



N.U.in Program Academic Handbook: CIEE Berlin

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

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Welcome to Students and Families!

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

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

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

We hope you have a wonderful experience this fall.

Sincerely,

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

Academic Success – Top 10 Tips

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



Courses and Curriculum

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

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

Culture Course

All students take one Culture course on the N.U.in program. This place-based course is a signature feature of Northeastern's global experiential learning model. It is typically an immersive introduction to your city or location. You choose one of the Culture course options as part of your N.U.in experience, and you can choose a second as an elective course. The options for Fall 2023 are:

Berlin and the Business of Sustainable Cities

This course introduces students to the special considerations required in addressing sustainability in a business context. To do so, it uses the unique backdrop of Berlin as a leading incubator of sustainable business at different scales and in different business sectors. Students will learn principles of business and sustainability and critically analyze areas of conflict, such as profit maximization and concepts such as planned obsolescence, as well as synergies, such as green and sustainable products. The course will introduce basic concepts of sustainable business, such as the triple bottom line, corporate social responsibility, and Cradle to Cradle, as well as theoretical principles of sustainability. Finally, the course will introduce students to the ways in which public policy influence business environments through policy interventions from the EU, German, and Berlin state governments.

NU Course Equivalent: BUSN 1990, Business Elective (Berlin and the Business of Sustainable Cities).

NUpath: SI.

Berlin: The Capital of the 20th Century

The twentieth century was known as the “age of extremes,” and Berlin was often at the forefront of its extremism and turbulence. But Berlin was not just a hotbed of militarism and aggression—it was also a locus of technological and artistic innovation, social reform and workers' organization, counterculture and peaceful, if improbable, revolution. Drawing upon primary and secondary sources, monuments, memorials, and museums, we will explore the various social, political, ideological, and artistic trends that shaped Berlin, Germany, and the world in the 20th century. We will think critically about how historical narratives are constructed; the relationship between historical memory, memorial, and responsibility; and what it means to be “modern.” This course draws upon the history of Germany—and Berlin in particular—to accomplish two goals: allowing students to develop a deeper understanding of their temporary home and serving as a workshop for university-level reading, writing, and presenting skills.

NU Course Equivalent: HIST 1990, History Elective (Berlin: The Capital of the 20th Century). NUpath: IC, SI.



German Fairy Tales: Grimm Brothers to the Present

The course is an exploration of the nature of the German fairy tale as a literary genre and institution. We examine its historical origins in the late 18th century, its cultural significance for Germany, the formalistic elements and thematic features developed in the German fairy tale over time and its dissemination in literary and pop culture in our contemporary world.

NU Course Equivalent: CLTR 2990, Culture Elective (German Fairy Tales: Grimm Brothers to the Present).

German Food Cultures: Sustainability, Innovation, and Multiethnic Traditions

In this course, students will gain insight into the cultural, historical, political, and ecological factors related to food consumption and production in contemporary German society. The course will also evaluate Germany's role in the global effort to develop sustainable and climate-friendly agricultural practices and production methods. The course includes an examination of regional and European food policies and institutions in promoting public health and conserving biodiversity.

NU Course Equivalent: INSH 1990, Interdisciplinary Social Sciences & Humanities Elective (German Food Cultures: Sustainability, Innovation, and Multiethnic Traditions).

German Language – Beginning I

This is an introductory German course for students with no prior knowledge of the language. Based on a communicative and task-based approach, it is designed to develop proficiency in oral and written communication skills while providing students with knowledge and understanding of the societies and cultures of German-speaking countries. Students develop their listening, speaking, reading, and writing skills through a variety of stimulating activities. Vocabulary is presented in the context of culturally significant issues.

NU Course Equivalent: GRMN 1101, Introduction to German.

Holocaust Studies

This course has two purposes. The first is to introduce you to the multidisciplinary study of the Holocaust: its historical background and the political and cultural developments that led up to it; the processes and policies of its implementation; and the political, memorial, and cultural responses to it. Secondly, the course will look at the role and place of Holocaust Studies within broader fields such as comparative genocide studies and human rights education. As a Berlin-based course, we will take advantage of our proximity to numerous sites of perpetration and memorialization, such as the Sachsenhausen Concentration Camp Memorial and Museum, the Topography of Terror, the Memorial to the Murdered Jews of Europe, the House of the Wannsee Conference, and the German Historical Museum, among others.

NU Course Equivalent: HIST 2280, Hitler, Germany, and the Holocaust. NUpath: ER, SI.

Global Learning Experience Course (1 credit, online)

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



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

NU Course: GBST 1012, The Global Learning Experience.

Courses and Course Descriptions

CIEE courses are designed to follow U.S. academic culture and standards. The class environment typically features a combination of traditional lecture and discussion with co-curricular excursions and activities. Heavy emphasis is placed on student participation. To avoid falling behind, students should not plan personal travel until they have arrived in Berlin and have reviewed their syllabus and course meeting times, and assignment due dates.

All courses listed are subject to change.

Academic Writing: Cultural Participation

This course develops writing skills by teaching students the process and protocols associated with producing quality, college-level essays. The course also aims to foster a degree of literacy around an issue of significant public debate. Students work on a series of projects in response to texts on a theme. These projects are collated into a portfolio of work that includes drafts and finished essays, shorter writing assignments, completed homework assignments, peer reviews and self-reflections.

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

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

Calculus for Business

Calculus for Business is a calculus course intended for those studying business, economics, or other related business majors. The following topics are presented with applications in the business world: functions, graphs, limits, differentiation, integration, techniques and applications of integration, partial derivatives, optimization, and the calculus of several variables. Each textbook section has an accompanying homework set to help the student better understand the material.

NU Course Equivalent: MATH 1231, Calculus for Business and Economics. NUpath: FQ.

Entrepreneurship and Start-Up Culture

Students develop an understanding of the entrepreneurial process by working on a concrete and locally specific project and business plan. In order to allow students to develop their business plans within the host country market, this course first examines the entrepreneurial cultures in the host country by comparison with that of the United States. On the basis of this contextual analysis, students reflect on their own values, goals and strengths, pitching ideas, forming teams and developing a business model. Special attention is paid to the results of the customer, market, and industry analysis that are used to



develop a viable product. The course also investigates different forms of intellectual property rights and explains the first steps of strategic planning. After completing all the assignments, students will be able to pitch an entire business idea based on thorough research.

NU Course Equivalent: ENTR 1201, The Entrepreneurial Universe.

Foundations of Psychology

This course surveys the fundamental principles, concepts, and issues in the major areas of contemporary scientific psychology. It approaches the study of psychology as a method of inquiry as well as a body of knowledge. It emphasizes the biological, behavioral, cognitive, and social factors that influence and regulate learning and motivation; personality dynamics; psychopathology and its treatment; life-span development; sensory and perceptual processes; and communication and social behaviors. The course will cover historical and current views on these topics from both a theoretical and empirical perspective. Throughout, students will explore how psychology informs our everyday lives, as well as our understanding of culture and society.

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

Gender, Race, Sexuality and Popular Culture

Through this course, students will apply a critical lens to representations of gender, race, and sexuality in contemporary popular culture in both Germany and the United States. The course combines key concepts and theoretical frameworks in cultural studies, anthropology, gender studies, and media studies with the analysis of mass media products, including magazine advertisements and television programs. We will apply both quantitative and qualitative methods and discuss media representations in terms of the ways in which they reproduce or challenge traditional concepts and stereotypes of gender, race, and sexuality.

NU Course Equivalent: WMNS 1101, Sex, Gender, and Popular Culture. NUpath: IC, DD.

International Business and Global Social Responsibility

This course is designed to emphasize two separate yet related domains: international business and corporate social responsibility. From an international business perspective, this course covers essential elements for responsible management in international business settings, emphasizing the interdependence that sociocultural, political, and economic factors have on creating global competitive advantages. Students will be exposed to a variety of key international business concepts ranging from strategic planning in the global arena to managing behavior and interpersonal relations. With respect to corporate social responsibility, we will cover topics such as ethical reasoning, environmental management, and legal issues in business. Additional topics include trade agreements, foreign market analysis, cross-cultural negotiation and communication, and international strategic management.

NU Course Equivalent: INTB 1203, International Business and Global Social Responsibility. NUpath: IC, ER.

Introduction to Marketing

The course is an introduction to the language and issues of marketing with an emphasis on learning to develop responsive marketing strategies that meet customer needs. The course focuses on basic



marketing concepts, the role of marketing in the organization, and the role of marketing in society. Topics include market segmentation, promotion, distribution, and pricing. Other topics incorporated into the course include external environment, marketing research, international/global marketing with relevance to social media, cultural diversity and ethics. Ideally, students will come away from this course with both a critical and creative perspective of strategic marketing, and will be able to apply their knowledge of the fundamentals of marketing in realistic settings.

NU Course Equivalent: MKTG 2201, Introduction to Marketing.

Politics of the European Union

This course provides an overview of the process of European integration from the post-World War II era to the present. Students study the functions and power distributions of the EU legislative, executive, and judicial branches of government. Students also analyze the politics of policy making in different arenas such as the single market, the Euro, and external trade policy. Non-economic policy areas such as foreign and security policies are also addressed. Current dissensions and dysfunctions within the EU are examined and debated from the perspectives of democratic theory and collective action theory.

NU Course Equivalent: POLS 3435, Politics and Governance of Europe and the European Union. NUpath: SI.

Principles of Microeconomics

This is an introductory course that teaches the fundamentals of microeconomics, providing a solid foundation for economic analysis and thinking. This course begins with an introduction to supply and demand and the basic forces that determine an equilibrium in a market economy. Based on this, the next focus point will be the role of governments in intervening in the markets by using economic policies. This will lead to a thorough discussion and understanding of welfare economics with the application of taxes and international trade. The course will explore firms and their decisions about optimal production, and the impact of different market structures on firms' behavior. Finally, it will introduce a framework for learning about consumer behavior and analyzing consumer decisions. By the end of the course, you will be able to understand introductory microeconomic theory, solve basic microeconomic problems, and use these techniques to think about a number of policy questions relevant to the operation of the real economy.

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

Reinventing Berlin's Economy after the Fall of the Wall

This course introduces students to the highly dynamic economic transformation of the city of Berlin since the fall of the Iron Curtain. As former mayor Klaus Wowereit indicated through his now infamous description of his city as "poor, but sexy," Berlin has tried to turn its weakness (i.e., lack of financial capital) into a strength (i.e., wealth of cultural capital) by focusing heavily on "creative industries," tourism, and its world-famous club and art scenes. This course is designed to understand this transformation in all its economic and cultural ramifications: from the vibrant start-up culture and precarious employment patterns to the city's rapid growth and discontent with gentrification.



NU Course Equivalent: HIST 1990, History Elective (Reinventing Berlin's Economy after the Fall of the Wall). NUpath: SI.



Attendance Expectations

To encourage engaged learning, regular class attendance is required throughout the program. All absences will result in a lower participation grade for any affected CIEE course. This includes any required co-curricular class excursion or event. For more detail, please consult the attendance policy in your course syllabus.

Personal travel and/or travel delays are not considered justifiable reasons for missing class. Students should not make travel plans until they have received the syllabus during the first class session—and know the final schedule of all required course activities and assignments. Instructors are not permitted to re-schedule class meetings, assignment deadlines, or grant make-up work to accommodate a student's travel plans.

Textbooks

It is essential that you purchase all course textbooks (either hard copies or electronic if you prefer) before departure for Germany and bring them in your luggage, as English-language textbooks are very difficult to order in Germany. However, you should not purchase textbooks until your courses have been confirmed by your academic advisor.

Calculators are available for purchase from German retailers once you arrive in Berlin; students do not need to purchase these before arriving. For “Calculus for Business,” a graphing calculator such as the TI-83 and TI-84 (including Plus models) is recommended. At the minimum, a scientific calculator is required, such as a TI-30. More powerful calculators such as TI-89 or TI-Nspire, cell phones or any telecommunication devices are not allowed during exams or quizzes.

Fall 2023 N.U.in Germany Courses	Text
Academic Writing: Cultural Participation	Graff, Gerald, and Cathy Birkenstein. <i>They Say / I Say</i> , 5th edition. Norton: 2021. Print version ISBN-13: 978-0393538700 McQuade, Donald and Robert Atwan. <i>The Writer's Presence: A Pool of Readings</i> , 8 th edition or later. Bedford/St. Martin's.
Berlin and the Business of Sustainable Cities	Hawken, Paul. <i>The Ecology of Commerce Revised Edition: A Declaration of Sustainability</i> . Harper Business; Revised edition, 2010. Print version ISBN-13: 978-0061252792 Talkington, Jane. <i>Study Guide Questions The Ecology of Commerce Revised Edition: A Declaration of Sustainability</i> . CreateSpace; 2017. Print version ISBN-13: 978-1546995272
Calculus for Business	Bittinger, Marvin L., David J. Ellenbogen, and Scott A. Sargent. <i>Calculus and its Applications</i> , 11th edition. Pearson: 2015. Print version ISBN-13: 978-0321979391 [*Purchase of MyLab Math is NOT required]
Foundations of Psychology	Myers, David G. and C. Nathan DeWall. <i>Psychology</i> , 13th edition. Worth

	Publishers: 2020. Print version ISBN-13: 978-1319132101
Holocaust Studies	Bergen, Doris. <i>War and Genocide: A Concise History of the Holocaust</i> , 3rd edition. Rowman and Littlefield: 2016. Print version ISBN-13: 978-1442242289
International Business and Global Social Responsibility	Hill, Charles W. <i>Global Business Today</i> , 12th edition. McGraw Hill: 2021 Print version ISBN-13: 9781264067503
Introduction to Marketing	Kotler, Philip and Gary Armstrong. <i>Principles of Marketing</i> , 18th Edition. Pearson: 2020. Print version ISBN-13: 978-1292341132
Principles of Microeconomics	Mankiw, N. Gregory. <i>Principles of Microeconomics</i> , 8th <u>OR</u> 9th edition. Cengage Learning.
Berlin: The Capital of the 20th Century	No textbook required; readings to be provided in class
Entrepreneurship and Start-up Culture	No textbook required; readings to be provided in class
Gender, Race, Sexuality, and Popular Culture	No textbook required; readings to be provided in class
German Fairy Tales: Grimm Brothers to the Present	No textbook required; readings to be provided in class
German Language – Beginning I	No textbook required; readings to be provided in class
Politics of the European Union	No textbook required; readings to be provided in class
Reinventing Berlin’s Economy after the Fall of the Wall	No textbook required; readings to be provided in class



Libraries and Research

At CIEE Berlin, N.U.in students will have access to communal lounges, a co-working space, and quiet study spaces. Two desktop computers are also available for student use. The entire facility has Wi-Fi. Students, once registered as residents of Berlin, may gain reading-room, and in some cases, borrowing privileges, at any public (city, state, university) library. Additional small fees may apply. Most libraries are a short trip by public transit from CIEE's Berlin facility.

Students also have access to the electronic resources provided by Northeastern, via the NU Libraries website [here](#). For help with research, please view the [subject guides](#) created by Northeastern librarians. If you have a question for the librarians, you can [contact them](#) through live chat or a web form.



Add/Drop

Once class begins, students may request a course change with their host institution during their add/drop period. September 8 is the last day to drop or add classes for Fall 2023. However, students are discouraged from adding or dropping courses once they arrive on site because NU academic advising has already carefully reviewed, discussed, and confirmed fall classes. Any changes that students make to their course registration after they arrive on site may negatively impact their academic progress, so it is not recommended. Please also keep in mind that requests are not guaranteed. Factors such as capacity, timetabling, and add/drop deadlines may not allow for a change to be made.

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



Withdrawing from a Course On-Site

Students are discouraged from withdrawing from courses unless absolutely necessary. Any changes that students make to their course registration after they arrive on site may negatively impact their academic progress, so it is not recommended. Withdrawing from multiple classes can affect your visa eligibility. Please be sure to check in with on-site staff to discuss this if you are thinking about withdrawing from any classes. In addition, taking fewer credits in a semester than you planned with your advisor can lengthen your time to degree completion. The last day to withdraw from a class this fall is October 20.

For a student to withdraw from a course following the program Course Add/Drop deadline and prior to the program Course Withdrawal deadline, the student will need to have permission from the CIEE Berlin Center Director, who must also gain written approval from the N.U.in staff in Boston. A Course Withdrawal form must be completed by the student and CIEE Berlin Center Director and submitted to the CIEE Registrar for any approved course withdrawal occurring after the add/drop deadline, along with a copy of N.U.in staff approval email. The student must continue to attend classes until the course withdrawal is approved and will receive a failing grade (F) for the course if proper approval for withdrawal from the course is not secured.

If the request takes place after the Course Add/Drop deadline, but before the Course Withdrawal deadline, and is approved by CIEE and N.U.in staff in Boston, a grade of “W” (Withdrawal) is entered on the CIEE Faculty-Led and Custom Programs Academic Record for the course.

Requests to withdraw after the Course Withdrawal deadline are granted only rarely and for truly exceptional circumstances. If a student stops attending courses after the Course Withdrawal deadline, the student will receive a failing grade for any outstanding assignments or exams, unless all scheduled class meetings have occurred and all coursework has been submitted before departure. In that case, the student will have the earned grade and credits reported on the CIEE Faculty-Led and Custom Programs Academic Record.

In some rare cases, a program withdrawal is voluntary but unavoidable, for example due to a serious accident, illness, or family emergency. In such cases and where an Incomplete (see below) is not feasible, the student must ask permission from the CIEE Berlin Center Director, who will consult with the N.U.in staff in Boston. If the program withdrawal is granted with a provision for exceptional circumstances, CIEE will assign a grade of Withdrawal (W) if the student leaves the program after the Course Withdrawal deadline and is passing the courses in question at the time of departure.

CIEE does not grant partial credit for courses that are not completed prior to a student’s departure.



Disability Accommodations

If you require accommodations, you must upload the documents to your Northeastern Application Status Check. CIEE then reviews the documentation and will contact you if there are follow-up questions.

During the first week of the program, students should make an appointment with the CIEE Academic Director to discuss accommodations and develop an implementation plan that addresses the specific context of the study abroad program. You should also speak to your professors individually to alert them of necessary accommodations.

Students cannot seek retroactive use of academic accommodations for attendance or any graded assessments completed prior to the presentation of documentation and the development of an implementation plan.

Northeastern Disability Resource Center

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

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

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



Changing Your Major

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

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

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

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

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

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

Explore Program

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

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



Assessments and Final Exams

Courses have at least five different means of assessment (for example, papers, mid-term and final exams, presentations, etc.) Participation is a required assessment in each course and counts as one of the five assessments; it is worth a maximum of 20% of the course grade. The assessment of learning outcomes is continuous throughout the semester through personal reflections, evaluation feedback, self-assessment, and requirements as set out in course syllabi. Students should expect an average of two hours of preparation required for each hour in class.

Most courses have a mid-term exam, typically scheduled in the period just before fall break.

All final course work, including final exams will be due in the period from Wednesday, December 6th – Thursday, December 7th. Instructors will use the last class session before these dates to review material and answer questions and concerns for final assignments.

All students are required to remain at their program location until the program end date and to complete all academic work, including final examinations and papers, prior to departing the site.

Incomplete Courses

When warranted, a student may be allowed to finish required course work after a course has concluded. Incompletes (extensions) are very rarely granted and then only for exceptional circumstances, for example due to program departure because of an emergency. To request an Incomplete, a student must have already completed at least 80% of all course requirements. Incompletes are granted at the sole discretion of CIEE and only with permission from N.U.in staff in Boston.

If an Incomplete is warranted, CIEE academic staff will work with you and your instructor to draft a plan to finish the course requirements. The plan must include the earliest feasible final date for submitting all incomplete materials, no later than one semester (or six months, whichever is earlier) after the on-site final exam date of the course(s). Students who have been granted an Incomplete may not later request to receive a grade of “W” (withdrawal) for the course in question.

Instructors do not have authority to extend deadlines, make special arrangements for students, or otherwise modify CIEE academic policies. Any special arrangements tentatively proposed by professors must be submitted to the CIEE Center Director or Academic Director for review and final approval. If you do not have an approved Incomplete and plan, a grade of “F” will be assigned for all incomplete work. If the student misses the deadline for completing work for Incomplete courses, all Incomplete coursework will automatically be converted to failing grades (F) and no further extensions will be granted.



Transitioning to Boston / Spring Course Registration

Spring Course Registration

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

Transitioning to Boston

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

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

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



Grades and Transcripts

How to View Grades

Your professors will explain how to keep up with your grades for assignments and exams during the semester. Instructors will publish course grades in Canvas, the learning management system used by both CIEE and Northeastern, ten days—at the latest—after the final class session.

The cumulative grade in Canvas is not necessarily your final grade for the course, however, as absence penalties, if any, are not factored in.

Your final course grades appear in CIEE My Account once they are reported to Northeastern. For the final, official record of your grades and how they will count toward your degree, you must contact Northeastern.

You will also be able to view your grades in your Northeastern degree audit following the completion of your N.U.in program.

Grading System

CIEE uses the U.S. grading scale of A to F, meaning that grades will look similar to those earned in the US. The grading rubric is explained clearly at the beginning of the semester in each syllabus to ensure consistency and offer a guide from the beginning of the class.

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

Non-credit-bearing grades: F

Letter Grades versus Transfer Credit

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

How to Request Transcript

Your N.U.in program courses and letter grades will appear on your Northeastern University transcript and will be included in your Northeastern GPA. Please refer to the [Northeastern Registrar's website](#) for more information on how to request transcripts.

Academic Integrity

CIEE expects students to exhibit the highest standards of academic honesty. Any attempt to gain an unfair academic advantage is potentially a violation of these standards and may result in a student failing the assignment, course, or being dismissed from the program.

The following are examples of expectations of academic integrity:

- Examinations, quizzes, and other assignments, whether completed in or outside of class, must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other materials or tools,

including artificial intelligence (AI) tools, unless the professor has explicitly invited collaboration or the use of resources or tools.

- The same work may not be submitted in more than one course, nor may work submitted at another educational institution be submitted to satisfy a requirement while studying abroad.
- The work of another person or source must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person (the general rule is that if you must look something up, or if you learned it either by reading, viewing, or hearing something, you must document it).

Additionally, sharing course materials, whether copywritten or not, without the author's expressed, written consent, is a violation of academic integrity and may also violate intellectual property laws in your program location. This includes, but is not limited to:

- Uploading any course texts, presentations, lecture notes, or assignment/test submissions (including your own if it could give another student an unfair advantage) to web sites like "Course Hero" or similar repositories of papers and study materials.
- duplicating and distributing course materials that are not public domain in your program location.
- sharing any materials posted to the Canvas course site with anyone not registered for the course, including discussion entries and instructor comments.

Finally, any other behavior that, in the opinion of CIEE, may lead to an unfair academic advantage is a violation of academic integrity standards. This is true even if the behavior itself is not directly cheating or academic in nature, for example, feigning illness or securing a medical absence excusal under false pretenses in order to get more time to complete an assignment.

The consequences for violating academic integrity standards can range from a grade reduction or failure in a particular assignment (for relatively minor, perhaps unintentional mistakes) to failure of an exam or entire course for flagrant violations. Faculty will report any suspected violations to the CIEE Berlin Center Director or Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit an academic integrity declaration form with each assignment. Please note that academic irregularity discovered after a student has left the program will still be investigated and sanctions may be applied retroactively.



Your On-Site Academic Resources

Tutoring and additional support is available to you, but you must seek out these resources. You may speak to your lecturer or a Global Experience Office staff member to discuss any issues that you may be having academically. The following resources are available to you through CIEE:

- Academic mentoring through one-on-one sessions.
- You can seek group-based assistance for the following courses: “Calculus for Business” and “Principles of Microeconomics.”
- For writing, you may receive individual support by visiting the instructor for the “Academic Writing” course. The instructor is available to meet with you to provide support with drafting, revising, and final editing of writing assignments.
- All faculty hold regular office hours (listed on each syllabus) and are also available by appointment to meet with you to provide additional support.

Virtual Resources from Northeastern

[Northeastern Global Online Tutoring Services](#)

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

[The Writing Center](#)

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

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



Your Academic Student Success Team

Academic Advisor

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

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

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

Student Success Guide (SSG)

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

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

Communicating with Professors

The best way to get in touch with your professors outside the classroom is to use the Canvas inbox. Canvas is the Learning Management System used for all CIEE-taught courses and includes the ability to send a message directly to your professor, which is ideal for communicating any clarifying questions you may have related to an assignment, your grade, or the course content. In the syllabus, which is the course outline that you receive on the first day of class, your professor also specify their office hours, so that you can stop by and discuss course-related topics in person. If you are unsure of how to contact your professor, sending your message from your student email account to their institutional email account is a good method.

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

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

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



Long-Term Academic/Co-op Planning

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

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

Getting Ready for Co-Ops

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

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

Preparatory Summer Courses – College of Science

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

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

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

Make a Time Management Plan

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

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

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



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

Expect Common Challenges

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

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

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

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

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

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



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

2. You want to drop a class.

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

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

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

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

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

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

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

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

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

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

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



Maximizing Global and Intercultural Learning

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

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

Global and Intercultural Self-Assessment

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

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

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

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

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

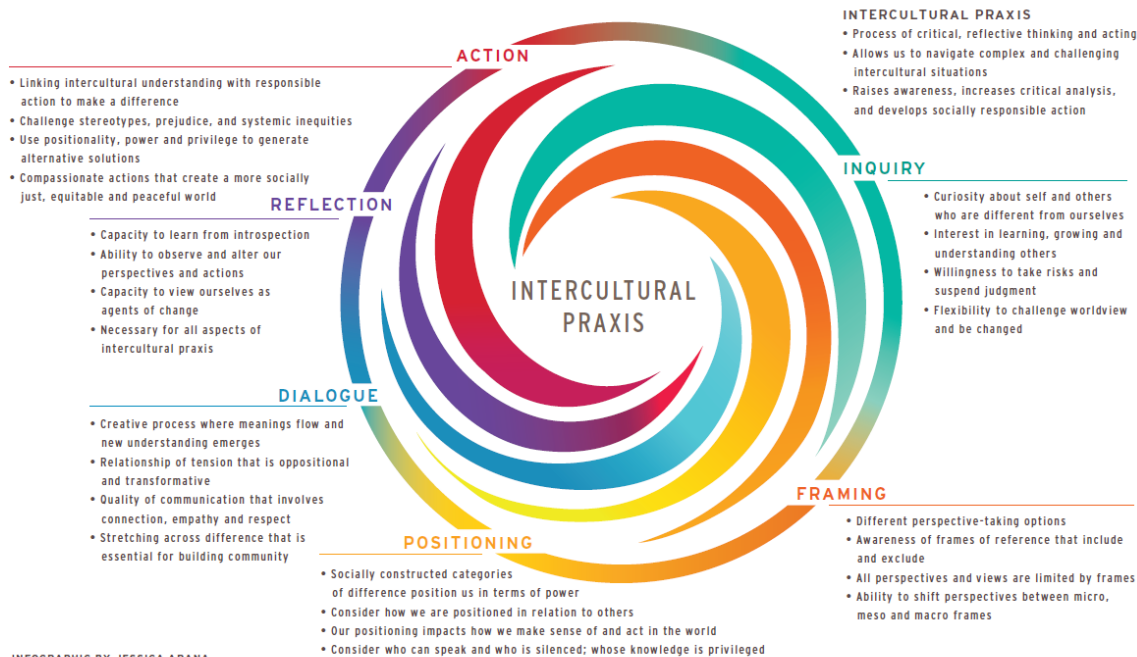
Intercultural Praxis Model

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

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

Adapted from Sorrells & Sekimoto, 2016

INTERCULTURAL PRAXIS MODEL
KATHRYN SORRELLS, PH.D.



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

Global Learning Experience Course (1 credit)

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

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

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



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