

## **N.U.in Program Academic Handbook: University of Glasgow**

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

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## Welcome to Students and Families!

We are excited to be part of your academic journey this fall! We have prepared this guide to help you navigate through academic expectations and policies at the University of Glasgow, 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 **Glasgow Webinar this summer** and refer to this guide often to find information on academic policies and expectations.

We hope you have a wonderful experience this fall.

Sincerely,

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

## Academic Success – Top 10 Tips

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

## Courses and Curriculum

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

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

### Culture Course

All students take one Culture course on the N.U.in program. This place-based course is a signature feature of Northeastern's global experiential learning model. It is typically an immersive introduction to your city or location. All N.U.in Scotland students will take the following Culture course in Fall 2023:

#### Introduction to Scottish Culture

This course offers learners with little or no background in Scottish studies an introduction to the development of Scotland through the ages from an interdisciplinary perspective. With contributions from academic staff in Archaeology, Celtic and Gaelic, History and Scottish Literature, this course addresses how Scotland has been affected by change over time, and how – through the years – Scotland has sought expression in language and literature and the physical environment.

*NU Course Equivalent: CLTR 1990, Culture Elective (Introduction to Scottish Culture).*

#### Global Learning Experience Course (1 credit, online)

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

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

*NU Course: GBST 1012, The Global Learning Experience.*

### Courses and Course Descriptions

All courses listed are subject to change.

#### Archaeology 1A: The Archaeology of Scotland

This is a course about Scotland's past from the earliest human habitation until the modern era. It examines the cultural evolution of Scotland in order to enrich a general understanding of the history and culture of Scotland. In the process, it introduces a range of methodologies and principles which underpin archaeological knowledge in Scotland and beyond.

*NU Course Equivalent: CLTR 1990, Culture Course Elective (Archaeology 1A: The Archaeology of Scotland).*

### Celtic Civilisation 1A

The course examines the Celtic-speaking peoples in the Iron Age and Roman periods at a time when Celtic languages were spoken throughout the British Isles but also extensively in Continental Europe, including parts of modern-day France, Spain, Italy, Belgium, the Netherlands, Germany, Austria, Switzerland, Czech Republic, Slovenia, and Turkey. Ethnographic accounts by Greek and Latin writers are used alongside the evidence of archaeology, art, and language to explore the history of the Celts (e.g. contact with the Mediterranean world, migration, conquest by Rome), their religion, and society, and, indeed, the very nature of 'Celticity' in this period.

*NU Course Equivalent: CLTR 1990, Culture Course Elective (Celtic Civilisation 1A).*

### Central and Eastern Europe in the Age of Stalin

This course explores the political, economic, social and cultural history of Central and Eastern Europe from the end of the First World War until the death of Stalin in 1953. It considers both the rise of Stalin to power in Soviet Russia and the impact of Soviet Russia on the other states of the region.

*NU Course Equivalent: HIST 1990, History Elective (Central and Eastern Europe in the Age of Stalin).*

### Comparative Literature 1A: Heroes

This course analyses works representing different types of hero: classical, tragic, popular, traditional, comic, anti-heroes and others. It explores the notion of heroism, its absence in our lives and our longing for it as this finds expression in various historical contexts and cultures.

*NU Course Equivalent: ENGL 1990, English Lit Elective (Comparative Literature 1A: Heroes).*

### Economic & Social History 1A: Economic and Social History in Global Contexts, ca. 1750-1914

Economic and Social History 1A introduces students to economic and social history in global perspective. It assumes little or no prior knowledge of the discipline. The first block of the course examines Glasgow's history and its connections with the wider world forged through slavery, empire, and globalization. Subsequent blocks of the course allow students to integrate study of key historical questions and themes with consideration of different world regions, which may include Europe, East Asia and South Asia, Africa, and North and South America.

*NU Course Equivalent: ECON 1990, Economics Elective (Economic and Social History in Global Contexts, ca. 1750-1914).*

### Economics 1A

Economics 1A, together with Economics 1B, teaches the basic principles of economics. Economics 1A focuses on the fundamental principles and microeconomics, i.e. the role of the market mechanism for resource allocation followed by considerations of its limitations. In addition, an optional mathematical component is delivered as part of this course. Students who have not studied Maths to Higher/A Level or equivalent (typically 5-6 years of secondary education) and intend to pursue the subject at level 2 are recommended to complete this optional component.

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

### English Language & Linguistics 1A: Language, Meaning, and Power

How do we create meaning from the air we breathe and from marks on a page? How has language been exploited now and throughout history for effect, self-expression, and storytelling? In English Language &

Linguistics we study the most intricate, powerful, and beautiful parts of our most valuable human asset – language. In three strands this course explores in detail how newspapers, adverts, and politicians all try to persuade us; how linguistic meaning and structure are key to making ourselves understood; and how the 1500-year history of English tells us about who we are and where we came from.

*NU Course Equivalent: ENGL 1990, English Lit Elective (English Language & Linguistics 1A: Language, Meaning, and Power).*

#### English Literature 1A: Poetry & Poetics

This course develops students' understanding of, and ability to analyze, poetic and poetic-dramatic texts at university level. Covering a substantial range of poets and texts from different literary periods, it fosters wide and varied reading, introduces students to theories of and about poetry ('poetics') and helps students to understand, appreciate and employ the expressive resources of language.

*NU Course Equivalent: ENGL 1990, English Lit Elective (English Literature 1A: Poetry & Poetics).*

#### General Biology 1 with Lab

Explores basic principles of biology with a focus on those features shared by all living organisms and seen through the lens of evolutionary theory. Through lectures, readings and discussion, offers students an opportunity to understand how the scientific method has been and is used to address biological questions. Central topics include recent advances in cell anatomy and physiology, including the interplay between organelles, membrane transport, and cell-signaling; energy transfer through cells and through the biosphere; cellular reproduction and cancer; heredity and human genetic disorders; and protein synthesis and biotechnology. Explores the societal implications of such topics as biopharmaceuticals, ocean acidification, climate change, human diseases, epigenetics, cancer, and cloning.

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

#### General Chemistry for Science Majors with Lab

Introduces the principles of chemistry, focusing on the particulate nature of matter and its interactions and reactions that form the basis for the underlying molecular dynamics of living systems. Presents basic concepts of chemical bonding and intermolecular interactions for molecules and molecules' behavior in aqueous solutions with examples from biologically relevant molecules. Introduces kinetics and chemical thermodynamics with examples from biological systems. Offers students an opportunity to obtain a framework for understanding the chemical basis for different methods for separating and purifying biological compounds.

*NU Course Equivalent: CHEM 1161/1162/1163, General Chemistry for Science Majors with Lab. NUpath: ND.*

#### History of Art 1A: Art History and its Materials and Techniques

This course will examine some of the most common issues of the discipline such as style labels, periodization, the role of patrons and the wide range of media used by artists at different times. It will also look at the practice of art history itself in the writings of notable art historians from Vasari onwards.

*NU Course Equivalent: ARTH 1990, Art History Elective (History of Art 1A: Art History and its Materials and Techniques).*



### Listening in Culture

This course is designed to introduce students to the challenges of listening critically to music in all styles and media, and expressing a considered argument about its cultural significance, aesthetic quality and ideological implications using non-specialist, accessible language. By indicating and exemplifying an appropriate scholarly recourse to today's multi-media resources for musical study and research, it lays the groundwork for on-going investigations of music both as a distinct discipline and an integral component of diverse cultural practices.

*NU Course Equivalent: MUSC 1001, Music in Everyday Life. NUpath: EI, IC.*

### Mathematics 1C: Introduction to Calculus

This course is an introduction to Calculus (differentiation, integration, and differential equations), with an emphasis on applications to subjects like Chemistry, Computing Science, Life Sciences and Social Sciences. Mathematics 1C aims to consolidate and build upon calculus and algebra skills from SQA Higher Mathematics with a focus on calculus and modelling; increase students' competence and confidence in abstracting the essentials of problems across subjects such as Computer Science, Biochemistry and Economics, formulating them mathematically and obtaining clearly communicated solutions by appropriate methods.

*NU Course Equivalent: MATH 1241, Calculus 1. NUpath: FQ.*

### Philosophy 1A: How Should I Think?

This course will introduce students to the practice of thinking philosophically, by encouraging the development of critical reasoning skills and exploring issues pertaining to the nature and acquisition of knowledge. Students will apply their critical skills to issues of current interest and importance within society today.

*NU Course Equivalent: PHIL 1990, Philosophy Elective (Philosophy 1A: How Should I Think?).*

### Introduction to Politics

This course aims to explain and evaluate key concepts related to Political Science and International Relations; to show broad understanding of the theories and methodological approaches used in Political Science and International Relations; to be able to identify and analyse the key institutional functions of government, political actors and processes, through the use of case studies and examples. Themes include: The State, Power and Ideology and Executives, Legislatures, Elections and Voting.

*NU Course Equivalent: POLS 1990, Political Science Elective (Introduction to Politics).*

### QM1: Measuring Your Social World

Students will work through basic quantitative techniques and learn how they can apply these to understanding the social world around them with specific focus on data available for public consumption: produced by the State and presented in the media. The course will introduce students to key datasets and relevant readings that link to the school's subject areas and will include topical questions related to key themes: inequality, welfare, crime, conflict and health.

*NU Course Equivalent: POLS 2400, Quantitative Techniques. NUpath: AD.*

### Scottish Literature 1A: The Fantastic and the Real

This course introduces students to the past 250 years of Scottish literary history through a combination of celebrated and neglected texts. Focusing on poetry and prose, and featuring pirates, fairies, monsters,

devils, and the full gamut of loves, joys, sorrows, and traumas, this course examines the range of ways in which people have imagined themselves in, though, or otherwise associated with Scotland. This means confronting both the comfortable stories we tell ourselves about ourselves, and the horrors we are liable to reveal.

*NU Course Equivalent: ENGL 1990, English Lit Elective (Scottish Literature 1A: The Fantastic and the Real).*

### Scottish 19th Century Painting

*NU Course Equivalent: ARTH 1990, Art History Elective (Scottish 19th Century Painting).*

### The Scottish Gothic: Fantastic and Supernatural

This course introduces students to five key Scottish ghost-fiction writers and their most memorable fantastic fictions: James Hogg, J.M. Barrie, Margaret Oliphant, Robert Louis Stevenson, and George MacDonald. It invites students to think about the role that the supernatural continues to play in Scottish writing through exploration of its representation in Romantic and Victorian fiction. Through closely analysing excerpts from these writers and discussing the various wider cultural, social and political anxieties and fears that can be expressed via the supernatural, students will explore the historical context and literary impact of the Scottish Gothic.

*NU Course Equivalent: ENGL 2990 English Lit Elective (The Scottish Gothic).*

### Social and Public Policy 1A: Foundations of Welfare

This course provides the opportunity to analyze key social problems such as worklessness, poverty, homelessness, and ill health, and how they have been addressed by public policy. Students examine the historical origins and evolution of the welfare state and engage with challenging debates about the government's current role in welfare.

*NU Course Equivalent: LPSC 2990, Law and Public Policy Elective (Social and Public Policy 1A: Foundations of Welfare).*

### Introduction to Sociology

This course is designed to develop students' knowledge of the aims and standards of social scientific research, across social science disciplines; to develop students' abilities to recognise, understand and apply social scientific methods and theories in a range of different areas of study and contexts; to encourage discussion of the functions, causes, and effects of social and political transformations, social structures, and social actions; to encourage critical thought about contemporary societies: what societies are, how societies work, how people behave and what determines their actions; to develop students' ability to evaluate and apply social scientific theories to a wide range of social phenomena. Themes covered in this course include: Population and Society, Modernity and Capitalism, Industrialisation and Urbanisation, Work and Welfare, Social Stratification, and Theories of Global Inequality.

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

### Introduction to Psychology

Surveys the fundamental principles, concepts, and issues in the major areas of basic and applied psychological science. Approaches the study of psychology as a method of inquiry as well as a body of knowledge. Introduces students to research methods and to psychological research on the biological bases of behavior, learning, sensation and perception, cognition and language, development, emotion, social psychology, personality, and psychological disorders.

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

TRS 1: Creation to Apocalypse: Introduction to the Bible

This is an entrance-level course introducing students to biblical literature and interpretation. Creation to Apocalypse leads students on a whirlwind tour through the whole of the Bible, with particular attention to the stories that have played prominent roles in art, literature, politics, music, and popular culture.

*NU Course Equivalent: PHIL 1120, Understanding the Bible. NUpath: IC, SI.*

## Attendance Expectations

Some courses may include an Induction session during Welcome Week. These sessions will appear on student's timetables but are not compulsory for visiting students. N.U.in students are welcome to attend these sessions if they choose to, but it is not necessary and will not impact their grade or learning outcomes for the course as they are generally presented as an overview of degree programs offered at University of Glasgow. We of course, recommend that all students attend all their scheduled lectures, labs, and tutorials.

## Textbooks

You can purchase textbooks after your arrival on campus in Scotland. Your textbook information will be listed in Moodle, which you will access on site. We do not recommend that you purchase textbooks prior to your departure. If you need a calculator, double check the specifications with your course instructor so you select the correct model. You can purchase your calculator in the on-campus bookshop.

## Libraries and Research

You can utilize the University of Glasgow's 13-floor library for resources and study space. 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

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

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

Students are encouraged to finalize their course selections (including backup options in the event of timetabling conflicts and/or seats filled) prior to their arrival in Glasgow, as courses fill up quickly. While it is possible for Glasgow to make changes to course enrollment through the end of Week One of classes (September 22), students are advised that their choices will be severely limited at this point—students wishing to add, drop, or replace one class with another may not be able to obtain a seat in their next choice, either due to scheduling conflicts or lack of availability.

## 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. If you are going to withdraw from a course, you should do so no later than mid-October.



## Disability Accommodations

Please establish accommodations through Northeastern's Disability Resource Center, who will then contact the University of Glasgow. You should also get in touch with [Disability Services](#) at the University of Glasgow before your arrival to ensure they have time to put necessary support in place.

### 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

For each course that a student takes, they will be provided with a course handbook (usually electronically) which contains important information about assessment requirements for that course. Students should ensure they are familiar with the content and information. More information on University of Glasgow Assessment policy can be found [here](#).

If a student requires an extension on an assignment, an extension of five working days can be obtained by speaking to the course convener directly. Students who require more than five working days can submit a Good Cause claim (more details below).

Students who suffer extenuating circumstances such as illness, bereavement, or other crises may be entitled to extensions or resubmissions if they submit a claim through the University's [Good Cause](#) policy. Good Cause claims must be submitted within five working days after the deadline for the missed assignment or exam and will not result in a grade change; however, Good Cause allows academics to provide support to students in need in a number of forms. We strongly encourage all students to reach out for support as it is needed rather than waiting.

## 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. All grades will be published to Moodle by mid-February; however, some grades may appear sooner than others. Students who require resits in Biology and Chemistry will be made aware of this directly by the academic staff at University of Glasgow in early January. 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

Glasgow Grade	Northeastern Grade Equivalent
A1	A
A2	A
A3	A
A4	A-
A5	A-
B1	B+
B2	B
B3	B-
C1	C+
C2	C
C3	C-
D1	D+
D2	D
D3	D-
E2, M1-M3, CF, BF, QF	F

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

**Non-credit-bearing grades:** 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

Your N.U.in program courses and letter grades will appear on your Northeastern University transcript and will be included in your Northeastern GPA. Students are able to print a copy of their U of Glasgow transcript until the end of the academic year (normally around the end of July). Students can access their official transcripts via their MyCampus account once final grades are published. Thereafter, they will need to contact the University to request a copy. Information on how to request a transcript after the end of the academic year can be found [here](#).

## Your On-Site Academic Resources

### [Student Learning Development \(SLD\)](#)

This team offers assistance encompassing areas such as writing and study advice, maths and stats advice, peer learning, and guidance on avoiding plagiarism. More information on available services appears on the linked SLD website.

## 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](mailto: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 Glasgow 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:

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

### 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?

### Optional Transition to Glasgow course through University of Glasgow

There is a three-week, optional Transition to Glasgow course that is offered to all incoming students and will run from August 21 to September 10. Students will be offered modules in one core subject and two electives, meeting online three times a week for the first two weeks and followed by one week of peer-led work preparing for the final assessment. T2G is designed to offer students entering their first year of university an opportunity to become familiar with UofG's assessment practices, grading standards, and other academic processes. While it is not a compulsory course and does not offer academic credit, N.U.in students may benefit from the opportunity to acclimatize to an unfamiliar system prior to their arrival in Glasgow. Information on the course delivery can be found [here](#).

Semester courses will not require any summer assignments or other preparation to be undertaken prior to the start of classes.

### 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.

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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?

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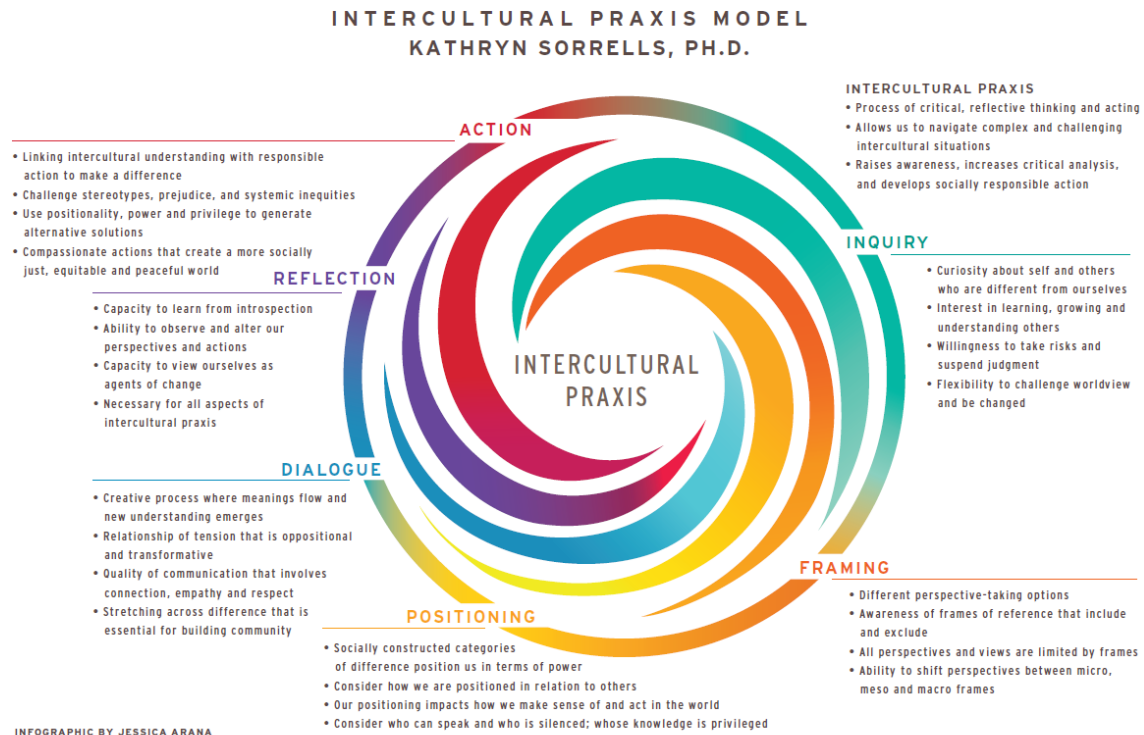
### Intercultural Praxis Model

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](mailto:b.mcallister-grande@northeastern.edu).

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