

## **N.U.in Program Academic Handbook: API Bilbao**

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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 the University of Deusto, 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 **Bilbao Webinar this summer** and refer to this guide often to find information on academic policies and expectations.

We hope you have a wonderful experience this fall.

Sincerely,

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

## Academic Success – Top 10 Tips

1. Stay in frequent communication with your academic advising team for your College. They can help you navigate challenges, connect with mentors/tutors, and transition to Boston in the spring. Most academic advising teams will be visiting your location in the fall!
2. Do some summer prep work before you go (like reading this handbook!). We've included a few exercises and resources in this guide, but we also recommend exploring your host institution's website. Take some time to review the academic norms, courses, course delivery, and policies in your location.
3. Connect with your Student Success Guide (SSG) on MentorHub. Your guide can help you find resources you need at Northeastern.
4. You may encounter some harder challenges academically than you are used to. This may be because you are navigating a new culture and your first semester of college! Try to reflect and identify what the root causes might be. Is it because you might be homesick or experiencing some cultural adaptation challenges? We've prepared some exercises to help you reflect on some causes and how you can find support.
5. Seek out your on-site location professors during 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 course maps on our [website](#) and your academic advising team to discuss your specific requirements and course plan.

For personalized class recommendations and questions about how classes will apply to your academic progress, please reach out to your academic advisor.

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 2022 are:

#### *Basque Culture and Language*

This course introduces students to the discipline of sociology, assuming little or no prior knowledge of the discipline and with a view to providing a basis for Sociology Level 1B, Sociology Levels 2A and 2B and Joint or Single Honours in Sociology. Drawing on a wide range of examples, it introduces students to some of the key concepts, theories and research methods sociologists use to understand the nature of contemporary societies, the relationship between the individual and society, and processes of social reproduction and change.

*NU Course Equivalent: CLTR 3990, Culture Elective.*

#### *Business Spanish*

The objective of the course is to help students improve their communicative skills in the area of business. The course is mainly based on a textbook focused on the use of language in different areas of the working world. The communicative approach (both oral and written) will be used in the classroom, which means the four language skills will be worked on: listening and written comprehension, writing and oral skills. The textbook will be implemented with complementary material taken from newspapers, magazines, and/or other textbooks of Business Spanish, according to the interests and necessities of the students.

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

#### *Deusto Spanish Courses*

Designed for students with beginning with little or no knowledge of Spanish. Presents essentials of correct Spanish usage through acquisition of basic skills in reading, speaking, writing, and aural comprehension.

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

*NOTE: Additional upper-level language classes may be available, per the host institution's placement exam.*

### *Multicultural Spain*

This course offers an introduction to the culture and society of Spain, so that students can become familiar with the social and political structure of the country today. The plan of action will focus on some specific aspects that make Spain both appealing and rich: its recent political history to the settlement of democracy; its political and administrative organization, which, through its autonomic state, has tried to give a solution to the chronic clash of all identities and nationalities in Spain; the current Spanish society and all its different aspects: youth, immigration, women in society, education, civil rights; main Spanish cities, their touristic and artistic attractions; art in Spain in all its different aspects, from cinema to painting, from literature to music.

*NU Course Equivalent: CLTR 3990, Culture Elective.*

### **Global Learning Experience Course (1 credit, online)**

**\*\* This course will be taught according to Northeastern, U.S. standards**

**\*\* This course is taught online in Northeastern Canvas**

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

This online 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: INSH 1990, Interdisciplinary Elective in Social Sciences & Humanities.*

### **Courses and Course Descriptions**

A select few courses are Northeastern courses that are taught according to Northeastern, American standards and will feature live streaming or teaching from Boston. Those exceptions are noted below.

#### *Calculus for Business and Economics*

Provides an overview of differential calculus including derivatives of power, exponential, logarithmic, logistic functions, and functions built from these. Derivatives are used to model rates of change, to estimate change, to optimize functions, and in marginal analysis. The integral calculus is applied to accumulation functions and future value. Emphasis is on realistic business and economics problems, the development of mathematical models from raw business data, and the translation of mathematical results into verbal expression appropriate for the business setting. Also features a semester-long marketing project in which students gather raw data, model it, and use calculus to make business decisions; each student is responsible for a ten-minute presentation. (Graphing calculator required, see instructor for make and model.)

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

### *First-Year Writing*

Designed for students to study and practice writing in a workshop setting. Students read a range of texts in order to describe and evaluate the choices writers make and apply that knowledge to their own writing and explore how writing functions in a range of academic, professional, and public contexts. Offers students an opportunity to learn how to conduct research using primary and secondary sources; how to write for various purposes and audiences in multiple genres and media; and how to give and receive feedback, to revise their work, and to reflect on their growth as writers.

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

### *Foundations of Marketing*

This subject introduces students to the strategic of a marketing and / or commercial manager; that is, it makes them reflect on the marketing approach of an organisation, propose and understand market research, decide on the positioning and segments at which a company should target. It will also provide them with an insight into consumer/buyer behaviour and into the decisions that must be taken regarding product, price, distribution and communication. Therefore, it will also be an introduction to other marketing subjects on the degree since students will be capable of focusing on a business from a marketing perspective. In addition, the subject will place special emphasis on teamwork and offer an in-depth study of the competences acquired throughout the course as well as improving other aspects.

*NU Course Equivalent: MKTG 2201, Introduction to Marketing.*

### *Foundations of Psychology*

Surveys the fundamental principles, concepts, and issues in the major areas of basic and applied psychological science. Approaches the study of psychology as a method of inquiry as well as a body of knowledge. Introduces students to research methods and to psychological research on the biological bases of behavior, learning, sensation and perception, cognition and language, development, emotion, social psychology, personality, and psychological disorders.

*NU Course Equivalent: TBD.*

### *Global History*

The history of the global world is a key element in understanding the international order, the international relations and the logic of the world as it currently is. The course is part of the Module A "Fundamentals of international Relations", and the general subject "History". It explores the historical perspective of a set of changes and transformations in the global world, not only economic and technological, but also political, cultural and in terms of identity. This course provides skills to analyze the global system for the elaboration of studies, analysis of the key topics for the decision-making process.

*NU Course Equivalent: HIST 2211, The World Since 1945. NUpath: SI, DD*

### *International Business & Global Social Responsibility*

Introduces the student to forces and issues confronted in our era of rapid globalization. Managers must understand forces from interconnected social, political, and economic national environments that affect their company's operations. At the same time they need to draw on their ethical foundations to address

and act on social responsibility imperatives across national borders.

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

*Principles of Macroeconomics*

Introduces macroeconomic analysis. Topics include the flow of national income, economics growth and fluctuation, the role of money and banking, and monetary and fiscal policies. Emphasizes the development of conceptual tools to analyze the economic problems facing modern society.

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

*Principles of Microeconomics*

Focuses on development of basic theory of demand, supply, and market price. Explores applications to selected microeconomic problems, such as basic monopoly and competition, and other issues that relate to the role of the pricing system in resource allocation and income distribution.

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

*Transatlantic Relations: The USA and the EU*

The first aim of this course will be to settle the general framework for the relations between the US and the EU. In order to do so, we will analyze the landmark documents: the Transatlantic Declaration (1990), the New Transatlantic Agenda (1995), and the Transatlantic Economic Partnership (1998). Additionally, we will analyze the economic relations between those partners: the transatlantic flow of goods, services and investments is of highest importance. We will then study the point of view of the US and the EU concerning environment, and more precisely their approach to global warming, a well-known field of divergence. Finally, we will focus on the foreign affairs policy. Dilemmas like hard power versus soft power and unilateralism versus multilateralism will be exposed and studied in light of different documents. Especial attention will be devoted to the topic of defense.

*NU Course Equivalent: POLS 2990, Political Science Elective.*



## Summer Preparation

You are doing a lot logistically this summer to prepare for the fall, but you can also use this time to get ready for the academic challenges of your first semester of college. Reading this academic handbook is a great first step!

Another important way to prepare is to 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! If you want to talk through time management strategies, please reach out to NU peer tutors—they can recommend options and share tips!

### Getting Your 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 purchase any books and materials you need at Tintas Book Shop in the main building. Most classes will have pre-made packets of readings available for purchase from the university bookstore (these are usually around 8-10 Euros). If you need a calculator, double check with your course syllabus so you select the correct model.

### Optional Exercises

Read and think through the following scenarios, reflective questions, and strategies for taking on some common academic challenges.

#### **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 a peer tutor 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 C 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 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.

## **Preparatory Summer Courses – College of Science**

Northeastern's College of Science has prepared 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 courses 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 email for more information about the Ramp-Up preparatory courses!

## **Check-In Surveys**

Expect to receive an "Early Action Survey" in your Northeastern email account from the Global Experience Office about two weeks after classes start. This is a mandatory check-in survey that helps us direct resources to the students who would most benefit from them! It is important you complete this survey to give us an early picture of how your semester is going.

You will receive a second check-in survey in your Northeastern email account at midterm. This is another mandatory check-in survey that gives you a chance to flag any academic problems you're having before the end of the semester. Again, please be sure to complete these surveys to update the Global Experience Office back in Boston on how you are progressing through your semester!

## **Add/Drop**

Once class begins, students may request a course change with their host institution during their add/drop period. September 16 is the last day to drop or add classes for Fall 2022. However, students are discouraged from adding or dropping courses once they arrive on site because NU academic advising has already carefully reviewed, discussed, and confirmed fall classes. Any changes that students make to their course registration after they arrive on site may negatively impact their academic progress, so it is not recommended. Please also keep in mind that requests are not guaranteed. Factors such as capacity, timetabling, and add/drop deadlines may not allow for a change to be made.

Remember that you must remain enrolled in a minimum of 12 credits to remain a full-time student for visa purposes, and taking fewer credits in a semester than you planned with your advisor can lengthen your time to degree completion.

## 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 advisor as soon as possible, but it is usually best to stay in your current classes and wait to change your major until January orientation in Boston.

**During the fall semester**, similarly, you should talk with your advisor as soon as possible and wait to change your major until January orientation in Boston.

**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 academic advisor.

### **Explore Program**

Students in the Explore Program can declare any major at any time. If you decide on a major and are ready to declare, you can do so to benefit from integration into your academic department and connections with academic advisors in your College. 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.



## **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 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.

## **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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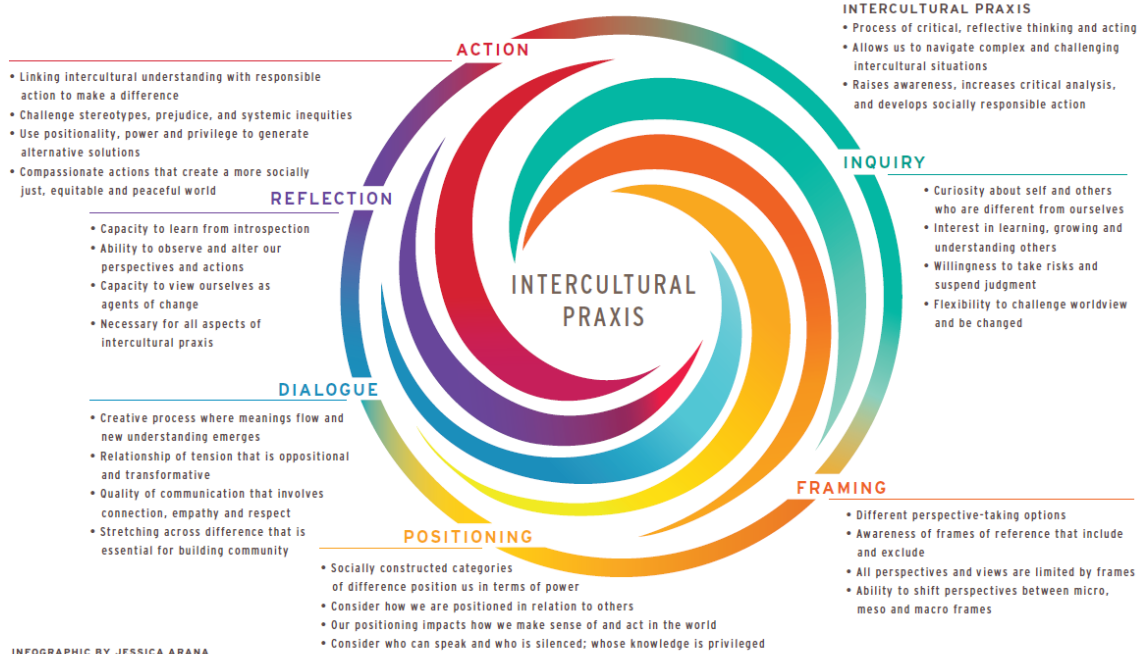
### **Intercultural Praxis Model**

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*

INTERCULTURAL PRAXIS MODEL  
KATHRYN SORRELLS, PH.D.



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

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

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

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

If you are not enrolled in the Global Learning Experience course, you have the option of enrolling in our Fall or Spring [Global and Intercultural Communication Module/Digital Badge](#). This module takes, on average, around 8 weeks to complete and has both synchronous and asynchronous components. 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)

## Your On-Site Academic Resources

### Virtual Resources from Northeastern

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

**The Peer Tutoring Program (PTP) at Northeastern** offers **FREE** one-on-one and small group online tutoring to Northeastern students enrolled in the N.U.in, NU Bound, and Global Quest programs. The peer tutors in the NU Global Online Tutoring Center are current upper-class students who have taken the courses they tutor at Northeastern, have earned an A or A- as a final grade, and have received a strong faculty recommendation. Many of the tutors are also N.U.in, NU Bound, and Global Quest alumni! Tutoring is offered for many of the high demand classes you may be taking. All tutoring sessions are online with availability offered 7 days a week and with time zone capability. Students can request up to 2 tutoring sessions per course, per week.

**To set up a tutoring session**, just follow the steps below:

- Login to the Tutoring Webapp [here](#).
- Use your Northeastern credentials.
- Use the drop-down to select your time zone.
- Use the drop-down to select the course you are seeking tutoring in and a calendar will show all available tutors and their availability.

#### [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 Monday through Thursday, 5 p.m. to 9 p.m. EST and Fridays 10 a.m. to 9 p.m. EST (the most current hours are posted on The Writing Center's [website](#)).

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

## Your Academic Student Success Team

### Academic Advisor

You have an academic advisor assigned based on your College and goals—this is a dedicated contact person for your questions about courses, graduation requirements, experiential learning opportunities, and other topics related to your academic experience and professional aspirations. Some academic advisors will be traveling to the University of Deusto to meet with students in person, but your academic advisor is available to you 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:JoinCOS@northeastern.edu">JoinCOS@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.

## **Libraries and Research**

You can reserve a reading room in the Library on campus at the University of Deusto by following the instructions at the Self Check stations in the Reference Room or at the Welcome Desk. View the University of Deusto's Library's online resources [here](#).

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.

## **Disability Accommodations**

### **University of Deusto/API**

If you have a disability, we encourage you to discuss preparations with API as early as possible. You may contact your API Program Coordinator/Manager to discuss your disability and any needed accommodations for classes, housing, or the program in general. You are encouraged to include as much detail as possible on your Course, Housing and/or Medical Forms that you complete for us. More information is available on [this page](#).

### **Northeastern Disability Resource Center**

We recommend also 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.



## **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. Remember that you must remain enrolled in a minimum of 12 credits to remain a full-time student for visa purposes, and 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 is September 16.

## **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 through Northeastern 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.

## **Assessments and Final Exams**

Most students do find that it takes time to adjust to a different academic system. Generally, the striking differences are in the manner in which courses are taught and the grading system. Courses in other countries tend to require more independence of the students. Professors will be present and available to students, but they will likely give fewer assignments, quizzes and tests throughout the session. Many courses will be heavily weighted on only one or two significant papers or exams. If classes are virtual, the same may be true, and students may not have very much “live” instruction time with their professors.

## **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!

## **Getting Ready for Co-Ops**

Co-ops, employers, and grad schools may request your transcripts from all schools you've attended, including your host institution transcript from your N.U.in semester. You receive letter grades for your N.U.in semester classes, and these grades are visible on your host institution transcript, though they appear on your Northeastern transcript as "T" grades for transfer credit.

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.

## Grades and Transcripts

### Grading System

Students should be aware that local equivalents of an “A” may be close to impossible to achieve, especially in a university course taken with local students. API encourages students to pay careful attention to how they will be graded and clarify any confusion they may have with local professors before the academic session gets underway.

Once a grade has been assigned by a professor, the grade can rarely be changed. Extra credit opportunities are not available; generally, the only grades that can be changed are those that were miscalculated or reported incorrectly to the university registrar. Students who believe they have received an incorrect grade must submit a formal letter of petition (addressed to the professor or university administrator) to the API office in Texas, and API will forward this letter to the host institution for consideration. Because host university procedures often do not allow API to intercede directly on the student’s behalf in a grade dispute, API cannot guarantee that grades will be reconsidered or changed.

Students should also be aware of the grading policy of their home university. Some U.S. universities choose to reflect the grade on the transcript but not include it in the student’s cumulative GPA. Other U.S. universities may only transfer credit if a particular grade is earned (e.g., a “C” or higher), though the grade itself will not be reflected on the student’s transcript.

API encourages students who are concerned about their academic standing to be in frequent contact with their professor throughout the semester! You are also encouraged to report problems you may have with your classes to API resident directors, so that they can help you before a grade is issued.

Grades of C and above (6.0-10) are considered transferable, while grades of D or F (5.9 and below) are not able to be applied toward your progress at Northeastern.

Literal	Abbreviation	Numerical	Alphabetical	GPA
Excellent - Honor	MH	10	A+	4
Excellent	SB	9.0-9.9	A	4
Very Good	NT	7.0-8.9	B	3
Pass	AP	6.0-6.9	C	2
Pass	AP	5.0-5.9	D	1
Fail	SS	0.0-4.9	F	0

**Transferable grades:** A+, A, B, C, (6.0- 10)

**Non-transferable grades:** D, F, (0.0 - 5.9)

### **Transcripts**

To successfully complete your courses in the N.U.in program, you must earn a C grade or better in each class. While these grades do apply to your progress at Northeastern through your major, NU Path, and graduation requirements, they will not be factored into your Northeastern GPA and will appear on your Northeastern transcript as “T” for transfer credit rather than with the letter grade you earned. Because co-ops, employers, and grad schools may request your transcripts from all schools you’ve attended, including your host institution transcript which will display the letter grade you earned in each class during your N.U.in semester, your grades in these courses are an important piece of your academic record.

Transcripts are issued to API by Deusto 2-4 months after the end of the academic session. API will forward the official transcript from Deusto, along with an API translation, directly to Northeastern. On API's translated copy, API will recommend a certain number of U.S. credits and a grade for each course; however, Northeastern will transfer grades and credits according to their own internal guidelines and procedures.

## Contact Information

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