

N.U.in Program Academic Handbook: FUA-AUF Italy: Florence

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

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Welcome to Students and Families!

We are excited to be part of your academic journey this fall! We have prepared this guide to help you navigate through academic expectations and policies at Florence University of the Arts, as well as to help make sure you are preparing for the academic transition to Northeastern in the spring.

In addition, we have included a set of [optional summer exercises](#) to help you best prepare for your academic experience this fall.

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

We hope you have a wonderful experience this fall.

Sincerely,

Dr. Bryan McAllister-Grande
Director, Academic Integration and Planning Team
Global Experience Office

Academic Success – Top 10 Tips

1. Stay in frequent communication with your academic advising team for your College. They can help you navigate challenges, connect with mentors/tutors, and transition to Boston in the spring. Most academic advising teams will be visiting your location in the fall!
2. Do some summer prep work before you go (like reading this handbook!). We've included a few exercises and resources in this guide, but we also recommend exploring your host institution's website. Take some time to review the academic norms, courses, course delivery, and policies in your location.
3. Connect with your Student Success Guide (SSG) on MentorHub. Your guide can help you find resources you need at Northeastern.
4. You may encounter some harder challenges academically than you are used to. This may be because you are navigating a new culture and your first semester of college! Try to reflect and identify what the root causes might be. Is it because you might be homesick or experiencing some cultural adaptation challenges? We've prepared some exercises to help you reflect on some causes and how you can find support.
5. Seek out your professors during their office hours. Try to reach out to them even if you don't have a direct question: they are often happy to chat with you about your interests and life in the city/culture!
6. Use Northeastern's Virtual Peer Tutoring Service!
7. Use a planner or Time Management app such as Trello or Evernote to manage your time effectively and make sure you are meeting deadlines. We recommend entering all deadlines for major exams and assignments in your planner or app as soon as you receive your syllabi in the first week of classes so you know what to expect for the pace of your semester!
8. Form study groups within your N.U.in families or with classmates. Don't be afraid to invite students from your host institution or other schools who are also in your classes—studying together is an easy way to get to know them!
9. Walk to your host institution's library and find a good, quiet study space. Use this space when you really need to focus on a big test, assignment, or organizing your time in your planner or time management app. You can also inquire with the host institution about computer station areas on campus as well as public library spaces where you can study and feel like a local.
10. Check your email at least once a day to stay up to date with communications from Northeastern, your host institution, and your professors.

Courses and Curriculum

Your curriculum is prepared for your College and major. Please refer to the [curriculum](#) on the N.U.in website and your academic advising team to discuss your specific requirements and course plan.

NUPath requirements refer to Northeastern's core curriculum. More information is available [here](#).

All courses listed are subject to change.

FUA-AUF Student Portal

FUA-AUF has a paper-free policy and is committed to environmentally friendly and sustainable initiatives. All course documentation is digital and can be found at MyFUA. Based on a customization of Moodle, MyFUA is a personal area where students can access online services at FUA-AUF such as course sites and materials, Wi-Fi vouchers, meal plans, extracurricular activity signups, troubleshooting ticket system, etc.

Culture Course (3-week intensive)

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. In Florence, students take one intensive 3-week course ahead of the 11-week semester. The options for Fall 2023 are:

Cultural Introduction to Italy

The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, food, architecture, religion, and culture. The course provides an additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and is aimed to provide the student with an incomparable experience of studying important sites of artistic architectural and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills.

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

NOTE: Requires Frequent Walking Tours of City Museums and Sites.

Florentine Art Walks

This course examines the city of Florence with themed walks offering a comprehensive approach to the city as an open-air cultural, historical, and artistic research site from its Roman foundation to its contemporary Zeitgeist. Students will learn the history of the city through its art: they will understand how buildings, streets, squares, and monuments can be mapped as living traces of multiple, overlapping layers of a complex past, and how to encode them in their personal appropriation of the city. Starting from learning how to decode the artistic environment of the city and to unveil its traces- both visible and invisible- the course aims at understanding the main social and cultural reasons underlying the existing shape of the city. The course explores traces and evidences from Roman times through the Middle Ages, Renaissance, Mannerism and Baroque, up to Art Nouveau and contemporary Florence.

Students will be provided with a consistent theoretical background related to relevant historic-artistic landmarks and their social and cultural context and main characters (Guelphs vs. Ghibellines, the Florentine Guilds, Dante, the Medici family, Botticelli, Michelangelo, Ghirlandaio, Ammannati, Pontormo, etc.). Students will be encouraged to develop their own experiential tools and strategies to approach the city through guided field learning activities that assess research, on-site involvement, and academic outcome for each themed walk in Florence. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

NU Course Equivalent: ARTH 1990, Art History Elective (Florentine Art Walks).

NOTE: Requires Frequent Walking Tours of City Museums and Sites.

Food, Culture, and Society in Italy

This course is targeted towards students with an interest in Italian food traditions, society, and culture. The main focus consists of what is generally defined as "made in Italy" culture and style in post-war Italy. Also covered are the relationships between Italian traditions, folklore and contemporary Italian society drawing from examples including festivals, food, tourism, and economy, and the influence of foreign civilizations. Students will be asked to regard the subject of food outside of the context of ingredients and the procedures used to create a dish; we will instead examine a large scale context in which food is either featured as a main component or an integral element in cultural situations. Thus the student is asked first and foremost to observe the presented material across an anthropologic lens that roves over the entire Italian peninsula. Lectures will be complemented by student cooking labs and/or tastings.

NU Course Equivalent: INSH 1102, Food in Contemporary Context.

Grow Green and Learn Italian

This course offers an innovative way to learn the Italian language and develop environmental consciousness while exploring Florence and its surroundings. Through the study of the relationship between humans and nature, the human role in ecology, and the sustainable management and conservation of natural resources, students will learn basic Italian vocabulary and usage in the form of experiential learning. This course aims to develop four basic Italian language skills (reading, writing, listening, and speaking), while providing experiences and on-site lessons aimed at expanding the connection between individuals and the natural world and developing sustainable lifestyles. Each topic, excursion, and experience will be supported by a structured class of Italian language, providing a great opportunity to explore Florence, its parks, its people, and its traditions from a new perspective while learning and practicing the Italian language. This course includes an Italian language component for beginning-level students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn

notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach.

NU Course Equivalent: INSH 1990, Interdisciplinary Studies Elective (Grow Green Learn Italian).

NOTE: Requires Frequent Walking Tours of City Museums and Sites.

Introduction to Art History

This introductory art history course will take students through Italian and European art from the classical Greek and Roman periods up to and including the eighteenth century. Special emphasis will be given to Florentine and Italian art of the thirteenth and fourteenth centuries and to the "Golden Age" of the Renaissance. The course is aimed at students who have not taken a history of western art course before. Lectures will alternate with on-site teaching in Florence including architectural walking tours and visits to relevant museums, churches, and palaces.

NU Course Equivalent: ARTH 1990, Art History Elective (Introduction to Art History).

The Italians: Life, Culture, and Society

The purpose of this course is to paint a portrait of the Italian people through the colors and shades of the Italian lifestyle. The course will discuss the many points of pride of Italian culture as well as examine the many contradictions that may often baffle the foreign observer. Course topics will provide students with an in-depth analysis of the Italian identity addressed through readings of history, culture, and sociology. This course includes an Italian language component for intermediate language students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach. Pre-requisites: Two semesters of Italian language or equivalent.

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

Global Learning Experience Course (1 credit, online)

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

This seminar will focus on global citizenship and cultural difference in the twenty-first century. We will begin by defining global citizenship and examining its origins and critiques. We will then explore frameworks of intercultural learning and praxis. You will critically analyze and apply these ideas as you engage in personal reflection and team-based problem-solving, connecting issues you encounter during your own global experience in your N.U.in host site with broader dynamics of globalization, migration, positionality, power, and privilege.

NU Course: GBST 1012, The Global Learning Experience.

Courses and Course Descriptions (11-week semester courses)

Please note that students may not repeat any Culture course previously taken in the 3-week session. All courses listed are subject to change.

Ceramics (Beginner)

In this course, students will work on pottery and/or ceramic sculpture projects. During the first portion of the course, emphasis will be on different clay hand-building techniques. In the second portion, students will progress to a variety of surface decoration techniques and different methods of firing and coloring. Lecture content will provide students essential information about the nature of clay and glazes and the history of Mediterranean ceramics. Students will be introduced to local Tuscan artisan traditions and the work of contemporary ceramic artists during field learning activities.

NU Course Equivalent: ARTS 1990, Studio Art Elective (Ceramics Beginner).

Cultural Introduction to Italy

The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, food, architecture, religion, and culture. The course provides an additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and is aimed to provide the student with an incomparable experience of studying important sites of artistic architectural and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills.

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

NOTE: Requires Frequent Walking Tours of City Museums and Sites.

Florentine Art Walks

This course examines the city of Florence with themed walks offering a comprehensive approach to the city as an open-air cultural, historical, and artistic research site from its Roman foundation to its contemporary Zeitgeist. Students will learn the history of the city through its art: they will understand how buildings, streets, squares, and monuments can be mapped as living traces of multiple, overlapping layers of a complex past, and how to encode them in their personal appropriation of the city. Starting from learning how to decode the artistic environment of the city and to unveil its traces- both visible and invisible- the course aims at understanding the main social and cultural reasons underlying the existing shape of the city. The course explores traces and evidences from Roman times through the Middle Ages, Renaissance, Mannerism and Baroque, up to Art Nouveau and contemporary Florence. Students will be provided with a consistent theoretical background related to relevant historic-artistic landmarks and their social and cultural context and main characters (Guelphs vs. Ghibellines, the Florentine Guilds, Dante, the Medici family, Botticelli, Michelangelo, Ghirlandaio, Ammannati, Pontorno, etc.). Students will be encouraged to develop their own experiential tools and strategies to approach the city through guided field learning activities that assess research, on-site involvement, and academic outcome for each themed walk in Florence. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

NU Course Equivalent: ARTH 1990, Art History Elective (Florentine Art Walks).

NOTE: Requires Frequent Walking Tours of City Museums and Sites.

Food, Culture, and Society in Italy

This course is targeted towards students with an interest in Italian food traditions, society, and culture. The main focus consists of what is generally defined as "made in Italy" culture and style in post-war Italy. Also covered are the relationships between Italian traditions, folklore and contemporary Italian society drawing from examples including festivals, food, tourism, and economy, and the influence of foreign civilizations. Students will be asked to regard the subject of food outside of the context of ingredients and the procedures used to create a dish; we will instead examine a large scale context in which food is either featured as a main component or an integral element in cultural situations. Thus the student is asked first and foremost to observe the presented material across an anthropologic lens that roves over the entire Italian peninsula. Lectures will be complemented by student cooking labs and/or tastings.

NU Course Equivalent: INSH 1102, Food in Contemporary Context.

Foundation Drawing

This course teaches beginning students the fundamental principles and techniques of black and white drawing with a focus on the media of pencil and charcoal. Through an in-depth exploration of the art form of still life, students will learn the skills for rendering a three-dimensional subject on a two-dimensional surface. Value, line, and proportions will be studied as a means of determining space,

shape, volume, and composition. Practical demonstrations and guided practice will alternate with lectures which provides students with the background and history of drawing done by great masters of the past and present. Students will be encouraged to rethink the way they see and observe a subject, to develop their own sense of creativity and artistic expression. During the course students are required to create a digital portfolio of their work.

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

Foundation Painting

This course teaches beginning students the fundamental principles and techniques of painting with a focus on introductory painting techniques based on the so called dry and wet techniques such as colored pencils, markers, chalk, pastels, and acrylic paints, as well as the exploration of figurative subjects such as still life. Students will learn the build-up of form, tone, and color, shading and highlighting on a two-dimensional surface, using the principles of perspective and drawing to portray a convincing pictorial space. Emphasis will be given to the theories of colors, forms, and composition. Practical demonstrations will alternate with lectures.

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

Fundamentals of Writing

This course provides students with the writing skills necessary to produce various genres of writing, including: academics essays, literary analysis, and reflection journals. Students will reinforce critical thinking and cultural competence through the assessment of different texts and they will rely on peer review as a means to enhance their ability to integrate and deliver constructive feedback. The entire writing process will be explored systematically, and students will have the opportunity to bridge theory and practice by working on a variety of writing projects aimed at strengthening their ideas and voices.

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

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

General Biology + Lab

This course introduces students to principles of general biology, such as the molecular origin and the study of cells, foundations on genetics, and evolution theory, patterns, and processes. Students will be also acquainted with the biological diversification of life by exploring the worlds of animals, plants, fungi, and viruses and bacteria. This course is specifically designed to promote hands-on experience with the scientific method, as students have the opportunity to conduct experiments in a professional biology laboratory that will go side by side with their gradual knowledge of the discipline. Additionally, field visits to local museums and institutions that support natural sciences will complete and enrich the students' practical introduction to biology and life science. This course is intended to provide the basic tools and vocabulary for those who intend to take further coursework in the life sciences – such as in zoology, ecology, botany, human anatomy, and mycology.

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

General Chemistry + Lab

This course provides an introduction to the fundamental theories of inorganic chemistry including the structure of atoms, electronic structure, bonding, reactions in aqueous media, gas behavior, intermolecular forces, and properties of solutions. Emphasis will be placed on developing the use of strategies for successful problem solving in chemistry and science, and on understanding how these skills are used to understand nature. At the end of this course the student will have the ability to analyze, interpret, and draw conclusions from chemical and scientific data; a basic understanding of chemical and scientific principles and their application to real-world chemical challenges; a means to identify common misconceptions about chemistry and science; and a strengthened knowledge of the relationships of chemistry and science with society.

NU Course Equivalent: CHEM 1161/1162, General Chemistry for Science Majors with Lab. NUpath: ND.

General Physics + Lab

The principles of physics are the basis of modern technology. Understanding the concepts of physics and knowing how to solve physics-related problems are a key requirement for success in advanced studies in all technical fields including biology, medicine, and the health sciences. The purpose of this course is to provide students with a fundamental knowledge of the principles and processes of the physical world with an emphasis on problem-solving and critical thinking. Topics include: the dynamics and behavior of matter, their motion, the forces involved, the exchanges of energy, force, momentum, and the basics of concepts such as space and time. Students taking General Physics I will develop an understanding of the physical aspects of nature and learn the scientific method and its application to scientific inquiries. In-class discussion along with group and individual work will enhance and consolidate students' understanding of basic physical principles and applications.

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

Guitar Workshop

This course is designed to guide students through the diverse landscape of guitar playing. The course is structured in a series of individual lessons on right and left hand techniques, rhythm, pick stroking, chordal theory, and guitar notation and scoring. The course will enhance musicianship through ear training and the development of aural skills along with hands-on research on a variety of musical styles and techniques for repertoire and instrument appreciation. Students will be encouraged to take advantage of the many contemporary and classical music venues that Florence has to offer in terms of live performances and studio sessions to better understand the figure of the guitar professional. This course requires a placement audition.

NU Course Equivalent: MUSC 1134, Guitar Class. NUpath: EI.

Introduction to Calculus for STEM Majors

In this course, students will be exposed to the foundations of calculus. They will engage in the study of limits, derivative rules, integration, and a variety of applications. Topics include exponential and logarithmic functions, trigonometric and inverse trigonometric functions, their derivatives, the Fundamental Theorem of Calculus, and area in the plane. The course has an extensive practical aspect, which consolidates theory by solving problems and exercises, and sketching graphs.

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

Introduction to Film Photography

This course involves theoretical and practical aspects related to film photography. In addition to lectures, coursework will take place both outdoors in the city of Florence and in the darkroom. Students will learn how to use the camera correctly, how to expose film, and the basic principles of black and white photography and composition. In addition, students will be given a broad overview of the history of photography. Students will work on two projects and a final portfolio.

NU Course Equivalent: ARTD 2360, Introduction to Photography.

Introduction to Psychology

This course will acquaint students with the basic principles of psychology and fields of study within basic and applied psychological science. The course will cover the following topics: the biological basis of psychology, learning, memory, emotion, perception, intelligence, thought, language, sensory processes, human development, individual personalities, social influence, consciousness and altered states, stress, psychological disorders, methods of therapy, as well as gender, and sexuality. Students will become acquainted with major experiments and case studies within the field and will have the opportunity to reflect and discuss on psychological issues by applying theory to better understanding human behavior in everyday life.

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

Introduction to Renaissance Art

This introductory course is intended for students who have little to no background in the history of Western Art. Before examining the beginnings of Renaissance art that flourished in Florence in the fifteenth century, students will be given a broad overview of Greek and Roman art and architecture, whose emulation is fundamental to understanding the cultural revolution of the Renaissance. Through on-site visits to medieval churches and palaces in Florence, students will early on become familiar with the Romanesque and Gothic styles in which the first Renaissance painters, sculptors, and architects found their roots and from which they were to dramatically diverge. As site-visits are a significant part of this course, the focus will be on Florentine artists such as Masaccio, Donatello, Brunelleschi, Fra Angelico, Botticelli, Leonardo da Vinci, and Michelangelo. By way of comparison, consideration will also be given to other important centers of art in Italy such as Venice, Siena, and Ferrara. In addition to analyzing the style and subject matter of works of art, students will learn about the techniques of painting and sculpture and comparison will be made with techniques in other countries during the same period, for example the use of oil paints in Flemish painting.

NU Course Equivalent: ARTH 1990, Art History Elective (Introduction to Renaissance Art).

Introduction to Street Photography

This course considers how street photographers strive to capture the life and culture of city streets, searching for what Henri Cartier-Bresson termed the "Decisive Moment." When it comes to street photography, a skilled street photographer is able to anticipate action, interaction and that microsecond when the ordinary street scene becomes an extraordinary photograph. Methods that encourage interaction between the photographer and the subject are stressed. Techniques mastered by Cartier-

Bresson, Garry Winogrand, Costas as well as others will be examined. Students will immerse themselves in the whirl of street life in Florence as they move towards an understanding of what it takes to successfully photograph in the street. NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode.

NU Course Equivalent: ARTD 2360, Introduction to Photography.

Opera Singers: Vocal Techniques

This course is based on the study and practice of the necessary voice techniques to master opera repertoire under the professional guidance of the instructor. Through a series of individual lessons, students will be instructed on the development of healthy and correct breathing habits and on the proper use of the muscles to obtain accurate sound emissions in order to support the sound through the body. The course will also address the key techniques necessary to achieve correct tone placement and sound resonance. Students will train to gain control of the physiological aspects of phonation, acquiring competence in singing in Italian and the ability to address the challenges of the singer's career. The course will provide the opportunity for the students to merge with the local musical community through research assignments. This course requires a placement audition.

NU Course Equivalent: MUSC 1990, Music Elective (Opera Singers: Vocal Techniques).

Philosophy and Science in Early Modern Italy

Starting from the dichotomy of logos-mythos in classical antiquity, this course will explore the evolution of philosophical thought in early modern Italy and its unique richness of trends: Christianity, Platonism, Neoplatonism, Aristotelianism, Hermeticism, and magic. The new version of man and the universe, as well as the investigation of nature and the individual's cognition potential, addressed in connection with the progress of science, will be illustrated by the contributions of Marsilio Ficino, Pico della Mirandola, Pietro Pomponazzi, Agostino Nifo, Leonardo da Vinci, Giordano Bruno, and Galileo Galilei. The course includes field visits to locations such as the Secret Rooms and the Room of the Elements in the Palazzo Vecchio, and a visit to the Museum of the History of Science.

NU Course Equivalent: PHIL 2990, Philosophy Elective (Philosophy and Science in Early Modern Italy).

Private Voice Coach

This is an individualized course aimed at offering to each student professional guidance in achieving their personal objectives as a singer and performer. The program of the course will differ according to each student, granting tailored approach in order to analyze specific breathing techniques and the necessary vocal exercises needed to improve pitch and sound quality. Focus will be given also to the interpretation and correct styling of the repertoire varying from classical opera to modern songs. Student involvement in the Florentine musical landscape will be cultivated throughout the course. This course requires a placement audition.

NU Course Equivalent: MUSC 1901, Music Lessons 1.

World Religions

This is an introductory comparative study of the world's major religions including Hinduism, Buddhism, Judaism, Christianity, Islam, and the religions of China and Japan. The course will examine a significant number of specific themes in all religions studied: the nature of this world and universe, the relationship between the individual and the transcendent, ultimate reality, the meaning and goals of worldly life, the importance of worship and rituals, the importance of devotion to the master or guru, ethics, and human action. Excerpts from important texts of each tradition will be analyzed.

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

Textbooks

Students can buy textbooks either before arriving in Florence or as soon as they arrive. You can order books online, and there are also bookstores in Florence that sell and provide books in English. 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. FUA-AUF's library has copies of all textbooks for consultation within library premises. If you need a calculator, double check the specifications with your course instructor so you select the correct model.

Libraries and Research

FUA-AUF's library is open to students during office hours. Students can use the library any time during its open hours, without signing up, to study and scan books. More information about the 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.

Add/Drop

Students are discouraged from adding or dropping courses once they arrive on site because NU academic advising has already carefully reviewed, discussed, and confirmed fall classes. Any changes that students make to their course registration after they arrive on site may negatively impact their academic progress, so it is not recommended. Please also keep in mind that requests are not guaranteed. Factors such as capacity, timetabling, and add/drop deadlines may not allow for a change to be made.

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

Once on site in Florence, you are allowed to submit only one course change. This can be one add, one drop or one add and drop. N.U.in Italy: Florence students are enrolled in a 15-week semester program that includes at least a Session I 3-week course and courses over the 11-week semester time frame. Students will be able to submit their Final Registration operation and utilize their one add/drop option on the first day of Session I or during the first week of the intensive 11-week semester.

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.

Once you are on site, you can withdraw from a course by filling out the course withdrawal form via email. Students who have already failed the course for excessive absences cannot withdraw from a course. During a 3-week course, students can withdraw until lesson 8 and receive a W notation for the course on their transcript. If they withdraw after lesson 8, the grade on their transcript for the course will be WF. During the 11-week semester, students can withdraw until week 6 and earn a W, while a WF would appear on their transcript if students withdraw after this deadline.

Disability Accommodations

Students can send documentation of disabilities to the Academic department at academics@fua.it for review and confirmation. Documentation must be received prior to the semester start. We cannot guarantee that learning accommodations will be confirmed on-site if the student hasn't shared documentation in advance with FUA-AUF.

Northeastern Disability Resource Center

We recommend connecting with Northeastern's Disability Resource Center, both so your accommodations are on file for the spring semester and so Northeastern can provide any accommodations you may need beyond what your host institution offers.

To receive accommodations through the DRC, students must provide documentation of a disability that demonstrates a current substantial limitation. Accommodations are approved based on a review of the information that is submitted. This review process is conducted on a case-by-case basis.

The process to apply for accommodations is outlined on the DRC's [website](#). Students should complete the [Student Disclosure Form](#), any additional clinical documentation showing a history of services or other relevant information via your [DRC portal](#), and, if necessary, a disability-specific disclosure form to be completed by a clinician.

Changing Your Major

The process for changing your major depends on when you make this decision:

After you have confirmed your N.U.in location and before arriving on site, you can request a major change through the Application Status Check Portal. Your change of major may not be approved if you choose a major that is not compatible with your location.

During the add/drop period at the start of the fall semester, you should talk with your Northeastern academic advisor as soon as possible about any potential major change and necessary class adjustments.

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

During the spring semester, please consult the Registrar Office's procedure for changing your major posted [online](#).

If you decide to change your major before or during your N.U.in Fall semester, your options for classes at your chosen site that apply to your new intended major may be limited: you should discuss the major change process with your Northeastern academic advisor.

Explore Program

Students in the Explore Program can meet with their Explore advisor to discuss a change of major at any time. Please reach out to your Explore advisor as soon as you make this decision to discuss the major change process! As a reminder, once fall classes begin and the add-drop period ends, fall class selections are not able to be changed (see above).

If you declared a major but become undecided, you can switch into the Explore program for individualized guidance from an Explore academic advisor and access to a peer mentor while you explore your various interests. Please email your assigned advisor to discuss your situation and the steps you will take to move to the Explore program.

Assessments and Final Exams

All students must take quizzes, midterm and final exams at the established exam time and date indicated in the academic calendar. The date and time cannot be changed for any reason. Not attending during the designated exam or quiz day will result in a zero and no credit for the exam; the final grade will be adjusted accordingly. Permission will be given to reschedule exams in case of a student being hospitalized or with a significant health or mental health issue or for urgent immediate family-related issues; each case will be individually reviewed and decided upon by the Faculty Senate. Testing fees are applicable.

Transitioning to Boston / Spring Course Registration

Spring Course Registration

Your academic advisor will be in touch via your Northeastern email account this fall regarding spring registration. As you did this summer when you selected your fall classes, you will again have the opportunity to work with your home college advising office to work through the course registration process for spring. Additionally, many NU academic advising offices will be sending representatives to the N.U.in program locations this fall to meet with their students to discuss their academic plans for the spring semester. Finally, there will also be a spring orientation in January where you may have another chance to review your courses with your home college advising office and confirm your classes.

Transitioning to Boston

Northeastern's campus is transitional by nature, meaning that students are constantly coming and going for domestic or global co-ops, study abroad, or other experiential learning opportunities. The N.U.in Program fits in perfectly with this culture, and you are *not* at a disadvantage arriving in Boston in January.

Due to this constant movement on campus, there is always a Spring New Student Orientation, Winter Involvement Fair, and Welcome Week activities offered each January for all incoming students. The N.U.in Program and Student Affairs also hold welcome events for N.U.in students. Arriving on campus has been likened to a reunion, as students are excited to see each other after forming such close friendships while participating in N.U.in.

N.U.in alumni have recommended getting involved in clubs and organizations, whether related to your major or to personal interests, at the start of the spring semester to widen your circle and take advantage of the large Northeastern community in Boston. You will meet others in your major in your spring classes, and attending your College-sponsored or departmental events is another easy way to participate in your academic community!

Grades and Transcripts

How to View Grades

Your professors will explain how to keep up with your grades for assignments and exams during the semester. Students’ final grades are sent directly to Northeastern 6-8 weeks from the end of their N.U.in Italy – Florence program. You will also be able to view your grades in your Northeastern degree audit following the completion of your N.U.in program.

Grading System

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

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	0-59%
W	Official withdrawal
W/F	Failure to withdraw by the designated date

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

Non-credit-bearing grades: F, W, W/F

Letter Grades versus Transfer Credit

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

How to Request Transcript

Official transcripts will be sent 6-8 weeks from the end of the program directly to Northeastern. 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 extra copies of your official transcript directly from FUA, you may request them by emailing admissions@fua.it directly. Extra transcripts can be paper or electronic copies. Please include in your email request the format and the number of copies you need, and the FUA Bursar office will follow up by emailing the payment link for credit cards.

Your On-Site Academic Resources

FUA Career Center

FUA has a Career Center guiding students in their professional future, helping students to learn how to brand themselves in order to find the professional path that best fits their aspirations, dreams, and ambitions.

FUA Writing Center

All enrolled students are welcome to fix an appointment with the Writing Center if they need any tutoring services at any stage of their writing process. Here, students can define ideas, brainstorm, construct thesis statements and create logical and ordered outlines. We offer any kind of service related to the writing of papers and thesis, including proofreading and advice in the sense of how to best write also for clarity and grammar, both in Italian and in English.

Virtual Resources from Northeastern

[Northeastern Global Online Tutoring Services](#)

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

[The Writing Center](#)

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

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

Your Academic Student Success Team

Academic Advisor

You have an academic advisor assigned based on your College and goals—this is a dedicated contact person for your questions about courses, graduation requirements, experiential learning opportunities, and other topics related to your academic experience and professional aspirations. Some academic advisors will be traveling to N.U.in program locations to meet with students in person, but advising is available to you through your home college virtually during the entire fall semester!

Please use the email addresses below to contact your College’s advisement team for questions about courses, majors, and other academic topics. For more information about each College, please use the links on the left:

Bouvé College of Health Sciences	Bouvé Advising: bouvestudentservices@northeastern.edu
College of Arts, Media and Design	CAMD Advising: camdadvising@northeastern.edu
Khoury College of Computer Sciences	Khoury Advising: khoury-advising@northeastern.edu
College of Engineering	COE Advising: COEAdvising@northeastern.edu
College of Science	COS Advising: COSAdvising@northeastern.edu
College of Social Sciences and Humanities	CSSH Advising: csshadvising@northeastern.edu
D’Amore-McKim School of Business	DMSB Advising: ugbs@northeastern.edu
Explore Program for undeclared students	Explore Advising: explore@northeastern.edu

Student Success Guide (SSG)

The Student Support Initiative matches every incoming Husky with a trained upper-year peer mentor called Student Success Guides (or SSGs for short) and peer cohorts (SSI Packs) via the MentorHub NU app. Your SSG serves as a navigation guide for you to quickly and efficiently connect with the experts and resources you need. If you aren’t sure which Northeastern office would be best for you to connect with to help with whatever you may be dealing with, your SSG is an experienced student to whom you can reach out for some direction.

As an N.U.in student, you have the same access as all first-year Northeastern students to your SSG through the MentorHub NU app! The only difference is that you will have a professional staff member and Site Coordinator who can be reached via the Mentorhub NU app. While the SSG will be based in Boston, you will have in-person support at your location through the program’s professional staff.

Communicating with Professors

The best way to get in touch with your professors outside the classroom is the method they designate in their syllabus, the course outline you receive on the first day of class. If you have a question related to an assignment, your grade, or the course content, your instructor will include their contact information in this document and specify whether they would prefer you email, call, or stop by their office hours. If you are unsure of how to contact your professor, sending your message from your student email account to their institutional email account is a good method.

Before reaching out to your professor with a question, please double check your syllabus to make sure it isn't answered there! The syllabus contains important information about attendance and grading policies, major assignments and deadlines, and the structure of the course. If you receive an email back from a professor asking you to refer to the syllabus, don't be discouraged—this is an email almost everyone gets at some point in their first semester of college! The syllabus is an excellent resource that most U.S. high school teachers do not use or do not use the same way, so make sure you take time to become familiar with the syllabus you receive from each class during your first week to avoid asking your professors anything answered in this document.

We encourage you to utilize your professors' office hours for discussion about your grade and performance in the course! You are discouraged from appealing grades for any reason other than administrative error. Your professor can help you understand your grades and recommend resources.

If you feel your professor's teaching style is a mismatch for you, utilizing tutoring services is a good way to bridge the gap by reviewing the material with another person in a different way. Forming study groups with classmates is another good strategy to adapt to this situation. For example, if your professor spends the class time lecturing when you prefer to learn through group discussion, you can adapt by focusing on taking the best notes you can during lectures, then reinforcing what you learned by having a designated time to debrief with your study group. Expressing to your professor that you are struggling with the class format can help you work together to find support so you can succeed in the course, but keep in mind that cultural differences mean your professors' teaching styles are unlikely to perfectly resemble the learning experiences you may have had at a U.S. high school.

Long-Term Academic/Co-op Planning

Like all Northeastern students, N.U.in students create their own unique academic path, including co-op experiences, with most graduating in either four or five years. When you start your college career with N.U.in, you will still have all the same options as students beginning in Boston in the fall and will be able to tailor your journey to graduation. If you are particularly interested in a four-year model, you may want to explore the option of NUterm, a summer semester of classes for rising sophomores at Northeastern.

Students typically have flexible schedules. You should work closely with your academic advisor to determine the best progression track based upon your interests and graduation goals. We urge you to think carefully about where your primary academic interests lie before selecting an N.U.in location. This will ensure that you begin with a strong base of prerequisites before progressing at Northeastern in the spring.

Getting Ready for Co-Ops

The [Employer Engagement & Career Design](#) office provides personalized career guidance for undergraduate, graduate students, and alumni, and also has great resources for resumes, cover letters, LinkedIn profiles and more. This is an excellent resource you can connect with virtually during your N.U.in semester or in person when you arrive in Boston in the spring! It is never too early to start considering career and co-op options, and familiarizing yourself with the resources and connections available to you for free as a Northeastern student will prepare you for your co-op search.

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

Preparatory Summer Courses – College of Science

Northeastern's College of Science offers important preparatory online summer courses to get you prepared for first-year biology, chemistry, physics, and calculus courses.

We highly recommend that you complete these courses before departing. These online non-credit modules cover high school content that will get you ready to succeed in introductory science classes. They may cover important foundational content that you did not receive in high school or review concepts that you will be expected to know coming in to introductory science classes.

If you are enrolled in biology, chemistry, physics, and/or calculus courses this fall, please check your NU Canvas for the relevant Ramp-Up preparatory courses this July and August!

Make a Time Management Plan

Decide now on a time management strategy you will use to keep track of deadlines this fall. Think about how you organized your time in high school: did you use a planner, a time management app, or rely on your teachers to remind you about assignments and important dates? If you have a method that works for you already, make sure you bring any supplies you need (purchase a new planner, double check that the app you are used to will work on the phone you plan to use abroad and at your host location). If you have not used a planner or time management app before—or haven't used either successfully or long-term—we recommend exploring some options on your own this summer and using one to keep track of personal goals and your preparation for the fall for at least two weeks. Hopefully, this experimentation will show you whether a virtual or written planner works best for you!

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

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

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

Expect Common Challenges

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

1. You receive a syllabus for one of your classes that shows your grade is calculated only from a research paper worth 75% of your grade and a midterm exam in October worth 25% of your grade.

- Is this intimidating, because this makes both the exam and paper high-stakes assignments, or a relief, because there is less daily or weekly work?
- How will you break up writing the paper and studying for the exam into smaller, weekly tasks to avoid last-minute studying and writing crunches?

The best first steps you can take to plan for long-term assignments are to carefully read your syllabus when you receive it and enter all deadlines into your time management app or planner.

For a research paper, you can create smaller goals and deadlines for yourself to make sure you are staying on track. For example, if you have a paper due at the beginning of December, you can set a deadline for yourself to decide on your topic by October 1, find and read your initial sources by October 31, outline your paper the following week, and complete your paper by November 30 so you have enough time to take your work to your professor's office hours to review or to a virtual NU Writing Center appointment.

If your grade is heavily dependent on exams, you will want to be sure you are taking good notes in class so you have a foundation to study from later. You can speak with your on-site staff or your Student Success Guide about study skill advice and good notetaking practices. One notetaking tip is to use one method, like handwriting notes in sentence or phrase form during lectures, and then to use a different method, like typing up those notes and organizing them into an outline or chart form, soon after to review. This helps solidify the knowledge in your mind and, again, gives you great materials to study from when the midterm and final exams are approaching. As with a long-term paper, you should set aside specific blocks of time in your app or planner to study for an exam. Leave enough time to email any questions to your professor and receive their response before the exam, utilize tutoring services, or work with classmates as a study group.

It can be difficult to keep long-term assignments and end-of-term exams at the front of your mind with so much else going on, which is why it's so important to plan ahead for these deadlines at the beginning of the semester! Your syllabi are your guides to success in each of your courses.

2. You want to drop a class.

- What is it about the class that made you change your mind? Since you and your advisor decided on these classes as the best path forward for your academic plan, we discourage changing your schedule after arriving on site in most circumstances.
- Consider the consequences of dropping versus staying in the course.
 - Is the class necessary for your major or other plans, meaning you will need to take it in a future semester if you drop it now?
 - Is the class a pre-requisite, meaning you can't move forward onto the next course in a series without completing this one first?
 - If you stay in the course, do you think you could earn the D- minimum grade you need?
 - Are there alternative classes available that would contribute toward your degree progress?

Try organizing your thoughts in a pro and con list to see if dropping the class makes sense for your situation. Again, it is usually best to stick with the schedule you determined over the summer with your academic advisor! Sharing your pro and con list with your academic advisor will help you both make the best decision for your academic plans.

3. You didn't really need to study in high school as long as you paid attention in class. This semester, you're attending every class and paying attention, but you still struggled with your midterms.

- How are you feeling about how your midterms and semester overall have gone so far? It can be shocking and disheartening to get lower grades than usual or to have more difficulty than you expected with your coursework. This is a reflection of the difference between college-level and high school-level work, not an indication your abilities have changed!
- What can you do differently to prepare for your finals?

If you are confused about a grade or want to review content, you should stop by your professor's office hours (time and location will be listed in your course syllabus). If you understand what happened with the exam and feel you could have done better had you prepared more, your academic advisor and virtual peer tutors from Northeastern can help with time management and study skills.

Success in college-level work does tend to require more active participation and time outside the classroom than success in high school. You were accepted to Northeastern because you have proven you're up for the challenge! The transition from high school to college is difficult for most first-year college students, even high-achieving students. Regardless of how many college credits you may have accumulated in high school, this transition involves much more than your classes. Your Student Success Guide on the Boston campus is a great resource for support with this: they have been through the same themselves, and they are likely also helping Boston-based students with the same challenges you are facing now!

Beyond the usual adjustments of starting college, you are in a uniquely new situation with so many changes to your day-to-day life in these summer and fall months, making this transition even more layered and complicated! Congratulate yourself on how many areas you *are* succeeding in, then ask what the main struggles you have been having are. Your academic difficulties may be due more to

homesickness or something else besides the course material itself. Connecting with mental health resources, your site staff, and your academic advisor about these challenges can help you work out strategies that address your individual needs to better position you for the rest of the semester.

4. You receive a grade you disagree with on an assignment.

- Which emotions are you dealing with? You might be angry with your professor, disappointed in yourself, checked out from the course, or motivated to ask for additional support. It's important to take stock of your feelings and give yourself time to cool down before taking action.
- Reread the assignment if you have access to it. Again, wait until your initial reaction to the grade passes to do this. Can you follow your professor's thinking based on their feedback and any marks and comments on the assignment?

If the grade makes some sense to you but you have questions, or you want to discuss your performance in the course and how to move forward more generally, this is a good time to utilize your professor's office hours. Approach your professor with the intent to understand your grade and make a plan to finish the course successfully. Please note that you should not challenge grades based on your professor's academic judgment, but you and your professor can work together to correct any administrative error with your grade. (These are thankfully rare!)

When you discuss your grade with your professor, differences in academic standards between institutions and cultures may become evident. It is important that you listen to your professor's perspective and respect their expertise in the subject you are learning. You can talk more about cultural differences between U.S. classes and expectations at your host institution with site staff. Based on what you learned from your professor, you will also have a good idea of the kinds of clarifying questions you should ask professors when you receive assignment rubrics! This is a skill that will help you in your coursework in Boston, too.

Maximizing Global and Intercultural Learning

Advancing your global and intercultural adaptation skills is one of the key goals of N.U.in. Simply experiencing other cultures is not enough to advance these skills; rather, active knowledge of self and others is necessary to learning cross-cultural adaptation. You can practice these steps to advance your knowledge:

- Review the foundational material in the Pre-Departure online course you received in May/June
- Think about/write about the following self –assessment questions in a journal or notebook:

Global and Intercultural Self-Assessment

Think about 2 or 3 ways that you identify. Some dimensions to keep in mind are gender, religion, socioeconomic class, education level, sexual orientation, race and ethnicity. It is important to note that the way that you identify may be different from the way that you are perceived — but for the purpose of this activity we want you to define yourself.

Now, reflect on a moment in your life that made your identity very salient to you :

Did something happen that marked when you started thinking about it? (examples include a disruption in a parental relationship, moving to a new place for university, changing a style of dress, a new friendship or relationship)

When did you become conscious that this was an important piece of who you are?

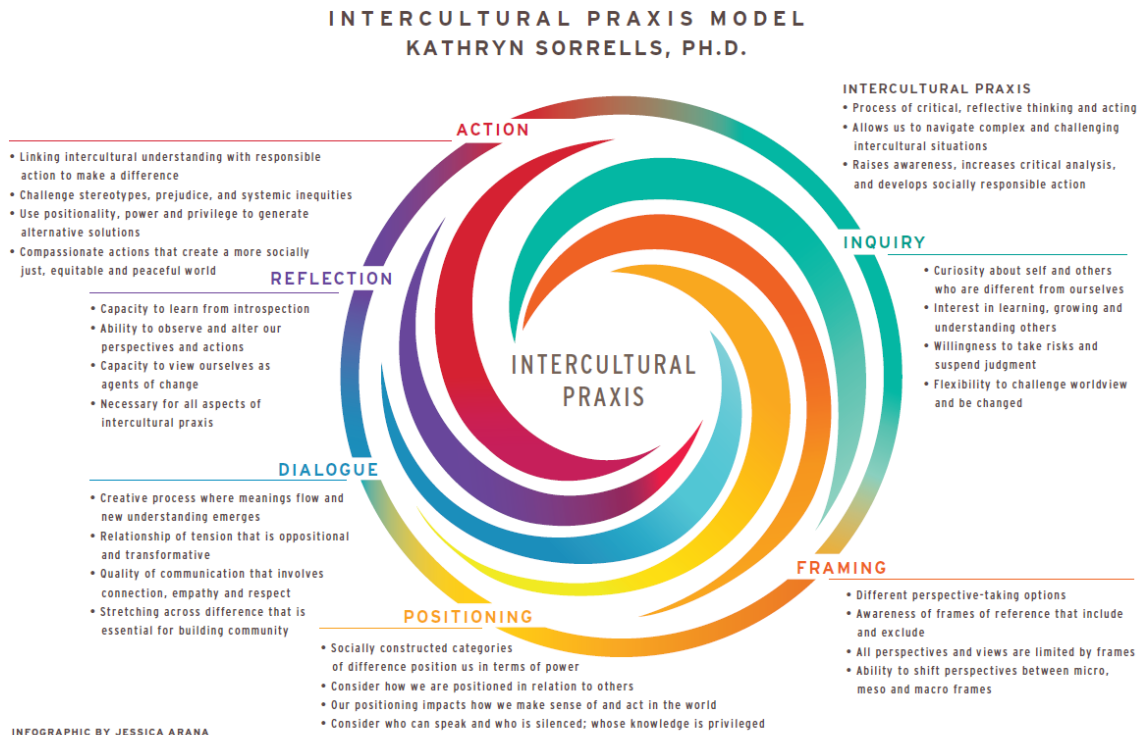
Was there an event or experience that later solidified this identity? What was it about this event or experience that cemented this identity as an important part of who you are?

Intercultural Praxis Model

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

- **Inquiry:** In the Inquiry phase, you express curiosity and openness to dialogue with other cultures and ways of knowing and understanding. You practice active listening and turn off your judgement or critical lens to truly understand another's perspective and "walk in their shoes"
- **Framing:** In the Framing phase, you understand that your and others' perspectives are limited by frames of knowing and understanding. You seek to understand and appreciate these frames (such as a person's socioeconomic background, worldview, gender, sexual orientation, etc.) as valid for that person and the culture or society they belong to.
- **Positioning:** In the Positioning phase, you reflect upon the nature of power, who is silenced and why (including yourself), and how societies position people and classes to enact certain roles (such as vocations or menial tasks). You consider how you might act to help partner and collaborate for change.
- **Dialogue:** In the Dialogue phase, you engage in conversation, listening, and dialogue with those who are different than you, in order to further understanding and mutual empathy.
- **Reflection:** In the Reflection phase, you take time to step back and process your thinking and interactions around difference. You also assess your capacity to be an agent of change, and reflect upon any experiential learning you may have encountered.
- **Action:** In the Action phase, you consider how you can be an agent of change and what is ethical and responsible versus what might be considered "saviorism". How can you partner with another person or organization of people/community to enact incremental and meaningful change?

Adapted from Sorrells & Sekimoto, 2016



Jessica Arana's Infographic Overview of Kathryn Sorrell's Intercultural Praxis Model

Global Learning Experience Course (1 credit)

To dive deeper into these topics, consider registering for the 1-credit, online Global Learning Experience course. The Global Learning Experience is offered at select N.U.in locations.

Global and Intercultural Communication Module/Digital Badge (non-credit)

If you are not enrolled in the Global Learning Experience course, consider enrolling in our **Global and Intercultural Communication Module/Digital Badge**. This module is fully asynchronous (self-paced) and can be completed over the fall semester online. Learners who complete the module will earn a Digital Badge in Global and Intercultural Communication (Level 2: Intermediate) through Credly, which can be imported into LinkedIn profiles and digital resumes. If you are interested in joining the fall cohort, please contact Bryan McAllister-Grande at b.mcallister-grande@northeastern.edu.

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