INTO SAINT LOUIS UNIVERSITY
Academic English & Pathway Program

2023-2024 Student Handbook

English as a Second Language Program

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 Saint Louis University's policies in the Academic Catalog and the Student Handbook.

https://catalog.slu.edu

https://catalog.slu.edu/student-handbook/

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THE ENGLISH AS A SECOND LANGUAGE PROGRAM

INTO Saint Louis University delivers university-designed Academic English and Pathway programs to support and prepare international students for successful academic careers at Saint Louis University.

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.

Accreditation

The Saint Louis University English as a Second Language Program is accredited by the Commission on English Language Program Accreditation for the period of August 2021 through August 2025 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information about this accre

Program Start and End Dates

Classes for Fall 2023 begin on August 23, 2023 and end on December 8, 2023. Final exams will take place December 11-15, 2023.

Classes for Spring 2024 begin on January 16, 2024 and end on May 6, 2024. Final exams will take place May 8-14, 2024.

Classes for Summer 2024 begin on May 28, 2024 and end on August 2, 2024. Final exams will take place July 31-August 2, 2024.

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

HEALTH ADVISORY AND CAMPUS SAFEGUARDS

The COVID-19 pandemic has resulted in changes across several areas of Saint Louis University. 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/health-advisory/. If you still have questions or concerns, please email them to pandemic@slu.edu.

COURSE LEVELS AND PROGRESSION

The English as a Second Language Program offers a range of classes to accommodate your level of English language proficiency. The faculty determine your entry level based on the language test scores you submit when you apply and the placement 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.

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 & vocabulary, 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 American history and culture, contemporary issues, and intercultural communication. Such courses encourage you to use the language and skills you are learning in academic contexts. Expect to attend classes 15-16 hours each week and to do homework for additional 15-16 hours each week.

Progression Requirements for Academic English
To remain in good academic standing and progress to the next level in Academic English, you must demonstrate the ability to complete assignments satisfactorily in all courses, to meet the outcomes listed in each course syllabus, and to attend classes regularly.

The requirements for progression are:

- Overall GPA of 2.5
- Grades of C or better in each course (no C-/D/W/I/S/U/P/NP grades)
- 75% attendance rate in each course

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.

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Academic English Curriculum
The ESL Program may substitute appropriate AEP courses not listed below.

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

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 *or* AEP 411: People, Places, Connections
- 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: Intercultural Communication
- AEP 520: Reading and Vocabulary
- AEP 530: Listening and Speaking

Pathway Program

Pathway programs prepare students to enter a degree program at Saint Louis University. These programs allow students to begin earning credits toward a degree while building their English proficiency. Upon successfully completing a Pathway program and meeting progression requirements, students may enter the next semester of degree study at Saint Louis University. This transition from a Pathway to a University degree program is called **matriculation**. If you have questions about your Pathway classes, you should speak with your instructors, your Academic Advisor, or Dr. Lisieux Huelman, the Associate Director for Pathway Programs.

Undergraduate Pathway Program Curriculum
Undergraduate Pathway students take 15-16 credits each semester. This means students are expected to spend 45-48 hours per week on coursework (15-16 hours in class and 30-32 hours outside of class). In addition to at least two English courses, students will take University courses that are counted in their degree plans. All courses will count toward GPA unless otherwise noted. University Core Courses include approved courses in Fine and Performing Arts, Political Science, American Studies, or Women and Gender Studies. Major courses are determined by the Associate Director for Pathway Programs in collaboration with degree programs.

Standard Pathway (UPW I)	Accelerated Pathway (UPW II)
• EAP 1000: Academic Writing I • EAP 1020: Academic Reading I • EAP 1030: Academic Presentations • EAP 1010: Recitation • CORE 1500: Cura Personalis 1 • Supported University Core Course(s) • Math course	• EAP 1200: Academic Writing II • EAP 1220: Academic Reading II • EAP 1010: Recitation • Supported University Core Course • Math course • Major course

Note: The Aleks Math Placement Test determines your math course. You will have access to the Placement Testing Canvas Site before your arrival. You should plan to take the Math Placement Test as soon as possible to ensure the most accurate placement.

Progression Requirements for Undergraduate Pathways
To progress 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 Core courses fulfill requirements for your degree. Successful completion of these courses is a requirement for full admission into your major.

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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 additional semesters of the Pathway. You will be on probation for these semesters.

Additional Undergraduate Courses
INTO SLU offers 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; counts for Core credit)
EAP 2850: Intro to Literature for International Students (equivalent to ENGL 2850)

Graduate Pathway Program Curriculum
Graduate Pathway students will take two English courses (5 credits) in each semester of the Graduate Pathway. Each program has determined its own number of subject courses, but there will be at least one subject course (3 credits) in each semester.

Standard Pathway (GPW I)	Accelerated Pathway (GPW II)
• EAP 4100: Graduate Reading and Writing I • EAP 4150: Graduate Listening and Speaking I • *Additional courses will vary by program*	• EAP 4200: Graduate Reading and Writing II • EAP 4250: Graduate Listening and Speaking II • *Additional courses will vary by program*

Progression Requirements for Graduate Pathways
To be accepted fully into your program, you must demonstrate the ability to succeed in academic courses.

The requirements for progression are:

- SLU GPA 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, unless otherwise noted

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- GRE (if required)
- 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.

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PROGRAM POLICIES AND GUIDELINES FOR UNDERGRADUATE STUDENTS

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.

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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

Academic Standing

As a student in an INTO SLU program, you are expected to make good progress towards your major area of study by remaining in **good standing**. See Appendix A for a list of progression requirements by program, which identify the specific requirements to be in good standing.

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

Dismissal Appeals
You may 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 return to good standing in the semester after dismissal, you will be dismissed and will not be eligible to appeal.

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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.

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, Hailey Choi. 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
All students take the Saint Louis University Writing Exam (SLUWE) before beginning Academic English or Pathway classes. Students may submit a standardized test score (TOEFL, IELTS, Duolingo) before arrival, or they will take the Oxford Online Placement Test (OOPT) during orientation to complete the initial placement and registration process. 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.

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.

Oxford Online Placement Test (OOPT)
The OOPT is a test of your general English language proficiency. The OOPT tests grammar knowledge and listening skills.

Grades and Grade Point Average
You must remain in good academic standing in order to progress to the next level of study. 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.

Time to Degree

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.

Academic Support for Undergraduate Students

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, Hailey Choi, and the Assistant Director for Student Experience, Andrea Zhou. 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 core course (CORE 1500: Cura Personalis 1)

3. **Serve** students academically with academic advising and faculty support

4. **Assist** in student learning through targeted support outside of the classroom

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 'EAB Navigate – Students' (accessed through https://auth.slu.edu/app/UserHome) 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.

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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 use University Writing Services: http://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php

Course Evaluation

You can 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.

Filing a Complaint

Students who have a grievance against an instructor or academic administrator may submit a complaint following the process below.

   I.   A discussion will occur between student and instructor/administrator
            a.   If resolved, the instructor/administrator should record the complaint by sending the student an email summarizing the resolution.
            b.   If not resolved, proceed to II.
   II.   The student will complete[1] the appropriate complaint form (course or assignment grade appeals use the Grade Appeal Form; all other complaints use the Formal Complaint Form) and submit it to his or her Program Coordinator as close in time to the incident as possible.

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[1] The student may receive help completing the form if needed or requested, and should note such help on the form.

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III.   A discussion will occur between student,[2] instructor/administrator, and Program Coordinator.[3]
   a. The Program Coordinator will provide a copy of the written complaint and this process to the student.
   b. The Program Coordinator will take statements from both the student and instructor/administrator.
   c. The Program Coordinator will decide if the student's complaint has merit based on the evidence and statements provided.
      i. If the complaint has no merit, the complaint will be dismissed and the student notified by email.
         1. The student may appeal the dismissal decision to the Academic Director. The Program Coordinator will forward all evidence and a written summary of the situation to date.
            a. If the complaint has merit, proceed to III.c.ii.
            b. If the complaint has no merit, the complaint will be dismissed and the student notified by email.
      ii. If the complaint has merit and is resolved during the discussion, the Program Coordinator will record the complaint by sending the student and instructor an email summarizing the resolution AND by noting the resolution on the submitted complaint form, which is filed in the ESL Program.[4]
      iii. If the complaint has merit and is not resolved during the discussion, a formal hearing shall be scheduled. The Program Coordinator will forward all evidence and a written summary of the situation to date to the committee, who will convene the hearing within two business days.
IV.   A hearing will occur. The committee conducting the hearing shall be comprised of two faculty members and the Program Coordinator not overseeing the steps in III.[5]
   a. The Program Coordinator participating in the hearing will communicate with the student as appropriate leading up to the hearing.
   b. The committee will take statements from the student, instructor/administrator, and Program Coordinator.
   c. The committee will deliberate and generate a written report with a recommendation and submit the report and all documentation to the Academic Director within two business days.

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[2] The student may receive help in any meeting or hearing by bringing one representative to act as advocate; such help should be noted in the written record of the complaint.
[3] Another academic administrator will be appointed to fill this role if the complaint is against the student's own Program Coordinator.
[4] Complaints are housed in T:\Academic Affairs\ESL\Administrative Share\Complaints and Grade Appeals.
[5] Another academic administrator will be appointed to fill this role if the complaint is against a Program Coordinator.

      d.   The Academic Director makes a final decision based on the report and communicates the decision to the student via email within four days. The Academic Director will file a letter summarizing the resolution and all supporting documentation with the ESL Program as in III.c.ii.

V.   Appeals of the Academic Director's decisions may be made to the Office of the Provost.

PROGRAM POLICIES AND GUIDELINES FOR GRADUATE STUDENTS

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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, Hailey Choi, 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. Your INTO SLU academic advisor can connect you with your graduate program.

PLACEMENT AND PROGRESS MEASURES

Placement

All students take the Saint Louis University Writing Exam (SLUWE) before beginning Academic English or Pathway classes. Students may submit a standardized test score (TOEFL, IELTS, Duolingo) before arrival, or they will take the Oxford Online Placement Test (OOPT) during orientation to complete the initial placement and registration process. 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 a test of your general English language proficiency. The OOPT tests grammar knowledge and listening skills.

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 AEP 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.

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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 return to good standing 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

Credit and degree requirements vary by program. If you would like to discuss your time to degree, please consult with the INTO SLU Academic Advisor or the Associate Director for Pathway Programs.

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.

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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 'EAB Navigate – Students' (accessed through https://auth.slu.edu/app/UserHome) 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.

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.
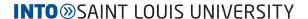
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Graduate Student Association (GSA)

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.

Filing a Complaint

Students who have a grievance against an instructor or academic administrator may submit a complaint following the process below.

I.   A discussion will occur between student and instructor/administrator
   a. If resolved, the instructor/administrator should record the complaint by sending the student an email summarizing the resolution.
   b. If not resolved, proceed to II.
II. The student will complete[6] the appropriate complaint form (course or assignment grade appeals use the Grade Appeal Form; all other complaints use the Formal Complaint Form) and submit it to his or her Program Coordinator as close in time to the incident as possible.
III. A discussion will occur between student,[7] instructor/administrator, and Program Coordinator.[8]
   a. The Program Coordinator will provide a copy of the written complaint and this process to the student.
   b. The Program Coordinator will take statements from both the student and instructor/administrator.
   c. The Program Coordinator will decide if the student's complaint has merit based on the evidence and statements provided.
      i. If the complaint has no merit, the complaint will be dismissed and the student notified by email.
         1. The student may appeal the dismissal decision to the Academic Director. The Program Coordinator will forward all evidence and a written summary of the situation to date.
            a. If the complaint has merit, proceed to III.c.ii.
            b. If the complaint has no merit, the complaint will be dismissed and the student notified by email.

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[6] The student may receive help completing the form if needed or requested, and should note such help on the form.

[7] The student may receive help in any meeting or hearing by bringing one representative to act as advocate; such help should be noted in the written record of the complaint.

[8] Another academic administrator will be appointed to fill this role if the complaint is against the student's own Program Coordinator.

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ii. If the complaint has merit and is resolved during the discussion, the Program Coordinator will record the complaint by sending the student and instructor an email summarizing the resolution AND by noting the resolution on the submitted complaint form, which is filed in the ESL Program.[9]

iii. If the complaint has merit and is not resolved during the discussion, a formal hearing shall be scheduled. The Program Coordinator will forward all evidence and a written summary of the situation to date to the committee, who will convene the hearing within two business days.

IV. A hearing will occur. The committee conducting the hearing shall be comprised of two faculty members and the Program Coordinator not overseeing the steps in III.[10]

   a. The Program Coordinator participating in the hearing will communicate with the student as appropriate leading up to the hearing.

   b. The committee will take statements from the student, instructor/administrator, and Program Coordinator.

   c. The committee will deliberate and generate a written report with a recommendation and submit the report and all documentation to the Academic Director within two business days.

   d. The Academic Director makes a final decision based on the report and communicates the decision to the student via email within four days. The Academic Director will file a letter summarizing the resolution and all supporting documentation with the ESL Program as in III.c.ii.

V. Appeals of the Academic Director's decisions may be made to the Office of the Provost.

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[9] Complaints are housed in T:\Academic Affairs\ESL\Administrative Share\Complaints and Grade Appeals.

[10] Another academic administrator will be appointed to fill this role if the complaint is against a Program Coordinator.

Appendix A

Academic English Progression Requirements

- Semester 2.5 GPA
- No grades below 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 standard, accelerated, or extension semester

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 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.)

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

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- 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/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.)

Project Management
- 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.)

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/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.)

Software Engineering
- 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.)

Strategic Intelligence
- Minimum 3.0 cumulative GPA

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- 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.)

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Appendix B: Table of Curricular Elements

Academic English

Writing and Grammar Course SLOs (Level 1 → Level 5)

SLO Domains	AEP 0100	AEP 0200	AEP 0300	AEP 0400	AEP 0500
Process + Format	Apply basic prewriting, revising, and editing skills and demonstrate awareness of basic formatting.	Apply prewriting, revising, and editing skills and demonstrate basic formatting skills typewritten assignments.	Apply brainstorming, outlining, revising, and editing skills to 2–3-page academic writing tasks and demonstrate awareness of MLA formatting and citation guidelines.	Apply brainstorming, outlining, revising, and editing skills to 3–4-page academic writing tasks and employ MLA formatting and citation guidelines.	Apply brainstorming, outlining, revising, and editing skills to 4–5-page academic writing tasks and employ field-appropriate style guide accurately.
Genre + Organization	Write a paragraph guided by a topic sentence.	Write a variety of paragraphs guided by topic sentences.	Write an academic essay guided by a thesis statement and topic sentences.	Write a variety of academic essays guided by thesis statements and topic sentences.	Write an analytical essay guided by thesis statements, topic sentences, and cohesive devices.
Support + Citation (when applicable)	Use personal evidence to support the writing task.	Use personal evidence to support the topic sentence.	Use relevant information from course texts to support topic sentences and thesis. Attempt to use MLA citations.	Use relevant information from multiple course readings and student-selected sources to support topic sentences and thesis. Use MLA citations appropriately.	Incorporate relevant information from course readings and multiple academic sources to support claims. Use field-appropriate style guide to cite sources accurately.
Sentence Structure + Grammar	Write simple sentences.	Write basic compound sentences.	Write complex sentences, use logical connectors, and understand genre-appropriate grammar.	Use a variety of sentence types, logical connectors, and genre-appropriate grammar.	Use a variety of sentence types, logical connectors, and genre-appropriate grammar to create a coherent text.
Reflection + Metacognition	Summarize skills learned in a brief written reflection.	Summarize skills learned and describe own performance in a written reflection.	Examine own achievement in a written reflection.	Evaluate own achievement and identify opportunities for growth in a written reflection.	Evaluate own achievement and outline how the skills learned will transfer to future courses in a written reflection.

Content Course SLOs (Level 3 → Level 5 only)

SLO Domains	AEP 01XX	AEP 02XX	AEP 0310	AEP 0410	AEP 0510
			Discuss and demonstrate comprehension of course concepts delivered in academic lectures	Lead and participate in class discussions	Lead and participate in discussions using discourse strategies based on course concepts from readings and lectures.
			Connect concepts across course readings to deliver an academic oral presentation	Take lecture notes and apply them to graded assignments	Summarize, critically respond to, compare, and annotate various course readings in writing.
			Demonstrate comprehension of various course readings in writing	Apply field-appropriate vocabulary and inquiry skills to written and oral tasks	Integrate course material, independent research, and data collection to create and deliver findings in academic oral presentations
			Engage in the writing process for level-appropriate academic writing related to course content and recognize current MLA formatting and citation guidelines	Reflect on your own role in the global interdependence of systems you are a part of	Engage in the writing process for graduate-level research writing related to course content and apply current APA formatting and citation guidelines
			Describe the origins of traditional American values, beliefs, history, and government	Create a multimedia Google Site examining a local place from various perspectives to determine how it exemplifies global interdependence	Analyze the relationship between culture and communication
			Discuss the various aspects that make up culture		Produce research writing and oral projects which demonstrate analysis of course concepts and understanding of the standards of graduate-level work

Reading and Vocabulary Course SLOs (Level 1 → Level 5)

SLO Domains	AEP 0120	AEP 0220	AEP 0320	AEP 0420	AEP 0520
Reading Strategies	Apply pre-reading strategies and use visuals to identify information in a paragraph.	Apply pre-reading strategies to recognize specific information and transition words in a variety of texts.	Apply pre-reading strategies to identify patterns and relevant information in a variety of academic texts.	Apply pre-reading strategies to analyze relevant information in academic texts.	Apply critical reading strategies to evaluate authors' perspectives in academic texts.
Reading Comprehension	Recognize the topic and the main ideas in a paragraph.	Identify the topic, main ideas, and supporting details in a variety of texts.	Identify stated main ideas and supporting details in a variety of academic texts.	Summarize and compare main ideas and supporting details of academic texts.	Evaluate arguments in academic texts.
Vocabulary Development	Recognize context clues and use a learner's dictionary.	Recognize context clues, word parts, and word forms.	Identify context clues and recognize word forms and synonyms from the Academic Word List.	Analyze context clues and identify word forms, synonyms, and antonyms from the Academic Word List.	Explain academic and discipline-specific vocabulary.
Reflection + Metacognition	Summarize reading skills learned in a reading journal.	Summarize reading skills learned and describe own performance in a reading journal.	Examine own achievement in a reading journal.	Evaluate own achievement and identify opportunities for growth in a reading journal.	Evaluate own achievement and set goals for applying reading skills to future contexts in a reading journal.

Listening and Speaking Course SLOs (Level 1 → Level 5)

SLO Domains	AEP 0130	AEP 0230	AEP 0330	AEP 0430	AEP 0530
Listening Strategies	Identify simple discourse markers and high-frequency words in short listening tasks.	Recognize discourse markers and high-frequency words and phrases in listening tasks.	Identify discourse markers and target academic vocabulary in formal and informal academic listening tasks.	Recognize discourse markers and target academic vocabulary in academic lectures and group discussions.	Distinguish discourse markers and target academic vocabulary in academic lectures and group discussions.
Listening Comprehension and Note Taking	Identify and take notes on the main ideas in short, informal listening segments.	Comprehend and take notes on main ideas in informal listening tasks.	Comprehend and take notes on main ideas and supporting details in academic listening tasks.	Analyze and take notes on main ideas and supporting details for academic lectures and group discussions.	Evaluate and take notes on main ideas and supporting details in academic lectures and group discussions.
Discourse Skills	Use high-frequency word in dialogues and discussions.	Use high-frequency words and phrases to express ideas and engage in dialogues and discussions.	Use a variety of discourse strategies and vocabulary in conversation and classroom discussions to comprehend academic content.	Use a variety of discourse strategies and vocabulary in conversation and classroom discussions to analyze academic content.	Use a variety of discourse strategies and vocabulary in conversation and classroom discussions to evaluate academic content.
Presentation Skills	Deliver a personal presentation.	Deliver a variety of personal presentations.	Deliver an academic presentation using a visual aid.	Deliver an academic presentation using a visual aid and appropriate sources.	Deliver academic presentations using level-appropriate vocabulary, visual aids, and a range of non-verbal behaviors.
Reflection and Metacognition	Orally summarize listening and speaking skills learned.	Orally summarize listening and speaking skills learned and describe own performance.	Orally summarize and analyze own listening and speaking abilities.	Orally analyze own listening and speaking skills and identify opportunities for growth.	Orally evaluate own achievement and explore opportunities for future growth.

English through Service Course SLOs (Levels 3 and 4 only)

SLO Domains	AEP 01XX	AEP 02XX	AEP 0350	AEP 0450	AEP 05XX
Contemporary Issues in Social Justice			Examine and integrate experiential learning with contemporary social justice issues.	Examine and integrate experiential learning with contemporary social justice issues.	
Communication Skills			Demonstrate the ability to communicate effectively and collaborate with others through critical reflection, in-class discussions, and participation in service-learning activities.	Demonstrate the ability to communicate effectively and collaborate with others through critical reflection, in-class discussions, and participation in service-learning activities.	
Reflection + Metacognition			Reflect on own values and describe personal growth gained through service-learning experience.	Reflect on own values and describe personal growth gained through service-learning experience.	

Undergraduate Pathway

Name of the Course	Goals	Objective	SLOs
EAP 1000 Academic Writing and Editing Skills I	Goal 1: The course will teach students will recognize a variety of writing processes and rhetorical elements	Objective 1.1: Instructors will guide students to compose texts of different genres and writing styles using a variety of processes	Outcome 1.1.1: Students will write short journal entries
			Outcome 1.1.2: Students will write a summary
			Outcome 1.1.3: Students will write a narrative
			Outcome 1.1.4: Students will write an argument essay
			Outcome 1.1.5: Students will write a research essay
		Objective 1.2: Instructors will guide students the learn basics of how their voice affects how their message is received by others	Outcome 1.2.1: Students will consider audience, purpose, and tone as they write
		Objective 1.3: Instructors will guide students through a variety of rhetorical elements	Outcome 1.3.1: Students will select and effectively include appropriate rhetorical pattern(s) for each essay
	Goal 2: The course will engage in university-level research	Objective 2.1: Instructors will guide students will use library databases to gather sources	Outcome 2.1.1: Students will find varied academic sources for their essay(s)
			Outcome 2.1.2: Students will evaluate found sources
			Outcome 2.1.3: Students will document research according to MLA format
		Objective 2.2: Instructors will guide students to synthesize their research into a cohesive essay	Outcome 2.2.1: Students will summarize some parts of each source
			Outcome 2.2.2: Students will synthesize sources by determining relationships between ideas
			Outcome 2.2.3: Students will cite each source as evidence for their claims
	Goal 3: The course will ask students to reflect on, evaluate, and revise their own writing	Objective 3.1: Instructors will guide students to begin classifying higher order concerns in their writing	Outcome 3.1.1: Students will analyze their writing for audience, purpose, organization, and development
			Outcome 3.1.2: Students will evaluate their writing for audience, purpose, organization, and development
			Outcome 3.1.3: Students will revise their writing for these higher-order concerns
		Objective 3.2: Instructors will guide students to begin classifying lower order concerns in their writing	Outcome 3.2.1: Students will analyze their writing for grammar and mechanics
			Outcome 3.2.2: Students will evaluate their writing for grammar and mechanics
			Outcome 3.2.3: Students will revise their writing for these lower order concerns
		Objective 3.3: Instructors will guide students to reflect on their writing	Outcome 3.3.1 Students will reflect on their own writing processes and products
			Outcome 3.3.2: Students will evaluate specific excerpts from their own writing
			Outcome 3.3.3: Students will set goals to improve their own writing

Name of the Course	Goals	Objectives	SLOs
EAP 1010 Recitation Lab (for supported Core courses)	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
			Outcome1.1.2: Students will take notes, answer and discuss questions from content reading materials
	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
			Outcome3.1.3: Students will practice time management and reflect on their test-taking strength and weakness on tests.

Name of the Course	Goals	Objective	SLOs
EAP 1020 Academic Reading and Study Skills I	Goal 1: The course will focus on understanding college level academic texts	Objective 1.1: Instructors will guide students to recognize different genres of academic texts and reading strategies.	Outcome 1.1.1: Students will recognize the organizational structure of a reading.
			Outcome 1.1.2: Students will identify various reading strategies to use to understand a text.
		Objective 1.2: Instructors will guide students to summarize academic texts.	Outcome 1.2.1: Students will understand the main ideas and supporting details in academic texts.
			Outcome 1.2.2: Students will summarize academic texts.
		Objective 1.3: Instructors will guide students to use various techniques to learn new vocabulary.	Outcome 1.3.1: Students will understand different vocabulary-learning techniques.
			Outcome 1.3.2: Students will understand new vocabulary words from academic texts.
	Goal 2: The course will focus on critical thinking skills through exposure to various college-level reading content.	Objective 2.1: Instructors will guide students to discover how grammar and word choice convey meaning.	Outcome 2.1.1: Students will demonstrate understanding of grammatical functions.
			Outcome 2.1.2: Students will understand tone and connotations of vocabulary words.
		Objective 2.2: Instructors will guide students to reflect on their learning.	Outcome 2.2.1: Students will evaluate their ability to understand college-level academic texts.
			Outcome 2.2.2: Students will evaluate their growth by comparing and contrasting their performance at various times throughout the semester.
			Outcome 2.2.3: Students will set goals for future growth in reading ability.

Name of the Course	Goals	Objectives	SLOs
EAP1030 Academic Presentation and Speaking Skills	**Goal 1:** The course will focus on developing skills and strategies for academic listening at the university-level.	Objective 1.1: Instructors will guide students to understand differences in aural academic contexts.	Outcome 1.1.1: Students will observe and analyze academic lectures.
			Outcome 1.1.2: Students will observe and analyze academic group discussions.
			Outcome 1.1.3: Students will observe and analyze one-on-one academic communication.
		Objective 1.2: Instructors will guide students to observe and analyze nonverbal communication in academic contexts.	Outcome 1.2.1: Students will understand what constitutes nonverbal communication.
			Outcome 1.2.2: Students will understand how nonverbal communication affects communication in academic contexts.
	Goal 2: The course will focus on developing skills and strategies for academic speaking at the university-level.	Objective 2.1: Instructors will guide students to use evidence from course materials to support their positions.	Outcome 2.1.1: Students will engage in class discussions related to academic content.
			Outcome 2.1.2: Students will identify and use evidence from course materials to support their positions in class discussions.
		Objective 2.2: Instructors will guide students to understand how paralinguistics affect their communication.	Outcome 2.2.1: Students will understand what paralinguistic features of communication are.
			Outcome 2.2.2: Students will observe how their own paralinguistic features affect how their message is received.
		Objective 2.3: Instructors will guide students to reflect on their learning.	Outcome 2.3.1: Students will evaluate their academic listening ability.
			Outcome 2.3.2: Students will evaluate their academic speaking ability.
			Outcome 2.3.3: Students will set goals for future growth in reading ability.

Name of the Course	Goals	Objectives	SLOs
EAP1200 Academic Writing and Editing Skills II	Goal 1: Students will differentiate between genres and writing styles	Objective 1.1: Students will compose texts of different genres and writing styles	Outcome 1.1.1: Students will write a letter
			Outcome 1.1.2: Students will write a synthesized summary and response
			Outcome 1.1.3: Students will write a personal narrative
			Outcome 1.1.4: Students will write an argumentative essay
			Outcome 1.1.5: Students will write reflective journals
		Objective 1.2: Students will develop their voices as writers	Outcome 1.2.1: Students will consider audience and purpose
			Outcome 1.2.2: Students will choose appropriate tone
		Objective 1.3: Students will vary rhetorical patterns chosen based on genre and purpose	Outcome 1.3.1: Students will understand common rhetorical patterns
			Outcome 1.3.2: Students will choose rhetorical patterns most effective for their assignment
	Goal 2: Students will engage in university level research	Objective 2.1: Students will use library databases to gather sources	Outcome 2.1.1: Students will use library databases effectively
			Outcome 2.1.2: Students will evaluate sources and select ones appropriate to their research topic
			Outcome 2.1.3: Students will summarize, paraphrase, quote, and cite sources appropriately
			Outcome 2.1.4: Students will use MLA format for citations
		Objective 2.2: Students will give an oral presentation on their research	Outcome 2.2.1: Students will briefly summarize their research
			Outcome 2.2.2: Students will reflect on the research process and their growth
	Goal 3: Students will evaluate and revise their own writing	Objective 3.1: Students will classify higher order concerns in their writing	Outcome 3.1.1: Students will analyze their writing for audience, purpose, organization, and development
			Outcome 3.1.2: Students will evaluate their writing for audience, purpose, organization, and development
			Outcome 3.1.3: Students will revise their writing for these higher-order concerns
		Objective 3.2: Students will classify lower order concerns in their writing	Outcome 3.2.1: Students will analyze their writing for grammar and mechanics
			Outcome 3.2.2: Students will evaluate their writing for grammar and mechanics
			Outcome 3.2.3: Students will revise their writing for these lower order concerns
		Objective 3.3: Students will reflect on their needs as writers	Outcome 3.3.1: Students will create individual goals to improve their writing

Name of the Course	Goals	Objectives	SLOs
EAP 1220 Academic Reading and Study Skills II	**Goal 1:** The course will focus understanding university-level academic texts.	Objective 1.1: Instructors will guide students to select and apply various reading strategies.	Outcome 1.1.1: Students will distinguish between different genres of academic texts.
			Outcome 1.1.2: Students will select appropriate reading strategies to understand different genres of academic texts.
		Objective 1.2: Instructors will guide students to analyze how grammar and word choice convey meaning.	Outcome 1.2.1: Students will determine author's purpose in an academic text.
			Outcome 1.2.2: Students will analyze how grammatical choices affect meaning.
			Outcome 1.2.3: Students will analyze the tone and connotations of vocabulary in an academic text.
		Objective 1.3: Instructors will guide students to use various techniques to learn new vocabulary.	Outcome 1.3.1: Students will select vocabulary words they need to learn.
			Outcome 1.3.2: Students will use new vocabulary words in new contexts.
	Goal 2: The course will focus on demonstrating critical reading skills through exposure to various university-level reading content.	Objective 2.1: Instructors will guide students to think critically about the texts they read.	Outcome 2.1.1: Students will apply reading strategies to analyze and evaluate texts.
			Outcome 2.1.2: Students will form and support own opinions about authors' arguments.
		Objective 2.2: Instructors will guide students to synthesize concepts across academic texts.	Outcome 2.2.1: Students will understand the purpose of synthesis in reading academic texts.
			Outcome 2.2.2: Students will synthesize various academic texts to support own position.
		Objective 2.3: Instructors will guide students to reflect on their learning.	Outcome 2.3.1: Students will evaluate their ability to understand and think critically about academic texts.
			Outcome 2.3.2: Students will hypothesize about their ability to transfer skills learned to new contexts.

Graduate Pathway

Name of the Course	Goals	Objectives	SLOs
4100 Intro. to Reading and Writing for Graduate Students	Goal 1: Reading 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.
			Outcome 1.1.2: Students will select vocabulary for vocabulary journal from the selected course texts and demonstrate vocabulary building strategies
		Objective 1.2: Instructors will guide students to the process of verifying sources of readings.	Outcome 1.2.1: Students will use library research tools to identify reliable and relevant sources
			Outcome 1.2.2: Students will ask for help from librarians, especially subject librarians
		Objective 1.3: Instructors will guide students through reading process.	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.
			Outcome 1.3.2: Students will summarize, paraphrase and critically analyze the selected topics in a written and oral form.
	Goal 2: Writing 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 1.1.1: Students will write professional correspondences, and different genres of writings.
			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.
		Objective 1.2: Instructors will instruct how to apply advanced grammar and appropriate academic conventions (APA format) in the writing	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
			Outcome 1.3.3: Students will edit their writing, applying grammar rules and editing strategies through self or peer editing.

Name of the Course	Goals	Objectives	SLOs
4150 Intro. to Listening and Speaking for International Graduate Students	Goal 1: Listening The course will focus on teaching students to differentiate between a	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.

	variety of spoken Englishes and focusing on presenting advanced presentations and lectures.		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, supportingdetails, and non-essential information from variouslistening inputs, and will distinguish multiple viewpoints
			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
	Goal 2: Speaking 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 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.
			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.
		Objective 1.2: Instructors will guide students on the process of presenting informational presentations and on the language skills needed for the presentation.	Outcome 2.1.1: Students will actively participate in the process of preparing speaking notes and visual artifacts.
			Outcome 2.1.2: Students will apply academic vocabulary, speak logically and self-monitor grammatical accuracy in their final presentation topic

Name of the Course	Goals	Objectives	SLOs
4200 Advanced Reading & Writing for International Graduate Students	Goal 1: Reading 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 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	Goals	Objectives	SLOs
4250 Advanced Listening and Speaking for International Graduate Student II	Goal 1: Listening- 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.
		Objective1.2: 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: Speaking 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
			Outcome2.1.2: 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 2.2.1Students 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