CSYE 7270
Virtual Environments and Real-Time 3D
Course Syllabus

Course Information
Professor: Nik Bear Brown
Email: ni.brown@neu.edu
Office: 505A Dana Hall
Office Hours: Zoom Only

Note: I am also a master's student at Northeastern. Do not send e-mail to my student e-mail brown.ni@husky.neu.edu I almost never read that e-mail.

The class sessions will be in-class. NO ZOOM

Course website: Canvas

The class sessions will be in-class. You are expected to attend class during the class time.

Instructor Biography

Nik Bear Brown is an Associate Teaching Professor at Northeastern University's College of Engineering. He founded Humanitarians AI, a 501(c)(3) nonprofit focused on developing ethical AI solutions for education, healthcare, nonprofits, and the arts. His research interests include AI ethics, prompt engineering, and the intersection of artificial intelligence with creative applications.

Course Prerequisites

Programming in some language like Python.

Course Description

Examines how to direct and evaluate AI-assisted development of interactive experiences and immersive virtual environments in real-time. Most of the code in this course will be written by a CLI coding agent (Claude Code, via the Walker methodology) — not by you, by hand, line by line.

Your job is to understand the subsystems well enough to specify what "correct" means, direct the agent's work in the right sequence, and catch what it gets confidently wrong.

Introduces real-time 3D rendering engines and the subsystems used to build 2D and 3D worlds — rendering, animation, collision, physics, audio, trigger systems, shading, control logic, behavior trees, and simple AI — with equal weight given to *what each subsystem does* and *how to supervise an agent building it*. Students choose Unity or Unreal; Walker supports both.

Learning Objectives

The mechanics — the actual C++/C# — are Claude Code's job now. Your job is the five things Claude Code cannot do: audit whether the output is plausible, decide what the problem actually is before the agent sees it, sequence which task goes to the agent in what order, supply the game-specific meaning the agent can't detect, and hold the whole session toward one coherent goal. Walker calls these the **Five Supervisory Capacities** — PA, PF, TO, IJ, EI — and you'll use that vocabulary all semester, including in your submissions:

- **PA — Plausibility Auditing:** hearing the wrong note. Something that seems fine until you actually play it.
- **PF — Problem Formulation:** deciding what the task IS before Claude Code sees it.
- **TO — Tool Orchestration:** choosing which Claude Code task, in what order, with what context.
- **IJ — Interpretive Judgment:** supplying meaning the tooling can't detect.
- **EI — Executive Integration:** holding the work toward one goal across a long session.

For each subsystem below, you need to **understand it well enough to direct and evaluate it**, not necessarily hand-write it from scratch:

- Rendering — pipeline, scene graph, and what "correct" looks like on screen
- Animation — state machines, blending, and timing that only reveals itself at runtime
- Collision and physics — where an agent's plausible-looking fix breaks something it can't see
- Audio — trigger timing, mixing, and lifecycle dependencies
- Trigger systems and game logic
- Shaders and materials — and the gap between compiling and looking right
- Basic game AI and behavior trees
- Basic game analytics
- AR / VR programming
- Social/network gaming, mobile gaming, game servers

Across all of these, you are learning to:

- Write a Claude Code prompt that is a specification, not a request — naming the invariant being preserved, the one concern being addressed, and what not to touch
- Recognize the "dangerous middle" — tasks that look automatable but require a human handoff (file moves preserving GUIDs, inspector-serialized field changes, anything requiring you to have actually played the build)
- Run a phase-gated build: Audit → Restructure → Constitution (CLAUDE.md) → Build → Verify — and hold the line on a gate even when it's tempting to skip it
- Tell the difference between conformance (it compiles, it runs) and adequacy (it feels right) — and know that only you can check the second one

There will be weekly assignments creating small games, tools, 3D simulations, or virtual environments. There will be a group project and an individual project.

The first half of the class primarily involves directing AI-assisted development of the mechanics — rendering, animation, collision, physics, audio, shaders — in Unreal Engine or Unity 3D. Students are given a simple skeleton and expected to enhance/extend it for each assignment, working through Claude Code and Walker rather than hand-coding from scratch. The second half of the class primarily involves social/network gaming, virtual reality, and augmented reality programming, under the same supervisory model.

Weekly Schedule

Every former generative-AI-tool spotlight week now uses the same Walker asset pipeline (Higgsfield for visual references and video, ElevenLabs for audio) instead of a different tool each time. Biweekly Show and Tell is now a **Progress Reel**: a short video, built with Unreal Reels, submitted instead of a live presentation. Class time on those Fridays is spent watching a sample together and discussing — students learn to present their work on video, not in person.

Week	Engine/Concept Focus	Walker / CLI Practice	Supervisory Capacity Emphasized	Notes
1	Game Design Document (GDD). In-class instruction.	Intro to Walker: `/help`, the five phases, the two modes (interactive vs. `/silent`).	Problem Formulation (PF)	GDD *is* Phase A/Problem Formulation — deciding what the game IS before

					any prompt is written.
2	Unity Basics	Engine	Given a skeleton project, run `/audit` conceptually — what exists before you touch it. First Claude Code prompts: narrow, one-concern, naming what not to touch.	Plausibility Auditing (PA)	
3	Unity Basics	Engine	Walker asset pipeline: Higgsfield for sprite/UI reference generation, imported into the Unity project by hand (never via filesystem — GUID risk).	Tool Orchestration (TO)	
4	Unreal Basics	Engine	Same Walker phase model, Unreal side. First contrast exercise: same prompt, both engines — what does Claude Code do differently and why?	Interpretive Judgment (IJ)	
5	Unreal Basics	Engine	Walker asset pipeline: Higgsfield for environment/concept references.	Tool Orchestration (TO)	
6	Shaders & Materials		CLAUDE.md authorship (Phase C) for your project's material system — the boundaries and context you	Problem Formulation (PF)	

			give the agent before it touches shader code.		
7	Shaders & Materials		Walker asset pipeline applied to material/texture references.	Tool Orchestration (TO)	
8	Shaders & Materials		Phase D discipline: one file per turn, one concern per prompt, human approval of every diff. Practice catching a plausible-but-wrong shader change.	Plausibility Auditing (PA)	
9	Particle Effects		Walker asset pipeline for particle textures/effect sheets.	Tool Orchestration (TO)	
10	Animation. In-class instruction.		Characterization tests before any animation refactor — the golden master problem: tests passing because there were none to fail.	Executive Integration (EI)	**Friday: Progress Reel.** Each student submits a short progress video, built with Unreal Reels, instead of presenting live.
11	Animation		Walker asset pipeline: Higgsfield video generation → motion reference, converted to animation sequences.	Interpretive Judgment (IJ)	**Friday: Progress Reel** — a sample of submitted videos is played in class and discussed as a group.

12	Audio. In-class instruction.	Walker asset pipeline: ElevenLabs for game audio, imported and wired to trigger logic by hand.	Plausibility Auditing (PA)	**Friday: Progress Reel** — play + discuss.
13	Profiling / Optimization	Phase E: run the verification pass on your own project. Every failed check is a human decision — fix, defer, or document the exception. Nothing auto-merges.	Executive Integration (EI)	**Friday: Progress Reel** — play + discuss.
14	Game AI Basics. In-class instruction.	Boondoggle Score exercise: sequence a full task list by dependency with explicit handoff conditions, for a behavior-tree feature.	Tool Orchestration (TO)	**Friday: Progress Reel** — play + discuss.
15	Final Projects	Full phase-gate review, A→E, on the completed project.	All five capacities	**Final Progress Reel** — final project videos played and discussed as a group; no live final presentation.

Course Software

For games and real-time 3D, students will have their choice of one of two game engines: Unreal Engine or Unity 3D.

If your choice is Unreal Engine, you need to download and install the free and open-source Unreal Engine: https://www.unrealengine.com/en-US/

If your choice is Unity 3D, you need to download and install the free and closed-source Unity 3D: https://store.unity.com/download

We will cover both extensively the first couple of weeks of class so students understand the differences and make the right choice for them.

For VFX, all students will be using the free version of SideFX Houdini: https://www.sidefx.com/

While optional, the free and open-source 3D creation suite Blender would be helpful for all students: https://www.blender.org/download/

Walker — Unity and Unreal doctrine and tooling for AI-assisted game development, built on Claude Code. Single repo for both: https://github.com/nikbearbrown/walker. Unity is being built first; the Unreal side lives in the same repo but is not yet at the same state of completeness. Required for all weekly Claude Code work regardless of engine choice.

Claude Code — required, not optional, given how much of the semester's actual coding runs through it. Setup covered Week 1.

Course GitHub

The course GitHub (for all lectures, assignments, and projects): https://github.com/nikbearbrown

nikbearbrown YouTube Channel

Over the course of the semester, additional data science and machine learning related videos will be posted on the instructor's YouTube channel: https://www.youtube.com/user/nikbearbrown

The purpose of these videos is to provide additional advanced content as well as supplemental coverage of course material. Suggestions for video topics are always welcome.

YouTube Course Content

Over the course of the semester, all lectures will be broken into 5–15 minute lessons and posted on the nikbearbrown YouTube channel: https://www.youtube.com/user/nikbearbrown

These bite-sized video lessons allow you to:

- Review lectures at your own pace
- Focus on specific topics you need to revisit
- Access course content anytime, anywhere
- Pause and replay complex concepts as needed

In addition to the core lecture content, supplemental videos will cover advanced topics, additional examples, and in-depth explorations of course material. Suggestions for topics are always welcome.

Teaching Assistants

TBA. Programming questions should first go to the TAs. If they can't answer them, the TAs will forward the questions to the Professor.

Learning Assessment

Achievement of learning outcomes will be assessed and graded through:

- Quizzes
- Completion of assignments
- Completion of term projects

Reaching Out for Help

A student can always reach out for help to the Professor, Nik Bear Brown (ni.brown@neu.edu). It's important that a student reaches out early should they run into any issues.

Grading Policies

A point system is used for grading. Every assignment, project, and exam you are expected to complete is assigned a point value, ranging from 1 to 1000 points.

- Late submissions incur a 10% deduction per day, rounded up.
- Exams cannot be made up unless prior arrangements have been made.

AI Based Grading Approach

Due to the widespread use of Generative AI, grading is adjusted as follows:

Students scoring 80% or higher (absolute scale) will be graded relatively based on class performance:

- Top 25% (rounded to the nearest integer): A
- Next 25%: A-
- Next 25%: B+
- Final 25%: B

Students scoring below 80% (absolute scale) will be graded based on the traditional absolute grading scale below:

Score	Grade
78–79	C+
73–77	C
70–72	C-
60–69	D
Below 60	F

Important: Students below 80% cannot earn a grade higher than B-, even if the relative curve would otherwise place them higher.

Notes:

- The instructor reserves the right to make minor adjustments for fairness.
- Students are encouraged to complete all work independently and ethically, especially in light of Generative AI use.

Canvas Submission Requirements

You will submit your assignments via Canvas. Click the title of the assignment (Canvas → assignment → Assignment Title) to go to the submission page.

Submission Guidelines:

- Your name MUST be part of your submission: `LastName_FirstName_Assignment_#.zip`
- Multiple files must be zipped. No .RAR, .bz, .7z, or other extensions.
- Assignment file names MUST start with the student's last name then first name (or group name) and include the class number and assignment number.

- Assignments MUST estimate the percentage of code written by the student versus external sources.
- Assignments MUST specify a license at the bottom of each notebook turned in.
- All code must adhere to a style guide and state which guide was used.

Due Dates and Late Work Policy

Due Dates: Assignments are due by 11:59 PM on the due date marked on the schedule. It is your responsibility to determine whether it is worth spending extra time on an assignment versus turning in incomplete work for partial credit without penalty.

Late Work Policy:

- 5% deduction per day for late submissions (rounded up).
- Assignments will receive NO CREDIT if submitted after solutions are posted.
- Solutions will be posted the following Monday after the due date.
- Any extensions MUST be granted via email with a specific new due date.
- Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late.
- Work submitted late without prior communication will not be graded.

Exceptions: Any exceptions to this policy (e.g., long-term illness or family emergencies) must be approved by the professor.

AI Policy for Coursework

Use of AI in Assignments The use of AI tools (such as ChatGPT, Claude, GitHub Copilot, etc.) is permitted in this course, with the following requirements:

All AI usage must be properly cited:

- Include the name of the AI tool used
- Specify which portions of your work were AI-assisted
- Describe how the AI was used (e.g., generating code, editing text, brainstorming ideas)

Demonstration of Understanding

- Students must be able to explain any AI-generated content in their submissions
- Teaching Assistants or the Professor may ask students to walk through and explain any part of their work
- Inability to demonstrate understanding of submitted work may result in grade penalties

Academic Integrity

- Students are responsible for all submitted work, regardless of how it was generated
- AI should be used as a tool to enhance learning, not to bypass it

- Using AI without citation constitutes academic dishonesty

Labor Separation Disclosure (required on every submission)

Alongside the AI citation and Canvas requirements above, every submission must include:

LABOR SEPARATION DISCLOSURE

Phase reached: [A / B / C / D / E]

Claude Code did: [what you delegated]

You did in the Editor: [file moves, playtesting, judgment calls]

Supervisory capacity exercised: [PA / PF / TO / IJ / EI — name which one]

Specific instance: [a concrete moment this capacity mattered — not a

category claim like "AI can't understand context." Something like:

"Claude Code removed a DontDestroyOnLoad and tests passed, but the

main menu music stopped working on scene reload — that's PA."]

This is graded the same way the point system already grades everything else — it's a required component of an existing submission, same as the license line or the AI-percentage estimate.

Best Practices for AI Use

Use AI as a learning tool:

- Ask for explanations of concepts you don't understand
- Request alternative approaches to problems
- Use AI to review your work and suggest improvements

Maintain your voice and perspective:

- Edit and refine AI-generated content to reflect your understanding
- Add your own insights and observations
- Ensure the final work represents your learning and knowledge

Document your process:

- Keep a record of your prompts and the AI's responses
- Note any modifications you made to AI-generated content
- Be prepared to discuss your collaboration with AI during evaluation

By following this policy, you can ethically leverage AI tools while ensuring they enhance rather than replace your learning experience in this course.

Quality Expectations and Grading

Due to the widespread availability of AI tools, a relative grading component (20% of total points) will be applied to all assignments worth 100 points or more. This component evaluates your work compared to peers, with emphasis on:

- Originality and creativity beyond AI-generated content
- Depth of understanding demonstrated
- Customization and personalization of solutions
- Real-world applicability

Quality Score Breakdown (20 points)

Bottom 25% (5 points): Meets basic requirements but lacks depth or real-world relevance. Basic implementation with minimal customization. Limited error handling and interaction. Superficial documentation and demonstration.

26th–50th percentile (10 points): Solid implementation with thoughtful design. Functional tools with appropriate integration. Basic error handling and memory implementation. Clear documentation and demonstration.

51st–75th percentile (15 points): Strong technical implementation with clear real-world applications. Sophisticated interactions and tool integration. Comprehensive error handling and management. Professional documentation and compelling demonstration. Evidence of testing and performance optimization.

Top 25% (20 points): Exceptional project demonstrating innovation and technical excellence. Novel application with demonstrable value. Advanced orchestration with sophisticated decision-making. Unique custom features that significantly enhance capabilities. Production-ready implementation with attention to scalability. Outstanding documentation and presentation.

Collaboration Policy

Students are strongly encouraged to collaborate through discussing strategies for completing assignments, talking about the readings before class, and studying for exams. However, all work that you turn in with your name on it must be in your own words or coded in your own style.

Guidelines:

- Directly copied code or text from any other source MUST be cited.
- You must write up your solutions in your own words.

- If you collaborated on any problem, you must clearly list all collaborators in your submission.
- Handing in the same work for more than one course without explicit permission is forbidden.
- Feel free to discuss general strategies, but any written work or code should be your own, in your own words/style.
- If you have collaborated on ideas leading up to the final solution, give each other credit on what you turn in, clearly labeling who contributed what ideas.
- Individuals should be able to explain the function of every aspect of group-produced work.

Important Warning: Any submitted work violating the collaboration policies WILL BE GIVEN A ZERO even if "by mistake." Multiple mistakes will be sent to OSCCR for disciplinary review.

Not understanding what plagiarism is does not constitute an excuse for committing it. You should familiarize yourself with the University's policies on academic dishonesty at the beginning of the semester. If you have any doubts whatsoever about whether you are breaking the rules — ask! To reiterate: plagiarism and cheating are strictly forbidden. No excuses, no exceptions. All incidents of plagiarism and cheating will be sent to OSCCR for disciplinary review.

Attendance Policy

In each term, students enrolled in on-ground sections are expected to be on campus and attending class beginning with the first day of classes. Students in online sections are expected to log in and participate in class beginning with the first day of classes.

Students who join a class after the first day during the university add period, or who are approved for late registration by the instructor and the Graduate School of Engineering, are responsible for all coursework missed prior to enrolling. In the interest of students' success, the college does not support the arrival of students to class after the university add deadline. Enrolled students who do not attend class during the first week of a semester risk being dropped from the course.

In cases where an enrolled student cannot arrive to campus by the first day of class due to circumstances beyond their control, it is the student's responsibility to contact the instructor for approval and notify the Graduate School of Engineering.

Students registered in MGEN courses (INFO, CSYE, and DAMG) are allowed a maximum of 2 absences per course, with 3 or more absences resulting in an 'F' for that course. Course instructors are not expected to make accommodations and students are expected to inform their instructors of any absences in advance of the class. Should a student anticipate being unable to attend 3 or more classes, they should discuss their situation with their Academic

Advisor to explore other types of leave and accommodations in accordance with the University's academic and global entry expectations. Students may be asked to share communications about class absences with their Academic Advisor.

If a student is sick long-term or experiences a medical issue that prevents class attendance, it is strongly encouraged that they speak with their Academic Advisor (coe-gradadvising@northeastern.edu) to learn more about the Medical Leave of Absence. International students should review the Office of Global Services webpage to understand their visa compliance requirements.

Teaching Assistants (TAs) or Instructional Assistants (IAs) will be present at each class to collect student attendance.

Participation Policy

Participation in discussions is an important aspect of the class. It is important that both students and instructional staff help foster an environment in which students feel safe asking questions, posing their opinions, and sharing their work for critique. If at any time you feel this environment is being threatened — by other students, the TA, or the professor — speak up and make your concerns heard. If you feel uncomfortable broaching this topic with the professor, you should feel free to voice your concerns to the Dean's office.

Incomplete Grades

An incomplete grade may be reported by the instructor when a student has failed to complete a major component of a required course, such as homework, a quiz or final examination, a term paper, or a laboratory project. Students may make up an incomplete grade by satisfying the requirements of the instructor. Be aware that instructors' policies on the granting of incomplete grades may vary and that the final decision on an incomplete grade is up to the instructor. Instructors may deny requests for an incomplete grade.

If the missing assignment(s) have not been submitted to the instructor within 30 days from the end of the term in which the course was offered, or the agreed upon due date, the grade entered will reflect the student's grade in the course for the work completed and the missing assignments receiving no credit toward the final grade.

Religious Observances Policy

Any student who is unable, because of their religious beliefs, to attend classes or to participate in any examination, study, or work requirement will be provided with an opportunity to make up such examination, study, or work requirement that they may have missed because of such absence on any particular day, provided that such makeup examination or work does not create an unreasonable burden upon the university.

Students should make appropriate arrangements with the instructor in advance of the absence, preferably at least two weeks before the religious observance. The University Policy on Instructional Accommodations for Student Religious Observance can be found at: https://policies.northeastern.edu/policy201/

A student seeking an accommodation under this policy must provide a written request to the student's faculty member: (i) within 14 calendar days from the first day of classes of the academic semester in which the student is requesting accommodations and (ii) identifying the specific dates the student requests accommodations.

If a student is requesting religious accommodations for multiple classes, the student must submit a written request to each of their faculty members.

The faculty member will evaluate and respond to all requests to reasonably accommodate a student and may require the student to provide additional information about the request. The faculty member may consult with the Dean for Cultural and Spiritual Life or other appropriate University officials in evaluating the student's accommodation request. The faculty member may deny an accommodation request if it results in the fundamental alteration of the nature or operation of the academic program or course or creates an undue hardship. The faculty member will provide the student with a written decision regarding the accommodation request.

Appeals Procedures: A student may appeal a decision made by the faculty member under this policy by submitting the appeal in writing to the Office of the Dean of the respective school or college of the class the student is seeking accommodations no later than five (5) calendar days after the faculty member's decision on the requested accommodation. The decision of the Dean or designee will be final.

Course Evaluations

Student feedback on their learning experience is valuable and helps improve future courses. We encourage all students to complete the course evaluation surveys when they become available.

Surveys are distributed at both the midterm mark and the end of the term via email and are completely anonymous and confidential. Any questions about the surveys can be directed to mgen-programs@coe.northeastern.edu

MGEN Student Feedback: Students who would like to provide the MGEN unit with anonymous feedback on this particular course, Teaching Assistants, Instructional Assistants, professors, or to provide general feedback regarding their program, may do so using this survey: https://neu.co1.qualtrics.com/jfe/form/SV_cTIAbH7ZRaaw0Ki

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

The following is a broad overview, but not an all-encompassing definition, of what constitutes a violation of academic integrity:

- **Cheating:** using or attempting to use unauthorized materials, information, or study aids in any academic exercise. When completing any academic assignment, a student shall rely on their own mastery of the subject.
- **Fabrication:** falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.
- **Plagiarism:** using as one's own the words, ideas, data, code, or other original academic material of another without providing proper citation or attribution. Plagiarism can apply to any assignment, either final or drafted copies, and it can occur either accidentally or deliberately. Claiming that one has "forgotten" to document ideas or material taken from another source does not exempt one from plagiarizing.
- **Unauthorized Collaboration:** instances when students submit individual academic works that are substantially similar to one another. While several students may have the same source material, any analysis, interpretation, or reporting of data required by an assignment must be each individual's independent work unless the instructor has explicitly granted permission for group work.
- **Participation in Academically Dishonest Activities:** any action taken by a student with the intention of gaining an unfair advantage over other students.
- **Facilitating Academic Dishonesty:** intentionally or knowingly helping or contributing to the violation of any provision of this policy.

Please visit https://osccr.sites.northeastern.edu/academic-integrity-policy/ to access the full academic integrity policy.

University Health and Counseling Services

As a student enrolled in this course, you are fully responsible for assignments, work, and course materials as outlined in this syllabus and in the classroom. Over the course of the semester, if you experience any health issues, please contact UHCS.

For more information, visit https://www.northeastern.edu/uhcs.

Student Accommodations / Disability Access Services (DAS)

Northeastern University and Disability Access Services (DAS) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations, students must provide appropriate documentation as provided by the DAS office.

If the course is conducted in an on-ground (in-person) format, students are expected to attend class physically as scheduled. Professors are not required to provide virtual attendance links unless a student has documented accommodation approved by the DAS office and their Academic Advisor. If a student requires accommodation for remote participation, they must submit a formal request through the Disability Office and coordinate with their Academic Advisor prior to the course start date.

For more information, visit https://disabilityaccessservices.sites.northeastern.edu/

Office of Global Services

As an F-1, J-1, or Study Permit student, you must meet certain obligations in order to maintain lawful nonimmigrant status. Maintaining status is necessary in order to retain eligibility for the benefits of F-1 or J-1 status, such as employment authorization and program extension, and can be crucial to a successful application for a change or adjustment of nonimmigrant status in the future. Failure to maintain your nonimmigrant status can result in serious problems with immigration and could lead to deportation from the U.S. or Canada.

Students must maintain on-ground presence throughout the academic term. At Northeastern, there are four different defined instructional methods: Traditional, Hybrid, Live Cast, and Online. Traditional, Hybrid, and Live Cast courses meet the Visas' on-ground presence requirements. Online courses do not meet the Visas' on-ground presence requirements.

Students enrolled in Summer courses should adhere to OGS guidelines on maintaining status during the Summer term.

For more information, please visit: https://international.northeastern.edu/ogs/current-students/understanding-visa-requirements/guidelines-on-maintaining-status/

Library Services

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and education-specific resources, visit https://library.northeastern.edu

Network Campus Library Services: Northeastern University Library Global Campus Portals

24/7 Canvas Technical Help

For immediate technical support for Canvas, call 617-373-4357 or email help@northeastern.edu.

Canvas Student Resources: https://canvas.northeastern.edu/student-resources/

For assistance with your Northeastern e-mail and basic technical support: visit ITS at https://its.northeastern.edu — Email: help@northeastern.edu — ITS Customer Service Desk: 617-373-4357

Outreach, Engagement, and Belonging

Northeastern University is committed to fostering a community of belonging, which is essential to the advancement of Northeastern University's mission of teaching and research. Our university is stronger as a result of the varied backgrounds, experiences, and perspectives that all members of our global community bring to the pursuit of knowledge. Embracing this pluralism is not the work of one office, department, or academic unit. It is a shared responsibility that spans disciplines and boundaries. By harnessing the power of our differences, we will continue to light the path to bold new ideas and life-changing discoveries.

It is my intention that students from all backgrounds and perspectives will be well served by this course, and that the diverse experiences that students bring to this class will be viewed as an asset. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, socioeconomic background, family education level, ability — and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and belonging environment for every other member of the class. Your suggestions are encouraged and appreciated.

Please visit Belonging at Northeastern — Northeastern Provost for complete information.

Title IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender identity, in educational programs and activities that receive federal financial assistance. Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty, and staff. In case of an emergency, please call 911.

The Office for University Equity and Compliance (OUEC) leads Northeastern University's efforts in maintaining compliance with all federal, state, and provincial civil rights laws and prohibits discrimination within any of its programs, activities, and services. Please visit https://ouec.northeastern.edu/ for more information and for the link to file a report.

Student Resources

Reaching Out for Help: A student can always reach out for help to the Professor, Nik Bear Brown (ni.brown@neu.edu). In any course, it's important that a student reaches out early should they run into any issues.

Writing Center

The Northeastern University Writing Center, housed in the Department of English within the College of Social Sciences and Humanities, is open to any member of the Northeastern community and exists to help any level writer, from any academic discipline, become a better writer. You can book face-to-face, online, or same-day appointments in two locations: 412 Holmes Hall and 136 Snell Library (behind Argo Tea).

For more information or to book an appointment, please visit http://www.northeastern.edu/writingcenter/.