

N.U.in Program Academic Handbook: JCU Rome

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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 John Cabot University, 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 **Rome 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:

Ancient Philosophy

The philosophers of ancient Greece and Rome debated fundamental questions with an imagination, subtlety, and daring that have captured the attention of thoughtful people in every epoch. For example, they considered the nature and origin of the universe, what changes and does not change, as well as what causes change, how perception and reasoning produce knowledge, the relation between the soul and the body, the meaning of justice and beauty, and the nature of the good life. Through a careful reading of selected texts – in the form of dialogues, poems, aphorisms, or treatises – the course will introduce you to the great questions and controversies of ancient philosophy.

NU Course Equivalent: PHIL 2325, Ancient Philosophy and Political Thought. NUPath: IC, ER.

Ancient Rome and Its Monuments

This on-site course considers the art and architecture of ancient Rome through visits to museums and archaeological sites. The course covers the visual culture and architecture of Rome beginning with the Iron Age and ending with the time of Constantine. A broad variety of issues are raised, including patronage, style and iconography, artistic and architectural techniques, Roman religion, business and entertainment.

NU Course Equivalent: ARCH 2370, Topics in Architectural History.

NOTE: Requires Frequent Walking Tours of City Museums and Sites.

Contemporary Italian Society

This course introduces students to the complexities of contemporary Italian society, taking a primarily 'bottom-up' social science approach by examining a wide variety of contexts and exploring the ways in which Italians express, negotiate and transform their cultural and social identities. By drawing on a growing body of anthropological and sociological research, it provides students with the tools to question rigid and dated assumptions about Italian social life and enables them to analyze its multifaceted, dynamic and often contradictory forms and practices, focusing primarily on the last two decades. Students are introduced to key theoretical and methodological approaches in the sociological

and anthropological study of contemporary Italy. We analyze the rising appeal of populist and 'anti-political' discourses and figures and then focus on how Italy's strong civic movements are struggling to improve social life 'from below'. Lastly, we examine how migration is changing social and cultural life as the country becomes increasingly multiethnic, how religious (and secular) identities are expressed, and the effects that Italy's dramatic brain-drain is having within the country.

NU Course Equivalent: CLTR 1503, Introduction to Italian Culture. NUpath: IC.

Introductory/Intermediate Italian

This course is designed to give students basic communicative ability in Italian. By presenting the language in a variety of authentic contexts, the course also seeks to provide an introduction to Italian culture and society. Students work on all four language skills: speaking, listening comprehension, reading, and writing.

NU Course Equivalent: ITLN 1990, Italian Elective.

NOTE: Additional upper-level language classes may be available, per the host institutions placement exam

Italian Cinema

This course surveys films, directors, and film movements and styles in Italy from 1945 to the present. The films are examined as complex aesthetic and signifying systems with wider social and cultural relationships to post-war Italy. The role of Italian cinema as participating in the reconstitution and maintenance of post-War Italian culture and as a tool of historiographic inquiry is also investigated. Realism, modernism and post-modernism are discussed in relation to Italian cinema in particular and Italian society in general. Films are shown in the original Italian version with English subtitles. Realist, modernist and post-modernist aesthetics will be discussed in relation to Italian cinema, in particular, and Italian society, more in general. Directors to be treated include (but are not limited to) DeSica, Rossellini, Fellini, Pasolini, Monicelli, Petri, Bertolucci, Bellocchio, and Sorrentino.

NU Course Equivalent: MSCR 1990, Media and Screen Studies Elective.

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

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.

Calculus for Business

This course introduces students to the use of derivatives and integrals in solving problems in business and economics, e.g., maximizing profit, calculating average investment income, future value of an income stream, and consumers' surplus. The course includes using technology as a tool to make graphical representations and computations as part of the applying the mathematical theory to working with data, modeling, problem-solving and interpretation of results. A project involving optimization is also required. The course provides students with a study of calculus and its application to solving business and economic problems using technological tools such as Microsoft Excel to explore and graph data, model basic economic and business situations, problem-solve, and interpret and communicate the results.

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

Cities, Towns & Villas: Rome, Ostia, Pompeii

Rome, Ostia and Pompeii are three of the best- preserved archaeological sites in the world. Through their study, students are able to comprehend the physical and social nature of Roman cities and how they transformed over the course of centuries. Students explore the subjects of urban development, public and private buildings, economic and social history, and art incorporated into urban features (houses, triumphal monuments, etc.). In Rome, students focus primarily upon public buildings commissioned by Senators and Emperors: temples, law courts, theaters, triumphal monuments, baths. In Ostia, the port-city of Rome, students are able to experience many aspects of daily life: commerce, housing, religion, entertainment. Pompeii represents a well-to-do Republican and early Imperial period city that was influenced by the Greeks and Romans and preserves some of the most magnificent frescoes in the world.

NU Course Equivalent: ARCH 2370, Topics in Architectural History.

Comparative Politics

This course is designed to be an introductory exposé of the study of "comparative politics," one of the four classic subfields of research in the American school of Political Science. The study of comparative politics is an exercise in categorization and understanding which attempts, heroically or tragically, to chart and even predict the multitudinous political trajectories of nation-states around the planet. This course will introduce the student to a basic set of concepts and ideas which comparative political scientists employ to analyze differences and similitudes in the present and future political life of any given country. Although we will meditate on the origins of modern political systems, much emphasis will be put on using these meditations to understand contemporary political life. The personal digestion of current political events by the student will be key to this enterprise. In general, therefore, the course will tell a story about the modern nation-state, what differences have emerged among nation-states over the last 150 years and why. Ultimately, we will attempt to understand something about how human

organizations deal with power and peace and stability and poverty and money and the restraining and avoiding of wars and facing evil and the whole polyphonic mess of the human experience.

NU Course Equivalent: POLS 1155, Comparative Politics.

Digital Photography

This is a course in basic digital photography. The theoretical component includes the basic functions of the camera, the use of lighting, principles of composition, interaction between colors, a discussion of architecture and interiors, and basic principles of the elaboration of photos on the computer. The practical component involves picture taking and the preparation of a photo exhibition. Each student must be equipped with a digital camera with a wide lens or a 3x or greater optical zoom, and camera functions selector which includes M, A, S, P.

NU Course Equivalent: ARTD 2360, Photo Basics.

NOTE: A tripod is strongly recommended. Modern single-lens reflex (SLR) digital cameras with interchangeable lenses are highly recommended.

First Year Writing

This first-year writing course is developed with the goal that it will not only prepare the student to write at a college level, but will get them to question more deeply the reasons we write, the many ways in which that writing can be accomplished, and how these activities are not simply the solitary tasks of an individual, but are always mediations with the world at large. The course will prepare students to think of themselves not as passive students and writers, but as active scholars and authors. In this class, students will have the opportunity to: write both to learn and to communicate what they learn; negotiate their own writing goals and audience expectations regarding conventions of genre, medium, and situation; formulate and articulate a stance through and in their writing; revise their writing using responses from others, including peers, consultants, and teachers; generate and pursue lines of inquiry and search, collect, and select sources appropriate to their writing projects; effectively use and appropriately cite sources in their writing; explore and represent their experiences, perspectives, and ideas in conversation with others; use multiple forms of evidence to support their claims, ideas, and arguments; practice critical reading strategies; provide revision-based response to their peers; and, reflect on their writing processes and self-assess as writers.

NU Course Equivalent: ENGW 1111, First-Year Writing. NUPath: WF.

Genocide

The course examines such violent forms of identity politics as ethnic cleansing and genocide in an international and historical perspective. The program covers the genocides in Europe against the Jews and Roma, in Armenia, the Balkans, the Ukraine, Cambodia, Rwanda, and the Darfur region. Students will learn how to critically analyze processes and concepts related to ethnopolitics, ethnic cleansing, and genocide. They will be able to relate politics, events, and players within the political arena. Students will learn to contextualize and explain the process of identity politics and relate it to current international events. Students will be capable of critical analysis applied to the changing realities of identity politics in a global context. Students will develop an ability to conduct basic research, and organize and present

their findings in a logical and independent way.

NU Course Equivalent: POLS 2282, The Holocaust and Comparative Genocide. NUpath: SI, ER.

Greek and Roman Political Philosophy

This introductory, writing focused course offers students a philosophical encounter with the central ideas and arguments of Greek and Roman political philosophy. Through a reading of ancient texts in English translation – such as Plato’s Republic, Aristotle’s Politics, and Cicero’s Republic – students will scrutinize the major debates of Greek and Roman thought, including those about justice, the city, the regime, and the responsibilities of citizenship. The distinctive nature of classical thought—such as its insistence on the unity of ethics and politics, the importance of metaphysics for politics, the manner in which Socratic philosophy emerges from common opinion, and the idea of philosophy as a way of life—will be examined. While the aim of the course is to engage with the primary works of Classical thought, secondary literature will be assigned to illuminate historical context or wider themes, including the influence of the classical legacy on contemporary politics and political theory—for instance, on modern political forms, such as democracy, tyranny, republicanism, and the mixed constitution.

NU Course Equivalent: POLS 2325: Ancient Philosophy and Political Thought. NUpath: IC, ER.

Intercultural Communications

An exploration of some of the historical and political conditions that make intercultural communication possible, the barriers that exist to effective intercultural communication, and possible solutions to the problem of intercultural misunderstanding. The course examines examples of differences in communication styles not only between cultures but also within. As a result, issues of race, nation, class, gender, religion, immigration, and sexual orientation will be of significant concern. The course stresses the notion that knowledge of human beings is always knowledge produced from a particular location and for a particular purpose. As a result, it encourages students to think carefully about the discipline of Intercultural Communication—its conditions of possibility, its assumptions, and its blind spots—as well as the need to be mindful of the limitations and interests of our positioning as investigating subjects.

NU Course Equivalent: COMM 2303, Global and Intercultural Communication. NUpath: SI, DD.

Introduction to Criminology

What is crime? Why are we so fascinated by it? Why do people commit crimes and what are the best deterrents? How do we assess the success or failure of policing, incarceration and rehabilitation strategies? This course examines the politics underlying how crimes are defined and measured and what patterns of criminal behavior have thus emerged over time. It explores both classical and contemporary theories that seek to explain why certain people engage in crimes while others do not. It also explores how theories of crime affect policy, it evaluates existing strategies of crime control, and introduces a critical discussion of how contemporary criminal justice systems operate.

NU Course Equivalent: CRIM 1120, Criminology. NUpath: SI.

Introduction to Cultural Anthropology

This course introduces students to the analysis and interpretation of cultures in a comparative perspective. The main topics of the course include the temporal and spatial forms of society; the social

organization of symbols; the family as a symbolic structure; religion, sacrifice and myth; the anthropology of the city; the interplay between nature and culture, gender and sexuality in different cultures; the concepts of ethnicity; and regional, religious and linguistic subcultures.

NU Course Equivalent: ANTH 1101, Peoples and Cultures. NUpath: IC.

Introduction to Logical Thinking

The course is so designed as to gently introduce the student to the basics of logic as the science of sound arguments as well as to the formal tools of symbolic propositional logic. At the end of the course the student should be able to recognize flawed arguments in common discourse as well as to master the basic technical tools needed for the formalization of propositional logic. The course will feature case studies on the history of the field and extensive training in analyzing (both formally and informally) arguments drawn from such diverse areas as philosophy, mathematics, literature, politics, etc.

NU Course Equivalent: PHIL 1115: Introduction to Logic. NUpath: AD, FQ.

Introduction to News Reporting and Writing

This course introduces writing and reporting techniques for the mass media. It focuses on the essential elements of writing for the print, online and broadcast media. The course also covers media criticism, ethics in media, and the formats and styles of public relations.

NU Course Equivalent: JRNL 1150, Understanding Today's News. NUpath: DD, SI.

Introduction to Sociology

This course will introduce students to the basic concepts and practices of the study of society. Students will learn central ideas such as socialization, culture, stratification, institutions, work organization, gender, ethnicity, race and globalization. They will also learn about how sociologists practice their craft reading about studies of current social issues - inequality, changes in family life, social movements and others - and by carrying out small scale out-of-class research assignments.

NU Course Equivalent: SOCL 1101, Introduction to Sociology. NUpath: SI, DD.

Introduction to Theatrical Performance

During this course students will learn to: collaborate creatively; employ basic acting techniques such as sensory work, the principles of action, objectives, status, etc.; develop an expressive speaking voice; engage with a variety of stage props; analyze the process of placing a dramatic text on stage; critique and enact a variety of theatrical techniques; define specific terms relating to the study of drama and theater; develop an appreciation for theater as an art form and a reflection of society; understand the responsibility of an actor's work ethic, especially to one's fellow actors; initiate and upkeep a gradable class-by-class journal (either blog or v-log) of their personal growth throughout the course.

NU Course Equivalent: THTR 1101, Introduction to Theatre. NUpath: EI, IC.

Introduction to Visual Communication

From photojournalism to Instagram, 21st century communication is primarily image-based. Whether its mass media, individual expression, social media or alternative media, images are used for promoting ideas, products, information and political discourses. In this course students investigate the role of visual

culture in daily life, exploring fine art, popular culture, film, television, advertising, business communications, propaganda, viral social media and information graphics. As a critical introduction to visual communication, this course mixes theory, analysis and practical activities for an applied understanding of key issues, including the relationship between images, power and politics; the historical practice of looking; visual media analysis; spectatorship; historic evolution of visual codes; impact of visual technologies; media literacy; information graphics literacy; and global visual culture. *NU Course Equivalent: COMM 1990, Communication Studies Elective.*

Italian Music: A Cultural History

This course will introduce students to Italian music from a social and cultural perspective. The course has a twofold approach: the first part explores the historical developments from national unification to date; the second part has a thematic approach and highlights a few emergent topics within critical cultural studies, at the intersection between Italian and popular music studies. Starting from the assumption that music is able to unveil many aspects of the present society by representing them in unprecedented forms, the aim of the course is that of presenting another perspective on Italy, in order to enlarge its understanding. The central role played by music in contributing to shape national character is tested through a constant comparison with other musical cultures and connections with other media and art forms (cinema, television, radio).

NU Course Equivalent: MUSC 1100, Topics in Western Music. NUpath: IC.

Italian Opera

Opera is perhaps one of Italy's most important cultural innovations, continuing to fascinate the world since its birth over four hundred years ago. The aim of the course is to examine the birth and development of opera in Italy from the late Renaissance to contemporary Italian opera. The inherent problems in the union of music, text, and drama in this complex music form are explored in the solutions that the most important operatic composers have provided. The aim of the course is then not only to understand and appreciate a story set to music, but the different and varied aspects of opera, its creation, and production. The course explores the history of Italian opera from its birth in the late Renaissance, its development in the 17th century, Italian opera abroad with G.F. Handel and W.A. Mozart, the Belcanto operas, G. Verdi, the Verismo movement, 20th century and contemporary opera. Form and structure in opera, relations between text and music, the world of singers and the characters they portray, historic study of the operatic orchestra, notions of opera production: staging, sets, costumes and the Italian opera house.

NU Course Equivalent: MUSC 1100, Topics in Western Music. NUpath: IC.

Media, Culture, and Society

This course explores the impact of mass communications on society and culture. Doing so means examining the relationship between media and democracy, and probing deeply how we as audiences and participants negotiate media in our lives. We examine how symbols and communication strategies vary in the context of different media forms, from books to television, and from the Internet to cell phones. We examine institutional pressures and filters that impact and frame media flows, including the

influence of governments, corporations and citizen activists. Some important themes include the difference between information and entertainment (and when they converge as infotainment); the impact of convergence media; the coding of race, gender and others social and cultural groups; the impact (“effects”) of media on audiences; and the relationship between media and globalization. Ultimately, we’ll seek to understand what constitutes authentic and inauthentic communications and how that impacts our lives directly.

NU Course Equivalent: MSCR 1220, Media, Culture, and Society. NUpath: IC, SI.

Painting

This course introduces the basic issues of oil painting through a series of classic problems: the still life, figure study, portrait and others. Emphasis is on control of color and light and dark value, while building form in a coherent pictorial space. Oil is the preferred medium, and students buy their own materials. The course introduces connections between studio work and the history of painting.

NU Course Equivalent: ARTS 2340, Painting Basics. NUpath: EI.

Principles of Macroeconomics

An introduction to the basic principles of the macro economy, such as national income accounting, determination of national income, business cycles, inflation, unemployment, fiscal and monetary policy, macroeconomics in the open economy, and economic growth.

NU Course Equivalent: ECON 1115, Principles of Macroeconomics. NUpath: SI, AD.

Principles of Microeconomics

The purpose of this course is to provide a basic understanding of Microeconomics the entire Economics discipline is based upon. This course will equip students with a basic economic knowledge valuable for any career students may elect to pursue. In addition, the goal of this course is that students develop basic knowledge and, above all, analytical skills. Students will be able to: Use basic economic tools when making decisions and interpreting facts and events; critically assess the economic consequences of economic policy and business strategies. Students will learn how to use and apply economic tools analytically. In particular, the fundamental tools of demand and supply. They will be employed not only to understand current economic outcomes, but also to predict future economic effects of current shocks to the economy.

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

Public Speaking: Oral Rhetoric and Persuasion

This course provides an introduction to the fundamentals of rhetoric and how they are applied in oral communication, and how these principles and concepts lead to effective public speaking. Students will learn how to prepare and organize persuasive speeches by learning the fundamental structures of the persuasive speech. In addition, students will begin to acquire basic skills in critical reasoning, including how to structure a thesis statement and support through a specific line of reasoning using idea subordination, coordination, and parallel structure.

NU Course Equivalent: COMM 1112, Public Speaking. NUpath: EI.

Statistics I

An introduction to descriptive statistics, elementary probability theory and inferential statistics. Included are: mean, median, mode and standard deviation; probability distributions, binomial probabilities and the normal distribution; problems of estimation; hypothesis testing, and an introduction to simple linear regression. Following a brief introduction to the subject, both graphical and numerical techniques for representing data sets will be analyzed. Probability theory is discussed, using both discrete and continuous probability distribution, before moving on to analyze sampling distributions, point estimators and confidence intervals. The course then progresses to look at hypothesis tests, covering tests of the mean, proportion and variance, as well as the difference between these parameters, and Chi-squared goodness of fit tests. There will also be an introduction to simple linear regression.

NU Course Equivalent: MGSC 2301, Business Statistics, NUpath: AD.

Twentieth-Century Europe and the World

This course explores the history of Europe and its relations with the larger world from World War I through the aftermath of the Cold War. In it, students investigate the cultural, diplomatic, economic, political, and social developments that shaped the lives of twentieth-century Europeans. Significant attention will be given to the relationship between Europeans and peoples in other parts of the world, the experience and significance of the World Wars and the Cold War, the development of democratic, authoritarian, and 'totalitarian' political systems, and the ways in which everyday life and culture changed during this period.

NU Course Equivalent: HIST 2211, World Since 1945, NUpath: DD, SI.

World Art I: Visual Culture of the Ancient World

This survey course focuses on the art, archaeology and architecture of the Mediterranean world, roughly between 2500 BC – AD 300. The course investigates the material culture of the diverse cultural groups that shaped this cosmopolitan world: Sumerians, Assyrians, Minoans/Mycenaeans, Egyptians, Greeks, Etruscans, Persians, Italics and Romans. Special attention will be given to the interconnectivity and dynamic relationship of inspiration between these cultures. The aim is for a firm contextual understanding of the works examined, and of the cultural, political and historical aspects that shaped these. The course will also assist students in cultivating basic art-historical skills, in particular description, stylistic analysis, and iconographic and iconological analysis.

NU Course Equivalent: ARTH 1110, Global Art and Design History, Ancient to Medieval. NUpath: IC, SI.

World Art III: Visual Culture of the Early Modern World

This survey course focuses on the art and architecture of Europe, South and Southeast Asia, China, Japan, and the Americas from the late 1200s to c. AD 1750. The course investigates a range of media including painting, woodcuts, sculpture, and architecture, while considering materials and methods of production. Special attention will be given to the socio-economic and political contexts in which these artifacts were commissioned and produced. The course will also assist students in cultivating basic art-historical skills, in particular description, stylistic analysis, and iconographic and iconological analysis.

NU Course Equivalent: ARTH 1111, Global Art and Design History, Renaissance to Modern. NUpath: IC, SI.

World Art IV: Visual Culture of the Modern and Contemporary World

This survey course focuses on the art of Europe, Africa, the Americas, and Oceania from the 1700s to the present. The course investigates all media, including photography, and considers the impact of globalization and new technologies on contemporary art and evidence of cross-cultural influences. Special attention will be given to the new aesthetic languages, traditional cultural sources, and philosophical background of contemporary art, as well as to the broader cultural-historical contexts of their creation. It will also assist students in cultivating basic art-historical skills, in particular description, stylistic analysis, and iconographic and iconological analysis.

NU Course Equivalent: ARTH 2210, Modern Art & Design History. NUpath: IC, SI.

World Politics

This course discusses the main schools of world politics as well as actors, structures and institutions of international relations. Through this framework the course explores key conflicts and issues in the post-World War II era, including problems of war, armed conflict, and peace, and the impact of recent trends in globalization on world politics. The course is divided into four parts that will provide us with a rounded up introduction to the study of world politics. In the first part we will have a brief introduction into the “international” and explore some of the ways of looking at the assumptions underpinning our understanding of world politics. In the second part we will learn about the most important theories and approaches that have dominated the history of International Relations (both theory and practice), and we will also venture to study a few innovative and exciting current developments in the discipline. In part three we will survey key touchstones in the history of world politics, history being after all our working material as future informed citizens and experts of world politics. In the last part, we will be looking at some of the most important developments, themes and events in world politics, such as globalization, terrorism, the recurrence of revolutions, the United Nations, and the future of international relations (among others).

NU Course Equivalent: POLS 1160: International Relations. NUpath: SI.

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, 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—they can recommend options and share tips!

Getting Your Textbooks

We recommend that you wait until arriving on location to purchase the necessary books and materials. It is generally a good idea to review the syllabus for a class prior to buying any materials. You can purchase any books and materials you need online or at [bookstores around Rome](#). If you need a calculator, double check with your course syllabus so you select the correct model. You can view required course materials in syllabi posted [online](#) (MA 190 and NEU-EN 111 are exceptions and do not have their syllabi posted here—you can purchase materials for NEU-EN 111 on site as well as the MA 190 e-book, but if you wish to purchase a [physical textbook](#) for MA 190, you should bring it with you in your luggage.).

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 your grade is calculated only from a research paper worth 75% of your grade and a midterm exam in October worth 25% of your grade.

- 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 biology, chemistry, physics, and/or calculus courses this fall, please check your NU email for more information about the Ramp-Up preparatory courses!

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?

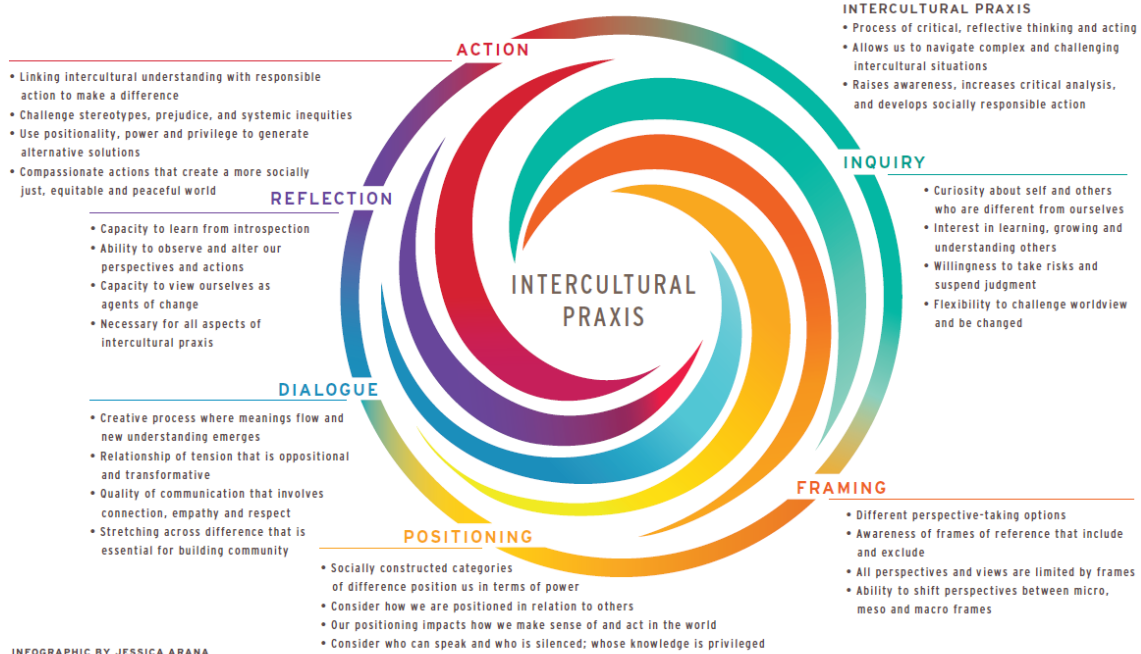
Intercultural Praxis Model

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

John Cabot Writing Center

The Writing Center allows you to receive one-on-one support from JCU faculty in the form of one-hour consultation appointments and workshops. The Writing Center, located in the Critelli Annex, offers free, one-hour consultations to all JCU students on: brainstorming, choosing a topic, developing research questions; formulating a thesis, building an argument, drafting, and revising; grammar, organization, clarity and style; evaluating and integrating source information; MLA/APA documentation and formatting; and writing statements of purpose/personal statements, cover letters and resumes/CVs.

Math Tutoring Center

The [Math Center](#) provides academic support in quantitative subjects (such as mathematics, statistics, economics, and finance) to all students enrolled at John Cabot University.

Foreign Language Resource Center

The [FLRC](#) provides academic support in Italian, French, Spanish, and German to all students enrolled in JCU Foreign Language courses at any level, in order to create an open atmosphere of learning for students who would like to improve their language skills - speaking, writing, reading, and listening comprehension.

FLRC tutors are all mother tongue or near-native speakers and are selected, trained, and supervised by the FLRC Coordinator. FLRC also offers Language Conversation Tables to enable students to practice and improve their oral proficiency. The Conversation Tables take place in the Tiber Cafeteria and are led by FLRC tutors. Check the bulletin board outside the FLRC for the Language Conversation Tables hours.

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 John Cabot University 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

You will have access to the Frohring Library located in the Guarini Campus. Take advantage of a variety of resources related to the university liberal arts curriculum including books, multimedia items and online databases.

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

John Cabot University

If you require accommodations, you must provide documentation directly to JCU prior to departure. Students requesting accommodations for medical or physical disabilities, chronic conditions, or learning disabilities should contact academicaccommodations@johncabot.edu. For JCU Housing Accommodations, documentation must be provided at the time of the housing application.

To determine feasible and appropriate recommendations, the university will need recent (no older than four years) and detailed documentation of the disability to be accommodated. In the case of learning disabilities, this includes the report of a cognitive assessment specifying recommended accommodations. The university assesses the accommodations that would be necessary for the student to complete a course or program at JCU. After this evaluation has taken place, students will be informed directly by the Academic Dean's Office of the accommodations that have been granted. In the event it appears that reasonable accommodations cannot be made for a student with a learning or other disability, the University will refund the application fee, the tuition deposit, and the housing placement fee. John Cabot University cannot provide individual learning or other disability accommodations to students who do not follow these policies.

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 November 8.

Communicating with Professors

The best way to get in touch with your professors outside the classroom is the method they designate in their syllabus, the course outline you receive on the first day of class. 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. Students who are not able to resolve academic disputes directly with their instructor may appeal, in turn, to the relevant Department Chair, the Dean of Academics, and the Academic Council, to examine the issue and make a final disposition of the matter.

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.

Assessments and Final Exams

Exams, Absences, and Make-Ups

Instructors may, at their discretion, allow students to make-up missed quizzes or other, less important, graded work to students absent without an official excuse. Major examinations (midterms, finals) may only be re-administered, or otherwise excused or accommodated, with the permission of the Dean's Office.

A student absent from a major examination, who wishes to make-up that exam or be otherwise accommodated, must ask the Dean's Office for an official excuse. Such absence will be excused only if the student:

1. has notified the Dean's Office or his or her instructor of his or her inability to attend before the beginning of the class meeting in which the examination was scheduled;
2. presents the Dean's Office with documented evidence of a serious difficulty preventing attendance.

A serious difficulty entitling a student to be excused from a major exam includes a student's own illness, hospitalization or death in the immediate family (when the student attends the funeral) or other situations of similar gravity. Missed exams owing to other meaningful conflicts, such as job interviews, family celebrations, travel plans or difficulties, student misunderstandings, alarm clock failure, or personal convenience, will not be excused.

Final Exams

Students with more than two final exams scheduled on the same day during the final exam period may submit the Request for a Make-Up Final Exam Form, available in the Registrar's Office or on the 14 MYJCU Intranet Resources Students' page, to Assistant Dean Andrea Lanzone by the course withdrawal deadline found on the [JCU Academic Calendar](#). Requests received after the deadline may not be honored.

Until the final exam schedule is posted, students should assume that they may have exams as late as the last exam period and not make other plans. The University will not reschedule final exams to accommodate travel plans or anything less than a serious difficulty preventing attendance.

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

JCU uses the American grading system, meaning that grades will look similar to those earned in the US. The grade breakdown is explained at the beginning of the semester on each course's 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- and below are not able to be applied toward your progress at Northeastern.

The following interpretations and numerical equivalents are associated with each letter grade. The grade F means failing work. A failed course must be repeated in order for the student to receive credit.

The grade of INC (Incomplete) may be assigned only in cases where illnesses, hospitalization, death in the family, or other situations of similar gravity temporarily prevent completion of the required course work. Grades of INC will normally be granted only to students who have completed the majority of the course work with a grade of C- or better.

Students seeking an INC must contact the Dean's Office to explain the motivation for pursuing an incomplete. The Dean's Office will decide whether an INC would be appropriate in the particular case. If so, the Dean's Office will then ask the instructor and student to submit an INC form, detailing the work remaining to be completed, the grade to date, and the percentage of the work for the term already completed by the student. The INC form must be signed by the student, the Instructor, and the Dean.

Incomplete work must be completed by the end of the first regular semester (excluding summer sessions) immediately following that in which the INC was assigned. After that time, the grade will be administratively converted to an F.

Students who withdraw by the withdrawal deadline (and after the Add/Drop period) will have a W recorded on their transcript. This does not affect their GPA.

For purposes of computing the GPA on a student's transcript, the following metric is used:

Designation	Interpretation	Numerical Value
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Satisfactory	2.00
C-		1.67
D+		1.33

D	Poor but Passing	1.00
D-		0.67
F	Failing	0.00
INC	Incomplete	
P	Passing (C or above)	
NP	Not Passing (C or below)	
W	Official Withdrawal	

The quality points for each course are calculated by multiplying the numerical value of the grade by the number of credit hours of the course. The total of the quality points earned is divided by the total number of credit hours earned. Thus, a student who has taken 30 hours of work and has earned B's (3.0) in all courses would have 90 quality points and would have a grade point average of 3.00.

In the case of repeated courses, the number of quality points and hours includes only the grade from the most recent course taken. Courses in which grades of INC, P, NP or W are assigned are not included in the quality point computation.

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

Non-transferable grades: C-, D+, D, D-, F, I, NP, P, W

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.

Contact Information

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