

N.U.in Program 2025 Academic Handbook:

N.U.in Italy at John Cabot University

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 academic expectations and policies at John Cabot University and prepare you for your transition to studying at Northeastern in Boston this spring.

This is a reference document you should read this summer to prepare for The N.U.in Program and keep close during your program to consult when you need it: this guide includes recommendations for academic support services, details about where to view your grades, strategies for approaching your professors during their office hours, and much more. The details in this guide are what we have seen help Northeastern students embarking on global first-year programs understand academic policies and manage common challenges since we started sending cohorts of first-year students abroad on The N.U.in Program in 2007.

Review this N.U.in Italy Academic Handbook now, and you'll know where to find the guidance you need once the fall semester begins!

Studying abroad in your first semester of college is a unique and highly beneficial experience: please use this guide to help you prepare for it!

We look forward to seeing everything you accomplish in The N.U.in Program!

In scholarship,

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Courses and Curriculum

The [2025 N.U.in Program Curriculum](#) offers a tailored suite of courses available at each of our nine distinct locations. Each site's curriculum page displays the classes available to N.U.in students at that location this Fall 2025 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 Italy 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 2025 are:

Ancient Rome and Its Monuments

This on-site course considers the art and architecture of ancient Rome through visits to museums and archaeological sites. The course covers the visual culture and architecture of Rome beginning with the Iron Age and ending with the time of Constantine. A broad variety of issues are raised, including patronage, style and iconography, artistic and architectural techniques, Roman religion, business and entertainment.

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

NOTE: Requires frequent walking tours of city museums and sites.

Contemporary Italian Society

This course introduces students to the complexities of contemporary Italian society, taking a primarily 'bottom-up' social science approach by examining a wide variety of contexts and exploring the ways in which Italians express, negotiate and transform their cultural and social identities. By drawing on a growing body of anthropological and sociological research, it provides students with the tools to question rigid and dated assumptions about Italian social life and enables them to analyze its multifaceted, dynamic and often contradictory forms and practices, focusing primarily on the last two decades. Students are introduced to key theoretical and methodological approaches in the sociological and anthropological study of contemporary Italy. We analyze the rising appeal of populist and 'anti-political' discourses and figures and then focus on how Italy's strong civic movements are struggling to improve social life 'from below'. Lastly, we examine how migration is changing social and cultural life as the country becomes increasingly multiethnic, how religious (and secular) identities are expressed, and the effects that Italy's dramatic brain-drain is having within the country.

NU Course Equivalent: CLTR 1503, Introduction to Italian Culture. NUpath: IC.

Italian Cinema

This course surveys films, directors, and film movements and styles in Italy from 1945 to the present. The films are examined as complex aesthetic and signifying systems with wider social and cultural relationships to post-war Italy. The role of Italian cinema as participating in the reconstitution and maintenance of post-War Italian culture and as a tool of historiographic inquiry is also investigated. Realism, modernism and post-modernism are discussed in relation to Italian cinema in particular and Italian society in general. Films are shown in the original Italian version with English subtitles. Realist, modernist and post-modernist aesthetics will be discussed in relation to Italian cinema, in particular, and Italian society, more in general. Directors to be treated include (but are not limited to) DeSica, Rossellini, Fellini, Pasolini, Monicelli, Petri, Bertolucci, Bellocchio, and Sorrentino.

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

Italian Music: A Cultural History

This course will introduce students to Italian music from a social and cultural perspective. The course has a twofold approach: the first part explores the historical developments from national unification to date; the second part has a thematic approach and highlights a few emergent topics within critical cultural studies, at the intersection between Italian and popular music studies. Starting from the assumption that music is able to unveil many aspects of the present society by representing them in unprecedented forms, the aim of the course is that of presenting another perspective on Italy, in order to enlarge its understanding. The central role played by music in contributing to shape national character is tested through a constant comparison with other musical cultures and connections with other media and art forms (cinema, television, radio).

NU Course Equivalent: MUSC 1111, Rock Music. NUpath: IC.

Introductory Italian I

This course is designed to give students basic communicative ability in Italian. By presenting the language in a variety of authentic contexts, the course also seeks to provide an introduction to Italian culture and society. Students work on all four language skills: speaking, listening comprehension, reading, and writing.

NU Course Equivalent: ITLN 1990, Italian Elective.

If you have no prior Italian language experience, this is the Italian language course you should choose if you wish to take Italian at JCU. If you have prior Italian language experience and wish to take an Italian language course at JCU, you will need to complete a language placement test. Please reach out to nuin@northeastern.edu if this situation applies to you.

Introductory Italian II

A continuation of IT101. This course aims at developing and reinforcing the language skills acquired in Introductory Italian I, while placing special emphasis on oral communication.

NU Course Equivalent: ITLN 1102, Elementary Italian 2.

If you have prior Italian language experience and wish to take an Italian language course at JCU, you will need to complete a language placement test. Please reach out to nuin@northeastern.edu if this situation applies to you.

Intermediate Italian I

A continuation of IT 102. This course focuses on consolidating the student's ability to use Italian effectively. Emphasis is given to grammar review and vocabulary expansion. Selected readings and films acquaint students with contemporary Italy.

NU Course Equivalent: ITLN 2101, Intermediate Italian 1.

If you have prior Italian language experience and wish to take an Italian language course at JCU, you will need to complete a language placement test. Please reach out to nuin@northeastern.edu if this situation applies to you.

Intermediate Italian II

A continuation of IT 201. While continuing the review of grammar, the course emphasizes the development of reading and composition skills. Short stories, newspaper articles, and films supplement the textbook.

NU Course Equivalent: ITLN 2102, Intermediate Italian 2.

If you have prior Italian language experience and wish to take an Italian language course at JCU, you will need to complete a language placement test. Please reach out to nuin@northeastern.edu if this situation applies to you.

Global Learning Experience Course

GBST 1012 The Global Learning Experience is offered through Northeastern University's Canvas online learning management system as a primarily asynchronous, one-credit course. Designed for students looking to complement their experience abroad with an exploration of scholarly concepts associated with global learning and citizenship, this course offers opportunities for reflection and new perspectives on studying in your location.

Course Description: 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

While the classes you take at your N.U.in location aren't *exactly* the same as the courses we offer in Boston, Northeastern faculty have evaluated the courses you are taking abroad as equivalent preparation for the next-level Northeastern course. Upon successfully completing a foundational course like MATH 1341 or ACCT 1201, you will fulfill all associated pre-requisite requirements. Northeastern faculty collaborate with our partner faculty to ensure your courses meet Northeastern standards and expectations. At the same time, you'll have a chance to learn from world-renowned faculty from across the globe and expand your academic mentorship network.

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.

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.

Course Registration Policies

Adding and Dropping Courses

Students will receive their final course schedule with course meeting times and locations during on-site orientation at the start of the program. At on-site orientation, you will learn the process to add and drop courses to make necessary course changes.

Students are strongly discouraged from adding or dropping courses once they arrive on site because Northeastern academic advising has already carefully reviewed, discussed, and confirmed your fall classes. Any changes that students make to their course registration after they arrive on site may negatively impact their academic progress, so making add/drop changes is not recommended.

The last day to add or drop a course at JCU this Fall 2025 semester is September 5.

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

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 JCU is October 28. Course withdrawal will result in a W letter grade on your transcript for that course. Students should secure approval from their Northeastern academic advisor and work with JCU academic support to follow JCU's course withdrawal process.

Auditing a Course

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

Taking a Course Pass/Fail

Students in the N.U.in Italy program are not permitted to take a course as "Pass/Fail." You will earn letter grades for your N.U.in courses.

Retaking a Class

Redundant Credit with Advanced Coursework

Some students choose to "retake" a course 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 program will appear on your Northeastern transcript. So, if you decide to forego your, for example, AP Calculus AB credit and take MATH 1341 Calculus 1 for Science and Engineering, 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!

Northeastern Course Repeat Policy

If you are on track to fail a course, you will want to consider both course withdrawal and retaking the course. If you have missed the course withdrawal deadline or if you are struggling in a required course, your best option may be to retake the course in a future semester at Northeastern to earn a better grade. Northeastern's course repeat policy dictates that when the appropriate course is available, courses may be retaken once to earn a better grade. In all cases, the most recent grade (not the best grade) earned in a course is the one used in calculating the overall GPA; however, previous grades remain on the transcript with a note that the grade is "excluded." This means that the course is excluded from the GPA and earned credit calculation. Students are required to pay normal tuition charges for all retaken coursework.

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!

Attendance Policy

Specific requirements for attendance in any given course, except as described below, are the prerogative of the instructor and will be stated in the course syllabus provided by the instructor at the beginning of the term. Students are responsible for being informed of their instructors' attendance policies. A student's absence from a given class may be excused by the instructor in accordance with the policy indicated in the syllabus for the class and otherwise at the instructor's discretion.

An absence from a given class may also be excused by the Academic Dean's Office for reasons such as the following:

- the student's own illness or hospitalization;
- the student's physical inability to reach the university campus;
- death in a student's immediate family (when the student attends the funeral);
- impending death or life-threatening illness or injury in the student's immediate family, when the student is absent in order to be present with the ill or injured person;
- the pursuit of high-level activities in such areas as champion-level athletic competitions or professional artistic pursuits;
- the observance of a religious holiday; or
- required military service on the part of the student.

The Academic Dean's Office will not excuse absences resulting from, e.g., job interviews, family celebrations, travel difficulties, student misunderstandings of instructor or university policies, or other matters involving the personal convenience of a student.

In order to request an excused absence from the Academic Dean's Office, the student must submit the [Excused Absences Request Form](#) along with the appropriate documentation supporting the request. A request will not be granted absent the necessary documentation. Furthermore, a request should be made within five academic days of an absence. Whatever the cause of your absence, do not request an official excuse unless you have exceeded the number of permitted unexcused absences for the course!

When the Dean's Office grants an excuse request, it will notify the faculty member. While the Dean's Office may validate students' requests when proper documentation is provided, this does not exempt the student from meeting the learning objectives of the course as set by the instructor. Students are always advised to communicate with their instructors regarding the impact of their absences on their academic circumstances. An instructor may advise a student to withdraw from a class if absences seem likely to prevent the student from successfully completing the course. If the deadline to withdraw has already passed, students should contact the Dean's Office for advising.

An instructor will provide a student whose absence from a class is excused with:

- a.* an appropriate opportunity to make up for the credit lost because the student failed to complete an in-class credit-bearing exercise (in-class work that counts toward a student's grade) scheduled for a day when the student was absent with excuse;
- b.* an appropriate opportunity to submit credit-bearing homework (work done out of class that counts toward a student's grade) the student was unable to submit in virtue of an excused absence. (It will ordinarily be assumed that a student can submit a homework exercise remotely. It is the responsibility of the student to make the case that completing and submitting an exercise was not realistically possible under the circumstances.)

Absences from major examinations require a Dean's Office excuse. Students requesting such an excuse **must** submit the Excused Absences Request Form as soon as possible, and no later than the beginning of the exam. Once a request is accepted, it will be the instructor's prerogative to have the student take a make-up exam, submit a make-up assignment, or have the weight of the missed exam shifted to another assessment. Exam rescheduling requests due to things like job interviews, family celebrations, travel difficulties, student misunderstandings or personal convenience, will not be granted and students absent for scheduled exams will risk failing them.

Exams, Absences, and Make-Ups

Instructors may, at their discretion, allow students to make-up missed quizzes or other, less important, graded work to students absent without an official excuse. Major examinations (midterms, finals) may only be re-administered or otherwise excused or accommodated, with the permission of the Academic Dean's Office.

The standard for justifying an absence from a major examination is evidence of a **serious difficulty preventing attendance**. A serious difficulty includes a student's own illness, hospitalization or death in the immediate family (when the student attends the funeral) or other situations of similar gravity. Missed exams owing to other meaningful conflicts, such as job interviews, family celebrations, travel plans or difficulties, student misunderstandings, alarm clock failure, or personal convenience, will not normally be excused.

Students seeking an excuse for an absence from a major exam must notify their Instructor or the Academic Dean's Office prior to the exam, and submit the [Excused Absences Request Form](#), also available on the Registrar's Office webpage.

Final Exams

Students with more than two final exams scheduled on the same day during the final exam period may submit the [Request for a Make-Up Final Exam Form](#) by the course withdrawal deadline found on the [JCU Academic Calendar](#). Requests received after the deadline may not be honored.

Until the final exam schedule is posted, students should assume that they may have exams as late as the last exam period and not make other plans. The University will not reschedule final exams to accommodate travel plans or anything less than a serious difficulty preventing attendance.

Language Exposure

Classes are offered in the English language. For students interested in the Italian language, we recommend choosing the Italian language Culture course option appropriate for your fluency level. Beginners should take Introductory Italian I and others should take [the Italian Placement Exam](#) to determine their appropriate level. Your site staff and faculty at JCU can also recommend local language learning resources!

Academic Integrity

The academic community is founded on a belief in the free exchange of ideas. An integral part of this free exchange is recognition of the intellectual work of others, and respect for the instructor and fellow students. All members of the John Cabot community are expected to maintain the highest standards of academic integrity in all aspects of the University's academic programs.

Academic dishonesty is taking credit for academic work (including papers, reports, quizzes, examinations, etc.) that is not one's own or has not been originally produced for the course in which it has been submitted.

Academic dishonesty can take many forms:

- Knowingly **assisting another student** in submitting work not their own
- **Plagiarism**, which includes direct copying, as well as any use of another's ideas, words or created product, without properly crediting the source. Plagiarism can be deliberate or accidental; students are responsible for ensuring that any work submitted with their name on it is properly referenced.
- Although individual instructors may suggest their own guidelines for avoiding plagiarism in papers and reports, the following rules should generally be observed:
 - a. Any *sequence of words* appearing in a student essay or report that does not originate from the student should be enclosed in quotation marks, and its source fully and accurately identified in a note or in the text. Great care must be taken that quoted material is quoted accurately.
 - b. A *paraphrase* should not be enclosed in quotation marks but should be marked using a proper bibliographic reference.
 - c. An *interpretation or idea* based on a book or other source of information should be identified via a bibliographic reference.

- The **unauthorized use of generative AI**
- **Cheating**, which includes giving or receiving assistance on a quiz, examination, or other assignments in any way not specifically authorized by the instructor. Cheating also includes the unauthorized possession or use of generative AI, calculators, notes, formulas, dictionaries, tables, graphs, charts, or other memory aids on a quiz or examination. Students are responsible for making sure that all unauthorized materials are completely put away, and may be sanctioned for mere negligence in appearing to possess unauthorized materials.
- **Submitting the same work** in more than one course, without the explicit approval of both instructors. This includes courses with the same code (like different sections of EN 110), so that a student who is retaking a course may not submit the same work in a subsequent semester without the permission of the instructor.
- **Paying a third party** to prepare work that is submitted for academic credit in a student's name

A student who commits an act of academic dishonesty will generally receive a reduced, if not failing grade on the work in which the dishonesty occurred. Severe acts of academic dishonesty may result in the student receiving a failing grade in the course.

Disability Accommodations

If you require accommodations during your time in N.U.in Italy, you must apply directly through both [John Cabot University Disability Accommodations](#) and [Disability Access Services](#) at Northeastern University. Information on applying for accommodations through John Cabot University will be made available in the N.U.in pre-departure process over the summer. Students should also speak to their professors individually to alert them of any approved accommodations.

Students seeking academic accommodations at JCU need to submit an online application and provide documentation to support their request by filling out [this form](#) (also available on the JCU website under Disability Policy). The deadline for submitting this application is July 1.

To determine feasible and appropriate recommendations, the university will **need recent (no older than four years) and detailed documentation of the disability to be accommodated**. In the case of learning disabilities, this includes the report of a cognitive assessment specifying recommended accommodations.

John Cabot University cannot guarantee individual learning or other disability accommodations to students who do not meet these requirements.

The university assesses the accommodations that would be necessary for the student to complete a course or program at JCU. After this evaluation has taken place, students will be informed directly by the Academic Dean's Office of the accommodations that have been granted. In the event it appears that reasonable accommodations cannot be made for a student with a learning or other disability, the University will refund the application fee, the tuition deposit, and the housing placement fee.

For more information about accommodations for medical or physical disabilities, chronic conditions, or learning disabilities students can contact disabilityaccommodations@johncabot.edu.

If you have any specific questions about the accommodations process overall, please reach out to Northeastern's Disability Access Services Office.

Textbooks

We recommend that you wait until arriving on location to purchase the necessary books and materials. It is generally a good idea to review the syllabus for a class prior to buying any materials. You can purchase any books and materials you need online or at [bookstores around Rome](#). If you need a calculator, double check with your course syllabus so you select the correct model. You can view required course materials in syllabi posted [online](#) (MA 190 and NEU-EN 111 are exceptions and do not have their syllabi posted here—you can purchase materials for NEU-EN 111 on site as well as the MA 190 e-book, but if you wish to purchase a [physical textbook](#) for MA 190, you should bring it with you in your luggage.).

Libraries and Research

You will have access to the Frohring Library located in the Guarini Campus. Take advantage of a variety of resources related to the university liberal arts curriculum including books, multimedia items and online databases.

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.

Changing Your Major

N.U.in students can submit changes to their home College and major through the Application Status Check portal within specified Major Change Windows during the program.

Major Change Windows

August 25, 2025: Summer Major Change Window closes. You can request a change to your major and/or home College through your Application Status Check portal until the close of this window. You will only be able to request a change to another major if your new intended major is compatible with your selection N.U.in program location. Your location cannot be changed to accommodate a major change.

You will have finalized your fall courses with academic advising by this point, so any change to your major now that affects your fall courses will require you to make changes during the add/drop period with help from your on-site academic advisor.

October 1 to November 3, 2025: Fall Major Change Window. During this window, you can submit a major/home College change request through your Application Status Check portal to declare or change your major to any major at Northeastern. You cannot change your fall course registrations to match your new major at this point. Changes will be effective for the Spring 2026 semester.

The Fall Major Change Window is the last opportunity for N.U.in students to change their major and/or home College through the Application Status Check portal. The next time N.U.in students can request a change of major is through their home College in the Spring 2026 semester.

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.

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.

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

During the Semester

Your professors will explain how to keep up with your grades for assignments and exams during the semester. Faculty also include important grade information in their course syllabi.

Final Grades

Students will be informed when final grades are posted. Final grades can be viewed on the [online registration system](#). 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 (expected March 2026), you will be able to request an official transcript that includes your N.U.in program grades through our NU Registrar.

Grading System

JCU uses the American grading system, meaning that grades will look similar to those earned in the US. The grade breakdown is explained at the beginning of the semester on each course’s syllabus to ensure consistency and offer a guide from the beginning of the class.

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

The grade of INC (Incomplete) may be assigned only in cases where illnesses, hospitalization, death in the family, or other situations of similar gravity temporarily prevent completion of the required course work. Grades of INC will normally be granted only to students who have completed the majority of the course work with a grade of C- or better.

Students seeking an INC must contact the Academic Dean's Office to explain the motivation for pursuing an incomplete. The Academic Dean's Office will decide whether an INC would be appropriate in the particular case. If so, the Academic Dean's Office will then ask the instructor and student to submit an INC form, detailing the work remaining to be completed, the grade to date, and the percentage of the work for the term already completed by the student. The INC form must be signed by the student, the Instructor, and the Dean.

Incomplete work must be completed by the end of the first regular semester (excluding summer sessions) immediately following that in which the INC was assigned. After that time, the grade will be administratively converted to an F.

Students who withdraw by the withdrawal deadline (and after the Add\Drop period) will have a W recorded on their transcript. This does not affect their GPA.

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. This is the case for JCU: you can expect the letter grades you earn at JCU to be reflected with the same letter grades on your Northeastern transcript.

Academic Disputes

Students should first try to resolve academic disputes directly with their instructor by asking for an explanation of the motivation for the disputed grade. Students who are not able to resolve academic disputes directly with their instructor may appeal, in turn, to the relevant Department Chair, the Dean of Academics, and the Academic Council, to examine the issue and make a final disposition of the matter.

Academic disputes are reviewed to assess whether the instructor's grade determination conflicted with law, University or department policy, or the instructor's own policies, as stated in the syllabus. The University privileges the instructor's academic freedom, which includes the freedom to assign grades. Academic disputes may be resolved in the student's favor if the underlying discrepancy resulted in the student getting a lower grade than they effectively deserved. Such review may also reveal that the student's initial grade determination was too high, and students pursuing an academic complaint do run the risk that their grade may be lowered.

Procedure for disputing a grade determination:

1. The student must first ask the instructor to reconsider the grade, within a month of the learning of it or the end of the semester, whichever is earlier. To do this, they should email the instructor, with the Department Chair and Associate Dean of Academics in cc, setting forth their concern, and asking for their grade breakdown for the course, if relevant.
2. If the instructor is not able to resolve the dispute to the student's satisfaction, the student may appeal in writing to the Department Chair with the Associate Dean of Academics in cc. The student should provide the Department Chair with all documentation necessary to review the contested grade (e.g., course syllabus; the original, graded papers; tests; copies of presentations). Following receipt of a properly documented appeal, the Chair will work with both the student and the instructor to try to resolve the dispute. If the instructor concerned is also the Chair, the student should appeal directly to the Dean of Academic Affairs.
3. If the complaint is still not resolved to the student's satisfaction, the student may appeal in writing to the Dean of Academic Affairs. The Academic Dean will notify the instructor (cc'ing the Chair), and the instructor will be expected to respond to the student and the Dean within a reasonable time, attaching any additional relevant documents. The Academic Dean will then consider the positions of both the student and the instructor and make a final determination. If the instructor concerned is also the Academic Dean, the student should appeal to the Department Chair and then to the Academic Council.
4. The Academic Dean's decision may be appealed, by either the student or the instructor, to the Academic Council.

Academic disputes will be processed as expeditiously as possible.

Your On-Site Academic Resources

John Cabot Writing Center

The [Writing Center](#) allows you to receive one-on-one support from JCU faculty in the form of one-hour consultation appointments and workshops. The Writing Center, located on the Frohring campus, offers free, one-hour consultations to all JCU students on: brainstorming, choosing a topic, developing research questions; formulating a thesis, building an argument, drafting, and revising; grammar, organization, clarity and style; evaluating and integrating source information; MLA/APA documentation and formatting; and writing statements of purpose/personal statements, cover letters and resumes/CVs.

Math Tutoring Center

The [Math Center](#) provides academic support in quantitative subjects (such as mathematics, statistics, economics, and finance) to all students enrolled at John Cabot University.

Foreign Language Resource Center

The [FLRC](#) provides academic support in Italian, French, Spanish, and German to all students enrolled in JCU Foreign Language courses at any level, in order to create an open atmosphere of learning for students who would like to improve their language skills - speaking, writing, reading, and listening comprehension.

FLRC tutors are all mother tongue or near-native speakers and are selected, trained, and supervised by the FLRC Coordinator. FLRC also offers Language Conversation Tables to enable students to practice and improve their oral proficiency. The Conversation Tables take place in the Tiber Cafeteria and are led by FLRC tutors. Check the bulletin board outside the FLRC for the Language Conversation Tables hours.

Office Hours

You can visit your professor during their office hours, which are listed in each course syllabus, and chat about an assessment, your concerns about the course, and your professor's recommendations for extra support. They might recommend a library resource or website with extra practice questions or ask if you are taking advantage of various tutoring services. Talking with your professor will give you a better idea of where you stand in the course to help now. Stepping out of your comfort zone to attend office hours also helps you gain comfort engaging with faculty and practice forming meaningful mentorship relationships with professors, something you'll want to do throughout your time in college.

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 Advising

You began working with your home College academic advising office this summer to select and confirm your fall courses. Your home College academic advisor will continue to support you this fall, especially around spring course registration, since you will be registering for Northeastern courses through our Banner system for the first time!

Please keep your academic advisor in mind as a resource for your questions about how to manage academic challenges. Advising from your Northeastern academic College is available to you virtually throughout your N.U.in program!

Academic advising will reach out to you via email with important information: be sure you are regularly monitoring your Northeastern email address! Please use the email addresses below to contact your College's academic advising office for questions about courses, majors, and other academic topics.

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 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 and individual differences mean your professors' teaching styles are unlikely to perfectly resemble the learning experiences you may have had at a U.S. high school.

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!

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.

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.

Long-Term Academic Planning

Like all Northeastern students, N.U.in students create their own unique academic path, including co-op experiences, with most graduating in either four or five years. When you start your college career with The N.U.in Program, 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.

N.U.in students are on track to follow Northeastern University's standard degree completion timelines. As with all students, the timeline to graduation may be altered if a student changes their major and also depends on the number of co-ops and other experiential learning opportunities the student pursues.

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 to Northeastern in the spring.

Getting Ready for Co-Ops

N.U.in students are on track to participate in co-op. All Northeastern students, regardless of starting program, must take their Northeastern major's co-op preparation course in their second year and can complete their first co-op as early as the fall semester of their third year at Northeastern. The perspective and maturity built during your N.U.in experience provide a unique advantage and skillset that makes you competitive in the job market.

What can I do this summer to prepare for The N.U.in Program?

Review JCU's student handbook [here](#) and JCU's academic policies [here](#) to learn more about the institution where you will study this fall.

Complete Required Pre-Departure Canvas Modules

You will receive information in July about required pre-departure materials for you to review in your Northeastern Canvas. These modules include important information about various aspects of The N.U.in Program, including College-specific academic details. After completing the Pre-Departure Canvas modules and reading this academic handbook, you will have a good sense of what to expect this fall; once you start the semester, you'll be able to reference back to these materials to navigate your semester abroad and transition to Boston this spring.

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!

Establish Good Student Habits

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 Italy students are provided with JCU email accounts, and all communication coming from JCU arrives in that account. You will need to check both accounts regularly! Monitor your Northeastern email closely this summer to start this habit now.

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, piece of comforting art, or something else effective for you—that you can rely on to ground you in moments of stress.

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.

At the start of the fall semester, you will receive a syllabus for each of your classes. Review your syllabi right away and enter all important dates and deadlines into your planner or app for time management! This will keep you on track all semester. You can start now by putting the add/drop course change deadline and course withdrawal deadline shared earlier in this handbook into your planner or app today.

We have seen careful time management make a huge difference for students, both setting those students up for academic success and equipping them with mastery over their own time that allows them to pursue travel and other priorities without sacrificing that academic success or their wellbeing.

Start this summer: plan your time intentionally, check your email regularly, and be mindful of your stress level and know where to find help when you need it, and you will be more than ready for your N.U.in experience this fall!

Expect Common Challenges

Read and think through the following scenarios, reflective questions, and strategies for navigating some common academic challenges we have seen past first-year 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 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 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 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.

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.

Set Goals for Global Learning

Advancing your global and intercultural adaptation skills is one of the key goals of Northeastern's global mobility programs, including The N.U.in Program. 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 think about/write about the following self-assessment questions in a journal or notebook:

Global and Intercultural Self-Assessment

Think about two or more 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 an aspect of your identity? Examples include a disruption in a parental relationship, moving to a new place, changing a style of dress, a new friendship or relationship...

When did you become conscious that this identity is an important part of who you are?

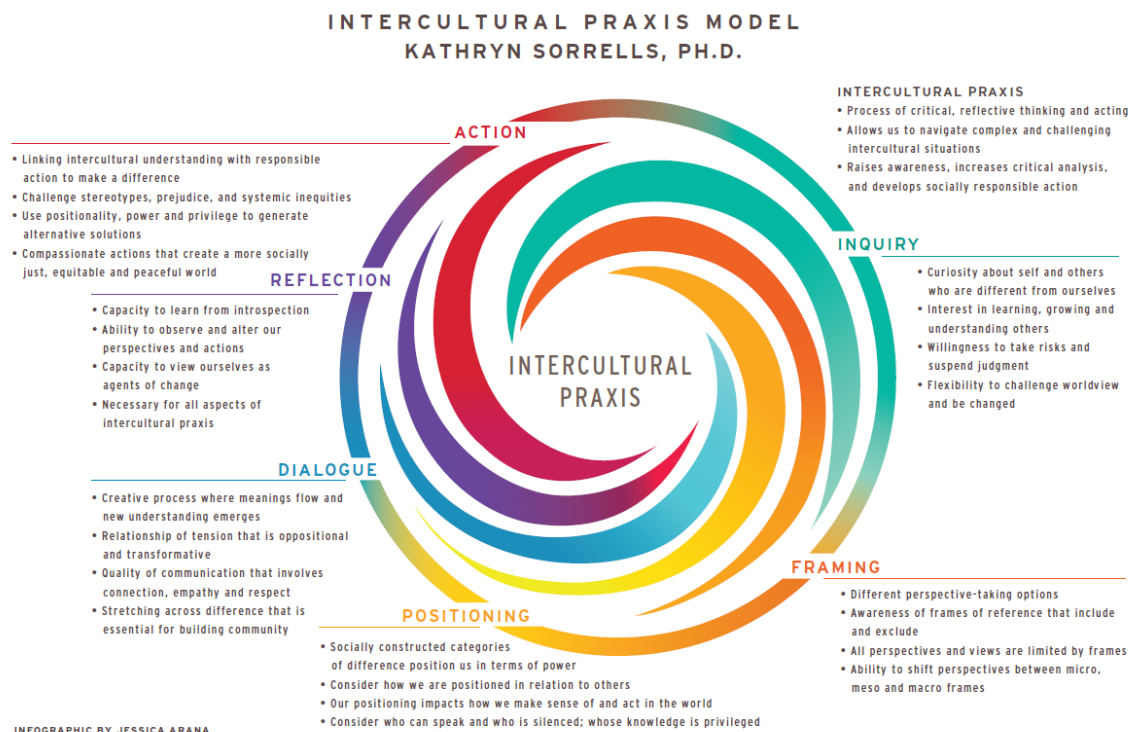
Was there an event or experience that later solidified this identity? What was it about this event or experience that cemented this identity as an important part of who you are?

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 advocate and collaborate for change.
- **Dialogue:** In the Dialogue phase, you engage in conversation, listening, and dialogue with those who are different than you, aiming 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

To dive deeper into these topics, consider registering for the online Global Learning Experience course. GBST 1012 The Global Learning Experience is offered through Northeastern University's Canvas online learning management system as a primarily asynchronous, one-credit course. See "Courses and Curriculum" section and monitor your Northeastern email for more information on this opportunity.

Global and Intercultural Communication Module/Digital Badge

Alternatively, 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.