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# ACADEMIC ENGLISH AND PATHWAY PROGRAM

2021-2022 Student Handbook

**INTO** @ SAINT LOUIS UNIVERSITY





**This student handbook is an introduction to your time at INTO SLU and a guide to policies and procedures followed by INTO SLU. This handbook is in addition to the Saint Louis University Student Handbook, available online at:**

<https://www.slu.edu/life-at-slu/community-standards/student-handbook.php>

March 2021



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## THE ACADEMIC ENGLISH AND PATHWAY PROGRAM

### Mission Statement

The English as a Second Language Program is motivated by the knowledge that the University is enriched by the global perspectives and cross-cultural exchanges that international students make possible. The mission of the Program is to prepare academically talented English language learners for successful careers as undergraduate and graduate students at Saint Louis University through our commitment to excellence in teaching, service, and learning.

Our Academic English and Pathway Programs integrate language study, academic skills, and cultural awareness, and they foster in students the intellectual curiosity that leads to recognition of a higher purpose to which we all contribute. We embrace and enact the Ignatian tradition of Saint Louis University by uniting the pursuit of individual academic excellence with our dedication to developing a community of men and women for others.

### Program Start and End Dates for Fall 2021–Summer 2022

Classes for the Fall 2021 semester begin on August 25, 2021 and end on December 10, 2021. Fall exams will take place during the week of December 13-17, 2021.

Classes for Spring 2022 begin on January 18, 2022 and end on May 9, 2022. Spring exams will take place during the week of May 11-17, 2022.

Classes for Summer 2022 begin on May 30, 2022 and end on August 5, 2022. Final exams will take place in the last class period during the week of August 1, 2022.

These dates may change. Students are advised to check the SLU Academic Calendar: <https://www.slu.edu/registrar/calendars/index.php>.



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## HEALTH GUIDELINES FOR FALL 2021 AND SPRING 2022

In response to the COVID-19 pandemic, Saint Louis University has implemented the following guidelines. These guidelines are in place for the entire University are designed to protect students, faculty, and staff. If you have questions or concerns, first visit SLU's COVID-19 resources and FAQ pages: <https://www.slu.edu/back-to-slu/>. If you still have questions or concerns, please email them to [pandemic@slu.edu](mailto:pandemic@slu.edu).

**All members of the SLU community** (students, faculty, and staff) must follow the 4 guidelines listed below:

1. Wear a face mask.
2. Wash and sanitize hands and surfaces frequently.
3. Stay 6 feet, or 2 meters, from one another and avoid large gatherings.
4. Complete daily symptom checking and reporting.

**If you live on campus**, there are additional guidelines you must follow. These guidelines are updated frequently and can be found at <https://www.slu.edu/back-to-slu/fall-housing/fall-housing-approach.php#housingsafegaurds>.



## COURSE LEVELS AND PROGRESSION

The English as a Second Language and Pathway Program offers a range of classes to accommodate your level of English language proficiency. The faculty determine your entry level based on the language tests you take when you arrive at Saint Louis University. The length of time that you spend at each level depends on the amount of time it takes for you to become proficient, but if you engage fully with the learning process, you can expect to move up one level each semester. If you demonstrate a higher level of proficiency with a GPA of 3.5 or higher in your current level, grades of B or better in your reading, writing, grammar, and content (if applicable) courses and a portfolio that shows you have the appropriate language skills for placement in the next course level, you may progress more quickly through the program.

### Academic English

Academic English (AE) includes four levels of instruction for undergraduates and five levels of instruction for graduate students. The program will guide your study of the English language and prepare you to be successful in courses in degree-seeking programs. The language, academic, and content goals in the AE Program will familiarize you with the expectations of and cultural information needed to study at Saint Louis University.

In each level, you will study reading, writing & grammar, and listening & speaking. Students in the intermediate levels will also take English through Service and content classes. **English through Service** takes you out of the classroom to develop your language through providing service to the St. Louis community. **Content classes** deal with topics such as cross-cultural communication, ethics, gender studies, and human rights. Such courses encourage you to use the language and skills you are learning in academic contexts. Expect to attend classes 18-20 hours and complete homework for an additional 18-20 hours each week to meet your goals of progressing through each level in one semester.

If you have questions about your Academic English classes, you should speak with your instructors, your academic advisor, or the Academic English Coordinator, Mr. Matt Ryan.

#### Level 1 (Beginner)

- AEP 100: Writing and Grammar
- AEP 120: Reading and Vocabulary
- AEP 130: Listening and Speaking

#### Level 2 (High Beginner)

- AEP 200: Writing and Grammar
- AEP 220: Reading and Vocabulary
- AEP 230: Listening and Speaking
- AEP 250: English through Service





### Level 3 (Intermediate)

- AEP 300: Writing and Grammar
- AEP 310: Exploring Cultures
- AEP 320: Reading and Vocabulary
- AEP 330: Listening and Speaking
- AEP 350: English through Service

### Level 4 (High Intermediate)

- AEP 400: Writing and Grammar
- AEP 410: Contemporary Issues
- AEP 420: Reading and Vocabulary
- AEP 430: Listening and Speaking
- AEP 450: English through Service

### Level 5 (Low Advanced)

- AEP 500: Writing and Grammar
- AEP 510: Contemporary Issues
- AEP 520: Reading and Vocabulary
- AEP 530: Listening and Speaking
- AEP 550: English through Service



## Pathway Program

The Pathway Program includes Undergraduate and Graduate Pathways. Eligible undergraduate students with appropriate math scores may elect to take the comprehensive three-semester Pathway that adds MATH 1200 to the Academic English Level 4 curriculum. Students who do not place into MATH 1200 will begin a standard two-semester Pathway after successfully completing Academic English Level 4. Students may not skip any part of the Pathway curriculum and must take the courses in the sequence below.

If you have questions about your Pathway classes, you should speak with your instructors or with Dr. Lisieux Huelman, the Associate Director for Pathway Programs.

### Undergraduate Pathway Program

| Comprehensive   | Standard  | Accelerated  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• AEP 400: Writing and Grammar</li> <li>• AEP 410: Contemporary Issues</li> <li>• AEP 420: Reading and Vocabulary</li> <li>• AEP 430: Listening and Speaking</li> <br/> <li>• MATH 1200 College Algebra</li> <li>• EAP 1210 Math Recitation</li> </ul> | <ul style="list-style-type: none"> <li>• EAP 1000: Writing and Editing I</li> <li>• EAP 1020: Reading and Study Skills I</li> <li>• EAP 1030: Academic Presentations</li> <li>• EAP 1010 Content Recitation</li> <li>• EAP 1210 Math Recitation</li> <li>• University Course (theology, political science, or fine and performing arts)</li> <li>• Math course</li> </ul> | <ul style="list-style-type: none"> <li>• EAP 1200: Writing and Editing II</li> <li>• EAP 1220: Reading and Study Skills II</li> <li>• EAP 1010 Content Recitation</li> <li>• EAP 1210 Math Recitation</li> <li>• University Course (theology, political science or women's and gender studies)</li> <li>• Math course</li> <li>• Major course</li> </ul> |

*Note:* The Saint Louis University Math Placement Test determines your math course. General Education courses include approved courses in Fine and Performing Arts, Political Science, Theology, or Women and Gender Studies.



### **Progression Requirements for Undergraduate Pathways**

To be accepted fully into your major, you must demonstrate the ability to succeed in academic courses. You must complete the EAP Pathway courses before you take EAP/ENGL 1500 and EAP/ENGL 1900. EAP/ENGL 1900 is required of every Saint Louis University undergraduate student.

The mathematics and general education courses fulfill requirements for your degree. Successful completion of these courses is a requirement for full admission into your major.

The requirements for progression are:

- SLU GPA 2.5-2.7 (determined by your Pathway Program)
- Grades of C or better in all courses (no C-/D/W/I/S/U/P/NP grades)
- Grades of B or better in all courses counting toward your major
- Satisfactory completion of Pathway Portfolio
- Program-specific progression details are given in Appendix A

### **Undergraduate Pathway Extensions**

If you do not have the required GPA or if you have grades below the minimum required for progression, you may have the option to take an additional Pathway semester to meet the requirements.

### **Additional Undergraduate Courses**

INTO SLU offers several undergraduate courses that you can take to earn credit towards your undergraduate degree. These classes include:

EAP 1500: College Composition for International Students (equivalent to ENGL 1500)

EAP 1900: Rhetoric & Research Strategies (equivalent to ENGL 1900)

EAP 2850: Intro to Literature for International Students (equivalent to ENGL 2850)

### **Graduate Pathway Program**

| Standard   | Accelerated  |
|--|--|
| <ul style="list-style-type: none"><li>• EAP 4100: Graduate Reading and Writing I</li><li>• EAP 4150: Graduate Listening and Speaking I</li><br/><li>• <i>Additional courses will vary by program</i></li></ul> | <ul style="list-style-type: none"><li>• EAP 4200: Graduate Reading and Writing II</li><li>• EAP 4250: Graduate Listening and Speaking II</li><br/><li>• <i>Additional courses will vary by program</i></li></ul> |



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### **Progression Requirements for Graduate Pathways**

To be accepted fully into your program, you must demonstrate the ability to succeed in both Academic English and content courses.

The requirements for progression are:

- SLU GPA 2.7-3.0 (determined by your Pathway Program)
- Grades of C or better in all courses (no C-/D/W/I/S/U/P/NP grades)
- Grades of B or better in all courses related to your major
- GRE requirement
- Satisfactory completion of Pathway Portfolio
- Program-specific progression details are given in Appendix A

All Graduate Pathway testing requirements need to be met by November 1 for the fall semester and April 1 for the spring semester.



## PROGRAM POLICIES AND GUIDELINES FOR UNDERGRADUATES

### Academic Integrity

#### Introduction

Saint Louis University is a community of learning that is built on honesty and trust among administrators, faculty, staff, and students. Acts of academic misconduct violate this trust and the ethical principles of Christianity, the Catholic Church, and the Society of Jesus, which are fundamental to the University's mission. The prevailing ethical principles and practices of American higher education may differ from those of the native cultures of INTO SLU students, and as such, the INTO SLU policy on academic integrity must allow for this cultural learning curve. To achieve that end, this policy emphasizes INTO SLU's responsibility for educating the student population about these differences but also holds students accountable for knowingly violating the policy.

#### The Responsibilities of Stakeholders

To foster an academic environment in which integrity is paramount, INTO SLU relies on the commitment of all individuals in the INTO SLU community. **Every member of the community** is expected to model high standards of academic integrity and to report any violation of the academic integrity policy. Additionally, **administrators** are expected to provide training to instructors that establishes clear expectations about the standards of academic integrity and to manage the adjudication process; **instructors** are expected to educate students about the standards of academic integrity and to design assignments that minimize the possibility of academic misconduct; and **students** are expected to read and understand the academic integrity policy and to adhere to this policy when completing course assignments.

#### The Policy

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. It is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator. Violations should be reported to the course instructor, who will investigate and adjudicate them according to the INTO SLU Policy on Academic Integrity. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion by the University.

Recommendations of sanctions to be imposed will be made to the Academic Director of INTO SLU. Possible sanctions for a violation of academic integrity include, but are not limited to: assignment of a failing grade for the assignment and/or course, disciplinary probation, suspension, and/or dismissal from the University. While grades are very important in the current educational system and the University is a highly competitive environment, achieving high grades through dishonest means is not worth the risk to one's overall grade, reputation, and career.





### **Types of Academic Misconduct**

Types of academic misconduct include, but are not limited to, the following acts. **Cheating** involves the use of unauthorized or unethical assistance to gain an unfair advantage over other students. **Falsification** involves misrepresentations of fact for academic gain. **Plagiarism** involves the representation of someone else's thoughts or words as if they were one's own, either intentionally or unintentionally. **Sabotage** involves interfering with or seeking to prevent the academic pursuits of others. **Collusion** involves collaboration with another person or persons for the purpose of engaging in, aiding, or abetting acts of academic misconduct.

### **Classes of Violations**

Academic integrity violations can be classified as a **Minor Violation** or a **Major Violation**. Minor Violations may include, but are not limited to, when a student engages in an act of academic misconduct on an assignment of minimal weight to the overall grade of the course. Major Violations may include, but are not limited to, when a student engages in an act of academic misconduct on an assignment of considerable weight to the overall grade of the course, or when a student has committed two prior minor violations.

Saint Louis University has specific rules about academic integrity. You can read about those rules here: <https://www.slu.edu/academics/graduate/university-wide-academic-integrity-policy-final-6-26-15.pdf>

### **Classroom Expectations**

Each class you take at Saint Louis University may include specific behavior and conduct policies on the syllabus. You are also required to meet the following expectations in all classes:

- Attend all class meetings
- Arrive to class on time
- Complete your homework on time and bring it with you to class
- Participate in class
- Bring the necessary materials to class: textbooks, pencils, pens, notebooks
- Silence and store away your phone or other electronic devices unless you are asked to use them in class

Since meeting the classroom expectations of the University is part of your learning process, your grade may be affected if you do not follow these guidelines.

### **Code of Conduct**

Saint Louis University students are required to follow the University's Code of Conduct, found in the Student Handbook. If you believe someone is not following the Code of Conduct, you can speak with your instructors, your faculty mentor, or the INTO SLU Assistant Director for Student Experience, Andrea Zhou. In an emergency, call Campus Security at 314-977-3000.



## Vacation Term

Academic English students are not eligible for a summer vacation term during the first three consecutive semesters in the Academic English Program. A vacation term is limited to the summer semester. Eligibility for a summer vacation term does not guarantee approval.

Pathway Program students are not eligible for a vacation term during the first two (2) consecutive semesters of Pathway study (excluding summer).

## Attendance

Students are required to attend 75% or more of all class meetings during the semester to be in good standing at INTO Saint Louis University. This means you can miss no more than 25% of class sessions. If you are more than 30 minutes late to class or if you leave class for more than 30 minutes, you are counted absent for the full period. Check with each of your instructors for information specific to your classes. **If you miss more than 25% of class sessions for any reason you will be on academic probation next semester.**

You should attend **all** class sessions to get the most educational benefit from your courses. If you are late or absent, you miss graded assignments and important instruction. As a result, being late or absent from any class period negatively impacts your grade. Absence or lateness for any reason does **not** excuse you from assigned work. In all cases, speak with your instructor about your absence. If your instructor determines that your absence is excused, you will have the chance to make up your work for full credit. If your absence is unexcused, there may be penalties on your missed work. The standard deadline for make-up work is two weeks after the original assignment is due.

## ADVISING

While you are a student in the INTO SLU programs, you have many advisors who are committed to your success in and out of the classroom. These advisors include your academic advisor, Lauren Cawein, and the Student Experience team. You can meet with your advisor any time you have questions or concerns. If your advisor requests a meeting with you, you are **required** to attend.

Our advising model is designed with the following outcomes in mind:

1. **Prepare** students with curricular and co-curricular academic support
2. **Teach** students how to access, utilize, and connect with resources across campus through a 1-credit hour course (University 101)
3. **Serve** students academically with academic advising and faculty support
4. Assist in **student learning** through targeted support outside of the classroom



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## **Changing Pathway Major**

If you want to change your Pathway, or, if you aren't sure you're in the right major, contact your academic advisor, Lauren Cawein. She will talk to you about your academic interests and help you to schedule a meeting with the Associate Director for Pathway Programs, Dr. Lisieux Huelman.

## **PLACEMENT AND PROGRESSION MEASURES**

### **Placement Tests**

Two placement tests, the OOPT and the SLUWE, position you at the level at which you will be most successful. Testing dates and instructions are sent out over email. You are responsible for following these instructions, and attending at the required testing date, time, and location. Failure to test on the required dates may affect course placement or registration status. Students who dispute their initial placement may contact their program coordinator before the end of the add/drop period to initiate a review of their placement decision.

#### **Oxford Online Placement Test (OOPT)**

The OOPT is online test of your general English language proficiency. The OOPT tests grammar knowledge and listening skill.

#### **The Undergraduate Saint Louis University Writing Exam (SLUWE)**

The SLUWE is a language skills assessment that determines your readiness for Saint Louis University academic coursework. The SLUWE tests the skill areas of writing ability, reading comprehension, and grammatical accuracy and sophistication.

### **Grades and Grade Point Average**

You must remain in good academic standing in order to progress. Students in good standing have a grade point average (GPA) of 2.5 or higher.

Many Pathway programs require a minimum GPA that is higher than 2.5. You should be familiar with your program's progression requirements. It is a good idea to know your current GPA and speak with your instructors, your faculty mentor, the Associate Director for Pathway Programs and the Assistant Director of Student Experience if you have any questions about your progress in your classes.

### **Grade Appeals**

Students may appeal course grades by completing the grade appeal process with the Academic English Coordinator, Mr. Matt Ryan, or the Associate Director for Pathway Programs, Dr. Lisieux Huelman.



## **Probation**

As a student in the INTO SLU program, you are expected to make good progress towards your major area of study. If you fail to meet the requirements for academic good standing (for example, falling below the minimum GPA, failing to meet progression criteria or minimal course grade requirements) or if you take an unauthorized leave of absence or have excessive unapproved absences, you will be placed on academic probation.

## **Dismissal**

### **Failure to Make Significant Progress**

If you are on probation for three semesters and do not meet the terms of your probation at the end of your third semester, you will be dismissed.

### **Appeal Process**

You can appeal the decision the first time you are dismissed in our program. You will need to submit the form emailed to you by the Academic Director, and write a letter in support of your case.

You may only appeal the first dismissal; if you do not clear probation in the semester after dismissal, you will be dismissed and will not be eligible to appeal.

## **Time to Degree**

Students must be aware that many students find it difficult to complete all of the requirements for an undergraduate degree in just four (4) years of study attending two (2) semesters per academic year. Typically, students will need to enroll in one (1) or more summer semesters to stay on track to graduate in four (4) years. Graduate/professional students may also require additional time to degree completion.

## **ACADEMIC SUPPORT FOR UNDERGRADUATE STUDENTS**

### **The English Language Center**

The English Language Center (ELC) provides specialized support for international students at all levels. In one-on-one consultations and in group workshops, ELC consultants provide feedback and offer strategies to improve your writing at every stage, from coming up with ideas for your paper, to organizing a draft, to polishing the final document. The ELC also offers assistance in testing strategies, multi-media projects, grammatical accuracy, research skills, and pronunciation.

During ELC consultations, you will work with consultants to develop strategies to become a more capable and proficient English language learner. Consultants can help you prioritize your language needs and assess your strengths and weaknesses.



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ELC consultants will work with you to improve grammatical accuracy and to learn grammatical rules, skills, and concepts, but **will not edit your papers**. Consultants will help identify error patterns in writing and develop strategies to correct and control these errors, but will never “fix” or “correct” a paper in ways that raise it to a level of proficiency and fluency beyond what you can reasonably achieve.

ELC consultants are SLU faculty members, graduate students, and undergraduate students who have been trained to assist students whose native language is not English and to foster each writer’s sense of control over the writing process. We take pride in our roles as interpreters and ambassadors of academic and American culture, and we are dedicated to helping you become more proficient writers.

You may make an appointment with the ELC at any point in the writing process, but the help will be most effective if you schedule your appointment with enough time to revise your work before the assignment is due. During standard semesters, use SLU Appointments (accessed through <http://myslu.slu.edu>) to make an ELC appointment. The ELC accepts walk-ins when consultants are available, but appointments are strongly encouraged as ELC services are in high demand. Students may make a maximum of one appointment per day and two appointments per week.

The ESL Program also offers Academic Support Workshops (ASWs) that help students develop the self-regulated learning skills necessary for reaching academic goals and maintaining a healthy lifestyle during your college career. Past topics have included managing your time, creating and updating job portfolios, staying motivated, maintaining your mental and physical health, and using university tutoring services.

Undergraduate Pathway students are encouraged to University Writing Services:  
<http://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php>

## **Course Evaluation**

You have the opportunity to evaluate your classes and instructors at the end of each semester. These evaluations are very important to improve classes and the quality of instruction. Instructors will give you directions for submitting course evaluations. All evaluations are anonymous and are not given to instructors until after course grades have been submitted. Your evaluation remarks cannot hurt or help your class grade.

## **Being an International Student**

Attending classes, engaging with teachers and fellow students, completing all your assignments will all contribute to your success, but you will also gain much in terms of language and social competence by observing and engaging with life around you. There is a lot to learn and at times some of the cultural differences may seem very strange, but you will benefit.

There is a lot of information for international students studying at SLU available in the International Student Handbook online at <https://www.slu.edu/international-services/pdfs/international-student-handbook-english.pdf>.





# **PROGRAM POLICIES AND GUIDELINES FOR GRADUATE STUDENTS**



## PROGRAM POLICIES AND GUIDELINES FOR GRADUATE STUDENTS

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Recommendations of sanctions to be imposed will be made to the Academic Director of INTO SLU. Possible sanctions for a violation of academic integrity include, but are not limited to: assignment of a failing grade for the assignment and/or course, disciplinary probation, suspension, and/or dismissal from the University. While grades are very important in the current educational system and the University is a highly competitive environment, achieving high grades through dishonest means is not worth the risk to one's overall grade, reputation, and career.



### **Types of Academic Misconduct**

Types of academic misconduct include, but are not limited to, the following acts. **Cheating** involves the use of unauthorized or unethical assistance to gain an unfair advantage over other students. **Falsification** involves misrepresentations of fact for academic gain. **Plagiarism** involves the representation of someone else's thoughts or words as if they were one's own, either intentionally or unintentionally. **Sabotage** involves interfering with or seeking to prevent the academic pursuits of others. **Collusion** involves collaboration with another person or persons for the purpose of engaging in, aiding, or abetting acts of academic misconduct.

### **Classes of Violations**

Academic integrity violations can be classified as a **Minor Violation** or a **Major Violation**. Minor Violations may include, but are not limited to, when a student engages in an act of academic misconduct on an assignment of minimal weight to the overall grade of the course. Major Violations may include, but are not limited to, when a student engages in an act of academic misconduct on an assignment of considerable weight to the overall grade of the course, or when a student has committed two prior minor violations.

Saint Louis University has specific rules about academic integrity. You can read about those rules here: <https://www.slu.edu/academics/graduate/university-wide-academic-integrity-policy-final-6-26-15.pdf>

### **Classroom Expectations**

Each class you take at Saint Louis University may include specific behavior and conduct policies on the syllabus. You are also required to meet the following expectations in all classes:

- Attend all class meetings
- Arrive to class on time
- Complete your homework on time and bring it with you to class
- Participate in class
- Bring the necessary materials to class: textbooks, pencils, pens, notebooks
- Silence and store away your phone or other electronic devices unless you are asked to use them in class

Since meeting the classroom expectations of the University is part of your learning process, your grade may be affected if you do not follow these guidelines.

### **Code of Conduct**

Saint Louis University students are required to follow the University's Code of Conduct, found in the Student Handbook. If you believe someone is not following the Code of Conduct, you can speak with your instructors, your faculty mentors, or the INTO SLU Assistant Director of Student Experience. In an emergency, call Campus Security at 314-977-3000.



## ADVISING

While you are a student in the INTO SLU programs, you have many advisors who are committed to your success in and out of the classroom. These advisors include your academic advisor, Lauren Cawein, and the Student Experience team. You can meet with your advisors any time you have questions or concerns. If one of your advisors requests a meeting with you, you are **required** to attend.

### Graduate Program Contacts

As a Graduate Pathway student, your program may also prefer that you begin working with a faculty mentor in your area of specialization. You may use the list below to contact your program and begin working with a mentor.

| Program                                   | Contact Name       | Contact Number | Contact Email  |
|---|--------------------|----------------|--|
| Applied Financial Economics               | Katelyn McConnell  | 314.977.4052   | <a href="mailto:katelyn.mcconnell@slu.edu">katelyn.mcconnell@slu.edu</a>               |
| Artificial Intelligence                   | Kevin Scannell     | 314.977.2489   | <a href="mailto:kevin.scannell@slu.edu">kevin.scannell@slu.edu</a>                     |
| Analytics                                 | Srikanth Mudigonda | 314.977.7214   | <a href="mailto:srikanth.mudigonda@slu.edu">srikanth.mudigonda@slu.edu</a>             |
| Bioinformatics and Computational Biology  | Maureen Donlin     | 314.977.8858   | <a href="mailto:maureen.donlin@health.slu.edu">maureen.donlin@health.slu.edu</a>       |
| Business Administration                   | Katelyn McConnell  | 314.977.4052   | <a href="mailto:katelyn.mcconnell@slu.edu">katelyn.mcconnell@slu.edu</a>               |
| Chemistry                                 | Dana Baum          | 314.977.2842   | <a href="mailto:dana.baum@slu.edu">dana.baum@slu.edu</a>                               |
| Computer Science                          | Kevin Scannell     | 314.977.2489   | <a href="mailto:kevin.scannell@slu.edu">kevin.scannell@slu.edu</a>                     |
| Cybersecurity                             | Dustin Loeffler    | 314.977.4152   | <a href="mailto:dustin.loeffler@slu.edu">dustin.loeffler@slu.edu</a>                   |
| Engineering                               | Riyadh Hindi       | 314.977.8547   | <a href="mailto:riyadh.hindi@slu.edu">riyadh.hindi@slu.edu</a>                         |
| Health Data Science                       | Divya Subramaniam  | 314.977.9420   | <a href="mailto:divya.subramaniam@health.slu.edu">divya.subramaniam@health.slu.edu</a> |
| Information Systems                       | Maria Weber        |                | <a href="mailto:maria.l.weber@slu.edu">maria.l.weber@slu.edu</a>                       |
| Law (JD and LLM)                          | Ira Trako          | 314.977.2792   | <a href="mailto:ira.trako@slu.edu">ira.trako@slu.edu</a>                               |
| Leadership and Organizational Development | Steve Winton       | 314.977.5729   | <a href="mailto:steven.winton@slu.edu">steven.winton@slu.edu</a>                       |
| Mathematics                               | Brody Johnson      | 314.977.2484   | <a href="mailto:brody.johnson@slu.edu">brody.johnson@slu.edu</a>                       |



|                                |                      |              |  |
|--------------------------------|----------------------|--------------|--|
| Nursing                        | Helen Lach           | 314.977.8939 | <a href="mailto:helen.lach@slu.edu">helen.lach@slu.edu</a>                     |
| Nutrition & Dietetics          | Tricia Austin        | 314.977.8531 | <a href="mailto:tricia.austin@health.slu.edu">tricia.austin@health.slu.edu</a> |
| Professional Studies           | John Buerck          | 314.977.2320 | <a href="mailto:john.buerck@slu.edu">john.buerck@slu.edu</a>                   |
| Project Management             | Randy Robertson      |              | <a href="mailto:randy.roberston@slu.edu">randy.roberston@slu.edu</a>           |
| Public Health                  | Anne Sebert Kuhlmann | 314.977.4029 | <a href="mailto:anne.sebertkuhlmann@slu.edu">anne.sebertkuhlmann@slu.edu</a>   |
| Strategic Intelligence         | Joe Lyons            | 314.977.2330 | <a href="mailto:joe.lyons@slu.edu">joe.lyons@slu.edu</a>                       |
| Supply Chain Management        | Katelyn McConnell    | 314.977.4052 | <a href="mailto:katelyn.mcconnell@slu.edu">katelyn.mcconnell@slu.edu</a>       |
| Software Engineering           | Kevin Scannell       | 314.977.2489 | <a href="mailto:kevin.scannell@slu.edu">kevin.scannell@slu.edu</a>             |
| Urban Planning and Development | Sarah Coffin         | 314.977.3930 | <a href="mailto:sarah.coffin@slu.edu">sarah.coffin@slu.edu</a>                 |

## PLACEMENT AND PROGRESS MEASURES

### Placement

Two placement tests, the OOPT and the SLUWE, position you at the level at which you will be most successful. Testing dates and instructions are sent out over email. You are responsible for following these instructions, and attending at the required testing date, time, and location. Failure to test on the required dates may affect course placement or registration status. Students who dispute their initial placement may contact their program coordinator before the end of the add/drop period to initiate a review of their placement decision.

#### Oxford Online Placement Test (OOPT)

The OOPT is online test of your general English language proficiency. The OOPT tests grammar knowledge and listening skill.

#### The Graduate Saint Louis University Writing Exam (Grad SLUWE)

The Grad SLUWE is a language skills assessment that determines your readiness for Saint Louis University graduate-level academic coursework. The Grad SLUWE tests the skill areas of writing ability, reading comprehension, grammatical accuracy and sophistication, and documentation in either APA style. A citation guide will be provided during the exam.

### Grades and Grade Point Average

You must remain in good academic standing in order to progress. Students in good standing have a grade point average (GPA) of 2.5 or higher, depending on your program of study





Many Graduate Pathway programs require a minimum GPA that is higher than 2.5 and a grade of B or better in all courses related to your major. You should be familiar with your program's progression requirements. It is a good idea to know your current GPA and speak with your instructors, your faculty mentor, the Associate Director for Pathway Programs and the Assistant Director of Student Experience if you have any questions about your progress in your classes.

### **Grade Appeals**

Students may appeal IEP and EAP course grades by completing the grade appeal process with the Academic English Coordinator, Mr. Matt Ryan, or the Associate Director for Pathway Programs, Dr. Lisieux Huelman.

### **Probation**

As a student in the INTO SLU program, you are expected to make good progress towards your major area of study. If you fail to meet the requirements for academic good standing (for example, falling below the minimum GPA, failing to meet progression criteria or minimal course grade requirements) or if you take an unauthorized leave of absence or have excessive unapproved absences, you will be placed on academic probation. Probation is not guaranteed for Graduate Pathway students; your receiving program will determine eligibility on a case-by-case basis. The ESL program will work with your receiving program to determine the terms of your probation if you are eligible.

### **Dismissal**

#### **Failure to Make Significant Progress**

If you are on probation for three consecutive semesters and do not meet the terms of your probation at the end of your third semester, you will be dismissed.

#### **Appeal Process**

You can appeal your dismissal **ONLY** if the terms of your original probation allow it. You will need to submit the form emailed to you by the Academic Director, and write a letter in support of your case.

You may only appeal the first dismissal; if you do not clear probation in the semester after dismissal, you will be dismissed and will not be eligible to appeal.

### **Time to Degree**

Students must be aware that many students find it difficult to complete all of the requirements for an undergraduate degree in just four (4) years of study attending two (2) semesters per academic year. Typically, students will need to enroll in one (1) or more summer semesters to stay on track to graduate in four (4) years. Graduate/professional students may also require additional time to degree completion.



## ACADEMIC SUPPORT FOR GRADUATE STUDENTS

### The English Language Center

The English Language Center (ELC) provides specialized support for international students at all levels. In one-on-one consultations and in group workshops, ELC consultants provide feedback and offer strategies to improve your writing at every stage, from coming up with ideas for your paper, to organizing a draft, to polishing the final document. The ELC also offers assistance in testing strategies, multi-media projects, grammatical accuracy, research skills, and pronunciation.

During ELC consultations, you will work with consultants to develop strategies to become a more capable and proficient English language learner. Consultants can help you prioritize your language needs and assess your strengths and weaknesses.

ELC consultants will work with you to improve grammatical accuracy and to learn grammatical rules, skills, and concepts, but **will not edit your papers**. Consultants will help identify error patterns in writing and develop strategies to correct and control these errors, but will never “fix” or “correct” a paper in ways that raise it to a level of proficiency and fluency beyond what you can reasonably achieve.

ELC consultants are SLU faculty members, graduate students, and undergraduate students who have been trained to assist students whose native language is not English and to foster each writer’s sense of control over the writing process. We take pride in our roles as interpreters and ambassadors of academic and American culture, and we are dedicated to helping you become more proficient writers.

You may make an appointment with the ELC at any point in the writing process, but the help will be most effective if you schedule your appointment with enough time to revise your work before the assignment is due. During standard semesters, use SLU Appointments (accessed through <http://myslu.slu.edu>) to make an ELC appointment. The ELC accepts walk-ins when consultants are available, but appointments are strongly encouraged as ELC services are in high demand. Students may make a maximum of one appointment per day and three appointments per week.

The ESL Program also offers Academic Support Workshops (ASWs) that help students develop the self-regulated learning skills necessary for reaching academic goals and maintaining a healthy lifestyle during your college career. Past topics have included managing your time, creating and updating job portfolios, staying motivated, maintaining your mental and physical health, and using university tutoring services.

Graduate Pathway students are encouraged to visit University Writing Services: <http://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php>.



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### **Course Evaluation**

You have the opportunity to evaluate your classes and instructors at the end of each semester. These evaluations are very important to improve classes and the quality of instruction. Instructors will give you directions for submitting course evaluations. All evaluations are anonymous and are not given to instructors until after course grades have been submitted. Your evaluation remarks cannot hurt or help your class grade.

### **Being an International Graduate Student**

Attending classes, engaging with teachers and fellow students, completing all your assignments will all contribute to your success, but you will also gain much in terms of language and social competence by observing and engaging with life around you. There is a lot to learn and at times some of the cultural differences may seem very strange, but you will benefit.

There is a lot of information for international students studying at SLU available in the International Student Handbook online at <https://www.slu.edu/international-services/pdfs/international-student-handbook-english.pdf>.

### **Graduate Student Handbooks**

Many graduate programs also maintain a Graduate Student Handbook for their students. It is important that you become familiar with your program's handbook. Please refer to your program's home page or your program contact person to find your program's handbook.

### **Graduate Student Association (GSA)**

In addition to the resources offered by INTO SLU, you are also represented by the Graduate Student Association (GSA). According to their mission, "GSA sponsors the annual Graduate Student Research Symposium which showcases graduate student research, in both paper and poster formats. Graduate students may also apply for GSA awards for conference presentation and attendance, publication assistance, as well as summer research support towards thesis, dissertation, and exam preparation." You can find more information about GSA and its policies on their website: <http://gsa.slu.edu>.



## Appendix A

### Progression Requirements between Academic English Levels

- Semester 2.5 GPA
- No grades below C

### Undergraduate Pathway Progression Requirements Academic English to Pathway

Official progression requirements from Academic English Level 5 to the Undergraduate Pathway

- You will need to complete Level 4
- Earn a 2.5 semester GPA with no grades below a C

### Undergraduate Pathway Requirements Pathway to Degree Progression

#### **Aerospace Engineering, Arts, Aeronautics, Business, Computer Science, Engineering, General Studies**

- Minimum 2.7 cumulative GPA
- Grade of B or better in all classes counting toward major
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid, whether in the comprehensive, standard, accelerated, or extension semester

#### **Health Information Management, Mathematics and Statistics, Science**

- Minimum 2.5 cumulative GPA
- Grade of B or better in all classes counting toward major
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)



## **Graduate Pathway Progression Requirements Academic English to Pathway**

Official progression requirements from Academic English Level 5 to the Graduate Pathway

- You will need to complete Level 5
- Earn a 2.5 semester GPA with no grades below a C

## **Graduate Pathway Requirements Pathway to Degree Progression**

### **Applied Financial Economics**

- Minimum 3.0 cumulative GPA
- Grade of B or better in all business courses (can have B- in one class at most)
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Artificial Intelligence**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in all AI courses
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Analytics**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Bioinformatics and Computation Biology**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in BCB 5200 and BCB 5250
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)



### **Chemistry**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Computer Science**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Cybersecurity**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Engineering**

- Minimum 3.0 cumulative GPA
- Grade of B or better in all courses
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Letter of recommendation from SLU faculty member
- GRE Optional (recommended 150Q or higher)
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Health Data Science**

- Minimum 3.0 cumulative GPA
- Grade of B or better in all programming courses
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio



- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Information Systems**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **JD**

- Minimum 3.0 cumulative GPA
- Grade of B or better in Intro to US Laws course
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- LSAT score of 152 or above
- Complete LSAC Credential Assembly Service file
- SLU Law JD application
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **LLM**

- Minimum 3.0 cumulative GPA
- Grade of B or better in all courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Leadership and Organizational Development**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Mathematics**

- Minimum 3.0 cumulative GPA





- Grade of B- or better in courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

**MBA (Business Administration)**

- Minimum 3.0 cumulative GPA in
- Grade of B or better in all business courses (can have B- in one class at most)
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

**MPH (Public Health)**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- 2 letters of recommendation (one from ESL faculty and one from CPHSJ faculty)
- Personal Statement
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

**MPS (Professional Studies)**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

**Nutrition and Dietetics**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- GRE 140 overall or higher
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)



### **Nursing**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W//P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Project Management**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W//P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Supply Chain Management**

- Minimum 3.0 cumulative GPA in SLU Business Courses
- Grade of B or better in all business courses (can have B- in one class at most)
- No C-/D/F/W//P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Software Engineering**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W//P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)

### **Strategic Intelligence**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W//P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)



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**Urban Planning and Development**

- Minimum 3.0 cumulative GPA
- Grade of B- or better in courses counting toward degree
- No C-/D/F/W/I/P/NP/S/U grades
- Pathway portfolio
- Completion of Pathway Curriculum as shown in the grid (i.e., If a class was not successfully completed in Pathway I and is re-taken in Pathway II, then the student may need a Pathway III to ensure that full curriculum was completed.)



## Appendix B: Tables of Curricular Elements

### Academic English

| Name of Class                                     | Goals  | Objective  | SLOs   |
|---|--|--|--|
| AEP 0100 Writing and Grammar<br>Level 1: Beginner | Goal 1: Writing:<br>The course will focus on using the writing process to write sentences and paragraphs                 | Objective 1.1 Instructors will help students apply basic writing skills  | Outcome 1.1.1 Students will be able to write words, phrases, and sentences that follow writing conventions                                 |
|   |  |  | Outcome 1.1.2 Students will be able to use prewriting strategies to develop ideas into a short paragraph                                   |
|   |  |  | Outcome 1.1.3 Students will be able to revise sentences and short paragraphs in response to instructor feedback                            |
|   |  | Objective 1.2 Instructors will help students identify and write the main parts of a paragraph                  | Outcome 1.2.1 Students will be able to join sentences into short paragraphs on a single familiar theme                                     |
|   |  |  | Outcome 1.2.2 Students will be able to write topic sentences, supporting details (personal opinion or experience) and concluding sentences |
|   |  |  | Objective 1.3 Instructors will help students develop an awareness of style   |
|   | Goal 2: Grammar:<br>The course will focus on understanding and applying target high-frequency beginner grammatical forms | Objective 2.1 Instructors will help students identify and use basic grammatical parts of speech and word order | Outcome 2.1.1 Students will be able to write complete sentences using simple sentence patterns   |
|   |  |  | Outcome 2.1.2 Students will be able to use a bilingual dictionary to identify parts of speech and write sentences with correct word order  |
|   |  | Objective 2.2 Instructors will help students use target high-frequency, beginner-level grammatical structures  | Outcome 2.2.1 Students will be able to identify target structures in beginner-level texts and modified conversations                       |
|   |  |  | Outcome 2.2.2 Students will be able to form target structures in controlled practice exercises   |
|   |  |  | Outcome: 2.2.3 Students will be able to produce target structures in free practice tasks   |

| Name of Class   | Goals  | Objectives  | SLOs   |
|---|--|---|--|
| AEP 0120<br>Reading and Vocabulary<br>Level 1: Beginner | Goal 1: Reading:<br>The course will focus on reading and comprehending different types of beginner-level texts | Objective 1.1: Instructors will help students apply appropriate reading strategies to texts | Outcome 1.1.1: Students will be able to recognize common structures (e.g., headings, numbers, bold type) and patterns (e.g., presenting a topic and expanding with details) in a text              |
|   |  |   | Outcome 1.1.2: Students will be able to find specific, predictable information in a text   |
|   |  |   | Outcome 1.1.3: Students will be able to identify genres of texts (e.g., stories, academic essays, reviews, magazine articles, blog posts) and apply reading strategies appropriate to those genres |
|   |  | Objective 1.2: Instructors will help students distinguish between main ideas and details    | Outcome 1.2.1: Students will be able to identify and rephrase main ideas in short, beginner-level texts  |

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|  |   |  | Outcome 1.2.2: Students will be able to identify and rephrase supporting details in short, beginner-level texts.                                     |
|  |   | Objective 1.3: Instructors will help students comprehend and apply what they have read   | Outcome 1.3.1: Students will be able to respond briefly to a text during class discussions and in writing by connecting similar personal experiences |
|  | Goal 2: Vocabulary:<br>The course will focus on building a working vocabulary of 1000-2000 high-frequency English words | Objective 2.1: Instructors will help students develop strategies for learning and determining the meaning of unknown words and phrases | Outcome 2.1.1: Students will be able to use basic grammatical features and context clues to determine unfamiliar word and sentence meanings          |
|  |   |  | Outcome 2.1.2: Students will be able to look up words in bilingual dictionaries to find meanings   |
|  |   |  | Outcome 2.1.3: Students will be able to apply different vocabulary-building strategies (e.g., vocabulary journals, flash cards):                     |
|  |   | Objective 2.2: Instructors will help students will use high-frequency vocabulary words and phrases                                     | Outcome 2.2.1: Students will be able to define and spell correctly target vocabulary words   |
|  |   | Outcome 2.2.2: Students will be able to use target vocabulary words during class discussions and in writing                            |  |

| Name of Class                                     | Goals  | Objective  | SLOs  |
|---|--|--|---|
| AEP 0130 Listening and Speaking Level 1: Beginner | Goal 1: Listening: The course will focus on recognizing and understanding familiar English words and phrases in simple and / or scaffolded conversations | Objective 1.1: Instructors will help students recognize the basic units of sound and meaning in English                                | Outcome 1.1.1: Students will be able to identify numbers, letters, phonemes, and morphemes  |
|   |  | Objective 1.2: Instructors will help students recognize simple questions, statements, and commands                                     | Outcome 1.2.1: Students will be able to identify the differences between spoken questions, statements, and commands by identifying intonation, word order, and other verbal clues |
|   |  |  | Outcome 1.2.2: Students will be able to recognize and follow classroom instructions   |
|   |  | Objective 1.3: Instructors will help students understand target high frequency words and expressions when delivered slowly and clearly | Outcome 1.3.1: Students will be able to identify the main idea and important information in short, simple listening segments  |
|   |  |  | Outcome 1.3.2: Students will be able to recognize keywords in short, simple listening segments  |
|   |  | Goal 2: Speaking: The course will focus on speaking in simple phrases and sentences using common expression                            | Objective 2.1: Instructors will help students produce the basic units of sound and meaning in English   |
|   | Outcome 2.1.2: Students will be able to repeat and read aloud high-frequency words and phrases   |  |   |
|   | Objective 2.2: Instructors will help students respond to simple high-frequency questions, statements, and commands                                       |  | Outcome 2.2.1: Students will be able to respond appropriately using greetings, polite expressions, and other high-frequency forms   |
|   |  |  | Outcome 2.2.2: Students will be able to express a lack of understanding and ask for clarification or repetition   |
|   |  |  | Outcome 2.3.1: Students will be able to ask and answer simple questions   |

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|  |  | Objective 2.3: Instructors will help students use high-frequency words and expressions to interact and convey basic ideas | Outcome 2.3.2: Students will be able to demonstrate turn-taking in short dialogues |
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| Name of Class                                      | Goals   | Objective  | SLOs   |
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| AEP 200 Writing and Grammar Level 2: High Beginner | Goal 1: Writing:<br>The course will focus on using the writing process to write developed and organized paragraphs and short (500-word) essays. | Objective 1.1: Instructors will help students apply basic academic writing skills  | Outcome 1.1.1: Students will be able to follow a multi-step writing process to develop and organize ideas into paragraphs and essays               |
|  |   |  | Outcome 1.1.2: Students will be able to revise writing assignments by answering the instructor's guided questions                                  |
|  |   |  | Outcome 1.1.3: Students will be able to follow MLA formatting guidelines   |
|  |   | Objective 1.2: Instructors will help students develop ideas in a manner consistent with academic expectations              | Outcome 1.2.1: Students will write topic sentences that clearly state the controlling idea of a paragraph  |
|  |   |  | Outcome 1.2.3: Students will be able to apply basic cohesive devices (repetition, transitions, pronouns) to their writing                          |
|  |   |  | Outcome 1.3.1: Students will be able to identify and write paragraphs and multi-paragraph essays that suit different rhetorical purposes           |
|  | Goal 2: Grammar:<br>The course will focus on understanding and applying target high-frequency and high-beginner grammatical forms               | Objective 2.1: Instructors will help students identify and use a range of grammatical parts of speech and word order       | Outcome 2.1.1: Students will be able to write complete simple, compound, and complex sentences   |
|  |   |  | Objective 2.2: Instructors will help students recognize and apply knowledge of target high-beginner structures                                     |
|  |   | Objective 2.3: Instructors will help students develop self-editing skills  | Outcome 2.2.1: Students will be able to recognize the forms, functions, and meanings of target structures in high-beginner texts and conversations |
|  |   |  | Outcome 2.2.2: Students will be able to form target structures in controlled practice exercises  |
|  |   | Outcome 2.2.3: Students will be able to produce target structures meaningfully in paragraphs                               |  |
|  |   | Outcome 2.3.1: Students will be able to recognize editing symbols in marked work to self-edit                              |  |
|  |   | Outcome 2.3.2: Students will be able to implement basic strategies to identify and correct their own common grammar errors |  |

| Name of Class  | Goals  | Objectives   | SLOs   |
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| AEP 0220 Reading and Vocabulary Level 2: High Beginner | Goal 1: Reading:<br>The course will focus on reading and comprehending | Objective 1.1: Instructors will help students determine and apply the appropriate reading strategies to academic texts | Outcome 1.1.1: Students will be able to find specific, relevant, and predictable information in texts  |
|  |  |  | Outcome 1.1.2: Students will be able to use the generic and structural features of texts to decide on reading strategies appropriate to the task |



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|   | different types of high-beginner academic text   |  | Outcome 1.1.3: Students will apply reading strategies to increase their reading speed while maintaining accuracy and comprehension  |
|   |  | Objective 1.2: Instructors will help students distinguish between main ideas and details   | Outcome 1.2.1: Students will be able to identify, summarize, and analyze the stated main ideas and details of short academic texts and longer beginner-level texts                                      |
|   |  | Objective 1.3: Instructors will help students comprehend and apply what they have read   | Outcome 1.3.1: Students will be able to offer a sustained response to a text during class discussions and in writing by connecting the text to other relevant texts and ideas                           |
|   |  | Objective 1.4: Instructors will help students demonstrate a variety of note-taking skills  | Outcome 1.4.1: Students will be able to annotate high-beginner academic texts for increased comprehension and retention   |
|   | Outcome 1.4.2: Students will be able to summarize, paraphrase, and synthesize high-beginner academic texts in note form                              |  |   |
|   | Goal 2: Vocabulary: The course will focus on building a working vocabulary of 2000+ high- frequency English words and beginning-level academic terms | Objective 2.1: Instructors will help students develop strategies for learning and determining the meaning of unknown words and phrases | Outcome 2.1.1: Students will be able to use grammatical features (prefixes, suffixes, root words, word forms) and context clues of several sentences to determine unfamiliar word and sentence meanings |
|   |  |  | Outcome 2.1.2: Students will be able to look up words in English dictionaries to find meanings  |
|   |  |  | Outcome 2.1.3: Students will be able to apply their preferred vocabulary-building strategies to learning new words and phrases  |
|   |  | Objective 2.2: Instructors will help students recognize and use high-frequency words and beginning-level academic terms                | Outcome 2.2.1: Students will be able to define, and spell correctly target vocabulary words and phrases   |
|   |  |  | Outcome 2.2.2: Students will be able to identify literal and figurative meanings of words and phrases   |
| Outcome 2.2.3: Students will be able to use target vocabulary words and phrases during class discussions and in writing |  |  |   |

| Name of Class                                    | Goals   | Objectives  | SLOs  |
|--|---|---|---|
| AEP 0230 Listening and Speaking 2: High Beginner | Goal 1: Listening: The course will focus on recognizing and understanding familiar English words and phrases in a variety of communicative contexts | Objective 1.1: Instructors will help students comprehend auditory input from a variety of modified or scaffolded sources  | Outcome 1.1.1: Students will be able to understand content received through instructions, presentations, and discussions                                  |
|  |   | Objective 1.2: Instructors will help students understand target vocabulary words, grammatical features, and expressions delivered in authentic situations             | Outcome 1.1.2: Students will be able to organize auditory input into class notes  |
|  |   |   | Outcome 1.2.1: Students will be able to recognize high-frequency vocabulary and identify key pieces of information in formal and informal listening tasks |
|  |   | Outcome 1.2.2: Students will be able to recognize the forms and meanings of the basic grammar structures and sentence patterns in formal and informal listening tasks |   |
|  | Goal 2: Speaking: The course will focus on speaking in a  | Objective 2.1: Instructors will help students participate in class conversations by responding to questions, statements, and commands                                 | Outcome 2.1.1: Produce a wide range of comprehensible and appropriate oral expressions  |
|  |   |   | Outcome 2.1.2: Students will be able to negotiate meaning by asking and answering questions for clarification   |

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|  | variety of communicative context | Objective 2.2: Instructors will help students use high-frequency words and expressions as well as beginning-level academic words to interact with and be understood by sympathetic listeners | Outcome 2.2.1: Students will be able to use beginning-level academic vocabulary and high-frequency words appropriately in interactions with instructor and peers   |
|  |                                  |  | Outcome 2.2.2: Students will be able to demonstrate turn-taking in class discussions with multiple participants  |
|  |                                  |  | Outcome 2.2.3: Students will be able to demonstrate a degree of fluency by speaking without lengthy pauses and employing appropriate word choices to express ideas |
|  |                                  |  | Outcome 2.2.4: Students will be able to demonstrate appropriate pausing, intonation, syllable stress, and word stress that enhance listener understanding          |

| Name of Class   | Goals   | Objectives   | SLOs  |
|---|---|--|---|
| AEP 0250 English through Service Level 2: High Beginner | Goal1: The course will focus on St. Louis University Mission and fosters consciousness social justice | Objective1.1: Instructors will discuss St. Louis University Mission and concepts of social justice             | Outcome1.1: Students will analyze, reflect upon, and respond to contemporary issues from the perspective of social justice.   |
|   |   |  | Outcome1.1.2: Students will discuss the contemporary issues related to the seven principles of Catholic Social Teaching and Saint Louis University's mission principles and how they relate to the students' personal experience. |
|   | Goal2: The course will focus on implementing language skills into service- learning experiences       | Objective2.1: Instructors will monitor students' language skills and guide students to use them in a community | Outcome2.1.1: Student will implement self-guided strategies for improving communication skills with community partners.   |
|   |   |  | Outcome2.1.2: Students will apply academic knowledge and critical-thinking skills to meet genuine community needs.  |

| Name of Class                                      | Goals  | Objectives   | SLOs  |
|--|--|--|---|
| AEP 0300 Writing and Grammar Level 3: Intermediate | Goal 1: Writing The course will focus on using the writing process to write developed and organized paragraphs and (750-word) academic essays. | Objective 1.1: Instructors will help students be able to apply a multi-step process to writing that includes pre-writing, drafting, revising, editing and publishing.                                      | Outcome 1.1.1: Students employ a variety of strategies for invention, development, organization, and drafting ideas into 750-word essays. |
|  |  |  | Outcome 1.1.2: Students employ a variety of revision strategies to revise assignments based on instructor and peer feedback.              |
|  |  | Objective 1.2: Instructors will help students be able to integrate evidence from personal experience and an instructor's selected source text(s) to support a thesis driven five-paragraph academic essay. | Outcome 1.2.1: Students follow academic formatting guidelines for in-text citations and quotations using an instructor given model.       |
|  |  |  | Outcome 1.2.2: Students select and incorporate evidence from teacher-provided sources to strengthen their claims.                         |
|  |  | Objective 1.3: Instructors will help students be able to make use of models to compose   | Outcome 1.3.1: Students apply different rhetorical modes and organization structures of academic paragraphs to writing.                   |

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|  |  | academic paragraphs that use a variety of level appropriate rhetorical and organizational structures.  |   |
| Goal 2: Grammar<br>The course will focus on understanding and applying target high-frequency and intermediate grammatical forms to their writing |  | Objective 2.1: Instructors will help students be able to expand and combine simple sentences by modifying vocabulary, clauses, and phrases.  | Outcome 2.1.1: Students develop an awareness of a variety of sentence structures.                                       |
|  |  |  | Outcome 2.1.2: Students adapt simple sentences to create compound sentences.  |
|  |  | Objective 2.2: Instructors will help students be able to apply editing strategies at the word, phrase, sentence and paragraph level of writing   | Outcome 2.2.1: Students apply common editing symbols to peer review writing tasks.                                      |
|  |  |  | Outcome 2.2.2: Students edit and revise common grammar errors according to instructor feedback in own writing tasks.    |
|  |  | Objective 2.3: Instructors will help students be able to use intermediate level appropriate discourse markers, clauses, academic vocabulary, and cohesive devices in academic writing. | Outcome 2.3.1: Students identify target structures in intermediate academic texts and writing tasks                     |
|  |  |  | Outcome 2.3.2: Students apply frequently used academic vocabulary, discourse markers, and clauses to their own writing. |

| Name of Class                                     | Goals  | Objectives  | SLOs   |
|---|--|---|--|
| AEP 0310 Exploring Cultures Level 3: Intermediate | Goal 1: Academic Skills: The course will focus on developing linguistic and academic skills necessary to be active and effective participants in American university-level courses.                  | Objective 1.1: Instructors will help students actively participate in a variety of class activities that foster higher order thinking skills. | Outcome 1.1.1: Students will be able to apply active reading strategies in order to comprehend, critically analyze, and summarize ideas from course readings.                              |
|   |  |   | Outcome 1.1.2: Students will be able to take guided notes on academic course lectures.   |
|   |  |   | Outcome 1.1.3: Students will be able to actively participate in academic-level class discussion.   |
|   |  |   | Outcome 1.1.4: Students will be able to evaluate evidence presented and state an opinion about course topics.  |
|   |  | Objective 1.2: Instructors will help students apply class content and language skills to research papers and presentations.                   | Outcome 1.2.1: Students will be able to write research papers and presentations logically integrating material from class content with student- and teacher-collected outside sources.     |
|   |  |   | Outcome 1.2.2: Students will be able to demonstrate appropriate word choice, vocabulary, grammar, and sentence structure allowing accurate communication of meaning in written assignments |
|   | Outcome 1.2.3: Students will be able to engage in the writing process for academic writing related to course content and apply current MLA guidelines to cite sources and maintain academic honesty. |   |  |
|   | Goal 2: Content: The course will focus on learning basic cultural differences and apply  | Objective 2.1: Instructors will help students explore the foundations of cross-culture communication.   | Outcome 2.1.1: Students will be able to discuss various aspects that make up culture.  |
|   |  |   | Outcome 2.1.2: Students will be able to apply and analyze concepts of intercultural communication to describe the causes of cultural misunderstandings                                     |

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|  | these to their study of American history and culture. | Objective 2.2: Instructors will help students each basic American customs, history, and the origin of American cultural values | Outcome 2.2.1: Students will be able to describe the origins of traditional American values, beliefs, history, and government.                |
|  |   |  | Outcome 2.2.2: Students will be able to apply concepts learned in class to analyze and synthesize outside sources into a culminating project. |

| Name of Class   | Goals  | Objective  | SLOs  |
|---|--|--|---|
| AEP 0330 Listening and Speaking Level 3: Intermediate | Goal 1: Listening: The course will focus on recognizing and understanding familiar English words and phrases in simple and / or scaffolded conversations | Objective 1.1: Instructors will help students recognize the basic units of sound and meaning in English                                | Outcome 1.1.1: Students will be able to identify numbers, letters, phonemes, and morphemes  |
|   |  | Objective 1.2: Instructors will help students recognize simple questions, statements, and commands                                     | Outcome 1.2.1: Students will be able to identify the differences between spoken questions, statements, and commands by identifying intonation, word order, and other verbal clues |
|   |  |  | Outcome 1.2.2: Students will be able to recognize and follow classroom instructions   |
|   |  | Objective 1.3: Instructors will help students understand target high frequency words and expressions when delivered slowly and clearly | Outcome 1.3.1: Students will be able to identify the main idea and important information in short, simple listening segments  |
|   |  |  | Outcome 1.3.2: Students will be able to recognize keywords in short, simple listening segments  |
|   |  | Goal 2: Speaking: The course will focus on speaking in simple phrases and sentences using common expression                            | Objective 2.1: Instructors will help students produce the basic units of sound and meaning in English   |
|   | Outcome 2.1.2: Students will be able to repeat and read aloud high-frequency words and phrases   |  |   |
|   | Objective 2.2: Instructors will help students respond to simple high-frequency questions, statements, and commands                                       |  | Outcome 2.2.1: Students will be able to respond appropriately using greetings, polite expressions, and other high-frequency forms   |
|   |  |  | Outcome 2.2.2: Students will be able to express a lack of understanding and ask for clarification or repetition   |
|   |  |  | Outcome 2.3.1: Students will be able to ask and answer simple questions   |

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|  |  | Objective 2.3: Instructors will help students use high-frequency words and expressions to interact and convey basic ideas | Outcome 2.3.2: Students will be able to demonstrate turn-taking in short dialogues |
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| Name of the Course                                     | Goals   | Objectives   | SLOs  |
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| AEP 0350 English through Service Level 3: Intermediate | Goal1: The course will focus on the St. Louis University Mission and fostering consciousness social justice | Objective1.1: Instructors will help students discuss St. Louis University Mission and concepts of social justice             | Outcome1.1: Students will analyze, reflect upon, and respond to contemporary issues from the perspective of social justice.   |
|  |   |  | Outcome1.1.2: Students will discuss the contemporary issues related to the seven principles of Catholic Social Teaching and Saint Louis University's mission principles and how they relate to the students' personal experience. |
|  | Goal2: The course will focus on implementing language skills into service-learning experiences              | Objective2.1: Instructors will help students monitor students' language skills and guide students to use them in a community | Outcome2.1.1: Student will implement self-guided strategies for improving communication skills with community partners.   |
|  |   |  | Outcome2.1.2: Students will apply academic knowledge and critical-thinking skills to meet genuine community needs.  |

| Name of Class                               | Goal  | Objectives   | SLOs   |
|---|---|--|--|
| 0400 Writing and Grammar Level 4: High Int. | Goal 1: Writing<br>The course will focus on the writing process to write developed and organized paragraphs, summaries, and 1000-word academic essays | Objective 1.1: Instructors will help students apply a multi-step process to writing that includes pre-writing, drafting, revising, editing and publishing.                                   | Outcome 1.1.1: Students will read a variety of academic texts with advanced-level vocabulary critically by reflecting, analyzing and synthesizing with an appropriate reading speed.   |
|   |   | Objective 1.2: Instructors will guide students integrate evidence from personal experience and instructor-selected source text(s) to support a thesis-driven 1000-word essay.                | Outcome 1.2.1: Students will be able to follow academic formatting guidelines for in-text citations and quotations using an instructor-given model.<br>Outcome 1.2.2: Students will be able to select and incorporate evidence from personal experience and teacher-provided sources to strengthen their claims. |
|   |   | Objective 1.3: Instructors will present students models to compose academic paragraphs and essays that show a variety of level-appropriate rhetorical and organizational structures.         | Outcome 1.3.1: Students will be able to apply basic organizational structures of academic paragraphs and essays to a variety of rhetorical modes.  |
|   | Goal 2: Grammar<br>The course will focus on applying high-frequency target grammatical forms  | Objective 2.1: Instructors will help students apply high-intermediate level grammatical forms, appropriate discourse markers, academic vocabulary, and cohesive devices in academic writing. | Outcome 2.1.1: Students will be able to use appropriate high-intermediate level grammatical forms in academic texts and writing tasks.<br>Outcome 2.1.2: Students will be able to use appropriate academic vocabulary and word forms in academic texts and writing tasks.  |

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|  | at a high-intermediate level to their writing. | Objective 2.2: Instructors will help students apply editing strategies at the word, phrase, sentence, and paragraph level of writing. | Outcome 2.2.1: Students will be able to edit and revise common grammar errors by applying editing symbols to writing tasks. |
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| Name of the course                                  | Goal  | Objectives   | SLOs  |
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| 0410 Contemporary Issues Level 4: High Intermediate | Goal 1: Academic Skills<br>The course will focus on developing high-intermediate level linguistic and academic skills necessary to be active and effective participants in US university-level courses. | Objective 1.1: Instructors will guide students to actively participate in a variety of class activities that foster higher order thinking skills.  | Outcome 1.1.1: Students will be able to critically discuss and analyze course concepts delivered in academic lectures.  |
|   |   |  | Outcome 1.1.2: Students will be able to evaluate evidence presented and state an opinion about course topics.   |
|   |   |  | Outcome 1.1.3: Students will be able to paraphrase and summarize academic course lectures and discussions and turn them into coherent, well-developed notes.          |
|   |   | Objective 1.2: Instructors will help students apply class content and language skills to research papers and presentations.  | Outcome 1.2.1: Students will be able to integrate material from outside sources logically and give an academic oral presentation related to the course material.      |
|   |   | Outcome 1.2.2: Students will be able to synthesize various readings for comparative analysis.  |   |
|   |   | Outcome 1.2.3: Students will be able to demonstrate appropriate word choice, vocabulary, grammar and sentence structure allowing accurate communication of meaning in written assignments.           |   |
|   |   | Outcome 1.2.4: Students will be able to engage in the writing process for academic writing related to course content and apply current MLA guidelines to cite sources and maintain academic honesty. |   |
|   | Goal 2: Content Knowledge and Skills<br>The course will focus on analyzing, discussing, and critiquing important international and domestic contemporary issues.  | Objective 2.1: Instructors will help students analyze contemporary issues from a local, national, and global perspective in order to prepare to navigate them in their future.                       | Outcome 2.1.1: Students will be able to discuss, analyze, and apply concepts of culture shock, cultural adjustment and cultural competency from various perspectives. |

| Name of the course                                      | Goal   | Objective   | SLOs   |
|---|--|---|--|
| 0420: Reading and Vocabulary Level 4: High Intermediate | Goal 1: Reading<br>The course will focus on reading and comprehension of different | Objective 1.1: Instructors will help students determine and apply the appropriate reading strategies to academic texts. | Outcome 1.1.1: Students will identify and define general main idea and discipline-based vocabulary from the selected articles. |
|   |  |   | Outcome 1.1.2: Students will recognize the structure of the article and locate sources in the articles.                        |

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|  | types of high intermediate-level academic texts.  | Objective 1.2: Instructors will demonstrate the reading process   | Outcome 1.2.1: Students will be able to determine which reading strategy they should apply to find specific and relevant information in high-intermediate texts.<br>Outcome 1.2.2: Students will be able to recognize transition signals to determine patterns of organization and the relationship among ideas in high-intermediate texts.   |
|  | Goal 2: Vocabulary<br>The course will focus on building a working academic vocabulary of high-intermediate level academic terms | Objective 1.3: Instructors will help students comprehend and apply what they have read.<br>Objective 1.4: Instructors will help students apply critical reading and thinking skills.<br>Objective 1.5: Instructors will demonstrate a variety of note-taking skills.<br>Objective 2.1: Instructors will introduce strategies for learning and determining the meaning of unknown words and phrases.<br>Objective 2.2: Instructors will help students recognize and use high-frequency words and high-intermediate level academic terms. | Outcome 1.3.1: Students will be able to formulate a sustained response to a text during class discussions and in writing by connecting the text to other relevant texts and ideas.<br>Outcome 1.4.1: Students will be able to evaluate a text and distinguish between facts and opinions in high-intermediate level academic texts.<br>Outcome 1.4.2: Students will be able to make inferences and draw logical conclusions using high-intermediate texts.<br>Outcome 1.5.1: Students will be able to annotate, summarize, paraphrase, and outline main ideas and supporting details of high-intermediate level academic texts in note form.<br>Outcome 2.1.1: Students will be able to use grammatical features (prefixes, suffixes, root words, word forms) and context clues of several sentences to determine unfamiliar word and sentence meanings.<br>Outcome 2.2.1: Students will be able to identify and use target vocabulary in high-intermediate level academic texts. |

| Name of the Course                                      | Goal  | Objective   | SLOs   |
|---|---|---|--|
| 0430: Listening and Speaking Level 4: High Intermediate | Goal 1: Listening<br>The course will focus on identifying the main ideas, major details, and target vocabulary in authentic lectures and group discussions. | Objective 1.1: Instructors will help students listen to and actively take notes on a variety of authentic academic lectures and discussions on a range of subjects.                         | Outcome 1.1.1: Students will be able to recognize the main ideas, major details, and target academic vocabulary in 20-minute authentic academic lectures and in-group discussions. |
|   |   |   | Outcome 1.1.2: Students will be able to record and organize main ideas and major details of authentic academic lectures and group discussions in notes.                            |
|   |   | Objective 1.2: Instructors will help students listen to high frequency high-intermediate academic vocabulary, grammatical features, and expressions delivered in various modes and contexts | Outcome 1.2.1: Students will be able to understand high-frequency vocabulary and grammar in high-intermediate level formal and informal listening tasks.                           |
|   |   |   | Outcome 1.2.2: Students will be able to comprehend and synthesize information from information conversations with domestic students  |



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|  | Goal 2: Speaking<br>The course will focus on speaking with high-intermediate level of complexity to express personal information and opinions as well as a range of familiar and unfamiliar information. | Objective 2.1: Instructors will encourage students to participate in class discussions on academic topics presented by the instructor, course materials, and classmates. | Outcome 2.1.1: Students will be able to successfully demonstrate appropriate pausing, intonation, syllable stress, word stress, and sentence stress that enhance listener understanding in authentic tasks.                                   |
|  |  | Objective 2.2: Instructors will help students research, draft, and deliver oral presentations on a range of academic topics.   | Outcome 2.1.2: Students will be able participate effectively in group discussions with classmates and instructors by using strategies like turn-taking, expressing agreement and disagreement, taking and sharing the floor, and questioning. |
|  |  |  | Outcome 2.2.1: Students will be able to deliver 5-minute academic presentations using high-intermediate level academic vocabulary, visual aids, and a range of non-verbal behaviors.  |
|  |  | Objective 2.3: Instructors will provide opportunities for students to engage in informal and spontaneous conversations with domestic students                            | Outcome 2.2.2: Students will be able to listen to peer presentations and identify main ideas and major details, as well as ask relevant questions.  |
|  |  |  | Outcome 2.3.1: Students will be able to respond comprehensibly in conversation and use appropriate turn taking  |
|  |  |  | Outcome 2.3.2: Students will be able to use spontaneous speech to further conversations with domestic students  |

| Name of the Course  | Goals   | Objectives   | SLOs  |
|---|---|--|---|
| AEP 0450 English through Service Level 4: High Intermediate | Goal1: The course will focus on St. Louis University Mission and fosters consciousness social justice | Objective1.1: Instructors will discuss St. Louis University Mission and concepts of social justice             | Outcome1.1: Students will analyze, reflect upon and respond to contemporary issues from the perspective of social justice.  |
|   |   |  | Outcome1.1.2: Students will discuss the contemporary issues related to the seven principles of Catholic Social Teaching and Saint Louis University's mission principles and how they relate to the students' personal experience. |
|   | Goal2: The course will focus on implementing language skills into service-learning experiences        | Objective2.1: Instructors will monitor students' language skills and guide students to use them in a community | Outcome2.1.1: Student will implement self-guided strategies for improving communication skills with community partners.   |
|   |   |  | Outcome2.1.2: Students will apply academic knowledge and critical-thinking skills to meet genuine community needs.  |

| Name of Class                              | Goal  | Objectives   | SLOs   |
|--|---|--|--|
| 0500 Writing and Grammar Level 5: Low Adv. | Goal 1: Writing<br>The course will focus on the writing process to write developed and organized paragraphs, summaries, | Objective 1.1: Instructors will help students apply a multi-step process to writing that includes pre-writing, drafting, revising, editing and publishing. | Outcome 1.1.1: Students will read a variety of academic texts with advanced-level vocabulary critically by reflecting, analyzing and synthesizing with an appropriate reading speed. |
|  |   | Objective 1.2: Instructors will guide students integrate evidence from personal experience   | Outcome 1.2.1: Students will be able to follow academic formatting guidelines for in-text citations and quotations using an instructor-given model.                                  |

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|  | and 1000-word academic essays  | and instructor-selected source text(s) to support a thesis-driven 1000-word essay.  | Outcome 1.2.2: Students will be able to select and incorporate evidence from personal experience and teacher-provided sources to strengthen their claims. |
|  |  | Objective 1.3: Instructors will present students models to compose academic paragraphs and essays that show a variety of level-appropriate rhetorical and organizational structures.    | Outcome 1.3.1: Students will be able to apply basic organizational structures of academic paragraphs and essays to a variety of rhetorical modes.         |
|  | Goal 2: Grammar<br>The course will focus on applying high-frequency target grammatical forms at a low-advanced level to their writing. | Objective 2.1: Instructors will help students apply low-advanced level grammatical forms, appropriate discourse markers, academic vocabulary, and cohesive devices in academic writing. | Outcome 2.1.1: Students will be able to use appropriate low-advanced level grammatical forms in academic texts and writing tasks.                         |
|  |  | Objective 2.2: Instructors will help students apply editing strategies at the word, phrase, sentence, and paragraph level of writing.   | Outcome 2.1.2: Students will be able to use appropriate academic vocabulary and word forms in academic texts and writing tasks.                           |
|  |  | Outcome 2.2.1: Students will be able to edit and revise common grammar errors by applying editing symbols to writing tasks.   |   |

| Name of the course                                    | Goal   | Objectives  | SLOs   |
|---|--|---|--|
| 0510 Intercultural Communication<br>Level 5: Low Adv. | Goal 1: Academic Skills<br>The course will focus on developing low-advanced level linguistic and academic skills necessary to be active and effective participants in US graduate-level courses. | Objective 1.1: Instructors will guide students to actively participate in a variety of class activities that foster higher order thinking skills. | Outcome 1.1.1: Students will be able to critically discuss and analyze course concepts delivered in academic lectures.   |
|   |  |   | Outcome 1.1.2: Students will be able to evaluate evidence presented and state an opinion about course topics.  |
|   |  |   | Outcome 1.1.3: Students will be able to paraphrase and summarize academic course lectures and discussions and turn them into coherent, well-developed notes.   |
|   |  | Objective 1.2: Instructors will help students apply class content and language skills to research papers and presentations.                       | Outcome 1.2.1: Students will be able to integrate material from outside sources logically and give an academic oral presentation related to the course material.                                     |
|   |  |   | Outcome 1.2.2: Students will be able to synthesize various readings for comparative analysis.  |
|   |  |   | Outcome 1.2.3: Students will be able to demonstrate appropriate word choice, vocabulary, grammar and sentence structure allowing accurate communication of meaning in written assignments.           |
|   |  |   | Outcome 1.2.4: Students will be able to engage in the writing process for academic writing related to course content and apply current MLA guidelines to cite sources and maintain academic honesty. |

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|  | <p>Goal 2: Content Knowledge and Skills<br/>The course will focus on exploring, analyzing, and discussing differing cultural paradigms that influence communication.</p> | <p>Objective 2.1: Instructors will help students analyze contemporary issues from a local, national, and global perspective in order to prepare to navigate them in their future.</p> | <p>Outcome 2.1.1: Students will be able to discuss, analyze, and apply concepts of culture shock, cultural adjustment and cultural competency from various perspectives.</p> |
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| Name of the course                             | Goal  | Objective  | SLOs   |
|--|---|--|--|
| 0520: Reading and Vocabulary Level 5: Low Adv. | Goal 1: Reading<br>The course will focus on reading and comprehension of different types of high intermediate-level academic texts. | Objective 1.1: Instructors will help students determine and apply the appropriate reading strategies to academic texts.  | Outcome 1.1.1: Students will identify and define general main idea and discipline-based vocabulary from the selected articles.   |
|  |   | Objective 1.2: Instructors will demonstrate the reading process  | Outcome 1.1.2: Students will recognize the structure of the article and locate sources in the articles.  |
|  |   |  | Outcome 1.2.1: Students will be able to determine which reading strategy they should apply to find specific and relevant information in low-advanced texts.  |
|  |   | Outcome 1.2.2: Students will be able to recognize transition signals to determine patterns of organization and the relationship among ideas in low-advanced texts. |  |
|  | Goal 2: Vocabulary<br>The course will focus on building a working academic vocabulary of low-advanced level academic terms          | Objective 1.3: Instructors will help students comprehend and apply what they have read.  | Outcome 1.3.1: Students will be able to formulate a sustained response to a text during class discussions and in writing by connecting the text to other relevant texts and ideas.                       |
|  |   | Objective 1.4: Instructors will help students apply critical reading and thinking skills.  | Outcome 1.4.1: Students will be able to evaluate a text and distinguish between facts and opinions in low-advanced level academic texts.   |
|  |   |  | Outcome 1.4.2: Students will be able to make inferences and draw logical conclusions using low-advanced texts.   |
|  |   | Objective 1.5: Instructors will demonstrate a variety of note-taking skills.   | Outcome 1.5.1: Students will be able to annotate, summarize, paraphrase, and outline main ideas and supporting details of low-advanced level academic texts in note form.                                |
|  |   | Objective 2.1: Instructors will introduce strategies for learning and determining the meaning of unknown words and phrases.  | Outcome 2.1.1: Students will be able to use grammatical features (prefixes, suffixes, root words, word forms) and context clues of several sentences to determine unfamiliar word and sentence meanings. |
|  |   | Objective 2.2: Instructors will help students recognize and use high-frequency words and low-advanced level academic terms.  | Outcome 2.2.1: Students will be able to identify and use target vocabulary in low-advanced level academic texts.   |

| Name of the Course                             | Goal  | Objective  | SLOs  |
|--|---|--|---|
| 0530: Listening and Speaking Level 5: Low Adv. | Goal 1: Listening<br>The course will focus on identifying the main ideas, major details, and target vocabulary in authentic lectures and group discussions.   | Objective 1.1: Instructors will help students listen to and actively take notes on a variety of authentic academic lectures and discussions on a range of subjects.                    | Outcome 1.1.1: Students will be able to recognize the main ideas, major details, and target academic vocabulary in 20-minute authentic academic lectures and in-group discussions.  |
|  |   |  | Outcome 1.1.2: Students will be able to record and organize main ideas and major details of authentic academic lectures and group discussions in notes.   |
|  |   | Objective 1.2: Instructors will help students listen to high frequency low-advanced academic vocabulary, grammatical features, and expressions delivered in various modes and contexts | Outcome 1.2.1: Students will be able to understand high-frequency vocabulary and grammar in low-advanced level formal and informal listening tasks.   |
|  |   |  | Outcome 1.2.2: Students will be able to comprehend and synthesize information from information conversations with domestic students   |
|  | Goal 2: Speaking<br>The course will focus on speaking with low-advanced level of complexity to express personal information and opinions as well as a range of familiar and unfamiliar information. | Objective 2.1: Instructors will encourage students to participate in class discussions on academic topics presented by the instructor, course materials, and classmates.               | Outcome 2.1.1: Students will be able to successfully demonstrate appropriate pausing, intonation, syllable stress, word stress, and sentence stress that enhance listener understanding in authentic tasks.                                   |
|  |   |  | Outcome 2.1.2: Students will be able participate effectively in group discussions with classmates and instructors by using strategies like turn-taking, expressing agreement and disagreement, taking and sharing the floor, and questioning. |
|  |   | Objective 2.2: Instructors will help students research, draft, and deliver oral presentations on a range of academic topics.   | Outcome 2.2.1: Students will be able to deliver 5-minute academic presentations using low-advanced level academic vocabulary, visual aids, and a range of non-verbal behaviors.   |
|  |   |  | Outcome 2.2.2: Students will be able to listen to peer presentations and identify main ideas and major details, as well as ask relevant questions.  |
|  |   | Objective 2.3: Instructors will provide opportunities for students to engage in informal and spontaneous conversations with domestic students  | Outcome 2.3.1: Students will be able to respond comprehensibly in conversation and use appropriate turn taking  |
|  |   |  | Outcome 2.3.2: Students will be able to use spontaneous speech to further conversations with domestic students  |

## Undergraduate Pathway

| Name of the Course                             | Goals  | Objective   | SLOs   |
|--|--|---|--|
| EAP 1000 Academic Writing and Editing Skills I | Goal 1: The course will focus on differentiating between genres and writing styles | Objective 1.1: Teachers will guide students to compose texts of different genres and writing styles and develop their voices as writers | Outcome 1.1.1: Students will write short journal entries, summaries (1 page), a narrative essay (2 page), an argument essay (3-4 pages) and a research essay (4-5 pages)                                       |
|  | Goal 2: The course will focus on engaging students in university level research    | Objective 2.1: Teachers will guide students to use library databases to gather sources, synthesize sources in a cohesive essay.         | Outcome 2.1.1: Students will find varied academic sources for their essay(s), evaluate found sources, and document sources in an MLA format.   |
|  |  | Objective 2.2: Teachers will guide students on how to give an oral presentation on the research   | Outcome 2.1.2: Students will summarize some parts of the sources, synthesize sources to provide evidence in a research essay.  |
|  | Goal 3: The course will focus on evaluating and revising strategies in the writing | Objective 3.1: Teachers will guide students on how to classify higher and lower order concerns in their writing                         | Outcome 2.1.2: Students will briefly summarize their research topics, explain their research findings and cite sources.  |
|  |  | Objective 3.2: Teachers will guide students on how to reflect on their needs as writers   | Outcome 3.1.1: Students will analyze and revise their writing for audience, purpose, organization, and development (higher order) and analyze and revise their writing for grammar and mechanics (lower order) |
|  |  |   | Outcome 3.2.1: Students will evaluate specific excerpts from their own writing   |
|  | Outcome 3.2.2: Students will set goals to improve their own writing                |   |  |

| Name of the course   | Goals  | Objective   | SLOs   |
|--|--|---|--|
| EAP 1010 /1215 Recitation Lab: Fine and Performing Arts; Political Science; Theology; Women and Gender Studies/ Business | Goal1: The course will focus understanding lectures and readings from content course | Objective 1.1: Instructors will guide students to comprehend main ideas and important details from lectures and from readings | Outcome 1.1.1: Students will take notes, answer and discuss questions about class lectures           |
|  |  |   | Outcome 1.1.2: Students will take notes, answer and discuss questions from content reading materials |

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|  | Goal 2: The course will focus on expanding students' vocabulary           | Objective 2.1: Instructors will guide students on how to decode vocabulary from content course                                    | Outcome 2.1.1: Students will comprehend, use key content course vocabulary in class discussion or other assignments.   |
|  | Goal 3: Students will apply effective skills to complete major assessment | Objective 3.1: Instructors guide students to comprehend prompts, formats of the assessment, and expectations of major assessments | Outcome 3.1.1: Students will research information, apply reading skills for the assignments                            |
|  |   |   | Outcome 3.1.2: Students will apply reading skills and vocabulary knowledge to tests                                    |
|  |   |   | Outcome 3.1.3: Students will practice time management and reflect on their test-taking strength and weakness on tests. |

\*EAP1215 is a recitation lab class designed for Undergraduate Pathway II business majors.

| Name of the course  | Goals  | Objective   | SLOs   |
|---|--|---|--|
| EAP 1020 Academic Reading and Study Skills I  | Goal 1: The course will focus on college level academic texts.   | Objective 1.1: Instructors will teach reading comprehension skills in different genres and styles of texts and vocabulary-building strategies | Outcome 1.1.1: Students will recognize the organization of a reading, and make inference, prediction and conclusion                            |
|   |  |   | Outcome 1.1.2: Students will distinguish between fact and opinion.   |
|   |  |   | Outcome 1.1.3: Students will apply structural word analysis (prefix, root, suffix) to define unfamiliar words.                                 |
|   |  | Objective 1.2: Instructors will guide students to understand different genres of texts  | Outcome 1.2.1: Students will demonstrate ability to discuss a variety of genres  |
|   | "Goal 2: The course will focus on building students' critical thinking skills through exposure to various college-level reading content. " | Objective 2.1: Instructors will guide students on how to respond to and evaluate a variety of literary and academic genres                    | Outcome 2.1.1: Students will demonstrate ability to produce coherent summaries based on reading material.                                      |
|   |  |   | Outcome 2.1.2: Students will identify and show understanding of bias, prejudice and other subjective attitudes in a varieties of reading texts |
| Outcome 2.1.3: Students will compare, contrast, analyze and interpret information presented in diagrams, charts, tables and other textual formats |  |   |  |
|   |  | Outcome 2.1.4: Students will distinguish fact and opinion to determine credibility of reading   |  |

| Name of the Course | Goals   | Objectives   | SLOs   |
|--------------------|---|--|--|
| EAP1030            | Goal 1: This course is focusing on skills and | Objective 1.1: Teachers will guide students on how to lead classroom discussion. | Outcome 1.1.1: Students will examine, question and present in a group discussion and analyze and apply the ideas and to further the discussion of the specific topic |

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| Academic Presentation and Speaking Skills | strategies for participating in university-level academic discussion                             |  | Outcome 1.1.2: Students will create and respond to open-ended questions to effectively solicit discussion among classmates on an academic topic                   |
|   | Goal 2: Develop skills and strategies for giving academic presentations at the university level. | Objective 2.1: Teachers will guide students to create and deliver academic presentations and to develop visual aids at the advanced-low level that are appropriate for undergraduate audiences and purpose | Outcome 2.1.1: Students will utilize appropriate nonverbal academic presentation delivery techniques and appropriate content for different academic presentations |
|   |  |  | Outcome 2.1.3: Students will design written materials to help plan and organize content for a variety of academic speech genres                                   |
|   |  |  | Outcome 2.1.4: Students will design or select effective visual aids that enhance and support their academic arguments   |
|   |  | Objective 2.2: Teacher will guide students on how to evaluate presentation content and form  | Outcome 2.2.1: Students will reflect upon their own academic speaking and discussion strengths and weaknesses   |
|   |  | Outcome 2.2.2: Students will be able to identify effective coherence devices for different academic presentations  |   |

| Name of the course                             | Goals  | Objectives   | SLOs  |
|--|--|--|---|
| EAP1200 Academic Writing and Editing Skills II | Goal 1: The course will focus on differentiating between genres and writing styles | Objective 1.1: Instructors will guide students to compose texts of different genres and writing styles and to vary rhetorical patterns chosen based on genre and purpose | Outcome 1.1.1: Students will write a variety of genres of writing assignments and reflect on their writing assignments                  |
|  |  |  | Outcome 1.1.2: Students will understand common rhetorical patterns and choose appropriate ones for the writing assignments.             |
|  |  | Objective 1.2: Instructors will guide students to develop their voices as writers  | Outcome 1.2.2: Students will choose appropriate tone  |
|  | Goal 2: The course will focus on engage university level research                  | Objective 2.1: Instructors will guide students to use library databases to gather sources  | Outcome 2.1.1: Students will use library databases effectively and evaluate sources to selected appropriate ones for the research topic |
|  |  |  | Outcome 2.1.3: Students will summarize, paraphrase, quote, and cite sources appropriately, following MLA format.                        |



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|  | Goal 3: The course will focus on evaluating and revising skills in a writing process | Objective 2.2: Students will give an oral presentation on their research                                 | Outcome 2.2.1: Students will briefly summarize their research and reflect on the process of research.                                    |
|  |  | Objective 3.1: Teachers will guide students to differentiate higher and lower order concerns in writing. | Outcome 3.1.1: Students will analyze, evaluate and revise for higher order of concerns: audience, purpose, organization, and development |
|  |  |  | Outcome 3.1.2: Students will analyze, evaluate and revise for lower order of concerns: grammar and mechanics of writings                 |
| Objective 3.2: Students will reflect on their needs as writers | Outcome 3.2.1: Students will create individual goals to improve their writing        |  |  |

| Name of the course            | Goals  | Objectives  | SLOs  |
|-------------------------------|--|---|---|
| EAP 1210 Recitation Lab: Math | Goal 1: The course will focusing on understanding lecture and reading from content courses | Objective 1.1: Instructors will guide give explicit guidance on the assignments           | Outcome 1.1.1: Students will answer study-guide questions from the recitation lab teachers.                         |
|                               |  |   | Outcome 1.1.2: Students will take notes in content classes and ask for help from recitation lab teachers if needed. |
|                               |  |   | Outcome 1.1.3: Students will watch videos on Khan Academy   |
|                               | Goal 2: The course will focus on math related vocabulary and concepts                      | Objective 1.2: Students will apply study skills into content classes                      | Outcome 1.2.1: Students will complete assignments that are problem-based  |
|                               |  |   | Outcome 1.2.2: Students will take notes on math-related problems.   |
|                               |  |   | Outcome 2.1.1: Students will understand math vocabulary and concepts and solve math problems                        |
|                               |  | Outcome 2.1.2: Students will practice on problem-solution math worksheets and mock tests. |   |

| Name of the course                            | Goals  | Objective   | SLOs   |
|---|--|---|--|
| EAP 1220 Academic Reading and Study Skills II | Goal 1: The course will focus on college-level academic texts. | Objective 1.1: Teachers will guide students to use university resources, to apply reading skills and to summarize texts | Outcome 1.1.1: Students will identify different genres of academic texts, compile information from various texts.                |
|   |  |   | Outcome 1.1.2: Students will use reading skills (scanning, skimming and note-taking) for academic purpose                        |
|   |  |   | Outcome 1.1.3: Students will give oral summary presentation and compose short summaries on the selected texts                    |
|   |  | Objective 1.2: Teachers will guide students on how to increase the understanding of academic vocabulary                 | Outcome 1.2.1: Students will employ context clues to determine word meaning, and decode unknow vocabulary (prefix, root, suffix) |
|   |  |   | Outcome 1.2.2: Students will increase the amount of academic vocabulary  |

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|  | Goal 2: The course will focus on critical reading skills through exposure to various college-level reading content. | Objective 2.1: Teachers will guide students to evaluate and analyze written materials in a variety of genres and contexts | Outcome 2.1.1: Students will criticize and assess credibility of sources and distinguish subjective or objective arguments   |
|  |   |   | Outcome 2.1.2: Students will compare and contrast, infer, identify implied main idea of given reading texts  |
|  |   | Objective 2.2: Teachers will guide students on how to synthesize information from a variety of sources for academic needs | Outcome 2.1.3: Students will respond to selected reading texts by synthesizing information from various sources and orally respond to a variety of sources in class discussion |



## Graduate Pathway

| Name of Class   | Goal  | Objectives   | SLOs  |
|---|---|--|---|
| 4100 Intro. to Reading and Writing for Graduate Students        | Goal 1: Reading<br>The course will focus on analyzing academic readings from various disciplines and on demonstrating active reading process.                               | Objective 1.1: Instructors will direct students to read selected texts from books, peer-reviewed articles and databases and introduce vocabulary building strategies | Outcome 1.1.1: Students will read a variety of academic texts with advanced-level vocabulary critically by reflecting, analyzing and synthesizing with an appropriate reading speed.              |
|   |   | Objective 1.2: Instructors will guide students to the process of verifying sources of readings   | Outcome 1.1.2: Students will select vocabulary for vocabulary journal from the selected course texts and demonstrate vocabulary building strategies   |
|   |   |  | Outcome 1.2.1: Students will use library research tools to identify reliable and relevant sources   |
|   |   | Objective 1.3: Instructors will guide students through reading process   | Outcome 1.2.2: Students will ask for help from librarians, especially subject librarians  |
|   |   |  | Outcome 1.3.1: Students will preview, skim and scan the selected texts to activate background knowledge and to predict main ideas.  |
|   |   |  | Outcome 1.3.2: Students will pose guiding questions for the selected texts, monitor their own understanding by note-taking and identify patterns and rhetorical techniques of the selected texts. |
|   | Goal 2: Writing<br>The course will focus on instruction of composing academic English writings and active writing process.  | Objective 1.1: Instructors will guide students to compose different genres of writings and to pose their position in the writing.                                    | Outcome 1.3.2: Students will summarize, paraphrase and critically analyze the selected topics in a written and oral form.   |
|   |   |  | Outcome 1.1.1: Students will write professional correspondences, and different genres of writings.  |
|   |   | Objective 1.2: Instructors will instruct how to apply advanced grammar and appropriate academic conventions (APA format) in the writing                              | Outcome 1.1.2: Students will use attributive verbs to state a claim, employ hedges to present ideas and support their stance with solid evidence and logical analysis.                            |
|   |   |  | Outcome 1.2.1: Students will use compound, complex and compound and complex sentence structures in their writing and accurately cite sources in the writing, avoiding plagiarism.                 |
| Objective 1.3: Instructors will demonstrate the writing process | Outcome 1.3.1: Students will take notes and organize main ideas from the selected texts to brainstorm and generate possible ideas for writing, construct a detailed outline |  |   |
|   | Outcome 1.3.2: Students will utilize reading notes to give ideas textual support and organize ideas logically in the paper  |  |   |

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|  |  |  | Outcome 1.3.3: Students will edit their writing, applying grammar rules and editing strategies through self or peer editing. |
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| Name of the course   | Goal  | Objectives   | SLOs   |
|--|---|--|--|
| 4150 Intro. to Listening and Speaking for International Graduate Students  | Goal 1: Listening<br>The course is focusing on teaching students to differentiate between a variety of spoken Englishes and focusing on presenting advanced presentations and lectures. | Objective 1.1: Instructors will present native spoken English and variations in the speech of non-native speakers of English to students | Outcome 1.1.1: Students will identify nuances, segmentals and supersegmentals in the pronunciation of native speakers of English and non-native speakers of English.   |
|  |   |  | Outcome 1.1.2: Students will infer meaning based on the prosody of native speakers of English and non-native speakers of English.  |
|  |   |  | Outcome 1.2.1: Students will actively listen to their peers talk about their fields of study and personal experiences as international students and respond to the discussion                                |
|  |   | Objective 2.1: Instructors will guide students to be better listeners through listening process  | Outcome 2.1.1: Students will relate background knowledge before listening, identify a speaker's purpose and attitude   |
|  |   |  | Outcome 2.1.2: Students will listen for signal words to differentiate main ideas, supporting details, and non-essential information from various listening inputs, and will distinguish multiple viewpoints  |
|  | Goal 2: Speaking<br>The course will focus on students' active participation in class discussion and on students' oral presentations   | Objective 1.1: Instructors will present English lectures hold class discussions in English ask students actively participate             | Outcome 2.1.3: Students will be able to identify conclusion from various listening inputs and answer guided questions.   |
|  |   |  | Outcome 2.1.4: Students will implement vocabulary-building strategies in taking notes during course lectures and presentations, self-assess their own understanding of the lectures by reviewing their notes |
|  |   |  | Outcome 1.1.1: Students will orally categorize main ideas and details of course content, ask and answer logical questions.   |
|  |   |  | Outcome 1.1.2: Students will collaborate and discuss ideas with peers related to the given lectures.   |
|  |   | Objective 1.2: Instructors will guide students on the process of presenting informational  | Outcome 1.1.3: Students will take an appropriate stance and defend position and ask and respond to questions raised by peers.  |
| Outcome 1.1.4: Students will verbally compare and contrast their home academic culture and American academic culture and practice language for building rapport with domestic students and professors. |   |  |  |
|  |   |  | Outcome 2.1.1: Students will actively participate in the process of preparing speaking notes and visual artifacts.   |

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|  |  | presentations and on the language skills needed for the presentation. | Outcome 2.1.2: Students will apply academic vocabulary, speak logically and self-monitor grammatical accuracy in their final presentation topic |
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| Name of the course   | Goal  | Objective   | SLOs   |
|--|---|---|--|
| 4200<br>Advanced Reading & Writing for International Graduate Students | Goal 1: Reading<br>The course will focus on analyzing academic readings from various disciplines and on demonstrating active reading process. | Objective 1.1: Instructors will guide students to read published peer-reviewed articles from the corpus of reading materials and to identify academic conventions in these articles.        | Outcome 1.1.1: Students will identify and define general main idea and discipline-based vocabulary from the selected articles.   |
|  |   |   | Outcome 1.1.2: Students will recognize the structure of the article and locate sources in the articles.  |
|  |   | Objective 1.2: Instructors will demonstrate the reading process   | Outcome 1.2.1: Students will skim and scan and then activate their background knowledge to predict the main idea of the article and identify the purpose of the readings.  |
|  |   |   | Outcome 1.1.2: Students will monitor their own understanding of the texts by taking notes, identify writer's claims, underline and highlight main ideas and select vocabulary words that are put in vocabulary journal entries.        |
|  |   |   | Outcome 1.2.3.: Students will employ critical thinking skills to evaluate the articles and engage in class discussion by expressing their opinions.  |
|  | Outcome 1.2.4: Students will summarize and paraphrase selected texts  |   |  |
|  | Goal 2: Writing<br>The course will focus on academic responses and writing process  | Objective 2.1: Instructors will guide students to write short responses to the selected reading, annotated bibliography, and a literature review, an individual development plan portfolio. | Outcome 2.1.1: Students will formulate research questions, organize sources, synthesize and cite sources (APA), evaluate sources or current studies for academic responses.  |
|  |   |   | Outcome 2.1.2: Students will incorporate a variety of genre styles and will accurately determine the credibility of support materials and synthesize sources with appropriate tone and position to support their stand in the writing. |
|  |   | Objective 2.2: Instructors will demonstrate the writing process   | Outcome 2.2.1: Students will take notes, reading outline, use synthesis matrix on selected texts, construct detailed writing outline, and revise writing assignments on their own.   |
|  |   |   | Outcome 2.2.2: Students will employ grammar knowledge to edit their paper and seek professional help with editing at ELC or at library.  |

| Name of the Course   | Goal  | Objective   | SLOs  |
|--|---|---|---|
| 4250 Advanced Listening and Speaking for International Graduate Student II | Goal 1:<br>Listening-<br>The course will focus on analyzing authentic, advanced lectures and presentations, class discussion and class presentation | Objective 1.1: Instructor will demonstrate listening skills and guide students to build their academic and field-specific vocabulary through listening.           | Outcome 1.1.1: Students will determine the purpose of authentic lectures and presentations, differentiate main ideas, supporting details, and non-essential distinguish multiple viewpoints and fact from opinion, and draw conclusions from various listening inputs |
|  |   |   | Outcome 1.1.2: Students will infer the meaning of new academic and field-specific words in context, record unknown academic and field-specific words in their notes.  |
|  |   | Objective 1.2: Instructor will guide students for class discussion and guide students to the process of note-taking   | Outcome 1.1.3: Students will choose their preferred note-taking strategy, apply information from notes to class discussion, presentations and written assignments.  |
|  |   |   | Outcome 1.1.4: Students will compare and contrast their understanding of lectures and presentations with that of their classmates.  |
|  | Goal 2:<br>Speaking<br>The course will focus on class discussion and presentation skills.   | Objective 2.1: Instructors will guide students on how to actively participate in class discussions about lectures, and instructors will hold mock interviews.     | Outcome 2.1.1: Students will ask and respond thoughtfully to discussion questions, use appropriate discussion skills to gain and cede the floor   |
|  |   |   | Outcome 2.1.2: Students will discuss various points from their curriculum vitae and will answer mock interview questions professionally   |
|  |   | Objective 2.2: Instructors will guide students on how to give formal, thesis-based presentation and on how to use new vocabulary and complex language structures. | Outcome 2.2.1: Students will incorporate citations, compare and contrast ideas and controversies in the field, express informed opinions in self-generated presentations.   |
|  |   |   | Outcome 2.2.2: Students will incorporate field-specific vocabulary and language structures into a presentation and self-monitor grammar accuracy  |
|  |   | Objective 2.3: Instructors will teach pronunciation skills, especially on specific sounds, rhythm and intonation.   | Outcome 2.3.1: Students will be able to pronounce segmental and suprasegmental  |
|  |   |   | Outcome 2.3.2: Students will be able to communicate meaning through prosody   |

| Name of the Course                                       | Goal  | Objective   | SLOs  |
|--|---|---|---|
| 4700.01<br>(Quantitative Reasoning) Test Preparation for | Goal 1:<br>Quantitative Reasoning<br>The course will focus on | Objective 1.1: Instructors will teach strategies to answer arithmetic, algebra, geometry, and data analysis questions (GRE) | Outcome 1.1.1: Students will review and apply arithmetic topics, algebra topics, geometry topics and data analysis to solve arithmetic questions, algebra questions, geometry questions and data analysis questions respectively. |

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|---------------------------------|---|---|---|
| International Graduate Students | GRE/GMAT quantitative reasoning questions   | Objective 1.2: Instructors will teach strategies to answer problem solving and data sufficiency questions (GMAT)          | Outcome 1.2.1: Students will review and apply test-taking strategies, test-taking strategies to solve problem-solving questions and data sufficiency questions respectively   |
|                                 | Goal 2:<br>Quantitative Reasoning<br>The course will focus on the format of GRE/GMAT quantitative reasoning section | Objective 2.1: Instructors will introduce the format and scoring system of the quantitative reasoning section of GRE/GMAT | Outcome 2.1.1: Students will recognize the different sections of the GRE/GMAT quantitative reasoning sections and recognize the format of the arithmetic, algebra, geometry, and data analysis questions (GRE) or the data and problem solving questions (GMAT) |
|                                 |   |   | Outcome 2.2.1: Students will understand and estimate their GRE/GMAT scores based on the practice tests.   |

| Name of the course  | Goal   | Objective   | SLOs  |
|---|--|---|---|
| 4700.02 (Verbal Reasoning) Test Preparation for International Graduate Students | Goal 1:<br>Verbal Reasoning<br>The course will focus on GRE/GMAT verbal reasoning section                              | Objective 1.1: Instructors will teach strategies to answer text completion and sentence equivalence questions                         | Outcome 1.1.1: Students will select an appropriate vocabulary word and phrases to logically complete sentence<br>Outcome 1.1.2: Students will identify synonym pairs                                  |
|   |  | Objective 1.2: Instructors will teach strategies to answer reading comprehension test questions                                       | Outcome 1.2.1: Students will use signal words to identify rhetorical relationships, understand main ideas of the reading, apply logical reasoning skills for inference questions                      |
|   |  | Objective 1.3: Instructors will teach strategies to increase students' GRE/GMAT vocabulary base                                       | Outcome 1.3.1: Students will define GRE/GMAT vocabulary words from sample test questions, increase understanding of GRE/GMAT vocabulary words and apply to new test questions.                        |
|   |  |   | Outcome 1.3.2: Students will increase understanding of GRE/GMAT vocabulary words and apply to new test questions  |
|   |  | Objective 1.4: Instructors will introduce the format of the verbal reasoning section and scoring system in the verbal reason sections | Outcome 1.4.1: Students will recognize the different sections of the GRE/GMAT verbal reasoning section, recognize the format of GRE/GMAT test and will estimate their scores based on practice tests. |
|   | Goal 2: Verbal reasoning<br>The course will focus on test strategies to the analytical writing section of the GRE/GMAT | Objective 2.1: Instructors will teach writing strategies for the analytical writing sections of the GRE/GMAT                          | Outcome 3.1.1: Students will recognize the types of analytical writing tasks, use strategies to respond to the writing tasks on GRE/GMAT test.  |