

**N.U.in Program 2026 Academic Handbook:**  
**N.U.in Spain at Saint Louis University-Madrid**

In this handbook, you will learn about important academic policies at your N.U.in 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 academic expectations and policies at Saint Louis University Madrid and prepare you for your transition to studying at Northeastern in Boston this spring.

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

Review this N.U.in Spain Academic Handbook now, and you'll know where to find the guidance you need once the fall semester begins!

Studying abroad in your first semester of college is a unique and highly beneficial experience: please use this guide to help you prepare for it!

We look forward to seeing everything you accomplish in The N.U.in Program!

In scholarship,

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## Courses and Curriculum

The [2026 N.U.in Program Curriculum](#) offers a tailored suite of courses available at each of our eight distinct locations. Each site's curriculum page displays the classes available to N.U.in students at that location this Fall 2026 semester. Each class listed includes a Northeastern equivalency, ensuring your academic progress is aligned with your degree requirements. Course descriptions, credits, and NUPath designations (where applicable) are also provided. Please be aware that course offerings are subject to change.

Please refer to the N.U.in Spain curriculum on the N.U.in website and your academic advising team to discuss your specific requirements and course plan. The full list of course offerings is available online; Culture course options for your location are highlighted below.

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 designed to develop students' cognitive capacities in cultural agility and critical thinking. It is typically an immersive introduction to your city or location with out-of-classroom opportunities.

You choose one of the Culture course options as a required part of your N.U.in experience, and you can choose a second as an elective course. The options for Fall 2026 are:

#### History of Spain

This course offers a historical approach to understanding the cultural and political development of Spain from antiquity to the present. Course topics include: the diverse civilizations of ancient Iberia; consolidation under the Roman empire; cultural flourishing, tensions, and coexistence in the Islamic and Christian Middle Ages; the development and legacy of the global Spanish Empire; the art and literature of the Spanish Golden Age; the influence of liberalism and the recurrent conflicts between absolutism and constitutionalism; dictatorship and the transition to democracy; the multicultural Spain of the 21st century.

*NU Course Equivalent: CLTR 1504, Cultural History of Spain. NUPath: IC, SI.*

## History of Spanish Art

The course studies the Spanish Art and History from Altamira cave paintings to avant-garde artistic expressions through twenty prominent highlights in Spanish fine arts like La Alhambra de Granada, El Escorial, Las Meninas de Velazquez, The family of Charles IV de Goya or Guernica de Picasso. Students will study the art and history of Spain and understand the significance of Spain's rich and diverse artistic traditions in relation to its history and cultural heritage, and the influence of Spain in the Western art world. The course will be complemented by the study of aesthetic theories and visits to Prado and Reina Sofia museums.

*NU Course Equivalent: ARTH 1990, Art History Elective. NUpath: IC.*

## Art and History of Madrid

The course studies the Art and History of Madrid since its foundation till today in relation with the different historical periods and the dynasties that ruled Spain. Prominent highlights in architecture like El Escorial and Palacio Real and masterpieces of painting by the great geniuses such as El Greco, Velazquez, Goya and Picasso will be studied in depth. Selected readings will be posted in Blackboard. Visits to Prado and Reina Sofia museums will be announced.

*NU Course Equivalent: ARTH 1990, Art History Elective. NUpath: IC.*

## Introduction to Spanish Culture

An interdisciplinary course designed to bring non-Spanish students a basic understanding of Spain's history, culture and society – as well as of themselves in an intercultural context. By understanding Spanish culture, students will progressively develop a better understanding of their own culture and gain an appreciation of diversity and otherness. The course also traces the development of the peoples of the Iberian Peninsula, from prehistoric times to the present, and considers the forces that have made Spain the pluralistic, multicultural society it is today.

*NU Course Equivalent: CLTR 1504, Cultural History of Spain. NUpath: IC, SI.*

## About SLU Spanish Courses

The below Spanish language courses are also Culture course options.

Students with little (1-3 years) or no previous knowledge of Spanish are encouraged to enroll in Spanish for Beginners, a course that provides a solid foundation of Spanish grammar and exposes students to common everyday vocabulary and Hispanic culture (*NU Course Equivalent: SPNS 1101, Elementary Spanish 1*). Students with several years of high school Spanish **should take the SLU-Madrid [Spanish Placement Exam](#) for a level placement**. Any students interested in levels higher than SPAN 1010 will not be placed into a Spanish class until placement results have been received. SLU-Madrid instructors will review placements during the first week of the semester. Please speak with SLU Advising on site during add/drop if your professor recommends a change in level for your Spanish language course.

### **SPECIAL OPPORTUNITY:**

The SLU Madrid campus offers students the opportunity to take the [SIELE](#), an official Spanish language level exam, on site at the end of the fall semester for a reasonable fee. The exam is recognized by most principal international institutions, including the Instituto Cervantes, the Universidad Nacional Autónoma de México, the Universidad de Salamanca, and the Universidad de Buenos Aires. A language level backed up by a SIELE certification/micro-credential could potentially make students a more competitive candidate for graduate school admissions and employability in the U.S. Please contact SLU Advising on site for further details.

### **SPAN 1010: Spanish for Beginners**

This course is designed for beginning students with little or no previous knowledge or exposure to Spanish and it focuses on the development of the four language skills: listening, reading, writing and speaking. It provides a solid foundation of Spanish elementary grammar through the study of simple verb conjugations and basic linguistic constructions. It also includes an exposure to common and everyday vocabulary as well as an introduction to Hispanic culture.

*NU Course Equivalent: SPNS 1101, Elementary Spanish 1.*

*NOTE: Students are asked to register for either SPAN 1010 - Spanish for Beginners or take the [Spanish Placement Exam](#) for SLU-Madrid if they believe they have a higher level of Spanish. Once taken, they will be placed into the level that corresponds to their scores. SLU-Madrid instructors will also review their placement during the first week of the semester. Please speak with SLU Advising on site during add/drop if your professor recommends a change in level for your Spanish language course.*

### **SPAN 1020: Exploring the Hispanic World: Beginning Spanish**

A continuation of SPAN 1010, this course is an overview of the Spanish language and Hispanic cultures. Prepares you to function in simple situations related to personal interests and daily life. Develops all language skills to move you into the intermediate Spanish level. Some previous experience with Spanish is needed.

*NU Course Equivalent: SPNS 1102, Elementary Spanish 2.*

*NOTE: Students are asked to register for either SPAN 1010 - Spanish for Beginners or take the [Spanish Placement Exam](#) for SLU-Madrid if they believe they have a higher level of Spanish. Once taken, they will be placed into the level that corresponds to their scores. SLU-Madrid instructors will also review their placement during the first week of the semester. Please speak with SLU Advising on site during add/drop if your professor recommends a change in level for your Spanish language course.*

### SPAN 2010: Connecting with the Hispanic World: Intermediate Spanish I

Development of language skills in the context of current issues in Spanish society and culture. Study of simple and compound indicative tenses; emphasis on present subjunctive conjugation and command forms; intensive review of all verb tenses and basic grammatical structures.

*NU Course Equivalent: SPNS 2101, Intermediate Spanish 1.*

*NOTE: Students are asked to register for either SPAN 1010 - Spanish for Beginners or take the [Spanish Placement Exam](#) for SLU-Madrid if they believe they have a higher level of Spanish. Once taken, they will be placed into the level that corresponds to their scores. SLU-Madrid instructors will also review their placement during the first week of the semester. Please speak with SLU Advising on site during add/drop if your professor recommends a change in level for your Spanish language course.*

### SPAN 2020: Connecting with the Hispanic World: Intermediate Spanish II

Reading and analysis of authentic language materials to develop written expression. Refining of communicative strategies for accurate expression of ideas.

*NU Course Equivalent: SPNS 2900, Specialized Instruction in Spanish.*

*NOTE: Students are asked to register for either SPAN 1010 - Spanish for Beginners or take the [Spanish Placement Exam](#) for SLU-Madrid if they believe they have a higher level of Spanish. Once taken, they will be placed into the level that corresponds to their scores. SLU-Madrid instructors will also review their placement during the first week of the semester. Please speak with SLU Advising on site during add/drop if your professor recommends a change in level for your Spanish language course.*

### SPAN 3030: Refining Spanish Expression: Grammar & Composition

This course focuses on the development of effective writing skills in Spanish at the ACTFL advanced level and the practice of more complex aspects of Spanish grammar. Students will engage in process writing in genres used in journalism, creative writing, and the Academia such as: news article, personal essay, job letter, book review, film analysis, academic essay, paper column, editorial, micro-fiction, art critique, etc. SPAN 3030 prepares students for upper-level classes in Spanish in literature, linguistics, and culture in which students need to articulate ideas with accuracy and sophistication, mindful of purpose and audience.

*NU Course Equivalent: SPNS 3800, Special Topics in Spanish.*

*NOTE: Students are asked to register for either SPAN 1010 - Spanish for Beginners or take the [Spanish Placement Exam](#) for SLU-Madrid if they believe they have a higher level of Spanish. Once taken, they will be placed into the level that corresponds to their scores. SLU-Madrid instructors will also review their placement during the first week of the semester. Please speak with SLU Advising on site during add/drop if your professor recommends a change in level for your Spanish language course.*

## SPAN 3160: Mental Health and Spanish

Designed to prepare students to interact with Spanish-speaking patients effectively and empathetically by exploring Hispanic cultural perspectives related to health and healthcare throughout the Spanish-speaking world. Offers students an opportunity to develop their linguistic skills tailored specifically to healthcare settings.

*NU Course Equivalent: SPNS 3401, Spanish for Healthcare Professionals.*

*NOTE: Students are asked to register for either SPAN 1010 - Spanish for Beginners or take the [Spanish Placement Exam](#) for SLU-Madrid if they believe they have a higher level of Spanish. Once taken, they will be placed into the level that corresponds to their scores. SLU-Madrid instructors will also review their placement during the first week of the semester. Please speak with SLU Advising on site during add/drop if your professor recommends a change in level for your Spanish language course.*

## Course Equivalency

While the classes you take at your N.U.in location aren't *exactly* the same as the courses we offer in Boston, Northeastern faculty have evaluated the courses you are taking abroad as equivalent preparation for the next-level Northeastern course. Upon successfully completing a foundational course like MATH 1341 or ACCT 1201, you will fulfill all associated pre-requisite requirements. Northeastern faculty collaborate with our partner faculty to ensure your courses meet Northeastern standards and expectations. At the same time, you'll have a chance to learn from world-renowned faculty from across the globe and expand your academic mentorship network.

The N.U.in Program enables Northeastern University students to take first-semester coursework at a partner institution abroad and earn NU credit. The Academic Integration & Planning team works closely with NU academic Colleges and faculty as well as faculty and staff at N.U.in partner institutions to determine equivalencies between our courses. This means we are confident that students who successfully complete a course on an N.U.in program will have met the learning outcomes for that course at Northeastern, and they are prepared to move on to any Northeastern course that requires that class as a pre-requisite.

For example, any N.U.in location that offers the course CHEM1161/1162 General Chemistry with lab will prepare a student with the foundational skills and knowledge they need to continue on to CHEM 2311/2312 Organic Chemistry 1 with lab in their spring semester. A student who took this course at the American College of Thessaloniki in Greece has a unique experience to someone who took the class on the N.U.in Scotland program, and a student who took CHEM1161/1162 in Boston in their first semester has a distinct experience from both those students, too. When those three students sit together at a lab bench on the first day of Organic Chemistry in the spring, they are equally prepared from their fall Chemistry course in terms of knowledge, skill, and lab exposure. Each has gained the same foundation through a differentiated experience with local variance.

## Course Registration Policies

### Adding and Dropping Courses

Students will receive their final course schedule with course meeting times and locations during on-site orientation at the start of the program. At on-site orientation, you will learn the process to add and drop courses to make necessary course changes.

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

**The last day to add or drop a course at SLU this Fall 2026 semester is September 13.**

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

### Withdrawing from a Course On-Site

Students are discouraged from withdrawing from courses unless absolutely necessary. Any changes that students make to their course registration after they arrive on site may negatively impact their academic progress, so it is not recommended.

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

**The last day to withdraw from a class this fall at SLU is November 8, 2026.** Course withdrawal will result in a W letter grade on your transcript for that course. Students should secure approval from their Northeastern academic advisor and work with SLU academic support to follow SLU's course withdrawal process.

### Auditing a Course

Students in the N.U.in Spain program are not permitted to audit a course this fall semester.

### Taking a Course Pass/Fail

Students in the N.U.in Spain program are not permitted to take a course as "Pass/Fail." You will earn letter grades for your N.U.in courses.

### Retaking a Class

#### Redundant Credit with Advanced Coursework

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

The letter grades you earn during your N.U.in program will appear on your Northeastern transcript. So, if you decide to forego your, for example, AP Calculus AB credit and take MATH 1341 Calculus 1 for Science and Engineering, but you find yourself on track to earn a non-passing grade, you will need to withdraw in order to use your previously earned credit. Be sure to contact your academic advisor if you begin struggling in a class you are retaking!

### Northeastern Course Repeat Policy

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

### Academic Cultures

SLU offers classes in the U.S. style of teaching, so you likely won't experience too much more difference than you might between U.S. institutions. In most cases, class sizes are small enough for you to get to know your professors and benefit from personal advice and connections. Classes are structured interactively and are a great chance to get to know your professors' perspectives as well as those of your classmates.

Academic cultures do vary across N.U.in locations and in Boston since learning and teaching styles are different in different contexts. This can impact the type and number of assessments in a course, the course staffing structure (whether you have multiple lecturers or TAs), absence policies, and grading procedures and timelines. There is diversity in pedagogical approaches among N.U.in locations, but students achieve equivalent learning outcomes regardless of where they study.

Navigating a different academic environment abroad—with the support of Northeastern and N.U.in partner institution colleagues—is one of the challenges that shape N.U.in students into the particularly resourceful and adaptable second-semester students we see come to Boston in the spring!

### Attendance Expectations

Students must meet course objectives and attendance policies as outlined in the course syllabus. In cases where absences prevent students from meeting course objectives, students may be required to drop the course or be administratively dropped or withdrawn.

Additionally, students are responsible for:

- Being on time and attending all class meetings for courses in which they are registered.
- Monitoring their attendance and absences throughout the term.

Reviewing course syllabi with regard to the instructor's policy on absences and consulting the instructor if any portion of the attendance policy outlined in the syllabus is not understood.

In regard to absences, whether excused as an authorized activity or at the instructor's discretion, students are responsible for:

- All material covered in class and must work with each individual instructor to complete any required work and obtain any class notes or other course material missed due to these absences.
- Coordinating with instructors prior to any examination or presentation in order to explore the impact of the missed assignments and options.
- Providing written notification, as outlined below, of all other absences as soon as possible, for events not foreseen at the beginning of the semester.

In addition to authorized absences, instructors have the authority to excuse absences for other reasons. Documentation for short-term absences may be required at the instructor's discretion. In the event that several classes have been missed and students are unable to meet course objectives, they should consult with the instructor and academic advisor about extensions or course withdrawal.

Medical documentation may be required in cases of serious illness or medical conditions that impact a student's ability to participate in courses for an extended period. In the event of a chronic medical condition or disability, students are strongly advised to contact the [academic accommodations coordinator](#) to explore potential accommodations.

## Assessments and Exams

### Interim/Midterm Examinations

Faculty administer interim or midterm examinations during the regularly scheduled class meeting time. A request to postpone or reschedule interim or midterm examinations may be granted at the discretion of the instructor.

### Final Examinations

The last examination in a course must be given during final exam week. Faculty will administer final examinations according to the schedule for final examinations available online. The final examination of the course is not to be given during the last week of the academic semester or on study day.

If a student has three final examinations scheduled for the same day, a request to postpone the examination scheduled in the middle may be made. Faculty will give every consideration to the student's request.

In case of extenuating circumstances (e.g., medical or personal) an advance authorization for rescheduling a final examination may be requested. The student must contact the Office of Academic Advising for further instructions.

### Language Exposure

Classes are offered in the English language. For students interested in the Spanish language, we recommend choosing the Spanish language Culture course option appropriate for your fluency level. If you have little or no experience, Spanish for Beginners is likely the best language course for you, though you can confirm this once you arrive on site in Madrid. Your site staff and faculty at SLU can also recommend local language learning resources!

### Academic Integrity and Generative AI

SLU-Madrid's goals include fostering students' critical thinking, creativity, reflection and problem solving. Therefore, all students must demonstrate originality in the authorship of their work and properly cite the sources consulted. While proper use of AI may prove to be a valuable teaching tool for both teachers and students, improper use/abuse of AI might be considered plagiarism and penalized as such. Please consult with your instructor if you have questions about whether or not you can use AI tools such as ChatGPT in your course.

The following statements are meant to guide the use of AI tools in academic settings, including use by students for learning:

- **Students Must Uphold Academic Integrity:** Students must follow the academic integrity policy, faculty syllabi, and any applicable guidance from the student handbook when using AI as defined in section 8, inclusive of all subtypes of AI such as generative AI, agentic AI, or other intelligent systems.
- **Instructor Permission Required:** Unless an instructor includes a clear statement in their syllabus granting permission, the use of generative AI tools to complete an assignment or exam is prohibited. Unauthorized use of AI will be treated similarly to unauthorized assistance and/or plagiarism. Instructors are encouraged to insert a syllabus statement regarding the use of GAI in their courses.
- **Disclosure and Citation:** If permitted by the course instructor, students are encouraged to acknowledge and properly cite any use of AI applications in their academic work, aligning with institutional academic honesty policies, disciplinary standards, or other applicable professional standards.
- **Communicate with Instructors:** Students are encouraged to speak with their instructors regarding their expectations for AI tool usage in each course.

Please view the full the Complete AI Guidelines [here](#).

## Classroom Respect

Don't use your cell phone or eat during class, and avoid getting up in the middle to take breaks or go to the bathroom. Since Madrid is a city environment, students generally don't wear pajamas or sweatpants to class. If you have a sensitive issue to discuss with your professor, make an appointment to speak with them during office hours rather than asking right before or after class.

## Disability Accommodations

If you require accommodations during your time in N.U.in Spain, you must apply directly through both Saint Louis University-Madrid and [Disability Access Services](#) at Northeastern University. Information on applying for accommodations through Saint Louis University-Madrid will be made available in the N.U.in pre-departure process over the summer. Students should also speak to their professors individually to alert them of any approved accommodations.

The Center for Accessibility and Disability Resources works to ensure all students have equal access to academic life. If you think you qualify to receive an academic accommodation, contact the office at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu). Or, you can visit the Office of Academic Advising after arriving on site to discuss your situation in person. Typical accommodations include extended time or special testing rooms. To request accommodations you will need to provide corresponding medical documentation clearly stating specific recommendations for accommodations as well as the [Application for Academic Accommodations](#). More information is available [here](#).

If you have any specific questions about the accommodations process overall, please reach out to the Disability Access Services Office.

## Textbooks

We recommend that you wait until arriving on location to purchase the necessary books and materials. It is generally a good idea to review the syllabus for a class prior to buying any materials. You can view syllabi for your classes, which will include a list of the textbooks and any materials you need, [online](#). You will have the option to purchase books and course materials you need at SLU's bookstore or online, as many instructors supplement their instruction with digital resources and electronic textbooks. If you need a calculator, double check with your course syllabus so you select the correct model.

## Technology Requirements

Students will need regular access to a computer with an internet connection. High speed broadband access (LAN, Cable or DSL) is highly recommended for the optimal learning experience.

A few N.U.in Spain classes have additional requirements:

- **BME 3200 Mechanics (ME 2350 Statics):** Students will need regular access to a computer with an internet connection. High speed broadband access. (LAN, Cable or DSL) is highly recommended for the optimal learning experience. Also required: A scientific calculator with trigonometric functions built in (you may not use other devices, including phones, as calculators).
- **Calculus courses:** Students will need regular access to a computer with an internet connection. High speed broadband access (LAN, Cable or DSL) is highly recommended for the optimal learning experience. The use of a graphing calculator may be helpful on the homework.
- **CMM 2550 Photojournalism (JRNL 5310 Photojournalism):** Students must have their own digital camera with manual shutter speed and aperture settings. They will also need a Memory Card for their cameras and USB hard drive with at least 16Gb of memory. A laptop or device capable of running Adobe Lightroom is recommended.

## Libraries and Research

At the SLU-Madrid library, you'll have access to over 10,000 books, print journals and audiovisual materials as well as a wide variety of digital resources including electronic reference materials, journals, databases and e-books. More information and access to these digital resources are available on the [SLU Library's website](#). SLU-Madrid's library staff are prepared to help you get to know and use the resources university students need for success at University, including those available to you through Northeastern.

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.

## Changing Your Major

N.U.in students can submit changes to their home College and major through the Application Status Check portal within specified Major Change Windows during the program.

### Major Change Windows

**August 24, 2026: Summer Major Change Window closes.** You can request a change to your major and/or home College through your Application Status Check portal until the close of this window. You will only be able to request a change to another major if your new intended major is compatible with your selected N.U.in program location. Your location cannot be changed to accommodate a major change.

You will have finalized your fall courses with academic advising by this point, so any change to your major now that affects your fall courses will require you to make changes during the add/drop period with help from your on-site academic advisor.

**October 1 to November 2, 2026: Fall Major Change Window.** During this window, you can submit a major/home College change request through your Application Status Check portal to declare or change your major to any major at Northeastern. You cannot change your fall course registrations to match your new major at this point. Changes will be effective for the Spring 2027 semester.

The Fall Major Change Window is the last opportunity for N.U.in students to change their major and/or home College through the Application Status Check portal. The next time N.U.in students can request a change of major is via the college-based change of major processes upon spring semester matriculation.

## Explore Program

Students in the Explore Program can meet with their Explore advisor to discuss the major change process. 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.

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. Major changes into the Explore Program must happen during the Major Change Windows outlined above.

## Grades and Transcripts

### Letter Grades and GPA

All N.U.in participants earn a full semester of credits on their Northeastern transcript, provided they achieve a passing grade in each class. Your N.U.in program courses and letter grades will appear on your Northeastern University transcript and will be included in your Northeastern GPA. Non-credit-bearing grades like F or W will also appear on your Northeastern University transcript.

### How to View Grades

#### During the Semester

Your professors will explain how to keep up with your grades for assignments and exams during the semester. Faculty also include important grade information in their course syllabi.

All instructors of undergraduate courses must submit midterm grades for all students at the prescribed time and based on the work done at that point. Students may access their midterm grades via SLU Banner Self-Service. They are viewable in “Registration History.”

#### Final Grades

Students can access final grades via SLU Banner Self-Service, via “Registration History” or “Academic Transcript” links. You will also be able to view your grades in your Northeastern degree audit following the completion of your N.U.in program.

## 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. If you need a transcript of your N.U.in coursework and grades for a co-op or scholarship application, please [request your Northeastern transcript](#) be sent through Parchment by our NU Registrar.

Due to differing academic timelines at N.U.in partner institutions, your fall N.U.in program grades will not appear in your NU student records until after the start of the spring semester. Once your N.U.in program grades appear in your Northeastern degree audit (expected March 2027), you will be able to request an official transcript that includes your N.U.in program grades through our NU Registrar.

## Grading System

SLU uses the American grading system, meaning that letter grades will be earned similarly to in the US. The syllabus for each course outlines the assessments and grading scale to ensure consistency and offer a guide from the beginning of the class.

## Grade Conversions

There are differences in grading systems between universities or institutions in different countries. These differences can arise due to various factors such as educational philosophies, assessment methods, and cultural norms. Our NU Registrar and Global Experience Office use grade conversion tables to determine the final letter grades that appear on students' Northeastern transcripts based on the grades awarded by the N.U.in partner institution.

Grade scales and conversion tables serve as valuable tools in facilitating academic mobility and ensuring fairness and consistency in evaluating students' academic performance across different educational systems. These conversions provide a standardized way to compare and evaluate academic performance across different systems to help ensure that the grades earned by students from one institution can be properly understood and recognized at NU.

In some cases, if the grading systems are similar or if there is a well-established understanding between the institutions regarding the equivalency of grades, a conversion table may not be necessary. This is the case for SLU: you can expect the letter grades you earn at SLU to be reflected with the same letter grades on your Northeastern transcript.

## Grade Appeals

Students must initiate a grade appeal within 90 days of the date that the course grade was posted.

Final grade appeals follow the procedures of the college/school of the course. In cases of cross-listed courses the procedures of the college/school of the primary department of the course are followed.

The grade appeal process must be resolved within one calendar year of the initiation of the appeal.

Students may appeal a grade only for one or more of the following reasons:

- Miscalculation of grade.
- The assignment of a grade to a particular student on some basis other than performance in the course.
- The assignment of a grade to a particular student by more exacting or demanding standards than were applied to other students in that section.
- The grade assigned results from different standards than the criteria for performance and evaluation outlined in the course syllabus.

## Your On-Site Academic Resources

### Intercultural Learning

Make an effort to connect with students at your host institution who aren't in The N.U.in Program: for example, when dividing up for group work, pairing up for projects, try to put yourself in the uncomfortable position of working with someone you don't know.

Seek out language learning opportunities! This could be taking Spanish, getting involved in activities that develop language skills (like volunteering for the Community ESL program), or playing sports with Spaniards.

Consider joining student-led clubs and organizations at SLU! You can see a list of active clubs and organizations [here](#).

### Tutoring Services

SLU has its own tutoring services open to you as students in the N.U.in program, offering Spanish tutors, math tutors, and access to the Center for Eloquencia Perfecta for speaking and writing help.

Get help improving your Spanish grammar, vocabulary and conversation skills at SLU-Madrid's Spanish Language Center. View the Spanish Language Center's website [here](#).

SLU's free math tutors can help you with your mathematics coursework, including Intermediate Algebra, Precalculus and Calculus I. More information is available [here](#). In the case that math tutoring is not available, students will have full access to extra assistance from various faculty members from the Math department.

Consultants in the Center for Eloquencia Perfecta can help you with all stages of the writing process—from developing an argument to editing your final draft. Learn more about the Center for Eloquencia Perfecta [here](#).

## Office Hours

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

## Virtual Resources from Northeastern

### Northeastern Peer Tutoring

Northeastern offers free peer tutoring to all undergraduate students across its global network. All Northeastern peer tutors are successful current upper-class undergraduate students, and a number of them are N.U.in alumni.

You can request a peer tutor for your courses through Northeastern's peer tutoring platform by searching for the NU equivalent course title and/or course code. This is important to note, as nothing will appear if you search for the SLU-Madrid course title/code. You can find the NU equivalent course code on the [N.U.in Program Curriculum website](#). For questions about Northeastern Peer Tutoring, please reach out at [peertutoring@northeastern.edu](mailto:peertutoring@northeastern.edu).

### 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](#).

### College of Engineering Tutoring Services

The College of Engineering Tutoring Program offers virtual tutoring services to meet the academic needs of Northeastern undergraduate students taking engineering coursework. COE Peer Tutoring supports Engineering courses not offered by Northeastern Peer Tutoring. Free tutoring in Physics 1/2, Chemistry, Differential Equations, and Calculus 1-3 is offered through their [first year tutoring center](#).

## Your Academic Student Success Team

### Academic Advising

You began working with your home College academic advising office this summer to select and confirm your fall courses. Your home College academic advisor will continue to support you this fall, especially around spring course registration, since you will be registering for Northeastern courses through our Banner system for the first time!

Please keep your academic advisor in mind as a resource for your questions about how to manage academic challenges. Advising from your Northeastern academic College is available to you virtually throughout your N.U.in program!

Academic advising will reach out to you via email with important information: be sure you are regularly monitoring your Northeastern email address! Please use the email addresses below to contact your College’s academic advising office for questions about courses, majors, and other academic topics.

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

### Communicating with Professors

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

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

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

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

## 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!

## 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.

There will also be a spring orientation in January where you will have another chance to review your courses with your home College advising office and hear more information about your academic transition.

## Long-Term Academic 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 The N.U.in Program, you will still have all the same options as students beginning in Boston in the fall and will be able to tailor your journey to graduation.

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

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 to Northeastern in the spring.

## Getting Ready for Co-Ops

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

## What can I do this summer to prepare for The N.U.in Program?

You can review SLU's policies and procedures [here](#). SLU's academic catalog is also available [online](#).

## Complete Required Pre-Departure Canvas Modules

You will receive information in July about required pre-departure materials for you to review in your Northeastern Canvas. These modules include important information about various aspects of The N.U.in Program, including College-specific academic details. After completing the Pre-Departure Canvas modules and reading this academic handbook, you will have a good sense of what to expect this fall; once you start the semester, you'll be able to reference back to these materials to navigate your semester abroad and transition to Boston this spring.

## Ramp Up 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. These are called Ramp Up courses, and they are available to any students enrolled in these courses regardless of what home college you are based in.

We highly recommend that you complete these courses before departing, as data shows that students who participate in these courses earn higher final grades in their corresponding fall coursework. These online non-credit modules cover high school content that will get you ready to succeed in introductory STEM 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! You can read more about Ramp Up at <https://cos.northeastern.edu/ramp-up-courses/>. If you have not been auto-enrolled in the Ramp Up course(s) corresponding with your initial fall course selections by August 1, or if you have other questions, please contact the program administrator at [COSRampUp@northeastern.edu](mailto:COSRampUp@northeastern.edu) for assistance.

## Establish Good Student Habits

Check your email at least once a day to stay up to date with communications from Northeastern, your host institution, and your professors. All N.U.in Spain students are provided with SLU email accounts, and all communication coming from SLU arrives in that account. You will need to check both accounts regularly! Monitor your Northeastern email closely this summer to start this habit now.

Take care of yourself! Identify strategies you have used to help manage your stress and regulate your emotions when you are uncomfortable. If you don't have go-to strategies already, make it a goal this summer and fall semester to find something—like a breathing exercise, physical exercise, personal reminder or mantra, piece of comforting art, or something else effective for you—that you can rely on to ground you in moments of stress.

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.

At the start of the fall semester, you will receive a syllabus for each of your classes. Review your syllabi right away and enter all important dates and deadlines into your planner or app for time management! This will keep you on track all semester. You can start now by putting the add/drop course change deadline and course withdrawal deadline shared earlier in this handbook into your planner or app today.

We have seen careful time management make a huge difference for students, both setting those students up for academic success and equipping them with mastery over their own time that allows them to pursue travel and other priorities without sacrificing that academic success or their wellbeing.

Start this summer: plan your time intentionally, check your email regularly, and be mindful of your stress level and know where to find help when you need it, and you will be more than ready for your N.U.in experience this fall!

## Expect Common Challenges

Read and think through the following scenarios, reflective questions, and strategies for navigating some common academic challenges we have seen past first-year 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 aren't sure how to approach long-term assignments like research papers or studying for exams.

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

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

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

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

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

## **2. You want to drop a class.**

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

Consider the consequences of dropping versus staying in the course.

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

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

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

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

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

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

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

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

- Which emotions are you dealing with? You might be 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.

### **Set Goals for Global Learning**

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

## Global and Intercultural Self-Assessment

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

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

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

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

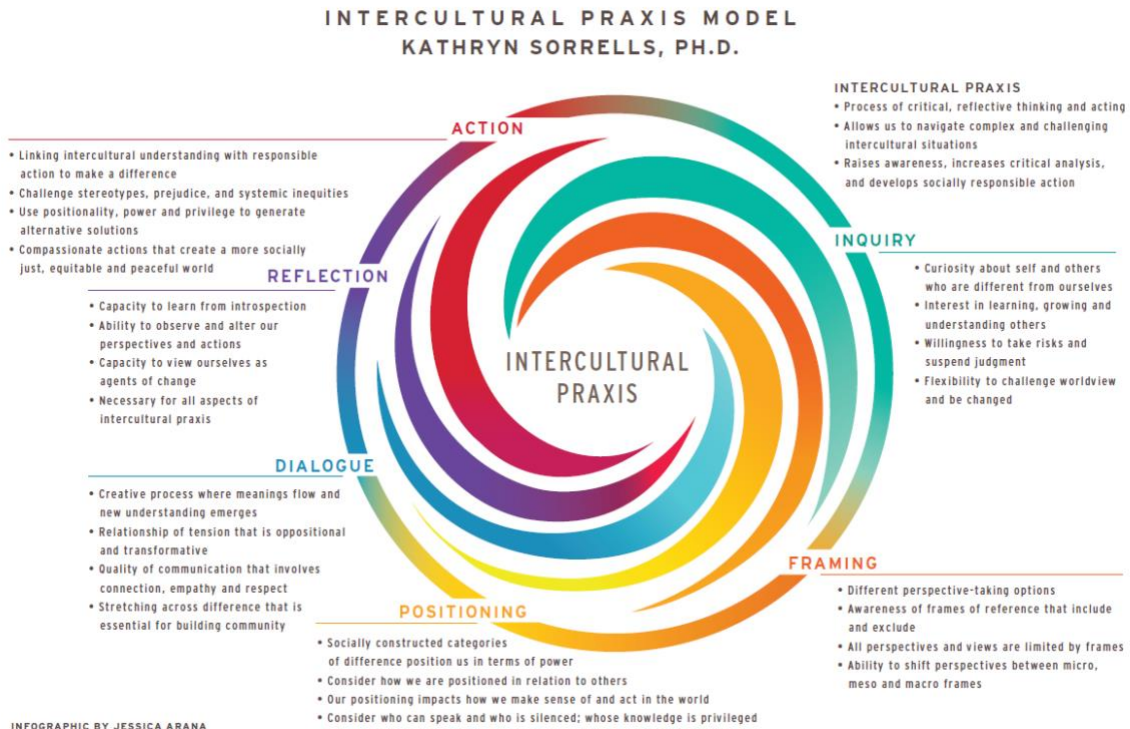
Was there an event or experience that later solidified this identity? What was it about this event or experience that cemented this identity as an important part of who you are?

## Intercultural Praxis Model

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

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

*Adapted from Sorrells & Sekimoto, 2016*



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

## Global and Intercultural Communication Module/Digital Badge

To dive deeper into these topics, consider enrolling in our [Global and Intercultural Communication Module/Digital Badge](#). This module is fully asynchronous, self-paced, and can be completed over the fall semester online. Learners who complete the module will earn a Digital Badge in Global and Intercultural Communication (Level 2: Intermediate) through Credly, which can be imported into LinkedIn profiles and digital resumes.