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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
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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
  AEP 411: People, Places, Connections
- AEP 420: Reading and Vocabulary
- AEP 430: Listening and Speaking
- AEP 450: English through Service

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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 towasTm0 g0 G(ss)10(and)5(3)5(0)]TJETQq0.00000912 0 612 792 reW*n2 ree0 g. nB

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PROGRAM POLICIES AND GUIDELINES FOR UNDERGRADUATE STUDENTS

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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

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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 c

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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, 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 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.

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.

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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

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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

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 em

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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

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PROGRAM POLICIES AND GUIDELINES FOR GRADUATE STUDENTS

PROGRAM POLICIES AND GUIDELINES FOR GRADUATE STUDENTS

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

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 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

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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

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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

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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, Combr59 2s.2(s)8)(C)-3(o)5(mbr59 2s.2(s)8)(C)-3(o)5(mbr59 2s.

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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.)

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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)

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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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Listening and Speaking Course SLOs (Level 1   Level 5)

SLO Domains	AEP 0130	AEP 0230	AEP 0330	AEP 0430	AEP 0530
Listening Strategies					

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

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
			Outcome 2.2.1: Students will summarize some parts of each source
		Objective 2.2: Instructors will guide students to synthesize their research into a cohesive essay	h essayes wnto auze sourcesse sournuess

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

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	

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.

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 1.2.1: Students will actively listen to their peers talk about their fields of study and personal experiences as international students and respond to the discussion
variety of spoken Englishes and focusing on presenting advanced presentations and lectures.	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