

N.U.in Program Academic Handbook: ACT Greece

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 College of Thessaloniki, 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 **Greece 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! N.U.in students will get to know ACT students by joining ACT-organized clubs and activities and their everyday interactions on campus.
9. Make use of the library on campus 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. All N.U.in Greece students are provided with ACT email accounts, and all communication coming from ACT arrives in that account.

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:

Architecture in Greece through the Ages: Ancient to Contemporary

The Study will start chronologically from the ancient times, covering the basic and most essential examples of the Greek periods (Archaic, Classical, and Hellenistic). It continues with the Roman, Early Christian, Byzantine and Ottoman architecture. The course finishes with the study of the revival of Modern Greek architecture after 1830's, along with the establishment of the Modern Greek State and includes examples of Neoclassical, Eclectic, Modern and Contemporary styles.

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

Greek Art Through the Ages

The course will be an introduction of a comprehensive and compact study of the arts of Greece from the Ancient to the Modern time. Through the examination and understanding of the arts, the complex political, social and religious life of the country through the years of its existence will be highlighted. The study will start chronologically from the ancient times, covering the basic and most essential examples of the most important period that set the base of the foundation of the Western civilization; continue with the Roman, Early Christian and Byzantine Eras; the arts during the period of the Ottoman Occupation; and finally end with the revival of Modern Greek art after the 1830's with the establishment of the Modern Greek State.

NU Course Equivalent: ARTE 2501, Art and Design Abroad: History. NUpath: EI, IC.

Thessaloniki: A City and Its Inhabitants

Throughout its history, Thessaloniki has been home to many different peoples and cultures. The purpose of this course is to review the history of the city and to focus on the different ethnic communities which have inhabited it, including principally Greeks, Turks, Jews, and Armenians, among others. The course will consider the establishment of the city in Hellenistic times, its Roman and Byzantine periods, the impact of the Ottoman occupation, the coming of the Sephardic Jews, the effects of the Balkan and the two World Wars as well as those of the Holocaust on the city. It will include visits to important cultural sites as the Archeological Museum, the Museum of Byzantine culture, the Jewish Museum of Thessaloniki, Roman antiquities, and Ottoman buildings.

NU Course Equivalent: HIST 1990, History Elective (Thessaloniki: A City and Its Inhabitants). NUpath: SI, IC.

Traditional and Contemporary Greek Music

The aim of this course is to provide students with an introduction to the historically rich and varied traditions of Greek music as part of Greek culture, through the ethnomusicological and anthropological lens. The principal focus will be on folk music, instruments and dance in rural and urban settings, the urban tradition of the rebetika, church music, popular and artistic songs and the contexts of their performance. Music from and in the Greek cinema from the 50s and on will provide valuable images. The Course also aims in providing the background for fieldwork experience and a more intimate knowledge of music in Greek society, through the exposition of students to the musical life of the city of Thessaloniki, the events, places, performers, traditional instruments, music shops, and instrument makers.

NU Course Equivalent: MUSC 1137, Topics in Diverse Musical Cultures. NUpath: DD, IC.

Understanding Greek Life and Culture

The course provides an understanding of contemporary Greek life and what it means to be Greek. It does so by examining the practices and creations of Greek culture, as well as by identifying and understanding the main figures of Greek life and the political scene through time. In addition, it develops students' intercultural and communicative competency so that they can interact both locally in Greece and in the global community.

NU Course Equivalent: LITR 1990, Literature Elective (Understanding Greek Life and Culture). NUpath: IC.

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.

Attendance Expectations

Class attendance is crucial to the ACT educational experience. Students can miss up to 10 hours per class: there are no excused/unexcused absences. After missing 10 hours, the student fails the course. Extraordinary circumstances can be brought to the Academic Committee. In Spring 2022, ACT's policy was that absences due to COVID-19 infection do not count towards the 10-hour limit as students with COVID-19 are provided links to attend their classes online while quarantined—this policy is subject to change as the situation continues to evolve.

Courses and Course Descriptions

All courses listed are subject to change.

Business Calculus

This course covers: rate of change and introduction of the derivative for functions of one variable; applications of the derivative to graphing one-variable functions and to optimization problems; introduction of functions of several variables and partial derivatives; problems of unconstrained and constrained multivariable optimization; applications of differential equations; integration of functions of one variable and applications; and advanced methods of optimization.

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

Business/Professional Communication

The course focuses on professional reading writing and speaking skills and provides instruction in drafting and revising various forms of business and professional communication such as emails, proposals and reports. Through class discussions and other oral activities, students will have the opportunity to enhance their public speaking skills. The course covers all fundamental principles of professional writing, including a focus on appropriate grammar, mechanics and usage. Course readings/samples of professional writing are provided to generate topics and to study as models for structure and style in professional writing.

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.

Calculus I for Science and Engineering

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

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

Calculus II for Science and Engineering

The purpose of this course is to give a solid foundation in Calculus concepts, tools and techniques for the student entering Science and Engineering fields. This course is a continuation to Calculus I for Science and Engineering where the student mastered: limits, differentiation, anti-differentiation and basic integration skills of 2D functions as well as basic introduction to parameterized curves and motion. This course will cover techniques and applications of integration, infinite series, and introduction to vectors, among other topics.

NU Course Equivalent: MATH 1342, Calculus 2 for Science and Engineering. NUpath: FQ.

Prerequisite: Requires prior completion of MATH 1341 or permission of head mathematics advisor.

Calculus III for Science and Engineering

Extends the techniques of calculus to functions of several variables; introduces vector fields and vector calculus in two and three dimensions. Topics include lines and planes, 3D graphing, partial derivatives,

the gradient, tangent planes and local linearization, optimization, multiple integrals, line and surface integrals, the divergence theorem, and theorems of Green and Stokes with applications to science and engineering and several computer lab projects.

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

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

Contemporary Society

This course will explore the discipline of sociology, with a particular focus on the key concepts and issues relating to the study of contemporary society and culture. The course seeks to establish a methodological balance between theoretical grounding and an applied framework as it examines the following thematic issues: social and cultural theoretical perspectives, globalization, power, ethnicity, gender, the mass media, and the dynamics of culture in the contemporary world. In this context, the course introduces students to some key sociological perspectives, which allow them to understand how modern society functions. The sociological perspective will enable students to evaluate the effects of social influences on individual lives, understand fundamental social changes, and acquire a better understanding of social relations.

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

Developmental Psychology

This module will focus on research and applications in the field of human development. Human development is the study of how people change and remain the same across the lifespan. The aim is to provide a review of the progression through the initial developmental stages (prenatal development and early years) and to further expand the students' knowledge of understanding on human development from school years through late adulthood. Areas such as biological, motor, cognitive, emotional, and social domains will be covered and these processes will be described within a theoretical and empirical framework. Students are encouraged to assess critically the contribution and applicability of psychological research to daily life through class discussions, presentations and written assignments.

NU Course Equivalent: PSYC 3404, Developmental Psychology.

Prerequisite: PSYC 1101.

Discrete Structures

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

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

Ecological Principles

The goal of the course is to introduce students to general ecology. It focuses on major ecological concepts in order to provide students with a robust framework of the discipline upon which they can build.

NU Course Equivalent: EEMB 2302/2303, Ecology with Lab. NUpath: FQ.

General Biology II with Lab

Examines the evolution of structural and functional diversity of organisms; the integrative biology of multicellular organisms; and ecological relationships at the population, community, and ecosystem levels.

NU Course Equivalent: BIOL 1113/1114, General Biology 2 with Lab. NUpath: ND.

General Chemistry for the Biological Sciences

This course is designed to introduce biology students to the fundamental principles of chemistry. Topics to be covered include atomic structure, chemical equations, the periodic table, chemical bonding and intermolecular interactions, thermochemistry, reaction spontaneity, reaction rates, chemical equilibria, acid base chemistry and reactions in aqueous systems. Emphasis will be given to applications of chemical principles in biological systems.

NU Course Equivalent: CHEM 1161/1162/1163, General Chemistry for the Biological Sciences with Lab and Recitation. NUpath: ND.

Geographies of Globalization, Culture, and Identity

This course will examine the social, cultural, and political aspects of global geography. Students will become acquainted with key geographical concepts, and then explore issues of population and migration, culture, language, religion, globalization, nationalism, and cosmopolitanism. The course will use case studies to move from the broadly global to the local, giving students the opportunity to better understand Thessaloniki, Greece, and the Mediterranean both in the context of larger global issues and in relation to their own relationships to critical global geographies.

NU Course Equivalent: INTL 2990, International Affairs Elective (Geographies of Globalization, Culture, and Identity).

Integrated Human Anatomy and Physiology I

Covers the anatomy and physiology of integumentary, muscular, skeletal, nervous and endocrine systems as well as learning the basic molecular and cellular biology necessary to understand the human body. This information will serve as the foundation for most of the courses in the health field.

NU Course Equivalent: BIOL 2217/2218, Integrated Anatomy and Physiology 1 with Lab. NUpath: ND. Prerequisite(s): BIOL 1117 or BIOL 2217.

Intercultural Communication in Theory and Practice

This course aims to introduce students to a rounded understanding of how interactions between people from different cultural backgrounds takes place and the influences that affect such processes. In today's globalized world this seems to be central to our existence as empathic, sympathetic and adaptable

persons, colleagues or citizens, among others. Drawing on case studies from diverse social and cultural contexts (such as the workplace or interpersonal relationships), we will develop knowledge and skills for more effective intercultural communication practices.

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

Introduction to Mathematical Reasoning

Covers the basics of mathematical reasoning and problem solving to prepare incoming math majors for more challenging mathematical courses at Northeastern. Focuses on learning to write logically sound mathematical arguments and to analyze such arguments appearing in mathematical books and courses. Includes fundamental mathematical concepts such as sets, relations, and functions.

NU Course Equivalent: MATH 1365, Introduction to Mathematical Reasoning.

Introduction to Psychology

This course provides an introduction to psychology for the non-specialist and assumes no prior knowledge of psychology. It provides students with an overview of the evolution of psychology as a discipline and a range of applications of psychology. The course will include such topics as the history of psychology, the scientific approach to behavior, biological basis of behavior, learning theories, intelligence, personality development and measurement, psychological disorders and treatment, and social influences on behavior. Throughout the course, there will be emphasis on understanding how psychologists obtain their knowledge about human behavior and mental processes and on how this knowledge can be applied to everyday life.

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

Introductory Microeconomics

This course is a continuation of the introduction to modern economic analysis concentrating on the factors affecting behavior and decision-making by households, business firms, and institutions operating under a mixed socioeconomic system. It also considers the issues of market failures and introduces basic concepts of international economics.

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

Physics I for Science and Engineering with Lab

This course is designed to introduce students to the fundamental principles of Mechanics. Topics to be covered include Dynamics, Work, Kinetic and Potential Energy, Systems of Particles, Momentum, Collisions, Rotation, Torque and Angular Momentum, Statics. As far as specific Systems and Force Laws we will look at Fluids, Oscillations, and Gravity.

NU Course Equivalent: PHYS 1151/1152/1153 Physics for Engineering 1 with Lab with ILS. NUpath: ND, AD.

Prerequisite: MATH 1241, 1251, 1340, 1341*, 1342* or 2321*. *May be taken concurrently.*

Principles of Biology

This course is designed to introduce the basic principles of modern biology, the framework within which new discoveries are interpreted, and the relations among various branches of biological research. The

goal of this course is to provide first-year college students with a firm grasp of the major concepts underlying biological processes. Students who are interested in careers in biological sciences, biomedical sciences, and biotechnology should find that the course provides a firm grasp on an understanding of the concepts that will serve them well in their academic track that lies ahead. The materials covered include the structural and functional aspects at the molecular and cellular level of the following: cell structure and function, cell organelles, cellular reproduction, cellular respiration, photosynthetic pathways, Mendelian inheritance, DNA structure, replication, gene structure, gene function and expression/control, evolution.

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

Programming with Python

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

NU Course Equivalent: DS 2000/2001, Programming with Data with Practicum. NUpath: AD.

Religions of the World

This course will expose students to a comparative study of five of the world's main religious traditions, exploring those traditions through their literatures, while focusing also on origins, cultural contexts, histories, beliefs, and practices. Through reading, discussion, and visual appreciation of artistic renditions of religious world-views, students will gain valuable understanding of traditions other than their own, contributing to their broadened and deepened awareness of the world.

NU Course Equivalent: PHIL 1111, Introduction to World Religions. NUpath: DD, ER.

Social Psychology

The aim of this course is to develop student's knowledge and understanding of key areas in Social Psychology such as: social thinking (which includes the topics of the self-concept; self-serving bias; stereotypes and prejudice), social influence (which includes the topics of persuasion; health and well-being in today's societies) and social relations (looking at the topics of aggression, discrimination, liking and helping). Biological, cognitive, emotional and socio-cultural aspects will be discussed while presenting the above key areas. The students will also learn about the related field of Community Psychology and how its main principles and research findings apply to contemporary communities. Finally, research related issues such as ethics and methodologies in Social Psychological research will be covered. By presenting the main concepts, theories, research methods and key studies in Social Psychology, the course aims to help students evaluate the usefulness of the above in today's societies as well as recognize the limits of generalizing social psychological research to all gender/ethnic/cultural/age groups.

NU Course Equivalent: PSYC 3402, Social Psychology.

Prerequisite: PSYC 1101.

Statistics with Software

This module is an introduction to descriptive and inferential statistical methods. This introductory module covers the concepts and techniques concerning exploratory data analysis, frequency distributions, correlation, central tendency and variation, probability, and sampling distribution statistical inference. Students will be exposed to these topics and how each applies to and can be used in the business environment. Students will master problem solving using both manual computations and statistical software.

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

University Physics II for Science and Engineering

Covers calculus-based physics. Offers the first semester of a two-semester integrated lecture and laboratory sequence intended primarily for engineering students. Covers Newtonian mechanics and fluids. Stresses the balance between understanding the basic concepts and solving specific problems. Includes topics such as one-dimensional and three-dimensional motion, Newton's laws, dynamics friction, drag, work, energy and power, momentum and collisions, rotational dynamics, forces, torque and static equilibrium, pressure, fluids, and gravity.

NU Course Equivalent: PHYS 1155/1156/1157, Physics for Engineering 2 with Lab, and Interactive Learning Seminar. NUpath: ND, AD.

Prerequisite(s): PHYS 1151, PHYS 1161, or PHYS 1171; MATH 1252, MATH 1342, or MATH 2321 (may be taken concurrently)

Textbooks

ACT uses electronic books in many of their courses. E-books that are published by McGraw-Hill, Cengage and Wiley are provided to all ACT students with no additional charge. E-books are accessed through ACT's Learning Management System. This covers the majority of ACT's courses, however if a print book or an E-book from another publisher is required, then students will need to buy them electronically or locally in Greece. Instructions will be provided during the first day of class.

It is generally a good idea to review the syllabus for a class prior to buying any materials, with one important exception: if you will need a calculator for a course at ACT, you should bring this with you in your luggage, as the TI models are not common in Greece.

Libraries and Research

The Bissell Library at the American College of Thessaloniki is one of the largest private learning resource centers in Southeast Europe. The Library building is Wi-Fi enabled and network ports are available for laptops. Three study zones contain 250 seats and computers, as well as the Learning Hub on the upper level. View the Bissell Library's online resources [here](#).

Students also have access to the electronic resources provided by Northeastern, via the NU Libraries website [here](#). For help with research, please view the [subject guides](#) created by Northeastern librarians. If you have a question for the librarians, you can [contact them](#) through live chat or a web form.

Add/Drop

Once class begins, students may request a course change with their host institution during their add/drop period. September 26 is the last day to drop or add classes for Fall 2023. However, students are discouraged from adding or dropping courses once they arrive on site because NU academic advising has already carefully reviewed, discussed, and confirmed fall classes. Any changes that students make to their course registration after they arrive on site may negatively impact their academic progress, so it is not recommended. Please also keep in mind that requests are not guaranteed. Factors such as capacity, timetabling, and add/drop deadlines may not allow for a change to be made.

Remember that 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 class this fall at ACT is October 31.

Disability Accommodations

ACT asks that students register for accommodations through Northeastern. Students must meet with individual professors to activate their accommodations. ACT cannot issue diagnoses.

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

Students get notified about their course assessments through the syllabi they get on the first day of classes and are expected to submit their assessments before the given deadlines. The Final Exam Schedule will be published a month before the Exams take place.

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. You can view your final grades on your ACT portal, ACTivity, which you continue to have access to after fall classes end. 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

ACT uses the American grading system, meaning that letter grades will be earned similarly to in the US. The syllabus for each course outlines the assessments and grading scale to ensure consistency and offer a guide from the beginning of the class.

Grade Description	Percentage	US Letter Grade	US Point Grade
Excellent	95-100	A	4.0
Very Good (high)	90-94	A-	3.67
Very Good (low)	85-89	B+	3.33
Good (high)	80-84	B	3.0
Good (low)	75-79	B-	2.67
Satisfactory (high)	70-74	C+	2.33
Satisfactory (low)	65-69	C	2.0
Fail	0-64	F	0
Incomplete		I	
Withdrawal		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

ACT transcripts are mailed to Northeastern at the conclusion of the term. Additional copies of transcripts may be requested as necessary from actreg@act.edu. 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

Tutoring Services

ACT has its own tutoring services open to you as a student in the N.U.in program. The Learning Hub is situated within the Library on the upper level, providing support to students in math, reading, writing or refining their digital or study skills. You can view more information about the Learning Hub [here](#). Setting an appointment to meet with a tutor early in the fall, even just to discuss study skills and adapting to college and your new environment, is a proactive step we recommend you take at the start of every semester!

On-Campus and Educational Events

ACT offers a variety of on-campus events, workshops, guest lectures and seminars throughout the year. This takes learning beyond the classroom and offers insights into careers, the research of ACT professors, and local resources. All students are encouraged to participate in on-campus events! Stay informed through the ACT email and announcements on campus.

Cross-Cultural Learning

During your N.U.in semester, you will identify cultural experiences that differ from those of your own cultural background and reflect both on the cultural experiences you encounter and on how you learn to decode and decipher them through living in Greece. Of course, you will also identify cultural issues that resemble those in your own cultural background. We ask students in the N.U.in program to observe and critically assess how different groups or communities are affected by specific local or global issues you live through and how you respond to depending on different sociocultural framings. Our hope is that value system will be enriched and personal growth will be enhanced through the experiences you have this fall in Greece!

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 ACT 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 aren't sure how to approach long-term assignments like research papers or studying for exams.

- What kind of experiences did you have with major projects in high school? What strategies were successful, and how did roadblocks like procrastination affect your work before?
- How will you break up writing a paper and studying for an 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.

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?

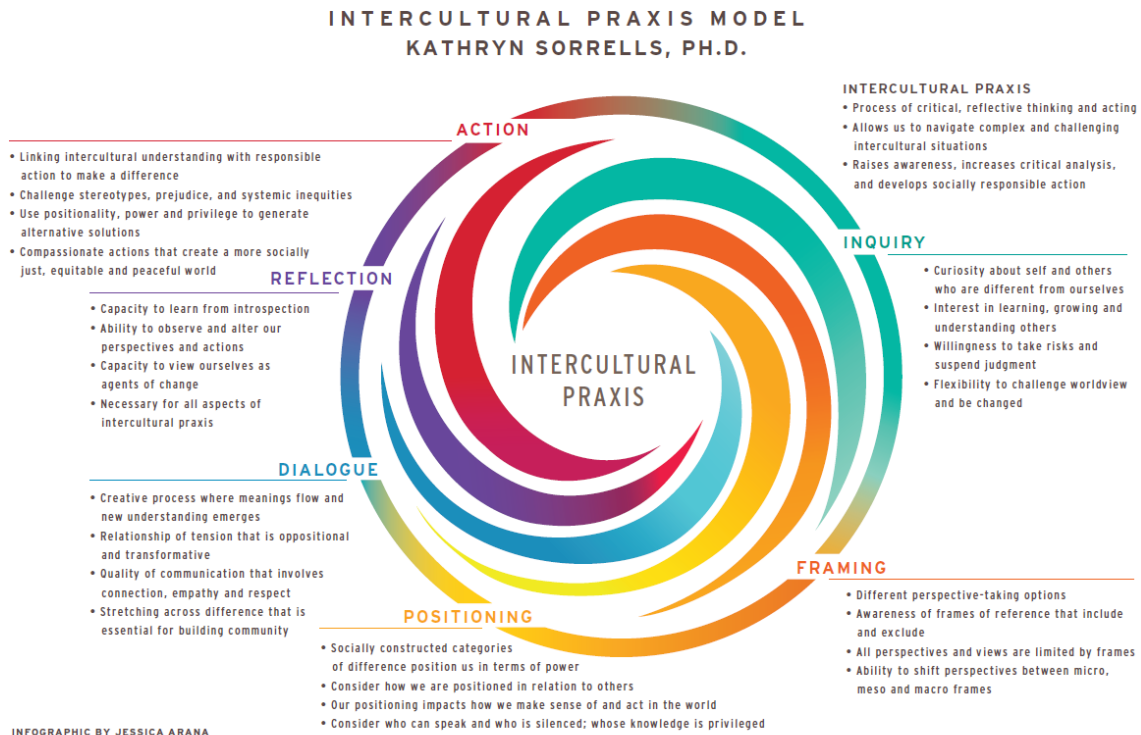
Was there an event or experience that later solidified this identity? What was it about this event or experience that cemented this identity as an important part of who you are?

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.

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