

## **N.U.in Program Academic Handbook: UCD Ireland**

|  |    |
|--|----|
| Welcome to Students and Families! .....  | 3  |
| Academic Success – Top 10 Tips .....   | 4  |
| Courses and Curriculum.....  | 5  |
| Culture Course .....   | 5  |
| Global Learning Experience Course (1 credit, online) .....                     | 6  |
| Courses and Course Descriptions .....  | 6  |
| Summer Preparation .....   | 14 |
| Getting Your Textbooks .....   | 14 |
| Optional Exercises.....  | 14 |
| Preparatory Summer Courses – College of Science .....                          | 18 |
| Check-In Surveys.....  | 19 |
| Add/Drop .....   | 20 |
| Changing Your Major .....  | 21 |
| Explore Program .....  | 21 |
| Long-Term Academic Planning .....  | 22 |
| Maximizing Global and Intercultural Learning .....                             | 23 |
| Global and Intercultural Self-Assessment .....                                 | 23 |
| Intercultural Praxis Model .....   | 23 |
| Global Learning Experience Course (1 credit) .....                             | 25 |
| Global and Intercultural Communication Module/Digital Badge (non-credit) ..... | 25 |
| Your On-Site Academic Resources.....   | 26 |
| Maths Support Centre .....   | 26 |
| Virtual Resources from Northeastern .....                                      | 26 |
| Your Academic Student Success Team .....                                       | 27 |
| Libraries and Research.....  | 28 |
| Disability Accommodations .....  | 29 |
| Northeastern Disability Resource Center .....                                  | 29 |
| Withdrawing from a Course On-Site .....  | 30 |

|  |    |
|--|----|
| Communicating with Professors.....                         | 31 |
| Assessments and Final Exams.....                           | 32 |
| Transitioning to Boston / Spring Course Registration ..... | 33 |
| Transitioning to Boston .....                              | 33 |
| Getting Ready for Co-Ops.....                              | 34 |
| Grades and Transcripts .....                               | 35 |
| Transcripts .....  | 36 |
| Contact Information .....                                  | 37 |

## 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 University College Dublin, 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 **Dublin 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:

#### *Discovering Ireland's Geology*

The Irish geological record contains over a billion years of Earth history preserving memories of the uplift of Himalayan-sized mountains, volcanic eruptions, warm tropical seas and polar ice caps. This module will introduce through fieldtrips and online material how we can interpret the ancient rock record to reveal the past, and explore the links between the bedrock beneath us and today's landscape and society. As part of this module students will visit sites of outstanding geological interest in the Dublin area and beyond, including to the world-famous Cliffs of Moher and Burren and use Google Earth to explore global plate tectonics and climate change through time. The module is intended for students with an interest in geology and the environment and as an introductory course is designed for those with limited or no prior knowledge of geology or geography.

*NU Course Equivalent: ENVR 1200/1201, Dynamic Earth with Lab, NUPath: ND.*

#### *Dublin: Its Museums and Collections*

This new elective module will be team-taught by lecturers in the School of Art History and Cultural Policy. Dublin is home to a rich variety of museums, whose collections survey the entire history of Irish art, but also include outstanding examples of European and Islamic painting. The purpose of this module is to create an enhanced appreciation of art among students who are not majoring in art history, by fostering a direct engagement with these works of art and architecture. Two one-hour meetings a week incorporating both slide lectures and at least some discussion will focus upon art in Dublin museums and the architecture of the museums themselves. Although short readings will be assigned, the principal demand made upon students outside of class hours will be to visit the collections in which the works are displayed. This module is introductory in nature, and aimed at students with no previous experience of art history. It is not suitable for students intending to major/minor in art history.

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

#### *Introduction to Irish Folklore*

This module is designed to give students a comprehensive overview of what is meant by the term

'folklore', and to introduce them to the academic study of the subject. In the course of the module, folklore is defined and described in its many manifestations, and students learn about some of the more important sources for the study of folklore and popular tradition in Ireland and abroad. Examples of both oral tradition and material culture are examined, including narrative and storytelling, vernacular architecture and other aspects of ethnology, traditional belief systems and views of the otherworld, as well as popular custom and practice. A basic introduction is given to a number of international systems of classification used in the study of folklore, and to some of the theoretical approaches to the subject. Contemporary forms of folklore, and the persistence of certain themes in popular culture, are also discussed.

*NU Course Equivalent: LITR 1990, Literature Elective. NUpath: IC.*

#### *The Irish Presence in America*

This module will address the influence and effect of the Irish diaspora in America and explore the input, contribution and impact of the enormous Irish community there. Some 35.5 million people in America claim Irish descent. The time period under review begins with the mass emigration caused by the Great Famine in Ireland in 1845 and the assimilation and influence of this diaspora on American culture. It will analyze the reaction of the Irish-Americans to the rising nationalist movement in Ireland from 1890 to 1922. Moving to 'second wave' emigration in the 1950s, lectures will discuss how the strength of the Irish community grew in Post-War America to become a recognizable force politically, socially and culturally. The current status of the Irish in America will also be considered.

*NU Course Equivalent: INSH 1990, Interdisciplinary Studies Elective in Social Sciences & Humanities. NUpath: IC, SI.*

#### **Global Learning Experience Course (1 credit, online)**

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

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

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

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

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

#### **Courses and Course Descriptions**

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.

### *Anatomy & Physiology with Lab*

This module aims to help you understand how the human body maintains health, introducing you to scientific principles in the areas of anatomy and physiology. Learning will focus on the organization of the human body (concepts of cells and their environment), homeostasis, protection, communication, perfusion (cardiovascular and respiratory system), hydration, nutrition, metabolism and reproduction. The module will provide you with the grounding and understanding of the normal structure and function of the human body over the course of the lifespan and the basis to understand the changes that occur in altered health. The module is underpinned by the philosophy that Anatomy and Physiology is a critical element for nursing competency.

*NU Course Equivalent: BIOL 2219/2220, Integrated Anatomy and Physiology 2 with Lab, NUpath: ND, AD.*

*Prerequisite(s): BIOL 1117 or BIOL 2217.*

### *Architectural Design I*

The foundation year studio program seeks to unlock the creative and intellectual potential of each student. The program introduces students to ways of observing, representing, making and thinking about architecture. It begins with a close-up consideration of spaces, objects, places, and events and gradually introduces a wider range of constructional, social, cultural and environmental concerns. This work is supported by learning a broad range of technical and representational skills through a combination of studio work and independent but related skills workshops. A series of set projects invite design responses across a range of scales employing different media; offering each student the means of developing a work method. These projects involve a combination of both individual and group work. A variety of visits to buildings and cultural events during the trimester will provide a supporting cultural program, attendance at these events is mandatory. The module requires all students to make a collective exhibition of their work at the end of the trimester. The mark in Drawing and Making Studio contributes 12% to the overall Design Studio Grade. Approximately 252 hours are dedicated to this module, including studio work, lectures, tutorials, seminars and reviews. Attendance in studio each week during scheduled studio hours is mandatory. For Architecture and its combined majors only.

*NU Course Equivalent: ARCH 3450, Advanced Architectural Communication. NUpath: ND, AD.*

### *Calculus for Several Variables*

This course introduces the calculus of functions of two or more real variables. Beginning with partial derivatives, the topics of linear approximation and the differential are dealt with. The course then examines critical points, maxima and minima, and constrained optimization. Line integrals, double integrals, vector fields and the relationships between these concepts are explored. Students will be able to: sketch a level set or multidimensional graph; compute limits of multivariable functions; calculate partial and directional derivative; find and use the linear approximation of a function; find and classify critical points; optimize a function over a region or over a curve or surface; evaluate line and double integrals, and exploit the relationship between them.

*NU Course Equivalent: MATH 2321, Calculus 3 for Science and Engineering. NUpath: FQ.*

*Prerequisite: Requires prior completion of MATH 1342 or MATH 1252.*

### *Cell Biology and Genetics*

This module will provide an introduction to the cell, its structure, and functioning. The basis of genetics and inheritance will also be explored. The following topics will be covered: (1) An overview of cell structure, content and the macromolecules within them; (2) An introduction into cell communication, signaling and messaging; (3) How cells work- cellular respiration, fermentation and photosynthesis; (4) The cell cycle and the key roles of cell division; (5) How meiosis and sexual life cycles provide biological variation; (6) Introduction into genes and inheritance from a Mendelian perspective; (6) The link between chromosomes, genes and inheritance; (7) DNA and the molecular basis of inheritance; (8) How proteins are made from genes; (9) How genomes can inform our understanding of life's diversity; (10) Brief introduction into basic genetic molecular techniques.

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

### *College Writing*

This course offers students the opportunity to move across texts and genres, thus focusing on the basics of compositions and the use of metaphor, organization, selection, gaps and silences, tone, and point of view. Through a series of sequenced assignments, students read fiction and non-fiction texts of some complexity, make the critical interpretation of these texts the occasion for their own writing, write the expository prose that makes use of a variety of rhetorical strategies, conduct library research when appropriate, reflect on and assess their writing, and refine their documentation skills. Requires students to write multiple drafts and emphasizes the writing process as well as the quality of the finished product. Students keep a portfolio of their work.

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

### *Digital Judgement*

An important attribute of the effective digital consumer and scholar is the ability to critically appraise and discern high quality online information. However, the knowledge and skills required for selecting and evaluating digital information accessed through the Internet using websites and apps such as Google, Facebook, Twitter and YouTube, on mobile phones, tablets, and other devices, continue to elude many. Students on this module will learn to act as intelligent digital judges, exploring digital information as an entity to be scrutinized, verified, and classified to enable us to locate, generate, and apply trustworthy digital information in personal, professional, and academic contexts. They will also consider the questions of online privacy, the presentation of self online, and digital footprints, in order to understand the potential consequences of their online activities.

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

### *Foundation of Physics*

In this module, students learn to tackle problems of relevance for society with a high content of physics and engineering. Problems chosen by the students themselves are tackled in small working groups similar to the way in which industry handles research and development tasks. Examples that can be studied include energy supply and green energy, telescope building, optical communication networks, image processing, and many more. In the course of study, basic physical concepts are reviewed



according to the needs. Group working skills in relation to problem solving will be essential for a successful realization of the module.

*NU Course Equivalent: PHYS 1151/1152/1153, Physics for Engineering with Lab and ILS. NUPath: ND, AD. Prerequisite: MATH 1241, 1251, 1340\*, 1341\*, 1342\* or 2321\*. \*May be taken concurrently.*

#### *ARCT10070 Survey One: History and Theory of the Built Environment*

This course discusses both the established canon of architectural masterpiece buildings and counterbalance this approach with discussions about new building materials, changing conditions of architectural production, shifting concerns about architecture's social purpose and the issue of representation.

*NU Course Equivalent: ARCH 2370, Topics in Architectural History (TBD).*

#### *Introduction to Calculus for Engineers*

This is a mathematics module designed for engineering students. It provides an introduction to differential and integral calculus of functions of one variable, and to differential equations. The outline of this course is the following: (1) Review: Functions and graphs (equation of line and parabola), tangent line; (2) Limits: Notion of a limit, statements of basic limit theorems; (3) Differentiation: Notion of derivative, product and quotient rules, derivatives of polynomial functions, review of trigonometry, derivatives of trigonometric functions, chain rule, inverse functions, derivatives of inverse functions, implicit differentiation, higher derivatives; (4) Transcendental functions: Natural logarithm and its derivative, exponential function and its derivative; (5) Applications of differentiation: maxima and minima, second derivative test; (6) Indefinite and definite integrals, the fundamental theorem of calculus, substitution, integration by parts; (7) Applications of integration: area under the curve, moments; (8) Geometric series, MacLaurin and Taylor series of a function of a single variable, binomial series; (9) Differential equations: first order and second-order linear equations with constant coefficients (homogeneous and non-homogeneous).

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

#### *Introduction to Ethics*

This module will introduce students to the ways in which philosophers approach ethics, ethical concepts and ethical theories. In the first half we will look at five central ethical concepts: obligation, sympathy, forgiveness, responsibility and integrity. We will examine what these familiar concepts mean, what they assume, how they are used in ordinary situations, how two people might disagree about whether they apply in a certain situation to a certain person. In the second half we will begin by considering whether human beings are really capable of morality at all. We will examine these and other questions raised by egoism before going on to examine the idea that adopting a social contract is the only way to ensure that we all get to pursue our self-interest without undue interference. We will examine consequentialism, the view that it's the consequences that determine whether an act is right or wrong; and deontological ethics, the view that an action is right or wrong if it's something that everyone ought to do and it shows respect for other persons.

*NU Course Equivalent: PHIL 1102, Introduction to Contemporary Moral Issues. NUPath: ER, SI.*

### *Introduction to Physical Theatre*

This module introduces students to diverse practices of physical theatre and the role of the body in performance contexts. Students learn rudimentary skills in physicalising performance. The module is taught as a series of intense workshops over five sessions and each session is of three hours duration. Teaching focus includes: approaches to physical practices; the body in theatrical space; and creating performance collaboratively. Students are introduced to a range of physical theatre / movement practices and styles which may include: Etienne Decroux, Pina Bausch, Anne Bogart, Rudolf Laban, and Eugenio Barba among others. Students are assessed by their Attendance and Contribution; a Log Book (a record of their work in class), and in group projects which will demonstrate their understanding of selected physical theatre practices and performance creation processes in devised short presentations.

*NU Course Equivalent: THTR 1260, Movement for the Actor.*

### *Introduction to Psychological Science*

Why do humans behave, think and feel as they do? This module will introduce students to a basic understanding of psychology's explanations for human thought, feelings and behavior, covering the core concepts, theories and research methods that psychologists use. Among other topics, we will cover aspects of child development; personality; thinking and learning; social interaction; therapeutic approaches and biological psychology. The module will place psychology in a real-world context, addressing cultural differences in human behavior and considering how psychology can be applied in everyday life. Online support will be provided throughout the course via Brightspace.

*NU Course Equivalent: PSYC 1101, Foundations of Psychology, NUpath: ND, SI.*

### *Introduction to Sociology*

This module provides an introduction to the discipline of Sociology. The task of sociology is to explain the social world in which we live. This involves asking and answering questions about the nature of the world around us, why things are the way they are, how they developed in that way rather than any other, and so on - in fact, everything from global patterns of social change to the nature of individual identity. Studying sociology requires us to explore taken-for-granted aspects of everyday life, and to be aware that things could be, and are, different. This involves learning to see things 'sociologically' by developing a 'sociological imagination'. The aim of this module is to cultivate such an imagination. In this module, we will consider the nature of sociology in terms of its historical origins, its key theoretical traditions, and the role of research in analyzing social issues. Once we have laid this groundwork, we will consider some of the core dimensions of society - the nature of culture, the role of organizations, and so on. The module then examines some of the main social institutions and patterns of social relations around which our lives are structured, and through which resources - power, wealth, status - are distributed. Sociology helps us understand the role these institutions and structures play in our daily lives, and the ways in which society 'makes' us and how we in turn 'make' society.

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

### *Introductory Chemistry*

The course will emphasize fundamental principles, including: the electronic structure of atoms; the relationship between electronic structure and the physical and chemical properties of the elements; the nature of chemical bonding, including ionic, covalent, polar covalent and metallic bonding; the relationship between the properties of compounds and their composition and bonding; the nature of the interactions between substances; the nature of chemical change, including stoichiometry and basic concepts of kinetics, thermodynamics and chemical equilibrium; the importance of energy, and energy flows, in understanding chemical and physical processes; the importance of chemistry in understanding ourselves, in our society, and in our environment.

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

### *Macroeconomics for Business*

Macroeconomics is “big picture” economics. It looks at the economy as a whole and examines how it is performing. In this module, we introduce students to measuring the key macroeconomic variables such as GDP, inflation and unemployment. This course provides an introduction to Macroeconomics at a level suitable for students who are considering further work in economics.

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

### *Making, Doing, Interpreting*

Music, film, and theatre constitute three distinctive art forms, and as such they each rely upon (and sometimes break) the conventions specific to their medium. Nevertheless, they also share elements of formal structure, thematic content, and perhaps most importantly, an emphasis on temporality, with the expectation that an audience would experience and understand these art forms in real time. These three art forms also influence, intensify, and transform each other, both in situations where they are directly combined, and more generally through dialogue between texts.

*NU Course Equivalent: MUSC 1001, Music in Everyday Life. NUPath: EI, IC.*

### *Music in Ireland*

This module provides students with both a thorough introduction and experiential immersion in the music of Ireland, and aims to encompass all its richness and variety. No previous knowledge of Irish musical history is required and neither is it necessary to be able to read musical notation. The module will engage with the music of Ireland from the seventeenth century to the present day and will encompass three principle types of music—traditional, classical, and popular. The music of Ireland will be examined in its historical context and will be situated within the wider international context. The music’s historical, social, cultural, and political dimensions will be discussed. In addition to lectures, students are strongly encouraged to attend musical events around the city of Dublin, in order to engage with live music over the course of the semester.

*NU Course Equivalent: MUSC 2313, Topics in World Music. NUPath: IC, DD.*

### *Musicianship*

This course covers the rudiments of music, including writing and reading scores, and the fundamentals of music theory (melody, rhythm, tonality, key, intervals, etc.). Basic concepts in writing and analyzing

harmony are introduced (including degrees of the scale and Roman numeral notation). These fundamentals are reinforced and developed through aural analysis, which focuses on listening skills, score-reading and the basics of musical genres (instrumentation, texture, timbre, etc.). At the end of the course, students should be able to write and read music fluently, to listen intelligently to recordings whilst following a score, and to identify basic technical features in music of different styles.

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

#### *News Media Today*

The course will give students an overview of the key issues impacting today's news media system. The boundaries between new and old media are constantly being re-negotiated. Students will learn how different mediums are co-evolving together and how this is creating new opportunities for different players to get involved in the political narrative formation process that shape the way we understand specific news events. The course will examine the different dynamics shaping the U.S. media landscape through the prism of a global audience. It will also examine issues such as freedom of expression, disinformation campaigns and computational propaganda and how they impact the media in different parts of the world.

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

#### *Perspectives on Film I*

This module will examine a range of issues and approaches in the academic study of film, enabling students to familiarize themselves with important writing and thinking about the cinema. It will develop students' ability to analyze how film works formally and stylistically, and to think and write critically about cinema's ideologically charged relationships with society, politics, and culture.

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

#### *Popular Music and Culture*

This module examines the development of Western Popular Music from the 1950s to the present day. Although the course content is arranged chronologically, the course is not an exhaustive survey. Rather, each week focuses on a selected genre or thread in modern popular music, from rock and roll to hip-hop to underground and dance music; by examining these genres and threads, students are introduced to theoretical frameworks by which they can analyse and understand the music in question. These frameworks include media theory, gender and performativity, and the critical examination of race and identity. We also focus more broadly on how popular music propagates itself over time via its relationship to technology, cultural and subcultural movements, and political currents. Although the course does introduce and employ a few basic musical-analytical concepts, it is an elective course and has no prerequisites.

*NU Course Equivalent: MUSC 2310, Popular Music Since 1945. NUPath: IC, SI.*

#### *Theatrical Event: Case Studies in Making Theatre*

This module offers students an introduction to theatre's role in culture and society, and to working roles in theatre and performance. Using examples of international practice, students will examine key roles in the collaborative creation of the theatrical event, and gain insight into current debates on the artistic,

and cultural functions of live theatre and performance. In Small Group Teaching groups students will learn about selected aspects of live performance, principles of space and design, audience responses and dramaturgy. Students will visit a performance and write an analysis of what they have seen.

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

#### *Writing about Music*

This module is designed to acquaint students with different writing styles about music as well as researching and structuring an essay- both on the basis of conscious listening to music and learning to verbalize our impressions. After engaging with stylistic questions while writing a song review and a concert review students will engage in planning, researching, and writing an academic essay of 1,500 words. This they will do in three separate steps: putting together an annotated bibliography, writing a sample section of the essay and completing the essay. The feedback for the first two steps (including peer feedback by other students) is intended to improve the final product.

*NU Course Equivalent: MUSC 1990, Music Elective.*

## Summer Preparation

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

Another important way to prepare is to decide now on a time management strategy you will use to keep track of deadlines this fall. Think about how you organized your time in high school: did you use a planner, a time management app, 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. Required textbooks will be listed in the course syllabi you receive during the first week of classes. It is generally a good idea to review the syllabus for a class prior to buying any materials. If you need a calculator, double check the specifications with your course instructor so you select the correct model. You can purchase your books at University Books on the UCD campus and materials like calculators at the UCD Student Union Shop.

### 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, generally the first two weeks of each trimester. 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: <https://registrar.northeastern.edu/article/changing-majors/>.

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**

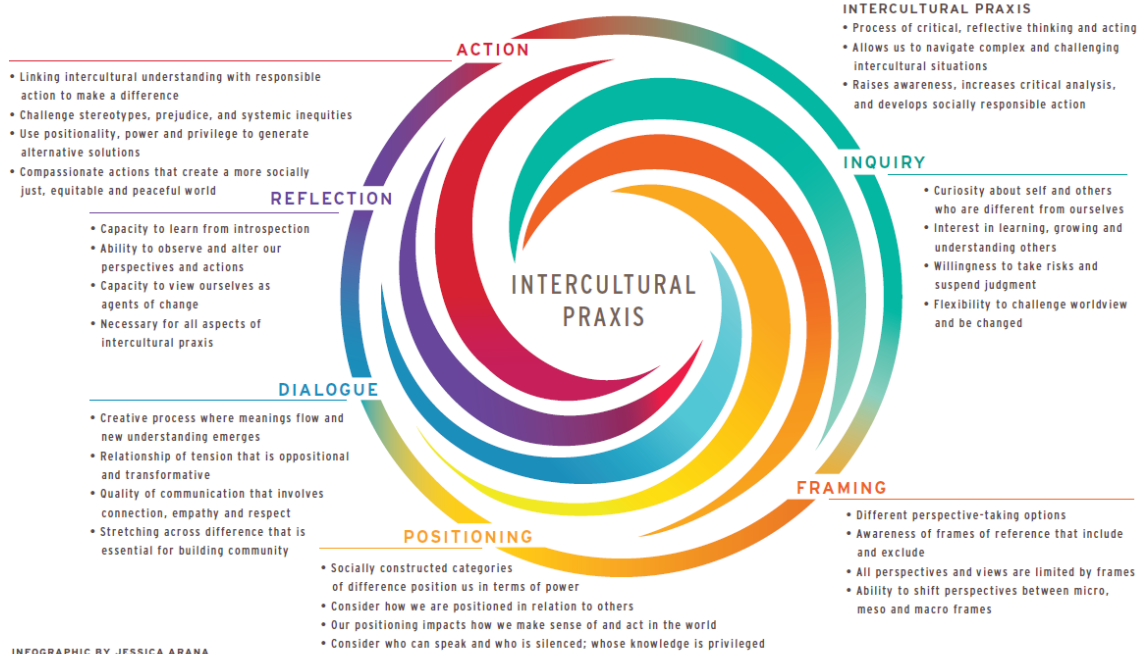
Familiarize yourself with the Intercultural Praxis Model, developed by Dr. Kathryn Sorrells. This model proposes a non-linear, dynamic, interactive process of intercultural communication featuring the following components:

- **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](mailto:b.mcallister-grande@northeastern.edu)

## Your On-Site Academic Resources

### **Writing Support Centre**

The University College Dublin's Writing Center is staffed by postdoctoral and senior doctoral students. Students can use [The Writing Support Centre](#) for improving or tailoring your writing style, improving syntax and grammatical sentence structure, and specific writing assistance for first-year students.

### **Maths Support Centre**

UCD's [Maths Support Centre](#) is helpful for independent or group work, assistance from a tutor whenever needed, extra notes and self-paced material on particular topics, online tutorials, assignment sheets for all first-year mathematics subjects.

### **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 UCD 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:

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

### 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**

UCD Library provides the information resources, services and friendly staff to help you succeed with your studies. You have access to five libraries with wifi and ample spaces for study. Non-bookable study spaces can be found on James Joyce Library Levels 2 and 3 and the Hub areas on Level 1. Study seats in other areas of the James Joyce Library and all other UCD libraries must be booked online and in advance. See the booking system [here](#). More information about the UCD Library is available [here](#).

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**

All students with a disability or significant ongoing illness in UCD have the opportunity to receive relevant academic and/or exam supports. Supports can be arranged through the disability support staff in [UCD Access & Lifelong Learning](#). If you have a disability and would like to discuss the supports available you can contact the disability staff by emailing [disability@ucd.ie](mailto:disability@ucd.ie).

### **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. You can withdraw from a module before the end of week 12 of a trimester, or before the last day of teaching in a trimester, by emailing the International Programme Manager, Katherine Mulfaul, at [katherine.mulfaul@ucd.ie](mailto:katherine.mulfaul@ucd.ie).

## **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**

Each module may be assessed differently, so please explore the [UCD Module selector](#), which has information on how each module is taught, how it is assessed, and what is covered. UCD Examination timetables for the fall will be available in late October, and students will receive an Examination Briefing in early November.



## **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

Grades of D- and above are considered transferable, while failing grades and grades of NM or ABS are not able to be applied toward your progress at Northeastern. More information is available on the UCD website [here](#).

| MODULE GRADE | GRADE POINT | DESCRIPTION  |
|--------------|-------------|--|
| A+           | 4.2         | Excellent  |
| A            | 4.0         |  |
| A-           | 3.8         |  |
| B+           | 3.6         | Very Good  |
| B            | 3.4         |  |
| B-           | 3.2         |  |
| C+           | 3.0         | Good   |
| C            | 2.8         |  |
| C-           | 2.6         |  |
| D+           | 2.4         | Acceptable   |
| D            | 2.2         |  |
| D-           | 2.0         |  |
| FM+          | 0.0         | Fail   |
| FM           | 0.0         |  |
| FM-          | 0.0         |  |
| NM           | 0.0         | No grade – work submitted did not merit a grade                                |
| ABS          | 0.0         | No work was submitted by the student or the student was absent from assessment |

| Standard Conversion Grade Scale<br>40% Pass (70% = A-) |         |         |
|--|---------|---------|
| Grades   | Lower % | Upper % |
| A+   | ≥90     | 100     |
| A  | ≥80     | <90     |
| A-   | ≥70     | <80     |
| B+   | ≥66.67  | <70     |
| B  | ≥63.33  | <66.67  |
| B-   | ≥60     | <63.33  |
| C+   | ≥56.67  | <60     |
| C  | ≥53.33  | <56.67  |
| C-   | ≥50     | <53.33  |
| D+   | ≥46.67  | <50     |

|     |  |        |
|-----|--|--------|
| D   | ≥43.33   | <46.67 |
| D-  | ≥40  | <43.33 |
| E+  | ≥36.67   | <40    |
| E   | ≥33.33   | <36.67 |
| E-  | ≥30  | <33.33 |
| F+  | ≥26.67   | <30    |
| F   | ≥23.33   | <26.67 |
| F-  | ≥20  | <23.33 |
| G+  | ≥16.67   | <20    |
| G   | ≥13.33   | <16.67 |
| G-  | ≥0.01  | <13.33 |
| NM  | 0  | <0.01  |
| ABS | No work was submitted by the student or the student was absent from assessment |        |

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

**Non-transferable grades:** DS, P, PX, E+, E, E-, F+, F, F-, FM+, FM, FM-, G+, G, G-, ABS, AU, NG, NM, W, WL, I, IX

**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

Dr. Bryan McAllister-Grande  
*Director, Academic Integration and Planning Team*  
*Global Experience Office*  
[b.mcallister-grande@northeastern.edu](mailto:b.mcallister-grande@northeastern.edu)

Benjamin Floman, Ed.M.  
*Associate Director of Academic Administration & Assessment, Academic Integration and Planning Team*  
*Global Experience Office*  
[b.floman@northeastern.edu](mailto:b.floman@northeastern.edu)

Dr. Sarah Kennedy  
*Assistant Director of Academic Guidance, Academic Integration and Planning Team*  
*Global Experience Office*  
[s.kennedy@northeastern.edu](mailto:s.kennedy@northeastern.edu)