



N.U.in Program Academic Handbook: AUP France

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 American University of Paris, 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 **Paris 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:

Paris Through Its Architecture I

Investigates the growth patterns of Paris from Roman times through the Second Empire. Studies major monuments, pivotal points of urban design, and vernacular architecture on site. Presents the general vocabulary of architecture, the history of French architecture and urban planning, as well as a basic knowledge of French history to provide a framework for understanding the development of Paris.

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

Paris Through Its Books

Examines how experiences of Paris have been committed to the page from the first century to the present. Considers the uses and effects of overviews, street-level accounts, and underground approaches to describing the city and its inhabitants. Includes visits to the sewers and museums, revolutionary sites and archives, with multiple members of the comparative literature faculty speaking on their areas of expertise.

NU Course Equivalent: CLTR 2990, Culture Elective (Paris Through Its Books).

Introduction to Global Art through Paris Museums

Paris is a city rich in museum holdings, with extensive collections of art and objects produced outside its borders. This course introduces students to the cultural production of various civilizations of Africa, Oceania, the Middle East, and Asia through a variety of site visits to major French collections. We will engage directly with objects, emphasizing their historical context of production, original social functions, and traditional modes of display alongside their particular formal characteristics. We will also look critically at the biographies of these objects, tracing the often contested and violent ways in which they arrived in Paris and entered state museums. In so doing, we will consider broader questions such as the relationship between culture and power (particularly the links between museum creation, nationalism, and imperialism) and the global roots of 20th century European art.

NU Course Equivalent: ARTH 1990, Art History Elective (Intro to Global Art through Paris Museums).



French And Culture I

This course is an introduction to French and is intended to help students acquire the basic elements of spoken and written French. Students will learn how to express themselves in everyday life situations. The students' basic needs for linguistic and cultural information will be the main focus of this course. In class, work will be supplemented by multimedia activities and real- life situations in the city of Paris.

NU Course Equivalent: FRNH 1101, Elementary French 1.

NOTE: If you have no prior French language experience, this is the appropriate course for you. If you are interested in taking French at AUP and have prior French language experience, please complete AUP's online French language placement assessment. The French Placement Test will be available via the AUP Status Page.

French And Culture II

This course is a second semester Elementary French course, a continuation of level FR 1010 with emphasis on acquiring basic level of proficiency in the language and understanding the culture of France and the Francophone world. This course will enable students to improve their comprehension skills through the use of authentic audio and video material and to acquire vocabulary to face situations in their real life in Paris. The four language skills (listening, speaking, reading and writing) are reinforced and special emphasis is placed on pronunciation. In-class work will be supplemented by multimedia activities and real-life situations in the City of Paris.

NU Course Equivalent: FRNH 1102, Elementary French 2.

NOTE: If you are interested in taking French at AUP and have prior French language experience, please complete AUP's online French language placement assessment. The French Placement Test will be available via the AUP Status Page.

French And Culture III

The aim of the course is to improve and widen the listening, speaking and writing skills of those taking it, consolidating their knowledge of the full range of basic grammatical structures and broadening their general range of vocabulary. By the end of the course, students should have reached approximately the level A2 standard on the Common European Framework References for Languages

NU Course Equivalent: FRNH 2900, Specialized Instruction in French.

NOTE: If you are interested in taking French at AUP and have prior French language experience, please complete AUP's online French language placement assessment. The French Placement Test will be available via the AUP Status Page.

French And Culture IV

This course reviews basic and complex sentence patterns in greater depth through discussions on students experience in Paris. Cultural and historical aspects of the French life are introduced. Students will learn additional vocabulary to express opinions, beliefs, doubts and emotions, and are shown various language registers (formal/informal vocabulary and structures) and intonations. Examples are taken from real life situations, film, television, newspaper articles, etc. The four language skills (listening, reading, speaking, writing) will be reinforced.



NU Course Equivalent: FRNH 2900, Specialized Instruction in French.

NOTE: If you are interested in taking French at AUP and have prior French language experience, please complete AUP's online French language placement assessment. The French Placement Test will be available via the AUP Status Page.

French And Culture V

This high intermediate course will allow students to reach the B1+ CEFR (DELF) competencies by reinforcing and expanding their ability to express themselves, defend an opinion, and debate with others. Special attention is paid to increasing students' ability to form complex sentences to express attitudes, wishes, necessity, doubt, emotions, to link ideas and to speculate. A B1.1 level in French or a passing grade in a French and Culture IV class (FR 2100) is required.

NU Course Equivalent: FRNH 2900, Specialized Instruction in French.

NOTE: If you are interested in taking French at AUP and have prior French language experience, please complete AUP's online French language placement assessment. The French Placement Test will be available via the AUP Status Page.

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.

Applied Statistics I

Introduces the tools of statistical analysis. Combines theory with extensive data collection and computer-assisted laboratory work. Develops an attitude of mind accepting uncertainty and variability as part of problem analysis and decision-making. Topics include: exploratory data analysis and data transformation, hypothesis-testing and the analysis of variance, simple and multiple regression with residual and influence analyses.

NU Course Equivalent: MATH 2280, Statistics and Software. NUpath: AD.



Calculus for Business and Economics

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

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

Comparative Journalism: Gutenberg to Google

Studies will study the production of journalism in different historical, political and cultural contexts. Theoretical approaches to media and journalism (for example, authoritarian vs liberal models) will be studied to understand the relationship between politics and journalism – and, more generally, the media that operate as industries regulated by states. The course also examines the transformation of the journalism profession by new technologies, notably the impact of the web and social media on newsgathering and other journalistic practices. Issues such as censorship and surveillance will be examined through case studies such as Google and Facebook and new “gatekeepers” of news.

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

Digital Photography

This introductory course is an exploration of both technical and aesthetic concerns in photography. Using a digital camera, students will produce original work in response to a series of lectures, assignments, and bi-weekly critique classes. The course will cover the fundamentals of photographing with digital SLR's, and students will learn a range of digital tools including color correction, making selections, working with layers and inkjet printing. After mastering the basics, students will work towards the completion of a final project and the focus of the remaining classes will be on critiques. Students will be asked to make pictures that are challenging in both content and form and express the complex and poetic nature of the human experience. **REQUIRED EQUIPMENT:**

- A digital SLR or mirrorless camera that can shoot “RAW” files in FULLY MANUAL mode (the brand does not matter)
- An SD card of at least 8GB (SanDisk or Lexar brand)
- A camera lens (preferably a 50mm fixed-length lens, but zooms are OK)
- An SD card reader
- Two external hard drives of at least 500GB
- A portfolio box

Your course fee covers standard paper and ink usage, additional usage will be charged to your student account. AUP provides access to a photo inkjet printer, but DOES NOT PROVIDE CAMERAS, LENSES, SD



cards, etc. Please note that it is the student's responsibility to purchase all required individual equipment. Please note that an additional fee will be charged for this course.

NU Course Equivalent: ARTD 2360, Introduction to Photography.

Entrepreneurship & New Ventures

This course provides the student with the basic understanding of small business management and the activities required for the planning and creation of new enterprises. Entrepreneurial spirit, opportunity identification, new ventures selection, ownership options, legal and tax issues will be discussed. Students apply concepts and tools to evaluate market opportunities and, most importantly, will develop a business model. Special attention is given to entrepreneurship in an international setting.

NU Course Equivalent: ENTR 1201, The Entrepreneurial Universe.

Environmental Ethics

Introduction to ethics by the example of environmental ethics, exploring the role of humans as moral agents with regard to other living beings, the whole planet or its biosphere, and future generations. Through cases studies and to understand implicit assumptions and theoretical problems of standpoints taken by stakeholders in the debate.

NU Course Equivalent: PHIL 1180, Environmental Ethics. NUpath: ER, SI.

First Year Writing

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

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

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.

Introduction to Drawing

This studio course provides an introduction to basic drawing for beginning student interested in developing his or her drawing skills. The class meets once a week, two hours and fifty minutes each session. No prerequisites or previous drawing experience is required.

NU Course Equivalent: ARTF 1120, Observational Drawing. NUpath: EI.

Introduction to Gender, Sexuality, and Society

Surveys major issues concerning gender and the science of psychology in an attempt to answer the question: why is there such a gender gap when women and men share more psychological similarities than differences? Topics include: developmental processes and gender; gender roles and stereotypes,



biology and gender; cross-cultural perspectives of gender; social-cultural theories of gender; language and gender, emotions and gender, health and gender.

NU Course Equivalent: WMNS 1990, Women's, Gender, and Sexuality Studies Elective (Introduction to Gender, Sexuality, and Society).

Introduction to Psychology

This course discusses the intellectual foundations of contemporary psychology. Students learn about the concepts, theories and experiments basic to an understanding of the discipline, including classic thought and recent advances in psychology such as psychoanalysis, learning theory, biological mechanisms, developmental, social, cognitive, personality and abnormal psychology.

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

Introduction to Visual Culture

This course considers the construction of the visual world and our participation in it. Through a transcultural survey of materials, contexts and theories, students will learn how visual practices relate to other cultural activities, how they shape identity and environmental basic ways, and how vision functions in correspondence with other senses.

NU Course Equivalent: ARTH 1001/1002, Visual Intelligence with Seminar. NUpath: IC.

Journalism: Writing & Reporting

The introductory course provides students with basic training in writing and reporting in all forms of journalism, print and online. The course gives students a grounding in the basic principles and practices of the journalism profession: accuracy, fairness, objectivity. Students will learn journalistic writing techniques as well as style and tone. They will analyze possible sources, define angles, and learn to write a hard news story. The course will provide workshop training for students involved in ASM courses focused on the Peacock Plume website.

NU Course Equivalent: JRNL 1101, Journalism 1: Fundamental of Reporting. NUpath: EI, SI, WI.

Marketing In a Global Environment

This introductory marketing course develops students' understanding of the principles of marketing and their use in international business. Students learn how to collect and analyze data sets to make marketing decisions with the goal of understanding customers' wants, demands, and needs; they learn marketing from a strategic and functional point of view. With a focus on problem solving, students work in multicultural teams cultivating a greater sensitivity to cultural issues while improving communication skills. Students will consider marketing in the French, US, and international marketplace.

NU Course Equivalent: MKTG 2201, Introduction to Marketing.

Math For Life

Focuses on the development of mathematical thinking and its use in a variety of contexts to translate real-world problems into mathematical form and, through analysis, to obtain new information and reach



conclusions about the original problems. Mathematical topics include symbolic logic, truth tables, valid arguments, counting principles, and topics in probability theory such as Bayes' theorem, the binomial distribution, and expected value.

NU Course Equivalent: MATH 1215, Mathematical Thinking. NUpath: AD, FQ.

Calculus for Business and Economics

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

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

Media Globalization

What is globalization? Why study the media? What is the relationship between the media and globalization? What are the consequences of media globalization on our lives and identities? This course critically explores these questions and challenging issues that confront us today. Globalization can be understood as a multi-dimensional, complex process of profound transformations in all spheres – technological, economic, political, social, cultural, intimate and personal. Yet much of the current debates of globalization tend to be concerned with “out there” macro-processes, rather than what is happening “in here,” in the micro-processes of our lives. This course explores both the macro and the micro. It encourages students to develop an enlarged way of thinking – challenging existing paradigms and providing comparative perspectives.

NU Course Equivalent: MSCR 2990, Media and Screen Studies Elective (Media Globalization).

Painting I

For students with little or no previous experience in drawing or painting. First analyzes still life objects in basic plastic terms starting with value. Concentrates during each class session on a new painterly quality until a sufficient visual vocabulary is achieved so that more complicated subjects such as the nude can be approached. Work will be done in oil.

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

Principles of Macroeconomics

Examines the determinants of the levels of national income, employment, rates of interest, and prices. Studies in detail the instruments of monetary and fiscal policy, highlighting the domestic and international repercussions of their implementation.



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

Principles of Microeconomics

Focuses on the role played by relative market prices in our society and on the forces of market supply and demand in determining these prices. Since the actions of consumers and firms underlie supply and demand, the course studies in detail the behavior of these two groups.

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

Sociocultural Anthropology

Sociocultural anthropology is the comparative study of human societies and cultures. This course is designed to introduce students to central areas of anthropological inquiry, a range of key theoretical perspectives and the discipline's holistic approach. Through field-based research projects, students will also gain familiarity with the discipline's qualitative research methods (especially participant observation). While students will encounter the works of key historical figures in the discipline, they will also discover current debates on globalization and transnationalism. Finally, this course also strives to cultivate students' ability to reflect critically on their own identities and cultures, thereby gaining a greater understanding and appreciation for diversity and an improved set of intercultural communication skills.

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

The Contemporary World

Beginning with the bipolar world of the Cold War, focuses on ideological struggles of the West, East, and Third World and the reactions of nations to the politics of the superpowers. Topics range from decolonization to the rise of the new Asia, African independence, the reemergence of the Muslim world, the collapse of communism, globalization and clash of world cultures.

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

World Politics

This course analyses the basic setting, structure and dynamics of world politics with emphasis on current global problems, practices and processes. In doing so, it introduces the major theoretical approaches to international politics, and uses theory as a methodological tool for analyzing sources of change and causes of conflict and/or cooperation in the global arena.

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



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. Students may get textbooks at the [AUP bookstore](#).



Libraries and Research

The AUP Library is housed on floors -1, 0, 1, and 2 of the campus building located at 69, Quai d'Orsay 75007. Library hours vary throughout the term on a function of student need and can always be found [here](#). The AUP Library offers personal research support (researchhelp@aup.edu), events and workshops on research tools and best practices, a voluminous permanent and online collection, document delivery and inter-library loan, orientation and referral to other Paris libraries, and more. Students can find all resources they need, and more, on the well-organized and newly updated [AUP Library website](#).

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 drop/add period runs from September 4-10 (Monday – Sunday), closing at 11:59 p.m. on Sunday.

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 and/or to request the credit/no-credit grading option is November 3.



Disability Accommodations

Students have the option to submit accommodation information through the pre-arrival checklist in their AUP portal to have the accommodations validated early. The pre-arrival checklist also requires a “health pre-arrival form” that students are requested to submit. This form solicits information from incoming students related to medical and physical conditions, as well as mental health conditions that need flagging. The Student Development team and the Health Office in particular uses this information to ensure that students’ needs are met upon arrival.

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

Final exams in Fall 2023 are scheduled December 13-19 (Wednesday – Tuesday). The exam schedule (when and where for each course) is already determined. Students will be able to access their [final exam schedule](#) via their student portal during orientation (or even before, once they are registered in their courses).

Please refer to the AUP Policy on Final Exams [here](#).



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 for assignments and exams during the semester. Students may view their final grades on their AUP student portal. Final grades for Fall 2023 will be available to students by January 4, 2024. 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 are considered credit-bearing, while failing grades are not able to be applied toward your progress at Northeastern.

	A = 4.0	A- = 3.7	Excellent
B+ = 3.3	B = 3.0	B- = 2.7	Good
C+ = 2.3	C = 2.0	C- = 1.7	Satisfactory
D+ = 1.3	D = 1.0	D- = 0.7	Unsatisfactory
F			Failure

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

All information related to the request of enrollment certificates is available [here](#), and transcript request information is available [here](#). Your N.U.in program courses and letter grades will appear on your Northeastern University transcript and will be included in your Northeastern GPA.



Your On-Site Academic Resources

Academic Resource Center (ARC)

The Academic Resource Center (ARC) is a combined writing, tutoring, and academic technology space located on the fourth floor of the Quai d'Orsay Learning Commons. ARC manages the Blackboard™ online learning platform, and houses several peer-tutoring programs for students. These include the AUP Writing Lab, the ARC-Link subject tutors, the Math Clinic, and the Tech/Media tutors.

The AUP Writing Lab

Because good writing involves practice, risk taking, and revising, our tutors will encourage you during your 30-minute sessions to try out new strategies and experiment. As the vibe in the Writing Lab is so far removed from that in the classroom, we want to ensure students feel free to engage in trial runs of ideas and approaches and to enjoy 'making a mess.' Working against the notion that "one size fits all," AUP's Writing Lab embraces individual differences and language confusions. What we do in the Writing Lab is as varied as the students who come in for appointments. Students can learn more and take a tutoring appointment (bottom of page) [here](#).

ARC-link Subject Specific Tutoring

Arc-link tutoring is available for specific AUP courses. Tutors are faculty-nominated students who have been particularly successful in the course in a past semester. Information about subjects covered and tutoring schedule is available [here](#).

Math Clinic

Math clinic tutors are available to support students in all AUP math courses from MA0900 Algebra, up to MA3030 Calculus III. Tutors are available during almost every period of the week. Full schedule is available [here](#).

Tech/Media Tutoring

Tech/media tutors are available to support students with BlackBoard, Microsoft Suite, coding software, Canva, Adobe, video editing, HTML, CSS, etc. Full schedule is available [here](#).

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 WCOline, 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

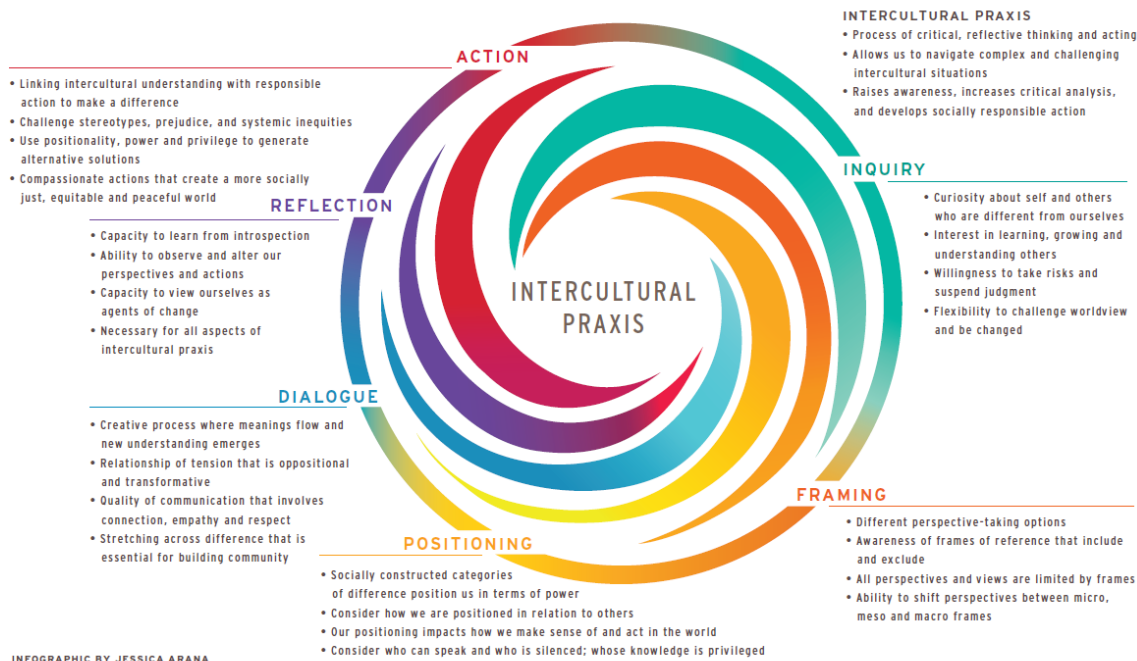
Familiarize yourself with the Intercultural Praxis Model, developed by Dr. Kathryn Sorrells. This model proposes a non-linear, dynamic, interactive process of intercultural communication featuring the following components:



- **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

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, 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.



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