

New York Scholars 2025-26 Academic Handbook

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Welcome from Northeastern's Global Experience Office

We are excited to be part of your academic journey through your first year as a Husky! We have prepared this guide to help you navigate academic expectations and policies at Marymount Manhattan College in the New York City Scholars program.

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

Review this New York City Scholars Academic Handbook now, and you'll know where to find the guidance you need once the fall semester begins!

We couldn't be happier to welcome you to Northeastern, a global institution with innovation as one of our core values. The openness and initiative you've shown by joining the New York City Scholars program in its inaugural year will make you a valued member of our Northeastern community in excellent company.

We look forward to seeing everything you accomplish in the New York City Scholars program!

In scholarship,

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Welcome from Marymount Manhattan College

Dear New York City Scholars,

We are excited to join with our partners at Northeastern in welcoming you to New York City for this first chapter in your educational journey. Welcome! You are touching down in one of the most vibrant and culturally rich cities in the world. As you join our campus community this fall, know that you are stepping into a college experience unlike any other — one where the city itself becomes an extension of the classroom.

Marymount Manhattan College is uniquely positioned at the heart of all that New York City offers. Nestled on the beautiful Upper East Side, our campus is surrounded by opportunity and inspiration. Just to our west lies Museum Mile, a stretch of world-class museums including the Met, the Guggenheim, and the newly refurbished Frick Collection. To the east is Hospital Row, home to premier medical institutions, such as New York-Presbyterian and the Hospital for Special Surgery. Look north to Harlem — a historic center of culture, music, and activism — and south to landmarks like Times Square and Broadway, the United Nations, and Wall Street.

At MMC, the city is not just a backdrop; it's an integral part of our curriculum. Our faculty bring their professional networks and industry knowledge directly into the classroom, connecting students to opportunities across the five boroughs. Whether you're exploring the sciences, business, the arts, or social justice, you'll find that real-world experience is woven into your education from day one.

For those future engineers among you, there is no better place to begin studying the man-made marvels of the city, like the Brooklyn Bridge and Chrysler Building. Tomorrow's entrepreneurs and tech innovators will thrive in the world's second largest startup hub, with many leading companies having offices here. For those entering the world of finance, the New York Stock Exchange is just a few subway stops away. Explorers of the arts, humanities, and social sciences will find an exciting array of world-leading institutions and events at their doorstep.

Of course, you will be supported on this journey. Our dedicated faculty are here to guide, challenge, and cheer you on. We are committed to helping you discover your path, embrace your passions, and find your place in this incredible city.

Welcome to New York! Your adventure starts now.

Most sincerely,

Katie Langan

Interim Vice President for Academic Affairs and Dean of the Faculty
Marymount Manhattan College

Courses and Curriculum

The [New York City Scholars 2025 curriculum](#) offers a tailored suite of courses evaluated by Northeastern faculty as equivalent to specific Northeastern courses and applicable to first-year requirements for compatible Northeastern majors. Courses you take during the New York City Scholars program will fulfill any major, minor, NUpath, and/or elective requirements associated with the Northeastern equivalent course.

The full list of course offerings is available through the above curriculum link. Credits and NUpath designations (where applicable) are also provided. You can view course descriptions for each course's Northeastern equivalent in the [Northeastern Academic Catalog](#). Please be aware that course offerings are subject to change.

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

New York City Scholars typically take five full-credit classes each semester plus one, one-credit course. Students' schedules usually consist of major requirement courses each semester as well as courses that fulfill NUpath, elective, and/or New York City Seminar requirements. Each student's academic experience is unique, and course schedules will vary from student to student. Please refer to the New York City Scholars curriculum and academic advising to discuss your specific requirements and course plan.

New York City Seminars

You will take a New York City Seminar course as a required part of your New York City Scholars experience. The New York City Seminar is a signature collaborative offering jointly developed by Marymount Manhattan College and Northeastern. This place-based course is intended to further develop your cultural agility and critical thinking skills through global and experiential learning.

Each New York City Seminar is designed to help immerse first year students into Marymount Manhattan College and to the larger New York City community, using a thoughtfully designed curriculum that blends peer engagement with academic exploration of the cultural and historical richness of the city. New York City Seminars are small, hands-on courses taught by accomplished faculty members.

Course Equivalency and Preparation for Northeastern University Boston

The academic experience and course offerings in the New York City Scholars program will match the course rigor offered at Northeastern University Boston. NYC Scholars will make equivalent academic progress towards their degree as their first-year peers at Northeastern's Boston and Oakland campuses, and in other global network programs.

A student who successfully completes a course from the New York City Scholars curriculum will have met the learning outcomes for that course at Northeastern, and they are prepared to move on to any Northeastern course that requires that class as a pre-requisite. While students taking an equivalent course at Marymount Manhattan College will benefit from the uniqueness of the New York City context and each faculty's individual expertise, they will be equally prepared with the foundational knowledge and skills they need for further coursework in Boston or at any Northeastern program location.

Course Registration Policies

Adding and Dropping Courses

Students will receive their final course schedule with course meeting times and locations during on-site orientation at the start of the program. At on-site orientation, you will learn the process to add and drop courses with the support of your New York City Scholars on-site academic advisor.

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

The last day to add a course this Fall 2025 semester is September 9.

The last day to drop a course this Fall 2025 semester is September 23. Remember that taking fewer credits in a semester than you planned with your advisor may lengthen your time to degree completion or possibly put you out of the full-time status that is required for successful completion of the program.

Please also keep in mind that add/drop requests are not guaranteed. Factors such as capacity, timetabling, and add/drop deadlines may not allow for a change to be made.

Withdrawing from a Course

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 course withdrawal not recommended.

Withdrawing from multiple classes can affect your visa eligibility if you are an international student. Please be sure to check in with on-site staff to discuss this if you are thinking about withdrawing from any class. In addition, taking fewer credits in a semester than you planned with your advisor can lengthen your time to degree completion.

The last day to withdraw from a class this Fall 2025 semester is November 19. Course withdrawal will result in a W letter grade on your transcript for that course. (September 23 is the last day to drop a class without earning a W grade; September 24 through November 19 is the period during which you can withdraw from a course and earn a W grade.)

If a student must withdraw from all courses and the program for medical, personal, and/or emergency reasons, they should email mloa@northeastern.edu and nycscholars@northeastern.edu.

Auditing a Course

Students in the New York City Scholars program are not permitted to audit courses during the program.

Taking a Course Pass/Fail

Students in the New York City Scholars program are not permitted to take a course “Pass/Fail.” You will earn letter grades for your New York City Scholars program courses.

Retaking a Class

Redundant Credit with Advanced Coursework

Some students choose to take a course for which they have already earned transfer, AP, or IB credit. It is important to keep in mind that this is a risk!

The letter grades you earn during your New York City Scholars program will appear on your Northeastern transcript. So, for example, let’s say you decide to forego your AP Calculus AB credit and take MATH 1341 Calculus 1 for Science and Engineering, but you find yourself on track to earn a non-passing grade. You would need to withdraw from that MATH 1341 class in order to use your previously earned credit. Be sure to contact your academic advisor if you begin struggling in a class you are taking for this purpose!

Northeastern Course Repeat Policy

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

Academic Cultures

The New York City Scholars program is a global first-year program that offers a distinct experience, in and out of the classroom, from what you would experience in Boston. As we have seen with past cohorts of students in these programs, first-year programs that ask students to adjust to varied learning and teaching styles position students well to be flexible and adaptive when approaching future academic, professional, and personal opportunities.

Learning and teaching styles are different in different contexts. This can impact the type and number of assessments in a course (things like homework assignments and exams), the course staffing structure (whether you have multiple lecturers or TAs), absence/attendance policies, and grading procedures and timelines. There is diversity in pedagogical approaches across first-year programs, but Northeastern students studying across the global network achieve equivalent learning outcomes and are prepared for follow-on Northeastern courses in the subjects they study.

Navigating a different academic environment—with the support of Northeastern and Marymount Manhattan College faculty and support staff—is one of the challenges that shape global first-year students into particularly resourceful and adaptable second-year students.

Classroom Environment

Most classes have 15-25 students; a handful of large lecture courses have up to 45 students.

A hallmark of Northeastern's global first-year programs is learning opportunities that deliver academic excellence embedded within local contexts, including alongside classmates enrolled in campus-based programs. At Marymount Manhattan College, core and elective courses in the humanities, arts, sciences, social sciences, and business will have a mix of New York City Scholars and MMC students in the classrooms, labs, studios, and maker spaces, while specialized courses in disciplines not historically offered at Marymount, such as Engineering and Computer Science, will be composed primarily of NYC Scholars.

Assessments and Final Exams

Final exams happen during the last 1-2 weeks of the regular course schedule. Marymount Manhattan College does not have an “exam week;” classes continue until the end of the semester. Any final exams required are scheduled within the already designated class time.

Academic Integrity

Northeastern University will be informed of all academic integrity cases regarding New York City Scholars students through administrative systems and formal communications.

Per MMC's Academic Honesty policy:

MMC fosters an academic community in which students and faculty work together to create a learning experience that imparts knowledge and forms character—the hallmarks of a university culture. To achieve this, the College adheres to a policy of Academic Honesty—one that teaches students to complete tasks in a thoughtful, honest manner so as to breed a positive ideal of self-knowledge within each student. It is through this quality that students understand their true capabilities. This policy instructs students to honor their colleagues by producing work that is based on their own capabilities so fellow students receive their equal consideration in the eyes of their professor. Honest work—on the computer or in writing—is important in the development of the academic character. MMC desires for each student to finish each course, each program, with a developed sense of self, a pride in the integrity of their own work toward their own level of achievement; this will create a true community of dedicated, life-long learners.

Academic dishonesty includes, but is not limited to, plagiarism, cheating, collusion, and willful misrepresentation.

1. Plagiarism means to present as one's own the work of someone else, or the attempt "to blur the line between one's own ideas or words and those borrowed from another source" (Council of Writing Program Administrators, January 2003, <http://wpacouncil.org/node/9>). Examples of plagiarism include: submitting work copied in part or whole from other students; submitting work copied in whole or part without proper attribution from the Internet, books, or articles; submitting work in part or whole purchased from or prepared by another person. Students can avoid the risk of plagiarism by clearly attributing and indicating the source of any idea or wording that they did not invent.
2. Cheating means doing something to gain an unfair advantage over other students. Examples of cheating include: using or attempting to use unauthorized notes or technology during an exam; copying from another student during an exam or in an assignment when not explicitly permitted to do so; repurposing an assignment from one class in part or whole for another class.
3. Collusion means collaborating with another person in an unauthorized fashion. Examples of collusion include: allowing another student to look at or copy your work; preparing an assignment for another student to submit as their own; allowing another person to do one's work.
4. Willful Misrepresentation means intending to deceive. Examples of willful misrepresentation include: fabricating data; using services, including ChatGPT and other virtual technology to create papers and projects; forging records or official documents; and lying about reasons for absence or late work in order to gain accommodation.

Process for Violations of the Academic Honesty Policy

In the case of academic dishonesty, the instructor has the authority to, but is not obligated to, fail the student for either or both the assignment and the course; however, the penalty should be proportionate to the severity of the offense. In consultation with the Assistant Dean for Academic Affairs, the instructor may also recommend other disciplinary action in accordance with college policy. However, in all cases, whether such action is taken or not, violations of the policy will be recorded in an Academic Integrity file maintained by Academic Affairs. Students with serious or multiple violations may be subject to additional sanctions, as determined by the Academic Review Committee.

Students found in violation of the Academic Honesty Policy will not be permitted to drop the course. If a student is found in violation of policy and the faculty member or Academic Review Committee sanctions an “F” grade for the class, the student’s transcript will reflect a letter grade of “F” If a student should process a withdrawal form (including a medical withdrawal) while the case is pending, the grade will be changed to an “F” grade.

1st violation: Students will be sent a written notice requiring that they have an in-person meeting with the Assistant Dean for Academic Affairs within thirty days. Students who do not respond to a request for a meeting will have a hold placed on their record until such meeting takes place and until the student complies with any penalties imposed. If the Assistant Dean for Academic Affairs determines that a first violation is particularly egregious, they may refer the incident to the Academic Review Committee for consideration.

2nd or greater violation: Students will be sent a written notice requiring that their case has been referred to the Academic Review Committee. The Assistant Dean for Academic Affairs will explain the process to the student. The Assistant Dean will then schedule a hearing by the Academic Review Committee and communicate the logistics to the student.

The Academic Review Committee has the following responsibilities:

1. Determine whether the parties violated the College’s policies regarding academic dishonesty;
2. Decide whether the allegations of academic dishonesty are warranted;
3. Decide whether the grade penalty and/or disciplinary action were warranted and proportional to the offense;
4. Consider a number of resolutions including but not limited to:
 - a. clearing the student;
 - b. issuing a written warning;
 - c. mandating remedial academic counseling regarding ethics or academic integrity;
 - d. requiring an assigned project related to academic integrity or ethics;

- e. suspending the student for one or more semesters, with the approval of the Vice President for Academic Affairs in consultation with Northeastern's Office of Student Conduct and Conflict Resolution;
- f. permanently expelling the student, with the approval of the Vice President for Academic Affairs in consultation with Northeastern's Office of Student Conduct and Conflict Resolution.

Generative AI

MMC's AI policy states:

At Marymount Manhattan College, we aspire to offer a contemporary, relevant education and thus acknowledge the emerging significance of AI technologies in a wide variety of careers and pursuits. MMC also works under the assumption that this technology is not a tool like any other (like a calculator). It represents a shift in the way that we think about ourselves, our personal and intellectual growth, and the work we do.

Responsible use of this technology can serve valid educational purposes in some disciplines and pedagogical settings, and in some fields, effective use of AI may in fact be a skill that has become necessary and critical, requiring appropriate training. At the same time, AI in its many forms has the potential to replace or displace the learning that is central to college education, and it also can put academic integrity at risk. As a result, there will be different guidelines around AI in classes at the College, depending on instructor, discipline, and department, but in general, MMC places an emphasis on transparency: the use of AI should be documented. This will likely require a disclaimer or citation describing the application(s) used, the prompt that was entered, and timestamps, but individual assignments, departments, and individual faculty will have their own specifications.

Note that *unacknowledged use of AI*—representing the work of someone (or something) else as one's own—falls into the category of an Academic Honesty violation, as described on course syllabi.

Classroom Visitors and Invited Guests Policy (For all Delivery Methods)

Marymount Manhattan College is committed to preserving a safe and academically focused classroom environment, while remaining accessible to the community it serves. The College encourages safe, supervised campus visits by members of the public for the purposes of engaging in College-sanctioned events, exploring educational opportunities and making decisions about their academic future.

For purposes of this policy, the following definitions are used:

- *Classroom Visitor* is a person who has no affiliation with the College. A classroom visitor has never been admitted to the college and has never enrolled in classes;
- *Classroom Minor Visitor* is anyone who meets the definition of classroom visitor AND is under the age of 18;
- *Classroom Invited Guest* is a person who has no affiliation with the College but is invited by the classroom faculty to participate in classroom activities for the purpose of student educational enrichment.

Any classroom visitation, beyond those sanctioned by the College, may be permitted with the following precautions and limitations, which are intended to protect health and safety, maintain productivity and comply with regulations.

1. Visitation to a classroom (on campus or via Zoom) must be for the purpose of investigating future attendance, participating in an official college sanctioned event, or by invitation of the classroom faculty.
2. Classroom visitors are at the discretion of the classroom faculty.
3. Classroom visitor/minor visitor emails professor of class no later than one week prior.
4. For in-person visits, faculty should notify Campus Safety via email at least 24 hours in advance the name, date(s) and time of visit, and classroom location for all invited guests to adhere with safety response standards.
5. Classroom visitors/minor visitors are restricted to attending one session of any individual class.
6. The conduct of a classroom visitor, minor visitor, the parent, legal guardian, or adult representative of a minor visitor, and/or invited guest shall not interfere with the educational process or learning environment, and all are expected to abide by all operational regulations and guidelines, including safety and access restrictions.
7. The College reserves the right to revoke visitation permission at any time.

Attendance Expectations

Per MMC's General Attendance Policy:

The College will support the attendance policy of an instructor, provided that policy is clearly explained on the instructor's syllabus. However, a student may not be permitted to begin attending a course after s/he has been reported as non-attending in the Dept. of Education Non-Attendance Report (EDNAR).

Non-Attendance Due to Religious Observance

It is the policy of the College to respect its members' observance of their major religious holidays. Administrators and instructors responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. When scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious observance, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, they should consult the appropriate Chair. If an additional appeal is needed, it may be taken to the Vice President for Academic Affairs.

Absences Due to Pregnancy or Related Conditions

Marymount Manhattan College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the Title IX Coordinator Desiree Sholes at titleIXcoordinator@mmm.edu or 212-517-0560.

Absence Due to Military Service

Students who receive military orders for active duty or deployment will receive "W" (Withdrawal) grades for the term. An exception to this policy can be made if a student receives military orders after the eleventh week of classes, has completed approximately 80% of the assignments, and can reach an agreement with the faculty (at the faculty member's discretion) about how missed work will be made up. Annual Training (AT) or other normal training orders are not considered mobilization or active duty orders. Students who receive orders for Annual Training should make a formal request to postpone their orders until the end of the term. If their request for postponement is denied, and the student and faculty member can come to an agreement about how the missed work will be made up, then the student may remain eligible for credit and grades without penalty for absences due to routine training.

Disability Accommodations

If you require disability accommodations, please register with Northeastern's Disability Access Services (DAS) and follow the steps on the DAS ["Getting Started" webpage](#). After review, DAS will communicate all approvals to MMC's Office of Disability Services (ODS); ODS will then take the lead on implementing all approved accommodations using their existing systems, policies, and procedures. ODS will notify faculty about individual student's accommodations by way of confidential emails. Additionally, there could be subtle differences with how some accommodations are implemented between MMC and Northeastern's Boston campus.

Marymount Manhattan College Policies

In compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act, Marymount Manhattan College provides reasonable academic accommodations for students with documented learning, physical, and / or psychological disabilities. Examples of typical accommodations include extended time and separate space for testing for timed exam and timed quizzes, assistive technology, peer notetakers, permission to audio-record lectures, and use of a laptop computer in class to take notes. Students who wish to request accommodations should contact the Office of Disability Services before the start of a semester or after a qualifying event.

Please consult the below dates for specific academic accommodation processing timelines:

To ensure that the academic accommodation process is complete when classes begin, students are encouraged to submit their request no later than August 1 for the fall semester and no later than January 1 for the spring semester.

After reviewing requests, evaluating documentation, and determining eligibility, the Office of Disability Services will provide approved accommodations, resources, or services to eligible students.

Class Accommodations

A student registered with the Office of Disability Services who requests an academic alteration (course substitution, course waiver, grade appeal, etc.) will participate in an interactive individualized process. An accommodation must not fundamentally alter essential program requirements, the fundamental learning objectives of a course, or the nature of a program, and the student must be also deemed qualified to participate in the program or course. In the case of academic classes, the alteration cannot be so significant that it alters or substantially modifies the essential nature or standards of the course as determined by Marymount Manhattan College. If the accommodation request is approved, the student will work with the Office of Disability Services and Academic Affairs to make appropriate adjustments.

Students registered with the Office of Disability Services (ODS) may request (and, where eligible, be approved for) specific accommodations to aid their work in one or more of their classes. These accommodations typically involve reasonable modifications to how students participate in their classes and how they complete their assigned work. They do not involve changes to the content or, in most cases, the policies of the course. Examples of typical accommodations include extended testing time, note-taking services, and assistive technology resources. A less typical accommodation may be permission to take a specific class for a Pass/Fail grade or other grading considerations. In cases where an accommodation would require waiving an academic policy that is published in the Academic Catalog, the request would be considered an academic alteration and final approval would rest with the Vice President for Academic Affairs/Dean.

Disability Absence Consideration Policy

Due to the small class size and emphasis on student participation in our courses, class attendance is an integral part of the learning experience. Therefore, Marymount Manhattan College encourages students to attend and participate in their classes. To promote an inclusive learning environment for all members of the community, and in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, the College provides accommodations to eligible students who may otherwise experience a barrier to access. Students whose disabilities may present the need for absences may request an accommodation for Disability Absence Consideration (DAC) from the Office of Disability Services (ODS).

The accommodation for Disability Absence Consideration (DAC) may be approved for students with a disability documented with the Office of Disability Services that causes chronic, episodic conditions that sometimes prevent class attendance. The objective of the DAC is to grant qualified students reasonable accommodation on account of their documented disability. Students who are approved by ODS for the DAC can have some absences excused for disability reasons, and these absences will not impact the student's attendance grade in the course. There is no uniform or maximum number of absences; in each individual student's case, a specific number of absences will be set at the start of the semester. Each student's attendance will be evaluated on a case-by-case basis by the professor, in consultation with the Department Chair and ODS as needed, considering course requirements as described in the course syllabus, the role that attendance and participation play in the course, and the nature of the disability. At no time will ODS share details with the instructor about the reasons for the absence, or the student's eligibility for the accommodation except that it is due to a disability. The accommodation does not include non-disability related illnesses or other non-disability related absences.

Textbooks

We recommend waiting until you arrive on site to purchase your textbooks. Most Marymount Manhattan College students order textbooks and other course materials like calculators online.

Libraries and Research

Thomas J. Shanahan Library

As a New York Scholars student, you will have access to Marymount Manhattan College's Thomas J. Shanahan Library's virtual resources and in-person study spaces. Their most current hours are listed on the [Thomas J. Shanahan Library website](#).

Local Libraries

Marymount Manhattan College curated this list of academic, public, and special libraries in the New York metropolitan area. We recommend visiting at least one or two off-campus libraries that interest you during your time in NYC, whether for their research opportunities or their architecture!

- [Brooklyn Public Library](#)
- [Columbia University](#)
- [New York Academy of Medicine](#)
- [New York Public Library](#)
- [City University of New York](#)
- [New York University Libraries](#)
- [Teachers College, Columbia University](#)
- [Queens Borough Public Library](#)

A more complete list of area libraries is maintained by the [New York State Library](#).

Changing Your Major

New York City Scholars can submit changes to their home College and major through the Application Status Check portal within specified Major Change Windows during the program.

Major Change Windows

August 25, 2025: Summer Major Change Window closes. You can request a change to your major and/or home College through your Application Status Check portal until the close of this window. You will have finalized your fall courses with academic advising by this point, so any change to your major now that affects your fall courses will require you to make changes during the add/drop period with help from your on-site academic advisor.

October 1 to November 3, 2025: Fall Major Change Window. During this window, you can submit a major/home College change request through your Application Status Check portal to declare or change your major to any other major compatible with the New York Scholars program. You cannot change your fall course registrations to match your new major at this point.

If a student wishes to change to a Northeastern major not compatible with the New York Scholars program, they will need to wait for the Spring 2026 Major Change Window to declare their intended major, effective for the Fall 2026 semester.

February 1 to March 23, 2026: Spring Major Change Window. During this window, you can submit a major/home College change request through your Application Status Check portal to any major at Northeastern. Changes will be effective for the Fall 2026 semester. You cannot change your spring course registrations to match your new major at this point.

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

The Explore Program

Students in the Explore Program should contact academic advising if they are considering declaring a major to discuss the major change process! As a reminder, once fall classes begin and the add/drop period ends, fall class selections are not able to be changed.

If you declared a major but become undecided, you can switch into the Explore Program for individualized guidance from an Explore academic advisor and access to major exploration resources while you take courses across your various major interests. Please let on-site academic advising know if you want to change your major to Undeclared and join the Explore Program!

Grades and Transcripts

Letter Grades and GPA

New York City Scholars students will take a full year of courses offered by Marymount Manhattan College that align with equivalent courses within their Northeastern degree requirements. All letter grades received, including those not eligible for credit (such as an F or a W), will appear on the Northeastern transcript and be factored into the Northeastern GPA. Students must receive a grade of “D-” or better to gain Marymount credit that will transfer into Northeastern.

How to View Grades

During the Semester

Your professors will explain how to monitor your grades for assignments and exams during the semester using Brightspace when applicable. Faculty also include important grade information in their course syllabi.

Final Grades

You can view your final grades on MMC Connect in your MMC Portal following the faculty grade submission deadline on December 26, 2025. You will also be able to view your grades in your Northeastern degree audit once processed.

How to Request Transcript

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

Due to differing academic timelines between Marymount Manhattan College and Northeastern University, your fall grades will not appear in your NU student records until after the start of the spring semester, and spring grades will experience a similar delay. Once your NYCS program grades appear in your Northeastern degree audit, you will be able to request an official transcript that includes your NYCS program grades through our NU Registrar.

Grading System

You will earn a letter grade for each course following the grading scale below. There is no grade conversion between Marymount Manhattan College and Northeastern University; the letter grades you earn in the New York Scholars program will be directly listed on your Northeastern syllabus and factored into your GPA.

Letter Grade	Interpretation	GPA quality points
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Average	2.00
C-		1.67
D	Poor	1.00
F	Failure	0.00
UW	Failure (F on transcript)	0.00
WF	Failure (F on transcript)	0.00
INC	Incomplete	Not included in GPA; appears on transcript
W	Course Withdrawal	Not included in GPA; appears on transcript

Incomplete Grades

An Incomplete grade (INC) may be awarded by a faculty member upon request by the student prior to the submission of final grades to address extenuating circumstances, provided the following specific requirements are satisfied: the majority of course requirements and assignments have been completed and the student must postpone, for serious medical or personal reasons beyond his/her control, the completion of a particular final paper, report, examination or other assignment.

The student and faculty member must complete a “Contract to Resolve an Incomplete Grade,” which the instructor can find in the Faculty Portal, outlining the outstanding assignments/requirements and the date on which these will be due to the instructor.

Grade Appeals

Grades earned by a student reflect the quality of their academic performance, as judged by the instructor of the course and pursuant to the requirements set forth in the course syllabus; the course instructor has sole responsibility for determining all academic grades. Though rare, a student may feel that their work has been graded unfairly, or that their grade is based on some standard other than academic performance in the course in question. In such cases, MMC's [Grade Appeal Procedure](#) offers the student a vehicle by which to seek clarification and/or resolution.

Grades entered on a student's transcript (except for the INC grade) are considered permanent; consequently, students who wish to appeal a grade must make their request as soon as possible after receiving their grade report. As a first step, students are required to make their appeal to the faculty member for whose course the grade was earned. The decision to review a student's work and the grade earned is made at the sole discretion of the faculty member. Should a disagreement remain unresolved at this level, the student may seek redress with the Chairperson of the Department or Division through which the course was offered. Further appeals may be made to the Associate Dean for Academic Affairs and may be referred to the Academic Review Committee.

Barring instructor error, grade appeals are entertained in cases where unusual or extenuating circumstances apply. Students may not request to appeal a grade beyond 30 business days after the original grade was received.

Academic Standing and Probation

Per Northeastern Scholars Program Progression Standards, successful completion of a Global First Year Program requires students to have maintained full-time status (12 credits per term) over both semesters and earned a cumulative GPA of 1.8 or higher. Students finishing the program with a GPA below 1.8, who also maintain full-time status, may continue in their degree program on Academic Probation and must follow all policies associated with that designation. Students whose GPA precludes them from being in good academic standing after their second year at the university and/or who fall below full-time status may be subject to Academic Standing Review by their College. Students granted an approved leave of absence during the NYC Scholars program will discuss specific progression standards as part of the leave approval process.

Students dismissed from the NYC Scholars Program for violations of the Student Handbook and/or Student Code of Conduct will not be eligible to continue their studies at Northeastern University.

Your On-Site Academic Resources

Office Hours

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

Tutoring Services

On-site tutoring support at Marymount College Manhattan operates through the [Center for Academic Support and Tutoring](#) (CAST). Online tutoring support for your courses during the New York City Scholars program is available through [Tutor.com](#).

Support for Multilingual Learners

Marymount Manhattan College's Academic Writing Program recommends the online writing resources collected on [this webpage](#).

On-Campus and Educational Events

Marymount Manhattan College has a variety of Registered Student Organizations open to all students. Whether you're interested in identity groups or honing your talents, there's likely a club for you! Popular RSOs are SGA (Student Government Association), the Campus Activities Board (CAB), Black and Latino Student Association, an improv group, Model UN, the Musical Theatre Association, and many others. Although Marymount Manhattan College does not have intramural sports, they do have a robust calendar of events throughout the year, including street festivals in the fall and spring, trips to Broadway shows, Homecoming weekend, an excursion to the National Museum of African American History and Culture in Washington DC for Black History Month, Fright Fest at Six Flags, a Drag Show, and the very popular MMC Week in the spring semester.

Your Academic Student Success Team

On-Site Academic Advising

Students should check their Northeastern email frequently for specific information on academics and advising. Beginning this summer, academic advising will support NYC Scholars students with guidance around course selection each semester.

NYC Scholars students will hear from their academic advisor via email early this summer regarding their fall course selections. Each student will be registered for courses that align with their major and degree progress. Students will receive their Fall 2025 course schedule with class meeting times and locations at on-site orientation and will learn how to make add/drop period course changes during on-site orientation as well.

On-site academic advising is available to support you with information about your options when you are considering a change of major, struggling in a course, or working through other academic challenges. Please remember you have access to this resource throughout each semester and not just around course registration!

Students will work with academic advising during the fall semester to plan their Spring 2026 courses. At the start of the spring semester, students can again make add/drop course changes as needed in the first week of course meetings. Then, as the spring semester progresses, on-site New York City advising will work with students to transition them to their home College academic advising office and prepare them for their second year at Northeastern.

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). Your instructor will include their contact information in this document and specify whether they would prefer that you email, call, or stop by their office hours, should you have a question related to an assignment, your grade, or the course content. 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 to ask about course concepts, clarify assignments, and discuss your grade and performance in the course! 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 your professors' teaching styles are unlikely to perfectly resemble the learning experiences you may have had at a U.S. high school.

Spring 2026 Course Registration

Students will work with academic advising during the fall semester to plan their Spring 2026 courses in consultation with their Northeastern home academic College. New York City Scholars program students will again select a full courseload of classes that contribute to their major and degree progress at Northeastern. After discussing their selections with academic advising, each student's course registration will be confirmed.

At the start of the spring semester, as at the start of the fall semester, students can make add/drop course changes as needed in the first week of course meetings. Again, any changes to students' courses after their selections are reviewed and confirmed by academic advising can affect their progress toward graduation.

Summer 2026 Course Registration

Information about Summer 2026 course opportunities will be sent to students' Northeastern emails in the spring semester. Northeastern offers summer term courses in Boston and Oakland that have in past years been open to students completing year-long global first-year programs between the end of their program and their second year at Northeastern. Northeastern's Summer 2026 course offerings will be posted on February 2, 2026.

Fall 2026 Course Registration

Northeastern's Fall 2026 course offerings will become available online on March 16, 2026, and course registration will begin in April 2026. On-site New York City academic advising will work with students to transition them to their home College academic advising office and prepare for their second year at Northeastern.

Transition to Boston

All students who successfully complete the New York City Scholars program will automatically matriculate to Northeastern's Boston campus for their second year without any additional application or transfer process. To complete the program, students must meet minimum class attendance and program requirements, receive a D- or higher in each of their courses, and abide by the MMC, NYC Scholars, and Northeastern Student Codes of Conduct. Your experiences in the New York City Scholars program will enable you to contribute inside and outside the Northeastern program from the global perspective you are developing.

Husky 101 Boston Orientation will occur in the summer before your second year, supporting your transition to Northeastern's Boston campus. Once you arrive in Boston after spending your first year in the New York City Scholars program, there will be coordinated efforts to keep you engaged in campus life. Within the first few days on campus in Boston, you will be invited to attend the Campus Involvement fair, Fall Fest, where over 400 student organizations will be present.

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 New York City Scholars program fits in perfectly with Northeastern's mobile institutional culture, both contributing to it and benefiting from it, so you are *not* at a disadvantage first arriving in Boston for your second year.

Global first-year program alumni have recommended getting involved in clubs and organizations, whether related to your major or to personal interests, during start-of-semester info fairs like Fall Fest to widen your circle and take advantage of the large Northeastern community in Boston. You will meet others in your major in your second-year classes, and attending your College-sponsored or departmental events is another easy way to participate in your academic community.

Long-Term Academic Planning

Like all Northeastern students, New York City Scholars students create their own unique academic path, including co-op experiences, with most graduating in either four or five years. When you start your college career with the New York City Scholars program, you will still have all the same options as students beginning in Boston in the fall and will be able to tailor your journey to graduation.

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

Getting Ready for Co-Ops

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

What can I do this summer to prepare for the NYC Scholars Program?

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 in NYC). 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: find these documents in your LMS and be sure to save your syllabi for each class!
- **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 navigating some common academic challenges we have seen first-year students tackle in the past. Northeastern students are generally those for whom academics have long been a focus and area of success. The transition from high school to college might not seem daunting because you know you can handle the academic work, but there are differences in the ways classes are structured and your work is evaluated in college. The below scenarios will help you think about how you might respond to these challenges and give you an idea of what to expect.

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

- What kind of experiences did you have with major projects in high school? What strategies were successful, and how did roadblocks like procrastination affect your work before?
- How will you break up writing a paper and studying for an exam into smaller, weekly tasks to avoid last-minute studying and writing crunches?

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

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

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

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

2. You want to drop a class.

What is it about the class that made you change your mind? Since you and your advisor decided on these classes as the best path forward for your academic plan, we discourage changing your schedule after arriving on site in most circumstances.

Consider the consequences of dropping versus staying in the course.

- Is the class necessary for your major or other plans, meaning you will need to take it in a future semester if you drop it now?
- Is the class a pre-requisite, meaning you can't move forward onto the next course in a series without completing this one first?
- If you stay in the course, do you think you could earn the minimum grade you need to earn credit and fulfill any associated degree requirements?
- Are there alternative classes available that would contribute toward your degree progress? (And is it during your site's add/drop period, meaning you have time to add another class? After the add/drop period ends, the only way to leave a class is to withdraw from it, resulting in a W on your transcript, and you cannot add another course to your schedule at this point.)

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

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

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

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

Success in college-level work does tend to require more active participation and time outside the classroom than success in high school. You were accepted to Northeastern because you have proven you're up for the challenge! The transition from high school to college is difficult for most first-year college students, even high-achieving students. Regardless of how many college credits you may have accumulated in high school, this transition involves much more than your classes.

Beyond the usual adjustments of starting college, you are in a uniquely new situation with so many changes to your day-to-day life in these summer and fall months, making this transition even more layered and complicated! Congratulate yourself on how many areas you are succeeding in, then ask what the main struggles you have been having are. Your academic difficulties may be due more to homesickness or something else besides the course material itself. Connecting with mental health resources, your site staff, and your academic advisor about these challenges can help you work out strategies that address your individual needs to better position you for the rest of the semester.

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

- Which emotions are you dealing with? You might be upset 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 focus your thoughts before considering next steps.
- 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. Based on what you learned from your professor, you will also have a good idea of the kinds of clarifying questions you should ask professors when you receive assignment rubrics! This is a skill that will help you in your coursework in Boston, too.

Set Goals for Global Learning

Advancing your global and intercultural adaptation skills is one of the key goals of Northeastern's global mobility programs, including New York City Scholars. Simply experiencing other cultures is not enough to advance these skills; rather, active knowledge of self and others is necessary to learning cross-cultural adaptation. You can think about/write about the following self-assessment questions in a journal or notebook:

Global and Intercultural Self-Assessment

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

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

Did something happen that marked when you started thinking about an aspect of your identity? Examples include a disruption in a parental relationship, moving to a new place, changing a style of dress, a new friendship or relationship...

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

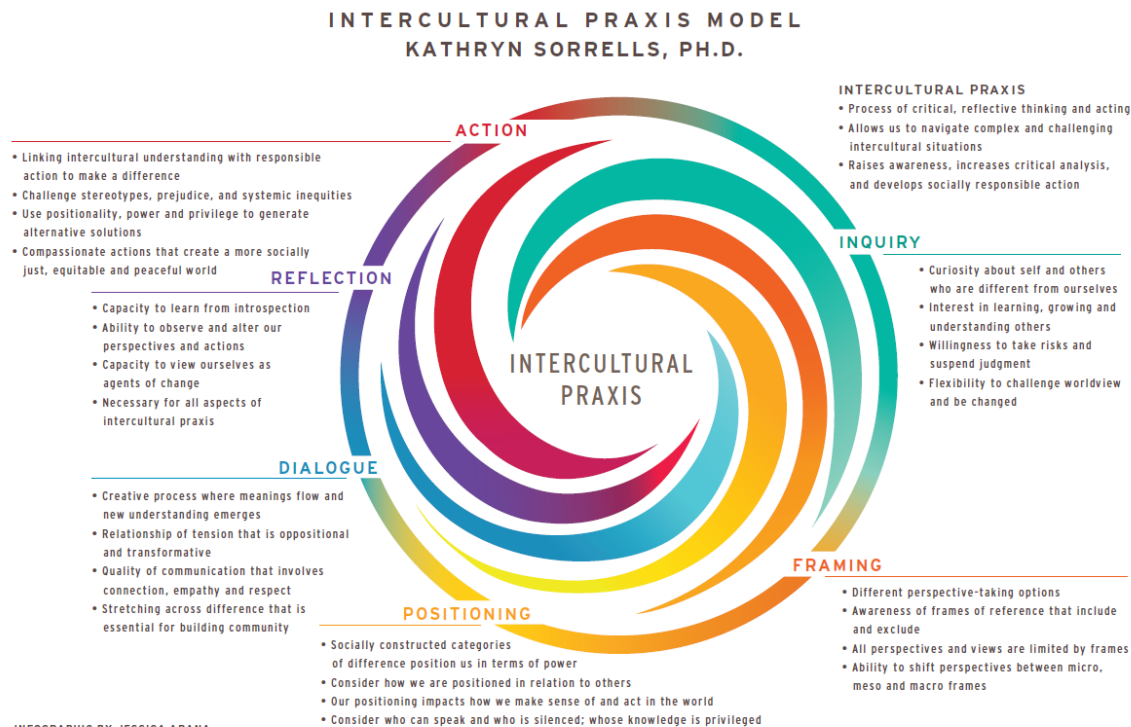
Was there an event or experience that later solidified this identity? What was it about this event or experience that cemented this identity as an important part of who you are?

Intercultural Praxis Model

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

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

Adapted from Sorrells & Sekimoto, 2016



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

Global and Intercultural Communication Module/Digital Badge

To dive deeper into these topics, 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.

Closing

Thanks so much for reviewing this academic handbook and taking this step to familiarize yourself with academic expectations at Marymount Manhattan College for the New York City Scholars program. Please keep in mind the resources we outlined here as you take on your first year as a Husky!

What if you need more help? Look back at the section “Your On-Site Academic Resources”: meeting with your professors during their office hours and/or connecting with academic advising for guidance are great steps to take when you are managing academic challenges. If you aren’t sure where to start, talk with your on-site staff.

Please be sure you are regularly monitoring your Northeastern email, as much more information will be coming throughout your New York City Scholars program.

The Global Experience Office’s Academic Integration and Planning team behind this handbook is happy to help if you have questions about the material in the handbook or New York City Scholars academics. Our contact details are at the beginning of this document.

Congratulations on your decision to start your undergraduate career in New York City! We look forward to supporting you in your first year and beyond.