

N.U.in Program Academic Handbook: UNYP Czech Republic

In this handbook, you will learn about important academic policies at your host institution for the fall. The handbook also includes advice for transitioning from high school to college that the Global Experience Office’s Academic Integration & Planning team has put together based on past N.U.in students’ experiences. By breaking out of the ordinary and choosing the N.U.in program, you have set yourself up for a uniquely rewarding and challenging first semester! This guide will help you prepare for the academic adjustments and opportunities you will experience this fall.

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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 The University of New York in Prague, 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 **Prague 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 professors during their 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 [curriculum](#) on the N.U.in website and your academic advising team to discuss your specific requirements and course plan.

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 2023 are:

Art and Architecture of Prague

This course will introduce you to knowledge, concepts, and theories about US arts and education public policies and the public policies of arts and education in other countries, especially in Europe and the Czech Republic. You will contextualize Czech life and culture by reading the textbook and course pack and (more importantly and uniquely) experiencing these features first-hand in a truly a life-changing study abroad experience. Additionally, you will attend a myriad of arts events (music, dance, theatre, art galleries, and museums), as the opportunity allows, in the Czech Republic.

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

Modern Europe

This course is an introduction the study of the political, economic, and social evolution of Europe from the Renaissance to the end of World War II. The course analyses the appearance of the modern states, the evolution of political ideas and the socio-economic transformations that gave birth to a new Europe in the twentieth Century.

NU Course Equivalent: HIST 1170, Europe: Empires, Revolutions, Wars. NUpath: DD, SI.

History of the Czech Lands

This course focuses on the history of the Czech lands and their Central European context. This course will provide a general overview of the history of the Czech lands from the Middle Ages, but with an emphasis on the modern age. It will describe the changes and reconfigurations of the Czech lands over time and attempt to explain the political, cultural and economic forces that caused these changes.

NU Course Equivalent: POLS 2990 Political Science Elective (History of the Czech Lands).

Global Learning Experience Course (1 credit, online)

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

This 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: GBST 1012, The Global Learning Experience.

Courses and Course Descriptions

All courses listed are subject to change.

Art of the Western World

The course presents an introductory survey of the History of the Western Art from the Paleolithic era to the present day. The scope of the course is broad, with a limited set of major examples which will focus on the most important pieces in the eyes of the art historians. The course will try to expose the students to the beauty of art, deepen their historical understanding and observing pieces of art in their context of time and specific meaning, as well as an artistic value. Students will sharpen their visual skills and learn to apply their knowledge to works of art that they may have never been exposed to before. There will be opportunities for field trips to art galleries to see and admire the works of art in person.

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

Business Calculus

This course introduces students to the use of derivatives and integrals in solving problems in business and economics, e.g., maximizing profit, calculating average investment income, future value of an income stream, and consumers' surplus, as well as using the tools of calculus in other practical business and economics situations. Students will not only develop abilities in calculation, but also recognizing the appropriateness of using calculus tools in business situations.

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

Cultural Anthropology

This course will be focused on main issues of anthropological thinking and key anthropological theories, with an emphasis on the Central and Eastern European region. Among the different topics addressed and analyzed by contemporary anthropologists that will be discussed in class based on their ethnographic research, are: race, ethnicity, class, gender, sexuality, religion, globalization, education, health care, violence, the mass media and climate change, among others. Through the analysis of different weekly case studies, this course will identify how Anthropology offers a distinctive way of interpreting the surrounding world, as well to understand how social, political and economic contexts and structures shape our lives. Emphasis in the class will be on basic anthropological ideas regarding social relations, social interaction, social structure and social change after 1989 in Central and Eastern Europe.

NU Course Equivalent: ANTH 1990, Anthropology Elective (Cultural Anthropology).

English Composition II

This course emphasizes critical reading and critical thinking, the process of composing academic forms of writing and computer literacy. It focuses on the movement from expressive to expository writing with papers assigned to develop particular writing techniques. It is a first-semester English course and is prerequisite. The course purpose is to emphasize the development of effective communication skills and

to help students gain proficiency in all aspects of the writing process. The course will encourage critical thinking and analysis, along with gaining knowledge of citing sources.

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

NOTE: To complete the Writing in the First Year NU Core/NUpath 1st Yr Writing requirement, you must earn a C minimum equivalent grade in this course.

Entrepreneurship Essentials

The goal of this course is to introduce you to the wonderful and exciting world of new venture creation. In addition, new venture creation approached the right way can bring new value to customers and thus the firm. In this hands-on course, students will learn how to concisely articulate for example: what their business is all about, what segments they will serve, how they will create value for customers, why customers should even care? how they will get traction in the marketplace, achieve scale, and ultimately that will provide a risk adjusted return for investors. This course will provide a methodology as well as a set frameworks, models, tools, and techniques that will help students to plan, structurally analyze, vet, and commercialize their business ideas.

NU Course Equivalent: ENTR 1201, The Entrepreneurial Universe.

Intercultural Communication

The course examines how culture shapes our perceptions and communication behaviors, and offers strategies for effective cross-cultural and intercultural communication. The aim of the course is to provide students with various concepts and theories in the field of intercultural communication. Upon completion of this course, students should possess critical and analytical skills considering intercultural interaction and communication, possess intercultural sensitivity and awareness, and be communicatively successful in various environments and cultural settings.

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

International Business

The course introduces students to international business and the role of multinational corporations in today's global economy. The emphasis is on international business issues that must be addressed by businesses and corporations operating in a multinational environment. The course focuses on international business theory, environment, institutions, the role of the nation state, culture, strategy, and operations. This course is intended as a first level course in International Business. It assumes basic knowledge in Management, Marketing, and Macroeconomics. As the global economy becomes closely integrated, the need for understanding the driving forces and the impacts on domestic economies becomes critical. To help students prepare for this challenge, areas such as export and import strategies, export financing issues, foreign direct investments, and strategic alliances will be examined.

NU Course Equivalent: INTB 1203, International Business and Global Social Responsibility. NUpath: ER, IC.

Introduction to Sociology

This course consists of an analysis of social structures and processes in settings ranging from small informal groups to formal organizations and communities to stratification and kinship systems to totalitarian societies. The course offers a broad introduction to the nature of society and the

relationship between society and the individual. Students will survey basic sociological ideas regarding social relations, social interaction, social structure, and social change are examined. Students will also be introduced to key issues addressed by contemporary sociologist, such as class, race, gender, sexuality, religion, globalization, education, health care, crime, the media, culture and the environment. This course will identify how sociology offers a distinctive way of interpreting the surrounding world, as well to understand how social contexts and structures shape our lives.

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

Macroeconomics

The objective of the course is to apply principles of economics (the economic way of thinking, typically gained in microeconomics) to understanding the workings of the economic system in its entirety. The central macroeconomic issue is the wealth of the economy and well-being of the people in it. Besides focusing on its long-run sources and preconditions and its short-run fluctuation, several specific phenomena and concepts are tackled: unemployment, financial intermediation and money, inflation, international aspects and government policy. The intention is to present (often unpopular) economics in an intelligible and interesting way, so that its students divest themselves of the idea of the economics being necessarily a “dismal” science. Emphasis will be laid on the significance of understanding economics for explaining real-world events and on eradicating numerous myths that plague this field. In order to reach that goal, the analysis will be applied to a broad range of practical societal issues.

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

Microeconomics

The course provides an introduction to the economic way of thinking: by postulating a model of humans’ decision making, it aspires to explain their behavior, interaction among them and social institutions that developed to both constraint and underpin them. It covers all the principal concepts (scarcity, benefits, costs, demand, supply, equilibrium price and price system and efficiency) and applies them to phenomena beyond the traditional market settings.

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

Principles of Marketing

The course creates a solid understanding of the core principles of marketing both from a theoretical and practical standpoint. Major emphasis will be on the acquisition of marketing skills for planning, drafting and implementing specific marketing strategies, and on preparing students to apply marketing concepts in both local and international business environments.

NU Course Equivalent: MKTG 2201, Introduction to Marketing.

Statistics I

This course focuses at first on graphical and numerical tools used in descriptive statistics. It introduces methods for detection possible relationship between variables, correlation and regression analysis. Later it introduces basic concepts of probability and continuous probability distributions, including normal distribution and its applications. Finally basic inference methods are introduced, namely theory of estimate and hypothesis testing. The purpose of the course is to provide students with the knowledge

and skills in order to assess statistical evidence reported in scientific and non-scientific papers. The course aims to teach the steps of the computation of basic descriptive and inferential statistical procedures needed to answer research questions. Generally, the course aims to motivate in students an intrinsic interest in statistical thinking, to instill the belief that statistics is important for scientific research, and provide a foundation and motivation for exposure to statistical ideas subsequent to the course.

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

Theories of International Relations

The development of international relations as a field of academic study. The relationship between the history of IR theory and the history of international politics. A broad introduction to the characteristics of the main IR theories (realism, liberalism, Marxism, constructivism, scientism). The relationship between IR theories and political philosophies and their real-life examples. Deepening understanding, analysis and interpretation of international events from different perspectives, including foreign policy decisions and actions, security operations and wars in the international affairs. Criticism of the main IR theories. The course is an introduction to the main theoretical perspectives in international relations. The importance of international relations (IR) theories will be assessed and the main schools of thought and their contributions to the field will be described in depth. The aim of the course is to familiarize students with the main theoretical debates in the IR field (both historical and contemporary) and the authors involved in shaping contemporary theoretical thinking on international affairs. The course considers both the historical evolution of IR theories as well as practical applications of the main IR theoretical assumption and perspectives. The contents of the course also include in-depth explorations of the connections existing between IR theories and main political philosophies, main foreign policy, main security policy and main war theories, which will be demonstrated on various case studies.

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

Textbooks

All N.U.in Czech Republic class textbooks will be available to students at no additional charge, either through UNYP's online textbook system (Perlego), the UNYP library, online resources made available through Moodle, or some combination of the three. Some courses, like Macroeconomics, require an additional resource to be purchased (at the cost of around \$50 for Macroeconomics); this is communicated to the students 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.

Libraries and Research

University of New York in Prague Library

The University of New York in Prague Library is located at Londýnská 32, just across the street from the main campus, and has more than 13,000 books, periodicals, and audio/visual materials. The UNYP Library remains one of the largest collections of English language books in Prague.

Apart from textbooks the library as well has a growing collection of fiction and popular biographies for students to enjoy whenever they want.

In addition to the books and e-resources for students, the UNYP library has 22 PCs including print and go stations, two high-tech project rooms and a large study room available to all students.

The UNYP library is an excellent place to study, work between classes or get together with others to solve group projects!

The UNYP Library has two brand-new project meeting rooms available to all students. If you need a quiet space for your group project or presentation, please, do not hesitate to contact the library and schedule your session!

The project meeting rooms are equipped with smart touch displays and can accommodate up to eight people.

On the first floor of the library is the new quiet study room which accommodates additional individual study spots and is equipped with W-Fi and Czech/English magazines and newspapers.

The UNYP library holds many subscriptions to Czech and international publications that students can enjoy to pass the time, learn about current events or use for research or homework assignments. Subscriptions include: Marketing and Media, The Economist, Psychologie Dnes, The Week, Aspen Review, Taiwan Review.

UNYP has an extensive group of online library resources. In fact, UNYP is the first university in Czech Republic to offer an English, e-Textbook library, Perlego.

In addition to the Perlego e-library with more than 400.000 publications, UNYP students also have access to Statista. On top of that, our students can access the ESC online library through our partner university, the State University of New York, Empire State College. ESC online library offers more than 60,000 electronic books and tens of thousands of journals in electronic form.

Northeastern University Library

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.

Add/Drop

Once class begins, students may request a course change with their host institution during their add/drop period. 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. The last day to add or drop a class for Fall 2023 is September 15 until 6 p.m.

Remember that taking fewer credits in a semester than you planned with your advisor may lengthen your time to degree completion.

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. Withdrawing from multiple classes can affect your visa eligibility. Please be sure to check in with on-site staff to discuss this if you are thinking about withdrawing from two classes. In addition, 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 course for Fall 2023 is November 6.

Disability Accommodations

UNYP provides reasonable accommodations to students with documented physical, medical, emotional, and learning disabilities. Accommodations are provided on an individual basis and may include:

- Modified assessment procedures (e.g. time-and-a-half on major assessments).
- Help with the arrangement of a peer tutor.
- Use of a computer for major assessments.
- Substitution of similar or related work for a non-fundamental course requirement.
- Other reasonable accommodation.

It is the responsibility of the student to self-identify and satisfactorily document a disability at the earliest possible opportunity so that UNYP can arrange reasonable accommodation.

Students requesting accommodations must provide documentation from a qualified professional verifying the disability and its impact on university study, with official translation of documents into English if needed.

A temporary impairment (e.g., a broken bone) may be considered a disability and result in reasonable accommodation if it substantially affects the student's ability to complete a course.

Students who have not submitted relevant documents to Northeastern University prior to their departure, and feel that they may need academic accommodation, will check with the UNYP Counseling Center for contacts to qualified professionals for assistance if needed. They can provide information and documentation from a qualified professional that helps to establish disability and need for accommodation to the Student Mobility Academic Manager through a designated form available on e-Learning.

Northeastern Disability Resource Center

We recommend 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.

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 Northeastern academic advisor as soon as possible about any potential major change and necessary class adjustments.

During the fall semester, if you are confident about your decision to change your major, first talk with your Northeastern academic advisor, then request a major change during the major change window specified at orientation. Your fall classes will not be able to be changed after the add/drop period due to a major change.

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 Northeastern academic advisor.

Explore Program

Students in the Explore Program can meet with their Explore advisor to discuss a change of major at any time. 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.

Assessments and Final Exams

The [UNYP Policies](#) guide detail the processes around grading and exam make ups in extenuating circumstances: see page 24 of the linked PDF.

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!

Grades and Transcripts

How to View Grades

Your professors will explain how to keep up with your grades in Moodle for assignments and exams during the semester. Final grades are posted to students' transcripts.

You will also be able to view your grades in your Northeastern degree audit following the completion of your N.U.in program.

Grading System

Grades of D- and above earn academic credit, while failing grades are not able to be applied toward your progress at Northeastern.

Letter grade	Percentage	4.0 scale	Description
A	95-100%	4.00	Outstanding work
A-	90-94%	3.67	Outstanding work
B+	87-89%	3.33	Good work, distinctly above average
B	83-86%	3.00	Good work, distinctly above average
B-	80-82%	2.67	Good work, distinctly above average
C+	77-79%	2.33	Acceptable work
C	73-76%	2.00	Acceptable work
C-	70-72%	1.67	Acceptable work
D+	67-69%	1.33	Work that is significantly below average
D	63-66%	1.00	Work that is significantly below average
D-	60-62%	.67	Work that is significantly below average
F	0-59%	0.00	Work that does not meet minimum standards for passing the course

Credit-bearing grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-

Non-credit-bearing grades: F, W

Letter Grades versus Transfer Credit

Grades earned during the N.U.in program will no longer appear as transfer credit; now, a student's letter grades earned during their N.U.in program will appear on their Northeastern transcript. This enhancement means that students will have one transcript for their entire undergraduate Northeastern experience, and grades earned during the N.U.in program will count toward a student's cumulative GPA.

How to Request Transcript

Your N.U.in program courses and letter grades will appear on your Northeastern University transcript and will be included in your Northeastern GPA. To request a copy of your transcript directly from UNYP, please reach out to the UNYP Registrar (registrar@unyp.cz).

Your On-Site Academic Resources

Writing Lab

UNYP provides a writing lab for students. Information can be found on the [UNYP website](#).

Math Tutoring

UNYP provides Math tutoring for students. Information can be found on the [UNYP website](#).

Virtual Resources from Northeastern

[Northeastern Global Online Tutoring Services](#)

Northeastern has partnered with Knack- a leading peer tutoring platform to offer free peer tutoring to all Northeastern undergraduate students across its global network. All Northeastern peer tutors on the Knack platform are successful current upper-class undergraduate students, and a number of them are NUin alumni. You can request a peer tutor for your courses on [Knack](#). If you have any questions regarding Northeastern peer tutoring on Knack or this partnership, please reach out to support@joinknack.com.

[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; 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 N.U.in program locations to meet with students in person, but advising is available to you through your home college 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: COSAdvising@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.

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. Your professor can help you understand your grades and recommend resources.

If you feel your professor's teaching style is a mismatch for you, utilizing tutoring services 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.

Long-Term Academic/Co-op 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.

Getting Ready for Co-Ops

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.

What can I do this summer to prepare for the N.U.in program?

Preparatory Summer Courses – College of Science

Northeastern's College of Science offers 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 online non-credit modules 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 Canvas for the relevant Ramp-Up preparatory courses this July and August!

Make a Time Management Plan

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!

Here are some of the best tips for time management we have collected from students' experiences and research on academic success.

- **Find a calendar system that works.** Some prefer using their cell phone. Others use built-in computer software and even the old standbys, paper planners or calendars. The method is less important than making sure whatever you choose works for you so you will consistently use your system. Choose a calendar or project management system that is reliable and easy to update. Then, populate it with every detail and deadline you need to keep yourself on track. Start by adding your course deadlines from your syllabi, then fill it out with any family, social, or other obligations.
- **Keep your class syllabi close.** Your syllabus for each class contains important information about attendance and grading policies, major assignments and deadlines, and the structure of the course. Your syllabi are your guides to success in each of your courses: keep them close!
- **Eliminate social distractions.** When studying or writing, consider turning your phone to silent or Do Not Disturb, or, better yet, put it out of reach so that you don't check for missed calls and texts. Even that brief look at a friend's text message or scroll through social media interrupts your thought processes and slows you down.
- **Schedule study time.** Treat your study time like a job: schedule it in your calendar and show up to do it, just as you would for a job or important appointment.

- **Use to-do lists.** Make a habit of writing down at the end of your workday (whether on paper in your planner or a note on your phone) a list of tasks you plan to accomplish the next day. List them in order of importance. Consult that list first each morning to help yourself stay focused on your daily goals.

Expect Common Challenges

Read and think through the following scenarios, reflective questions, and strategies for taking on some common academic challenges we have seen past N.U. in students tackle. Northeastern students are generally those for whom academics have long been a focus and area of success. The transition from high school to college might not seem daunting because you know you can handle the academic work, but there are differences in the ways classes are structured and your work is evaluated in college. The below scenarios will help you think about how you might respond to these challenges and give you an idea of what to expect.

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 your on-site staff 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 D- 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.

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?

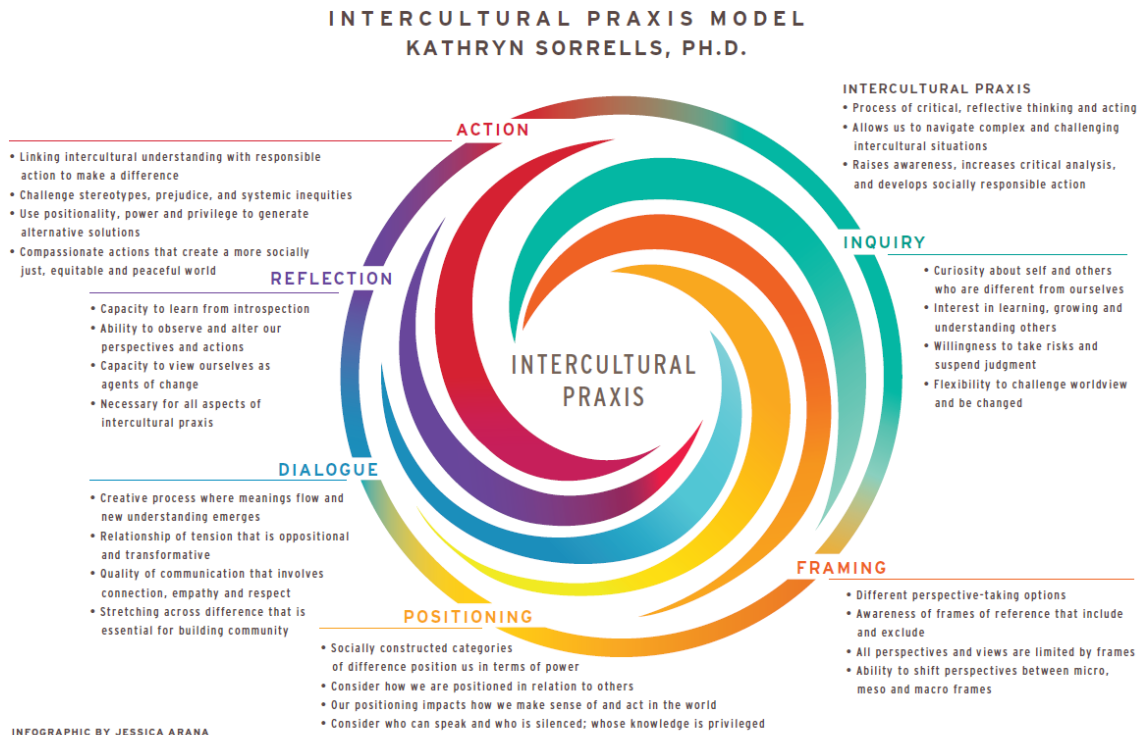
Was there an event or experience that later solidified this identity? What was it about this event or experience that cemented this identity as an important part of who you are?

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



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, consider enrolling in our **Global and Intercultural Communication Module/Digital Badge**. This module is fully asynchronous (self-paced) and can be completed over the fall semester online. 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.

Contact Information

Bryan McAllister-Grande, Ed.D.

Director, Academic Integration and Planning Team

Global Experience Office

b.mcallister-grande@northeastern.edu

Benjamin Floman, Ed.M.

Senior Associate Director, Academic Integration and Planning Team

Global Experience Office

b.floman@northeastern.edu

Sarah Kennedy, Ph.D.

Assistant Director of Academic Guidance, Academic Integration and Planning Team

Global Experience Office

s.kennedy@northeastern.edu