



Course Number: ELE 347

Course Name: Methods for Teaching Health and PE

Start & End Date: Spring 2014

Day(s) & Time: Thursdays, 5 p.m. to 8 p.m.

Credit Hours: 3.0

Campus Location: Rock Valley College

Instructor: Steven M. Baule, ED.D., PH.D.

E-mail: sbaule@nl.edu

Phone: 815-520-4851

Office Hours: By appointment

Course Information

Course Description

This course provides elementary education BA candidates the basic knowledge, understanding, and concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Candidates will also know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhance the quality of life. The course will orient candidates to the interrelationships and connections between health and physical education.

Instructional Materials

Required Textbooks:

Weinberg, H., Price, B., and Bie, B. (2004) Health & Physical Education for Children. Dubuque, IA: Kendall/Hunt Publishers. ISBN 9780757513183

Other required materials:

Illinois Learning Standards for Health and Physical Education available at www.isbe.net. ISBE Goal Areas 19 to 24.

Course Goals and Expected Student Learning Outcomes

The student who successfully completes this course will:

1. Health and Physical Education are processes shared by the classroom teacher and other qualified professionals.
2. The comprehensive nature of students' physical, emotional, and social well-being.
3. The role of human movement and physical activity as elements central to active healthy lifestyles.
4. How to promote all students' ability to develop and practice skills that contribute to good health and an enhanced quality of life.
5. The foundations of good health, including the structure and functions of the body and its systems and the importance of physical fitness and sound nutrition.
6. The benefits of a healthy lifestyle for themselves and others as well as the dangers of diseases and activities that contribute to disease.
7. The physical education content relevant to the development of physically educated individuals.
8. Physical inactivity is a major health risk factor in our society and the critical importance of a physically active lifestyle for all students.
9. How to structure movement experiences that foster opportunities for enjoyment, challenge, self-expression, and social interactions.

The Program-Level Outcome(s) (PLO) associated with this course

At the completion of the Grow your Own Teacher Candidates will:

- ✓ Draw on knowledge bases which underlie the program to make informed decisions that support the intellectual, social, and personal development of their students.
- ✓ Adapt to diverse educational contexts while maintaining professional integrity.
- ✓ Make linkage between theory, research, and practice, the university and the school classroom.
- ✓ Create a learning environment which allows experiential, integrated, and investigative learning developed around accepted curriculum standards.
- ✓ Base planning and organization of classroom experiences upon process as well as outcome assessments.
- ✓ Internalize and demonstrate a beginning repertoire of practices characteristic of effective, novice teachers.

Shared University-Level Outcomes associated with this course (checked below):

- X Students acquire content and conceptual knowledge
- X Students integrate content and conceptual knowledge into practice
- X Students communicate effectively to others
- X Students assess logically and critically to construct new knowledge
- x Students discern and enact social awareness, self-awareness and respect for human diversity
- X Students work collaboratively

Delivery Method

This course will be taught in the following format (checked below):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Face-to-Face = (<25% online) | <input type="checkbox"/> Blended Face-to-Face = (25%-50% online) |
| <input type="checkbox"/> Blended Online = (51%-99% online) | <input type="checkbox"/> Online = (100% online) |
| <input type="checkbox"/> Independent/Directed Study | <input type="checkbox"/> Internship/Practica |

University Technology Requirements

At minimum, students are expected access to have the following technology:

Internet access with a modern web browser as a minimum; word processing and presentation software is suggested.

Technology Competencies

The ability to search and evaluate information using Google or a simple search engine

The ability to create word processing documents and presentations

The ability to interact with an online learning management system to post assignments, etc.

Course Requirements and Grading

Required Course Practices

- 1) Attendance and active participation in all scheduled classes. Students who miss class may not be able to meet requirements for passing this class. Arriving late to class or leaving early will have a negative impact on your grade.
- 2) It is expected that all written work will be collegiate level. This means that there are no errors in grammar, usage, spelling, punctuation, sentence structure, etc.
- 3) Read the assigned text chapters and respond to chapter questions as assigned.

- 4) Participate in activities as presented in class.
- 5) When you are in the class, be present.
 - a. If you are working on other assignments or discussing topics not related to course content it is not fair to your peers, to me, and especially the students you are/will be teaching.
- 6) Check your NLU e-mail and Courses Homepage regularly.

Attendance Policy:

- 1) In the case of absence, a student is expected to notify the instructor *prior to class* and to contact other students for class notes, assignments, and so on.
- 2) One missed class may be made up by writing a four to five page paper about the topic discussed in the missed seminar session or otherwise applicable to the course (due the next class). Missing two classes will result in a lowering of the final grade by one letter grade (for example: an “A” will be lowered to a “B”, a “B” to a “C”).

Potential topics for missed class papers: Choice #1: A proposal for sex education for elementary grades. Choice #2: How mental health training can benefit elementary teachers. Choice #3: What teachers should know about healthy, positive games in school.

Course Schedule and Assignments

Week/ Session	Meeting Date or Online	Major Topics	Assignments Due
1	January 9, 2014	Introduction ISBE Learning Standards	Review syllabus Review the ISBE health and physical education standards
2	January 16, 2014	Discuss lesson plan criteria Discuss relevant sections of Danielson's evaluation model Health services in schools	Summary of Chapter 1
3	January 23, 2014	News reports (1) Providing a health environment Bullying as a health issue	Summary of Chapter 2
4	January 30, 2014	Microteaching presentation (1) News reports (2) PE Curriculum models	Summary of Chapter 3 Health deviation reports due
5	February 6, 2014	Microteaching presentations (2 & 3) News reports (3) Integrating kinesthetic learning into other areas of the curriculum	Summary of Chapter 4
6	February 13, 2014	Microteaching presentations (4 & 5) News reports (4)	Summary of Chapter 5

7	February 20, 2014	Microteaching presentation (6) Mental Health First Aid	Summary of Chapter 6 Additional assigned readings
8	February 27, 2014	Microteaching presentations (7 & 8) Full Service Community Schools	Additional assigned readings
9	March 6, 2014	Discuss local resources Discuss teacher responsibilities for recess	
10	March 13, 2014	Learning Centers Activity	Learning Center presentations due

Grading

Methods of Evaluating Student Progress

Evaluation	Points
Attendance, participation and preparation	30
Microteaching presentation	18
Learning center	17
News report	7
Health deviation report	9
Website review	7
Chapter readings; six total each worth two points	12
Total	100

Grades

Course work will be graded on the following scale:

Final Percentage	Letter Grade
91-100%	A
81-90%	B
71-80%	C
61-70%	D
0 -60%	F

Group presentation: Microteaching Presentation (18 points)

The purpose of this presentation is for enhancing your teaching technique and sharing teaching ideas with your classmates. You can teach any topic in the given standards and get an idea from other courses, a text book, or website. This is a group project so you need to share responsibilities and communicate well with your group members. Your group should come to class with all materials and a hand-out (if necessary, you can do powerpoint presentation).

Format

1. Maximum time for microteaching presentation is 40 minutes (minimum 30 minutes).
2. Copies of a lesson plan, activity hand-out for all students and an instructor.
3. Prepare all materials
4. After microteaching, each student needs to write reflection on your teaching along with peer evaluation.

Evaluation rubric for microteaching presentation

	3 points	2 points	1 point
Objectives ___/3pts	Student-centered, clear, observable, measurable and connected to standards. Use various levels of Bloom's taxonomy	Vague, not observable, and partially connected to standards. Use only lower levels of Bloom's taxonomy.	not clear, not observable/measurable, and no connection to the standards.
Assessment ___/3pts	Assessment procedures are clear, documented, and assessment is connected to objective.	Assessment procedures are vague and/or assessment is partially connected to assessment.	Assessment procedures and/or connection to objective are not evident.
Active Engagement ___/3pts	Student-centered active participation, checks for understanding, and key questions are present and promote students' higher level thinking.	Active participation, checks for understanding, and clear directions are present, but minimum levels of student-centered questions and activity	Minimal or no use of active participation, checks for understanding. Teacher-directed/ didactic activity.
Critical Content	Lesson is grade level appropriate, accurate, promotes higher level thinking, and	Lesson is grade level appropriate, accurate, minimal connections are drawn to	Lesson appropriate to grade level. No connections are drawn to students' lives

___/3pts	draws connections to students' lives and/or diverse cultures.	students' lives and/or diverse cultures.	and/or diverse cultures.
Reflection ___/3pts	Analysis is deep, insightful, carefully crafted and shows honest thinking and assessment of one's practice, and will help promote one's professional growth.	While more of a retelling than analysis, some thoughtful analysis is included, and will contribute to some extent to one's professional growth.	Retelling of events without analysis and will not likely contribute to one's professional growth.
Peer evaluation ___/3pts	<ul style="list-style-type: none"> • Contribute useful ideas all the time • Very helpful and easy to work together • Equal quantity of work shared 	<ul style="list-style-type: none"> • Some of the time • Somewhat helpful 	<ul style="list-style-type: none"> • Almost never • Not easy to work together

Group presentation: Learning Centers (17 points)

Your group need to create ‘hands-on’ activity centers that will promote the learning of a health, safety, or movement concept, skill, or idea. Each center will accommodate only four to five students at a time and be self-sufficient in design. The student should be able to complete the center without intervention from the teacher. Any health, safety, or movement content can be used as the focus.

You should plan to have two levels of performance in your center; one level of performance aimed at those students who are at a beginning to intermediate level and the other for those students who are proficient to advanced. Think of them as level A and level B. Students in this class will be assigned as A or B and will complete the activities.

1. Choose a topic and a grade level
2. Think of an appropriate topic
3. Decide on the learning outcome – instructional objective
4. THEN design the center
5. Present your center
6. Assess your learning center
7. Write reflection after presenting your learning center

Centers will be displayed the last day of class. You will be required to label your center with a 4 x 6 index card containing:

Your name, Health, Safety, or Movement topic, Grade Level, Learning outcome – instructional objective
Assessment plan

Various designs should be considered to effectively accommodate your learning outcome and the age of the students, plus be attractive and attention holding. Examples include a three- or four-sided display board that can be put on a table, a three-ring notebook with plastic sheet holders for worksheets and information; a computer program; a floor covering such as a drop cloth with instructions for a movement skill; a suitcase or briefcase that makes the center portable, and so forth.

Evaluation rubric for Learning Centers (17 points)

	Criteria	3	2	1
Teaching and reflection _ /9pts	The learning outcome for this activity is very clearly stated.			
	The activity is appropriate for the identified grade level.			
	Assessment plan is appropriate and effective			
	The center directions are clear and complete.			
	The starting and ending points of the activity are obvious for the learner.			
Feedback from the learners _ /5pt	The design of the activity is interesting for the learner.			
	The materials are durable.			
	Assessment data analysis and reflection is thoughtful.			
Peer evaluation _ /3pt	I could follow the directions for the activity easily.			
	I thought the activity was interesting.			
	I knew where to start and where to end the activity.			
	I could tell how well I was doing.			
Peer evaluation _ /3pt	I would like to do activities like this in the future.			
	Contributes useful ideas all the time			
	Helpful and easy to work together			
Peer evaluation _ /3pt	Equal quantity of work shared			

News Report (7 points)

You are to locate a current news article in a newspaper or magazine related to any health or fitness concern that would affect elementary aged children 6 to 14. After reading the article, complete a brief summarizing report. Bring the report and the article to class for discussion.

Format

1. Maximum time for presentation is 10 minutes (minimum 5 minutes).
2. A hand-out is a single page
 - a. Title, group members
 - b. Short description of News article and reference (APA style)
 - c. How this impacts the elementary classroom
 - d. What elementary teachers really need to know about this [2-3 key concepts]
 - e. What elementary teachers should tell the students in their classrooms about this issue
3. Copies of report for all students and an instructor

Evaluation rubric for News Report

	3 points	2 points	1point
Hand-outs ___/4pts	<ul style="list-style-type: none"> • present information clearly organized • clear examples are included • references are cited • all components are well written. 	<ul style="list-style-type: none"> • demonstrates limited or superficial understanding of topic • no example • some component are missing 	<ul style="list-style-type: none"> • does not cite sources • not enough information and no image
Delivery ___/3pts	<ul style="list-style-type: none"> • informative and interactive • keep audience engaged • meet time frame listed 	<ul style="list-style-type: none"> • moderately appealing • promote interaction • not enough explanation or answer to questions • less/ exceed time frame 	<ul style="list-style-type: none"> • monotone voice • no passion/not interactive/not appealing to all audience • less/exceed time fame

Health and Physical Education Website Review Presentation (7 points)

The purpose of this presentation is to learn about online resources available for teachers and utilize them in your instruction. Explore a website and a one page summary of that website including the five main features. You need to explain how this website can be used for planning and implementing in your Health and Physical education instruction. If you find another useful website, you may suggest it.

Potential PE Websites
<ol style="list-style-type: none"> 1. http://www.dare.com/home/default.asp 2. http://kidshealth.org/kids/ 3. http://www.healthmpowers.org/teacher_resources 4. http://www.actionforhealthykids.org/index.php 5. http://www.nourishinteractive.com/ 6. http://www.healthinschools.org 7. http://www.safekids.org/tips/tips.html 8. http://www.fueluptoplay60.com 9. http://www.coolfoodplanet.org 10. http://www.bam.gov 11. http://www.pecentral.org 12. http://www.factmonster.com 13. http://www.cfchildren.org 14. http://www.fema.gov/kids/teacher.htm

Format

1. Maximum time for presentation is 5 minutes (minimum 3 minutes).
2. Hand-out is a single page (provide copies for the entire class)
 - a. Includes website title, website address, appropriate grade level & your name
 - b. Five main features and short description of the website
 - c. Suggestions on how to use the site for teachers

Evaluation rubric for Website review

	3 points	2 points	1 point
Hand-outs ___/4 pts	<ul style="list-style-type: none"> • present information clearly organized • web information is clearly provided. • Creative teaching suggestions are provided. 	<ul style="list-style-type: none"> • demonstrates limited or superficial understanding of the website • too general teaching suggestions • some component are missing 	<ul style="list-style-type: none"> • does not cite sources • not enough information and no suggestion.
Delivery ___/3pts	<ul style="list-style-type: none"> • informative and interactive • keep audience engaged • meet time frame listed 	<ul style="list-style-type: none"> • moderately appealing • promote interaction • not enough explanation or answer to questions • less/ exceed time frame 	<ul style="list-style-type: none"> • monotone voice • no passion/not interactive/not appealing to all audience • less/exceed time fame

Health Deviation Report (7 points)

The purpose of this report is to understand different health conditions that you may observe in class. Pick one topic from the list below and write three to four page paper.

1. **Vision and hearing**
2. **Obesity and diabetes**
3. **Allergies: latex, food, nasal, hay fever**
4. **Asthma/respiratory disorders and cardiovascular disorders**
5. **Eating disorders**
6. **Postural disorders and seizure disorders**
7. **Homeless children and associated problems**

Format

- Use the following criteria for content of your paper
 - a. Provide general information that teachers need to better understand the condition.
 - i. Definition[s] of key term[s]
 - ii. Level[s] of severity
 - iii. General description or categories of the health condition
 - iv. Pictures or examples of cases
 - b. What is the teacher’s role in observation?
 - c. How can teachers prepare themselves to work with students with this condition?
 - d. What are appropriate teaching tips or strategies for dealing with this deviation?
 - e. What are good resources that teachers can access to learn additional information?

Evaluation Rubric for Health Deviation Report

	3 points	2 points	1 point
Content _ /4 pts	<ul style="list-style-type: none"> • present information accurately, clearly organized • demonstrates in-depth understanding of topic • recommendations are applicable • clear examples are included • Appropriate reference list 	<ul style="list-style-type: none"> • present relevant and logical content • some pictures and images • demonstrates limited or superficial understanding of topic • no example • some missing references 	<ul style="list-style-type: none"> • does not cite sources • no innovation or new information • group, as a whole, does not appear to share an understanding of the topic

Format _ /4 pts	<ul style="list-style-type: none"> • All components are well written • No grammatical, punctuation, and/or typographical errors. 	<ul style="list-style-type: none"> • All components are addressed • Less than two grammatical, punctuation, and/or typographical errors 	<ul style="list-style-type: none"> • Some components are missing • Free of grammatical, punctuation, and/or typographical errors
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University Grading Policy

The grading policies can be found in the [University Catalog](#).

Drop-Add Policy

Requests to drop classes are processed through the Academic Advising Center. Students must officially drop in writing. The university policy regarding dropping or adding a course can be found at <http://www.nl.edu/advising/registration/regulations.cfm> under the "Regulations" heading. Questions about dropping courses can be directed to 888.658.8632, option 2.

Academic Learning Support

Tutoring and Learning Support

Comprehensive online and in-person tutoring and learning support are available to all students. Students may access this resource at www.nl.edu/lis.

Online Tutoring Service (Smarthinking) - <http://libguides.nl.edu/smarthinking>

Face to Face Tutoring Information -

<http://www.nl.edu/t4/studentervices/learningsupport/tutoringandlearningsupport/>

For additional questions, contact Learning Support at 312.261.3374 or Learn@nl.edu.

College/Department Learning Assistance

The National College of Education

National College of Education Conceptual Framework

NCE Faculty and candidates use scholarly habits of mind and methods of inquiry in order to affect P-12 student learning by:

- Envisioning, articulating, and modeling democratic and progressive education
- Designing powerful learning environments that:
 - integrate appropriate technologies
 - utilize multiple meaningful assessments
 - enable self-directed learning
- Working collaboratively in diverse communities and with diverse learners to achieve learning goals
- Advocating for democratic values, equity, access and resources to assure educational success for all

NCE Faculty and candidates continuously demonstrate a high standard of professional ethics by:

- Cultivating curiosity and excitement for learning in themselves and others
- Respecting and learning from other peoples, cultures, and points of view

- Demonstrating a caring attitude in recognizing the needs of others and acting to promote their growth
- Acting with confidence and self-knowledge to assume professional leadership roles and responsibilities
- Using information from self and others to continuously improve

Diversity, Access and Equity

In accordance with the Americans with Disabilities Act, Section 504 and University policy, we work hard to ensure that all facilities and programs are accessible to students with special needs. All accommodations provided are based on individual need substantiated by medical documentation.

For information or questions about accessibility or special accommodations, please contact Student Accommodations Coordinator at 888.658.8632 x3188 or DAE@nl.edu.

Equal Opportunity

National Louis University affords equal opportunity to all qualified persons regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, disability, political beliefs, marital status, military status, and unfavorable military discharge other than dishonorable. Any student with questions or concerns about any type of discrimination is encouraged to contact the Department of Diversity, Access and Equity at 847.947.5275 or DAE@nl.edu.

Religious Observance

If religious observance will cause a student to be absent from class or otherwise affect his or her ability to complete academic assignments, he or she must notify the instructor in advance and make necessary arrangements to complete the entire course.

National Louis University Policies and Statements

Students can find a full description of student policies and procedures in the [National Louis University Student Guidebook](#). Please be particularly aware of the following policies as they apply to your coursework.

Academic Honesty and Plagiarism

With respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. Academic honesty includes plagiarism as well as receiving and/or giving improper assistance and other forms of cheating on coursework. Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the University. Faculty has the right to analyze and evaluate students' course work. When evidence of academic dishonesty is discovered, an established procedure of resolution will be activated to bring the matter to closure.

The Policy on Academic Honesty is in the online [University Catalog](#) and in the Student Guidebook as a hard copy. The online Student Handbook can be found at www.nl.edu/StudentServices/studentaffairs/StudentHandbook/.

For resources on how to cite properly and avoid plagiarism, please visit NLU Learning Support's guide at <http://libguides.nl.edu/plagiarism>. For an interactive tutorial on how to avoid plagiarism, go to <http://www-apps.umuc.edu/vailtutor/index.html>.

Policy on Student Disciplinary Hearings & Appeals Systems

National Louis University focuses attention on the development of a student's potential by encouraging self-discipline, fostering a respect for the rights of others, and encouraging cooperation with the regulations of the University. The Policy on Student Disciplinary Hearings & Appeals Systems can be found in the [University Catalog](#).

Policy on Sexual Harassment

National Louis University seeks to provide for its students, faculty, administration, and staff an environment that is free from sexual harassment. The Policy on Sexual Harassment can be found in the [University Catalog](#).

Grievance Procedures

Non-Academic Grievances

The University Student Ombudsman (USO) is the primary contact for students seeking resolution to their non-academic problems. The NLU Ombudsman can be reached at 888.658.8632 x3461 or Comments@nl.edu.

Academic Decision Appeals

Students may only appeal academic decisions under a policy or procedure. All academic policies and procedures can be found in the [University Catalog](#). Students must initiate the appeal process within 30 business days following formal (documented) notification of the decision by contacting the individual responsible for the decision (e.g., the instructor who assigned a grade or the administrator who informed the person of the decision) to attempt informal resolution of the disagreement. The student may also consult with an academic advisor, program director, department chair, or student services professional to obtain informal assistance. (Such consultation does not initiate the appeal process.)

For Academic Decision Appeals, please contact the Dean's Office at the specific college related to the course:

College of Arts and Sciences: 888.658.8632 x3378

College of Management and Business: 888.658.8632 x3609

National College of Education: 888.658.8632 x5065

Student Privacy

In compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, National Louis University protects the rights of students and their parents with relation to the accuracy and privacy of their educational records. In accordance with the provisions of this act, National Louis University has established basic [policies](#) to prevent the release of any personally identifiable information regarding any of its students, without first having received the consent of the student (or, in some instances, the parent).

Student Resources

Help Desk & Technical User Support

Help Desk staff are available 24 hours a day, 7 days a week through a toll-free number. To reach the Help Desk, call 866.813.1177, dial x4357 on campus or e-mail at helpdesk@nl.edu.

Textbooks

The [NLU Virtual Bookstore](#) offers textbook rentals, new and used textbooks, eTextbooks and [textbook buybacks](#). For more information, contact Customer Service at 877.284.6744 or bookstore@ecampus.com.

Important University Dates

See National Louis University's [Academic Calendar](#).

University Catalog

The [University Catalog](#) contains official statements on University programs and academic policies and should be carefully consulted for any details. Program-specific information is also described in the handbooks of University programs.

Student Services

See this list of National Louis University's wide array of [services for students](#).

NLU Student Wellness

Counseling Services

Students seeking counseling referrals should contact the [Office of Student Life](#) at 888.658.8632 x3568. Students may obtain the names of licensed therapists in their community from the Office of Student affairs. The cost of counseling outside the university is incurred by the student; not by National Louis University.

Health Services

National Louis University does not have a health professional on campus available to students. If a medical emergency occurs on campus, students should call 911. For more information, contact the Office of Student Affairs at 888.658.8632 x3568.

Quick Links

[Academic Advising](#): 888.658.8632 x5900 • Advising@nl.edu • www.nl.edu/advising

[Accessibility/Special Accommodations](#): 888.658.8632 x3188 • DAE@nl.edu.

[Accreditation](#): <http://www.nl.edu/t4/about/accreditation/>

[Admissions](#): 888.658.8632 x5151 • Admissions@nl.edu • www.nl.edu/oar

[Alumni](#): 312.261.3159 • alumni@nl.edu

[Campus Locations](#) (Illinois): 888.658.8632 • <http://www.nl.edu/t4/about/campuslocations/illinois/>

[Campus Locations](#) (Florida): 800.366.6581 • www.nl.edu/florida

[Campus Locations](#) (Wisconsin): 800.443.5522 x6842 • www.nl.edu/wisconsin

[Career Development](#): 888.658.8632 x3270 • careerdevelopment@nl.edu • www.nl.edu/careerdevelopment

NLU Course Schedule

[Enrollment](#): 888.658.8632 • www.nl.edu/admissions

[Facilities](#): 888.658.8632 • Chicago x3333 • Elgin x8800 • Lisle x4444 • Skokie x2222 • Wheeling x5555

[Student Finance/Financial Aid](#): 888.658.8632 x5350 • StudentFinance@nl.edu • www.nl.edu/financialaid

[Harrison Fellows Scholarship](#): 888.327.4182 • HarrisonFellows@nl.edu • www.nl.edu/harrisonfellows

[Help Desk/Technical Student Support](#): 866.813.1177 • On campus: x4357 •

[Learning Support](#): 888.658.8632 x3374 • Learn@nl.edu • www.nl.edu/lis

[Library](#): 888.658.8632 x3376 • Library@nl.edu • www.nl.edu/library

[NLU Virtual Bookstore](#): 877.284.6744 • BookStore@ecampus.com • www.nl.edu/bookstore

NLU Catalog and Course Information

[Ombudsman](#): 888.658.8632 x3461 • Comments@nl.edu • www.nl.edu/ombudsman

[Prior Learning Assessment](#): 888.658.8632 x4319 • www.nl.edu/pla

[Registrar](#): 888.658.8632 x5718 • Registrar@nl.edu • www.nl.edu/oar

[Smarthinking](#): 888.658.8632 x3374 • Learn@nl.edu

[Student Experience and Student Life](#): 888.658.8632 x3568 • StudentAffairs@nl.edu • www.nl.edu/studentexperience

Student Guidebook

[Veterans Program](#): 888.658.8632 x3262 • www.nl.edu/veterans

