

N.U.in Program Academic Handbook: Mills College at Northeastern University

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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 Mills, 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 **Bay Area 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 (see "Communicating with Professors"). 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](#).

Foundational Course

All students take one Foundational course in 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. All N.U.in Bay Area students will be taking one of the following Foundational courses in Fall 2022:

Introduction to Languages, Literature, and Culture

Examines the rich interconnections between literature and language and the culture that supports them. Discusses the relationship of language to literature and investigates how language and literatures are embedded in culture. Addresses several very broad and important questions, such as the relationship between language and culture; the relationship between language and thought; the definition of cultural relativism; and how ethical dilemmas are expressed in different cultures. Explores the relationship of esthetic and rhetorical traditions in given languages to the culture from which they sprang.

NU Course Equivalent: CLTR 1120, Introduction to Languages, Literature, and Culture. NUPath: IC.

Native American Resistance: Past and Present

Introduces the Indigenous peoples of North America and the academic field of Native American and Indigenous studies. Combines public history and public art, field trips, and original research to focus on the ongoing resistance to colonization and erasure and the resilience of Indian nations in California and beyond. Covers particular themes, including the present-day impact of historical treaties and policies including land allotment, relocation, termination, boarding schools, and natural resource extraction.

NU Course Equivalent: HIST 2000, Native American Resistance: Past and Present. NUPath: DD, IC.

Technology and Human Values

Studies philosophy of technology, as well as ethics and modern technology. Considers the relationship between technology and humanity, the social dimensions of technology, and ethical issues raised by emerging technologies. Discusses emerging technologies such as biotechnology, information technology, nanotechnology, and virtual reality.

NU Course Equivalent: PHIL 1145, Technology and Human Values. NUPath: ER, SI.

The American Healthcare System

Introduces the organization and dynamics of the healthcare system and the role of consumers. Explores basic elements of healthcare including financing, personal insurance, high-risk status, and patient rights

within the context of the U.S. system. Central to this exploration is an analysis of healthcare issues requiring informed consent from patients: patient bill of rights, healthcare directives, and the use of a proxy for decision making. Introduces the roles and responsibilities of various healthcare workers within the framework of an interdisciplinary model of healthcare.

NU Course Equivalent: PHTH 1260, The American Healthcare System. NUpath: SI.

Sex, Gender, and Popular Culture

Examines how femininities, masculinities, and different forms of sexual identity are produced and represented within popular culture. Using theories and concepts from both feminist/sexuality studies and popular culture studies, analyzes popular texts and media for their treatment of gender and sexuality and the intersection of those categories with racial and class identities. Explores the visual representation of women (and men) and analyzes how visual and textual media shape our attitudes and identities. Required reading and assignments include close readings of texts, film screenings, class discussions and activities, writing assignments, and creative projects.

NU Course Equivalent: SOCL 1102, Sex, Gender, and Popular Culture. NUpath: DD, IC.

Current Issues in Cities and Suburbs

Introduces students to pressing urban issues: urban sprawl, poverty, education, transportation, economic development, and housing, through an intensive analysis of the Oakland metropolitan area. The course is cotaught by university faculty and practitioners in government, community, and nonprofit organizations throughout the metropolitan area. Offers students the opportunity to analyze Oakland data, go on outings to see development in progress, talk with urban practitioners about what they do, and conduct research on an urban issue of their choice.

NU Course Equivalent: SOCL 2358, Current Issues in Cities and Suburbs. NUpath: DD, 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 experience studying at Mills 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.

Acting 1

Focuses on the development of fundamental performance techniques and various significant acting methodologies needed by an actor to develop stage presence, strengthen the imagination, and increase freedom of expression. Studies, analyzes, and interprets contemporary texts through the performance of monologues and scenes.

NU Course Equivalent: THTR 1120, Acting 1. NUpath: EI.

American *Government*

Analyzes the system of politics and government in the United States. Topics include the philosophical basis, historical origins, design, and functioning of the Constitution as well as formal government institutions. Examines the influence of public opinion, political behavior and participation, parties, and interest groups.

NU Course Equivalent: POLS 1150, American Government. NUpath: SI.

Beginner/Intermediate *Chinese*

Designed for students who have very little or no prior knowledge of Chinese. Provides a lively introduction to basic oral expression, listening comprehension, and elementary reading and writing. Each lesson incorporates helpful information about daily life in China and the varied cultures within the world of Chinese speakers. Laboratory practice complements class work, enables students to work aloud at their own speed, reinforces their acquisition of essential structures, and acquaints them with a vast library of audio-visual resources. Focuses on Mandarin Chinese; students who wish to speak another dialect of Chinese should consult instructor for proper placement.

NU Course Equivalent: CHNS 1101, Elementary Chinese 1.

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

Beginner/Intermediate *French*

Designed for students with very little or no prior knowledge of French. Provides a lively introduction to basic oral expression, listening comprehension, and elementary reading and writing. Each lesson incorporates helpful information about daily life in France and the varied cultures within the world of French speakers. Laboratory practice complements class work, enables students to work aloud at their own speed, reinforces their acquisition of essential structures, and acquaints them with a vast library of audio-visual resources.

NU Course Equivalent: FRNH 1101, Elementary French 1.

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

Buildings and Cities, A Global History

Introduces students to architecture, as understood through buildings, cities, and landscapes from antiquity to the present. Studies important monuments in the global history of architecture, as well as tools for analyzing the built environment. Considers buildings in relation to their political, social, economic, and cultural context, and as expressions of diversity in human societies and cultural perspectives. Topics include the language of architecture, architectural drawings, the classical orders, the problem of ornament, construction techniques, materials, site, and the role of the patron. Develops students' eye for composition in two and three dimensions, aesthetic discrimination of detail, ability to see buildings as part of a larger social and cultural fabric, and critical judgment in speaking and writing.

NU Course Equivalent: ARCH 1310, Buildings and Cities, A Global History. NUpath: DD, IC.

Business

Statistics

Offers students an opportunity to obtain the necessary skills to collect, summarize, analyze, and interpret business-related data. Covers descriptive statistics, sampling and sampling distributions, statistical inference, relationships between variables, formulating and testing hypotheses, and regression analysis in the context of business. Use of the SPSS statistical programming package is an integral part of the course.

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

Calculus 1 for Science and Engineering

Covers definition, calculation, and major uses of the derivative, as well as an introduction to integration. Topics include limits; the derivative as a limit; rules for differentiation; and formulas for the derivatives of algebraic, trigonometric, and exponential/logarithmic functions. Also discusses applications of derivatives to motion, density, optimization, linear approximations, and related rates. Topics on integration include the definition of the integral as a limit of sums, antidifferentiation, the fundamental theorem of calculus, and integration by substitution.

NU Course Equivalent: MATH 1341, Calculus 1 for Science and Engineering. NUPath: FQ.

Calculus 2 for Science and Engineering

Covers further techniques and applications of integration, infinite series, and introduction to vectors. Topics include integration by parts; numerical integration; improper integrals; separable differential equations; and areas, volumes, and work as integrals. Also discusses convergence of sequences and series of numbers, power series representations and approximations, 3D coordinates, parameterizations, vectors and dot products, tangent and normal vectors, velocity, and acceleration in space.

NU Course Equivalent: MATH 1342, Calculus 2 for Science and Engineering. NUPath: FQ. Prerequisite: Requires prior completion of MATH 1341 or permission of head mathematics advisor.

Calculus for Business and Economics

Provides an overview of differential calculus including derivatives of power, exponential, logarithmic, logistic functions, and functions built from these. Derivatives are used to model rates of change, to estimate change, to optimize functions, and in marginal analysis. The integral calculus is applied to accumulation functions and future value. Emphasis is on realistic business and economics problems, the development of mathematical models from raw business data, and the translation of mathematical results into verbal expression appropriate for the business setting. Also features a semester-long marketing project in which students gather raw data, model it, and use calculus to make business decisions; each student is responsible for a ten-minute presentation. (Graphing calculator required, see instructor for make and model.)

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

Color and Composition

Offers an opportunity to discover and research basic principles, language, and concepts inherent in two-dimensional visual systems. Offers students an opportunity to learn to think critically, analyze, and apply basic principles to design and art projects. In a studio workshop setting, three primary phases explore art, design, and photography.

NU Course Equivalent: ARTF 1122, Color and Composition. NUPath: EI.

Current Issues in Cities and Suburbs

Introduces students to pressing urban issues: urban sprawl, poverty, education, transportation, economic development, and housing, through an intensive analysis of the Boston metropolitan area. The course is cotaught by university faculty and practitioners in government, community, and nonprofit organizations throughout the metropolitan area. Offers students the opportunity to analyze Boston data, go on outings to see development in progress, talk with urban practitioners about what they do, and conduct research on an urban issue of their choice.

NU Course Equivalent: SOCL 2358, Current Issues in Cities and Suburbs. NUpath: DD, SI.

Design Perspectives

This course introduces the student to a wide range of perspectives and points of view on design as a human activity in a series of modules that each frame design with a differing focus. It engages the student with a rich mix of theories, principles, practices, and histories that constitute our various understandings of design across cultures. It exposes the student to the impacts, influences, accomplishments, consequences, possibilities, and limits of design in the world, through illustrative case studies. It provides an overview of our curriculum of design studies and an opportunity for the student to become familiar with the work of our design faculty. It initiates an intellectual investigation of what it means to develop a personal design practice, aligned with the aspirations and intentions of each student, through lectures, discussions, reflections, recitations, and conceptual exercises.

NU Course Equivalent: ARTG 1001/1002, Design Perspectives and Studio.

Discrete Structures with Seminar

Introduces the mathematical structures and methods that form the foundation of computer science. Studies structures such as sets, tuples, sequences, lists, trees, and graphs. Discusses functions, relations, ordering, and equivalence relations. Examines inductive and recursive definitions of structures and functions. Discusses principles of proof such as truth tables, inductive proof, and basic logic. Also covers the counting techniques and arguments needed to estimate the size of sets, the growth of functions, and the space-time complexity of algorithms.

NU Course Equivalent: CS 1800/1802, Discrete Structures with Seminar. NUpath: FQ.

Environment and Society

Examines the social, political, and economic forces behind the global environmental crisis. Topics include such issues as global warming and climate disruption, world resource availability and the global economic crisis, environmental justice and social inequities in the exposure to ecological hazards, science and technology, environmental degradation in the Third World, globalization and unfair trade, state power and the role of the polluter-industrial complex in the United States, the history of the environmental movement, and exemplary environmental policies and programs. This theoretically oriented course also involves practical experience in environmental problem solving.

NU Course Equivalent: SOCL 1126, Environment and Society. NUpath: DD, SI.

Environmental Science

Focuses on the complex array of topics that collectively form the discipline of environmental science. Emphasizes the problems facing today's natural, human-managed, and coupled human/natural ecosystems and the solutions to those problems. Studies the human dimensions of environmental science, including culture, politics, worldviews, ethics, and economics, particularly within the context of

global climate change. Offers students an opportunity to learn to analyze data as a means of exploring relationships among societal and ecological drivers affecting economic, ecological, and socioeconomic stability; to learn how the scientific method is used to separate fact and data from opinion; and to apply these methods to explore the causes and solutions to global climate change.
NU Course Equivalent: ENVR 1101, Environmental Science. NUpath: AD, ND.

First Year Writing
Designed for students to study and practice writing in a workshop setting. Students read a range of texts in order to describe and evaluate the choices writers make and apply that knowledge to their own writing and explore how writing functions in a range of academic, professional, and public contexts. Offers students an opportunity to learn how to conduct research using primary and secondary sources; how to write for various purposes and audiences in multiple genres and media; and how to give and receive feedback, to revise their work, and to reflect on their growth as writers.
NU Course Equivalent: ENGW 1111, First Year Writing. NUpath: WF.

Foundations in Ecology and Evolutionary Biology with Lab
Introduces students to the foundational principles of ecology and evolutionary biology. Merges traditional lectures on foundational topics in ecology and evolutionary biology (adaptation, mechanisms of evolution, community and ecosystems ecology) with explorations of local field sites and an introduction to field ecology. Students spend several weeks of the semester designing and implementing independent field research projects, through which they are exposed to the foundation of scientific inquiry, including hypothesis testing, collecting, managing, and analyzing data, and presenting their findings.
NU Course Equivalent: EEMB 1101/1102, Foundations in Ecology and Evolutionary Biology with Lab. NUpath: ND.

Foundations of Psychology
Surveys the fundamental principles, concepts, and issues in the major areas of basic and applied psychological science. Approaches the study of psychology as a method of inquiry as well as a body of knowledge. Introduces students to research methods and to psychological research on the biological bases of behavior, learning, sensation and perception, cognition and language, development, emotion, social psychology, personality, and psychological disorders.
NU Course Equivalent: PSYC 1101, Foundations of Psychology. NUpath: ND, SI.

Fundamental Design
Introduces architectural design. Examines a number of approaches to spatial organization, massing, and envelope articulation through the analysis of pertinent case studies as well as through a series of fast-paced design exercises. Offers students an opportunity to develop a single design through a series of design studies that deal with issues of site planning, program, user input, and collective negotiation. Requires a portfolio demonstrating the student's representational abilities and iterative design process.
NU Course Equivalent: ARCH 1120, Fundamental Design. NUpath: ND, EI.

Fundamental Representation
Introduces students to architectural representation as a form of documentation, experimentation, and communication through a series of exercises in orthographic, axonometric, and perspectival projection as well as physical and digital modeling. Supports the development of an iterative design methodology by

introducing students to the tools of representation. Includes theoretical lectures and workshops in analog and digital media.

NU Course Equivalent: ARCH 1110, Fundamental Representation. NUpath: EI.

Fundamentals of Western Music Theory

Introduces students with little or no musical experience to all the major and minor key signatures and the following scales: major, natural minor, harmonic minor, and melodic minor. Topics include how to read music in treble clef, bass clef, and various C-clefs; how to identify and construct intervals, triads, and seventh chords; how melody and harmony work together to create a piece of music; roman numeral analyses; and various small forms. Short excerpts are analyzed, and students are required to write musical compositions.

NU Course Equivalent: MUSC 1119, Fundamentals of Western Music Theory. NUpath: EI.

General Biology 1 with Lab

Explores basic principles of biology with a focus on those features shared by all living organisms and seen through the lens of evolutionary theory. Through lectures, readings and discussion, offers students an opportunity to understand how the scientific method has been and is used to address biological questions. Central topics include recent advances in cell anatomy and physiology, including the interplay between organelles, membrane transport, and cell-signaling; energy transfer through cells and through the biosphere; cellular reproduction and cancer; heredity and human genetic disorders; and protein synthesis and biotechnology. Explores the societal implications of such topics as biopharmaceuticals, ocean acidification, climate change, human diseases, epigenetics, cancer, and cloning.

NU Course Equivalent: BIOL 1111/1112, General Biology 1 with Lab. NUpath: ND, AD.

General Chemistry for Science Majors with Lab

Introduces the principles of chemistry, focusing on the particulate nature of matter and its interactions and reactions that form the basis for the underlying molecular dynamics of living systems. Presents basic concepts of chemical bonding and intermolecular interactions for molecules and molecules' behavior in aqueous solutions with examples from biologically relevant molecules. Introduces kinetics and chemical thermodynamics with examples from biological systems. Offers students an opportunity to obtain a framework for understanding the chemical basis for different methods for separating and purifying biological compounds.

NU Course Equivalent: CHEM 1161/1162/1163, General Chemistry for Science Majors with Lab. NUpath: ND.

Globalization and International Affairs

Offers an interdisciplinary approach to analyzing global/international affairs. Examines the politics, economics, culture, and history of current international issues through lectures, guest lectures, film, case studies, and readings across the disciplines.

NU Course Equivalent: INTL 1101, Globalization and International Affairs. NUpath: SI.

International Business and Global Social Responsibility

Introduces the student to forces and issues confronted in our era of rapid globalization. Managers must understand forces from interconnected social, political, and economic national environments that affect their company's operations. At the same time they need to draw on their ethical foundations to address

and act on social responsibility imperatives across national borders.
NU Course Equivalent: INTB 1203, International Business and Global Social Responsibility. NUpath: IC, ER.

Introduction to Communication Studies

Surveys the field of communication studies. Covers major theories and methodological approaches in communication studies and situates communication within larger social, political, and economic institutions. Exposes students to ways of ethical reasoning across communication contexts, including organizational communication, social media, intercultural communication, mass media, and interpersonal communication.

NU Course Equivalent: COMM 1101, Introduction to Communication Studies. NUpath: ER, SI.

Introduction to Criminal Justice

Surveys the contemporary criminal justice system in the United States. Examines the phases of the criminal justice system beginning with the detection of crimes by the police; the handling of the case through the courts; and, finally, disposition and sentencing. Analyzes issues and characteristics of each of the phases of the criminal justice system (police, courts, and corrections) and identifies its key actors (for example, police, judges, prosecutors, correctional officers). Traces the role of systemic racism and intersecting dimensions of oppression in the historical development of and current policies and practices in the criminal justice system. Also introduces students to the U.S. juvenile justice system.

NU Course Equivalent: CRIM 1100, Introduction to Criminal Justice. NUpath: SI.

Introduction to Environmental, Social, and Biological Data

Introduces the fundamental concepts in the fields of environmental, social, and biological science. Studies the expertise needed in each discipline to organize and manage data in sustainability science. The first half of the course covers data collection relevant to pressing issues in sustainability, database organization, coding, and finding errors in data sets. The second half of the course covers basic principles in the statistical analysis of data sets used in conservation and sustainability, including simulating data, machine learning, and errors in analysis. Offers hands-on experience through students' own data collection projects. Appropriate for students interested in biology, marine biology, environmental science, and ecology and evolutionary biology. Designed to prepare students for co-ops and upper-level classes in these fields.

NU Course Equivalent: ENVR 1500/1501, Introduction to Environmental, Social, and Biological Data with Lab

Introduction to Language and Linguistics

Explores linguistics, the scientific study of language. Major topics include phonetics (production of speech sounds), phonology (sound systems in languages), morphology (structure of words), syntax (grammatical relationships between words and sentences), and semantics (meaning of words and sentences). Other topics may be surveyed such as the relationship between language and culture, language use within speech communities, languages in contact, the study of language change, language and brain, animal communication, and first language acquisition.

NU Course Equivalent: LING 1150, Introduction to Language and Linguistics. NUpath: DD, SI.

Introduction to Languages, Literature, and Culture

Examines the rich interconnections between literature and language and the culture that supports them.

Discusses the relationship of language to literature and investigates how language and literatures are embedded in culture. Addresses several very broad and important questions, such as the relationship between language and culture; the relationship between language and thought; the definition of cultural relativism; and how ethical dilemmas are expressed in different cultures. Explores the relationship of esthetic and rhetorical traditions in given languages to the culture from which they sprang. In this context, examines the extremely interesting case of American Sign Language and how a gestural language sheds light on these issues.
NU Course Equivalent: CLTR 1120, Introduction to Languages, Literature, and Culture. NUpath: IC.

Introduction to Marketing
Provides an overview of the role of marketing in business and society. Considers the planning, implementation, and evaluation of marketing efforts in consumer and business-to-business companies, in service and goods companies, and in for-profit and nonprofit organizations. Also examines contemporary issues in marketing that can affect organizational success. A term project is used to enable students to apply their learning about the fundamentals of marketing.
NU Course Equivalent: MKTG 2201, Introduction to Marketing.

Introduction to Sociology
Explores diverse social phenomena, from how people try to look their best in face-to-face interactions; to how race, gender, and class shape identities and social conditions; to how industrial capitalism came to dominate the world. Offers students an opportunity to gain a grasp of key sociological theories and empirical research on topics such as social order, social conflict, and social change, as well as learn to identify social forces that shape human behavior, explain how these forces affect individuals and social groups, and make valid predictions about how they may shape future behavior or events.
NU Course Equivalent: SOCL 1101, Introduction to Sociology. NUpath: SI, DD.

Introduction to the History of the United States
Engages with the major issues in U.S. history. Topics include the interaction of native populations with European settlers, the American Revolution and the Constitution, slavery, the Civil War, industrialization and migration, the growth of government and rise of the welfare state, media and mass culture, struggles for civil rights and liberation, and America's role in the world from independence to the Iraq wars.
NU Course Equivalent: HIST 1130, Introduction to the History of the United States. NUpath: DD, IC.

Introduction to Theater
Reveals the dynamic world of theatre by exploring the artistry, ideas, and techniques of actors, designers, directors, and playwrights. Goes behind the scenes in the study of theory and literature with both in-depth discussions and in-class performances. Includes a survey of significant movements in theatre history and analysis of diverse plays from contemporary drama. No theatre experience required.
NU Course Equivalent: THTR 1101, Introduction to Theatre. NUpath: EI, IC.

Journalism 1: Fundamentals of Reporting
Covers foundations of news writing for print media, including leads, story structure, objective tone, and attribution. Introduces fundamental reporting skills such as interviewing, researching, and observation. It then asks students, in their reporting, to step back and analyze the institutions they are writing about and the media itself in order to understand how societies and its institutions function and the validity of

theories that explain these processes.
NU Course Equivalent: JRNL 1101, Journalism 1: Fundamentals of Reporting. NUptath: EI, SI, WI.

Media, Culture, and Society
Introduces the study of media, including print, radio, film, television, and digital/computer products. Explores the ideological, industrial, political, and social contexts that impact everyday engagements with media. To accomplish this, students examine how media products are developed, how technological changes impact the production and consumption of media, how political processes are influenced by media, how people interpret and interact with media content, and how media influence cultural practices and daily life.
NU Course Equivalent: MSCR 1220, Media, Culture, and Society. NUptath: IC, SI.

Music in Everyday Life
Dedicated to exploring, expanding, and exploding traditional meanings of what music is; of what it means to be a composer, performer, and audience member; and of what it means to listen. The overarching goal is to provide students with the tools and opportunities necessary for determining for themselves what place music holds in everyday life.
NU Course Equivalent: MUSC 1001, Music in Everyday Life. NUptath: EI, IC.

Native American Resistance: Past and Present
Introduces the Indigenous peoples of North America and the academic field of Native American and Indigenous studies. Combines public history and public art, field trips, and original research to focus on the ongoing resistance to colonization and erasure and the resilience of Indian nations in New England and beyond. Covers particular themes, including the present-day impact of historical treaties and policies including land allotment, relocation, termination, boarding schools, and natural resource extraction.
NU Course Equivalent: HIST 2000, Native American Resistance: Past and Present. NUptath: DD, IC.

Physics for Engineering 1 with Lab and Interactive Learning Seminar
Covers calculus-based physics. Offers the first semester of a two-semester integrated lecture and laboratory sequence intended primarily for engineering students. Covers Newtonian mechanics and fluids. Stresses the balance between understanding the basic concepts and solving specific problems. Includes topics such as one-dimensional and three-dimensional motion, Newton's laws, dynamics friction, drag, work, energy and power, momentum and collisions, rotational dynamics, forces, torque and static equilibrium, pressure, fluids, and gravity.
NU Course Equivalent: PHYS 1151/1152/1153, Physics for Engineering 1 with Lab and ILS. NUptath: ND, AD. Prerequisite: MATH 1241, 1251, 1340, 1341*, 1342* or 2321*. *May be taken concurrently.*

Principles of Macroeconomics
Introduces macroeconomic analysis. Topics include the flow of national income, economics growth and fluctuation, the role of money and banking, and monetary and fiscal policies. Emphasizes the development of conceptual tools to analyze the economic problems facing modern society.
NU Course Equivalent: ECON 1115, Principles of Macroeconomics. NUptath: SI, AD.

Principles of Microeconomics
Focuses on development of basic theory of demand, supply, and market price. Explores applications to selected microeconomic problems, such as basic monopoly and competition, and other issues that relate

to the role of the pricing system in resource allocation and income distribution.
NU Course Equivalent: ECON 1116, Principles of Microeconomics. NUpath: SI, AD.

Programming with Data with Practicum
Introduces programming for data and information science through case studies in business, sports, education, social science, economics, and the natural world. Presents key concepts in programming, data structures, and data analysis through Python and Excel. Integrates the use of data analytics libraries and tools. Surveys techniques for acquiring and programmatically integrating data from different sources. Explains the data analytics pipeline and how to apply programming at each stage. Discusses the programmatic retrieval of data from application programming interfaces (APIs) and from databases. Introduces predictive analytics for forecasting and classification. Demonstrates the limitations of statistical techniques.
NU Course Equivalent: DS 2000/2001, Programming with Data with Practicum. NUpath: AD.

Race, Crime and Justice
Provides students with an overview of the role and treatment of racial/ethnic minorities in the criminal justice system. Covers historical and theoretical frameworks for understanding the relationship between race, crime, and criminal justice. In so doing, students become familiar with trends and patterns in criminal offending by racial/ethnic minorities, as well as system response to such behavior.
NU Course Equivalent: CRIM 3120, Race, Crime, and Justice. NUpath: DD.

Sex, Gender, and Popular Culture
Examines how femininities, masculinities, and different forms of sexual identity are produced and represented within popular culture. Using theories and concepts from both feminist/sexuality studies and popular culture studies, analyzes popular texts and media for their treatment of gender and sexuality and the intersection of those categories with racial and class identities. Explores the visual representation of women (and men) and analyzes how visual and textual media shape our attitudes and identities. Required reading and assignments include close readings of texts, film screenings, class discussions and activities, writing assignments, and creative projects.
NU Course Equivalent: SOCL 1102, Sex, Gender, and Popular Culture. NUpath: DD, IC.

Social Change and Human Services
Offers students an opportunity to obtain a foundation for understanding social inequality and for practicing in the human services field. Introduces students to a range of specializations in the area of human services through lectures, service-learning, group work, individual projects, papers, debates, and presentations. Analyzes and applies ethical frames for practice using case studies and service-learning experiences. Additionally, students are expected to develop an understanding of the history of nonprofit and government responses to inequality and the social, political, and economic forces that influence social professionals.
NU Course Equivalent: HUSV 1101, Social Change and Human Services. NUpath: SI, EX.

Technology and Human Values
Studies philosophy of technology, as well as ethics and modern technology. Considers the relationship between technology and humanity, the social dimensions of technology, and ethical issues raised by emerging technologies. Discusses emerging technologies such as biotechnology, information technology,

nanotechnology, and virtual reality.
NU Course Equivalent: PHIL 1145, Technology and Human Values. NUpath: SI, ER.

Understanding Today's News
Examines the media institutions that shape the news and how the challenges of economics, politics, diversity, and globalization change the function of the website, newspaper, news magazine, and news broadcasts. Examines stories and news decisions from different perspectives to evaluate national, political, local, foreign, sports, and science news in the U.S. media. Topics include responsibilities of the press and the changing ways news is gathered, processed, and disseminated. Explores how other societies in different parts of the world view the news; freedom of the press; and the role of reporters, producers, and editors.
NU Course Equivalent: JRNL 1150, Understanding Today's News. NUpath: DD, SI.

Visual Intelligence with Seminar
Introduces skills of visual intelligence. Combines techniques of observation (formal description, visual data, theories of attention) with multiple models of inquiry (decolonial discourses, intersectional feminisms, critical race theory, data ethics, disability studies), allowing students to develop comparative interpretations of diverse visual art and artifacts across time periods within a shifting global context. Examines differing ways image technologies shape society and operate as powerful tools for communication, innovation, and creation. Offers students an opportunity to understand, analyze, and critique visual art as artifact and act of public address. Students engage in experiments in visual thinking fundamental to the fields of art and design, their related institutions, and practices (publishing, curating, conservation, exhibition design) and other areas of knowledge production in the visual arts and cultural history.
NU Course Equivalent: ARTH 1001/1002, Visual Intelligence with Seminar. NUpath: IC.

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 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

You can order your textbooks, ideally before arriving on-site, via Barnes and Noble. Your textbooks are viewable through Barnes and Noble's [portal](#). Please keep in mind that orders to Oakland will take an additional 5-6 days in shipping since they pass through the Boston campus. If you need a calculator, double check the specifications with your course syllabus so you select the correct model.

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 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 into 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 27 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, 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?

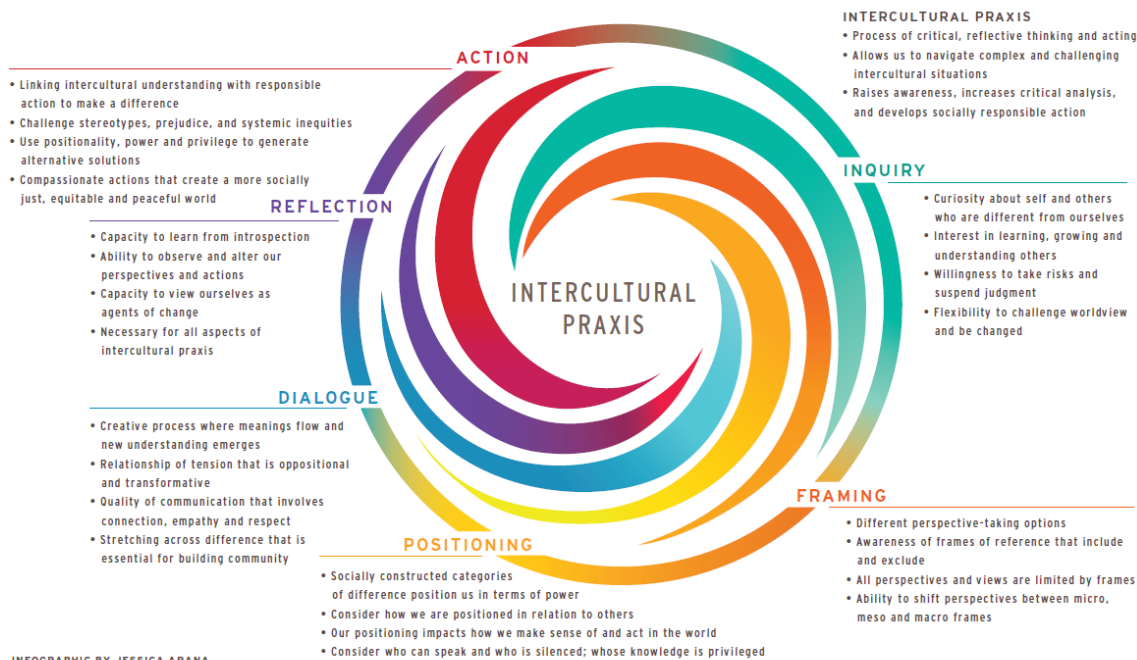
Intercultural Praxis Model

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.

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

Virtual Resources

[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 Mills 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

Students studying in Oakland have full access to the print resources and on-site services at the [F.W. Olin Library](#).

Students also have access to electronic resources via the NU Libraries website [here](#). Specific resources for Oakland-based students are available [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

Northeastern Disability Resource Center

To receive accommodations through Northeastern's Disability Resource Center, 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, 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 December 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.

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

Please review the syllabi you receive in your first week of classes for details about assessments, exams, and how your grade will be calculated.

For support preparing for exams, reach out to Northeastern's [virtual peer tutoring service](#)!

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

Your N.U.in classes will be graded according to the Northeastern grading scale. 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.

Letter Grade	Numerical Equivalent	Explanation
A	4.000	Outstanding achievement
A-	3.667	
B+	3.333	
B	3.000	Good achievement
B-	2.667	
C+	2.333	
C	2.000	Satisfactory achievement
C-	1.667	
D+	1.333	
D	1.000	Poor achievement
D-	0.667	
F	0.000	Failure
I		Incomplete
IP		In progress
NE		Not enrolled
NG		Grade not reported by faculty
S		Satisfactory (pass/fail basis; counts toward total degree requirements)
U		Unsatisfactory (pass/fail basis)
L		Audit (no credit given)
W		Course withdrawal

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.



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