

N.U.in Program 2024 Academic Handbook:

N.U.in Ireland at University College Dublin

In this handbook, you will learn about important academic policies at your N.U.in 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 University College Dublin, as well as to help make sure you are preparing for the academic transition to Northeastern in the spring.

Please read through this guide this summer and complete the optional exercises in the last section to prepare for your academic experience this fall. Throughout your N.U.in experience, you can reference this handbook as a guide to academic policies as well as the academic support services you can access.

Studying abroad in your first semester of college is a unique and highly beneficial experience. To get the most out of it, you should carefully prepare for the details of your site location academics. Please be sure to attend your **Dublin Webinar this summer** and refer to this guide often to find information on academic policies and expectations.

We hope you have a wonderful experience this fall.

Sincerely,

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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. 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.
4. Email your faculty or module coordinators. 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!
5. Use Northeastern's virtual peer tutoring service, Knack!
6. Use a planner or time management app 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!
7. 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!
8. 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.
9. Check your email at least once a day to stay up to date with communications from Northeastern, your host institution, and your professors.
10. Take care of yourself! Identify strategies you have used to help manage your stress and regulate your emotions when you are uncomfortable. If you don't have go-to strategies already, make it a goal this summer and fall semester to find something—like a breathing exercise, physical exercise, personal reminder or mantra, or something else effective for you—that you can rely on for comfort in moments of stress.

Courses and Curriculum

The [2024 N.U.in Program Curriculum](#) offers a tailored suite of courses available at each of our ten distinct locations. Each site's curriculum page displays the classes available to N.U.in students at that location this Fall 2024 semester. Each class listed includes a Northeastern equivalency, ensuring your academic progress is aligned with your degree requirements. Course descriptions, credits, and NUpath designations (where applicable) are also provided. Please be aware that course offerings are subject to change.

Please refer to the N.U.in Ireland curriculum on the N.U.in website and your academic advising team to discuss your specific requirements and course plan. The full list of course offerings is available online; Culture course options for your location and our optional, one-credit GBST 1012 The Global Learning Experience class are highlighted below.

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 designed to develop students' cognitive capacities in cultural agility and critical thinking. It is typically an immersive introduction to your city or location with out-of-classroom opportunities.

You choose one of the Culture course options as a required part of your N.U.in experience, and you can choose a second as an elective course. The options for Fall 2024 are:

Discovering Ireland's Geology

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

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

NOTE: This course is presented primarily online with in-person fieldwork.

Dublin: Its Museums and Collections

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

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

Introduction to Irish Folklore

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

NU Course Equivalent: LITR 1990, Literature Elective (Introduction to Irish Folklore). NUpath: IC.

Irish-America: Culture & Society

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

NU Course Equivalent: INSH 1990, Interdisciplinary Studies Elective (Irish-America: Culture & Society). NUpath: IC, SI.

Music in Ireland

This module provides students with both a thorough introduction and an experiential immersion in the music of Ireland and aims to encompass all its richness and variety. No previous knowledge of Irish musical history is required and neither is it necessary to be able to read musical notation. The module will engage with the music of Ireland from the medieval period to the present day and will encompass three principal types of music – Traditional, Classical and Popular. The music of Ireland will be examined in its historical context and will be situated within the wider international context. The music's historical, social, cultural and political dimensions will be discussed.

NU Course Equivalent: MUSC 2313, Topics in World Music. NUpath: IC, DD, WI.

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.

Course Equivalency

The N.U.in Program enables Northeastern University students to take first-semester coursework at a partner institution abroad and earn NU credit. The Academic Integration & Planning team works closely with NU academic Colleges and faculty as well as faculty and staff at N.U.in partner institutions to determine equivalencies between our courses.

This means we are confident that students who successfully complete a course on an N.U.in program will have met the learning outcomes for that course at Northeastern, and they are prepared to move on to any Northeastern course that requires that class as a pre-requisite. However, students taking an equivalent course at a partner institution don't have *exactly the same* experience as students taking the same course at a different N.U.in location or in Boston.

For example, any N.U.in location that offers the course CHEM1161/1162 General Chemistry with lab will prepare a student with the foundational skills and knowledge they need to continue on to CHEM 2311/2312 Organic Chemistry 1 with lab in their spring semester. A student who took this course at the American College of Thessaloniki in Greece has a unique experience to someone who took the class on the N.U.in Scotland program, and a student who took CHEM1161/1162 in Boston in their first semester has a distinct experience from both those students, too. When those three students sit together at a lab bench on the first day of Organic Chemistry in the spring, they are equally prepared from their fall Chemistry course in terms of knowledge, skill, and lab exposure. Each has gained the same foundation through a differentiated experience with local variance.

Academic Cultures

Academic cultures vary across N.U.in locations and in Boston. Learning and teaching styles are different in different contexts. This can impact the type and number of assessments in a course, the course staffing structure (whether you have multiple lecturers or TAs), absence policies, and grading procedures and timelines. There is diversity in pedagogical approaches among N.U.in locations, but students achieve equivalent learning outcomes regardless of where they study.

Navigating a different academic environment abroad—with the support of Northeastern and N.U.in partner institution colleagues—is one of the challenges that shape N.U.in students into the particularly resourceful and adaptable second-semester students we see come to Boston in the spring!

Assessments and Final Exams

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

Academic Integrity

Academic integrity is a fundamental principle that should underpin all academic activity. You should value honesty in your scholarship. Working independently, expressing original ideas, and appropriately acknowledging the ideas of others are important skills that will benefit you beyond your time at UCD. Those engaging in academic misconduct negatively impact other students and diminish their own learning experience. You are expected to:

- Attend lectures and engage in all other learning activities of your programme; learn the core values and skills required to appreciate your disciplinary tradition and value the need for integrity and honesty.
- Abide by the Examination Regulations, the UCD Plagiarism Policy and any other academic conduct policies that the University may establish to ensure a fair and equitable assessment system for all students.
- Ensure that the work that you present for assessment is your own work and that the use of work and / or ideas of others are acknowledged using a recognised referencing system. For information on referencing, citation and how to avoid plagiarism see UCD Library guidelines.

Academic misconduct includes any action or attempted action that may result in creating an unfair academic advantage; this includes plagiarism, copying, possession of unauthorised materials during an assessment and collusion (unauthorised or unattributed collaboration with others in a piece of assessed work). The following is a broad but not exhaustive list of examples of academic misconduct.

Breaches of the Examination Regulations

- Failure to be in possession of your university ID card.

- Copying or cheating at any examination or other assessments, such as an in-semester test. This includes colluding with others during an online examination. This means seeking the assistance of others, or offering to assist others, during a period in which the examination is taking place.
- Sitting/attempting to sit an examination under another student's identity at any examination or in-semester test.
- Arranging for someone else to sit an examination under your name / on your behalf.
- Bringing unauthorised notes or other materials into an examination or test.
- Use, or attempted use, of a mobile phone or any other unauthorised electronic device during an examination or test.
- Removing examination scripts, question papers or other stationery from an examination.
- Any other breach of the examination regulations or any action that may jeopardise the integrity of an assessment.

Plagiarism

Plagiarism is defined below in accordance with the UCD Plagiarism Policy.

Plagiarism is the inclusion, in any form of assessment, of material without due acknowledgement of its original source. Plagiarism is a form of academic dishonesty and may include, but is not limited to, the following:

- Presenting in your own name, work authored by a third party, such as other students, friends or family (with or without permission), or work purchased through any source or given to you by a third party, including organisations such as essay mills. The original source may be in written form or in any other media (for example, audio or video).
- Presenting ideas, theories, concepts, methodologies or data from the work of another without due acknowledgement.
- Presenting text, digital work, music, video recordings or images copied with only minor changes from sources such as the internet, books, journals or any other media, without due acknowledgement;
- Paraphrasing (i.e., putting a passage or idea from another source into your own words), without due acknowledgement of the source.
- Failing to include appropriate citation of all original sources.
- Representing collaborative work as solely your own, including colluding with or copying from others during examinations.
- Presenting work for an assignment which has also been submitted (in part or whole) for another assignment at UCD or another institution (i.e. self-plagiarism).

Other

- Use of fraudulent or falsified UCD documents, e.g. transcripts or examination results.
- Submission of fraudulent or falsified data or content in work submitted for assessment.

- Failure to conduct research ethically, lawfully or in compliance with the UCD Code of Good Practice in Research, Research Integrity Policy.

Resources and Policies related to Student Conduct and Academic Integrity can be found [here](#).

UCD's Academic Integrity policy can be found in the UCD Student Code of Conduct linked [here](#).

UCD's Student Plagiarism policy can be found [here](#).

UCD Exam Regulations can be found [here](#).

Attendance Expectations

Students are expected to attend lectures and engage in all other learning activities of your programme including labs, tutorials, and field trips, where relevant. Failure to attend all learning activities of your programme can negatively impact your grade. More information can be found [here](#).

Textbooks

We recommend that you wait until arriving on location to purchase the necessary books. Required textbooks will be listed in the course syllabi you receive during the first week of classes. It is generally a good idea to review the syllabus for a class prior to buying any materials. If you need a calculator, double check the specifications with your course instructor so you select the correct model. You can purchase your books at University Books on the UCD campus and materials like calculators at the UCD Student Union Shop.

Libraries and Research

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

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

Registration Policies

Adding and Dropping Courses

Once class begins, students may request a course change with their host institution during their add/drop period. The add/drop period is the first two weeks of the teaching trimester. However, students are discouraged from adding or dropping courses once they arrive on site because NU academic advising has already carefully reviewed, discussed, and confirmed fall classes. Any changes that students make to their course registration after they arrive on site may negatively impact their academic progress, so it is not recommended. Please also keep in mind that requests are not guaranteed. Factors such as capacity, timetabling, and add/drop deadlines may not allow for a change to be made. Students may only add/drop their module once they have received approval from Northeastern University.

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.

A student must receive approval from their Northeastern academic advisor to withdraw from a course/module, then work with UCD academic support to have their course withdrawal processed by UCD. Students can withdraw from a module before the end of week 12 of a trimester or before the last day of teaching in a trimester. Course withdrawal will result in a W letter grade on your transcript for that course.

In order to comply with Irish Immigration requirements, students must be registered in at least 20 ECTS throughout the duration of the program.

Auditing a Course

Students in the N.U.in Ireland program are not permitted to audit a course this fall semester.

Retaking Classes

Some students choose to “retake” a course during their N.U.in semester for which they have already earned transfer, AP, or IB credit. It is important to keep in mind that this is a risk!

The letter grades you earn during your N.U.in semester will appear on your Northeastern transcript. So, if you decide to forego your, for example, AP Microeconomics credit and take ECON 1116 Principles of Microeconomics, but you find yourself on track to earn a non-passing grade, you will need to withdraw in order to use your previously earned credit. Be sure to contact your academic advisor if you begin struggling in a class you are retaking!

Disability Accommodations

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

Northeastern Disability Resource Center

If you require learning accommodations, you must upload relevant documents to your Northeastern Application Status Check. The host institution then reviews the documentation and will contact you if there are follow-up questions. You should also speak to your professors individually to alert them of necessary accommodations.

If you have any specific questions about the accommodations process overall, please reach out to the [Disability Resource Center](#).

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 (you will receive more information about this via email during the fall semester). 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 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.

Transitioning to the Spring Semester

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.

During the fall semester, academic advisors from most Colleges travel to the N.U.in locations to offer transition-focused presentations and drop-in sessions for spring class registration. Students who are considering a major change into another College can attend their new intended College's presentation to get more information before making their decision. Virtual advising appointments to discuss spring course selections are also available; each College will share information with students via email.

There will also be a spring orientation in January where you will have another chance to review your courses with your home college advising office and hear more information about your academic transition.

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

Letter Grades and GPA

All N.U.in participants earn a full semester of credits on their Northeastern transcript, provided they achieve a grade of “D-” or better in each class once converted to the U.S. grading system. Your N.U.in program courses and letter grades will appear on your Northeastern University transcript and will be included in your Northeastern GPA.

To receive credit for a course, you must attain a grade of D- or better, using the U.S. grading system. All letter grades, including non-credit-bearing grades like F or W, will appear on your Northeastern transcript.

How to View Grades

Your professors will explain how to keep up with your grades for assignments and exams during the semester. Students can view their provisional final grades in Brightspace. Final results are available in late January through their UCD Student SISWeb.

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

How to Request Transcript

Your N.U.in program courses and letter grades will appear on your Northeastern University transcript and will be included in your Northeastern GPA. If you need a transcript of your N.U.in coursework and grades for a co-op or scholarship application, please [request your Northeastern transcript](#) be sent through Parchment by our NU Registrar.

Due to differing academic timelines at N.U.in partner institutions, your fall N.U.in program grades will not appear in your NU student records until after the start of the spring semester. Once your N.U.in program grades appear in your Northeastern degree audit (by March 1, 2025), you will be able to request an official transcript that includes your N.U.in program grades through our NU Registrar.

Grading System

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

University College Dublin Grade	Northeastern Grade Equivalent
A+	A
A+	A
A+	A
A	A
A-	A
B+	A-
B	B+
B-	B
C+	B
C	B-
C-	B-
D+	C+
D	C
D-	C
E+	C-
E	C-
E-	D+
F+	D+
F	D
F-	D-
G+	F
G	F
G-	F

Credit-bearing grades (Northeastern grades): A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-

Non-credit-bearing grades (UCD grades): DS, P, PX, FM+, FM, FM-, G+, G, G-, ABS, AU, NG, NM, W, WL, I, IX

Grade Conversions

There are differences in grading systems between universities or institutions in different countries. These differences can arise due to various factors such as educational philosophies, assessment methods, and cultural norms. Our NU Registrar and Global Experience Office use grade conversion tables to determine the final letter grades that appear on students' Northeastern transcripts based on the grades awarded by the N.U.in partner institution.

Grade scales and conversion tables serve as valuable tools in facilitating academic mobility and ensuring fairness and consistency in evaluating students' academic performance across different educational systems. These conversions provide a standardized way to compare and evaluate academic performance across different systems to help ensure that the grades earned by students from one institution can be properly understood and recognized at NU.

In some cases, if the grading systems are similar or if there is a well-established understanding between the institutions regarding the equivalency of grades, a conversion table may not be necessary.

Grade Appeals

After receiving your results, if you have any concerns you should make them known to your Module Coordinator. If an error is identified the School has the authority to make the necessary changes, thereby removing the need to submit an appeal. Most queries can be satisfactorily resolved at this stage. More information about grade appeals can be found [here](#).

Your On-Site Academic Resources

Writing Support Centre

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

Maths Support Centre

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

Support for Multilingual Learners

Teaching in UCD is through the medium of English; therefore you must demonstrate a high level of competence in the English language to be admitted. UCD's minimum English language requirements are approved by the University Programmes Board and apply to all applicants and all levels of study. More information can be found [here](#).

Connecting with Faculty

You can connect with faculty by sending an email to the Module Coordinator. Students can also check the module syllabus and Brightspace for information about the best way to get in touch with the teaching team for their module.

Virtual Resources from Northeastern

[Northeastern Peer Tutoring on Knack](#)

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 N.U.in alumni.

You can request a peer tutor for your courses on [Knack](#) by searching for the NU equivalent course title and/or course code. For questions about Northeastern Peer Tutoring on Knack, please reach out at peertutoring@northeastern.edu.

[The Writing Center](#)

The Northeastern Writing Center is open to students, staff, faculty, and alumni of Northeastern and exists to help writers at any level, and from any academic discipline, in their written communication. Virtual appointments are available; the most current hours are posted on The Writing Center's [website](#).

Online appointments take place in the platform WOnline, where you can text chat with a consultant and work interactively on a piece of writing. Some (but not all) consultants are available for voice/video consultations. More information about virtual appointments is available [here](#).

Your Academic Student Success Team

Academic Advisor

You have an academic advisor assigned based on your College and goals—this is a dedicated contact person for your questions about courses, graduation requirements, experiential learning opportunities, and other topics related to your academic experience and professional aspirations. Some academic advisors will be traveling to N.U.in locations to meet with students in person this fall, and 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 academic advising office 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

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. 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 as a resource 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 the Writing Support Centre 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 to earn credit?
 - Are there alternative classes available that would contribute toward your degree progress? (And is it during your site's add/drop period, meaning you have time to add another class? After the add/drop period ends, the only way to leave a class is to withdraw from it, resulting in a W on your transcript, and you cannot add another course to your schedule at this point.)

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 email your module coordinator. 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 reach out to your professor or module coordinator via email. 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 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?

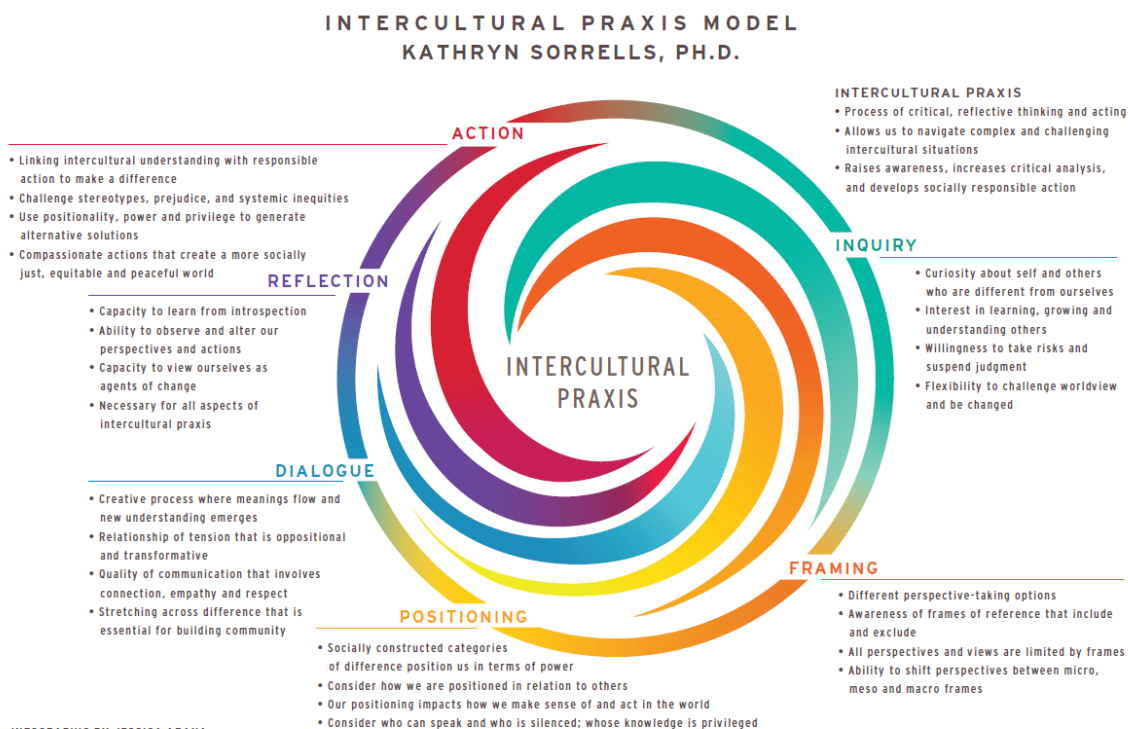
Was there an event or experience that later solidified this identity? What was it about this event or experience that cemented this identity as an important part of who you are?

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. GBST 1012 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.