EDUC 326
ELEMENTARY CURRICULUM AND INSTRUCTION GRADES 1-5: READING

Prerequisites: EDUC 304, EDUC 307, ESPY 315, LSED 401, MATH 167, MATH 168, completion of an approved Introductory Portfolio, and Full SARTE status.

Required Textbooks & Subscriptions:

READING

Purchase at Bookstore:

Rental:

Subscribe Online (Required):
www.readinga-z.com Complete Instructions will be listed via Blackboard ASAP

Provided by Instructor:

MATH

Required Textbook (purchase):

Field Experience Student Handbook: Blackboard (Course Documents)

I. COURSE DESCRIPTION

326. Curriculum and Instruction in Grades 1-5. Credit 6 hours. This course includes the development of teaching competencies of mathematics and reading at the 1-5 grade levels. Primary emphasis is focused on developing the teaching skills and competencies of future elementary school teachers with respect to topics found in these curricular areas. A key component of the course is field experience with students in grades 1-5 settings. The needs of special populations as well as the integration of technology into instruction will be incorporated into all areas of the curriculum. Three hours lecture and six hours laboratory per week.

READING SPECIFICS:
This course is designed to give you a basic understanding of the reading process and current methods of reading instruction. Special attention will be given to a balanced approach to literacy (teaching, learning, and assessment), and you will be expected to
demonstrate an understanding of this approach in your teaching experiences. You will investigate strategies in the areas of decoding, spelling, vocabulary, comprehension, and writing. You will learn how to teach basic skills within the context of a lesson. You will be introduced to different learning theories, and learn how these theories influence reading instruction. You will begin to formulate your own theories of reading education as you participate in class discussions, reflect on the readings, observe and reflect on classroom experiences, and apply your knowledge of balanced literacy instruction through hands-on activities and classroom presentations.

Statement of Conceptual Framework:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of *The Effective Educator*: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

II. COURSE OBJECTIVES: Upon completion of this course, the candidates will be able to:

General Objectives:

A. Understand the roles of elementary teachers and organizational patterns as evidenced by:
1. Participating in practicum experiences in schools with different organizational patterns, philosophies, and clienteles. (PS, KL, SM, CK, D, T)
2. Working with faculty, support personnel, colleagues, and others involved in the schools. (PS, KL, SM, CK, D)
3. Participating in class projects, reading professional literature and attending professional meetings to show willingness to become a lifelong learner. (PS, KL, SM, CK, D, T)

B. Plan developmentally appropriate instruction/lessons in reading for children of different cultural and linguistic backgrounds, ages, and exceptionalities as evidenced by:
1. Developing appropriate objectives, which specify designated learning outcomes. (PS, KL, CK, D)
2. Identifying pupil developmental levels and needs through the use of appropriate assessment/evaluation procedures (i.e., observations, inventories, reflective journals, diagnostic teaching). (PS, KL, SM, CK, D, T)
3. Selecting, developing, and adapting appropriate non-stereotyped materials (commercial and teacher-made), resources, and technology which match content, objectives, and teaching behaviors as well as meet individual needs of pupils and provide evaluation feedback. (PS, KL, SM, CK, D, T)
4. Preparing lesson plans that are based on the interests, needs, and developmental levels of pupils and designed to lead toward specific objectives. (PS, KL, SM, CK, D, T)
5. Making curricular and pedagogical decisions based on knowledge of current research and national, state and local guidelines. (PS, KL, SM, CK, D)

C. Implement the above skillfully as evidenced by:
1. Presenting accurate, appropriate content in a clear, motivational manner. (PS, KL, SM, CK, D, T)
2. Using effective verbal, nonverbal, and written communication. (PS, KL, CK, D)
3. Using specific strategies, materials, manipulatives, and visual aids that meet the needs of all students. (PS, KL, SM, CK, D, T)
4. Using effective questioning techniques at several taxonomic levels to facilitate higher level thinking skills, application, and transfer. (PS, KL, SM, CK, D)
5. Critically solving problems and making decisions as needs and issues arise. (PS, KL, SM, CK, D)
6. Integrating math and reading with language arts, science, social studies, and other disciplines. (PS, KL, SM, CK, D, T)

D. Organize and manage instruction effectively as evidenced by:
1. Using various student groupings such as collaborative groups, cooperative learning and peer teaching as appropriate to meet needs, interests, and goals. (PS, KL, SM, D)
2. Establishing a risk-free environmentally appropriate atmosphere for the physical, social, emotional, and cognitive development of pupils. (KL, SM, CK, D)
3. Using positive classroom management and discipline skills to maintain appropriate student involvement. (KL, SM, CK, D)
4. Organizing time, sequence, and other logistics of instruction. (PS, KL, SM, CK, D)

E. Assess teaching and learning appropriately as evidenced by:
1. Selecting a variety of methods of assessment appropriate to the age development, and other characteristics of pupils. (PS, KL, SM, CK, D, T)
2. Interpreting and communicating assessment results to pupils, classroom teachers, etc. (PS, KL, SM, CK, D, T)
3. Using assessment information to plan further instruction. (PS, KL, SM, CK, D)
4. Critically analyzing all aspects of teaching/learning experiences through self and daily lesson reflections in order to adapt materials, instruction, and future assessment methods. (PS, KL, SM, CK, D)

F. Observe, respond and interact in an interdisciplinary manner with peers, faculty, support personnel, and others involved in public education as evidenced by successful collaborations with all children and adults involved in practicum experiences. (PS, KL, SM, CK, D)

Specific reading objectives:
Upon completion of the course, the student will be able to:
A. Organize, adapt, and enrich instructional plans and materials from a reading program to meet the needs and interests of students. (PS, KL, SM, CK, D, T)
B. Compose a unit, which integrates vocabulary strategies, comprehension strategies, study skills, and content areas of the elementary school curriculum. (PS, KL, SM, CK, D,
C. Demonstrate decoding strategies that involve the use of sight words, phonetic analysis, structural analysis, and contextual analysis. (PS, KL, SM, CK, D, T)

D. Model questioning techniques that develop students' ability to monitor their own comprehension at a literal, inferential, interpretative, and critical thinking level. (PS, KL, SM, CK, D)

E. Model comprehension and study strategies that help students retrieve, analyze, interpret, organize, evaluate, and synthesize descriptive, narrative, and expository text. (PS, KL, SM, CK, D)

F. Develop lessons, which integrate children's literature into basal and content area textbooks. (PS, KL, SM, CK, D, T)

G. Use vocabulary techniques and strategies to teach the meaning of unfamiliar vocabulary words and provide experiences to promote vocabulary growth. (PS, KL, SM, CK, D, T)

H. Design creative and structured writing activities that enable pupils to integrate oral and written language; to develop point of view, purpose, tone, style, sense of audience, and the conventions of language. (PS, KL, SM, CK, D, T)

I. Develop special reading activities to meet the multicultural needs (i.e., ethnicity, language differences, physical and intellectual exceptionalities, etc.) of all students. (PS, KL, SM, CK, D, T)

J. Based on cognitive and linguistic foundations of literacy development, assess students' abilities, needs and interests to promote growth in reading, writing and oral language, lifelong reading and enjoyment. (PS, KL, SM, CK, D, T)

K. Use alternate grouping and behavior management strategies depending upon the needs and/or interest of students and the nature of the reading activity. (PS, KL, SM, CK, D, T)

Specific EDUC 326 Mathematics Objectives:

Upon completion of the course, the candidate will be able to:

A. Create an environment in which students become confident learners and doers of mathematics. (SM, KL, CK, D, T)

B. Use a problem solving approach in teaching. (SM, KL, CK, D, T)

C. Structure classroom activities so that students learn to relate mathematics to the real world as they:
   1. Solve mathematical problems. (SM, KL, CK, D, T)
   2. Reason mathematically. (SM, KL, CK, D, T)
   3. Communicate mathematically through reading, writing, listening, and discussing ideas. (SM, KL, CK, D, T)
   4. Connect mathematical concepts within and to outside domains. (SM, KL, CK, D, T)

D. Structure classroom activities so that students construct meaningful concepts and skills in
   1. Numeration and number systems and develop number sense. (SM, KL, CK, D, T)
   2. The four basic operations and their application. (SM, KL, CK, D, T)
   3. Computational procedures. (SM, KL, CK, D, T)
4. Geometry of one, two, and three dimensions. (SM, KL, CK, D, T)
5. Mental computations and estimation techniques. (SM, KL, CK, D, T)
7. Collecting, organizing, representing, analyzing, and interpreting data. (SM, KL, CK, D, T)
8. Applying probability to real-world situations (SM, KL, CK, D, T)
9. Algebra to describe patterns, relations, and functions and to model and solve problems (SM, KL, CK, D, T)

E. Use various kinds of calculators and other technologies as teaching tools for computation, problem solving, and exploration. (SM, KL, CK, D, T)
F. Use manipulative and visual materials to assist students in constructing mathematical concepts. (SM, KL, CK, D, T)
G. Demonstrate an increased awareness of negative attitudes toward mathematics, math anxieties, and biases in mathematics instruction. (SM, KL, CK, D, T)
H. Integrate five pervasive themes outlined in the Louisiana Mathematics Content Standards into daily lessons. (SM, KL, CK, D, T)
I. Use the Louisiana Mathematics Content Standards and Benchmarks as guidelines for lesson planning and instruction. (SM, KL, CK, D, T)
J. Utilize the Louisiana Components of Effective Teaching as guidelines for lesson planning and instruction. (SM, KL, CK, D, T)
K. Incorporate state-adopted basal materials and parish guidelines (indicators) as resources for mathematics instruction. (SM, KL, CK, D, T)
L. Integrate children's literature of various genres to teach mathematical concepts. (SM, KL, CK, D, T)
M. Embed process- and product-oriented assessment into instruction, including alternative and authentic assessment methods, to monitor student progress and plan developmentally appropriate mathematics instruction. (SM, KL, CK, D, T)
N. Implement active learning strategies and effective classroom management strategies. (SM, KL, CK, D, T)
O. Use effective questioning strategies that foster higher-level thinking and problem-solving skills. (SM, KL, CK, D, T)
P. Incorporate technological resources in lesson planning and instruction. (SM, KL, CK, D, T)
Q. Plan and implement lessons that include instructional strategies, including flexible grouping and planning for multiple intelligences, to accommodate a variety of student differences. (SM, KL, CK, D, T)
R. Utilize an understanding of the cultural, historical, and scientific applications of mathematics in order to help students learn to value mathematics. (SM, KL, CK, D, T)

Course Evaluation:
Dependent upon the following criteria:
1. Attendance and active participation
2. Requirements/Assignments completed
3. Total number of points earned you must follow the proper procedures. I will not (and can not) drop the course for you.

**EDUC 326 Grading Scale** (Total possible points-600)

- A  100%-94%
- B  93%-87%
- C  86%-80%
- D  79%-70%
- F  <69%

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**Course Requirements:**

**FIELD HOURS**

3. **Daily Lesson Plans: (Due: Wednesday before teaching)** You will be provided a lesson plan format, which will include an assessment component to evaluate evidence of student learning. Emphasis will be placed on writing lesson plans, which reflect implementation of a balanced literacy program. Your lesson plan should also include how the objectives relate to the Louisiana English Language Arts Content Standards and GLE’s (You will be given a copy of these). Each person is responsible for writing his/her own lesson plans for each day of field experience. During classroom observations, you will be working with your mentor teacher to collaborate on the strategies and skills that will be included in your lesson plans. You may email me your first lesson plan prior to the due date for early feedback. **YOU MUST GIVE THE CLASSROOM TEACHER A COPY OF YOUR LESSON PLAN PRIOR TO TEACHING!!!!!!** I will ask him/her!

**Weeks 1 & 2:** Shared Reading/Interactive Writing  ALL: Guided Reading
**Weeks 3 & 4:** Making Words/Poem-Creative Writing with Benchmark Development
ALL: Guided Reading
**Week 5:** Centers: You will complete a lesson plan for a type of lesson you have not yet taught.
(Each of these plans is worth 10 points) Each candidate will write at least 3 plans during these five weeks. 3 @ 10 points: 30 Points

**REALE Reading Plans (4-day teaching experience):** Upper Level Reading (Individual Plan & Group Planning)
(Points for these plans will be part of the REALE Reading Score) 47 Points

**ONE PLAN MUST BE UPLOADED INTO PASSPORT FOR EVALUATION**
**Self Reflection:** (Due: Wednesday following teaching) You will complete three reflections in which you think back on your own teaching (one per day during your weekly field experience). A form will be provided for you. They must demonstrate metacognitive thinking on your part. You must include suggestions for self-improvement. These may be handwritten NEATLY. **If you put forth minimal effort, you will not receive your points!**

(3 points: One per lesson plan during weekly teaching experiences)

4. **Block Plan/Reflections:** (Complete Plan Due: Mon Group-Tuesday, November 20/Tues. Group-Monday, Dec. 3 by 12:30 p.m.) Use the “Block Plan” handout. Your Block Plan should also include an explanation of the behavior plan that will be used in the classroom during your teaching experience. This plan will include 3-4 lesson plans and reflections, a timeline of events, classroom environment description, etc. You will receive a more detailed handout later in the semester. (Find out what behavior plan is currently being used by your mentor teacher). Addition of a one-page Content paper. See the **RUBRIC** on Blackboard. ***(Parts 1, 2, 3 & Assessment Sentence will be due Thurs. Nov. 8 (MONDAY group) or Mon. Nov. 10 (TUESDAY group).**

(80 points)

5. **Self-Evaluation (Video & Critical Analysis):** (Due: Wed. Oct. 10) You will videotape one of your lessons during your field experience. It MUST be one of the teaching experiences in Weeks 1-4. The sooner the better. You must then view the video and use the Instructors’ evaluation form to critique and analyze your lesson. You will then type a one-page paper on your strengths, areas of concern, and ideas about improving your skills. You will turn in this one-page paper with the Instructors’ evaluation form and the video. You must do this during field experience Weeks 1-4. **I will not accept the paper or evaluation without a video.** Try to keep the children out of the video as much as possible! This is NOT about how well you taught the lesson. This is your ability to see your strengths and areas of concern.

(10 points)

7. **Quizzes, Midterm, and Final Exam**

9. **Teacher Observation Reflection:** Use the “Classroom Observation” hand-out. Report what you observed and state your reaction (thoughts and feelings) to what you observed. **(In your JOURNAL) This will be closely monitored.**

(Journal Points)

10. **Guided Reading Lessons and Reflection Sheets:** (Due: with Journal & Block Plan) You will be given a reflection sheet to complete during sessions with your group. Your reflection should focus on strategies used/neglect by students, strengths and weaknesses, your teacher prompts/responses and teaching points made during the lesson.
**This assignment is separate from your lesson plan and teaching reflection. All forms are to be kept in the back of your journal, one form per lesson with your group---including two from block week. With each form should be a copy of one page (including text) from the book you will use with the group and your completed retelling visual. Try to use mostly FICTION stories, unless you group is above level J/K.**

- **YOU SHOULD BE TAKING NOTES ON EACH STUDENT DURING AND AFTER EACH LESSON.**

- **Retellings:** Ok, to let them write on their on map or add to the group one but…don’t limit the retelling their writing ability. You should do most of the writing if need be. You should focus on verbally retelling using the map as a visual guide.

- You start with 20 points and then I deduct any points taken off from plans, teaching, reflections, etc. These points tend to add up, so included all parts of the assignment and keep up with your notes on individual students. You should have 6 completed plans and notes in the back pocket of your journal.

**YOUR GROUP SHOULD NOT BE ON THE SAME LEVEL AND WORKING ON THE SAME STRATEGIES EVERY WEEK. YOU SHOULD BE TEACHING AND SEEING GROWTH. THIS WILL BE PART OF YOUR GRADE. It is your job to teach and challenge them. Take a running record on 1 or 2 in your group if it is not your day to teach. They should be scoring in the instructional range, otherwise it is probably too easy.**

(20 points)

11. **Videos and Reflections** (Due: Notes from all, Thurs, Sept. 27; Reflection Papers, Wed. Oct. 3) View ALL videos from BLACKBOARD. Take notes in your journal as you view the video-1 page written notes per video (NO typed notes are accepted). The information in these videos should begin to appear in your lesson plans and teaching. On 2 videos (DO NOT use the videos of me for this assignment): Type a 1 page reflection (per video) which should include: things I learned, things that will support me as a future educator, things to further investigate, how does this topic apply to a Balanced Literacy Program, and strengths and weaknesses of the video. On both parts of this assignment: MINIMAL efforts will receive minimal scores.

(20 points) **THIS CAN BE USED A PROFESSIONAL DEVELOPMENT IN PASSPORT**

12. **Participation and Professionalism** (Daily throughout the semester) (15 points)

**Formal Evaluation(s) of Teaching:**

1. **Professor:** (Week of Block Teaching) Your assessment in this area will reflect the following: 1) Relevance of lesson objectives; 2) Organization and flow of the lesson; 3) Student engagement; 4) Classroom management; 5) Accommodation of individual student needs; 6) Teacher questioning to assess comprehension; 7) Evaluation of student learning; 8) Cooperation with peers and mentor teacher; and 9) Ability to accept instructor feedback. It is in your best interest to learn to take constructive suggestions as a learning opportunity. No teacher will ever teach the perfect lesson (this includes
2. **Mentor Teacher:** (During Field Experiences and Block Teaching) I will distribute and pick up the appropriate forms to the mentors.

3. **Observations by Professor during weekly visits:** Same as #1. This grade will be based on your performance, attendance, punctuality, creativity, cooperation, etc. during the single-day and REALE Reading field experiences.

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*If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to identify yourself to the Office of Disability Services, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services*

***PLEASE BE AWARE THAT YOU MUST MAKE A “C” OR BETTER IN ALL FOUR SECTIONS (Reading-lecture and field; Math-lecture and field) & AN 80% OR BETTER IN YOUR PRACTICUM EVALUATIONS IN ORDER TO PASS THIS CLASS.***

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**REFERENCE LIST**

Books: Reading


**Journals:**

The Reading Teacher
Language Arts
Journal of Reading

**Magazines:**

Reading
Instructor
Learning
Teaching

**MATH REFERENCE LIST**

(EDUC 320, EDUC 321, EDUC 323, EDUC 326, EDUC 328)

**Books:**


**Journals:**
*Journal for Research in Mathematics Education*
*The Arithmetic Teacher*
*Computers in Mathematics Education*
*Mathematics Teacher*
*Teaching Children Mathematics*
*Mathematics Teaching in the Middle School*

**PASS-PORT Information**

**Field Experiences:**
As you complete field experiences, you are required to enter them into PASS-PORT on a weekly basis. Don’t wait until the end of the semester. It is your responsibility to collect classroom student data on all field experiences. Field Experience Data Collection Forms, specifically Form C, are available on the Department of Teaching and Learning homepage under Student Information, Field Experience link.

**Professional Development Activities:**
As you complete any professional development activity, you are required to enter it into PASS-PORT.
Questionnaires:
At the beginning of the semester, log into PASS-POR T and complete any assigned questionnaire task. It is advisable to periodically check your task list for additional requests throughout the semester.

Artifacts:
Teacher candidates are required to upload portfolio specified artifacts (assignments) and/or any other artifact the instructor deems necessary for evaluation.

Getting Help with PASS-POR T
You can receive assistance in using PASS-POR T from various sources depending on your needs and questions. Use the list below to contact and/or seek assistance from the appropriate source:

- PASS-POR T Training and/or assistance: Flo Winstead, Director of Assessment and Program Evaluation, located on the second floor of the TEC, Office # 201C, 549-3726. Check the NEWS section in PASS-POR T for scheduled training sessions.
- Field Experiences: Ms. J. Vicknair, PK-16 Field Placement Coordinator, located in the Dean’s Offices 1018 in the TEC, 549-2199
- Course Requirements: Assigned Instructor

It is also recommended that you go through the on-line PASS-POR T Candidate Overview located at http://pass-port.org/training/candidate/ and/or download a copy of the PASS-POR T Candidate Manual.

PASS-POR T Requirements
Note: For each required artifact, review the evaluation rubric to ensure your artifact meets expectations.

Requirement 1: Enter All Field Experiences in PASS-POR T
As you complete each field experience, log into PASS-POR T and create a field experience artifact. This process is easy and only takes a few minutes to complete. Refer to http://pass-port.org/training/candidate/

Requirement 2: Lesson Plan
By the date specified by your professor, do the following: (a) upload your lesson plan as a file artifact in PASS-POR T. Refer to http://pass-port.org/training/candidate/

Requirement 3: Review Evaluation of the Components of Effective Teaching (CET)
By the date specified by your professor, do the following: (a) log in to PASS-POR T, (b) Click on ALERT from PASS-POR T. You will be notified when your instructor has completed your evaluation of your teaching experiences, (c) Click on the purple button, My Evaluations. Click on View to see your evaluation. Your may print a copy for your records and close the window. Once you have viewed the evaluation, you should click once more on the ALERT from PASS-POR T and dismiss the ALERT. Refer to http://pass-port.org/training/candidate/
STUDENT TEACHING AND GRADUATION POLICIES

Praxis Requirement--- Fall Semester 2003 and After (page 201 of the 2003-2004 catalog)

Student teachers and interns must successfully pass all required parts of the Praxis prior to student teaching or an internship effective with the Fall Semester 2003. This includes the test titled Principles of Learning and Teaching (PLT) for all majors and the Specialty/Content test when required in the major field.

Student Teaching Requirements for Elementary and Secondary Education
Refer to the web page for the Office of Performance Assessment:
http://www.selu.edu/Academics/Education/opa/requirements_elementary.htm
http://www.selu.edu/Academics/Education/opa/requirements_secondary.htm

Portfolio Requirement (pages 198 and 201 of the 2003-2004 catalog)

Students who completed EDUC 202 in the Fall Semester 2001 or after are required to complete an Introductory Level Portfolio and a Developing Level Portfolio prior to student teaching/internship and receive a satisfactory/exemplary rating.

During the student teaching/internship semester, student teachers/interns must complete a Competency Level Portfolio. The Competency Level Portfolio must receive a satisfactory/exemplary rating for the student teacher to graduate and/or the intern/alternate certification student to receive certification.

Important Reminders
· Do not wait until the last test date prior to student teaching to schedule the PLT and Specialty/Content tests.
· Attend a workshop presented by the Teacher Development Center prior to taking the PLT.
· Remember to code Southeastern (RA 6656) to send your official scores to the College of Education and Human Development Dean’s office. The Dean’s office must have original copies.
· Include your social security number on all Praxis registration forms.

******YOU NEED TO TAKE THE CONTENT KNOWLEDGE PART OF THE PRAXIS THIS SEMESTER: TEST 0014
**Candidate work samples (e.g., student assignments, lesson plans, case studies, etc.) may be kept by the instructor as exemplars for program accreditation purposes. All identifying information will be removed when specific work samples are used. Candidates are advised to keep a back-up copy of all work submitted.**

**Program Retention**
- Students will be permitted to enroll in any Education and Educational Psychology course only twice.
- Students will be permitted to repeat only two Education and Educational Psychology courses.

Procedures/Policies

- All coursework must be successfully completed prior to student teaching or internship.
- All PRAXIS exams must be successfully completed prior to student teaching/internship.
- Students who took EDUC 201 or MAT 610 during or after Fall 2004 MUST submit their portfolios electronically through Passport.
- It is the responsibility of the student to contact his/her advisor to review portfolio contents and reflections at each gate.
- **Students will be permitted to enroll in any EDUC, MAT, EPSY, ECE course only twice.**
- **Students will be permitted to repeat only two EDUC, EPSY, ECE, or MAT course twice.**
- Free discussion, inquiry, and expression are encouraged in the classroom. Classroom behavior that interferes with either the instructor’s ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Classroom behavior that is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review.
- All cell phones should be silenced for the duration of the class.
- Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Cheating on examinations, plagiarism, improper acknowledgement of sources in essay and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.
- Prerequisites for courses and academic policies are based on the current school year catalogue.
The college campus is NOT a place for children. Students are not to bring children into the classroom or allow them to remain in the building unattended.

Qualified student with a disability who are seeking accommodations under the Americans with Disabilities Act are required to self-identify with the Office of Student Life, Room 203, Student Union. NO accommodations will be granted without appropriate documentation.

E-mail communication with students will be made through SLU e-mail addresses only.