

## **N.U.in Program Academic Handbook: SLU Madrid**

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 St. Louis University, 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 **Madrid Webinar this summer** and refer to this guide often to find information on academic policies and expectations. SLU-Madrid's faculty and staff are committed to supporting their students and helping them achieve their academic and personal goals.

We hope you have a wonderful experience this fall.

Sincerely,

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

## Academic Success – Top 10 Tips

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

## Courses and Curriculum

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

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

### Culture Course

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

#### 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 (History of Spanish Art). 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.*

*NOTE: One section of this course is offered in Spanish. You can request on-site during add/drop to switch into the English language or Spanish language section of this course.*

#### About SLU Spanish Courses

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 (AP or IB Language B) may take Exploring the Hispanic World: Beginning Spanish or Intermediate Spanish, courses that develop language skills essential for social and academic life in Spain further. If you believe your Spanish level is higher or you have doubts about your Spanish level in general, please contact your NU advisor to get the link for the SLU-Madrid Spanish placement test.

NOTE: Students are asked to register for either SPAN 1010 - Spanish for Beginners or SPAN 1020 - Exploring the Hispanic World: Beginning Spanish. If a student believes they have a higher Spanish level, they can contact their NU advisor for the LINK to the SLU-Madrid Spanish placement test. Otherwise, their SLU-Madrid instructors will 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.

#### 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.

#### 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 SPAN 1020 - Exploring the Hispanic World: Beginning Spanish. If a student believes they have a higher Spanish level, they can contact their NU advisor for the LINK to the SLU-Madrid Spanish placement test. Otherwise, their SLU-Madrid instructors will 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.*

#### 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 SPAN 1020 - Exploring the Hispanic World: Beginning Spanish. If a student believes they have a higher Spanish level, they can contact their NU advisor for the LINK to the SLU-Madrid Spanish placement test. Otherwise, their SLU-Madrid instructors will 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.*



### 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 SPAN 1020 - Exploring the Hispanic World: Beginning Spanish. If a student believes they have a higher Spanish level, they can contact their NU advisor for the LINK to the SLU-Madrid Spanish placement test. Otherwise, their SLU-Madrid instructors will 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 3010: Written Communication

Reading and analysis of authentic language materials to develop written expression. Refining of communicative strategies for accurate expression of ideas. May be taken concurrently with SPAN 3020.

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

*NOTE: Students are asked to register for either SPAN 1010 - Spanish for Beginners or SPAN 1020 - Exploring the Hispanic World: Beginning Spanish. If a student believes they have a higher Spanish level, they can contact their NU advisor for the LINK to the SLU-Madrid Spanish placement test. Otherwise, their SLU-Madrid instructors will 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 3020: Eloquent Communication in Spanish

Development of fluent oral expression through communicative activities stressing listening comprehension, structural accuracy and systematic approach to vocabulary expansion.

*NU Course Equivalent: SPNS 2990, Spanish Language Elective (Eloquent Communication in Spanish).*

*NOTE: Students are asked to register for either SPAN 1010 - Spanish for Beginners or SPAN 1020 - Exploring the Hispanic World: Beginning Spanish. If a student believes they have a higher Spanish level, they can contact their NU advisor for the LINK to the SLU-Madrid Spanish placement test. Otherwise, their SLU-Madrid instructors will 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 SPAN 1020 - Exploring the Hispanic World: Beginning Spanish. If a student believes they have a higher Spanish level, they can contact their NU advisor for the LINK to the SLU-Madrid Spanish placement test. Otherwise, their SLU-Madrid instructors will 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 3930 – Spanish for Mental Health Professionals

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 SPAN 1020 - Exploring the Hispanic World: Beginning Spanish. If a student believes they have a higher Spanish level, they can contact their NU advisor for the LINK to the SLU-Madrid Spanish placement test. Otherwise, their SLU-Madrid instructors will 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.*

#### 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

SLU offers classes in the U.S. style of teaching, so you likely won't experience too much 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.

All courses listed are subject to change.

### Advanced Strategies of Rhetoric and Research

This course is designed to help you recognize and build the tools and strategies necessary to successfully compose and complete an effective piece of rhetoric. Whether you enter a writing-heavy field or not, the ability to write clean, lucid prose can prove invaluable in many career situations. After this course, your abilities to write, argue, and think critically will develop, sharpen, and achieve a useful flexibility.

*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.*

### Art and its Histories

This course offers an introduction to the history of art, moving from ancient times to the present and using a global perspective including Africa, the Americas, Asia, and Europe. Across space and time, students will focus on key themes to make connections and will consider themes of social justice and diversity. They will learn critical perspectives used in art history that relate to race, gender, class, cultural heritage, religion, economics, and politics. The oral, written, and analytical skills learned in this class will help students to navigate today's visual culture with a critical and informed eye.

*NU Course Equivalent: ARTH 1111, Global Art and Design History: Renaissance to Modern. NUpath: IC, SI.*

### Calculus I

Functions; continuity; limits; the derivative; differentiation from graphical, numerical, and analytical viewpoints; optimization and modeling; rates and related rates; the definite integral; antiderivatives from graphical, numerical, and analytical viewpoints.

*NU Course Equivalent: MATH 1341, Calculus 1 for Science and Engineering. NUpath: FQ.*

### Calculus II

Symbolic and numerical techniques of integration, improper integrals, applications using the definite integral, sequences and series, power series, Taylor series, differential equations.

*NU Course Equivalent: MATH 1342, Calculus 2 for Science and Engineering. NUpath: FQ.*

*Prerequisite: Requires prior completion of MATH 1341 or permission of head mathematics advisor.*

### Calculus III

Three-dimensional analytic geometry, vector-valued functions, partial differentiation, multiple integration, and line integrals.

*NU Course Equivalent: MATH 2321, Calculus 3 for Science and Engineering. NUpath: FQ.*

*Prerequisite: Requires prior completion of MATH 1342 or MATH 1252.*

### Communicating in Arabic I

The course will cover all four language skills (speaking, listening, reading, and writing) of Modern Standard Arabic, at an elementary level. We will place considerable emphasis on active use of the language both in class and in daily homework assignments.

*NU Course Equivalent: ARAB 1990, Arabic Language Elective (Communicating in Arabic I).*

### Communicating in French I

Introduction to French language and culture: reading, writing, speaking, and listening. The course emphasizes the acquisition of communicative skills. Students will develop listening, speaking, reading, and writing skills in French at the European framework A1 level. Additionally, students will practice cross-cultural competency through an appreciation and acceptance of the differences between U.S. and French-speaking cultures. The ultimate goal is to be able to function adequately in a foreign environment, culturally as well as linguistically.

*NU Course Equivalent: FRNH 1101, Elementary French 1.*

### Communicating in Portuguese I

Acquisition of basic communication skills through extensive study of Portuguese grammar and vocabulary, and practice in a variety of everyday situations. Emphasis on listening comprehension, reading strategies, and oral and written expression.

*NU Course Equivalent: PORT 1101, Elementary Portuguese 1.*

### Cultural Anthropology

The course introduces some of the key concepts that have concerned anthropologists such as culture, genetics, social structure, religion, kinship, race, gender, identity, health... and provides an opportunity to learn about a variety of social and cultural contexts around the world. The aim is to develop an anthropological sensibility that you can bring to your coursework in other disciplines, thinking critically. Students are encouraged to bring current events and their own experiences into class workshops to add to our understanding of what it means to be human.

*NU Course Equivalent: ANTH 110, Peoples and Cultures. NUpath: IC.*

### Discrete Mathematics

Introduces the mathematical structures and methods that form the foundation of computer science. Studies structures such as sets, tuples, sequences, lists, trees, and graphs. Discusses functions, relations, ordering, and equivalence relations. Examines inductive and recursive definitions of structures and functions. Discusses principles of proof such as truth tables, inductive proof, and basic logic. Also covers the counting techniques and arguments needed to estimate the size of sets, the growth of functions, and the space-time complexity of algorithms.

*NU Course Equivalent: CS 1800/1802, Discrete Structures with Seminar. NUpath: FQ.*

### Drawing I

This course is based on the reproduction of everyday reality in the form of static and dynamic models. An academic or "classical" education must be followed, which is governed by established rules, which over time and with personal evolution will be forgotten in favor of the expression of each individual. Models (still life) will be used, simple at the beginning, almost geometric, with few elements and a reduced color range, and we will complicate the compositions in all their aspects, in order to reproduce classic statues, live models and outdoor exercises.

*NU Course Equivalent: ARTF 1120, Observational Drawing. NUpath: EI.*

### University Physics I

The main objective of this first introductory physics course is to provide the student with a clear and logical presentation of the basic concepts and principles of mechanics. Calculus and vector approaches to study of kinematics, statics and dynamics; work and energy; impulse and momentum; circular motion and gravity; rotational motion and equilibrium; vibrations, waves and sound; heat; fluid mechanics; elasticity.

*NU Course Equivalent: PHYS 1151/1152/1153, Physics for Engineering with Lab and ILS. NUpath: ND, AD. Prerequisite: MATH 1241, 1251, 1340\*, 1341\*, 1342\* or 2321\*. \*May be taken concurrently.*

### Ethics

This course undertakes a systematic analysis of fundamental problems and issues involved in questioning whether and how moral discourse can be rationally grounded; the utilitarian-deontological debate; questions concerning different levels of moral discourse; competing notions of justice and the relationship between morality and religion.

*NU Course Equivalent: PHIL 1102, Introduction to Contemporary Moral Issues. NUpath: SI, ER.*

### Examined Life

This course invites students to explore enduring philosophical questions and to reflectively evaluate the various answers given them by thinkers from a range of social, historical, and religious contexts. The course tackles ultimate questions in a range of philosophical domains, including issues such as the nature of self and ultimate reality, morality and human meaning, rationality and the pursuit of truth. The course is designed to invite students to critically examine their own beliefs and commitments in dialogue with each other and with great thinkers past and present.

*NU Course Equivalent: PHIL 1101, Introduction to Philosophy. NUpath: SI, ER.*

### General Biology 1 with Lab

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

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

### General Chemistry for Science Majors with Lab

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

framework for understanding the chemical basis for different methods for separating and purifying biological compounds.

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

### General Psychology

Provides a basic and general knowledge of the theoretical, scientific, and conceptual foundations of psychology, including biological, cognitive, emotional, developmental, cultural and social aspects. Includes key concepts and principles, methods for collecting and evaluation evidence, and application of psychological knowledge.

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

### Human Communication and Culture

The burgeoning field of communication studies, focusing on essential theories and concepts. Emphasis both on interpersonal communication (language, small groups, non-verbal behavior); mass media, particularly popular culture (celebrities, new media); and political communication (media-State relations, elections).

*NU Course Equivalent: COMM 1101, Introduction to Communication Studies. NUpath: ER, SI.*

### Intercultural Communication

This course turns around the concept of intercultural communication competence: to develop a sensitivity to notice and interpret communicative behaviors and to act on them ethically, appropriately, and effectively. Specifically, in this course you will learn about an approach to intercultural communication competence called Cultural Pragmatics. This is a practical approach that will help you coordinate and construct ethical, appropriate, and effective interactions with others. Intercultural communication competence is a concept that one develops around many facets of social life: You will learn about identity (yours and others'); about communication skills such as verbal, nonverbal communication, and dialogic listening; specific functions of language forms such as terms of address; methods to learn about culture, and different paradigms to think about culture.

*NU Course Equivalent: COMM 2303 Global and Intercultural Communication. NUpath: DD, SI.*

### Introduction to Astronomy

This course is a basic introduction to Astronomy, appropriate for students who have taken no previous college science courses. The course is straightforwardly descriptive and without complex mathematics; however, knowledge of basic algebra is assumed. This course will describe the basic scientific and technological tools of Astrophysics and explain how these tools are used to obtain information about the Cosmos and to test scientific theories. Students will develop critical thinking and reasoning skills, will be able to make connections between concepts, and develop effective communication skills.

*NU Course Equivalent: PHYS 1111, Astronomy. NUpath: ND.*

### Introduction to Comparative Politics

This course introduces the logic, method, and theoretical approaches of comparative politics. It examines the institutions of government in various kinds of political systems around the world, particularly liberal democratic systems in advanced industrial countries, post-communist regimes, and new democracies in developing countries. It also investigates the process of political change, particularly modernization, democratization, globalization, state-building, and pressures on welfare state.

*NU Course Equivalent: POLS 1155, Comparative Politics.*

### Introduction to Environmental Science

This course is a first introduction to the main topics of environmental science, with emphasis on human interactions with the environment. Sustainability is a unifying theme throughout the course, with emphasis on understanding the connections between ecosystems and human impacts on those ecosystems. The course will review practical cases to determine the real solutions that societies have implemented.

*NU Course Equivalent: ENVR 1101, Environmental Science. NUPath: ND, AD.*

### Introduction to Global Health

This course introduces students to the concepts of public health by tracing its historical evolution. By using classic public problems and their resolutions, the philosophy, values and mission of public health are examined. The trends in global health such as epidemic responses, disease-specific programs, funding mechanisms, and capacity-building are discussed.

*NU Course Equivalent: PHTH 1270, Introduction to Global Health. NUPath: SI.*

### Introduction to Object-Oriented Programming

An introduction to computer programming based upon early coverage of object-oriented principles such as classes, methods, inheritance, and polymorphism, together with treatment of the traditional flow of control structures. We start covering the basics of how one constructs a program from a series of simple instructions in Python to using objects and classes.

*NU Course Equivalent: DS 2000/2001 Programming with Data with Practicum. NUPath: AD.*

### Introduction to Oceanography

This course will provide an approach to the study of the ocean in basic formation, chemical and physical properties of seawater, waves, currents, tidal forces and tides, interaction of land and ocean in coastal environments, marine biology and ocean resources. A field trip will also complement the understanding of present-day issues in Oceanography from a Spanish perspective. Students will understand the formation of the oceans, the chemical and physical processes the oceans undergo, and why organisms live in their environments, and how humans interact and impact these different environments.

*NU Course Equivalent: ENVR 1120, Oceans and Coasts. NUPath: ND.*

*NOTE: \*Please note the field trip carries an additional fee which will be charged for "withdrawals" after the add/drop period. Consult course syllabus for more details.*

### Introduction to Politics

This course aims at familiarizing students with politics as understood by studying the political process, sorting out the nature of governments, understanding the functioning of institutions, distinguishing the different types of political systems and being aware of the changes brought with recent and contemporary social dynamics and technological breakthroughs. It further engages key political themes and issues such as the state, sovereignty, nationalism, ideology, constitutions and constitutionalism, representation, political parties and interest groups.

*NU Course Equivalent: POLS 1160, International Relations. NUPath: SI.*

### Introduction to Women's and Gender Studies

This course is an interdisciplinary introduction to feminist thought and Women's and Gender Studies scholarship. It examines issues concerning women and gender in a variety of disciplines, including the humanities, the social sciences, the sciences, and art. Special focus is given to enabling students to recognize and critically analyze the notion of gender and patterns of gender roles. The course material and discussions will focus on the different institutions of Western society such as families, schools, workplaces, and the media, and the way they construct and view gender differences. The course emphasizes how communication creates and reflects gender in society. We will consider how sexism, racism, classism, and global capitalism limit and shape the lives and contributions of the denizens of the 21st century.

*NU Course Equivalent: WMNS 1103, Introduction to Women's, Gender, and Sexuality Studies. NUPath: DD, SI.*

### Journalism: News Writing

This is a hands-on course in news writing for undergraduate students who have had little or no previous course work in journalism. We will concentrate on the values that are the bedrock of ethical, public-spirited journalism: accuracy, fairness, neutrality, thoroughness, and meeting deadlines. Using your original reporting, you will craft increasingly complex news stories over the course of the semester: a hard news brief, a reaction story and a feature or enterprise piece. You will also simulate the journalistic decision-making process in group activities, interview exercises and peer editing of your classmates' work. Throughout the semester, you will sharpen your interpersonal and written communication skills, useful not only for careers in journalism but for any field that calls for skillful social engagement, the fair and thorough assessment of information and an awareness of audience.

*NU Course Equivalent: JRNL 1101, Journalism 1: Fundamentals of Reporting. NUPath: EI, SI, WI.*

### Math Media: Reading News with Mathematical Eyes

An inquiry course open to all undergraduates. This course introduces students to math which carries important weight in our decisions and lives. The methodology is focused on the discussion of contemporary news, through the lens of mathematical concepts. The course explores topics in probability, trigonometry, pattern recognition, math modeling, graph theory, geometry, descriptive statistics, and logic. The course emphasizes applications of mathematics to law, health, society, politics, analyzing meaning from data, and current events.

*NU Course Equivalent: MATH 1215, Mathematical Thinking. NUPath: AD, FQ.*



### Media and Society

This introductory course provides students with the background and critical skills necessary for understanding how media work and how they impact our everyday lives. It seeks to give students critical media analytical skills necessary to succeed as professionals, citizens, and members of a community. With the emergence of the Internet and digital media, our media landscape has changed dramatically, and so have our communication practices: phones are complex multimedia devices where we manage both our social and professional lives; major media outlets are no longer trusted as reliable sources, and Facebook, YouTube or Twitter are behind some of the most relevant social, political and economic transformations of our time (such as the Arab Spring uprisings or the 15M Movement in Spain).

*NU Course Equivalent: MSCR 1220 Media, Culture, and Society. NUpath: IC, SI.*

### New Testament

Literary and historical study of the New Testament, with emphasis on its cultural background, main themes and institutions. A particular focus on the problems modern thought poses for New Testament theological thinking and the permanent significance of Scripture. At the end of the course, students will become acquainted with the documents that compose the New Testament, as well as with the historical background in which they were produced. Additionally, students will gain understanding of the New Testament and the relevance of theological questions in the history of Western civilization and in the present global world.

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

### Painting I

An introduction to the fundamentals of painting from observation: color, shape, spatial relationships, and materials related to the traditional practice of painting in oil. Painting, like any liberal art is a means of expression, it allows us to express moods and transmit knowledge; it develops students' creativity and their capacity of analysis and observation. In this Painting I course the student must produce a series of works which combine, on the one hand, a more "classical" academic training -governed by some established rules, methods and techniques -and on the other, creativity and the expression of each individual's intentions which will be discussed at the beginning of each project.

*NU Course Equivalent: ARTS 2340, Painting Basics. NUpath: EI.*

### Photojournalism

This is an introductory course intended for the student who wishes to learn the fundamentals of making solid pictures or wants to gain an appreciation of the field. It includes the technical, aesthetic, and professional aspects of photography as well as criticism. It considers the history and future of photography.

*NU Course Equivalent: JRNL 5310, Photojournalism. NUpath: EI, ER.*

### Principles of Economics

Economics is the study of how individuals, firms, and markets make decisions when faced with situations of scarcity. This course will provide an introduction to the economic approach to analyzing the choices and resultant decisions under these conditions. Applying broader economic principles, we will see the

consequences and repercussions of free trade and globalization, sources of unemployment, the role and effects of taxes in the economy, and the function of government intervention. Setting these principles against the backdrop of the Spanish and global economies, we will learn how economics provides useful tools for analyzing the world in which we produce and consume.

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

### Principles of Mathematics

The aim of this course is to provide the student with a sound knowledge of proof writing in Mathematics, which includes writing, critical reading and understanding of proofs. The course starts with some classical methods of proofs such as induction and proof by contradiction. Topics such as logic, set theory and recursion will be covered. All the above will be applied to topics from different areas of Mathematics, such as Number Theory and Calculus.

*NU Course Equivalent: MATH 1365, Introduction to Mathematical Reasoning.*

### Public Health & Social Justice

Health has special moral importance for the well-being of individuals and populations. We will discuss ethical issues associated with economic measures, resource allocation, priority setting, and human rights. The course is designed to evoke thoughts on personal and institutional responses to the questions of social justice and health. Interactive seminar course in which the instructor and students will engage in mutual learning while critically examining social justice and health issues. Instructor and students are expected to bring all they can contribute to the course, preparing for each class with positive motivation. Every week we will read papers and documents related to social justice and people's health. We will cover the topics shown in the course calendar in the order listed. However, this list is tentative and it can be changed according to the interests of the participants. Class time will be mainly devoted to lectures, discussions, presentations, in-class activities.

*NU Course Equivalent: HSCI 2990, Health Science Elective (Public Health & Social Justice).*

### Public Speaking

This course is designed to help you develop and strengthen your oral presentation skills. In preparing your speeches, you will carry out research and use critical reading and thinking skills. We will study the theoretical foundations of public speaking and put them into practice in the classroom. The communication process involves both the speaker and the audience. As an audience member, it is your responsibility to actively listen, so you may critically reflect upon the speaker's message. You will critique your classmates and carry out self-reflections as well. In addition to the in-class speeches, we will carry out numerous exercises both in and outside of class, watch presentations delivered by experts and non-experts, and analyze them. Your success in this class depends on your ability to put the theories of effective public speaking into practice. Throughout the end of the semester, you need to demonstrate your ability to create and deliver effective presentations.

*NU Course Equivalent: COMM 1112 Public Speaking. NUpath: EI.*

### Social Justice

This course is designed to engage students in the reality of social injustice while introducing them to the variety of ways in which the Christian tradition responds to this reality. Students will study selections from scripture, Catholic Social Teaching, Christian theologians, and the lives of Christian saints and martyrs. This course fulfills the Cultural Diversity in the U.S. Core requirement by addressing issues of racism, classism, and sexism, and by engaging the works of African American, feminist, womanist, and Latino/a theologians. Students should leave the course with a better understanding of Christian perspectives on social justice that can be applied to their own faith or spirituality, political choices, and way of life.

*NU Course Equivalent: PHIL 1990, Philosophy Elective (Social Justice).*

### Survey of Calculus

The main objective of this course is to introduce the student to the concepts of differential and integral Calculus with applications to Business and Economics. Students will learn about functions and graphs, derivatives, multivariable differential calculus and integration.

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

### Theory and Practice of Human Rights

The course examines the historical and intellectual evolution of human rights, the different approaches and interpretations as well as their contemporary practice. The first part of the course will focus on the history and theory of the 20th century concept of human dignity and human rights. The second part focuses on contemporary issues in human rights practice, such as modern slavery, human trafficking, the rights of children, gender-based violence, torture, and immigration and the rights of refugees. In this part, relevant documents, contemporary ethical conundrums and institutional frameworks pertaining to the various aspects of human rights practice will be discussed in detail.

*NU Course Equivalent: PHIL 2155, Human Rights.*

### Water-Our Precious Resource

This course is focused on freshwater, which is one of most important and vulnerable resources on Earth. In this course, we will review how water originated on earth, what are the characteristics that make it unique, what are the vital aquatic ecosystems that provide recharge areas and increase water quality, how water is managed, drinking-water and waste-water treatments, water-borne disease, water pollution, river dynamics and flooding, land use in flood plains, and national and international conflicts related to water resources. Special attention will be placed on gender issues that make the management and use of water especially difficult for women and certain sectors of society and how the inequality produced by the access (or lack of access) to water, provokes other situations that affect other parts of women's livelihoods.

*NU Course Equivalent: ENVR 3200, Water Resources.*

## 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.

## 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.

## Add/Drop

Once class begins, students may request a course change with the on-site SLU advisor during the add/drop period. However, students are discouraged from adding or dropping courses once they arrive on site because NU academic advising has already carefully reviewed, discussed, and confirmed fall classes. Any changes that students make to their course registration after they arrive on site may negatively impact their academic progress, so it is not recommended. Please also keep in mind that requests are not guaranteed. Factors such as capacity, timetabling, and add/drop deadlines may not allow for a change to be made. The last day to add or drop a class for Fall 2023 is Sunday, September 10.

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 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 for Fall 2023 is Sunday, November 5.

## Disability 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](#).

### 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

### 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.

## 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

### Midterm Grades

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." Eight-week or shorter courses do not issue midterm grades.

### Final Grades and Transcript

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.

Your N.U.in program courses and letter grades will appear on your Northeastern University transcript and will be included in your Northeastern GPA. Students may request an [official paper or electronic transcript](#) from SLU. The eTranscript, in PDF format, is processed through the National Student Clearinghouse, and received within 48 hours. The paper one is mailed out to the postal address selected by the student and takes 1-4 weeks approximately, depending on destination.

### 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.

### Grading System

The grading system at Saint Louis University follows a 0.00 to 4.00 grade point scale. Quality points for grades are assigned as follows:

#### Grade Quality Points

A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D	1.00
F	0.00
FQ*	0.00

\* The grade of FQ should be given to those students who had ceased attending a course and as a result earned a failing grade.

The following grades are not awarded quality points and therefore are not calculated in students' cumulative grade point average. Grade notations:

- P Pass
- NP No Pass
- S Satisfactory
- TR Transfer Credit
- U Unsatisfactory

The following course statuses are not grades. There are no quality points associated and therefore these statuses have no impact on students' cumulative grade point average. Special grade notations:

- AU Audit. See Course Audit policy for additional information.
- I Course work incomplete. See Incomplete Course policy for additional information.
- IP In Progress. See below for additional information.
- IT\* Incomplete Transfer Course
- NR Not Reported
- NT\* No Transfer Credit
- TR\* Transferred Credit
- W Withdrawal. Please see Withdrawal policy for additional information.

\*These statuses are not displayed on official academic transcripts but are recorded on students' academic record and viewable in Banner Self-Service.

The In-Progress "IP" status is valid only for courses designated as the following field-based courses:

- Clerkship
- Clinical
- Internship
- Externship
- Practicum
- Preceptorship

Undergraduate In-Progress Parameters:

- Maximum period of time to accomplish In-Progress coursework is one year. Instructors may set a deadline of less than one year.
- A student will be dropped from all courses for which an In-Progress course is a prerequisite if a grade is not submitted prior to the first day of the course's term.
- An "IP" grade converts to a grade of "F" (or "U" for Satisfactory/Unsatisfactory grading scale) if coursework is not completed within one year.
- Once an "IP" grade has converted to an "F" (or "U") the "F" (or "U") may not be revised by the instructor but must be appealed through the Academic Records Revision Committee.

NOTE: In-progress courses for a graduating student must be completed and graded within 30 days of the date that the course grade was posted.

**Grades that earn credit:** A, A-, B+, B, B-, C+, C, C-, D+, D

**Grades that do not earn credit:** F, FQ, W

## 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.

### 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 Eloquentia 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](#).

Consultants in the Center for Eloquentia 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 Eloquentia Perfecta [here](#).

## Virtual Resources from Northeastern

### [Northeastern Global Online Tutoring Services](#)

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

### [The Writing Center](#)

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

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

## Your Academic Student Success Team

### On-Site Advisors

During your fall semester, you can reach out to academic advisors on site at SLU by emailing [advising-madrid@slu.edu](mailto:advising-madrid@slu.edu). This is a good resource if you have a question about a situation with a professor, academic cultural norms in Spain, or SLU resources! You are advised to indicate “N.U.in” in the subject line of an email so advising staff can quickly identify you as an N.U.in student and prepare to assist you accordingly.

### 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 Madrid to meet with students in person, but advising is available to you through your home college virtually during the entire fall semester!

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

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

### Student Success Guide (SSG)

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

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





## Communicating with Professors

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

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

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

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

## 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.

## 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?

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

### Preparatory Summer Courses – College of Science

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

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

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

### Make a Time Management Plan

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

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

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

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

### Expect Common Challenges

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Beyond the usual adjustments of starting college, you are in a uniquely new situation with so many changes to your day-to-day life in these summer and fall months, making this transition even more layered and complicated! Congratulate yourself on how many areas you *are* succeeding in, then ask what the main struggles you have been having are. Your academic difficulties may be due more to

homesickness or something else besides the course material itself. Connecting with mental health resources, your site staff, and your academic advisor about these challenges can help you work out strategies that address your individual needs to better position you for the rest of the semester.

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

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

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

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

## Maximizing Global and Intercultural Learning

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

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

### Global and Intercultural Self-Assessment

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

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

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

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

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

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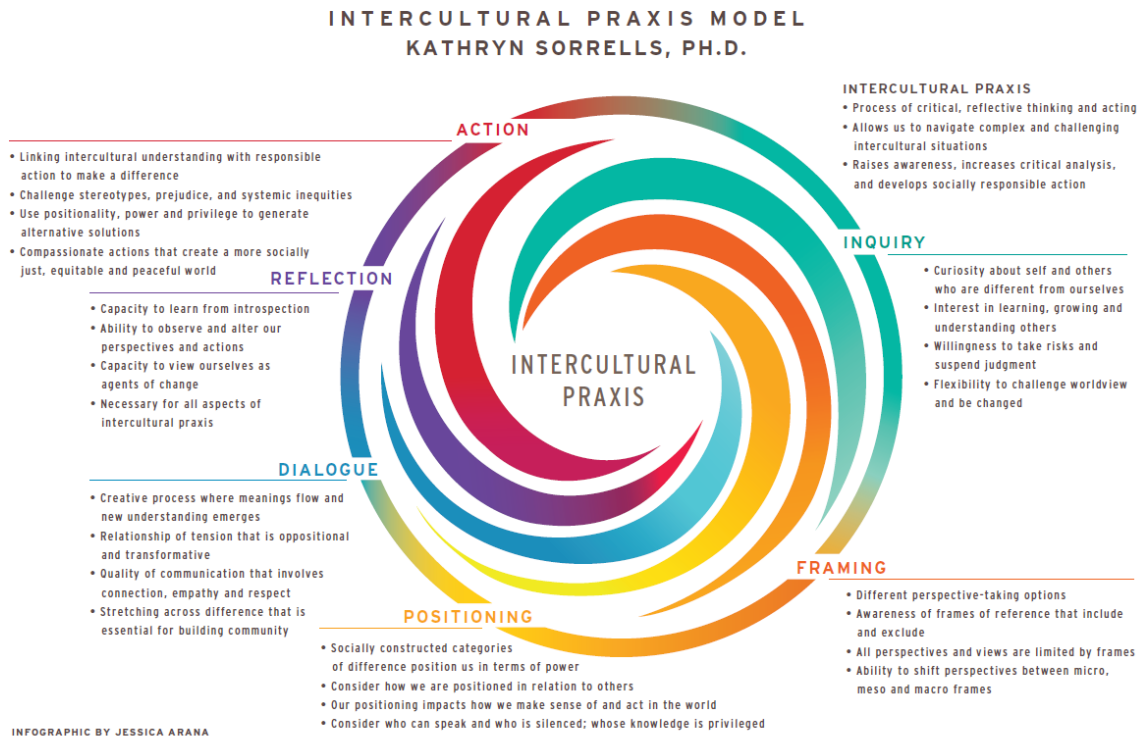
### Intercultural Praxis Model

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



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

*Adapted from Sorrells & Sekimoto, 2016*



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

**Global Learning Experience Course (1 credit)**

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

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

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

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