your abilities have changed!
- What can you do differently to prepare for your finals?

If you are confused about a grade or want to review content, you should stop by your professor's office hours (time and location will be listed in your course syllabus). If you understand what happened with the exam and feel you could have done better had you prepared more, your academic advisor and virtual peer tutors from Northeastern can help with time management and study skills.

Success in college-level work does tend to require more active participation and time outside the classroom than success in high school. You were accepted to Northeastern because you have proven you're up for the challenge! The transition from high school to college is difficult for most first-year college students, even high-achieving students. Regardless of how many college credits you may have accumulated in high school, this transition involves much more than your classes. Your Student Success Guide on the Boston campus is a great resource for support with this: they have been through the same themselves, and they are likely also helping Boston-based students with the same challenges you are facing now!

Beyond the usual adjustments of starting college, you are in a uniquely new situation with so many changes to your day-to-day life in these summer and fall months, making this transition even more layered and complicated! Congratulate yourself on how many areas you *are* succeeding in, then ask what the main struggles you have been having are. Your academic difficulties may be due more to homesickness or something else besides the course material itself. Connecting with mental health resources, your site staff, and your academic advisor about these challenges can help you work out strategies that address your individual needs to better position you for the rest of the semester.

4. You receive a grade you disagree with on an assignment.

- Which emotions are you dealing with? You might be angry with your professor, disappointed in yourself, checked out from the course, or motivated to ask for additional support. It's important to take stock of your feelings and give yourself time to cool down before taking action.
- Reread the assignment if you have access to it. Again, wait until your initial reaction to the grade passes to do this. Can you follow your professor's thinking based on their feedback and any marks and comments on the assignment?

If the grade makes some sense to you but you have questions, or you want to discuss your performance in the course and how to move forward more generally, this is a good time to utilize your professor's office hours. Approach your professor with the intent to understand your grade and make a plan to finish the course successfully. Please note that you should not challenge grades based on your

professor's academic judgment, but you and your professor can work together to correct any administrative error with your grade. (These are thankfully rare!)

When you discuss your grade with your professor, differences in academic standards between institutions and cultures may become evident. It is important that you listen to your professor's perspective and respect their expertise in the subject you are learning. You can talk more about cultural differences between U.S. classes and expectations at your host institution with site staff. Based on what you learned from your professor, you will also have a good idea of the kinds of clarifying questions you should ask professors when you receive assignment rubrics! This is a skill that will help you in your coursework in Boston, too.

Preparatory Summer Courses – College of Science

Northeastern's College of Science has prepared important preparatory online summer courses to get you prepared for first-year biology, chemistry, physics, and calculus courses.

We highly recommend that you complete these courses before departing. These courses cover high school content that will get you ready to succeed in introductory science classes. They may cover important foundational content that you did not receive in high school or review concepts that you will be expected to know coming in to introductory science classes.

If you are enrolled in Calculus for Business, this fall, please reach out to GEO (Sarah Kennedy, Assistant Director of Academic Guidance, s.kennedy@northeastern.edu) if you wish to be added to the Ramp-Up course!

Check-In Surveys

Expect to receive an "Early Action Survey" in your Northeastern email account from the Global Experience Office about two weeks after classes start. This is a mandatory check-in survey that helps us direct resources to the students who would most benefit from them! It is important you complete this survey to give us an early picture of how your semester is going.

You will receive a second check-in survey in your Northeastern email account at midterm. This is another mandatory check-in survey that gives you a chance to flag any academic problems you're having before the end of the semester. Again, please be sure to complete these surveys to update the Global Experience Office back in Boston on how you are progressing through your semester!

Add/Drop

Once class begins, students may request a course change with their host institution during their add/drop period. September 9 is the last day to drop or add classes for Fall 2022. However, students are discouraged from adding or dropping courses once they arrive on site because NU academic advising has already carefully reviewed, discussed, and confirmed fall classes. Any changes that students make to their course registration after they arrive on site may negatively impact their academic progress, so it is not recommended. Please also keep in mind that requests are not guaranteed. Factors such as capacity, timetabling, and add/drop deadlines may not allow for a change to be made.

Remember that you must remain enrolled in a minimum of 12 credits to remain a full-time student for visa purposes, and taking fewer credits in a semester than you planned with your advisor can lengthen your time to degree completion.

Changing Your Major

The process for changing your major depends on when you make this decision:

After you have confirmed your N.U.in location and before arriving on site, you can request a major change through the Application Status Check Portal. Your change of major may not be approved if you choose a major that is not compatible with your location.

During the add/drop period at the start of the fall semester, you should talk with your advisor as soon as possible, but it is usually best to stay in your current classes and wait to change your major until January orientation in Boston.

During the fall semester, similarly, you should talk with your advisor as soon as possible and wait to change your major until January orientation in Boston.

During the spring semester, please consult the Registrar Office's procedure for changing your major posted [online](#).

If you decide to change your major before or during your N.U.in Fall semester, your options for classes at your chosen site that apply to your new intended major may be limited: you should discuss the major change process with your academic advisor.

Explore Program

Students in the Explore Program can declare any major at any time. If you decide on a major and are ready to declare, you can do so to benefit from integration into your academic department and connections with academic advisors in your College. Please reach out to your Explore advisor as soon as you make this decision to discuss the major change process! As a reminder, once fall classes begin and the add-drop period ends, fall class selections are not able to be changed (see above).

If you declared a major but become undecided, you can switch into the Explore program for individualized guidance from an Explore academic advisor and access to a peer mentor while you explore your various interests. Please email your assigned advisor to discuss your situation and the steps you will take to move to the Explore program.

Long-Term Academic Planning

Like all Northeastern students, N.U.in students create their own unique academic path, including co-op experiences, with most graduating in either four or five years. When you start your college career with N.U.in, you will still have all the same options as students beginning in Boston in the fall and will be able to tailor your journey to graduation. If you are particularly interested in a four-year model, you may want to explore the option of NUterm, a summer semester of classes for rising sophomores at Northeastern.

Students typically have flexible schedules. You should work closely with your academic advisor to determine the best progression track based upon your interests and graduation goals. We urge you to think carefully about where your primary academic interests lie before selecting an N.U.in location. This will ensure that you begin with a strong base of prerequisites before progressing at Northeastern in the spring.

Maximizing Global and Intercultural Learning

Advancing your global and intercultural adaptation skills is one of the key goals of N.U.in. Simply experiencing other cultures is not enough to advance these skills; rather, active knowledge of self and others is necessary to learning cross-cultural adaptation. You can practice these steps to advance your knowledge:

- Review the foundational material in the Pre-Departure online course you received in May/June
- Think about/write about the following self –assessment questions in a journal or notebook:

Global and Intercultural Self-Assessment

Think about 2 or 3 ways that you identify. Some dimensions to keep in mind are gender, religion, socioeconomic class, education level, sexual orientation, race and ethnicity. It is important to note that the way that you identify may be different from the way that you are perceived — but for the purpose of this activity we want you to define yourself.

Now, reflect on a moment in your life that made your identity very salient to you :

Did something happen that marked when you started thinking about it? (examples include a disruption in a parental relationship, moving to a new place for university, changing a style of dress, a new friendship or relationship)

When did you become conscious that this was an important piece of who you are?

Was there an event or experience that later solidified this identity? What was it about this event or experience that cemented this identity as an important part of who you are?

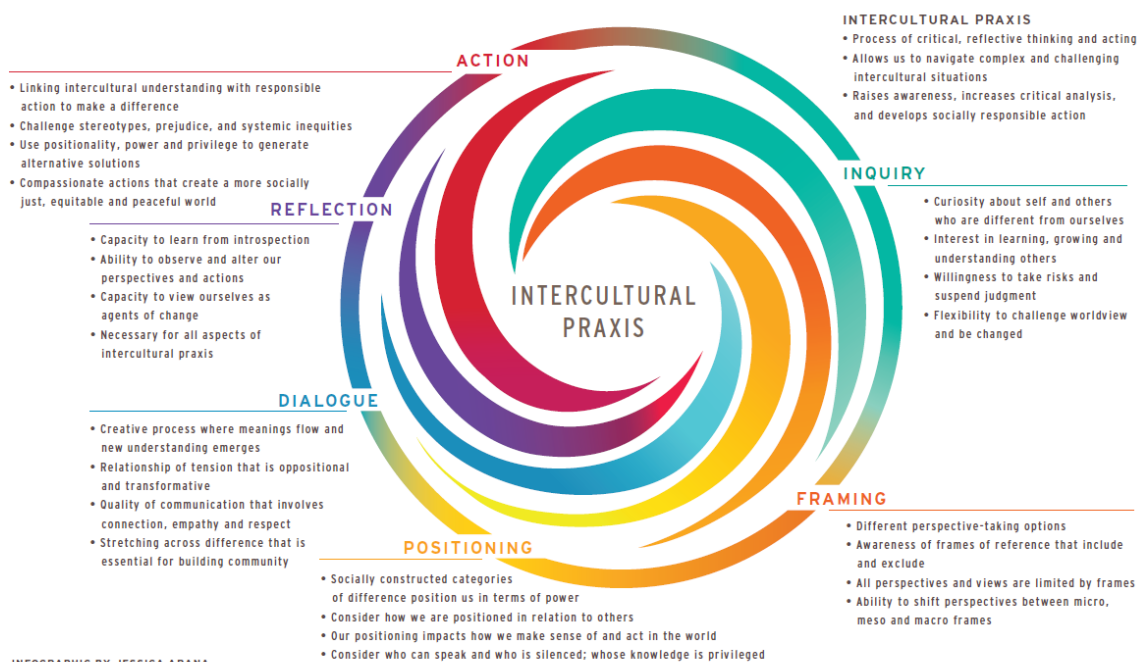
Intercultural Praxis Model

Familiarize yourself with the Intercultural Praxis Model, developed by Dr. Kathryn Sorrells. This model proposes a non-linear, dynamic, interactive process of intercultural communication featuring the following components:

- **Inquiry:** In the Inquiry phase, you express curiosity and openness to dialogue with other cultures and ways of knowing and understanding. You practice active listening and turn off your judgement or critical lens to truly understand another's perspective and "walk in their shoes"
- **Framing:** In the Framing phase, you understand that your and others' perspectives are limited by frames of knowing and understanding. You seek to understand and appreciate these frames (such as a person's socioeconomic background, worldview, gender, sexual orientation, etc.) as valid for that person and the culture or society they belong to.
- **Positioning:** In the Positioning phase, you reflect upon the nature of power, who is silenced and why (including yourself), and how societies position people and classes to enact certain roles (such as vocations or menial tasks). You consider how you might act to help partner and collaborate for change.
- **Dialogue:** In the Dialogue phase, you engage in conversation, listening, and dialogue with those who are different than you, in order to further understanding and mutual empathy.
- **Reflection:** In the Reflection phase, you take time to step back and process your thinking and interactions around difference. You also assess your capacity to be an agent of change, and reflect upon any experiential learning you may have encountered.
- **Action:** In the Action phase, you consider how you can be an agent of change and what is ethical and responsible versus what might be considered "saviorism". How can you partner with another person or organization of people/community to enact incremental and meaningful change?

Adapted from Sorrells & Sekimoto, 2016

INTERCULTURAL PRAXIS MODEL
KATHRYN SORRELLS, PH.D.



Jessica Arana's Infographic Overview of Kathryn Sorrell's Intercultural Praxis Model

Global Learning Experience Course (1 credit)

To dive deeper into these topics, consider registering for the 1-credit, online Global Learning Experience course. The Global Learning Experience is offered at select N.U.in locations.

Global and Intercultural Communication Module/Digital Badge (non-credit)

If you are not enrolled in the Global Learning Experience course, you have the option of enrolling in our Fall or Spring [Global and Intercultural Communication Module/Digital Badge](#). This module takes, on average, around 8 weeks to complete and has both synchronous and asynchronous components. Learners who complete the module will earn a Digital Badge in Global and Intercultural Communication (Level 2: Intermediate) through Credly, which can be imported into LinkedIn profiles and digital resumes. If you are interested in joining the fall cohort, please contact Bryan McAllister-Grande at b.mcallister-grande@northeastern.edu

Your On-Site Academic Resources

Tutoring and additional support is available to you, but you must seek out these resources. You may speak to your lecturer or a Global Experience Office staff member to discuss any issues that you may be having academically. The following resources are available to you through CIEE:

- Academic mentoring through one-on-one sessions.
- You can seek group-based assistance for the following courses: “Calculus for Business” and “Principles of Microeconomics.”
- For writing, you may receive individual support by visiting the instructor for the “Academic Writing” course. The instructor is available to meet with you to provide support with drafting, revising, and final editing of writing assignments.
- All faculty hold regular office hours (listed on each syllabus) and are also available by appointment to meet with you to provide additional support.

Virtual Resources from Northeastern

[Northeastern Global Online Tutoring Services](#)

The Peer Tutoring Program (PTP) at Northeastern offers **FREE** one-on-one and small group online tutoring to Northeastern students enrolled in the N.U.in, NU Bound, and Global Quest programs. The peer tutors in the NU Global Online Tutoring Center are current upper-class students who have taken the courses they tutor at Northeastern, have earned an A or A- as a final grade, and have received a strong faculty recommendation. Many of the tutors are also N.U.in, NU Bound, and Global Quest alumni! Tutoring is offered for many of the high demand classes you may be taking. All tutoring sessions are online with availability offered 7 days a week and with time zone capability. Students can request up to 2 tutoring sessions per course, per week.

To set up a tutoring session, just follow the steps below:

- Login to the Tutoring Webapp [here](#).
- Use your Northeastern credentials.
- Use the drop-down to select your time zone.
- Use the drop-down to select the course you are seeking tutoring in and a calendar will show all available tutors and their availability.

[The Writing Center](#)

The Northeastern Writing Center is open to students, staff, faculty, and alumni of Northeastern and exists to help writers at any level, and from any academic discipline, in their written communication. Virtual appointments are available Monday through Thursday, 5 p.m. to 9 p.m. EST and Fridays 10 a.m. to 9 p.m. EST (the most current hours are posted on The Writing Center’s [website](#)).

Online appointments take place in the platform WOnline, where you can text chat with a consultant and work interactively on a piece of writing. Some (but not all) consultants are available for voice/video

consultations. More information about virtual appointments is available [here](#).

Your Academic Student Success Team

Academic Advisor

You have an academic advisor assigned based on your College and goals—this is a dedicated contact person for your questions about courses, graduation requirements, experiential learning opportunities, and other topics related to your academic experience and professional aspirations. Some academic advisors will be traveling to Berlin to meet with students in person, but your academic advisor is available to you virtually during the entire fall semester!

Please use the email addresses below to contact your College’s advisement team for questions about courses, majors, and other academic topics. For more information about each College, please use the links on the left:

Bouvé College of Health Sciences	Bouvé Advising: bouvestudentservices@northeastern.edu
College of Arts, Media and Design	CAMD Advising: camdadvising@northeastern.edu
Khoury College of Computer Sciences	Khoury Advising: khoury-advising@northeastern.edu
College of Engineering	COE Advising: COEAdvising@northeastern.edu
College of Science	COS Advising: JoinCOS@northeastern.edu
College of Social Sciences and Humanities	CSSH Advising: csshadvising@northeastern.edu
D’Amore-McKim School of Business	DMSB Advising: ugbs@northeastern.edu
Explore Program for undeclared students	Explore Advising: explore@northeastern.edu

Student Success Guide (SSG)

The Student Support Initiative matches every incoming Husky with a trained upper-year peer mentor called Student Success Guides (or SSGs for short) and peer cohorts (SSI Packs) via the MentorHub NU app. Your SSG serves as a navigation guide for you to quickly and efficiently connect with the experts and resources you need. If you aren’t sure which Northeastern office would be best for you to connect with to help with whatever you may be dealing with, your SSG is an experienced student to whom you can reach out for some direction.

As an N.U.in student, you have the same access as all first-year Northeastern students to your SSG through the MentorHub NU app! The only difference is that you will have a professional staff member and Site Coordinator who can be reached via the Mentorhub NU app. While the SSG will be based in Boston, you will have in-person support at your location through the program’s professional staff.

Libraries and Research

At CIEE Berlin, N.U.in students will have access to communal lounges, a co-working space, and quiet study spaces. Two desktop computers are also available for student use. The entire facility has Wi-Fi. Students, once registered as residents of Berlin, may gain reading-room, and in some cases, borrowing privileges, at any public (city, state, university) library. Additional small fees may apply. Most libraries are a short trip by public transit from CIEE's Berlin facility.

Students also have access to the electronic resources provided by Northeastern, via the NU Libraries website [here](#). For help with research, please view the [subject guides](#) created by Northeastern librarians. If you have a question for the librarians, you can [contact them](#) through live chat or a web form.

Disability Accommodations

If you require accommodations, you must upload the documents to your Northeastern Application Status Check. CIEE then reviews the documentation and will contact you if there are follow-up questions. You should also speak to your professors individually to alert them of necessary accommodations.

Northeastern Disability Resource Center

We recommend also connecting with Northeastern's Disability Resource Center, both so your accommodations are on file for the spring semester and so Northeastern can provide any accommodations you may need beyond what your host institution offers.

To receive accommodations through the DRC, students must provide documentation of a disability that demonstrates a current substantial limitation. Accommodations are approved based on a review of the information that is submitted. This review process is conducted on a case-by-case basis.

The process to apply for accommodations is outlined on the DRC's [website](#). Students should complete the [Student Disclosure Form](#), any additional clinical documentation showing a history of services or other relevant information via your [DRC portal](#), and, if necessary, a disability-specific disclosure form to be completed by a clinician.

Withdrawing from a Course On-Site

Students are discouraged from withdrawing from courses unless absolutely necessary. Any changes that students make to their course registration after they arrive on site may negatively impact their academic progress, so it is not recommended. Remember that you must remain enrolled in a minimum of 12 credits to remain a full-time student for visa purposes, and taking fewer credits in a semester than you planned with your advisor can lengthen your time to degree completion. The last day to withdraw from a class is October 21.

For a student to withdraw from a course following the program Add/Drop deadline and prior to the program Course Withdrawal deadline, the student will need to have permission from both the CIEE Berlin Center / Academic Director, who must also gain written approval from the N.U.in staff in Boston. A Course Withdrawal form must be completed by the student and CIEE Berlin Center Director and submitted to the CIEE Registrar for any approved course withdrawal occurring after the add/drop deadline, along with a copy of N.U.in staff approval email. The student must continue to attend classes until the course withdrawal is approved and will receive a failing grade (F) for the course if proper approval for withdrawal from the course is not secured.

If the request takes place after the Add/Drop deadline, but before the Course Withdrawal deadline, and is approved by CIEE and N.U.in staff in Boston, a grade of "W" (Withdrawal) is entered on the CIEE Custom Programs Grade Report for the course.

Requests to withdraw after the Course Withdrawal deadline are granted only rarely and for truly exceptional circumstances. If a student stops attending courses after the Course Withdrawal deadline, the student will receive a failing grade for any outstanding assignments or exams, unless all scheduled class meetings have occurred and all coursework has been submitted before departure. In that case, the student will have the earned grade and credits reported on the CIEE Custom Programs Grade Report.

In some rare cases, a program withdrawal is voluntary but unavoidable, for example due to a serious accident, illness, or family emergency. In such cases and where an Incomplete (see below) is not feasible, the student must ask permission from the CIEE Berlin Center Director, who will consult with the N.U.in staff in Boston. If the program withdrawal is granted with a provision for exceptional circumstances, CIEE will assign a grade of Withdrawal (W) if the student leaves the program after the Course Withdrawal deadline and is passing the courses in question at the time of departure.

CIEE does not grant partial credit for courses that are not completed prior to a student's departure.

Incomplete Courses

When warranted, a student may be allowed to finish required course work after a course has concluded. Incompletes (extensions) are very rarely granted and then only for exceptional circumstances (for example, due to program departure because of an emergency). In order to request an Incomplete, a student must have already completed at least 80% of all course requirements. Incompletes are granted at the sole discretion of CIEE and only with permission from the N.U.in staff in Boston.

If an Incomplete is warranted, CIEE academic staff will work with the student and instructor to draft a plan to finish the course requirements. The plan must include the earliest feasible final date for submitting all incomplete materials, no later than one semester (or six months, whichever is earlier) after the on-site final exam date of the course(s). Students who have been granted an Incomplete may not later request to receive a grade of “W” (withdrawal) for the course in question.

Instructors do not have authority to extend deadlines, make special arrangements for students, or otherwise modify CIEE academic policies. Any special arrangements tentatively proposed by professors must be submitted to the CIEE Berlin Center Director/Academic Director for review and final approval. If you do not have an approved Incomplete and plan, a grade of “F” will be assigned for all incomplete work. If the student misses the deadline for completing work for Incomplete courses, all Incomplete coursework will automatically be converted to failing grades (F) and no further extensions will be granted.

Communicating with Professors

The best way to get in touch with your professors outside the classroom is to use the Canvas inbox. Canvas is the Learning Management System used for all CIEE-taught courses and includes the ability to send a message directly to your professor, which is ideal for communicating any clarifying questions you may have related to an assignment, your grade, or the course content. In the syllabus, which is the course outline that you receive on the first day of class, your professor also specifies their office hours, so that you can stop by and discuss course-related topics in person. If you have a question related to an assignment, your grade, or the course content, your instructor will include their contact information in this document and specify whether they would prefer you email, call, or stop by their office hours. If you are unsure of how to contact your professor, sending your message from your student email account to their institutional email account is a good method.

Before reaching out to your professor with a question, please double check your syllabus to make sure it isn't answered there! The syllabus contains important information about attendance and grading policies, major assignments and deadlines, and the structure of the course. If you receive an email back from a professor asking you to refer to the syllabus, don't be discouraged—this is an email almost everyone gets at some point in their first semester of college! The syllabus is an excellent resource that most U.S. high school teachers do not use or do not use the same way, so make sure you take time to become familiar with the syllabus you receive from each class during your first week to avoid asking your professors anything answered in this document.

We encourage you to utilize your professors' office hours for discussion about your grade and performance in the course! You are discouraged from appealing grades for any reason other than administrative error. Students should first try to resolve academic disputes directly with their instructor by asking for an explanation of the motivation for the disputed grade.

If you feel your professor's teaching style is a mismatch for you, utilizing tutoring services through Northeastern is a good way to bridge the gap by reviewing the material with another person in a different way. Forming study groups with classmates is another good strategy to adapt to this situation. For example, if your professor spends the class time lecturing when you prefer to learn through group discussion, you can adapt by focusing on taking the best notes you can during lectures, then reinforcing what you learned by having a designated time to debrief with your study group. Expressing to your professor that you are struggling with the class format can help you work together to find support so you can succeed in the course, but keep in mind that cultural differences mean your professors' teaching styles are unlikely to perfectly resemble the learning experiences you may have had at a U.S. high school.

Class Attendance Expectations

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event.

Students must notify their instructor beforehand, if possible, if they will miss class for any reason. Notification must be made via Canvas. Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and the CIEE Berlin Academic Director and provide appropriate documentation as noted below. Make-up opportunity will be provided to the extent this is feasible.

An excused absence in a CIEE course will only be considered if approved by the CIEE Berlin Center Director/Academic Director (not the Instructor), and:

- a doctor's note from a local medical professional is provided
- a CIEE or N.U.in staff member verifies that the student was too ill to attend class
- evidence of a family emergency is provided
- the CIEE Berlin Academic Director pre-approves absence related to an observance of a religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero and no make-up or re-sit opportunity will be provided.

Non-emergency appointments—including, but not limited to, medical professionals, consular and embassy officials—only qualify as a justification for absence from class if the student obtains a note confirming that the visit could not have been arranged at another time, or that the student was too ill to be able to attend class on the day of the visit.

Students with over 10% unexcused absences will be contacted by the CIEE Berlin Academic Director and the N.U.in Program Liaison. Students with over 20% unexcused absences will receive a formal written warning from the CIEE Berlin Academic Director, including notification to designated N.U.in staff members, and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

Students are reminded to be sure they know the final schedule of all required academic activities before booking travel. Instructors are not permitted to re-schedule class meetings and course assessments or grant make-up work to accommodate a student's travel plans.

Assessments and Final Exams

Courses have at least five different means of assessment (for example, papers, mid-term and final exams, presentations, etc.) Participation is a required assessment in each course and counts as one of the five assessments; it is worth a maximum of 20% of the course grade. The assessment of learning outcomes is continuous throughout the semester through personal reflections, evaluation feedback, self-assessment, and requirements as set out in course syllabi. Students should expect an average of two hours of preparation required for each hour in class.

Most courses have a mid-term exam, typically scheduled in the period from Wednesday, October 12th – Friday, October 14th. This is the period just before fall break.

Courses with final exams—and all final course work—is due in the period from Wednesday, December 7th – Thursday, December 8th. Instructors will use the last class session before these dates to review material and answer questions and concerns for final assignments. All students are required to remain at the program location until the final program date, and to complete and turn in all academic work, including examinations and papers, prior to departing the site.

Transitioning to Boston / Spring Course Registration

Spring Course Registration

Your academic advisor will be in touch via your Northeastern email account this fall regarding spring registration. As you did this summer when you selected your fall classes, you will again have the opportunity to work with your home college advising office to work through the course registration process for spring. Additionally, many NU academic advising offices will be sending representatives to the N.U.in program locations this fall to meet with their students to discuss their academic plans for the spring semester. Finally, there will also be a spring orientation in January where you may have another chance to review your courses with your home college advising office and confirm your classes.

Transitioning to Boston

Northeastern's campus is transitional by nature, meaning that students are constantly coming and going for domestic or global co-ops, study abroad, or other experiential learning opportunities. The N.U.in Program fits in perfectly with this culture, and you are not at a disadvantage arriving in Boston in January.

Due to this constant movement on campus, there is always a Spring New Student Orientation, Winter Involvement Fair, and Welcome Week activities offered each January for all incoming students. The N.U.in Program and Student Affairs also hold welcome events for N.U.in students. Arriving on campus has been likened to a reunion, as students are excited to see each other after forming such close friendships while participating in N.U.in.

N.U.in alumni have recommended getting involved in clubs and organizations, whether related to your major or to personal interests, at the start of the spring semester to widen your circle and take advantage of the large Northeastern community in Boston. You will meet others in your major in your spring classes, and attending your College-sponsored or departmental events is another easy way to participate in your academic community!

Getting Ready for Co-Ops

Co-ops, employers, and grad schools may request your transcripts from all schools you've attended, including your host institution transcript from your N.U.in semester. You receive letter grades for your N.U.in semester classes, and these grades are visible on your host institution transcript, though they appear on your Northeastern transcript as "T" grades for transfer credit.

The [Employer Engagement & Career Design](#) office provides personalized career guidance for undergraduate, graduate students, and alumni, and also has great resources for resumes, cover letters, LinkedIn profiles and more. This is an excellent resource you can connect with virtually during your N.U.in semester or in person when you arrive in Boston in the spring! It is never too early to start considering career and co-op options, and familiarizing yourself with the resources and connections available to you for free as a Northeastern student will prepare you for your co-op search.

Grades and Transcripts

Grading System

CIEE uses the U.S. grading scale of A to F, meaning that grades will look similar to those earned in the US. The grading rubric is explained clearly at the beginning of the semester in each syllabus to ensure consistency and offer a guide from the beginning of the class.

Grades of C and above are considered transferable, while grades of C- or below are not able to be applied toward your progress at Northeastern.

Transferable grades: A+, A, A-, B+, B, B-, C+, C

Non-transferable grades: C-, D+, D, D-, F, AU, CR, EX, I, MW, NC, P, S, TR, U, X, W, WA, WF, WP

Transcripts

To successfully complete your courses in the N.U.in program, you must earn a C grade or better in each class. While these grades do apply to your progress at Northeastern through your major, NU Path, and graduation requirements, they will not be factored into your Northeastern GPA and will appear on your Northeastern transcript as “T” for transfer credit rather than with the letter grade you earned. Because co-ops, employers, and grad schools may request your transcripts from all schools you’ve attended, including your host institution transcript which will display the letter grade you earned in each class during your N.U.in semester, your grades in these courses are an important piece of your academic record.

Academic Integrity

CIEE follows U.S. norms requiring students exhibit highest standards of academic honesty. Cheating and plagiarism will not be tolerated and may result in a student failing the course or being dismissed from the program.

The following are examples of expectations of academic integrity:

- Final examinations, quizzes, and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information, unless the professor has explicitly invited collaboration or announced that a test is to be taken on an “open book” basis. This applies also to “take-home” exams.
- The same paper may not be submitted in more than one course, nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.
- The work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting

directly from another's work or including information told to you by another person (the general rule in U.S. higher education is that if you must look something up, or if you learned it recently either by reading or hearing something, you must document it).

Additionally, sharing course materials, whether copywritten or not, without the author's expressed, written consent, is a violation of academic integrity and may also violate intellectual property laws in your program location. This includes, but is not limited to:

- uploading any course texts, presentations, lecture notes, or assignment/test submissions (including your own) to web sites like "Course Hero" or similar repositories of papers and study materials.
- duplicating and distributing course materials that are not public domain in your program location.
- sharing any other materials posted to the course Canvas site with anyone not registered for the course, including discussion entries and instructor comments.

The consequences for violating academic integrity standards can range from a grade reduction or failure in a particular assignment (for relatively minor, perhaps unintentional mistakes) to failure of an exam or entire course for flagrant violations. Faculty will report any suspected violations to the CIEE Center Director/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit a plagiarism declaration form with each assignment. Please note that academic irregularity discovered after a student has left the program will still be investigated and sanctions may be applied retroactively.

Contact Information

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