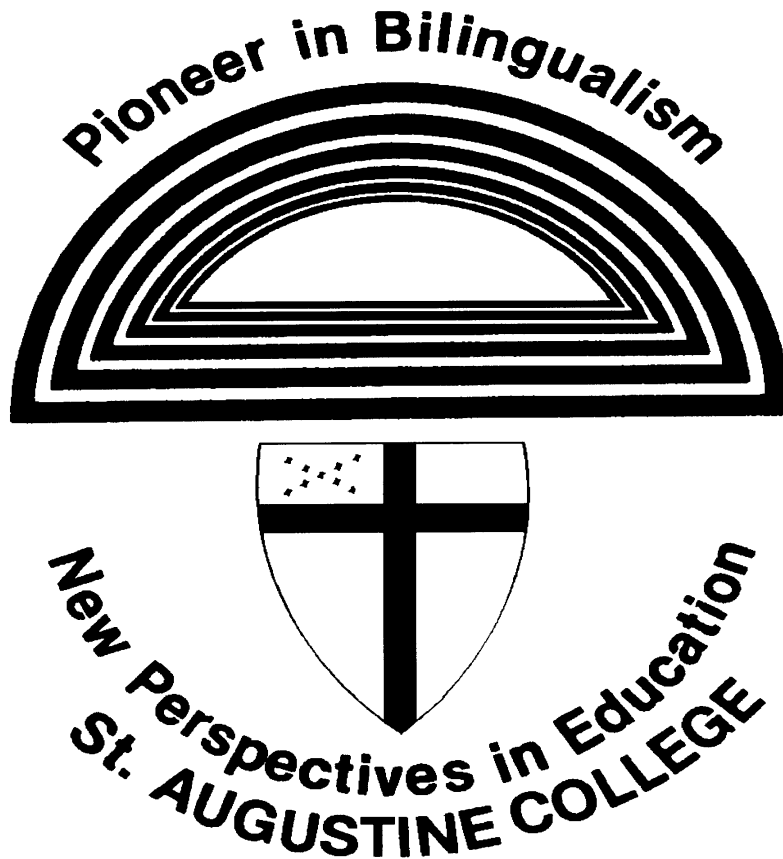


St. Augustine College

“A pioneer in the use of bilingual methodology in higher education”



Catalog 2010-2011

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Program Accreditation/Acreditación de Programas

CSWE	Bachelor of Social Work
CoARC	Respiratory Therapy
IAODAPCA	Addiction Counseling

Incorporation

The College is incorporated by statute under the Constitution of the State of Illinois as a not-for-profit institution and maintains tax-exempt status under section 501(c)(3) of the Internal Revenue Code.

College Identification Codes

FICE 021854	SAT/CLEP 0697
ACT 0968	CSS/FAF 3033
DUNS 010961209	OPEID 02185400
NCES/IPEDS Unit ID: 148876	FAFSA (Federal School Code) 015415

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St. Augustine College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), 30 N. LaSalle St., Suite 2400, Chicago, Illinois 60602-2504, (312) 263-0456.

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President's Message

Welcome to St. Augustine College!!

We are very pleased that you have chosen our institution for your higher education. For almost thirty years, St. Augustine has been meeting the needs of the Latino community in the Chicago area. During that time we have listened to what you want in an institution of higher learning. We understand that you are looking for a place that will improve your English skills and give you a profession. You want a place that will help you acquire the skills, knowledge and credentials that will open doors in the professional world; an institution that will prepare you for additional education, for a new and rewarding job, or for promotions in your current job.



Because we have listened to you, we have developed programs that are technologically advanced and in demand in today's globalized economy. Our programs are offered at convenient times and locations. In addition, we make various types of financial aid available, our classes are small, and our staff and faculty are sensitive to you. In short, we are part of the community!

Do read through this catalog. You will find that we have many opportunities for you to develop to your fullest potential.

I wish you great success as you embark in this new and transformative experience.

Andrew C. Sund
President

The College

The first permanent European settlement in this country, in Florida, was named St. Augustine and was founded by Pedro Menendez de Aviles on September 8, 1565, fifty years before the landing of the Pilgrims in New England. Just as these Spanish settlers were pioneers in their time, so are the founders of St. Augustine College in Chicago: pioneers in bilingual (dual-language) higher education. The College is also named after Bishop Augustine of Hippo, an educator and philosopher whose teachings helped to shape modern thought.

History

On October 7, 1980, the Illinois State Board of Higher Education granted operating authority to the first bilingual institution of higher education in Illinois: St. Augustine College. This educational setting is unique in Illinois, as well as the entire country. It came into existence as a result of years of work, observation, and research, and is based on more than ten years of community work performed by the Spanish Episcopal Services, an educational agency that was created under the auspices of the Episcopal Diocese of Chicago by Father Carlos A. Plazas, Ph. D., in 1970. The College founders reacted to observation and research that indicated that a large number of Hispanic adults, because of specific circumstances, could avail themselves of dual-language (bilingual) academic and vocational career training. These findings also indicated that many Hispanic adults were capable of actively participating in four-year degree programs, but needed educational assistance to be able to compete at this level of education. Since there were no institutions of higher education to respond to these educational needs and provide opportunities for dual-language learning, the Board of Directors of Spanish Episcopal Services elected to support the formation of St. Augustine College.

Mission

St. Augustine College is an independent, bilingual (dual-language) institution of higher education created under the auspices of the Episcopal Diocese to make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent; to strengthen ethnic identity; to reinforce cultural interaction; and to build a bridge to fill cultural, educational, and socio-economic gaps.

Why a bilingual (or dual language) curriculum following the philosophy of St. Augustine?

1. Bishop Augustine of Hippo challenged the teaching methodology used by the rhetoricians who appeared to be more concerned with amusing or delighting than instructing. He proposed that the purposes of teaching are instructing students, involving them in the learning process, and assuring that they learn. Both Bishop Augustine and the College emphasize learning as the outcome of teaching.
2. Bishop Augustine developed Christian Humanism, which attempted to fuse Greek and Roman cultural ideals with the ideals of Christianity. St. Augustine College emphasizes that all subjects shall be taught within the framework of the Judeo-Christian tradition in order to add spiritual values to the new knowledge and skills that students acquire.
3. Bishop Augustine emphasized the importance of a well-structured, native language in the learning process. He challenged those teachers who preferred to teach students in a second language in which they were weak. In his *Confessions*, Bishop Augustine reported the frustrations of his early years of instruction in a language which he had not mastered. He was frustrated because not only was he unable to learn, but was punished for his inability to grasp the concepts being taught to him. St. Augustine College's bilingual methodology follows Bishop Augustine's ideas.
4. The monasteries were centers of education for clergy only. Bishop Augustine challenged the monks to open the teaching and learning opportunities to the entire community. St. Augustine College is committed to the education of the entire community.
5. Bishop Augustine emphasized the importance of bilingual education, saying that Christian scholars must follow Moses' example, who, before freeing his compatriots from Egyptian slavery, learned the language, culture, and wisdom of the Egyptians, and thus became a successful leader. St. Augustine College has the same expectations of its bilingual curriculum.

Goals and Objectives

To make the United States' system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent through:

- Outreach to the Hispanic community in order to encourage members to avail themselves of the educational opportunities available at the College,
- Delivery of education in neighborhoods where students live and work in order to facilitate entry into the world of post-secondary education, and eventual adjustment to campus life,
- Adherence to an open door policy that admits students based upon their ability to benefit from the College's programs, rather than any previous academic experience,
- Development and utilization of assessment instruments that tailor instruction to the characteristics of the student population,
- Development of a careful balance between accessibility and quality of education,
- Development of a method of teaching English-as-a-Second-Language at the college level,
- Development and implementation of a bilingual curriculum which includes dual-language instruction, in accordance with the student's linguistic level, degree requirements, and specific objectives of each academic and/or occupational program,
- Development, testing, and implementation of teaching methods and techniques which serve as a springboard between the student's native language and the second language being learned -- as well as methods that facilitate the transfer of knowledge and experience acquired in the country of origin to the American educational system,
- Creation and implementation of bilingual, developmental programs to assist those students with the potential, but who have the need of educational reinforcement in order to succeed,
- Comprehensive support services which minimize obstacles and increase the probability of students' reaching their educational goals, and
- Implementation of flexible class schedules that allow students employed full-time, as well as parents of school children, to attend classes at convenient times.

To strengthen ethnic identity through:

- Inclusion and expansion of cultural themes and issues in curricular and extracurricular activities and events, that are conducive to the appreciation of the native culture and other cultures without losing one's own cultural identification,
- A culturally-sensitive learning environment conducive to the development of the students' potential and their acquisition of skills and knowledge,
- A bilingual, bicultural staff and faculty that serve as role models, and
- The provision of services which meet the educational needs of the student population.

To reinforce cultural interaction through:

- Experiences designed to encourage and support the participation of Hispanics in the rich Anglo-American culture and in other cultures represented in the USA,
- Development of curricular offerings in Hispanic culture and Spanish language for English-dominant students, and
- The creation of curricular and extracurricular activities which address comparative studies of values, traditions and cultures, and functions in multi-cultural settings.

To build bridges to fill cultural, educational, and socio-economic gaps through:

- Increasing partnership arrangements with other institutions expanding the students' options in American society,
- Development of articulation agreements with senior institutions to increase course transferability and improve student preparation for functioning in a four-year institution, and
- Creation of partnerships with corporations, community agencies, and organizations which serve the community, in order to increase student alternatives and opportunities for successful functioning in the world of work and in the society at large.

Philosophy

- We believe that being bilingual is an asset for the individual as well as for our multi-cultural society.
- We believe that the cultural sensitivity of our staff and faculty is instrumental in the development of our students.
- We believe that the interaction between dual-language and cultural experience adds significant value to our students' education and their worth to society.
- We believe that our faculty has the ability to help educationally-disadvantaged students reach such a level that they are prepared to perform effectively in American society.
- We believe that education is a lifelong endeavor and, therefore, encourage people to return to school at any age for self-development and for the benefit of those they serve.
- We believe in the unconditional care for our students, faculty, staff, volunteers, and benefactors.

Facilities

Campus

Located on the North Side of Chicago, in the area known as Uptown, the College's Main Campus is easily accessible by either car or public transportation. The five-acre campus is a landmark designated by the City of Chicago's Landmark Commission. In 1907, the American film industry was born in the then Essanay Studios where notable silent screen stars, such as Charlie Chaplin, made movies.

The Campus consists of two buildings (East and West), a chapel, a parking lot, and mini-plazas creating a safe, self-contained environment. An overhead bridge connects the two buildings. The West Building is dedicated to student learning and student life. In this building, students attend classes, visit with their professors, see their academic advisors, do research in the Library, take their children to the child care center, eat in the cafeteria, and meet with each other in the atrium. In addition to classrooms, computer and science laboratories, the West Building houses St. Augustine Hall with a seating capacity for five hundred persons. The Offices of Recruitment, Academic Advising, Institutional Advancement, Transfer Center, and the President are also located in the West Building.

The East Building contains the Financial Aid Office, Business Office, Bookstore, Registrar, and other administrative offices. In addition, the Professional Cooking Program is located in the East Building along with an instructional kitchen.

South Side Satellite

The South Side Satellite is located in the heart of Little Village at 2610 W. 25th Place. The facility has twelve classrooms, three computer laboratories with a capacity for 22 students per lab, and the Resources and Study Room, which includes print and non-print materials. A modern kitchen and lunchroom are located in the garden level with a capacity for 108 persons. The child care facility is housed on the first floor. Public transportation is available one block away.

West Town Satellite

The West Town Satellite is located at 3255 W. Armitage. The structure houses ten classrooms, three computer laboratories, a cafeteria with skylights, and a child care facility. This location is easily accessible by public transportation with a bus stop in front of the building's main entrance.

Southeast Location

The Southeast location serves students in the far southeast tip of the city of Chicago as well as Northwest Indiana. Selected courses are offered at the location which could be applied toward a degree. The location address is 11000 South Ewing Avenue.

Parking

Limited parking, including space for the disabled, is provided at the campus and at each satellite. There is additional on-street parking.

Campus Security

St. Augustine College complies with the Crime Awareness Act and reports to its college community, on a yearly basis, its statistics regarding criminal occurrences in any of its facilities. Preventative measures are in place through the use of security guards and alarm systems.

Towing

Unauthorized cars parked in reserved and disabled spaces, or cars illegally parked, are subject to towing.

Snow/Emergency Closing

When it is necessary to close the College during regular business hours due to snow or other emergencies, WMAQ (670 AM) WGN (720 AM) and WBBM (780 AM) radio stations are notified and asked to broadcast an announcement indicating that the College is closed.

Mensaje del Presidente

¡Bienvenido a St. Augustine College!

Nos alegra enormemente que Ud. haya escogido nuestra institución para completar su educación superior. Por casi treinta años, St. Augustine ha estado llenando las necesidades educacionales de la comunidad latina del área de Chicago. Durante este tiempo hemos escuchado que es lo que Ud. busca en una institución de educación superior. Entendemos que desea un lugar que mejorará su inglés y le dará una profesión. Un lugar donde pueda adquirir las destrezas, el conocimiento y las credenciales que le abrirán puertas en el mundo profesional; una institución que le preparará para más educación, para una posición nueva y satisfactoria, o para una promoción dentro de su actual empleo.

Porque le hemos escuchado es que desarrollamos programas que son tecnológicamente avanzados y en demanda en el mundo globalizado de hoy. Nuestros programas se ofrecen en horarios y localidades convenientes. Además le alcanzamos varios tipos de ayuda financiera, nuestras clases son pequeñas, y nuestros profesores y trabajadores son sensibles a sus necesidades. En resumen, ¡nosotros somos parte de la comunidad!

Le invito a leer este catalogo y verá que tenemos muchas oportunidades para que Ud. se desarrolle a plenitud.

Le deseo mucho éxito en esta nueva y transformadora experiencia en la cual se está embarcando.

Andrew C. Sund
Presidente

La Universidad

El nombre de la Universidad San Agustín se vincula a los orígenes de la historia de los Estados Unidos. El primer pueblo europeo permanente en este país se bautizó con el nombre de San Agustín, y se fundó por Pedro Menéndez de Avilés, el 8 de septiembre de 1565, 55 años antes de que los peregrinos desembarcaran en Nueva Inglaterra. Al igual que aquellos colonizadores españoles fueron pioneros en su época, también los fundadores de la Universidad San Agustín lo han sido en la ciudad de Chicago: pioneros en educación superior bilingüe (de idioma doble). La Universidad lleva, además, el nombre de San Agustín de Hipona, un educador y filósofo, cuyas enseñanzas han contribuido a modelar el pensamiento moderno.

Antecedentes históricos

El 7 de octubre de 1980, la Junta Directiva de Educación Superior de Illinois (Illinois Board of Higher Education), otorgó autorización para iniciar sus actividades a la primera institución bilingüe de enseñanza superior en el estado de Illinois: la Universidad San Agustín. Esta institución docente no tiene parangón en el Estado de Illinois ni en todo el país. Fue el fruto de años de trabajo, de observación y de investigación, y se basa en más de una década de tareas en enseñanza comunitaria llevadas a cabo por los Servicios Episcopales Hispanos, un organismo docente creado en 1970 por el Padre Carlos A. Plazas, Ph. D., bajo los auspicios de la Diócesis Episcopal de Chicago.

Los fundadores de la Universidad obraron movidos por observaciones e investigaciones que demostraban que una gran parte de adultos hispanos, por circunstancias especiales, podrían valerse de una formación de carácter académico y vocacional impartida en dos idiomas, es decir bilingüe. Estos hallazgos también mostraron que muchos adultos hispanos podían participar activamente en programas de estudios de cuatro años pero que precisaban de ayuda pedagógica para poder competir a ese nivel de enseñanza. Como no existían instituciones de instrucción superior que pudieran satisfacer esta necesidad educativa y proporcionar posibilidades de aprendizaje bilingüe, la Junta Directiva de Servicios Episcopales optó por patrocinar la creación de la Universidad San Agustín.

Misión

La Universidad San Agustín es una institución independiente, de enseñanza superior, de índole bilingüe (dos idiomas), que se creó bajo los auspicios de la Diócesis Episcopal con la mira de hacer asequible el sistema estadounidense de estudios a una población diversa de estudiantes, especialmente a aquellos de ascendencia hispana; así como de robustecer la identidad étnica; de fortalecer la interrelación cultural; y de construir un puente que salve el desnivel cultural, educativo y socio-económico que existe.

¿Por qué razón establecer un plan de estudios bilingüe (o de dos idiomas) siguiendo la doctrina de San Agustín?

El obispo Agustín de Hipona puso en tela de juicio la metodología de enseñanza empleada por los retóricos, quienes parecían estar más preocupados por entretener o deleitar que por enseñar. Abogó por que la finalidad de la enseñanza fuera instruir a los estudiantes, involucrándolos en el proceso de aprendizaje y asegurándose que aprendían. Por ello, tanto el Obispo Agustín como la Universidad hacen hincapié en que el aprendizaje sea fruto de la enseñanza.

El obispo Agustín desarrolló un modelo de Humanismo Cristiano que perseguía integrar los ideales romanos y griegos con los ideales de la Cristiandad. La Universidad San Agustín recalca las materias que deben enseñarse en el marco de la tradición judeo-cristiana para incorporar los valores espirituales a los nuevos conocimientos y aptitudes técnicas que adquieren los estudiantes.

El obispo Agustín hizo hincapié en la importancia que reviste en el proceso de aprendizaje el disponer del idioma nativo bien estructurado. El obispo censuró a aquellos maestros que preferían enseñar a los estudiantes en un segundo idioma que no dominaban. En su obra "Las Confesiones", el obispo Agustín habla de la frustración de sus primeros años escolares en los que se impartían las clases en un idioma que no dominaba. Su frustración se debía no sólo a que no podía aprender, sino también a que se le imponían castigos por no captar los conceptos que se le impartían. Hoy en día, la metodología bilingüe de la Universidad San Agustín se basa en aquellos ideales del obispo Agustín.

Aunque inicialmente los monasterios eran centros de educación exclusivos para el clero, el obispo Agustín instó a los monjes a que se pusieran al alcance de toda la comunidad las oportunidades de enseñanza y aprendizaje. Por ello, la Universidad San Agustín ha adquirido el compromiso de impartir enseñanza a toda la comunidad.

El obispo Agustín destacó la importancia de una educación bilingüe pues alegaba que los estudiantes cristianos deberían seguir el ejemplo de Moisés quien, antes de liberar a sus compatriotas de la esclavitud de los egipcios, aprendió el idioma, la cultura y la sabiduría egipcia y de esa manera llegó a ser un líder ejemplar. La Universidad San Agustín comparte la mismas aspiraciones en su plan de estudios bilingüe.

Metas y Objetivos

Hacer asequible el sistema educativo de enseñanza superior de los Estados Unidos a una población diversa de estudiantes, especialmente a aquellos de ascendencia hispana, por medio de las medidas siguientes:

- Llegar a la comunidad hispana para alentar a sus miembros a que se beneficien de las oportunidades educativas que ofrece la Universidad.
- Llevar la enseñanza directamente a los barrios donde viven y trabajan los estudiantes para facilitarles el inicio de la enseñanza post-secundaria y su adaptación definitiva al ambiente que se vive en el campus de la Universidad.
- Adoptar una política de puertas abiertas en lo que concierne a la admisión de estudiantes, que propicie la admisión de estudiantes basada en su aptitud para beneficiarse de los programas de la Universidad en vez de cualquier experiencia académica previa.
- Desarrollar y usar medios de evaluación que acomoden la enseñanza a las características del alumnado.
- Establecer un cuidadoso equilibrio entre el acceso a la enseñanza y a la calidad de la misma.
- Desarrollar con rango universitario un método de enseñanza y aprendizaje de la lengua inglesa como segundo idioma.
- Desarrollar y llevar a cabo un plan de estudios bilingüe que incluya la enseñanza en dos idiomas, en función del grado de conocimiento lingüístico del estudiante, de las exigencias del título y de los objetivos concretos de cada programa académico y/u ocupacional.
- Desarrollar, verificar y poner en práctica métodos y técnicas de enseñanza que sirvan de puente entre el idioma nativo del estudiante y el segundo idioma que esté cursando, así como también procedimientos que faciliten la transferencia al sistema educativo americano de conocimientos y experiencias adquiridos en el país de origen.

Crear y llevar a cabo programas bilingües y de desarrollo para ayudar a aquellos estudiantes que tienen aptitudes pero que precisan de un refuerzo educativo para alcanzar éxito.

- Poseer servicios de asistencia integrales que minimicen obstáculos y aumenten las posibilidades de que los estudiantes alcancen sus metas educativas, y
- Disponer de horarios de clases flexibles que permitan la asistencia a clase en horas adecuadas a los estudiantes que trabajan a tiempo completo y a los que tienen sus hijos matriculados en las escuelas de enseñanza primaria.

Fortalecer la identidad étnica a través de las medidas siguientes:

- La inclusión y aumento de temas y cuestiones culturales en las actividades y acontecimientos escolares y extraescolares encaminados a valorar la cultura nativa y demás culturas sin perder su propia identidad cultural.
- La creación de un ambiente de aprendizaje abierto a la cultura que lleve al desarrollo de las aptitudes futuras de los estudiantes y a la adquisición de capacitación y conocimientos.
- La existencia de personal y profesorado con formación bilingüe y bicultural que sirvan de ejemplo y modelo a seguir, y
- La provisión de servicios que satisfagan las necesidades educativas del alumnado.

Fortalecer la interacción cultural por medio de las medidas siguientes:

- El uso de conocimientos prácticos destinados a fomentar y respaldar la participación de los hispanos en la rica cultura angloamericana y en las demás culturas representadas en los Estados Unidos.
- El desarrollo de ofertas de planes de estudios sobre la cultura hispana y el idioma español para el alumnado con predominio de habla inglesa, y
- La organización de actividades escolares y extraescolares destinadas al examen comparativo de valores, tradiciones y culturas que sean aplicables en ambientes multiculturales.

Construir puentes para salvar el desnivel cultural, educativo y socio-económico por medio de las medidas siguientes:

- El aumento de los acuerdos de participación con otras instituciones para enriquecer las posibilidades del alumnado en la sociedad americana.
- El desarrollo de acuerdos de integración con otras instituciones universitarias para ampliar las convalidaciones de estudios y mejorar la formación del alumnado para su desenvolvimiento en una institución de cuatro años de estudios universitarios.

La creación de asociaciones con empresas, organismos comunitarios y organizaciones que prestan servicios a la comunidad, con el fin de acrecentar las alternativas y oportunidades de los estudiantes para desempeñar con éxito su cometido en el mundo laboral y en la sociedad en general.

Filosofía

- Creemos que la sensibilidad cultural que poseen nuestro personal y profesorado es un instrumento eficaz para el desarrollo cultural de nuestros estudiantes.
- Creemos que el ser bilingüe representa un bien valiosísimo para el individuo y para nuestra sociedad multicultural.
- Creemos que la interacción entre dos idiomas y de experiencias culturales aporta un valor trascendental a la educación de nuestros estudiantes y a la valía que representan para la sociedad.
- Creemos que nuestro profesorado posee aptitudes para ayudar a que los estudiantes con desventajas alcancen un grado de formación tal que les habilite para desempeñar eficazmente su cometido en la sociedad americana.
- Creemos que la educación es un empeño de toda la vida y, por ello, animamos a la gente a que retorne a los estudios, con independencia de la edad que tenga, para su propio desenvolvimiento y para beneficio de todos aquellos a quienes sirven.
- Creemos en la atención incondicional a nuestros estudiantes, profesorado, personal, voluntarios y benefactores.

Instalaciones

El Campus

El Campus de la Universidad San Agustín se encuentra localizado en la parte norte de Chicago. Tiene fácil acceso por automóvil o transporte público. El área de 5 acres donde se encuentra el Campus es una zona declarada de valor histórico por la Comisión de Lugares Históricos de la Ciudad de Chicago.

En 1907, en los entonces Estudios Essanay, nació la industria cinematográfica de los Estados Unidos y en aquel lugar produjeron películas actores famosos del cine mudo, como Charlie Chaplin. El Campus de la Universidad San Agustín está situado en el mismo lugar donde estuvieron emplazados los Estudios Essanay.

El Campus se compone de dos edificios, el del Oeste y el del Este, una capilla, zona de estacionamiento de vehículos y varias mini-plazas, lo que da la sensación de un entorno seguro e independiente. Los dos edificios están conectados por un puente. El edificio Oeste está dedicado a la enseñanza y a las actividades de los estudiantes. En este recinto los estudiantes acuden a las clases, se reúnen con sus profesores, consultan a los Consejeros Académicos, realizan trabajos de investigación en la Biblioteca, llevan a sus hijos al Centro de Asistencia Infantil, efectúan sus comidas en la cafetería, o se reúnen en el Atrio. Además de las aulas, los laboratorios de computadores y de ciencias, el Edificio Oeste alberga el Auditorio de San Agustín con cabida para 500 personas. También se localizan en el Edificio Oeste las Oficinas de Matrícula, Asuntos Estudiantiles, Desarrollo, el Centro de Transferencias, la Oficina del Presidente. El Edificio Este aloja a la Oficina de Ayuda Financiera, la Oficina de Negocios, la Librería, la Oficina de Registro y demás oficinas administrativas. Asimismo, en el Edificio Este se encuentran el Programa Profesional de Cocina, cuyas instalaciones comprenden una cocina para prácticas.

El Satélite zona sur (South Site)

El Satélite Sur se encuentra en el corazón del barrio Little Village, en el 2610 W. 25th Place. Cuenta con doce aulas, tres laboratorios de computadoras con cabida para 22 estudiantes, y la Sala de Estudio y de Medios Didácticos, que cuenta con materiales didácticos impresos y demás medios educativos. A nivel del jardín hay una moderna cocina y un comedor con capacidad para 108 personas. En la primera planta se encuentra el centro de asistencia infantil. Hay transporte público a sólo una cuadra del edificio.

El Satélite zona oeste (West Town Site)

El Satélite Oeste se encuentra en el 3255 W. Armitage. Las instalaciones cuentan con diez aulas, modernos laboratorios de computadoras, cafetería con tragaluces y centro de asistencia infantil. Cuenta con transporte público, con parada de autobús enfrente de la entrada principal del edificio.

El Sitio zona sur-este (Southeast Location)

El sitio sirve a estudiantes en la punta sureste de la ciudad de Chicago y estudiantes del noroeste de Indiana. Un número preseleccionado de cursos son ofrecidos que pueden formar parte de un grado asociado o licenciatura. La dirección es 11000 South Ewing Avenue.

Zonas de estacionamiento de vehículos

Tanto el Campus como cada satélite cuentan con zonas de estacionamiento, incluyendo plazas para personas minusválidas. También se puede estacionar en las calles próximas.

Seguridad y protección del Campus

La Universidad San Agustín cumple con la ley sobre el reportaje de la criminalidad, *Crime Awareness Act*, y anualmente informa a su comunidad académica acerca de los datos estadísticos sobre delitos y faltas cometidos en cualquiera de sus instalaciones. Se han instalado medidas preventivas como guardias de seguridad, sistemas de alarma, y cámaras de vigilancia.

Servicio de grúa

El servicio de grúa retirará aquellos vehículos que sin autorización se estacionen tanto en las zonas reservadas como en los lugares destinados a personas minusválidas y a aquéllos que se estacionen en lugares prohibidos.

Suspensión temporal de clases a causa de nevadas u otras razones de emergencia.

Cuando sea necesario cerrar la Universidad durante las horas normales de clase debido a nevadas u otras razones de emergencia, se comunica a la Radio WMAQ (670 AM) WGN, (720 AM), y WBBM (780 AM) para que se informen del cierre de la Universidad.

Admission

Admission Requirements

St. Augustine College is aware that students may come with distinct educational backgrounds, career goals, lifestyles, and values. The Open Admissions Policy of St. Augustine College allows students to demonstrate their Ability to Benefit (ATB) from the College's programs through indicators different from and other than the traditional college entrance exams such as the ACT or SAT. This policy is based on a series of premises. Past achievement is not necessarily an indicator of individual potential. Past academic record is the result of several causes, among which intelligence, skills, and potential are not necessarily dominant. Life experience can, under certain circumstances, provide a good preparation for higher education.

How to Apply

To apply for admission, the following steps should be taken by all applicants:

1. Contact the Office of Recruitment at the Campus or the Satellite Directors to schedule an appointment with an admission counselor, or request that an application package be sent to you.
2. Applicants who have completed high school or GED in the United States of America must request an official transcript to be sent to the Office of Admissions.
3. Applicants who have completed their high school work in a foreign country must present official transcripts of their "bachillerato/secundaria/preparatoria" or equivalent education. Foreign transcripts may be subject to external evaluation.
4. If an applicant has attended any other college or university, the applicant must request an official transcript of his/her work from each institution to be sent to the Office of Admissions. Foreign transcripts may be subject to external evaluation.
5. Applicants planning to seek financial assistance should indicate so immediately, complete the application, and submit the necessary documentation.

Trained counselors are willing to provide orientation and assistance in completing the necessary forms and obtaining the appropriate documentation.

General Admission Requirements

St. Augustine College has an Open Admissions Policy. An applicant must demonstrate an ability to benefit from the College's programs as tested through the College's federally-accepted exams, and then take the GED.

The Open Admissions Policy sets forth two basic criteria for admission: 1) completion of high school or its equivalent; or demonstration of an ATB from the College's programs as determined by the St. Augustine College Testing Center; and, 2) a minimum age of seventeen (17) years for those without a high school diploma.

To be admitted into the College, all applicants must complete the application for admission together with related forms. Students who have completed high school or its equivalent, or have earned a minimum of 24 transferable semester credit hours (see Transfer of Credits) from other colleges, will be admitted as regular students upon submitting one of the following documents:

1. Official high school transcript, distance high school must be accredited by a regional association. *
2. Official transcript of the General Educational Development (GED) Test (Distance GED *is not acceptable*).
3. Proof of completion of equivalent high school work in a foreign country, or
4. Official College transcript showing at least 24 transferable semester credit hours.

* The following regional accrediting agencies are recognized by the U.S. Secretary of Education or the Council for Higher Education (CHEA):

Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

If the applicant cannot submit these documents at the time of admission, the admission will be **CONDITIONAL** until documentation is received by the Office of Admissions. Students who have not completed high school are eligible for conditional admission as *Ability to Benefit (ATB) Students*, until the GED high school equivalency is obtained. **Students must complete and pass the GED test by the time they have attempted 36 semester credit hours.**

The Office of Admissions may admit as “ATB Students” persons who meet the state age requirements provided that:

1. The U.S. Office of Education approved test is administered to determine the applicant’s ability to benefit from college programs upon passing the test, and,
2. The applicant signs an agreement accepting the responsibility for taking the GED examination within the period of time stated by the College. The ATB status will be removed after the official GED results are presented.

Additional Admission Requirements

Additional admission requirements apply to certain programs according to curriculum requirements and/or requirements for professional standards.

Bachelor of Social Work

In addition to the General Admission Requirements, applicants interested in this major must meet the following criteria:

- Submission of an application to the Social Work Department;
- Completion of the General Core Curriculum Requirements with a minimum cumulative GPA of 2.75;
- English proficiency as demonstrated by the score on the English Proficiency tests administered by the Testing Center; and
- Two references from faculty, employers, or supervisors who can attest to the applicant’s ability to become a generalist social work practitioner.

Associate of Applied Science in Respiratory Therapy

In addition to the General Admission Requirements, applicants interested in this major must meet the following criteria:

- A cumulative grade point average (GPA) of 2.67 in the following pre-requisite courses: AHP 110, AHP 113, BIO 108, BIO 120, BIO 208, ENG 160, ENG 162, CHM 115, MAT 110, and PSY 101.

Re-Admission

Any previously-admitted student who has not registered or attended classes for at least one semester must submit an Application for Re-admission to the Office of Admissions. Returning students on ATB status will need to take the ATB test again to be re-admitted, unless the test was taken after 1996. However, if they were not in good standing, or accumulated more than 36 registered hours, they will need to meet the GED requirement before taking College courses. If the student has attended any other college or university during that time, official transcripts from the institution must be submitted.

Re-admitted students must abide by the academic policies and program curricula in place at the time of re-admission.

Transfer of Credits to St. Augustine College

Prior to registration, students transferring to St. Augustine College are required to submit official transcripts from other institutions. The Office of Academic Affairs will evaluate successfully-completed course work from accredited institutions. If accepted as satisfying degree requirements, these transfer hours will be counted towards graduation, but will not be counted in the calculation of the GPA. Only courses with a grade of "C" or higher are

considered transferable. A transfer student must meet minimum academic residency requirements in order to be eligible for graduation. Transcripts re-evaluations must be addressed to the Dean of Academic Affairs.

Admission of Foreign Students

St. Augustine College is authorized under Federal law to enroll non-immigrant alien students. Foreign students must follow admission procedures and meet requirements for admission as regular students. At the time of admission, the student must submit an Affidavit of Support that guarantees financial support while attending St. Augustine College, and payment of one-half the tuition and fees for the academic year of enrollment before the SEVIS I-20 form is issued. Foreign students are expected to maintain a full-time program of 12 credit hours during any semester. Federal and State Financial Aid are not available to foreign students. However, the College will work with interested foreign students on the development of a payment plan. Foreign students are, however, eligible to participate in the College merit SAC award aid.

Student-at-Large

A student-at-large is defined as a student who desires to take a course or courses for the benefit of personal development and who is not interested in degree or certificate completion. In addition, with regards to financial aid, this student does not apply for or receive financial aid.

Students classified as “student-at-large” must abide by the following guidelines:

- Students-at-large cannot enroll for more than 8 semester credit/hours in a given semester or summer term
- Students-at-large cannot accumulate more than 24 semester credit/hours under the “student-at-large” status designation
- The admission requirements for student-at-large will be the same general admission requirements applicable to regular students.

Change of Address

It is the responsibility of the student to notify the College of any changes of address as they occur. This is important if the student is to receive grade reports and other official communications.



Admisión

Requisitos de Admisión

La Universidad San Agustín es plenamente consciente de que los estudiantes llegan a los Estados Unidos con antecedentes escolares diferentes y con disparidad de ambiciones de carrera, de modo de vida y de ideales. La Política de Admisión Abierta de la Universidad San Agustín permite a los estudiantes demostrar sus aptitudes para beneficiarse de los programas de estudios de la Universidad a través de indicadores que difieren de los tradicionales exámenes de admisión que se llevan a cabo en las Universidades, como los exámenes ACT o el SAT. Esta política se basa en una serie de premisas. Los logros ya conseguidos no constituyen necesariamente indicio del potencial de una persona. El historial académico anterior es el resultado de varias causas, entre las que la inteligencia, la destreza y el potencial de una persona no tienen necesariamente por qué gozar de más relevancia. En determinadas circunstancias, la experiencia de la vida puede dotar de sólida preparación para alcanzar una educación más elevada.

Modo de solicitar la admisión

Para solicitar la admisión, todos los candidatos deben seguir los siguientes pasos:

1. Ponerse en contacto con la Oficina de Admisiones o con los Directores de los Satélites para concertar una entrevista con un reclutador, o pedir que se les envíe el conjunto de formularios de solicitud.
2. Los candidatos que estén hayan terminado enseñanza secundaria o GED en los Estados Unidos de America deben solicitar que se remita la certificación de notas a la Oficina de Admisión.
3. Los candidatos que hayan terminado sus estudios secundarios en un país extranjero deberán probar que han finalizado sus estudios de “bachillerato/secundaria/preparatoria” o estudios equivalentes. Certificados extranjeros pueden ser sujetos a evaluaciones externas.
4. Si el candidato ha estudiado en cualquier otra institución universitaria (*College*) o universidad, deberá solicitar que se envíe a la Oficina de Admisión, certificación oficial de los estudios realizados en cada centro docente. Certificados extranjeros pueden ser sujetos a evaluaciones externas.
5. Los candidatos que pretendan solicitar ayuda financiera deberán indicarlo inmediatamente, completar la solicitud correspondiente y presentar la documentación necesaria.

Consejeros con experiencia en esta labor proporcionarán orientación y ayuda para completar los formularios necesarios y obtener la documentación adecuada.

Requisitos generales de admisión

La Universidad San Agustín practica una política abierta de admisión. Para que cualquier candidato pueda beneficiarse de los programas de estudios de la Universidad éste deberá probar su aptitud y superar los exámenes de ésta, los cuales han merecido la aprobación federal.

La política abierta de admisión establece dos criterios básicos de admisión: 1) haber finalizado la enseñanza secundaria(preparatoria en México) o estudios equivalentes, o demostrar su aptitud para beneficiarse (*ATB, Ability to Benefit*) del programa de estudios de la Universidad, según establece el Centro de Evaluación de la Universidad San Agustín (*SACTC, St. Augustine College Testing Center*); y 2) tener la edad mínima de 17 años en el caso de candidatos que carezcan de diploma de enseñanza secundaria. Para ser admitidos en la Universidad, todos los candidatos deben completar la solicitud de admisión junto con los demás formularios.

Los estudiantes que hayan finalizado sus estudios de enseñanza secundaria o estudios equivalentes, o hayan obtenido en otras Universidades un mínimo de 24 horas/crédito semestrales transferibles (véase Transferencia de Créditos), serán admitidos como estudiantes regulares tras presentar alguno de los siguientes documentos:

1. Certificación oficial de estudios de enseñanza secundaria, secundaria a distancia tiene que ser de un programa acreditado por una asociación regional,*
2. Certificación de las notas obtenidas en la Prueba de Desarrollo de Enseñanza General (GED, *General Educational Development Test*) estudios de GED a distancia no son aceptados, o
3. Certificación de haber cursado en un país extranjero estudios equivalentes de enseñanza secundaria, o
4. Transcripciones oficiales mostrando un mínimo de 24 horas/crédito semestrales transferibles.

* Las siguientes agencias regionales acreditadas son reconocidas por la Secretaria de Educación de Estados Unidos o la Federación de Educación Superior:

Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

Si en el momento de la admisión el candidato no puede presentar estos documentos, la admisión tendrá carácter CONDICIONAL hasta que la Oficina de Admisión reciba la correspondiente documentación.

Los estudiantes que no hayan finalizado sus estudios secundarios pueden ser condicionalmente admitidos bajo el sistema denominado Habilidad para Beneficiarse de los Programas Académicos (ATB, *Habilita tú Benedito*), hasta que se obtenga la equivalencia de los estudios de enseñanza secundaria (GED). **(Los estudiantes deben cumplir con los requisitos del GED antes de matricular 36 horas-crédito).**

La Oficina de Admisión puede admitir como estudiantes ATB a los candidatos que cumplan el requisito de edad establecido por el Estado, con la condición de que:

1. Sea suministrada la prueba aprobada por la Oficina de Educación de los Estados Unidos para determinar la aptitud del estudiante en beneficiarse de los programas de estudios de la Universidad, y, una vez aprobada la prueba,
2. Que el estudiante firme un acuerdo obligándose a pasar el examen GED dentro del plazo fijado por la Universidad.

El status ATB se anulará cuando se presenten los resultados oficiales del GED.

Requisitos de Admisión Adicionales

En algunos programas de estudios se exigen requisitos de admisión adicionales de acuerdo con los requerimientos del plan de estudios y/o las condiciones de las normas profesionales.

Licenciado en Trabajo Social

Además de los requisitos generales de admisión, los estudiantes que pretendan estudiar esta especialización deben cumplir las siguientes condiciones:

- Presentar una solicitud en el Departamento de Trabajo Social
- Haber finalizado los Requisitos Generales del Plan de Estudios Básicos con un mínimo de 2.75 de nota media acumulativa (*GPA*)
- Dominio del inglés, de acuerdo con la notas obtenidas en las pruebas de *English Proficiency* (habilidad en el inglés) que tiene a su cargo el Centro de Evaluación, y
- Dos referencias del claustro de profesores, de empleadores o supervisores que puedan atestiguar las aptitudes del aspirante para convertirse en trabajador social general (*Generalist Social Work Practitioner*)

Asociado en Ciencias Aplicadas (AAS) en Terapia Respiratoria

Además de los requisitos generales de admisión, los estudiantes que pretendan estudiar esta especialización deben cumplir las siguientes condiciones:

- Haber obtenido una nota media combinada de 2.67 en los cursos siguientes: AHP-110, AHP-113, BIO-108, BIO-120, BIO2-08 ENG-160, ENG-162, CHM-115, MAT-110, y PSY-101.

Readmisión

Todo estudiante que haya sido previamente admitido y que, como mínimo, durante un semestre entero no se haya matriculado o asistido a las clases, deberá presentar una Solicitud de Readmisión en la Oficina de Admisión. Aquellos estudiantes que vuelvan a la Universidad y que posean el status ATB necesitarán volver a superar la prueba ATB para su readmisión, a menos que la prueba haya sido tomada después de 1996. Sin embargo, si no están en un estado académico satisfactorio, o ya han acumulado 36 horas/crédito o más deberán cumplir con el requisito de GED antes de matricularse en los cursos de la Universidad. Si el estudiante ha estado matriculado en otra escuela universitaria o Universidad durante ese período de tiempo, deberá presentar certificación oficial de estudios de la institución correspondiente.

Los estudiantes readmitidos deben cumplir las políticas académicas y el perfil del programa de estudio que esté en vigor en el momento de la readmisión.

Transferencia de créditos a la Universidad San Agustín

Antes de la matriculación, los estudiantes que transfieran sus expedientes a la Universidad San Agustín deberán presentar certificación oficial de estudios realizados en otras instituciones docentes. La oficina de Asuntos Académicos evaluará los cursos íntegramente aprobados de otras instituciones docentes acreditadas. Si se aceptan como satisfactorios, los créditos transferidos se computarán en la graduación, pero no se tendrán en cuenta en el cálculo del GPA. Sólo se considerarán transferibles los cursos aprobados con nota “C” o superior. El estudiante al que se le haya aceptado la transferencia debe cumplir requerimientos mínimos de residencia académica para satisfacer los requisitos de graduación. Re-evaluaciones de transcripciones deben de ser dirigidas al Decano Académico Asistente.

Admisión de estudiantes extranjeros

De acuerdo con las leyes federales, la Universidad San Agustín está autorizada para admitir estudiantes extranjeros que tengan la condición de no-inmigrante. Los estudiantes extranjeros deben seguir los procedimientos de admisión y cumplir los requisitos de admisión como estudiantes regulares. En el momento de la admisión, y antes de que se emita el formulario SEVIS I-20, el estudiante debe presentar una Declaración Jurada de Ayuda Económica que garantice su situación económica mientras estudia en la Universidad San Agustín y, al mismo tiempo, abonar la mitad de los derechos de matrícula del año académico en que se matricule. Los estudiantes extranjeros deben cursar un programa a tiempo completo de 12 horas/crédito durante cualquier semestre. Los estudiantes extranjeros no gozan de ayuda financiera federal ni estatal. Esto no obstante, la Universidad colaborará con aquellos estudiantes extranjeros interesados en concertar un plan de pagos. Los estudiantes extranjeros son, sin embargo, elegibles para obtener la beca de la Universidad San Agustín por buen aprovechamiento académico.

Estudiantes independientes

Un estudiante independiente es aquél que desea cursar uno o más cursos para su formación personal y que no está interesado en la obtención de un título o certificado. Además, y en lo que respecta a ayuda financiera, esta clase de estudiantes no puede solicitar ni recibir ayuda económica. Los estudiantes clasificados como “estudiantes independientes” deberán cumplir las siguientes condiciones:

- Los estudiantes independientes no pueden matricular más de ocho horas-crédito semestrales en cualquiera de los semestres, incluyendo al del verano.
- Los estudiantes independientes no pueden acumular más de veinticuatro horas-crédito semestrales bajo esta condición.
- Los requisitos de admisión para los estudiantes independientes serán las mismas aplicables a los estudiantes regulares.

Cambio de domicilio

Es responsabilidad de todo estudiante notificar a la Universidad de cualquier cambio de domicilio ocurrido. Ello reviste importancia si el estudiante va a recibir las notas de los exámenes y demás comunicaciones oficiales.

Registration

Registration Procedure

Specific information on the dates and times of registration will be published in the Schedule of Classes for the semester or session that a student plans to attend. The Schedule of Classes will be available in the Advising Office and is distributed throughout the college at the beginning of the early registration period.

Early Registration

Students may register before the end of the current semester by contacting their academic advisors.

Late Registration

Students may register for classes after the conclusion of the regularly-scheduled registration period, provided that there is space available in the class desired.

Academic Placement

St. Augustine College requires all new students to take placement tests in English, Spanish, and Mathematics. The tests determine the level of courses that are consistent with the student's skills.

Advanced Placement

Advanced placement is allowed in the sequences of: accounting, keyboarding, and computer information systems. No credit is given for advanced placement courses, per se. Advanced placement is assessed and approved by the Chair of the corresponding academic department.

Auditing a Course

Registering for audit courses can occur only within regular registration periods. Students may not change from credit to audit, or audit to credit, once the term has started. Exams and papers assigned to students taking the course for credit do not apply to audit students; all other expectations are the same. A grade of "V" will be assigned at the completion of the course. Tuition for an audited course is the same as for a credited course.

Adding/Dropping a Course

Students may add/drop a course by using a revision form obtained from the Office of Academic Advising. The College calendar states the last day to add/drop courses.

Change of Course(s) after Registration

Specific periods will be designated during which a student may change from one class to another. For dates and times, refer to the College calendar for the semester.

Cancellation of Courses by the College

The College reserves the right to cancel any course for which there is insufficient enrollment, or for other reasons judged appropriate. Students will be refunded for tuition and fees, if replacement courses are not available.

Pre-requisite Policy

The students should notice that some course descriptions refer to a pre-requisite course that must be complete before enrollment. Faculty members consider these pre-requisites as a necessary foundation for student learning. Therefore, it is student's responsibility to be aware of, and follow, any course pre-requisite(s) prior to registration. It is the responsibility of the student to obtain a written waiver of the pre-requisite from the chair of the department which sponsors the course, with the approval of the Dean or Assistant Dean of Academic Affairs. Waiving of pre-requisites is only done in very exceptional circumstances.

Official Transcripts

An official transcript of a student's academic record will be issued at his/her written request and sent to other educational institutions or prospective employers, provided the student does not have an outstanding debt in the Bursar's Office. A fee for each transcript will be charged at the time of the request (the first transcript is free).

Telephone requests for transcripts cannot be honored by the College. Requests should be made in person or by mail to the Office of the Registrar.

Matrícula

Procedimiento de matrícula

En el Programa de Cursos del semestre o del período en que el estudiante proyecte asistir figurará información concreta sobre fechas y plazos de matrícula. El Programa de Cursos estará a disposición de los estudiantes en la Oficina de Consejería Académica y es distribuido a través de la Universidad al principio del período de matrícula temprana.

Matrícula Adelantada

Aquellos estudiantes que deseen continuar sus estudios en el semestre siguiente, pueden matricularse antes de que expire el semestre actual, para lo cual se comunicaran con su consejero académico.

Matrícula fuera de plazo

Los estudiantes pueden matricularse una vez finalizado el plazo normal de matrícula regularmente establecido si existen plazas vacantes en el curso deseado.

Ubicación de nivel académico y avanzado

La Universidad San Agustín exige que todos los nuevos estudiantes se sometan a una prueba de ubicación de nivel en las asignaturas de inglés, español y matemáticas. Estas pruebas determinan el nivel de los cursos que se adecuan a las aptitudes de los estudiantes.

Se permite la ubicación de nivel avanzado en los cursos de contabilidad, mecanografía, y sistemas de información por computadora. No se conceden créditos por aquellos cursos que no se hayan cursado debido a la ubicación de nivel avanzado.

En algunos casos la prueba de ubicación puede ser realizada en más de una ocasión a partir de una solicitud de un consejero, previa aprobación del jefe del departamento o del Vice-Decano de Asuntos Académicos.

Cursos para alumnos oyentes

La matrícula para cursos como alumno oyente sólo puede llevarse a cabo en los períodos regulares de matrícula. Una vez que el semestre ha comenzado, no se permite que los estudiantes puedan pasar de la condición de estudiante en régimen de créditos, al status de alumno oyente, o de éste a la condición de estudiante en régimen de créditos. Los exámenes y trabajos que se asignen a los estudiantes en régimen de créditos no se exigen a los alumnos oyentes; en las demás circunstancias gozan de los mismos derechos. A la terminación del curso, se les concederá la calificación de "V". Los derechos de matrícula de un curso para alumnos oyentes son idénticos a los establecidos para un curso con créditos.

Alta y Baja de cursos

Los estudiantes pueden darse de alta o de baja de un curso mediante un formulario de modificación (revision form), que se obtiene en la Oficina de Asuntos Estudiantiles. El calendario de la Universidad establece la fecha tope para darse de alta o de baja de un curso.

Cambio de cursos después de la matriculación

Se establecen plazos concretos durante los cuales los estudiantes pueden cambiar de curso. Para fechas y plazos al respecto, consúltese el calendario semestral de la Universidad.

Cancelación de cursos

La Universidad se reserva el derecho a cancelar cualquier curso cuando no exista un número suficiente de matriculados o por otras razones apropiadas. Si no existen cursos de sustitución, se reembolsará a los estudiantes los derechos de matrículas y demás tasas que hayan abonado.

Política de pre-requisitos

El/la estudiante deberá observar que algunas descripciones de cursos indican que algún pre-requisito deberá completarse antes de matricular esos cursos. Los profesores consideran estos cursos como una base necesaria para el aprendizaje del curso. Por lo tanto, el estudiante es responsable de conocer y de tomar los pre-requisitos de cualquier curso antes de matricular ese curso. En el caso de que algún pre-requisito puede ser exonerado, es responsabilidad del estudiante de obtener una extensión escrita del pre-requisito del jefe del departamento docente que patrocina el curso, con la aprobación del Vice-Decano o del Decano de Asuntos Académicos.

Requerimientos de pre-requisitos

El estudiante debe tener presente que algunos cursos requieren haber concluido pre-requisitos para poder ser matriculados. El claustro profesoral considera que estos pre-requisitos son necesarios para que el estudiante pueda aprender los cursos adecuadamente. Por lo tanto, es responsabilidad del estudiante estar consciente de cumplir, cualquier pre-requisito antes de poder matricular los otros cursos correspondientes. Es la responsabilidad del estudiante obtener una excepción por escrito del jefe del departamento que patrocina el curso, con la aprobación del Decano o del Vice-Decano Académico. Los pre-requisitos solamente podrán ser omitidos en condiciones excepcionales.

Transcripciones oficiales de estudios

A solicitud por escrito de los estudiantes, se expedirá una transcripción oficial de sus estudios académicos que se remitirá a las instituciones docentes o a los posibles empleadores, a condición de que los estudiantes no tengan pagos pendientes en la Oficina del Tesorero (*Bursar's Office*). Se abonarán tasas por cada certificado en el momento de su solicitud (la primera solicitud será sin cobro). **La Universidad no atenderá las solicitudes de certificados hechas por vía telefónica.** Las solicitudes deben hacerse personalmente o por correo a la Oficina de Registro (*Office of the Registrar*).



Financial Requirements

Tuition and Fees

Tuitions and Fees	Amount Due
Per Semester Credit Hour	\$350.00
SEVIS I-20 Processing Fee (non-refundable)	50.00
Returned Checks	35.00
ID Card Replacement	5.00
Transcript Fee (First transcript at no charge)	4.00
Diploma/Certificate Replacement Fee	75.00

**Tuition and fees are subject to change without prior notice.*

Payment of Tuition and Fees

Charges for tuition and fees are due and payable in full at the time of registration for any semester. Students who are self-financed can arrange a special payment plan with the Bursar's Office. At the time of registration, self-financed students are required to make a minimum payment equal to 25% of the tuition and fees. Use of a special plan does not relieve the student of the obligation for the total semester charges, subject to the withdrawal and refund policies of the College. Charges may be paid by money order, VISA, MasterCard, cash, or personal check. In the latter some restrictions may apply. Students may also apply for student loans through the Office of Financial Aid.

Refunds

Any students who withdraw (drop) from a class before the end of the second week of class, or are issued a "no show" withdrawal at the end of the fourth week of class, will be granted a full (100%) refund. If the College cancels a class and is not able to place the student in another suitable class, any tuition and fees paid will be refunded. For terms shorter than a semester, refund period will be reduced in the same proportion.

Transactions with the Bursar's Office

Students with payment plans are expected to make payments as agreed to and as stated in their contract. Failure to make regular payments will affect the student's standing with the Bursar's Office. Lack of good standing with the Bursar's Office will be an impediment for future registration. Students who have fulfilled all requirements for graduation or program completion will be able to receive their diplomas and/or official transcripts (where applicable), once their outstanding balance with the Bursar's Office is zero (\$0.00).

Financial Aid

Anyone accepted for admission to St. Augustine College who is a citizen or permanent resident of the United States may be eligible for financial aid. Although the government regulations largely determine what "financial need" is, the staff of the Financial Aid Office will assist students in meeting their financial needs.

The Illinois Student Assistance Commission (ISAC)

The Illinois Student Assistance Commission Monetary Award Program is available to any student attending an approved Illinois college or university who can demonstrate financial need and qualifies as an Illinois resident. Application must be made for each academic year.

The Federal Pell Grant

This is a federal assistance program for any undergraduate student who demonstrates financial need. The amount of the grant varies according to the student's need. Application must be made for each academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This federal program is designed for any undergraduate who demonstrates financial need annually. The federal government provides post-secondary institutions with allocations from which Financial Aid Office counselors make awards.

Federal College Work-Study Program

St. Augustine College participates in the College Work-Study (CWS) Program, a federal financial aid program that helps colleges to provide jobs for students who exhibit need in financing their college education. To participate in the College Work-Study Program, a student must receive a CWS award as part of a financial aid offer from the Financial Aid Office. In order to maintain eligibility to participate in the CWS program, the student must comply with Financial Aid Office requirements.

Presidential Scholarships

The College grants these awards to students who demonstrate scholastic achievement in their academic programs. This award is given at the beginning of the semester and is for 50% of tuition and fees. New and continuing students may apply.

New Students:

A new student must apply to the Financial Aid Office and make arrangements with the Testing Center to take a test designated for this purpose.

Continuing Students:

A student must complete an application for institutional aid. The Financial Aid Director will review the student's academic record, and if funds are available, make the award.

SAC Awards

SAC (St. Augustine College) Awards are smaller grants provided directly by the College. These awards are conferred (within the limits of the funds available) on the basis of need to students progressing satisfactorily and who are in good standing with the Bursar's Office.

Other Awards

Occasionally, St. Augustine College receives grants or donations for specific academic or occupational programs. Information about these scholarship opportunities can be obtained from a Financial Aid Counselor or from an Academic Advisor.

Veteran's Benefits

Veterans who wish to receive benefits under the Veterans Administration Education Program must complete a Veteran Application for Program of Education form, which is available from any VA office or St. Augustine College Office of Recruitment. Eligibility criteria and information regarding application procedures are available from the Office of Recruitment.

Conditions to Qualify

The Following Conditions Must Be Met In Order To Qualify or To Maintain Eligibility for Financial Aid

1. Students must comply with the Satisfactory Academic Standards and Progress Policy;
2. Changes in the recipient's credit hour, marital, or residence status must be reported to the Financial Aid Office for review and possible adjustment of awards;
3. Unexpected changes in a family's financial condition should be reported to the Financial Aid Office for review and possible adjustment of awards;
4. Outside aid received by applicants, which is not listed in the award letter, must be reported immediately to the Financial Aid Office. The aid package may have to be adjusted to reflect the actual aid reported;
5. If the recipient is in default on a federal loan or owes a refund for federal financial aid received when not earned, the Financial Aid Office must be notified immediately and awards will become void;
6. Aid awards are not automatically renewable. Students must apply annually by completing the Financial Aid forms;
7. Under provisions of the United States Criminal Code, intentional false statements or misrepresentations on any of the applicant materials may subject the applicant to a fine of no more than \$10,000.00 or imprisonment of no more than five (5) years or both.

If dissatisfied with the financial aid awarded, the recipients may follow the appeal process described as follows:

- A. Request a personal interview with the Director of Financial Aid.
- B. If still dissatisfied with the results, prepare a statement in writing explaining the situation and including any pertinent information which should be considered. The appeal will be placed before a Financial Aid Review Committee.

All awards are contingent on the availability of funds from Federal, State, and Institutional sources, and must necessarily be tentative in the event that Congress, the Illinois General Assembly or the Administration of the College terminates the funds. (Information about any of the financial programs or policies can be secured from the Financial Aid Office of St. Augustine College.)

Title IV Return Policy

St. Augustine College will return Title IV funds to the federal government, for students who withdraw officially from classes. This official withdrawal will be based on the date recorded by the Registrar's Office on the Student Withdrawal Form.



Requisitos Financieros

Tasas Académicas*

Tasas Académicas	Tasas
Crédito/hora por semestre	\$350.00
Tasa para el procesamiento de la forma SEVIS I-20 (no reembolsable)	50.00
Tasa por cheques sin fondo	35.00
Emisión de nueva tarjeta de identificación	5.00
Tasa por emisión de certificados de estudios (Primer certificado sin costo)	4.00
Tasa para reemplazo de diploma o certificado	75.00

*Los derechos de matrícula y tasas académicas están sujetos a variación sin previo aviso.

Pago de los derechos de matrícula y tasas académicas

Los derechos de matrícula y tasas académicas vencen y son pagaderos en su totalidad desde el momento en que se efectúe la matrícula de cualquier semestre. Los estudiantes no beneficiarios de ayuda económica pueden concertar un plan especial de pagos con la Oficina del Tesorero (*Bursar's Office*). En el momento de la matrícula, los estudiantes no beneficiarios de ayuda financiera efectuarán un pago mínimo del 25% de los derechos de matrícula y tasas académicas. El gozar de un plan especial de pagos no exime al estudiante de sus obligaciones de pago de todos los derechos y tasas académicas del semestre de la Universidad (pero todo ello condicionado a las normas sobre cese de estudios y de reembolso de pagos). Los derechos y tasas pueden pagarse por giro postal (*money order*), con tarjetas de crédito Visa o Master Card, al contado, o por cheque personal. En este último caso puede haber restricciones. Los préstamos estudiantiles están disponibles a través de la Oficina de Ayuda Financiera.

Reembolsos

Si el estudiante se retira de un curso antes de finalizar la segunda semana de clases, o recibe un retiro “no show (NW)” al final de la cuarta semana de clases, él/ella recibirá reembolso completo (100%) de los derechos de matrícula y tasas académicas. Si la institución cancela un curso y no puede ubicar al estudiante en otra clase apropiada, los derechos de matrícula y tasas académicas serán reembolsados. Para sesiones más cortas de un semestre los plazos de reembolso se ajustarán proporcionalmente.

Acuerdos con la Oficina del Tesorero (*Bursar's Office*)

Los estudiantes que posean planes de pago especiales los efectuarán según lo convenido y en la forma establecida en el acuerdo. El incumplimiento de estos pagos regulares afectará al buen crédito del estudiante con la Oficina del Tesorero. Los saldos impagados y la carencia de buen crédito ante la Oficina del Tesorero constituirán impedimento para la matriculación. Los estudiantes que hayan cumplido todo los requisitos que se exigen para la graduación o para la finalización de un programa de cursos, podrán obtener sus diplomas y/o certificados de estudios (en su caso) una vez que sea cero (\$0.00) el saldo pendiente con la Oficina del Tesorero

Ayuda Financiera

Todo estudiante que haya sido aceptado para cursar estudios en la Universidad San Agustín, que sea ciudadano de los Estados Unidos o residente permanente, tiene derecho a solicitar ayuda financiera. Aunque las leyes del estado determinan con toda claridad lo que debe considerarse “necesidad económica”, el personal de la Oficina de Ayuda Financiera (*Financial Aid Office*) prestará ayuda a los estudiantes para que puedan hacer frente a sus necesidades económicas.

Comisión de Ayuda al Estudiante del Estado de Illinois (*Illinois Student Assistance Commission*) (ISAC)

El Programa de Ayuda Económica de la Comisión de Ayuda del Estado de Illinois (*Illinois Student Assistance Commission Monetary Award Program*) (ISAC) está a disposición de todo estudiante que asista a una institución universitaria o universidad registradas en el estado de Illinois siempre que pueda probar su necesidad económica y goce de residencia en el estado de Illinois. Las solicitudes deben efectuarse por cada año académico que se intente cursar.

Subvención Federal Pell (The Federal Pell Grant)

Es un programa federal de ayuda para cualquier estudiante no graduado que demuestre su necesidad económica. El monto de la subvención varía de acuerdo con el grado de necesidad del estudiante. Las solicitudes deben presentarse cada año académico.

Ayuda Complementaria Federal para Oportunidades de Educación (Federal Supplemental Educational Opportunities Grant) (FSEOG)

Este programa federal se destina a todo estudiante no graduado que demuestre cada año escolar que se encuentra en situación de necesidad económica. La Administración Federal concede a las instituciones docentes de nivel post-secundario fondos con los cuales los consejeros de la Oficina de Ayuda Financiera otorgan subvenciones.

Programa Federal de Estudios y Trabajo (Federal College Work-Study Program)

La Universidad San Agustín participa en el Programa de Trabajo y Estudio (*College Work Study Program (CWS)*), un programa federal de ayuda económica que permite a las instituciones universitarias proporcionar trabajo a los estudiantes que tienen necesidad de financiar sus estudios universitarios. Para participar en el Programa de Trabajo y Estudio, el estudiante debe de calificar para la ayuda CWS como parte integrante de la oferta de ayuda económica de la Oficina de Ayuda Financiera.

Para mantener la elegibilidad de participar en el programa de Estudio-Trabajo, el estudiante deberá cumplir con los requisitos de la Oficina de Ayuda Financiera.

Becas Presidenciales

La Universidad concede estas ayudas a los estudiantes que prueben haber obtenido buenas calificaciones en sus programas de estudios académicos. La ayuda se otorga a principios del semestre y asciende al 50% de los derechos de matrícula y tasas académicas. Pueden solicitarla los estudiantes nuevos y los que prosiguen sus estudios en la Universidad.

Estudiantes Nuevos

Todo nuevo estudiante puede dirigirse a la Oficina de Ayuda Financiera y concertar con los Servicios de Evaluación (SACTS) su participación en el examen diseñado especialmente para ese propósito.

Estudiantes que prosiguen sus estudios

El estudiante debe cumplimentar una solicitud de ayuda institucional. El Director de Ayuda Financiera revisará los antecedentes académicos del estudiante y concederá la ayuda si existen fondos disponibles.

Ayudas SAC

Las ayudas SAC (St. Augustine College) son ayudas económicas limitadas que concede directamente esta Universidad. Estas cantidades se conceden (dentro de los límites de la disponibilidad de fondos) en función de sus necesidades económicas, a los estudiantes que progresen en sus estudios satisfactoriamente y que gocen de buen crédito en la Oficina del Tesorero.

Otras ayudas

A veces la Universidad San Agustín recibe subvenciones o donaciones con destino a programas específicos de índole académica o de formación profesional. Sobre estas becas puede obtenerse información del consejero de ayuda financiera o del asesor académico.

Ayudas a los Veteranos

Los veteranos que deseen recibir las ayudas previstas en el Programa de Enseñanza de la Administración de Veteranos (*Veteran Administration Education Program*) deben llenar la solicitud de este programa, que puede obtenerse en cualquier Oficina de Veteranos (*VA Office*) o en la Oficina de Reclutamiento de la Universidad de San Agustín (*Office of Recruitment*). Pueden obtenerse en la Oficina de Reclutamiento los criterios de elegibilidad y toda información relativa al procedimiento que deben seguirse en la solicitud.

Deben cumplirse las siguientes condiciones para tener derecho a, o para mantener la elegibilidad para la ayuda financiera:

1. Los estudiantes deben cumplir con los Niveles Académicos Satisfactorios y con las Normas de Progreso (*Satisfactory Academic Standards and Progress Policy*).
2. Deben comunicarse a la Oficina de Ayuda Financiera los cambios que se registren en los créditos/hora o en la situación marital o domicilio del beneficiario para revisar y, en su caso, reajustar las ayudas económicas;

3. Deben comunicarse a la Oficina de Ayuda Financiera los cambios inesperados en la situación financiera de la familia para revisar y en su caso, reajustar las ayudas;
4. Debe comunicarse inmediatamente a la Oficina de Ayuda Financiera toda ayuda exterior que reciban los solicitantes, que no figure en el documento de concesión de ayuda. La totalidad de la ayuda económica quizá deba reajustarse para que refleje la ayuda recientemente declarada;
5. Si el beneficiario no ha reembolsado un préstamo federal o no ha devuelto la ayuda federal que recibió pero que no merecía, debe notificárselo inmediatamente a la Oficina de Ayuda Financiera y se cancelarán las ayudas económicas.
6. Las ayudas económicas no se prorrogan automáticamente. Los estudiantes deben solicitarlas cada año cumplimentando las solicitudes de Ayuda Financiera.
7. De acuerdo con las disposiciones del Código Penal de los Estados Unidos, las declaraciones intencionadamente falsas o la inexactitud de cualquiera de las afirmaciones del solicitante, se sancionarán con multa que no excederá de \$10,000, o con prisión que no sobrepase los cinco años (5), o con ambas sanciones.

Si no se está de acuerdo con la ayuda financiera concedida, los beneficiarios pueden iniciar el siguiente proceso de apelación:

- A. Solicitar una entrevista personal con la Directora de Ayuda Financiera.
- B. Si no se queda satisfecho con el resultado de la entrevista, debe formular una declaración por escrito explicando los hechos incluyendo cualquier información pertinente que deba tomarse en cuenta. La apelación se llevará al Comité de Revisión de Ayuda Financiera (*Financial Aid Review Committee*)

Todas las ayudas económicas están condicionadas a la recepción de fondos que provengan de fuentes federales, estatales e institucionales, y necesariamente serán hipotéticas en el caso de que el Congreso, la Asamblea General de Illinois (*Illinois General Assembly*) o la Administración de la Universidad hayan agotado los fondos.

Política de Devolución de Fondos de Título IV

San Agustín devolverá los fondos de Título IV de cualquier estudiante que se dé oficialmente de baja de las clases. El retiro de las clases tendrá como base la fecha reportada en el formulario de retiro de clase.



Academic Requirements

Illinois Articulation Initiative

St. Augustine College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois transferable General Education Core Curriculum between participating institutions. Completion of the General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower division general education requirements for an associate or baccalaureate degree have been satisfied. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as first-time freshmen in summer 1998 (and thereafter). The following IAI codes identify qualifying general education courses:

- | | |
|--|---|
| <p>IAI C (Communications)
 IAI H (Humanities)
 IAI M (Mathematics)
 IAI S (Social/Behavioral Sciences)</p> | <p>IAI F (Fine Arts)
 IAI L (Life Sciences)
 IAI P (Physical Sciences)</p> |
|--|---|

See an academic advisor for additional information or read about the IAI on the internet
<http://www.iTransfer.org>

General Education Requirements

Associate of Arts Degrees and Bachelor of Social Work	
Communication:	ENG 160 Composition I ENG 162 Composition II ENG 165 Speech
Mathematics:	One course at the 200 level IAI approved.
Science and Health:	Two courses with one course selected from the life sciences and one course from the physical sciences and including at least one laboratory course.
Humanities and Fine Arts:	Three courses with at least one course selected from humanities and at least one course from the fine arts.
Behavioral and Social Sciences:	Three courses selected from at least two disciplines in this group; one of them must be US History.
TOTAL:	12 Courses
No more than two courses from any one discipline can be used to fulfill General Education Core Curriculum requirements.	

Associate of Applied Science Degree	
Communication:	ENG-160 Composition I ENG-162 Composition II
Mathematics:	MAT-200 or MAT 225 for Accounting and Business Management MAT-112 or higher (except for Early Childhood Education) MAT-110 or higher for Respiratory Therapy MAT-111 or higher for Secretarial Science
Science:	BIO-108 (applies only to Respiratory Therapy) BIO-102 (applies only to Early Childhood Education)
Humanities and Fine Arts:	One course
Social Sciences:	One course in US History (except for Early Childhood and Respiratory Therapy)

Associate of General Studies	
Communication:	ENG-160 Composition I ENG-162 Composition II ENG-165 Speech
Mathematics:	MAT-110 or higher
Science and Health:	Two courses with one course selected from the life sciences and one course from the physical sciences and including at least one laboratory course
Humanities and Fine Arts:	One course
Behavioral and Social Sciences:	Two courses selected from at least two disciplines in this group; one of them must be US History
No more than two courses from any one discipline can be used to fulfill General Education Core Curriculum requirements.	

Computer Literacy Requirement

In order to graduate with an Associate of Arts or Associate of Applied Sciences, or to receive an Early Childhood Education Teacher certificate (36 credit-hours), a student must demonstrate computer literacy. This requirement can be fulfilled by taking and passing one of the following courses: ADM 101, ADM 105, CIS 090, CIS 100, CIS 102, CIS 104, SWK 200 or by passing an exam on basic computer literacy skills. The computer literacy skills exam should show that the student is able to:

- a) Use word processing software to produce well-formatted written assignments.
- b) Use E-mail software to communicate with others, including ability to retrieve and send attachments.
- c) Search in the internet and World Wide Web to look for information in particular areas of study.
- d) Show the ability to use a personal computer to find, copy, move, delete, and print multiple format files.

For more detailed information, please speak with an academic advisor.

Academic Residency Requirements

The minimum requirements for academic residency are: 32 credit hours for Bachelor's degree; 12 credit hours for associate degrees and 36 hour for certificates; 8 credit hours for 12-hour certificates.

Requisitos Académicos

Plan de Integración de Illinois

La Universidad San Agustín participa en el Plan de Integración de Illinois, acuerdo de ámbito estatal que permite el traslado o transferencia (entre las universidades participantes de dicho acuerdo) de las calificaciones de haber completado el Plan Básico de Estudios de Enseñanza General. La terminación de este Plan Básico de Estudios de Enseñanza General, en cualquier centro universitario o universidad del estado de Illinois que sean partícipes del referido acuerdo, garantiza a los estudiantes que soliciten el traslado de su expediente académico, que se han cumplido los requisitos mínimos de enseñanza general básica necesarios para la obtención de un título universitario o título asociado. Ese acuerdo rige para aquellos estudiantes que entren en una institución docente que otorgue título universitario o título asociado como estudiantes de primer año en el verano de 1998 y períodos siguientes. Los siguientes símbolos de IAI identifican aquellos cursos de enseñanza general que cualifican:

IAI C (Comunicación)	IAI F (Bellas Artes)
IAI H (Humanidades)	IAI L (Ciencias de la Vida)
IAI M (Matemáticas)	IAI P (Ciencias Físicas)
IAI S (Ciencias Sociales y del Comportamiento Humano)	

Se ruega consultar a un consejero académico para obtener información adicional. Para mayor detalle sobre el IAI, conéctese con Internet en la siguiente dirección electrónica:

<http://www.iTransfer.org>

Requisitos de Educación General

Requisitos de Educación General para el Asociado en Artes y La Licenciatura en Asistencia Social.	
Comunicación:	ENG-160 Composición I ENG-162 Composición II ENG-165 Oratoria
Matemáticas:	Un curso a nivel de 200 aprobado por el IAI.
Ciencias:	Dos cursos, seleccionando uno de las ciencias biológicas y otro de las ciencias físicas y por lo menos uno con el componente de laboratorio.
Humanidades y Artes:	Tres cursos seleccionando por lo menos uno de las Humanidades y uno de las Artes.
Ciencias Sociales:	Tres cursos seleccionados de por lo menos dos disciplinas de este grupo; uno de los cursos debe ser Historia de los Estados Unidos
TOTAL: 12 cursos (No se pueden usar más de dos cursos de una disciplina para completar los requisitos de educación general.)	

Requisitos de Educación General para el grado Asociado en Ciencias Aplicadas	
Comunicación:	ENG-160 Composición I ENG-162 Composición II
Matemáticas:	MAT-200 or MAT 225 para Contabilidad y Gerencia de Empresas MAT-112 o más alto (excepto en Educación Preescolar) MAT-110 o más alto para Terapia Respiratoria MAT-111 o más alto para Ciencias Secretariales
Ciencias:	BIO-108 (aplica a Terapia Respiratoria) BIO-102 (aplica a Educación preescolar)
Humanidades y Artes:	Un curso
Ciencias Sociales:	Un curso en Historia de los Estados Unidos (excepto en Educación preescolar y Terapia Respiratoria.)

Requisitos de Educación General para el Asociado en Estudios Generales.	
Comunicación:	ENG 160 Composición I ENG 162 Composición II ENG 165 Oratoria
Matemáticas:	MAT-110 o más alto
Ciencias:	Dos cursos, seleccionando uno de las ciencias biológicas y otro de las ciencias físicas y por lo menos uno con el componente de laboratorio.
Humanidades y Artes:	Un curso
Ciencias Sociales:	Dos cursos seleccionados de por lo menos dos disciplinas de este grupo; uno de los cursos debe ser Historia de los Estados Unidos
(No se pueden usar más de dos cursos de una disciplina para completar los requisitos de educación general.)	

Requisitos de Conocimiento de Informática

Para graduarse con un Título de Asociado en Artes o en Ciencias Aplicadas, o para recibir un certificado de Maestro de Educación Preescolar (36 horas-crédito), los estudiantes deben demostrar conocimientos de Informática. Este requisito puede ser satisfecho ya sea pasando uno de los cursos siguientes: ADM 101, ADM 105, CIS 090, CIS 100, CIS 102, CIS 104, SWK 200 o aprobando un examen de habilidades básicas de informática.

El examen de habilidades básicas de informática deberá mostrar que el alumno sea capaz de:

- a) Utilizar un “procesador de palabras”, para hacer asignaciones escritas.
- b) Utilizar el correo electrónico para comunicarse con otros individuos, incluyendo la habilidad de recuperar y enviar anexos.
- c) Buscar en la Internet y en la red mundial (World Wide Web) para buscar información en áreas específicas de estudio.
- d) Demostrar saber utilizar una computadora personal para localizar, copiar, borrar, trasladar e imprimir archivos de diversos formatos.

Si necesita información adicional, por favor comuníquese con un consejero académico

Requisitos de Residencia Académica

Los mínimos requerimientos de residencia académica son los siguientes: 32 horas crédito para licenciatura; 12 horas crédito para asociados y certificados de 36 horas crédito; 8 horas crédito para certificados de 12 horas crédito

Academic Departments

Five departments support the academic programs at St. Augustine College. Each department is responsible for offering quality instruction leading to the successful completion of the program(s) of study chosen by the student.

Department of Social Work

Bachelor of Social Work (BSW)

Department of Math, Business, and CIS

Business Administration (AA)

Accounting (AAS)

Business Management (AAS)

Computer Information Systems (AAS)

Administrative Assistant (AAS)

Department of English

English as a Second Language Program

Academic English Program

Department of Behavioral and Social Sciences and Humanities

Early Childhood Education (AAS)

Department of Natural Sciences and Health

Respiratory Therapy (AAS)

Culinary Arts (AAS)

Departamentos Académicos

Los planes de estudios universitarios de la Universidad San Agustín se ofrecen a través de cinco departamentos. Cada departamento tiene obligación de impartir enseñanza de calidad que propicie que los estudiantes finalicen con éxito el plan de estudios elegido.

Departamento de Trabajo Social

Licenciado en Trabajo Social (BSW)

Departamento de Matemáticas, Negocios, y CIS

Administración de Empresas (AA)

Contabilidad (AAS)

Gerencia de Empresas (AAS)

Asistente Administrativo (AAS)

Sistemas de Información Computarizada (AAS)

Asistente Administrativo (AAS)

Departamento de Inglés

Inglés como segunda lengua

Inglés a nivel universitario

Departamento de Ciencias Sociales, del Comportamiento Humano y de Humanidades

Educación Infantil Preescolar (AAS)

Departamento de Ciencias Naturales y de la Salud

Terapia respiratoria (AAS)

Artes Culinarias (AAS)

Curricula Offered

Degree	Majors	Minimum Credit Hours Required	Concentration
Bachelor of Social Work		128	General
Associate of Arts (AA)	Business Administration	60	General
	Liberal Arts and Science	60-70	Interdisciplinary
			Psychology
			Social Service
			Child Development
			Addiction Counseling
			Spanish
			Computer Information Systems
Science			
Associate of Applied Science (AAS)	Accounting	60	General
	Administrative Assistant	60	Office Assistant Accounting Assistant
	Business Management	60	General
	Computer Information System	60-62	Applications Programmer
			Systems Support
	Culinary Arts	60	General
	Early Childhood Education	60	General
Respiratory Therapy	67	General	
Associate of General Studies (AGS)		60	
Certificate of Applied Science	Accounting	36	
	Administrative Assistant	36	
	CIS Applications Programmer	36	
	CIS Systems Support	36	
	Culinary Arts Basic	24	
	Culinary Arts Advanced	36	
	Early Childhood Education	36	
	Teacher Assistant of Early Childhood Education	12	
Program Completion	Addiction Counseling		
	• Basic	20	
	• Advanced	22	

Ofrecimientos de Currículo

A continuación esta la lista de títulos y certificados ofrecidos por la universidad San Agustín:

Título	Especialidad	Horas Crédito Requeridas	Concentración
Licenciado en Trabajo Social (BSW)		128	General
Asociado en Artes (AA)	Administración de Empresas	60	General
	Ciencias y Artes Liberales	60-70	Interdisciplinario
			Psicología
			Servicio Social
			Desarrollo del Niño
			Consejería de Adicción
			Español
Asociado en Ciencias Aplicadas (AAS)	Contabilidad	60	General
	Asistente Administrativo	60	Asistente de Oficina Asistente de Contabilidad
	Gerencia de Empresas	60	General
	Sist. de Información Computarizada	60-62	Programador de Aplicaciones Sistemas de Apoyo
	Artes Culinarias	60	General
	Educación Infantil Preescolar (AAS)	60	General
	Terapia Respiratoria	67	General
Asociado en Estudios Generales (AGS)		60	
Certificados en Ciencias Aplicadas	Contabilidad	36	
	Asistente Administrativo	36	
	Programador de Aplicaciones	36	
	Sistemas de Apoyo	36	
	Artes Culinarias Básico	24	
	Artes Culinarias Avanzado	36	
	Educación Preescolar	36	
	Ayudante de Maestro en Educación Preescolar	12	
Finalización de Programa	Consejero de Adicción		
	<ul style="list-style-type: none"> • Básico • Avanzado 	20 22	

Degrees and Certificates

Collegiate programs at St. Augustine College consist of a Bachelor of Social Work, associate degrees, and certificates. Three types of associate degrees are offered.

- Associate of Arts (AA)
- Associate of Applied Sciences (AAS)
- Associate of General Studies (AGS).

The Bachelor and Associate Degree Programs emphasize the following: The ability to think and write clearly; the ability to develop career skills and plans; the ability to acquire and apply information from core fields of knowledge, including the arts; and, a positive attitude towards self, learning, and understanding.

The Bachelor of Social Work enables participants to practice as social workers and pursue graduate studies. Employment opportunities for bilingual social workers are very high in the Chicago Metropolitan area. The curriculum combines academic and practical training with an emphasis on language proficiency, writing skills, and quality instruction.

The Associate of Arts degree offers a course of study leading to transfer to a four-year college or university. The requirements for the degree are typical for the freshman and sophomore year of a Bachelor of Arts program. St. Augustine College is committed to a comprehensive educational program that combines opportunities for intellectual and cultural growth. Approximately three-fourths of the required credits for graduation in the Associate of Arts degree are devoted to general education requirements.

The Associate of Applied Sciences degree emphasizes occupational and technical curricula. Students may pursue this degree in order to obtain training for more immediate positions in business or industry. The Associate of Applied Sciences degree also permits a student to continue his/her career preparation at senior educational institutions offering programs compatible with his/her work in the junior college. Students interested in pursuing this option should contact the Transfer Center or the Office of Admissions of the chosen four-year institution in order to obtain course transferability information.

The Associate of General Studies degree offers a flexible curriculum in order to satisfy individual education as well as career interests. The degree provides a general education core curriculum of 32 credit hours of carefully-chosen courses. In addition, the student may select at least 28 credit hours of courses of his/her interest, according to the study plan pursued.

Certificates of Applied Sciences lead to the mastery of specific occupational skills required as preparation for entry-level positions. Certificates are of various lengths. Those of 36 hours or more lead to graduation. Those of less than 36 hours lead to program completion.

Certificates of Completion are offered by the College in preparatory programs in order to obtain licenses or certifications from authorized entities.

Títulos y Certificados

Los programas de estudios a nivel universitario de la Universidad San Agustín consisten en una Licenciatura en Trabajo Social (Bachelor of Social Work), Títulos Asociados y Certificados. Se ofrecen tres clases de Títulos

- Asociado en Artes
- Asociado en Ciencias Aplicadas
- Asociado en Estudios Generales.

Los programas de licenciatura y Asociado hacen hincapié en: la capacidad de pensar y escribir con toda claridad; la capacidad de desarrollar técnicas para el desempeño de la carrera y proyectos; la capacidad de adquirir y aplicar información procedentes de campos básicos de conocimientos, incluyendo las artes y una actitud positiva hacia uno mismo, hacia el aprender y el comprender.

Licenciatura en Trabajo Social (*Bachelor of Social Work*) consiste en estudios encaminados a obtener las cualificaciones necesarias para trabajar como trabajador social así como el conseguir los fundamentos necesarios para proseguir estudios de pos-licenciatura. Los planes de estudios de este programa combinan la preparación académica y la capacitación práctica.

El título de Asociado en Artes consiste en estudios encaminados a la admisión en una institución universitaria con programas de cuatro años o más. Los requisitos para obtener este título son los habituales para los estudiantes de primero y segundo año de un programa de licenciado en artes. La Universidad San Agustín se compromete a un programa educacional global que combina oportunidades para el desarrollo intelectual y cultural. Aproximadamente las tres cuartas partes de los créditos que se precisan para graduarse con un Asociado en Artes se destinan a las exigencias de enseñanza general.

El título de Asociado en Ciencias Aplicadas hace hincapié en materias específicas que se basan en un plan de estudios de carácter técnico y de índole laboral. Los estudiantes pueden tomar este título para obtener la formación necesaria para conseguir puestos de trabajo de carácter inmediato en los negocios o en la industria. Este título faculta asimismo al estudiante a continuar la preparación de su carrera en centros docentes superiores pues le ofrece programas compatibles con sus estudios de tercer año universitario (*junior*). Los estudiantes interesados en escoger esta opción deben ponerse en contacto con el Centro de Transferencias ó la Oficina de Admisión de la institución elegida donde vayan a realizar los cuatro años de estudio para obtener información sobre la convalidación de estudios.

El título de Asociado en Estudios Generales ofrece un currículo flexible con el fin de satisfacer intereses educativos o de carrera individuales. El título provee una base de 32 horas crédito en cursos de educación general cuidadosamente escogidos. En adición el estudiante puede seleccionar un mínimo de 28 horas crédito de cursos de su interés, según el plan de estudio perseguido.

Certificados de Ciencias Aplicadas llevan al dominio de las técnicas específicas laborales que se requieren como formación para obtener puestos de trabajo a nivel de entrada. Los certificados son de diversa duración. Los de 36 o más horas habilitan para la obtención de un título. Los de menos de 36 horas capacitan para la terminación de un programa.

Certificados de Terminación se ofrecen por la Universidad en programas preparatorios con la mira de obtener licencias de organismos autorizados.

Bachelor Degree

The Bachelor Degree is the highest degree offered at St. Augustine College. The completion of the program requires 128 semester credit hours of course work and the fulfillment of all the academic requirements pertinent to the degree.

Bachelor of Social Work Degree (BSW)

The bachelor's degree in Social Work (BSW degree) is a four year degree preparing students for general social work practice. The Social Work program is accredited by the Council on Social Work Education (CSWE) which assures that the curriculum meets national standards for social work training.

Mission Statement of the BSW Program

The baccalaureate social work program educates graduates for entry level into generalist social work practice with diverse urban populations. It does this with particular attention to opportunities to improve social justice, well-being, and access to resources within communities of Hispanic descent. It aspires to fill cultural, educational, and socioeconomic gaps beginning with those in the multi-cultural and multi-linguistic neighborhoods of Chicago. (rev. 5-10)

Students who are majoring in social work have the option of completing the requirements of the addictions counseling program at the same time. And students studying for the addiction program can apply for the social work program after the pre-requisite general education courses and GED are completed.

Careers in Social Work

Students are encouraged to look at the following web link to find out more about what social workers do after getting a degree.

<http://www.naswdc.org/pubs/choices/choices.htm>

Admission to the BSW Program

Students must apply to the BSW program and be accepted by the faculty for study. The application should be done when the student has finished one of the pre-social work courses (SWK 200, SWK 305, or SWK 315). The admission requirements to the program are as follows:

1. Completion of an application form and signature stating they have received, understood, and will follow the SWK Code of Ethics as well as the Student Code of Conduct while at SAC.

Título de Licenciado en Trabajo Social (BSW)

El grado de licenciado en Trabajo Social (BSW degree) es un grado de cuatro años que prepara a los estudiantes para la práctica general del trabajo social. El programa de Trabajo Social está acreditado por el Concilio de Educación en Trabajo Social (Council on Social Work Education--CSWE) que asegura que el currículo cumple con las normas nacionales para el entrenamiento en trabajo social.

Declaración de la Misión del Programa de BSW

El programa de licenciado en trabajo social educa a los graduandos para trabajos a nivel de entrada en la práctica generalizada del trabajo social con diversas poblaciones urbanas. Realiza esto con atención particular a las oportunidades para mejorar la justicia social, bienestar y acceso a los recursos en las comunidades de ascendencia Hispana. Aspira a llenar los vacíos culturales, educativos y socioeconómicos comenzando con aquellos en barrios multi-culturales y multi-lingüísticos de Chicago. (rev. 5-10)

Los estudiantes con especialización en trabajo social tienen la opción de completar los requerimientos del programa en consejería de adicciones al mismo tiempo. Y los estudiantes que estudian para el programa en adicciones pueden aplicar para el programa de trabajo social después de completar los requisitos previos de cursos de educación general y el GED.

Carreras en Trabajo Social

Se alienta a los estudiantes a buscar en los siguientes enlaces Web para tener más información del trabajo realizado por los trabajadores sociales después de obtener su diploma.

<http://www.naswdc.org/pubs/choices/choices.htm>

Admisión al Programa de BSW

Los estudiantes deben aplicar al programa de BSW y ser aceptados por la facultad para estudiar. La aplicación debe realizarse cuando el estudiante haya terminado uno de los cursos de trabajo pre-social (SWK 200, SWK 305, o SWK 315). Los requisitos de admisión al programa son los siguientes:

2. Provision of two references that are completed on the Department's reference forms. References from relatives or peers will not be accepted.
3. Proof of a cumulative GPA of 2.75 (on 4.0 scale)
4. Completion of the general education course requirements for the AA-LAS with SOC 101 and MAT 225 included.
5. Completion of the department's "Readiness for Social Work Self-Assessment"
6. Completion of a writing sample that is submitted to the faculty for evaluation.
7. Faculty review of the student's application materials. Applications will undergo an informal rolling review process but will be more formally reviewed during November and April of each year. Students will be notified of their official admission to the program after that meeting.

**All students applying for courses should be aware that financial aid applications need to be submitted during Jan-March for study in the following Fall semester.

Graduation Requirements:

The last courses that students take are the two field instruction courses. Students will need to have 15 to 20 hours a week available to voluntarily work under MSW/BSW supervision in a social service agency at this point in the curriculum since this time is part of the field instruction courses. Students are required to earn a grade of at least "C" in each social work course for it to be counted toward a BSW degree. Students taking pre-social work courses for an AA-LAS degree with a concentration in social services are only required to pass the pre-social work courses with a "D" to graduate with an AA.

The social work program provides academic advising for all students in pre-social work and social work courses. Other students can make an appointment to see an advisor to discuss the program or the field of social work.

1. Completar un formulario de aplicación y firmarlo declarando que han recibido, comprendido y cumplirán con el Código Ético de SWK así como el Código de Conducta mientras están en SAC.
2. Proveer dos referencias que serán documentadas en los formularios de referencias del Departamento. Referencias de familiares o compañeros no serán aceptados.
3. Prueba de un GPA acumulativo de 2.75 (en una escala de 4.0)
4. Completar los requisitos de cursos de educación general para el AA-LAS con SOC 101 y MAT 225 incluidos.
5. Completar la "Auto-Evaluación de Preparación para el Trabajo Social" del departamento.
6. Completar una muestra de composición escrita que será sometida a la facultad para evaluación.
7. Revisión de los materiales de aplicación del estudiante por la facultad. Las aplicaciones se someterán a un proceso informal de revisión periódica pero serán revisados más formalmente durante Noviembre y Abril de cada año. Los estudiantes serán notificados de su admisión oficial al programa durante esa reunión.

**Todos los estudiantes que aplican para los cursos deben estar conscientes que las aplicaciones para la ayuda financiera tienen que ser entregadas durante Enero-Marzo para estudiar en el siguiente semestre de Otoño.

Requisitos para la Graduación:

Los últimos cursos que los estudiantes toman son los dos cursos de instrucción en el campo. En este momento del currículo, los estudiantes necesitan disponer de 15 a 20 horas semanales para trabajos voluntarios bajo la supervisión de un MSW/BSW ya que este tiempo es parte de los cursos de instrucción en el campo. Se requiere que los estudiantes logren por lo menos una nota de "C" en cada curso de trabajo social para que sea tomado en cuenta para el grado de BSW. A los estudiantes que están tomando cursos de trabajo pre-social para un grado de AA-LAS con una concentración en servicios sociales solamente se les exige pasar los cursos de trabajo pre-social con una "D" para graduarse con un AA.

El programa de trabajo social provee consejería académica para todos los estudiantes en los cursos de trabajo pre-social y trabajo social. Otros estudiantes pueden hacer una cita para ver a un consejero y discutir el programa o el área de trabajo social.

**Bachelor of Social Work
Academic Requirements**

Requirements	Credit Hours	Credit Hours
<u>General Education Requirements</u>	<u>48</u>	<u>Major Requirements</u>
ENG 160 Composition I	(4)	SWK 200 Introduction to Social
ENG 162 Composition II	(4)	Work
ENG 165 Speech	(4)	SWK 305 Ethics & Values in Social
MAT 200 or MAT 225	(4)	Work
BIO 102 Human Biology	(4)	SWK 315 Human Behavior &
CHM 115 or PHY 103	(4)	Social Environment I
HUM 204 or HUM 205	(4)	SWK 319 Human Behavior &
PHI or ENG 203	(4)	Social Environment II
SPA 222 Hispanic-American Lit.	(4)	SWK 335 Social Justice and Social
HIS 105, or HIS 104, or PSC 103	(4)	Action
PSY 101 General Psychology	(4)	SWK 345 Culturally Competent
SOC 101 Intro. to Sociology	(4)	Social Work
		SWK 355 Research & Practice
		Evaluation
		SWK 410 Social Work Practice I
		SWK 420 Social Work Practice II
		SWK 450 Field Instruction I
		SWK 460 Field Instruction II
		SWK 470 Integrative Seminar
		<u>Electives</u>
		<u>32</u>
		Total Credit Hours
		128



Associate Degree
Título de Asociado

The Associate Degree is an intermediate degree, requiring 60-70 semester credit hours to complete, according to the requirements of each specific major. The College offers the following associate degrees:

Associate of Arts (AA)
Associate of Applied Sciences (AAS)
Associate in General Studies (AGS)

Associate of Arts Degree (AA)
Título de Asociado en Artes (AA)

The Associate of Arts degree is designed to transfer earned credit hours to four-year institutions and to fulfill the course requirements for the first two years of a baccalaureate degree. The general education core of the Associate of Arts degree is comprised of 12 courses that meet the standards of the **Illinois Articulation Initiative (IAI)**, a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions. The College offers two Associate of Arts degrees.

El título de Asociado en Artes está diseñado para poder transferir los créditos a una universidad de cuatro años, y asimismo satisfacer los requisitos que se exigen para los dos primeros años del título de licenciado. Los conocimientos básicos de educación general del título Asociado en Artes incluyen doce cursos que cumplen las normas de la **Illinois Articulation Initiative (IAI)**, un acuerdo de ámbito estatal que permite el traslado entre las universidades participantes del Plan Básico de Estudios de Enseñanza General. La institución ofrece dos (2) Asociados en Artes.

Business Administration (AA)

Administración de Empresas (AA)

The Business Administration curriculum is intended for students who are interested in pursuing a baccalaureate degree in business administration or related fields at a four-year institution. **The general education core for this degree complies with guidelines of the Illinois Articulation Initiative (IAI).**

El plan de estudios de Administración de Empresas está diseñado para estudiantes que deseen transferir sus créditos a una universidad de cuatro años y estén interesados en obtener el título de licenciado en administración de empresas o en algún otro campo relacionado. **Los cursos de educación general del programa cumplen con las normas emitidas por la Illinois Articulation Initiative (IAI).**

Requirements	Credit Hours
General Education Requirements	
General Education Requirements	48
ENG 160 Composition I	(4)
ENG 162 Composition II	(4)
ENG 165 Speech	(4)
MAT 200 or MAT 225	(4)
BIO 102 Human Biology	(4)
CHM 115 or PHY 103	(4)
HUM 204 or HUM 205	(4)
PHI or ENG 203	(4)
SPA 222 The Hispanic-American Lit	(4)
HIS 105 or 104 or PSC 103	(4)
ECO 101 Princ of Macroeconomics	(4)
ECO 102 or Social Science IAI Course	(4)
Major Requirements	
Major Requirements	12
ACC 101 Principles of Accounting	(4)
ACC 161 Financial Accounting	(4)
BUS 110 Intro to Business	(4)
Total Credit Hours	60

Liberal Arts & Sciences (AA)**Ciencias y Artes Liberales (AA)**

The Liberal Arts and Sciences curriculum includes courses in the foundations of psychology, history, social service, appreciation of arts, literature and Spanish, enabling students to transfer to a four-year institution and pursue a baccalaureate degree in liberal arts. The student can choose any one of the eight (8) options available within the degree in order to satisfy individual career interests. **The general education core for this degree complies with guidelines of the Illinois Articulation Initiative (IAI).**

El currículo de Artes Liberales incluye cursos básicos de psicología, historia, servicio social, apreciación de artes, literatura y español permitiéndoles a los estudiantes transferirse a una institución de cuatro años y continuar una licenciatura (bachelor degree). Los estudiantes pueden elegir cualquiera de las ocho opciones disponibles en el programa para sus intereses individuales. **Los cursos de educación general del programa cumplen con las normas emitidas por la Illinois Articulation Initiative (IAI).**

Requirements	Credit Hours
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<u>General Education Requirements</u>		48
ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
ENG 165	Speech	(4)
MAT 200 or	MAT 225	(4)
BIO 102	Human Biology	(4)
CHM 115 or	PHY 103	(4)
HUM 204 or	HUM 205	(4)
PHI or	ENG 203	(4)
SPA 222	The Hispanic-American Lit	(4)
HIS 105 or	104 or PSC 103	(4)
PSY 101	General Psychology	(4)
PSY 210	or SOC 101*	(4)

*Recommended for the Social Service Concentration.

*Se recomienda para la concentración de social service.

Concentration Requirements Credit Hours

Concentration #1: **12-20**
 Interdisciplinary, Three courses** (12)

Concentration # 2: Psychology
 Any three Psychology (4)
 courses at 200 level (4)
 (4)

Concentration # 3: Social Service
 SWK 200 Intro to Social Work (4)
 SWK 305 Ethics & Values in (4)
 Social Work
 SWK 315 Human Behavior and (4)
 Social Environment I

Concentration # 4: Child Development
 ECE 101 Intro to Early Childhood (4)
 ECE 221 The Exceptional Child (4)
 ECE 225 Lang. Acquisition & Arts (4)

Concentration # 5: Addiction Counseling
 ADC 252 Etiology of Subs. Abuse (4)
 ADC 255 Signs & Symptoms (4)
 ADC 260 Treatment Plan (4)
 ADC 262 Indiv. Group Family Therapy (4)
 ADC 265 Addiction Counseling Pract. (4)
 ADC 280 Adv. Practicum in Addiction (2)
 Recovery.***

Concentration # 6: Spanish
 SPA 201 Grammar & Comp (4)
 SPA 202 Advanced Comp (4)
 SPA 250 Hispanic American Literature (4)

Concentration # 7: Computer. Info.Systems
 CIS 110 Intro. Object Oriented Prog /or
 CIS 130 Microcomp. Hardware System (4)
 Any two CIS 200 Level Courses (8)

Concentration # 8: Science
 BIO 110 Biology of Organisms (4)
 CHM 211 General Chemistry (4)
 BIO 108, 120, MAT 160 (4)

Total Credit Hours/Courses **60-70**

****Courses below ENG 160 and below MAT 160 do not count for this concentration.**

***This is an optional course

Associate of Applied Science (AAS)
Título de Asociado en Ciencias Aplicadas

The Associate of Applied Science is designed to prepare students for employment in their chosen field of interest. Many four-year institutions will accept courses from these degrees toward fulfillment of specific degree requirements. However, while the associate of applied science degree is not designed for students who plan to transfer to a four-year institution, some programs will transfer in whole or in part toward the requirements for a bachelor degree.

El título de Asociado en Ciencias Aplicadas está diseñado para formar a los estudiantes con el fin de conseguir empleo en las especialidades de su interés. Aunque el título de asociado en ciencias aplicadas no ha sido diseñado para estudiantes que desean transferirse a alguna institución de cuatro años de educación superior, algunos programas se pueden transferir en todo o en parte a efectos de cumplir con los requisitos de un programa de un título de licenciado.

Accounting (AAS)	Contabilidad (AAS)
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The Accounting curriculum includes the study of accounting theory and practice, of sole proprietorship, partnership and corporate accounting procedures, managerial accounting, income tax procedures and the application of data processing to accounting problems.

El plan de estudios de Contabilidad incluye el estudio de la teoría y práctica de la contabilidad, procedimientos contables para pequeñas empresas y corporaciones, contabilidad administrativa, procedimientos de impuestos sobre los ingresos, y aplicación del procesamiento de datos a los problemas de contabilidad.



Requirements **Credit Hours**

General Education Requirements **20**

- ENG 160 Composition I (4)
- ENG 162 Composition II (4)
- MAT 200 or MAT 225 (4)
- SPA 222 The Hispanic-American Lit (4)
- HIS 105 or 104 or PSC 103 (4)

Major Requirements **28**

- ACC 101 Principles of Accounting (4)
- ACC 161 Financial Accounting (4)
- ACC 162 Managerial Accounting (4)
- ACC 260 Tax Accounting (4)
- BUS 110 Introduction to Business (4)
- ADM 250 Business Communications (4)
- ECO 101 Principles of Macroeconomics (4)

Recommended Electives **12**

- ECO 102 Principles of Microeconomics (4)
- BUS 280 Legal Environment of Business (4)
- CIS 270 Management Information Systems (4)

Total Credit Hours **60**

Administrative Assistant (AAS)

The Administrative Assistant curriculum prepares students to enter into the workforce as professional office workers in a variety of areas in the corporate world. The program has two concentrations: Office Assistant and Accounting Assistant.

The Office Assistant concentration prepares students to work in the office of the 21st Century where skills in the knowledge and use of computers are essential. Students will learn to use Microsoft Office Suite, desktop publishing, web design, databases, business communications and office procedures.

The Accounting Assistant concentration prepares students to learn in a more traditional way various areas of the business world, such as Microsoft Word, PowerPoint and Excel, business communications, Office procedures, principles of business and basic accounting skills.

The program can lead to the Microsoft Certified Application Specialists (MCAS) certification almost mandatory in today's job market.

El programa de Asistente Administrativo prepara al estudiante para trabajar como asistente administrativo en una variedad de áreas del mundo empresarial. El programa ofrece dos concentraciones: Asistente de Oficina y Asistente de Contabilidad.

En la concentración de Asistente de Oficina, el programa prepara a los estudiantes para trabajar en la oficina del siglo 21st, donde el conocimiento y uso de computadoras es esencial. Los estudiantes aprenden aplicaciones de Microsoft Office Suite, diseño de páginas de web, base de datos, comunicación e introducción a negocios, y procedimientos de oficina.

La concentración de Asistente de Contabilidad ofrece un conocimiento más tradicional, donde además de aprender a utilizar Microsoft Word, Excel y Powerpoint, aprenden también relaciones interprofesionales, comunicación e introducción a negocios, procedimientos de oficina y principios de contabilidad.

Asistente Administrativo (AAS)

El programa prepara a los estudiantes a pasar la certificación de Microsoft Certified Application Specialist (MCAS) tan apreciada en el mundo del trabajo.

Requirements	Credit Hours
<u>General Education Requirements</u>	20
ENG 160 Composition I	(4)
ENG 162 Composition II	(4)
MAT 111 Business Mathematics	(4)
SPA 222 The Hispanic-American Literature	(4)
HIS 104 or 105 or PSC 103	(4)
<u>Major Requirements</u>	20
ADM 101 Comprehensive Word Processing	(4)
ADM 105 Integrated Office Applications	(4)
ADM 210 Desktop Publishing & Web Design	(4)
ADM 230 Office Procedures	(4)
ADM 250 Business Communications	(4)
<u>Concentration Requirements-Office Assistant</u>	12
CIS 105 Microcomputer Applications	(4)
CIS 106 Database Applications	(4)
Any 200 Level CIS Course	(4)
<u>Concentration Requirements-Accounting Assistant</u>	12
ACC 101 Principles of Accounting	(4)
ACC 161 Financial Accounting	(4)
BUS 110 Introduction to Business	(4)
<u>Recommended Electives</u>	8
Two courses of the following:	
ACC 162 Managerial Accounting	(4)
ECO 101 Principles of Macroeconomics	(4)
ENG 165 Speech	(4)
Total Credit Hours	60

Business Management (AAS)**Gerencia de Empresas (AAS)**

The Business Management curriculum includes the study of basic business and economic theory. The program can lead to management positions such as assistant, trainee, or supervisor in manufacturing, industrial, and merchandising firms, or in government organizations.

El plan de estudios de Gerencia de Empresas comprende cursos sobre conceptos básicos de negocios y de economía. El programa habilita para ocupar puestos de gerencia, tales como ayudante, aprendiz, o supervisor en empresas manufactureras, industriales y comerciales, o en organismos gubernamentales.

Requirements **Credit Hours****General Education Requirements** **20**

ENG 160 Composition I	(4)
ENG 162 Composition II	(4)
MAT 200 or MAT 225	(4)
SPA 222 The Hispanic-American Lit	(4)
HIS 104 or HIS 105 or PSC 103	(4)

Major Requirements **32**

ACC 101 Principles of Accounting	(4)
ACC 161 Financial Accounting	(4)
ACC 162 Managerial Accounting	(4)
BUS 110 Introduction to BUS	(4)
ECO 101 Principles of Macroeconomics	(4)
ECO 102 Principles of Microeconomics	(4)
BUS 280 Legal Environment of Business	(4)
CIS 270 Management Information Systems	(4)

Recommended Electives **8**

Two courses of the following:

ADM 250 Business Communications	(4)
ACC 260 Tax Accounting	(4)
BUS 220 Principles of Management	(4)

Total Credit Hours/Courses **60**



The Associate of Applied Science (AAS) in CIS prepares students to enter the computer information systems field and related areas. The program provides the basic skills in the fundamentals of computer information systems, computer programming, database, operating systems, network, analysis and managing of information systems.

The program has two concentrations:

- I. Applications Programmer and
- II. Systems Support

The students who complete the program are prepared to obtain an entry-level position as an application programmer, microcomputer specialist, web developer, and systems analyst. In addition, the program prepares students to continue their education and obtain a baccalaureate degree in computer science in a four-year institution.

El Título de Asociado en Ciencias Aplicadas (AAS) en Sistemas de Información prepara a los estudiantes para entrar en el campo de los sistemas de información por computadora y áreas relacionadas. El programa introduce los principios y fundamentos de sistemas de información, programación, base de datos, sistemas operativos, redes, y análisis y gestión de sistemas.

El programa tiene dos posibles concentraciones:

- I. Programador de Aplicaciones
- II. Sistemas de Apoyo

Estudiantes que terminan el programa están preparados para ocupar puestos de trabajo de programador de aplicaciones, especialista de microcomputadoras, diseñador de páginas Web, y analista de sistemas. El programa también prepara a los estudiantes para continuar su educación y obtener el grado de Licenciado en Ciencias de computación en un Universidad de cuatro años.

Requirements **Credit Hours**

General Education Requirements **20**

ENG 160 Composition I	(4)
ENG 162 Composition II	(4)
MAT 112 Intermediate Algebra	(4)
SPA 222 The Hispanic-American Lit	(4)
HIS 104 or 105 or PSC 103	(4)

Major Requirements **12-14**

CIS 104 Fundamentals of CIS. [Optional]	(2)
CIS 110 Intro. Object Oriented Prog.	(4)
CIS 270 Managing Information Systems/or	
CIS 280 Introduction to Systems Analysis	(4)
CIS 290 Database Management Concepts	(4)

Concentration Requirements

Option I: Application Programmer **16**

CIS 210 Object Oriented Programming II	(4)
CIS 212 Visual Basic Programming	(4)
CIS 250 Web Design and Programming	(4)
CIS 255 Server-Side Web Development	(4)

Option II: Systems Support **16**

CIS 130 Microcomputer Hardware System	(4)
CIS 216 Operating Systems	(4)
CIS 217 Network Concepts	(4)
CIS 227 Advanced Network Concepts	(4)

Recommended Electives **12**

Any CIS 200 Level Course	(4)
MAT 160 or MAT 225	(4)
BUS 110 Introduction to Business	(4)

Total Credit Hours **60- 62**



Culinary Arts (AAS)

The Culinary Arts curriculum is designed to give the students the expertise necessary to enter the food-service industry in mid-level positions. Students who successfully complete this program are qualified for employment in hotels, restaurants, hospitals, snack bars, retirement homes, and other places. Graduates can fulfill positions such as line cooks, first cooks, or sub-chefs.

This is a 60-credit-hour curriculum. From this total, 16 credit hours are for general education, 4 credit-hour for support courses and 44 credit hours are for specialization courses. It includes theory and practice. Students, who complete the curriculum of Culinary Arts favorably, receive an Associate of Applied Science in Culinary Arts.

While you progress on your Associate of Applied Science in Culinary Arts, we are able to issue a certificate of Completion for Basic or Advance Culinary Arts. If these certificates are helpful to your career goals, please speak to your advisor. He or she will be able to adjust the sequence of the courses in your degree plan so that you will complete the first certificate in two semesters and the second certificate after three semesters.

Student must show proof of sanitation certificate in order to graduate.

El plan de estudios de Artes Culinarias está diseñado para proporcionar a los estudiantes la teoría y práctica necesaria para ingresar a trabajar en la industria gastronómica en posiciones intermedias. Los estudiantes que terminan este programa están capacitados para emplearse en hoteles, restaurantes, hospitales, cafeterías, y casas de retiro, entre otros lugares. Los graduados pueden desempeñarse como cocineros profesionales, asistentes de Chef o sub-Chef.

El Plan de estudios comprende 60 horas crédito; 16 horas crédito son para la educación general, 4 horas de cursos de apoyo y 44 horas crédito son para la

Artes Culinarias (AAS)

especialización requerida. Los estudiantes que terminan sus estudios con éxito reciben el título de Asociado en Ciencias Aplicadas (AAS) con concentración en Artes Culinarias.

Requirements Credit Hours

General Education Requirements **16**

ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
HIS 104 or HIS 105 or PSC 101		(4)
PSY 101	General Psychology	(4)

Support Course Requirements **4**

CUL 109	Cooking Terminology	(2)
SAN 025	Sanitation Certification	(0)
MAT 109	Mathematics for Cooks	(2)

Major Requirements **40**

BUS 110	Introduction to Business	(4)
CUL 100	Food Service & Hospitality	(2)
CUL 101	Introduction to Culinary Arts	(4)
CUL 103	Nutrition	(2)
CUL 104	Intro. to Garde Manger	(2)
CUL 105	Baking and Pastry I	(4)
CUL 106	Princ. & Production of Stocks, Soups, & Sauces	(2)
CUL 108	Fish, Shellfish, & Poultry I	(2)
CUL 118	Fish, Shellfish, & Poultry II	(2)
CUL 120	Baking and Pastry II	(4)
CUL 201	Culinary Principles & Meats	(4)
CUL 221	Garde Manger	(4)
CUL 231	Adv. Culinary Skills or	
CUL 232	Externship & Internship Rotation	(2)
CUL 240	Latin American Cuisine	(2)

Total Credit Hour 60



Early Childhood Education (AAS)

Educación Infantil Preescolar (AAS)

The Early Childhood Education curriculum is designed to provide students with the skills and knowledge required to work in a variety of facilities for young children as a teacher or director, recreational counselor for early childhood centers, or teacher assistant for children at risk.

El plan de estudios de Educación Preescolar está diseñado para proporcionar a los estudiantes la capacitación y formación requeridas para trabajar en una diversidad de centros en el cuidado de niños pequeños, como maestro o director, asesor de actividades de recreo y juego para centros preescolares, o de ayudante de maestro para niños con problemas.



Requirements Credit Hours

General Education Requirements **20**

ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
BIO 102	Intro to Human Biology	(4)
PSY 101	General Psychology	(4)
PSY 210	Child Psychology	(4)

Major Requirements **36**

ECE 101	Introduction to Early Childhood Education	(4)
ECE 212	Art and Music Activities	(4)
ECE 221	The Exceptional Child	(4)
ECE 225	Language Acquisition & Arts	(4)
ECE 226	Observation & Guidance for the Young Child	(4)
ECE 228	Child, Family & Community	(4)
ECE 232	Early Child. Practicum	(4)

and two of the following courses:

ECE 210*	Math & Science Activities	(4)
ECE 215	Infant, Toddlers, & Caregivers	(4)
ECE 218	Infant, Toddlers Development & Curriculum	(4)
ECE 220*	Health & Nutrition	(4)
ECE 224	Principles and Practices of Early Childhood Education	(4)

Other Requirements **8**

MAT 101	Elementary Math. or higher level	(4)
ADM 101	Comprehensive Word Processing	(4)

Total Credit Hours **64**

* **Note:** Department recommended courses

Respiratory Therapy (AAS)**Terapia Respiratoria (AAS)**

The Respiratory Therapy Program curriculum is designed to train respiratory therapy therapists. The program will prepare students to meet the qualifications for the National Board for Respiratory Care exam. Students will be eligible to apply for the certification examination for entry-level Respiratory Therapists (CRT) examination. Students will be prepared to work in a hospital setting and at other skilled nursing facilities as qualified therapists in the treatment of patients with respiratory or cardiac problems. **This program has additional requirements to the College's policy of Satisfactory Academic Standards. A copy of the additional requirements can be obtained from the department of Natural Sciences and Health.**

El plan de Estudios de Terapia Respiratoria está encaminado a la formación de terapistas en terapia respiratoria. El programa prepara a los estudiantes para satisfacer los requisitos conducentes a la obtención de la certificación que expide la Junta Nacional del Cuidado Respiratorio, National Board for Respiratory Care, tras superar el examen nacional. Los estudiantes al graduarse pueden aplicar para el examen de CRT (Terapeuta Respiratorio Certificado) de nivel primario. A los estudiantes se les forma para trabajar en centros hospitalarios y otros centros de atención médica como terapeutas cualificados en el tratamiento de pacientes con afecciones respiratorias o cardíacas. **Este programa posee requerimientos adicionales respecto a las normas del Nivel Satisfactorio Académico y Progreso de la institución. Una copia de estos requerimientos adicionales puede ser obtenida en el departamento de Ciencias Naturales y Salud.**

Requirements	Credit Hours
<u>General Education Requirements</u> 12	
ENG 160 Composition I	(4)
ENG 162 Composition II	(4)
PSY 101 General Psychology	(4)
<u>Support Course Requirements</u> 26	
AHP 110 Applied Physics in RES	(3)
AHP 113 RES Care Pharmacology	(3)
BIO 108 Anatomy & Physiology I	(4)
BIO 208 Cardio-Pulmonary Anatomy & Physiology	(4)
BIO 120 Intro to Microbiology	(4)
CHM 115 Basic Chemistry	(4)
MAT 110 Math for Health Careers	(4)
<u>Major Requirements</u> 29	
RES 100 Funds. of Resp. Care	(2)
RES 120 Resp. Care Procedures I	(2)
RES 129 Clinical Practicum I	(1)
RES 201 Resp. Care Pathology	(2)
RES 204 Preparation of N.B.R.C.	(4)
RES 210 Funds. of Mech. Ventilation	(2)
RES 220 Resp. Care Procedures II	(2)
RES 230 Neonatal & Pediatric Resp.	(2)
RES 239 Clinical Practicum II	(1)
RES 240 Resp. Care Procedures III	(2)
RES 249 Clinical Practicum III	(3)
RES 259 Clinical Practicum IV	(2)
RES 269 Clinical Internship I	(2)
RES 279 Clinical Internship II	(2)
Total Credit Hours	67



Associate in General Studies (AGS)

Asociado en Estudios Generales (AGS)

The Associate of General Studies (AGS) curriculum includes general education courses and elective courses. The degree is intended for students pursuing educational goals which may not be met by the other associate degree programs. The student can choose among 28 credit hours of coursework in order to satisfy individual career interests.

El currículo del Asociado en Estudios Generales (AGS) incluye cursos en educación general y cursos electivos. Este plan de estudios está diseñado para estudiantes interesados en un programa de contenido diferente a los otros programas ofrecidos. El estudiante puede escoger 28 horas crédito de su predilección a fin de satisfacer intereses de estudios individuales.

Requirements	Credit Hours
<u>General Education Requirements</u>	<u>32</u>
ENG 160 Composition I	(4)
ENG 162 Composition II	(4)
ENG 165 Speech	(4)
MAT 110 or higher	(4)
BIO 102 or CHM 115 or PHY 103	(4)
SPA 222 The Hispanic-American Literature	(4)
HIS 104, 105 or PSC 103	(4)
PSY 101 General Psychology	(4)
<u>Concentration and Electives</u>	<u>28</u>
Total Credit Hours	60



Certificates of Applied Science Certificados de Ciencias Aplicadas

The Certificates of Applied Sciences programs at St. Augustine College enable students with advanced English skills to acquire occupational competency in a shorter timeframe than the Associate of Applied Sciences degree programs.

El programa de Certificados en Ciencias Aplicadas en la Universidad de San Agustín habilita a los estudiantes con conocimientos avanzados del inglés para conseguir formación profesional en un periodo más corto que los estudios de título asociado de Ciencias Aplicadas.

Accounting (CAS)	Contabilidad (CAS)
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The Accounting Certificate includes the study of accounting theory and practice, sole proprietorship, partnership and corporation accounting procedures, income tax preparation, and the application of data processing to accounting problems.

El programa de Certificado en Contabilidad incluye el estudio de la teoría y práctica de la contabilidad, preparación de impuestos sobre la renta y aplicación del proceso de datos a los problemas contables.

Requirements	Credit Hours
<u>General Education Requirements</u>	8
ENG 160 Composition I	(4)
MAT 111 Business Mathematics or higher	(4)
<u>Concentration Requirements</u>	20
ACC 101 Principles of Accounting	(4)
ACC 161 Financial Accounting	(4)
ACC 162 Managerial Accounting	(4)
ACC 260 Tax Accounting	(4)
BUS 110 Intro to Business	(4)
<u>Electives</u>	8
Total Credit Hours	36

Administrative Assistant (CAS)	Asistente Administrativo (CAS)
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The Administrative Assistant Certificate Program is designed to prepare students for administrative assistant and any other office positions in the public and private sectors.

El programa de Asistente Administrativo está diseñado para preparar a los estudiantes para obtener puestos de trabajo de asistente administrativo u otras posiciones administrativas en los sectores público y privado.

Requirements	Credit Hours
<u>General Education Requirements</u>	8
ENG 160 Composition I	(4)
MAT 111 Business Mathematics	(4)
<u>Concentration Requirements</u>	20
ADM 101 Comprehensive Word Processing	(4)
ADM 105 Integrated Office Applications	(4)
ADM 210 Desktop Publishing & Web Design	(4)
ADM 230 Office Procedures	(4)
ADM 250 Business Communication	(4)
<u>Electives</u>	8
Total Credit Hours	36

CIS Application Programmer Certificate

The Computer Information Systems Certificate (AP) program provides a general background in computer information systems, and solid background in application programming. This program offers unique opportunity for students to gain computer programming skills. Computer Literacy is a prerequisite for this certificate.

El Certificado en Sistemas de Información por computadora proporciona los principios básicos de sistemas de información por computadora y los fundamentos sólidos de programación de aplicaciones. El programa ofrece una oportunidad única a estudiantes que buscan una carrera como programador de aplicaciones. El prerequisite para este certificado es Computer Literacy.

Requirements	Credit Hours
<u>General Education</u>	8
ENG 160 Composition I	(4)
MAT 112 Intermediate Algebra or higher	(4)
<u>Concentration Requirements</u>	20
CIS 110 Intro. Object Oriented Prog.	(4)
CIS 210 Object Oriented Programming II	(4)
CIS 290 Database Management Concepts	(4)
CIS 250 Web Design and Programming	(4)
CIS 255 Server-Side Web Development	(4)
<u>Electives</u>	8
The department strongly recommends taking one or more courses from the CIS program.	
Total Credit Hours	36

CIS Systems Support Certificate

The Computer Information Systems Certificate (SP) program provides a general background in computer information systems, and solid back ground on supporting information systems. This program offers a unique opportunity for students seeking a career as a microcomputer or technical support specialist. Computer Literacy is a prerequisite for this certificate.

El Certificado en Sistemas de Información por computadoras proporciona los principios generales de sistemas de información, y los fundamentos en mantenimiento de sistemas de información. El programa ofrece una oportunidad única a estudiantes que buscan una carrera como especialista es soporte técnico de sistemas. El prerequisite para este certificado es Computer Literacy.

Requirements	Credit Hours
<u>General Education</u>	8
ENG 160 Composition I	(4)
MAT 112 Intermediate Algebra or higher	(4)
<u>Concentration Requirements</u>	20
CIS 110 Intro. Object Oriented Programming	(4)
CIS 130 Microcomputer Hardware Systems	(4)
CIS 216 Operating Systems	(4)
CIS 217 Network Concepts	(4)
CIS 227 Advanced Network Concepts	(4)
<u>Electives</u>	8
The department strongly recommends taking one or more courses from the CIS program.	
Total Credit Hours	36



Culinary Arts Basic (24 cr.)**Artes Culinarias Básico (24 cr.)**

This program prepares students to identify the basic cooking methods and techniques, operate small and large cooking equipment, make basic recipe conversions, apply the basic techniques involve with vegetables, sauces, stocks, and soup preparation.

Este programa prepara a los estudiantes a identificar los métodos y técnicas básicas de cocina, operar equipos de cocina grandes y pequeños, hacer conversiones de recetas básicas, aplicar las técnicas básicas que usadas en vegetales, salsas, caldos, y preparación.

Requirements	Credit Hours
<u>Support Course Requirements</u>	
CUL 109 Cooking Terminology	(2)
SAN 025 Sanitation Certification	(0)
MAT 109 Mathematics for Cooks	(2)
CIS 109 Computers for Cooks	(2)
<u>Major Requirements</u>	
CUL 100 Food Service & Hospitality	(2)
CUL 101 Introduction to Culinary Arts	(4)
CUL 103 Nutrition	(2)
CUL 104 Intro. to Garde Manger	(2)
CUL 105 Baking and Pastry I	(4)
CUL 106 Princ. & Production of Stocks, Soups, & Sauces	(2)
CUL 108 Fish, Shellfish, & Poultry I	(2)
Total Credit Hour	24

Culinary Arts Advanced (36 cr.)**Artes Culinarias Avanzado (36 cr.)**

This program develops the students' skills to recognize and define advanced cooking techniques, flavors, and ingredients. Students will be able to perform the basic and advanced skills to become successful cooks.

Students must pass English 109-121 in order to obtain the certificate.

Este programa desarrolla las habilidades en los estudiantes de reconocer y definir técnicas avanzadas de cocina, sabores, e ingredientes. Los estudiantes serán capaces de implementar habilidades básicas y avanzadas para llegar a ser unos cocineros exitosos. **Los estudiantes necesitan haber aprobado el Inglés 109-121 para obtener este certificado.**

Requirements	Credit Hours
<u>Support Course Requirements</u>	
CUL 109 Cooking Terminology	(2)
SAN 025 Sanitation Certification	(0)
MAT 109 Mathematics for Cooks	(2)
CIS 109 Computers for Cooks	(2)
<u>Major Requirements</u>	
CUL 100 Food Service & Hospitality	(2)
CUL 101 Introduction to Culinary Arts	(4)
CUL 103 Nutrition	(2)
CUL 104 Intro. to Garde Manger	(2)
CUL 105 Baking and Pastry I	(4)
CUL 106 Princ. & Production of Stocks, Soups, & Sauces	(2)
CUL 108 Fish, Shellfish, & Poultry I	(2)
CUL 201 Culinary Principles & Meats	(4)
CUL 221 Garde Manger	(4)
CUL 231 Adv. Culinary Skills or	
CUL 232 Externship & Internship Rotation	(2)
CUL 240 Latin American Cuisine	(2)
Total Credit Hour	36

Early Childhood Education (36 cr.)**Educación Preescolar (36 cr.)**

This program meets the minimal requirements established by the Illinois Department of Children and Family Services for an early childhood education teacher who has or will have one year's experience in a licensed center.

El programa de este Certificado cumple los requisitos mínimos establecidos por el Departamento Estatal de Servicios para niños y Familias (*Illinois Department of Children and Family Services*) que estipula que un maestro de esta especialidad debe poseer un año de experiencia en un centro aprobado oficialmente.

Requirements	Credit Hours
<u>General Education Requirements</u> (12)	
ENG 160 Composition I	(4)
PSY 101 General Psychology	(4)
PSY 210 Child Psychology	(4)
<u>Concentration Requirements</u> (24)	
ECE 101 Introduction to Early Childhood Education	(4)
ECE 210 Math and Science Activities for the Young Child	(4)
ECE 212 Art & Music Activities	(4)
ECE 220 Health, Nutrition and Safety for the Young Child	(4)
ECE 221 Exceptional Child or ECE 224	(4)
ECE 225 Language Acquisition	(4)
Total Credit Hours	36

Teacher Assistant of Early Childhood Education (12 cr.)**Ayudante de Maestro en Educación Preescolar (12 cr.)**

Students complete course work to prepare themselves for working as an assistant teacher in a Head Start or preschool program. **Students must pass English 108 in order to obtain the certificate.**

Los estudiantes reciben cursos que los preparan para trabajar como asistente de maestro/a en programas de "Head Start" o centros preescolares. **Los estudiantes necesitan haber aprobado el Inglés 108 para obtener este certificado.**

Requirements	Credit Hours
<u>Concentration Requirements</u> 12	
ECE 101 Introduction to Child Dev.	(4)
ECE 210 Math and Science or	
ECE 212 Art and Music	(4)
ECE 220 Health, Nutrition and Safety for the Young Child	(4)
Total Credit Hours	12



Certificate of Completion Certificado de Haber Finalizado los Estudios

Addiction Counseling

This certificate program is accredited by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc., (IAODAPCA). The school offers two certificates that students may use to meet classroom and practicum learning requirements before they sit for the state CADC (Certified Alcohol and Drug Certificate) test. The CADC exam is offered at the end of the program by IAODAPCA and the student is responsible for meeting their requirements to obtain the CADC. In addition to a passing score on the CADC exam, IAODAPCA also has required addictions work hours that must be met before the CADC certificate is granted. The two certificates offered at SAC are: 1) a preparatory certificate in addictions counseling, and 2) an advanced certificate in addictions counseling. Each certificate program has different requirements.

The addictions counseling courses are offered through the department of social work but these courses do not satisfy the required social work courses for the BSW degree offered by the college. Addictions courses count as elective courses for the BSW degree and fulfill the requirement for a concentration in the AA degree.

Preparatory Program for Certificate of Completion in Addictions Counseling (20 credit hours total)

The preparatory program provides basic training in substance abuse counseling. There are 5 required courses that students take in sequence. ADC 252 and SWK 255 are taken the first semester. ADC 260 and SWK 262 are taken the second semester. After passing these courses students may apply for the field practicum in addictions counseling. The field practicum for the preparatory certificate (ADC 265) is 300 hours of supervised addictions training which the student completes in a licensed addictions agency under the guidance of a supervisor with a CADC certificate. In addition to the 300 hours of supervised training, the ADC 265 course includes 4 credit hours of class time to integrate learning and prepare for the CADC exam. A cumulative grade point average of 2.0 is required for the Addictions Certificate of Completion. After completing the program, students may need to complete 2 years of work in the substance abuse field before they can receive their CADC (this depends on whether the student has prior work experience in the substance abuse field).

Consejero de Adicción

Este programa de certificado está acreditado por la Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc., (IAODAPCA). La escuela ofrece dos certificados que los estudiantes pueden usar para cumplir con los requisitos de aprendizaje en el aula y en la práctica antes de tomar el examen de CADC (Certified Alcohol and Drug Certificate) del estado. El examen de CADC es ofrecido por IAODAPCA al final del programa y el estudiante es responsable de cumplir con los requisitos para obtener el CADC. Además de tener el puntaje requerido para aprobar el examen de CADC, IAODAPCA también tiene un requisito de horas de trabajo en adicciones que debe ser cumplido antes de otorgar el certificado de CADC. Los dos certificados ofrecidos en SAC son: 1) un certificado preparatorio en consejería de adicciones, y 2) un certificado avanzado en consejería de adicciones. El programa para cada certificado tiene diferentes requisitos.

Los cursos en consejería de adicciones son ofrecidos a través del departamento de trabajo social pero estos cursos no satisfacen los cursos en trabajo social requeridos para el grado de BSW ofrecido por la universidad. Los cursos de adicciones cuentan como cursos electivos para el grado de BSW y cumplen con el requisito para una especialización en el grado de AA.

Programa Preparatorio para el Certificado de Finalización en Consejería de Adicciones (20 horas crédito en total)

El programa preparatorio provee entrenamiento básico en la consejería de abuso de sustancias. Existe un requisito de 5 cursos que los estudiantes toman en secuencia. ADC 252 y ADC 255 son tomados el primer semestre. ADC 260 y ADC 262 son tomados el segundo semestre. Después de pasar estos cursos los estudiantes pueden aplicar para prácticas de campo en consejería de adicciones. La práctica de campo para el certificado preparatorio (ADC 265) consiste de 300 horas de entrenamiento de adicciones supervisado que el estudiante completa en una agencia de adicciones licenciada bajo la dirección de un supervisor con un certificado de CADC. Además de las 300 horas de entrenamiento supervisado, el curso ADC 265 incluye 4 horas crédito de tiempo de clases para integrar el

The advanced certificate of completion is offered to students who already earned, (or are in the process of completing), an associate degree (AA), or a bachelor's degree in a behavioral science or human services field. The AGS degree can be co-completed with addictions courses but cannot be completed before starting courses according to IAODAPCA. Beginning Fall 2010, Advanced students must complete 6 General Education Courses toward the AA or AGS degrees before they can take the Field Practicum (ADC 265).

In addition to completing the courses in the preparatory program, students in the advanced program complete an extended practicum which includes 200 additional hours of supervised training (300 hours for the preparatory program, and 200 hours for the advanced. Once successfully completing the Advanced Counseling certificate, students are able to sit for the CADC exam and immediately receive their CADC.

BSW and Advanced Addiction Certificate Option

At SAC, students who study for the BSW degree have an added option of completing both internships (for the BSW and the advanced addictions certificate) in the same agency at the same time. The requirements for the BSW degree however, require that students complete the AA degree before applying to the BSW program to study. A GPA of 2.75 is required for the BSW degree.

The addictions program course requirements for both certificates of completion are listed below. All courses and textbooks are offered in English only. The CADC exam, however, may be requested in Spanish when the student contacts IAODAPCA.

Requirements	Credit Hours
<u>Concentration Requirements</u>	20/ 22
ADC 252 Etiology of Substance Abuse	(4)
ADC 255 Signs & Symptoms of Substance Use and Abuse	(4)
ADC 260 Treatment Planning and Coordination for Addictive Disorders	(4)
ADC 262 Individual Group & Fam Counseling for Addictive Disorders	(4)
ADC 265 Addiction Counseling Practicum	(4)
ADC 280 Advanced Practicum in Addiction Recovery	(2)
Total Credit Hours	20/ 22

aprendizaje y prepararse para el examen de CADC. Un promedio académico acumulado (GPA) igual a 2.0 es requerido para el Certificado de Finalización en Adicciones. Después de completar el programa, los estudiantes pueden necesitar completar 2 años de trabajo en el campo de abuso de sustancias antes de poder recibir su CADC (esto depende de si el alumno tiene experiencia previa de trabajo en el campo de abuso de sustancias).

Certificado Avanzado de Finalización en Consejería de Adicciones (22 horas crédito en total)

El certificado avanzado de finalización se ofrece a los estudiantes que ya han logrado (o están en proceso de completar), un grado asociado (AA), o un grado de bachiller en el campo de ciencias de la conducta o de servicios humanos. El grado de AGS puede ser completado a la misma vez que los cursos en adicciones pero no puede ser completado antes de comenzar los cursos según IAODAPCA. Comenzando con el Otoño de 2010, los estudiantes Avanzados deben completar 6 Cursos de Educación General para los grados de AA ó AGS antes de poder tomar la Práctica de Campo (ADC 265).

Además de completar los cursos en el programa preparatorio, los estudiantes en el programa avanzado completan una práctica de campo que incluye 200 horas adicionales de entrenamiento supervisado (300 horas para el programa preparatorio, y 200 horas para el avanzado). Una vez que hayan finalizado exitosamente el Certificado Avanzado de Consejería, los estudiantes pueden tomar el examen de CADC y recibir su CADC inmediatamente.

BSW y Opción de Certificado Avanzado en Adicciones

En SAC, los estudiantes que estudian para el grado de BSW tienen la opción adicional de completar ambos internados (para el BSW y el certificado avanzado en adicciones) en la misma agencia al mismo tiempo. Sin embargo, los requisitos para el grado de BSW exigen que el estudiante termine el grado de AA antes de aplicar para estudiar en el programa de BSW. Se requiere un GPA de 2.75 para el grado de BSW.

Los requisitos de cursos del programa para ambos certificados de finalización se enumeran abajo. Todos los cursos y los libros de textos se ofrecen en inglés solamente. El examen de CADC, sin embargo, se puede pedir en español cuando el estudiante llama a IAODAPCA.

V*ea los requisitos adicionales para los programas de AALAS, AGS, o BSW en este catálogo Advanced Addiction Counseling Certificate of Completion (22 credit hours total)

Academic and Developmental Programs

Programas Académicos y de Desarrollo

The English Program

St. Augustine College offers two programs: Developmental English -for students who must learn English as a second language- and College English.

Developmental English is a three-semester program offered at all locations. Classes meet four times a week during the first semester, three times a week during the second semester, and twice a week during the third semester.

The College English program includes composition and speech courses required at most institutions of higher education in this country. These courses are transferable.

A two-part placement test (grammar and composition) is used to assign students to the appropriate level.

El Programa de Inglés

San Agustín ofrece dos programas: "Developmental English," para estudiantes que necesitan aprender inglés como segundo idioma, e inglés a nivel universitario.

"Developmental English" es un programa de tres semestres que se ofrece en todas las localidades de San Agustín. Las clases se dan cuatro días a la semana durante el primer semestre, tres días durante el segundo semestre y dos días durante el tercero.

El programa de ingles a nivel universitario incluye cursos obligatorios en todas las instituciones de educación superior de este país. Los cursos de este programa son transferibles.

Se usa un examen de dos secciones (gramática y composición) para asignar a los estudiantes al nivel apropiado.

The Spanish Program

The College Spanish program includes a Spanish concentration in the Associate of Arts degree in the Liberal Arts and Science major. This concentration sets the foundation for pursuing Spanish as a major or a minor at a four-year institution. In addition, the College Spanish program includes a course for the general Education Core, as well as additional Spanish courses, which can be transferred to baccalaureate programs

El Programa de Español

Español Universitario. El programa de español a nivel universitario incluye una concentración en el currículo de Ciencias y Artes Liberales del Asociado en Artes. Esta concentración proporciona una base para los que quieren proseguir para un título universitario de cuatro años con enfoque en español. También se incluyen en el programa de español universitario cursos para satisfacer los requisitos del grupo de educación general, así como cursos adicionales que pueden ser transferidos a programas de cuatro años.

Se usa un examen de dos secciones (gramática y composición) para asignar a los estudiantes al nivel apropiado.

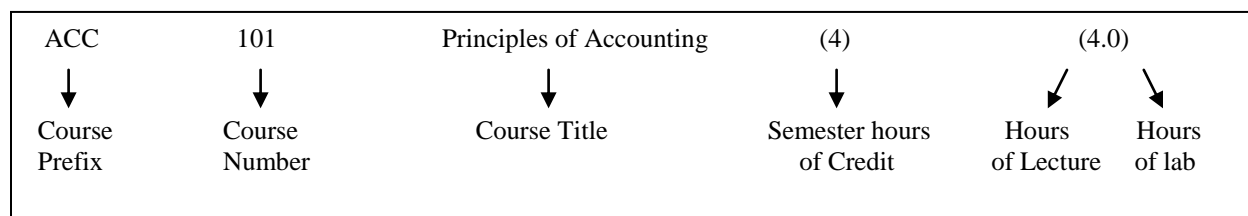
Course Offerings

The College reserves the right to cancel classes which do not meet minimum enrollment standards or due to other unforeseen circumstances. Students may enroll in any course as long as individual course prerequisites and/or placement procedures are met. If, due to low enrollment, a particular course is not offered, an appropriate course substitution may sometimes be recommended by the Dean or Assistant Dean of Academic Affairs so that a student can complete the degree or certificate in time.

Courses that have been approved as meeting specific general education core requirements for transfer by the **Illinois Articulation Initiative** will display a notation in the course description. Courses are normally offered in both fall and spring Terms; exceptions to this will be designated as fall, spring, or offerings resulting from student demand.

The courses listed in this section are offered in university transfer, career education, and certificate programs. Courses are arranged numerically within each discipline.

- The course title is followed by the number of credit hours, the number of contact lecture hours and the number of contact lab hours.
- The course description, which includes a general statement of the course objectives as well as materials, procedures, and topics to be covered.
- Prerequisite or co-requisite courses required (no mention of Prerequisites indicates none is required), followed by the number of class hours expected for lecture and/or laboratory experience each week.



The College's course offerings and their prefixes are as follows

Course	Prefixes	Course	Prefixes
Accounting	ACC	History	HIS
Addiction Counseling	ADC	Humanities	HUM
Administrative Assistant	ADM	Mathematics	MAT
Allied Health	AHP	Philosophy	PHI
Biology	BIO	Physical Science	PHY
Business	BUS	Political Science	PSC
Chemistry	CHM	Psychology	PSY
Computer Inf. System	CIS	Respiratory Therapy	RES
Culinary Arts	CUL	Sociology	SOC
Early Childhood	ECE	Spanish	SPA
Economics	ECO	Social Work	SWK
English	ENG		

Students should check their program requirements to determine the recommended semester for registering for a particular course. Some courses may be canceled because of insufficient enrollment or other reasons, and students will then need to consult with an advisor for adjustments. Advising and guidance services, as detailed in the Student Academic Services section of this catalogue, are available to every student. Those students planning to transfer credits earned at St. Augustine College to a four-year institution should consult with their academic advisor and the Transfer Center Coordinator, in order to receive assistance with their program.

Cursos Ofrecidos

La Universidad San Agustín se reserva el derecho de cancelar cursos que no posean número suficiente de alumnos matriculados o por otras razones imprevistas. Los estudiantes pueden matricularse en cualquier curso siempre que se cumplan los prerrequisitos de cada curso o de ubicación. Si debido a una matrícula escasa, un curso no puede ofrecerse, el Decano de Asuntos Académicos, o su designado, puede recomendar un curso adecuado de sustitución, de forma que el estudiante pueda terminar a tiempo su título o certificado.

Aquellos cursos que hayan sido aprobados por cumplir los requisitos básicos de enseñanza general para su transferencia de acuerdo con el Plan de Transferencia de Illinois (*Illinois Articulation Initiative*) mostrarán una anotación en la descripción que se haga del curso.

Los cursos se imparten por lo común en los semestres de otoño y primavera; las excepciones a estos nombres se denominarán otoño, primavera o cualesquiera otras ofertas que se hagan como respuesta a la demanda de los estudiantes.

- El título del curso es seguido por el número de horas crédito, el número de horas de contacto en clase y el número de horas de contacto en laboratorio.
- La descripción del curso que incluye los objetivos, tópicos y procedimientos pertinentes.
- Cursos de prerrequisito o correquisito requeridos. Si no hay mención eso indica que no hay requerimientos específicos.

ACC	101	Principios de Contabilidad	(4)	(4.0)	
↓	↓	↓	↓	↙	↘
Prefijo del Curso	Número de Curso	Título de Curso	Horas de Crédito por Semestre	Horas de Lectura	Horas de laboratorio

Las áreas de estudio ofrecidas y sus siglas son las siguientes:

Curso	Prefijos	Curso	Prefijos
Contabilidad	ACC	Historia	HIS
Consejería de Adicción	ADC	Humanidades	HUM
Asistente Administrativo	ADM	Matemáticas	MAT
Apoyo de Salud	AHP	Filosofía	PHI
Biología	BIO	Ciencias Físicas	PHY
Negocios	BUS	Ciencias Políticas	PSC
Química	CHM	Psicología	PSY
Sist. Computarizados de Información	CIS	Terapia Respiratoria	RES
Artes Culinarias	CUL	Sociología	SOC
Educación Infantil	ECE	Español	SPA
Economía	ECO	Trabajo Social	SWK
Inglés	ENG		

Los estudiantes deben de revisar sus planes de estudio para planificar su registración en cada semestre. Algunos cursos pueden ser cancelados por matrícula escasa o por otras razones. En caso de cancelaciones los estudiantes afectados deben de consultar con su respectivo consejero académico. Aquellos estudiantes que tengan intención de transferirse a instituciones de 4 años, deben de consultar sus planes con su consejero académico y con la oficina del Centro de Transferencia para recibir la asistencia apropiada.

Course Descriptions

Descripción de Cursos

Prerequisites and co-requisites for the sequences of English, mathematics, and Spanish represent minimum requirements. Therefore, any higher course in the sequence can be used in lieu of the indicated requirement(s).

Support Non-Credit Classes

EWL 001 EXITO WRITING LAB (0) (0,3)

This course focuses on building academic writing skills as a support of English classes. Instructors tailor the class content — writing exercises, compositions, and grammar reviews — to the levels and abilities of their students. Students who enroll in this class must meet specific federal guidelines and should be interested in transferring to a four-year university.

FRS 001 Freshman Seminar (0)

The freshman seminar is designed to help new and transfer students at St. Augustine College with college academic work, social adaptation to a new environment, establish connections with faculty, college staff, and other students. Topics include: an understanding of higher education system in the U.S. and academic skills such as taking notes, test taking skills, study techniques, time management and the use of library resources.

Adult and Continuing Education

SAN 025 SANITATION CERTIFICATION (0)

A non-credit course. This course provides instruction on the principles and procedures of safety, sanitation, hygiene, storage and preservation needed in a professional kitchen environment. As well as, prepare students to take and pass the ServSafe®, City of Chicago and State of Illinois Sanitation Certificates.

Academic Classes

Accounting

ACC 101 Principles of Accounting (4) (4, 3)

This course introduces basic accounting principles and business concepts as they apply to reporting the financial and economic data of a business. The course emphasizes recording, analysis, and interpretation of daily business transactions and other economic events that affect the business. This course serves as the basis for subsequent accounting courses.

Prerequisite: MAT-101

ACC-161 Financial Accounting (4) (4, 3)

This course introduces financial accounting concepts to measure business activity and teaches how to prepare financial reports in order to gain an understanding of the financial condition and operating results of a business. The course content emphasizes the accounting of current and long-term assets and liabilities, corporations, and cash flow and financial statements analysis.

Prerequisite: ACC-101

ACC-162 Managerial Accounting (4) (4, 3)

This course introduces managerial accounting concepts to produce accounting information for management planning, control and decision making. Managerial accounting information is designed to meet the specific needs of company's management team. Managers need to make numerous decisions during the day-to-day operations of a business and managerial accounting is designed to provide data to help make those decisions and plan for the future.

Prerequisite: ACC-161

ACC 201 Intermediate Accounting I (4) (4, 2)

This course presents the development, usefulness and limitations of general financial accounting theory, with major emphasis on financial statement presentation and analysis, and valuation of asset and liability accounts. It includes a study of monetary assets and liabilities, inventories, plant assets, and present value techniques.

Prerequisite: ACC 162

ACC 202 Intermediate Accounting II (4) (4, 2)

This course integrates a deeper knowledge of accounting with the logic required to make business decisions. Students will be able to prepare statements of cash flow and understand the primary activities of a business, as well as, accounting disclosures. Students will integrate technical and practical knowledge as part of an accounting career.

Prerequisite: ACC 201

ACC 260 Tax Accounting (4) (4,0)

This course introduces the principles and procedures of federal tax laws as related to the single proprietorships, partnerships and corporations. Students will be introduced to tax forms and will master skills in tax laws, tax preparation, and planning.

Prerequisite: ACC 161

Addiction Counseling

ADC 252 Etiology of Substance Abuse (4) (4, 0)

This course will provide students with an understanding of the variety of models and theories of addiction and other problems related to substance use at various levels of human development. The student will obtain a familiarization with the profession of alcohol and other drug counseling including a review of historical perspectives on substance abuse, the biophysical bases of dependence and the psycho-social factors related to alcohol and other drug use, misuse, abuse and dependence. (Former SWK 252)

Prerequisite: ENG 160

ADC 255 Signs and Symptoms of Substance Use and Abuse (4) (4,0)

This course will provide students with an introduction to the profession of addictions counseling; review historical perspectives on substance use and the progression of addiction counseling treatment and theory, including the present system. The student will become familiar with signs and symptoms related to alcohol and other drug use, misuse, abuse, dependence, withdrawal and overdose. The student will be introduced to the value of self-help groups and will be exposed to meetings. (Former SWK 255)

Prerequisite: ENG 160

ADC 260 Treatment Planning and Coordination for Addictive Disorders (4) (4,0)

This course provides students with a comprehensive view of various addictions, including: treatment planning, coordination, intake assessment and determination of levels of care, psycho-social histories, treatment plans, discharge summaries, relapse prevention and aftercare plans. Overview of treatment modalities and techniques, basic abnormal behavior, record keeping, regulatory requirements and professional ethics are presented.

Prerequisites: ENG 162, ADC 252, and ADC 255 or departmental approval. (Former SWK 260)

ADC 262 Individual Group and Family Counseling with Addictive Disorders (4) (4,0)

This course provides students with a comprehensive review of individual group and family counseling and treatment techniques as well as specific approaches for substance abusing and dependent clients. Counseling methods are presented that are sensitive to the individual with various addictive and abuse behaviors and characteristics; and to the influence of significant others, as well as the clients' cultural and social context. This course emphasizes an understanding of, appreciation of, and ability to appropriately use the contributions of various addiction counseling models as they apply to modalities of care for individuals, groups, families, couples, and significant others.

Prerequisites: ENG 162, ADC 252, and ADC 255 (Former SWK 262)

ADC 265 Addiction Counseling Practicum (4) (2,15)

This course builds on the prior four courses by providing the student/trainee with practical experience in the assessment and treatment of alcohol and other drug abuse through participation in a 300-hour practicum at an agreed-upon, licensed, community facility. The class will complement the practicum by exposing the students to all core counselor functions. Formal Student/Agency Agreements will be established for each student. Release of information and practicum hour documentation forms will be provided. Former PSY 265.

Prerequisite: ADC 260 and ADC 262 (Former SWK 265)

ADC 280 Advanced Practicum in Addiction Recovery (2) (1/15)

This final course in the advanced series requires an additional 200-hour practicum experience, building on the 300 hours required in ADC 265. This advanced course focuses on clinical evaluation, treatment planning, referral, service coordination, counseling, education, and documentation skill-building. Students will see the importance of research and continuous quality assurance activities in counseling. Relapse Prevention and working with MISA clients will be emphasized.

Prerequisite: ADC 265 (Former SWK 280)

Administrative Assistant

ADM 101 Comprehensive Word Processing (4) (4, 4)

This course introduces keyboarding and control techniques with the objective of mastering keyboarding skills in formatting and typing business documents such as memorandums, business letters, reports, research papers, and manipulation of tables. Students will learn basic and intermediate concepts of Microsoft Word, PowerPoint, introduction to Windows Operating System, shortcut keys, and basic Internet skills and E-mail systems. Proofreading, editing, and language usage are also covered. (Former SES 101)

ADM 105 Integrated Office Applications (4) (4, 4)

This course combines instruction in Microsoft Office using Microsoft Word, PowerPoint, and Access and emphasizes critical thinking skills using up to date software features. Students receive instruction embedding data and linking and combining documents as they gain hands-on training including the completion of real world office projects. This course will prepare students to take the Microsoft Certified Application Specialist (MCAS) exam to meet the demands of the business world. (Former SES 105)

Prerequisite: ADM 101

ADM 210 Desktop Publishing and Web Design (4) (4, 0)

This course builds on the concepts learned in ADM 101 and ADM 105 with an emphasis on more advanced topics. The course will introduce students to the use of desktop publishing software and offer hands-on instruction to merge text and graphics created with other software programs to produce word-processed documents, booklets, and other office-standard documents in a professional layout and typeset quality. The course also provides practical application of brochures, flyers, newsletters, invoices, and business cards. Students will also learn how to create a basic interactive web site. This course will prepare students to take the Microsoft Certified Application Specialist (MCAS) exam in PowerPoint. (Former SES 210)

Prerequisite: ADM 101, recommended Co-requisite: ADM 105

ADM 230 Office Procedures (4) (4, 0)

This course trains students in the functions of the modern business office. Virtual and global offices are emphasized. Topics include telephone techniques, written correspondence, business meetings, travel arrangements, office mail, file management, and career planning and business ethics. Students are required to demonstrate their skills and knowledge through the development of a professional portfolio. (Former SES 230)

Prerequisite: ADM 105, recommended Co-requisite: ADM 210

ADM 250 Business Communications (4) (4, 0)

This course focuses on the means of effective business communication within a professional setting. The course emphasizes both written and oral communication. Topics include proper planning, composing and completing of business correspondence such as letters, memorandums, e-mails, and facsimiles. The fundamentals of English grammar and established standards of language usage will be reviewed. Telephone usage is covered as is enhancement of presentation skills used to develop good oral communication skills. Psychological and physical factors within the office environment, interpersonal relations, problem solving techniques, and how to make independent decisions are also explored. Students also will learn how to fill out standard employment documents and practice interviewing skills. (Former SES 250)

Prerequisite: ENG 160

Allied Health

AHP 110 Applied Physics in Respiratory Care (3) (3,0)

This course studies the basic principles of physics with emphasis in states of matter, change of state, gas behavior under changing conditions and fluids dynamics. Included in this course are theoretical concepts of acid-base balance, humidity therapy and aerosol drug therapy.

Prerequisite: BIO 108, CHM 115, MAT 110 AND ENG 160

APH 113 Respiratory Care Pharmacology (3) (3,0)

General pharmacological principles and their applications to cardio-pulmonary disease to include: pharmacological agents that affect the pulmonary, cardiac and renal systems. The methods of drug administration, effects, hazards and contraindications will also be discussed.

Prerequisite: BIO 108, CHM 115, MAT 110, AND ENG 160

Biology

BIO 101 Introduction to Biology (4) (3,2)

This course covers the basic principles and concepts of biology and provides general considerations of biological processes, including how organisms reproduce and inherit, how life on earth evolved and how present-day organisms relate to each other. **IAI Course Number: L1 900L**

BIO 102 Introduction to Human Biology (4) (3,2)

This course covers basic principles and concepts of biology, evolution, nutrition behavior, anatomy, and physiology applied to human beings including the life cycle from conception through birth, adulthood, aging, and death. Laboratory exercises include microscopic observations, chemistry of organic molecules, and cell structure and function. **IAI Course Number: L1 904L**

BIO 108 Anatomy and Physiology I (4) (3,2)

Introduction to the human body, human organization, maintenance of the body with emphasis on the cardiovascular, respiratory, nervous, muscular and skeletal systems. Laboratory exercises include microscopic observations, chemistry of the organic molecule, cell structure and function, microscopic study of tissues, blood typing and others.

Departmental approval required. IAI Course Number: L1 904L

BIO 110 Biology of Organisms (3) (2,1)

Problems of life at the organism level. Support and movement, nutrition and energy relations, transport of materials, waste disposal, coordination and regulation, reproduction, growth and development are considered to both plants and animals. **Lecture and laboratory.**

Prerequisite: BIO 102 or department approval.

BIO 115 Introduction to Medical Terminology (4) (4,0)

This course is an introduction to the medical language. Previous medical background is unnecessary. This course is offered to those students who want to learn the basics of medical terminology and understand the body and its function. Cross listed with SES 115.

BIO 120 Introduction to Microbiology (4) (3,2)

This course introduces the student to the microbial world, molecular biology, physiology and metabolism of microorganisms, immunobiology and infectious diseases as well as the relationships between humans and microorganisms. Laboratory practice included.

Prerequisite: BIO 108 and CHM 115

BIO 199 Topics in Anatomy and Physiology I (1)

Independent study. This course will review the basic principles and concepts studied in the BIO-108 class with special emphasis in the respiratory, cardiovascular, renal and nervous systems. This course is offered on request.

Prerequisite: BIO 108

BIO 208 Cardio-Pulmonary Anatomy and Physiology (4) (3,2)

An intensive study of physiological and structural functions of the nervous, cardiovascular, respiratory, and renal systems. Special emphasis in mechanics of ventilation, control of ventilation, gas diffusion, ventilation-perfusion relationships, acid-base regulation and cardio-pulmonary hemodynamics. Laboratory includes patient assessment, pulmonary function measurements, thoracic imaging and E.K.G.

Prerequisite: BIO 108, CHM 115, MAT 110, and ENG 160

Business

BUS 110 Introduction to Business (4) (4,0)

This course introduces the concepts of modern US business including analyzing organizations and types of businesses, business functions and operations, roles played by business and consumers in our economy, different types of economic systems in the world, and the role of the manager in business and society.

Prerequisite: MAT-101 **IAI Course Number:** BUS 911

BUS 220 Principles of Management (4) (4,0)

This course introduces the concepts and principles of management. The course covers the management functions of planning, organizing, staffing, directing, controlling, the evolution of management function through the years, the management role in all business operations, and management ethics and social responsibilities.

Prerequisite: BUS-110

BUS 231 Principles of Marketing (4) (4,0)

This course introduces the concepts and functions of the marketing process. The course covers areas related to the supply of industrial and consumer goods, the role of the consumer, the product, the market, pricing policies, promotion, and distribution methods. This course provides a comprehensive overview of a marketing system and how marketing decisions are made.

Prerequisite: BUS-110

BUS 280 Legal Environment of Business (4) (4,0)

This course introduces the legal aspects, social environment and government regulations that influence the way business is conducted in the U.S.A. The course covers areas related to anti-trust laws, mergers and acquisitions, securities regulations, consumer protection law, labor and employment laws, environmental regulations, product liability, torts and business ethics.

Prerequisite: BUS-110

Chemistry

CHM 115 Basic Chemistry (4) (3,2)

Basic principles and concepts of general chemistry and properties and classification of matter, basic chemical calculations, the metric system, gas laws, acid-base theory. This course is offered to those students in the pre-professional field and allied health professions. The course includes lecture and laboratory.

Prerequisite: MAT 110 or MAT 112 **IAI Course Number: P1 902L**

CHM 199 Topics in Chemistry (1)

Independent study. This course will review the basic principles and concepts studied in the CHM-115 class with special emphasis on concepts of general chemistry, the metric system, and basic chemical calculations. This course is offered on request.

Prerequisite: CHM 115

CHM 211 General Chemistry I (5) (4,2)

Introduction to general inorganic chemistry, including stoichiometry, concentration units, gas, laws, atomic structure, bonding, periodic laws, states of matter, solutions, acid-base theories, rate, equilibrium, and oxidation-reduction theory. Lecture and laboratory.

Prerequisite: CHM 115

Computer Information Systems

CIS 090 Computer Literacy Proficiency (0)

Students need to demonstrate basic knowledge of Computer Information System, and the use of at least three applications of the Microsoft Suite (Microsoft Word, Excel, PowerPoint, or Access), knowledge and use of Internet and E-mail system.

CIS 100 Computer Literacy (1)

This course is a survey of the field of computer information systems including its history, terminology, the latest hardware and software, and today's trends in the computer field. Topics include computer concepts, software applications, operating systems, multimedia, telecommunications, and the World Wide Web. Student projects will involve use of microcomputer applications such as electronic spreadsheets, word processing, presentation software, databases, and the use of the Internet.

CIS 102 Introduction to Computer Information Systems (4) (3, 2)

This course is a general introduction to computer information systems. It introduces the latest hardware, software, and trends in the computer field, as well as functional procedures and personnel related to computer information systems. Students will also learn the use of the Internet and software packages, including word processing, spreadsheet, database, presentation software; and computer programming concepts. Laboratory exercises provide students with experience in the use of computers.

Prerequisite/Co-requisite: MAT 101

CIS 103 Computer Logic and Programming (4) (4, 0)

This course introduces the computer logic and programming techniques to solve business-related problems. Students will learn how to identify the problem, how to design a solution algorithm, and how to prove the algorithm's correctness. Also, the course will introduce the use of problem-solving aids such as pseudo code, flowcharts, hierarchy charts, decision tables, module design, structured programming, and object oriented design methodology. Students also will use programming-logic concepts to program several simple programs.

Prerequisite: CIS 102 and MAT 112 or department consent

CIS 104 Fundamentals of Computer Information Systems (2) (2, 1)

This course introduces the computer terminology and computer concepts to students of computer majors. The course emphasizes the use of desktop operating systems and popular software applications. Also, the course introduces programming concepts and program development, enterprise computing and computer careers and certifications. Laboratory exercises provide students the experience in the use of microcomputers and productivity tools. Recommended only for CIS majors.

Prerequisite/Co-requisite: MAT 101

CIS 105 Microcomputer Applications (4) (3, 2)

This course introduces microcomputer applications concepts, and offers hands-on instruction in the use of a spreadsheet software package. Students learn how to enter and edit a worksheet, construct formulas, perform formatting, utilize functions, manipulate worksheets, print a worksheet, and create a variety of charts. Also, the course will introduce the creation, modification, and access to databases, implementation of macros, and interface with other microcomputer applications. This course will prepare students to take the Microsoft Certified Application Specialist (MCAS) exam in Excel. Recommended only for ADM major.

Prerequisite: MAT 101, ADM 101 or Computer Literacy Requirements

CIS 106 Database Applications (4) (3, 2)

This course provides an introduction to database concepts and techniques and offers hands-on instruction in designing and programming databases using a microcomputer database management package. Students will learn the procedures to write and generate printed reports, interactive queries and screen formats for typical business applications. This course will prepare students to take the Microsoft Certified Application Specialist (MCAS) exam in Access. Recommended only for ADM major.

Prerequisite: MAT 101, ADM 101 or Computer Literacy Requirements.

CIS 109 Computer Literacy for Cooks (2) (2, 0)

This course introduces computer terminology and computer concepts to students in the culinary arts programs. The course will provide students with the basic concepts in the use of Internet and software packages, including Word Processing, Excel and PowerPoint.

CIS 110 Introduction to Object Oriented Programming (4) (4, 2)

This course provides an introduction to the basic concepts of a computer system and the principles of computer programming. The course introduces the methodology of structured programming as well as an introduction to object oriented concepts. The emphasis of the course will be on the syntax and semantics of the Java language, including data types, operators, control structures, functions, arrays, pointers and linked structures. Also, the course will present basic object oriented design (OOD) using a simplified Unified Modeling Language (UML) to help the novice programmer. The course has an additional laboratory of two hours per week.

Prerequisite/Co-requisite: MAT 112.

CIS 130 Microcomputer Hardware Systems (4) (4, 2)

This course introduces the major computer hardware components, I/O devices, and peripheral devices. The course will concentrate not only on the newest hardware and operating system, but also on older technology still in use today. This course has a laboratory where students will gain hands-on experience in hardware installation, maintenance, troubleshooting, and system performance optimization. Also, as part of this course, two important topics will be introduced: Operating System installation, administration and troubleshooting, and basic network concepts. This course has an additional laboratory of two hours per week.

Prerequisite/Co-requisite: MAT 112 and CIS 110

CIS 203 Discrete Structures (4) (4, 0)

This course introduces the fundamental number theoretic, logical, algorithmic, combinatorial, and computational concepts from discrete structures and their applications to computer information systems. The course introduces and analyzes a variety of applications related to computer science and computer information systems. This is not a programming course.

Prerequisite/Co-requisite: MAT 112 or MAT 160

CIS 210 Object Oriented Programming II (4) (4, 2)

This course is a continuation of CIS 110 and introduces more advanced object oriented topics such as derived classes, multiple inheritance, polymorphism, abstract classes, class templates, advanced data structures, and the use of object libraries. Students will use the object oriented methodology to design, code, test, debug, and document advanced computer applications. The course has an additional laboratory of two hours per week.

Prerequisite: MAT 112 and CIS 110

CIS 212 Visual Basic Programming (4) (4, 2)

This course presents the student to visual basic programming language and program structure. Topics include program development and design, visual and procedure-oriented programming, screen design, structured programming, event-driven programming using objects, interactive processing, arrays processing, subroutines, and introductory concepts of file creation and access. This course has additional laboratory of two hours per week.

Prerequisite: MAT 112 and CIS 210

CIS 216 Operating Systems (4) (4, 2)

This course presents an overview of the concepts of operating systems. Topics include: file systems, processor scheduling, memory management, device management, interrupt handling, and distributed systems. No single operating systems will be used to cover these topics. This course has a laboratory component where students will gain hands-on experience installing, operating, administrating, and troubleshooting techniques using Windows XP operating system. This course has additional laboratory of two hours per week.

Prerequisite: CIS 130

CIS 217 Network Concepts (4) (4, 2)

This course introduces the fundamentals of data communications, with emphasis on local area networks. The course overviews all layers of the OSI model and TCP/IP protocols. Also, the course covers networking media, sharing hardware and software resources, and network services. Students will obtain hands-on experience in a computer laboratory by building, administrating, and troubleshooting a local area network. This course has additional laboratory of two hours per week.

Prerequisite/Co-requisite: CIS 130 and CIS 216

CIS 227 Advanced Network Concepts (4) (4, 2)

This course introduces the concepts of router configuration and protocols, maintenance and troubleshooting and the introduction of ACLs (Access Control Lists) as a traffic management tool. Students will learn the use of CLI (Control Line Interface) to construct local and wide area networks using routers. Students also will use TCP/IP protocols and ACLs to test networks using real traffic management scenarios. This course has an additional laboratory of two hours per week.

Prerequisite/Co-requisite: CIS 217 and CIS 216

CIS 250 Web Design and Programming (4) (4, 2)

This course introduces the essentials of Web design and planning techniques to develop effective and functional websites. The course will teach students how to design websites with creative interfaces, strong graphic images, functional site organization and logical navigation. Students will use web-authoring software to create web pages, with an introduction to program with HTML. This course has an additional laboratory of two hours per week.

Prerequisite: MAT 112 and CIS 210 or 212

CIS 255 Server-Side Web Development (4) (4, 2)

This course continues with the concepts learned in the previous course on web design and programming techniques and introduces the basics of design, coding and scripting, and database connectivity to develop web-based applications. The course uses Visual Basic.Net as the primary language and Visual-Studio-2005 as the primary software tool. This course has an additional laboratory of two hours per week.

Prerequisite/Co-requisite: CIS 212 and CIS 250

CIS 270 Managing Information Systems (4) (3, 2)

This course introduces computer-based information systems from a managerial perspective and stresses the important role information technology play to satisfy business objectives. The course helps students to manage a computer system by selecting appropriate hardware and software, providing the installation, network communication, and maintenance and evaluation of a current information system.

Prerequisite: CIS 130 and CIS 217

CIS 280 Introduction to System Analysis (4) (3, 2)

This course introduces the concepts of investigation, analysis, design, implementation, and installation as they apply to the phases of a business system project. The course includes analysis of organization and procedures, forms and workflow, work distribution, and methods and effects of computerization.

Prerequisites: CIS 210 or CIS 212, and CIS 290

CIS 290 Database Management Concepts (4) (3, 2)

This course introduces the concepts of modern database management systems. The relational, hierarchical and network models are presented including a comprehensive coverage of SQL. The course presents the principles of database systems with a practical focus. Topics include: logical and physical schema designs, query creation, security, storing, and network approach to database management systems and database administration.

Prerequisite: CIS 110

Culinary Arts

CUL 100 Food Service and Hospitality (2) (2, 0)

This course will provide students an overview of food service management. Students will be introduced to the history of food service, modern food service operations, menu planning, menu analysis, menu pricing, menu design, and cost controls. **Prerequisite:** None

CUL 101 Introduction to Culinary Arts (4) (2, 4)

This course is an introduction to the Culinary Arts. It introduces the concepts, skills, and techniques used in professional cooking. Students learn through lectures/demonstrations basic cooking methods, basic ingredients, and basic knife skills. Students also gain skills and experience in the preparation of soups, sauces, vegetables, starches and grains. The structure and organization of a professional kitchen are also discussed.

Prerequisite: None

CUL 103 Nutrition (2) (2, 0)

This course is an introduction to the fundamentals of nutrition and their application to food preparation, menu planning, dietary requirements, and life cycle issues.

CUL 104 Introduction to Garde Manger (2) (2, 4)

This course will introduce students to the basic knowledge and skills used in the cold kitchen techniques including sandwiches, canapés, appetizers, condiments and breakfast items. Students are taught to store, arrange and serve hors d'oeuvres, sandwiches, canapés and appetizers.

Prerequisite: CUL 101

CUL 105 Baking and Pastry I (4) (2, 4)

This course presents the fundamentals of baking and pastry equipment, ingredients and their functions, weights and measures. Students apply basic baking concepts, methods, and techniques to breads, desserts, and rolls.

Prerequisite: None

CUL 106 Principles & Production of Stocks, Soups and Sauces (2) (2, 4)

In this course, students acquire basic knowledge and skills in the preparation of stocks, soups, and sauces. Students learn the use of basic sauces and many soups. They also learn how to thicken with voux, emulsion, slurry, and reduction of sauces.

Prerequisite: CUL 101

CUL 108 Fish, Shellfish, and Poultry I (2) (2, 4)

Students learn the basic principles and procedures of storing, cutting, and preparing fish and shellfish. Students also learn the fundamentals of boning and cooking techniques for poultry and game birds. Students will learn the proper techniques used in poultry cookery, such as sautéing, roasting, grilling, braising, pan-frying and deep-frying.

Prerequisite: CUL 101

CUL 109 Cooking Terminology (2) (2, 0)

This course is an introduction to the basic cooking terminology. This course is recommended to culinary arts students who want to improve their vocabulary, pronunciation and writing of cooking terms. Writing assignments, as appropriate to the discipline are included in this course.

CUL 118 Fish, Shellfish, and Poultry II (2) (2, 4)

Building on the basic principles and procedures learned in CUL-108, students will learn a deeper knowledge of storing, cutting, and preparing fish and shellfish. This course emphasizes in the fundamentals of boning and cooking techniques for poultry and game birds. **Prerequisite:** CUL 108

CUL 120 Baking and Pastry II (4) (2, 4)

This course builds on the basic understanding of baking principles learned in CUL 105. Students learn the fundamentals and methods of making pies, creams, and custards, meringues, etc. Students also learn how to create simple cakes, using a variety of techniques and methods. **Prerequisite:** CUL 105

CUL 201 Culinary Principles and Meats (4) (2, 4)

This course presents the fundamental concepts, theories, and techniques used in meat cookery. Through lectures, demonstrations, and “hands-on” practice, students learn product identification, and fabrication cuts of meats. Students will learn different cooking techniques, such as grilling, broiling, and sautéing will be learned.

Prerequisite: CUL 101

CUL 221 Garde Manger (4) (2, 4)

This course provides students with a deeper knowledge and skills used in the cold kitchen. Students learn how to prepare hors d'oeuvres, salads dressings, garnish, and cold sauces. In addition, students will learn the principles and guidelines of table arrangements, decoration, and buffet production. Students will also acquire knowledge of the various stations within a kitchen: This course also provides students the opportunity to demonstrate their understanding and proficiency of basic cooking techniques and processes. Emphasis is given to planning, preparation, and production of á la carte items as served in distinguished restaurants.

Prerequisite: CUL 104, SAN 025, or Chair's approval.

CUL 231 Advanced Culinary Skills (2) (2, 4)

Beginning with fundamentals of plating, platter garnishing and table arrangements, students learn to prepare sausages, pates, terrines, and other cold foods. Students will also learn how to set-up and organize buffets.

Prerequisite: CUL 101, 106, 108, and 118

CUL 232 Externship/Internship Rotation (2) (2, 4)

Allows students to apply skills learned in the classroom and laboratory to on-the-job training. Students will work in a food service establishment for 300 clock hours. The internship may be extended depending on the student's interests and work schedules and the needs of the food service establishment. The internship is offered to students depending on the availability of a food service establishment and the student's skills development as demonstrated in the classroom and laboratory. **Prerequisite:** CUL 101, 106, 108, and 118

CUL 240 Latin America Cuisine (2) (2, 4)

This course is designed to explore the cultures and cuisines of various Latin American countries. Emphasis is placed on traditional ingredients, flavors profiles, preparation and techniques. **Prerequisite:** CUL 101

Early Childhood Education

ECE 101 Introduction to Early Childhood Education (4) (4, 0)

This course provides an overview of the field of Early Childhood Education including a brief history as well as descriptions of the various types of early childhood programs and settings in the United States while exploring theoretical, political, cultural, and economical underpinnings. State and Federal guidelines for early childhood settings are introduced. Students explore reflective thinking in terms of caring for young children in a variety of settings and circumstances. Forty hours of observation in early childhood settings are required. IAI Major – Course Number: ECE 911

ECE 210 Math and Science Activities for the Young Child (4) (4, 0)

This course explores the emerging concepts of math and science in relation to the developing child from infancy to age eight. Cognitive theory is explored as well as methods for teaching math and science in an early childhood setting. Students will explore a variety of activities and lesson planning methods as well as assessment tools for evaluating the teaching/learning process. The course will include dissemination of technology use in the classroom and developmentally appropriate practice. Ten hours of observing young children are required.

Co-requisite: ECE-101

ECE 212 Art and Music Activities for the Young Child (4) (4, 0)

This Course provides a developmental perspective on art and music experiences in the early childhood setting. Students will explore a variety of multicultural creative activities and materials as well as techniques for planning and evaluating such processes. The course includes discussion of an integrated approach to the use of art and music experiences throughout the early childhood day. Ten hours of observing young children are required.

Co-requisite: ECE-101

ECE 215 Infants, Toddlers, and Caregivers (4) (4, 0)

This course explores overall development of the infant and toddler including physical growth, motor, language, cognitive and socio-emotional development as well as an examination of possible developmental delays. The course is influenced by the concept of relationship-based infant/toddler care particularly in terms of working with families. Multicultural issues and inclusive practices are discussed. Students are introduced to a variety developmentally appropriate planning and assessment techniques and reflective practice. This course provides information on caregiver's role and responsibilities as they work with infant and toddlers in various types of programs. Twenty hours of observation in an infant and toddler setting are required.

Prerequisites: ECE-101

ECE 218 Infant and Toddler Development & Curriculum (4) (4, 0)

This course provides the student with a review to the principles of development in children from birth through 36 months. Emphasis will be placed on individuality of child and the adult role in providing a safe and stimulating environment for the development of the very young child. Students are introduced to appropriate caregiving and educational techniques along with activities for groups of very young children and the individual children within those groups. Twenty hours of observation in an infant and toddler setting are required.

Prerequisites: ECE-101, ECE-215.

ECE 220 Health, Nutrition and Safety for the Young Child (4) (4, 0)

This course introduces standards and guidelines for promoting health, providing a safe environment and providing nutritious meals, snacks and food experiences in an early childhood setting. The course will focus on descriptions of common childhood illnesses, injuries and nutrition concerns in early childhood. Students explore various policies regarding health, safety and nutrition issues and explore various cultural components in relation to these issues. Students participate in evaluating their own health and nutrition incorporating a self-reflective philosophy throughout the course. Ten hours of observing in an early childhood setting are required.

Prerequisites: ECE-101

ECE 221 The Exceptional Child (4) (4, 0)

This course provides an introduction of the concept of exceptionality. Students will explore typical and atypical development in the physical, cognitive, language, and socio-emotional domains. This course includes strategies for identification, intervention, methods, and programs designed to meet special needs including learning disabilities. This course will also provide a study of applicable federal and state laws and requirements including the individual with Disabilities Education Act, American with Disabilities Act, Individual Family Services Plan, Individual Education Plan, and other inclusive programs. This course fulfills requirements of School Code, Article 21-2a. Ten hours of observation are required.

Prerequisites: ECE-101, PSY 101 or PSY 210

ECE 224 Principles and Practices of Early Childhood Education (4) (4, 0)

This course provides students with an overview of theory and practice in early childhood education with particular emphasis on physical, cognitive, language, social and emotional development. The course focuses on designing a developmentally appropriate environment for young children. Students address 13 Functional Areas within six Competency Goals in accordance with guidelines set by the Council for Early Childhood Professional Recognition. This course involves a writing requirement in which students design extensive and specific portfolio documentation. (Former PSY 215). Forty hours of observation required.

Prerequisites: ECE-101 and PSY-210

ECE 225 Language Acquisition and Language Arts for Young Children (4) (4, 0)

This course explores the developmental process of language learning from birth to age eight and provides an overview of the principles governing the process. Students learning how contextual factors influence the emergence of language including age, sex, and cultural experiences. The course emphasizes the importance of relationships and one on one conversation to the development of communication skills. Students explore a variety of planning techniques to create a literacy-rich environment for young children by incorporating early literacy experiences in every aspect of the early childhood setting. The course focuses on observation strategies to inform assessment and curricular choices in the early childhood setting. Ten hours of observation are required.

Prerequisites: ECE 101, ECE-212

ECE 226 Observation and Guidance of the Young Child (4) (4, 0)

This course explores various observation techniques and guidance strategies in the early childhood setting. Students identify child behavior as communication and consider behavior in the context of development. Students explore environmental influences on behavior such as family, culture and community. Guidance techniques are explored and examined by observation of child behavior. Students will reflect on the importance of building a relationship with families to better understand behavioral cues and choose culturally sensitive guidance techniques, which are appropriate to individual children and families in the early childhood setting. Twenty hours observations in pre-primary settings are required.

Prerequisites: ECE-101; **Co-requisite:** ECE-225

ECE 228 Child, Family, Community (4) (4, 0)

This course emphasizes the importance of building partnerships with children and their families as well as the community and community resources. Students explore the interdependence of the developing child within the context of family, culture and community. Students will participate in reflective discussions regarding one's own cultural and familial influences in considering future teaching practices. This course includes an in-depth look at community resources as well as providing parent education and community outreach projects. Ten hours of observations are required.

Prerequisites: ECE 101

ECE 232 Early Childhood Practicum (4) (2, 14 hours of practicum per week)

In this capstone course students explore principles and practices of early childhood education and hands-on classroom experience under the direct supervision of a qualified Supervising Teacher. Students reflect on experiences in the practicum placement and discuss various strategies for planning, observation, guidance and assessment. Students explore the concept of early childhood education as a profession while reviewing professional organizations and literature. The culminating experience involves a mock interview in which students answer questions while being videotaped. Students are required to spend 200 hours in an early childhood setting (birth to eight). At least 100 hours are to be spent in an accredited institution by the National Association for the Education of Young Children. However, if the student finds a site that is NAEYC accredited all 200 hours can be completed at the site. Students will meet weekly for a seminar class.

Prerequisites: 28 hours of ECE courses. IAI Major - Course Number: ECE 914

Economics

ECO 101 Principles of Macroeconomics (4) (4,0)

This course introduces modern macroeconomic theory and public policy. The course also covers the economic growth and instability, fiscal policy, money, banking, monetary policy, international trade and economic issues of the developing countries. This course allows students to understand the different economic problems facing today's society. **Prerequisite:** Mat-112 **IAI Course Number:** S3 901

ECO-102 Principles of Microeconomics (4) (4,0)

The course introduces the microeconomics theories and policies in relation to product markets, resource markets, microeconomics of government, and microeconomics issues and policies like antitrust policy and regulations. The course also covers why international trade is so important in today's global economy.

Prerequisite: ECO-101 and Mat-112 **IAI Course Number:** S3 902

English

ENG 101 Basic/Intermediate Reading, Writing, and Grammar (4) (4,4)

Development of reading comprehension through the use of articles and stories. Students learn to read for accurate, literal comprehension, make reasonable inferences, and identify main ideas and detail. Writing practice includes sentence construction, paragraphing, punctuation, and formatting. Study skills include the use of dictionaries.

Co-requisites: ENG 104, (plus two practicums: ENG 011, ENG 014)

ENG 104 Basic Oral Communication (4) (4,4)

Development of the ability to communicate in English. Students practice pronunciation, intonation, and conversation through dialogs, group discussion, and presentations on simple topics.

Co-requisites: ENG 101 (plus two practicums: ENG 011, ENG 014)

ENG 105 Intermediate Reading and Writing (4) (4,2)

Further development of reading comprehension through non-fiction. Students practice reading for accurate comprehension, making reasonable inferences, and identifying main ideas and details. Writing practice includes punctuation, sentence construction, paragraphing, and summarizing.

Prerequisite: ENG 101-104, or Placement Test

Co-requisites: ENG 107-108 (plus one practicum: ENG 015)

ENG 108 Intermediate English Grammar (4) (4,2)

Further study and practice of English grammar, both orally and in writing. Presentation and review of tenses and syntax.

Prerequisite: ENG 101-104, or Placement Test

Co-requisites: ENG 105 (plus one practicum: ENG 015)

ENG 109 Advanced Reading, Writing, and Grammar (4)(4,4)

Advanced Reading Writing and Grammar ENG 109 is a bridge course in which students acquire the reading and writing skills to succeed in college transferable composition courses. Students will develop their writing and critical

thinking skills, learn how to analyze texts, and they will be exposed to different types of readings including fiction and non-fiction.

Prerequisite: ENG 105-108 or placement test.

Co-requisite: Practicum (ENG 019)

ENG 109-Studio Advanced Reading, Writing, and Grammar (4) (4,4)

In the studio section the activities of ENG 109 and ENG 019 will be conducted in the studio classroom/computer laboratory. The support of computers and technology will assist the instructor in addressing students' different learning styles. Computer access will advance the writing process and enable students to receive timely feedback from both their peers and instructors. Furthermore, learning in this setting allows students to work collaboratively and exchange ideas based on readings and class discussions inside and out of the classroom. Teamwork in addition to individual work where students are required to analyze texts and coordinate with classmates will help prepare them for advanced college courses and the workplace environment.

Prerequisite: ENG 105-108, or Placement Test

Co-requisite: Practicum (ENG 019)

ENG 121 Pre-Composition (4) (4,4)

Development of reading comprehension skills; development and practice of writing skills including: the essay, summarizing and outlining; and use of reference materials to improve written expression.

Prerequisite: Placement Test

Co-requisite: (Practicum ENG 021)

ENG 160 Composition I (4) (4,0)

Development of accurate reading comprehension and writing skills including descriptive, expository and persuasive essays; introduction to the research paper; development of study habits and skills including outlining, summarizing, formatting written work, and using reference materials to improve written expression.

Prerequisite: ENG 109 or ENG 121 or Placement Test

Co-requisite: EWL 001 **IAI Course Number: C1 900**

ENG 162 Composition II (4) (4,0)

Development of research-based writing skills. Practice of study habits and skills including note-taking, outlining, summarizing, formatting written work, and using reference sources to document and improve written expression.

Prerequisite: ENG 160 **IAI Course Number: C1 901R**

ENG 165 Speech (4) (4,0)

Communication theory and practice of oral communication skills. The course develops awareness of the communication process, provides organizational and expressive strategies, promotes understanding and application of a variety of communication contexts, and emphasizes critical ability in the four language skills.

Prerequisite: ENG 160 **IAI Course Number: C2 900**

ENG 203 American Culture and Literature (4) (4,0)

Practice and reinforcement of reading comprehension and cultural awareness through the study and analysis of American culture and literature. Topics include an outline of US history and an overview of literary genres using representative works.

Prerequisite: ENG 109, ENG 121, or Placement Test

IAI Course Number: H3 914

History

HIS 104 Survey of United States History to 1865 (4) (4,0)

This course studies the emergence of the United States as an independent country and the development of the institution of representative government. It includes major events, trends, and interpretation in American life.

IAI Course Number: S2 900

HIS 105 Survey of United States History from 1865 to Present (4) (4,0)

This course surveys American history from the end of the Civil War to the present covering political and economic developments, and social, intellectual and cultural changes.

IAI Course Number: S2 901

Humanities

HUM 202 Humanities I (4) (4,0)

This course is an introduction to Hispanic-American literature from the mythology of the pre-Columbian cultures through the Renaissance, Romanticism, and Modernism, which is called today's "Magic Realism." Emphasis will be placed on students' efforts to write their own stories. **IAI Course Number: H3 917**

HUM 204 Music Appreciation (4) (4,0)

Focus on the development and ability to analyze, classify, and respond to music, specifically vernacular music from the Americas and classical music from Europe and the Americas. This course will familiarize the student with the history of music, specifically from Western Europe and the Americas. There is a special focus on the music and composers of Latin America. **IAI Course Number: F1 900**

HUM 205 History and Appreciation of Art (4) (4,0)

The historical development of the visual arts (painting, drawing, printmaking, sculpture, and architecture) as they transmit cultural traditions and humanistic and aesthetic values. This course examines historical, social, and technological factors that contribute to understanding the function and meaning of works of art.

IAI Course Number: F2 900

Mathematics

MAT 100 Basic Mathematics (4) (4, 0)

This course reviews basic mathematics principles, including basic operations of whole numbers, fractions, decimals, percents, measurements and geometric concepts.

MAT 101 Elementary Mathematics (4) (4, 0)

Topics include addition, subtraction, multiplication, and division of common and mixed fractions and decimals, exponents and square roots, ratios, proportions; the arithmetic of signed numbers, and geometric concepts. Also included is an introduction to algebraic notation and linear equations, as well as, word problem applications.

Prerequisite: MAT 100 or Placement Test

MAT 109 Mathematics for Cooks (2) (2, 0)

This course covers common mathematics requirements for Cooks. This course is designed to introduce the culinary art student to kitchen calculations, conversions and recipe costing. It also includes a review of basic operations, fractions, decimals, percents, ratios, and proportions. The International System of Measurements (Metric System), apothecary and household systems, construction and reading graphs are also included.

Prerequisite: None

MAT 110 Mathematics for Health Careers (4) (4, 0)

This course covers common mathematics requirements for the allied health field. The major topics for the course include a review of basic operations, fractions, decimals, percents, ratios and proportions. The International System of Measurements (Metric System), apothecary and household systems, systems conversions, construction and reading graphs are also included. Calculations needed to determine dosages and an introduction to statistics is covered as well. This class is recommended only for Respiratory Therapy majors.

Prerequisite: MAT 101 or Placement Test

MAT 111 Business Mathematics (4) (4, 0)

The course offers analysis and solution of business problems in profit and loss, banking and credit card transactions, percentage, discount, payroll, simple and compound interest, installment transactions, depreciation, inventory and overhead, taxes, interpretation of financial reports and business statistics, and weights and volume measurements.

Prerequisite: MAT 101 or Placement Test

MAT 112 Intermediate Algebra (4) (4, 0)

The major topics of the course include basic terms and real numbers, linear equations and inequalities, exponents and polynomials, rational expressions, roots and radicals. Quadratic equations and inequalities, linear equations and inequalities in two variables, systems of linear equations and inequalities, matrices, and radical expressions and logarithms are also covered. **Prerequisite:** MAT 101 or Placement Test

MAT 160 Precalculus (4) (4, 0)

This course provides students with the analytical abilities and required methods needed for a course on Calculus. The course integrates the major topics of College Algebra and Trigonometry in a straightforward approach that reinforces the role of these two areas in Calculus. Graphic calculators will be used as tools to motivate and enhance learning. (On demand)

Prerequisite: MAT 112 or Placement Test

MAT 199 Topics in Mathematics (1-4)

This course will review and expand the principles and concepts studied in MAT 101, MAT 110 or MAT 112 classes to allow students after its completion to satisfy the MAT requirement for some specific programs. (On demand)

Prerequisite: Departmental approval

MAT 200 Finite Mathematics (4) (4, 0)

This course is designed to provide the basic non-calculus mathematics needed by students in the areas of business and the social sciences. Major topics include set theory and Venn diagrams, logic systems of two and more equations, matrices, linear programming and its applications to social sciences problems, and probability and Bayes' Theorem. (On demand)

Prerequisite: MAT 112

IAI Course Number: M1 906

MAT 201 College Algebra (4) (4, 0)

Topics include fundamental algebraic operations with real and complex numbers, functions, linear, quadratic, and systems of equations, inequalities, factoring, topics from the theory of equations, polynomial, exponential, and logarithmic functions, the binomial theorem, partial fractions, and mathematical induction.

Prerequisite: MAT 112 or Placement Test (On demand)

MAT 210 Math for Elementary Teachers (4) (4, 0)

The major topics for this course include the study of mathematical concepts appropriate to teach mathematics for grades K through 3: sets, numbers, basic geometry, basic operations. Methods, techniques, and teaching aids for teaching mathematical concepts in elementary grades are also emphasized. Appropriate techniques in classroom management are also introduced. **Prerequisite:** MAT 112 or Placement Test (On demand)

MAT 225 Introductory Statistics (4) (4, 0)

This course is an introduction to statistics and probability. Major topics include introductory statistics, basic descriptive statistics including frequency distribution, mode, mean and standard deviation, permutations, combinations, probability rules and Bayes' Theorem, as well as binomial and normal distributions. Basic inferential statistics including sampling theory, confidence intervals for means and proportions, and test of hypotheses, and chi-square distribution will also be reviewed. Correlation and regression are also included.

Prerequisite: MAT 112 or Placement Test, and any CIS Course or Computer Literacy.

IAI Course Number: MI 902

Philosophy

PHI 200 Introduction to Philosophy (4) (4,0)

This course covers principles and problems of philosophy as seen in different schools of thought. The original works of such philosophers as Plato, Aristotle, Descartes, Hume, Kant, and Sartre will be analyzed. Topics include the validity of human knowledge, the nature of reality; mind and body; free will and determination; moral and aesthetic values; the existence of God and the significance of religious experience. Issues of professional ethics will be emphasized. **IAI Course Number:** H4 900

PHI 201 Logic (4) (4,0)

A study of the structure of logical thinking, including the validity of deductive and inductive reasoning. Attention is given to detecting fallacies and to examining the nature of scientific verification. A consideration of the methods of testing is also covered. The course is offered on demand. **IAI Course Number:** H4 906

PHI 220 Ethics (4) (4,0)

This course will provide an introduction to the study of ethics and its importance to the individual and society. It will introduce a model for making moral decisions, and will involve the students in the application of moral theories and principles to deal with specific moral dilemmas. It will emphasize issues of professional ethics.

IAI Course Number: H4 904

Physical Sciences

PHY 101 Introduction to Physical Science (4) (4,0)

Basic principles and concepts of physics, chemistry, earth sciences and astronomy. Both lecture and class demonstrations are utilized in this course. (On demand). **IAI Course Number:** P9 900

PHY 103 Earth Science (4) (4,0)

Basic principles and concepts of environmental problems, including the ecosystem, human population, human health, renewable and nonrenewable resources, as well as chemical, physical and biological hazards. The impact of economic and political factors in the environment will also be reviewed. The course is offered on demand.

IAI Course Number: P1 905

Political Science

PSC 103 American Government and Politics (4) (4,0)

Focus on the principles and practices of the American governmental system including the federal system, Congress, the President, the judiciary, the political and administrative process, including public policy.

IAI Course Number: S5 900

Psychology

PSY 101 General Psychology (4) (4,0)

A general introduction to the study of psychology as a science. Areas of study include a historical survey of psychology, the study of the sensory and perceptual processes such as learning, thinking, remembering, emotional behavior, motivation, and mechanism of adjustment.

IAI Course Number: S6 900; **IAI Major - Course Number:** SPE 912

PSY 202 Human Growth and Development (4) (4,0)

This course provides students with basic theories and principles of development, prenatal through adolescence with emphasis on the young child. It includes an in-depth study of physical, cognitive, psychosocial, language, and aesthetic development. The course examines theories of Piaget, Erickson, Freud, Vygotsky, Skinner, and others. It explores child development in the context of gender, family, culture, and society.

Prerequisite: PSY 101 or consent of department chairperson

IAI Course Number: S6 904; **IAI Major – Course Number** EED 902/PSY 901/SPE 913

PSY 210 Child Psychology (4) (4,0)

This course provides a “critical thinking” approach into basic theories, concepts and principles on Child Development from conception through early childhood. Students will study the physical, neurological, cognitive, psychosocial, moral, language, and aesthetic development of children and the interactive nature of these areas. We will examine developmental theories of emphasizing Piaget, Erikson, Freud, Vygotsky and others. Since human development can be greatly influenced by culture, cross-cultural comparisons and observations will be made throughout the course. Students will be performing observational tasks in order to assist learning gains.

Prerequisite: PSY 101 **IAI Course Number:** S6 903 (Equivalent to PSY 202.)

PSY 234 Abnormal Psychology (4) (4,0)

This course considers the major diagnostic, etiologic, prevention, and treatment issues for a variety of categories of abnormal behavior and psychological disorders. Students will be provided with basic information and knowledge on how mental professionals define (diagnose & assess), explain (etiology), and treat mental disorders from children to the elderly. Biological, psychosocial, and sociocultural origins of abnormal behavior will be examined and the role of research methods will be emphasized. **Prerequisite:** PSY 202 or PSY 210. **IAI Major Number: 905**

PSY 238 Social Psychology (4) (4,0)

A systematic study of theory and research of social factors in individual and group behavior. Includes social perception, moderation and learning, attitudes, norms of influence processes, leadership, group dynamics and research methods, emphasizing their effects on the individual.

Prerequisite: PSY 202 or PSY 210 **IAI Course Number: S8 900**

Respiratory Therapy

RES 100 Fundamentals of Respiratory Care (2) (3, 0)

Introduction to respiratory care with theoretical emphasis in principles of infection control, oxygen administration, aerosol and humidity therapy, chest physical therapy, analysis and monitoring of gas exchange and incentive spirometry devices. **Prerequisite:** Cum. GPA of 2.67 in Pre-Respiratory Courses; **Co-requisite:** RES 120

RES 120 Respiratory Care Procedures I (2) (0, 3)

Laboratory experience in selecting, assembling, using and troubleshooting basic respiratory care equipment including: oxygen administration devices, humidifiers, inhalers, gas cylinders, regulators, reducing valves, flowmeters, air oxygen blenders, mucous clearance devices, oximetry monitoring devices, incentive spirometry devices, among others. **Prerequisite:** Cum. GPA of 2.67 in Pre-Respiratory Courses; **Co-requisite:** RES 100

RES 129 Clinical Practicum I (1) (0, 8)

Introduction to basic respiratory care procedures under direct clinical supervision in the patient care setting. Students develop their skills in patient assessment, oxygen therapy, aerosol and humidity therapy, pharmacological agents, and cardiac resuscitation. Students will be oriented to diagnostic monitoring, computerized charting, hospital safety and standards for infection control. **72 clinical contact hours. Prerequisite:** Cum. GPA of 2.67 in pre-respiratory courses.

RES 201 Respiratory Care Pathology (2) (3, 0)

The acute and chronic cardio-respiratory pathological processes will be covered to include: pathophysiology, patient assessment, diagnosis, treatment and prevention. Pulmonary function interpretation will be discussed.

Prerequisite: Cum. GPA of 2.67 in Pre-Respiratory Courses

RES 204 Preparation of N.B.R.C. (4) (4, 0)

Students will review principles of anatomy and physiology, pharmacology, pathology, patient assessment, oxygen, and aerosol therapy, airway therapy, hyperinflation therapy, broncho-hygiene techniques, hemodynamic monitoring, ABG interpretation, ventilator management, infection control and equipment troubleshooting. Students will be given a series of N.B.R.C. generated S.A.E (Self-Assessment Exams) administered during the course.

Prerequisite: RES 100, 120, 201, 210, 220, 129, 239, and 249

RES 210 Fundamentals of Mechanical Ventilation (2) (3, 0)

Principles of mechanical ventilation including: Physiology of ventilatory support, indications, contraindications, complications and physiological effects of mechanical ventilation. Also included are the analysis of arterial blood gases, hemodynamic monitoring and assessment of patients on ventilators. **Effective Spring 2005**

Prerequisite: Cum. GPA of 2.67 in Pre-Respiratory Courses **Corequisite:** RES 220

RES 220 Respiratory Care Procedures II (2) (1,2)

Integration of theoretical and laboratory experiences with emphasis on selecting, assembling, using and troubleshooting ventilators as well as ventilator monitoring and weaning techniques. This course also includes selection, assembly, use and troubleshooting of equipment including: IPPB ventilators, suctioning devices, vacuum systems, PEP devices, artificial airways, and patients breathing circuits.

Prerequisite: Cum. GPA of 2.67 in Pre-Respiratory Courses. **Co-requisite:** RES 200

RES 230 Neonatal and Pediatric Respiratory Care (2) (3, 0)

An introduction to neonatal and pediatric respiratory care concepts including: placental and fetal circulation, cardiopulmonary events at birth, assessment of newborn, cardio-pulmonary disorders, basics of respiratory care and neonatal mechanical ventilation. Former RES 202

Prerequisite: RES 100, 120, 201, 210, 220, 129, 239, and 249. **Corequisite:** RES 240

RES 239 Clinical Practicum II (1) (0,8)

Continuation of basic respiratory care procedures under direct clinical supervision. Emphasis on development of new skills, including: airway management, nasotracheal suctioning, chest physiotherapy and hyperinflation therapy. **72 clinical contact hours. Prerequisite:** Cum. GPA of 2.67 in pre-respiratory courses.

RES 240 Respiratory Care Procedures III (2) (1, 2)

This course is a continuation of RES 220 through a systematic review of adult mechanical ventilations. Special emphasis is given to the difference between mechanical ventilation of the newborn and adult patient. Also introduces the student to special procedures like chest tubes.

Prerequisite: RES 100, 120, 201, 210, 220, 129, 239, and 249 **Co-requisite:** RES 230

RES 249 Clinical Practicum III (3) (0, 8)

Supervised clinical experience with emphasis in mechanical ventilation in the adult patient and introduction to critical care management. **128 clinical contact hours. Prerequisite:** Cum. GPA of 2.67 in previous semesters

RES 259 Clinical Practicum IV (2) (0,8)

Clinical practice designed for the advanced respiratory student under direct clinical supervision. Introduction to basic respiratory care procedures and critical care management of neonates and pediatric patients. **120 clinical contact hours. Prerequisites:** RES 100, 120, 201, 210, 220, 129, 239, and 249

RES 269 Clinical Internship I (2) (0,8)

Clinical practice designed for the advanced student under direct clinical supervision. Integration of prior clinical practices and knowledge. Students will acquire the clinical experience and skills needed for their clinical internship rotation. **120 clinical contact hours. Prerequisites:** RES 100, 120, 201, 210, 220, 129, 239, and 249

RES 279 Clinical Internship II (2) (0,8)

Integration of basic and advance clinical knowledge for the advanced respiratory student in order to independently recommend and modify therapeutic procedures, perform special procedures and conduct respiratory care techniques in an emergency setting. Program will help students find a major medical institution. **96 clinical contact hours.**

Prerequisites: RES 100, 120, 201, 210, 220, 129, 239, and 249

Sociology

SOC 101 Introduction to Sociology (4) (4,0)

The purpose of this course is to introduce students to the basic concepts, theories, and methods of sociology – which is the study of human behavior within and among groups, cultures, communities, and social organizations. The course will examine human interactions and how people are influenced by various factors, including economics and poverty, technological change, mass media, international development, and globalization. Students will understand the major sociological perspectives – symbolic interactionist, conflict, and function, in order to understand how social interactions are influenced by image, roles, values, gender, race, ethnicity, class, etc. Students will also learn how social policy is related to a society's view of itself and its members.

IAI Course Number: S7 900

SOC 208 Introduction to the Analysis of Social Problems (4) (4,0)

In this course, emphasis is placed on how social problems originate as well as on ways to determine causality and social problem solving. The problems studied range from local to international. The course is offered on demand.

Prerequisite: SOC 101 **IAI Course Number:** S7 901

SOC 210 Marriage and Family (4) (4,0)

Investigation of American family functions and structures through cross-cultural, historical, and institutional analysis. Sociological theory and current research used to explore mate selection, marital adjustment, child rearing, post-parental years, and problems related to American marriages. The course is offered on demand.

Prerequisite: SOC 101 **IAI Course Number:** S7 902

Spanish

SPA 101 Elementary Reading, Writing and Oral Expression (4) (4,0)

Introduction to Spanish-as-a-Second-Language including development of basic reading, writing, oral skills, and elementary grammar. (On demand)

SPA 105 Intermediate Reading, Writing, and Oral Expression (4) (4,0)

Development of reading comprehension of complex texts and the ability to write through summary preparation and compositions. Practice in the use of intermediate-level grammar. (On demand)

Prerequisite: SPA 101, or Placement Test

SPA 109 Advanced Reading, Writing, and Oral Expression (4) (4,0)

Practice of reading comprehension of complex texts and the ability to write summaries, reports and essays. The course includes a review of Spanish grammar (using grammar reference sources) to improve oral and written expression. (On demand) **Prerequisite:** SPA 105, or Placement Test

SPA 201 Grammar and Composition for Bilinguals (4) (4,0)

For Spanish-dominant students and students who have passed SPA 109. Systematic review of Spanish grammar and spelling, development of reading comprehension and the ability to write paragraphs, reports and expository essays. Introduction to the research paper. (On demand) **Prerequisite:** "C" or better in SPA 109, or Placement Test

SPA 202 Advanced Composition (4) (4,0)

Development and practice of the ability to prepare written documents (reports, memos, research papers) with attention to content, language, and format (APA or MLA). Practice in the use of reference guides, dictionaries, and grammars in the preparation of texts. (On demand)

Prerequisite: SPA 201

SPA 222 The Hispanic-American Experience through Literature (4) (4,0)

This course covers the development of Hispanic-American societies from their beginnings to the multi-ethnic character that marks them today. Emphasis will be given to the relationship between Europe and America and its consequences on major authors and literary works.

Prerequisite: "C" or better in SPA 109, or Placement Test. **IAI course Number H3 910D**

SPA 245 Hispanic Literature of the 20th Century (4) (4,0)

A survey of the literary movement and trends that followed the generation of 1898; analysis of selected works and discussion of writers who rose to prominence in the 20th Century. (On demand)

Prerequisite: "C" or better in SPA 109 or Placement Test

IAI Course Number: H3 917

SPA 250 Hispanic American Literature/Contemporary Fiction (4) (4,0)

Reading and analysis of contemporary short stories and novels of Latin America with special emphasis on their techniques and themes. Authors and nations are selected according to their representative character. (On demand)

Prerequisite: "C" or better in SPA 109 or Placement Test **IAI Course Number: H3 916**

Social Work

SWK 200 Introduction to Social Work (4) (4,0)

This course introduces students to the development of social work and social welfare policy and services, beginning with the English Poor Laws up to contemporary social welfare issues related to globalization. Students will also be introduced to the NASW Code of Ethics, the basic conceptual models of generalist social work practice, and a sampling of fields of practice for generalist practitioners today. This course emphasizes writing skills and fulfills the college computer literacy requirement.

Former SWK 190; Co-requisite: ENG 160

SWK 305 Ethics and Values in Social Work (4) (4,0)

This course will introduce students to the NASW Code of Ethics and issues that affect daily social work practice. Students will be challenged to consider their personal values and how to think critically when considering ethical issues. Ethical systems and processes for ethical decision making will be utilized in order to analyze case studies involving ethical dilemmas that affect practice, services, and clients. Students will also compare the NASW Code of Ethics with other professional codes of ethics. **Former SWK 200.**

Prerequisites: SWK 200, ENG 160, co-requisite ENG 162, may be taken with SWK 200 with permission of department.

SWK 315 Human Behavior in the Social Environment I (4) (4,0)

In this course students will explore human growth and behavior from conception to adolescence. The major dimensions studied are biological, psychological and social development. Environmental influences from the mezzo and macro levels are studied as they shape, act upon and affect human lives. Multiple influences of culture, race, racism, gender, sexual orientation and sexism are introduced and considered in relation to course of life. Theoretical perspectives such as strengths, ecological systems, empowerment, organizational theory and community change models are analyzed and applied to human behavior.

Former SWK 202

Pre-requisites: AA degree or 10 general education courses.

SWK 319 Human Behavior in the Social Environment II (4) (4,0)

This course uses ecological, interdisciplinary theory, and adult attachment theory with current research to study multidimensional risk factors and protective factors for nine challenges of living. Students will gain knowledge of contemporary issues in adult development in relation to life challenges experienced between young adulthood and death. Using the biopsychosocial-spiritual perspective, the course offers the opportunity to apply critical thinking skills with evidence based understanding of issues faced in generalist social work practice. The course will also prepare students to advocate for social justice and the well-being of vulnerable people with communities, organizations, and social systems of all sizes.

Prerequisites: SWK 200, 305, and 315. Admission to BSW is required.

SWK 325 Social Welfare Policy and Services (4) (4,0)

The purpose of this course is to introduce content on current social welfare services and policies in the United States within a global context. Students will explore, analyze, and critique major social policies, including social insurance and assistance, health care, child welfare, and criminal justice. The course will discuss how the delivery of service is impacted by funding, organizations, and political concerns. The course will emphasize the issues of poverty, racism, sexism, globalization, and inequality; with a corresponding focus on justice and human rights. Students will engage in a learning process of advocacy that is consistent with social work values. **Former SWK 240.**

Prerequisites: SWK 200, 305, and 315. Admission to BSW is required.

SWK 331 Case Studies in Generalist Practice (2) (2,0)

This two-credit-hour elective course has been designed to increase student knowledge of generalist practice while improving writing skills. Students will read several case studies, provide written responses to the studies, and share their responses in class. The case studies include scenarios at the micro, mezzo, and macro levels. Students will also participate in a role play for an intake appointment and then produce a progress note using the S.O.A.P. format. In addition to a basic review of elements of grammar and composition, the instructor will provide feedback to the students on how to improve their writing skills.

Prerequisites: SWK 200, 305, and 315. Admission to BSW is required.

SWK 333 Social Work and Aging (2) (2,0)

This two-credit-hour elective course will engage the student in the exploration of the biopsychosocial aspects of aging. Quality of life issues involving older adults—i.e., health, income, housing, retirement, social services—will be explored. Ageism—attitudes, values, myths, prejudices, and stereotypes toward the aged—will be critically analyzed and addressed. Aging will be studied in the context of a culturally diverse society in terms of class, race, ethnicity, gender, sexual orientation.

Students will be challenged to consider the implications for practice with the elderly population of theoretical learning accomplished in the classroom.

Prerequisites: SWK 200, 305, and 315. Admission to BSW is required.

SWK 335 SOCIAL JUSTICE AND SOCIAL ACTION (4)(4, 0)

The primary focus of this course is to explore macro theory and generalist practice with a global perspective that utilizes the *Just Practice Framework*. The course includes content on understanding and assessing power, law, history, and the ways in which people experience oppression and discrimination. Students will gain an understanding of how to assess relationships between and among groups, communities, organizations, and social systems through six core processes with the focus of addressing and overcoming social injustice. Students will also self reflect on their personal experiences, social positions and values in an attempt to better engage macro practice systems. **Former SWK 250.**

Prerequisites: SWK 200, 305, and 315. Admission to BSW is required.

SWK 337 Child Welfare Policy (2) (2,0)

This two-credit-hour elective course is designed to provide an introduction to the current policies governing child welfare practice in the state of Illinois. Historical background will be included in order to understand child welfare policy today. The development of policy will be examined in relation to societal definitions of the needs of children and families, with a focus on vulnerable and high-risk groups. The course will also include discussion on the values, rights, and responsibilities of the state, the community, and the family.

Prerequisites: SWK 200, 305, and 315. Admission to BSW is required.

SWK 338 Child Welfare Practice (2) (2,0)

This two-credit-hour elective course follows SWK 337. Having acquired an understanding of the role and values of current child welfare policy, students will be introduced to how policy is manifested in programs and services. Students will learn current perspectives regarding child abuse and neglect, and the role of the law and child welfare agencies in responding to these problems. Students will also become familiar with foster care, guardianship, and adoption services. Culturally competent practice and other issues related to race, culture, ethnicity, gender issues, and socio-economic status will also be discussed.

Prerequisites: SWK 200, 305, and 315. Admission to BSW is required.

SWK 345 Culturally Competent Social Work (4)(4, 0)

This course will involve an exploration of social work in the context of a culturally diverse society. Students will explore the meaning of cultural competence in relation to social work practice in the United States and the world. This will include discussing the need for social workers to embark on a life long journey toward cultural competence through knowledge, skills and self-awareness. Students will examine the meaning and dimensions of culture, race, ethnicity, racism, prejudice, oppression, assimilation versus acculturation, and bias in service delivery. Additionally, students will study critical issues in social work practice including sexual orientation, gender, class, religion and ability. Populations will be studied in the context of economic, historical, political, and social forces that impact these groups. Students will be challenged to consider empirically based theories as they relate to culturally competent social work. **Former SWK 306.**

Prerequisites: SWK 200, 305, and 315. Admission to BSW is required.

SWK 355 Research and Practice Evaluation (4) (4,0)

This course will cover basic and applied research concepts and methodology, statistics, and how to interpret research published in professional literature related to social work. Students will learn methods to evaluate their practice and develop a critical perspective to social work methods in order to improve their practice. The course will cover basic issues of research including ethics and informed consent, bias, developing research questionnaires, qualitative and quantitative designs, sampling, measurement, and analysis of data. **Former SWK 308.**

Prerequisites: SWK 200, 305, and 315. Admission to BSW is required.

SWK 410 Social Work Practice I (4)

This course will offer learners the skills to engage ethically and collaboratively in general level social work practice. These skills are the basis for: all social work jobs at the bachelor's level, for continuation in a master's level social work program, for effective case management practice, and for community-centered work in social work. Using active listening and strength-based interviewing skills students will actively participate in case simulations and apply problem-solving techniques with the goal of empowering those they serve. Students will practice case management with voluntary and involuntary clients, and those in crisis. Students will learn to conduct comprehensive assessments of individuals (micro level) and communities (macro level), and learn to evaluate their effect on each other using the ecological systems perspective. Learners will engage in evidence based practice methods as those apply to case management and community assessment. Social work practice evaluation skills are applied in the context of individual case management tasks.

Prerequisites: SWK 200, 305, and 315. Admission to BSW is required.

SWK 420 Practice II (4)

This course builds on the general practice model emphasized in SWK Practice I. In this course students continue to extend the skills learned in the social work practice I course to social work with families and groups. Students will apply family systems theory and theories of group dynamics to helping families and groups, and to professional use of self as a social worker. Students will learn to think critically about empirical research, family definitions, and empowerment within contexts that include interacting cultures, social injustice, and both public and private resources to meet the needs of people. They will learn how family needs change with the stages of the family life cycle and varying social conditions. Students continue to learn about evidence based practice and practice evaluation as they did in SWK Practice I. Students will continue preparation for the social work practicum by learning how to work effectively within organizational structure and under supervision. Students will be able to apply the Social Work Code of Ethics to the process of intervention with families and groups. They will learn to prepare themselves for continuing education and lifelong professional learning by identifying personal learning needs. **Prerequisites:** SWK 200, 305, and 315. Admission to BSW is required.

SWK 450 Field Instruction I (4) (1, 14)

This course is the initial experience for the student to begin working as a social worker. This course and SWK 342 require a minimum of 210 hours (each semester) at the field site. Once the student has been oriented to the agency's mission, organization, and its services, the student will begin the internship, offering direct service to the agency's clients. During the semester the student will work with the site supervisor and begin to develop his or her skills and knowledge as a social worker. The student should learn basic skills in assessment, treatment plans intervention, and referral. The student should grow in understanding of the generalist approach from the biopsychosocial view and systems perspective. The student should also learn about the mission and functions of the local agency and its relationship to governmental bodies, social policy, and funding sources. The student will be evaluated at the end of the semester and a passing grade will be required to continue the course sequence. **Former SWK 340.**

Prerequisites: SWK 200 through 420, and 2.75 GPA. By permission co-req SWK 420, plus 20 hrs. of electives.

SWK 460 Field Instruction II (4) (1, 14)

This course continues the work begun in SWK 450. The student will be expected to deepen and improve the learning begun in the first semester. This semester also requires 210 hours of work at the field site. In addition to improving one's skills and knowledge, students may also be working on issues of termination with clients and staff, utilizing supervision more successfully, and reflecting about one's own values, skills, and professional development. Successful completion of the field experience is required for graduation. **Former SWK 342.**

Prerequisites: SWK 200 through 420, and 2.75 GPA. By permission co-req SWK 335 or above.

SWK 470 Integrative Seminar (4) (4,0)

This is the capstone course of the social work degree program. The purpose of the seminar is to assist the student in synthesizing theory and knowledge with field practice in order to better understand and improve one's practice. This class will utilize case studies and process recordings to assist students to improve their practice. Students will also reflect on their development as social workers and understand how their practice is impacted by their sense of self and personal values. More in depth study of the NASW code of ethics is also included. Students participate actively in the seminar and share their knowledge and experience with their classmates in order to understand, integrate, and develop as generalist-practice social workers. **Former SWK 350.**

Prerequisites: SWK 200 through 420, and 2.75 GPA. SWK 450 pre/co-req, and SWK 460 co-req.

SWK 498 Topics in Social Work I (1)

Independent study course. This course is designed to allow students to pursue areas of study in social work which are relevant to the completion of the SWK degree. This course is offered on request. Projects may be supervised by any social work faculty but must be approved by the department chair.

SWK 499 Topics in Social Work II (2)

Independent study course. This course is designed to allow students to pursue areas of study in social work which are relevant to the completion of the SWK degree. This course is offered on request. Projects may be supervised by any social work faculty but must be approved by the department chair.

Support Services

Instructional Support Services

Instructional support services are designed to help students achieve their full academic potential. The instructional support services include individual and group tutoring sessions as well as study groups aimed at improving understanding and study skills. Services begin in Week 2 and end in Week 16 of the semester. Teachers trained in the subject areas teach most tutoring groups, although qualified student mentors, who have demonstrated thorough knowledge in the subject areas, may conduct some tutoring groups.

The College also assists students who have been identified as learning-disabled or who experience difficulty succeeding with their course work. This service is provided by a Testing Specialist who interviews the student and completes a psycho-educational screening. Once the screening is completed, recommendations are made to the student, his/her advisor, and to the teacher as to the best way to help the student. Please contact your advisor for more information.

Academic Advising

Offered by the Advising Office, academic advising provides students with information on the College's policies and academic regulations. Students are assisted in the selection of appropriate courses to match their chosen area of study. For the purpose of helping students return to good standing, the staff works closely with students on academic probation.

Advisors make available a variety of documents, publications, and catalogs, which provide information regarding personal growth, the world of work, careers, and educational opportunities. Academic advisors can also help individuals to become aware of agencies, services, and personnel who may provide assistance beyond the limits of the programs offered by the College.

Every student will be assigned to an academic advisor who will meet with the student prior to registration and during the semester on an individual or group basis. Students in the Bachelor of Social Work program and the Respiratory Therapy program receive academic advising from department faculty. These programs have specific academic and professional requirements that are managed by the respective departments. Students should inform their advisors in the Advising Office as early as possible of their intention to study respiratory therapy or social work. The Academic Affairs Office issues mid-term reports which are used by advisors to monitor student performance.

Transfer Center

The Transfer Center encourages, advises, and counsels students to transfer to four-year institutions. It is the students' responsibility to request their advisors' assistance and to ensure that the chosen curriculum meets the requirements of the four-year institution to which they hope to transfer. St. Augustine College has a transferable General Education Core Curriculum that meets the requirements established by the Illinois Board of Higher Education.

Students interested in transferring to other Colleges and Universities are urged to discuss transfer options early in their college careers. It is the responsibility of the students to request the Transfer Director's assistance in order to ensure that the chosen course work meets the requirements of the four-year institution to which they hope to transfer.

The College has articulation agreements with several local universities and dual admissions agreements with Northeastern Illinois University, National-Louis University, Robert Morris College and East-West University, DeVry Institute of Technology, Trinity Christian College. The student should contact the Transfer Center Director for more information. Careful attention to this matter will ease the student's transition to a four-year college or university. In the event a course or courses are not accepted by another senior institution, please contact the Dean of Academic Affairs for assistance.

Student Support Services/Exit Program

This program promotes the development of skills deemed essential for success in college programs. Students must meet specific eligibility requirements for admission to the program. The program consists of a workshop/seminar, which meets for 16 weeks, and other learning support activities. Students are evaluated with a Pass (P)/Unsatisfactory (U) grade designation, which is not computed in the GPA.

Personal and Specialized Counseling

Advisors have a Counseling Referral System to assist those students who are in need of personal and specialized counseling services.

Students with Disabilities (ADA)

The College abides by the guidelines of the Americans with Disabilities Act (ADA) of 1990 in trying to ensure reasonable services and accommodations to students with disabilities. Students who believe they have a need for disability accommodations or modifications are responsible for requesting such accommodation or modification and are responsible for providing all pertinent documentation to verify eligibility to their academic advisor.

St. Augustine College Testing Center (SACTC)

The St. Augustine College Testing Center administer one or more U. S. Department of Education approved tests to determine an “Ability To Benefit” (ATB) from college programs, and sends test results and recommendations to the Office of Admissions and the Office of Financial Aid. It also coordinates placement and other academic-related testing. In addition, the SACTC coordinates out-of-schedule exams.

Childcare for Children of Students

The College offers professional childcare services at the Campus and Satellites, at a nominal cost, through two Head Start and three Parent-Child Development Centers, for children (ages 3-12) of students. Students can use the childcare services while they are attending classes or using the library or laboratories. Students should consult the Childcare Center Director for information on documentation required for registering children.

Learning Resources Center (Library)

The Learning Resources Center provides assistance for study and research. Books may be borrowed upon presentation of a current identification card. Library hours vary during the school year and are posted throughout the College.

Identification Cards

All registered students are required to have a current College identification card. This card permits students to withdraw materials from the Learning Resources Center, and serves as an identification for admission to College-sponsored events. With proof of registration and an additional piece of identification, a College identification card may be obtained during registration. There is no charge for the initial card. There is a replacement fee if an identification card is lost, please contact the Office of Academic Advising.

Basic Food and Vending

Food services are provided at the Campus and Satellites with schedules that accommodate student needs. Vending machines are also available at selected locations in each building.

Parking/Vehicle Regulations

Limited parking space is available free of charge at all facilities on a first-come-first-served basis.

Bookstore

Textbooks and other school supplies are available at the Bookstore at the Main Campus.

Copier

The College provides coin-operated copier services for student use in the Learning Resources Center and at selected locations in the satellites.

Insurance

All students are covered by insurance for personal injuries that may occur while on campus. However, the College is not insured for loss or damage to personal property and is not responsible for such losses.

Alumni Services

Alumni services are coordinated by the Office of Institutional Advancement. Any student who has completed a degree or certificate program at St. Augustine College is considered an alumnus/alumna of the college and is entitled to participate in any scheduled alumni functions. St. Augustine College’s goal is to maintain contact with its alumni, and to keep graduates involved in the life of the college for the mutual benefit of both alumni and current students.

Foreign Students

Academic Advisors assist students on F-1 visas with their adjustments to the College and their new cultural environment. The Academic Advising Office provides consultation and referral services regarding academic and personal concerns.

Student Representatives

In each term, student representatives are elected by their peers for each course. While following the guidelines for orderly constituency representation, the elected student is instrumental in the exchange of information between the instructor and the students. This system promotes the resolution of classroom-related problems and gives students the opportunity to exercise and practice leadership skills.

Servicios de Apoyo

Servicios Didácticos

Los servicios de apoyo de carácter didáctico incluyen sesiones de tutoría tanto de manera individual como en grupo, así como la formación de grupos de estudio encaminados a mejorar la comprensión y las técnicas de estudio. Estos servicios comienzan en la Semana 3 y terminan en la Semana 16 del semestre. La mayoría de los grupos formados para clases específicas se imparten por profesores expertos en este campo, aunque algunos de estos grupos pueden ser dirigidos por estudiantes cualificados que hacen las veces de preceptor y que han demostrado poseer conocimiento integral de esas especialidades. Para obtener mayor información sobre estos servicios, se ruega que se consulte la Guía del Estudiante de la Universidad San Agustín.

El Colegio también asiste a estudiantes previamente identificados con problemas de aprendizaje o a estudiantes que tienen dificultades en sus clases. Este servicio lo provee por un especialista en evaluación quien entrevista al estudiante y determina como mejor ayudar al estudiante. A veces se determina la necesidad de una evaluación más detallada. Después de dicha evaluación, se hacen recomendaciones al estudiante, su consejero académico, y al maestro(a) referente a la mejor manera de asistir al estudiante. Favor de informarse sobre este servicio con su consejero académico.

Consejería Académica

El asesoramiento académico, que presta la Oficina de Consejería (*Advising Office*), proporciona a los estudiantes información relativa a las políticas y normas académicas de la Universidad. Se ayuda a los estudiantes en la selección de los cursos apropiados que compaginen con las áreas de estudio escogidas. Con la finalidad de ayudar a los estudiantes a recuperar su status académico satisfactorio, el personal trabaja conjuntamente con los estudiantes que estén bajo prueba académica (*academic probation*).

Los consejeros suministran gran variedad de documentos, publicaciones y catálogos que contienen información sobre el desarrollo personal del estudiante, el mundo laboral, las carreras y las posibilidades de formación profesional. Los consejeros académicos pueden también ayudar a los estudiantes para que conozcan los organismos, servicios y personal que pueden ofrecerles ayuda con los programas con que cuenta la Universidad.

A cada estudiante se le asigna un consejero académico que mantendrá reuniones con el mismo antes de la matriculación y a lo largo del semestre, tanto de manera individual como en grupo. Para los estudiantes en los programas de trabajo social y terapia respiratoria la consejería es proporcionada por los profesores de dichos departamentos. Estos programas tienen específicos requerimientos académicos y profesionales. Los estudiantes con intención de seguir estas carreras deben de notificar sus consejeros generales.

Centro de Transferencias

A través de su Centro de Transferencias de estudios, St. Augustine College alienta, asesora y aconseja a los estudiantes cómo trasladar sus expedientes académicos a las instituciones de estudios de cuatro años. El estudiante tiene la responsabilidad de pedirle ayuda a su consejero y de asegurarse que el currículo que haya escogido cumple los requisitos de la institución cuatrienal al que quiera transferir sus estudios. La Universidad San Agustín tiene un Plan de Estudios de Enseñanza General que cumpla los requisitos establecidos por la Junta de Enseñanza Superior de Illinois. Estudiantes interesados en transferirse a otras Instituciones Universitarias se ruega que se preocupen lo antes posible de la transferencia mientras realizan sus estudios en la Universidad. Incumbe a los estudiantes solicitar la ayuda del Director del Centro de Transferencias para tener la certeza de que los cursos escogidos cumplen las exigencias del centro docente donde vayan a realizar sus estudios de cuatro años y a donde piensan realizar la transferencia.

La Universidad ha firmado acuerdos de integración con varias universidades locales y acuerdos de doble admisión con Northeastern Illinois University, National-Louis University, Robert Morris College y East-West University, DeVry Institute of Technology, Trinity Christian College. Los estudiantes deben dirigirse al Director del Centro de Transferencias si desean más información al respecto. Si se presta la debida atención a este asunto, se facilitará la transferencia del estudiante a una institución universitaria o universidad donde vaya a realizar sus estudios de cuatro años.

Programa “Éxito”

Este programa fomenta el desarrollo de aquellas técnicas que se consideran esenciales para obtener éxito en los programas de estudio a nivel universitario. Los estudiantes deben cumplir requisitos específicos de elegibilidad para ser admitidos en el programa. El programa consiste en un seminario/cursillo con reuniones durante 16 semanas y otras actividades de apoyo al aprendizaje. Se evalúa a los estudiantes con la nota de Aprobado (P)/ Insatisfactorio (U), calificaciones de nota que no se computan en el GPA.

Consejería personal y especializada

Los consejeros poseen un Sistema de Asesoramiento (*Counseling Referral System*) para ayudar a aquellos estudiantes que precisan de servicios de asesoramiento personal y especializado.

Estudiantes con Discapacidades (ADA)

La Universidad se atiene a la directrices de la Ley de 1990 para Americanos con Discapacidades (Americans with Disabilities Act - ADA) al tratar de asegurar servicios y adaptaciones razonables para estudiantes con discapacidades. Los estudiantes que creen tener necesidad de adaptaciones o modificaciones para sus discapacidades tienen la responsabilidad de pedir tales adaptaciones o modificaciones y tienen la responsabilidad de proveer toda la documentación pertinente para verificar su elegibilidad a su consejero académico.

Servicios de Evaluación de la Universidad San Agustín (SACTC)

Los Servicios de Evaluación de la Universidad San Agustín (SACTC) administran uno o más exámenes aprobados por el Departamento de Educación de los Estados Unidos cuyos fines son determinar la capacidad de beneficiarse de los programas universitarios, y envía los resultados de los exámenes y las recomendaciones a la Oficina de Admisión y a la Oficina de Ayuda Financiera. Asimismo, el Centro coordina los exámenes de clasificación académica de los estudiantes y demás pruebas académicas. Además, el SACTC coordina los exámenes fuera de plazo y presta apoyo para las revisiones psico-docentes (*psycho-educational screening*).

Servicios de asistencia infantil para los estudiantes

Tanto en el Campus como en los satélites, la Universidad ofrece servicios profesionales de asistencia infantil por medio de dos centros "Head-Start" y de cuatro Centros de Desarrollo de Padres e Hijos para los hijos de estudiantes (3-12 años de edad). Los estudiantes pueden utilizar los servicios de atención infantil mientras asisten a clase, practican en los laboratorios o utilizan los servicios de biblioteca. Los estudiantes deben consultar el/la Director(a) del Centro Infantil para información sobre el particular y para conocer los documentos que se precisan para inscribir a los niños.

Centros de Medios Educativos (Learning Resources Center) (LRC)

El Centro de Medios Educativos, que cuenta con diverso material didáctico, tanto libros como grabaciones, presta ayuda para estudiar y realizar investigaciones. Pueden obtenerse libros en régimen de préstamo, previa presentación de la tarjeta de identidad en vigor. Las horas del Centro varían durante el año escolar y figuran en los tableros de anuncios de toda la Universidad.

Tarjeta de identidad

Todos los estudiantes matriculados deben poseer tarjeta de identidad actualizada. Dicha tarjeta faculta a los estudiantes para obtener en préstamo material didáctico del Centro de Medios Educativos, y sirve de identificación para la admisión en las actividades patrocinadas por la Universidad. La tarjeta se obtiene durante el período de matriculación presentando el resguardo de la matrícula efectuada y un documento adicional de identificación. La primera tarjeta es gratuita pero se cobra una cuota mínima si se emite una nueva. En caso de pérdida, deben dirigirse a la Oficina de Consejería Académica.

Servicios de cafetería y de máquinas vendedoras

Tanto en el Campus como en los Satélites existen servicios de cafetería que se ajustan a los horarios y necesidades de los estudiantes. En todos los edificios también hay máquinas vendedoras en lugares escogidos.

Normas para el estacionamiento de vehículos

En todas las instalaciones existen zonas de estacionamiento para vehículos de capacidad limitada. Los puestos están disponibles según el orden de llegada.

Librería

En la librería de la sede principal se puede obtener libros de texto y otros materiales didácticos.

Fotocopiadora

En el Centro de Medios Educativos y en lugares seleccionados de los Satélites, hay fotocopiadoras que funcionan mediante monedas para uso de los estudiantes.

Seguro

Todos los estudiantes están cubiertos por un seguro contra los daños personales que puedan sufrir en el Campus. Sin embargo, la Universidad no ha suscrito un seguro contra pérdidas o daños de bienes de propiedad personal, ni asume responsabilidad por esos riesgos.

Estudiantes extranjeros

La Oficina de Asuntos Estudiantiles ayuda a los estudiantes con visa F-1 a que se familiaricen con la Universidad y con su nuevo entorno cultural. Esta Oficina presta servicios de consulta e información en lo relativo a problemas académicos y personales.

Delegados de curso

En cada semestre los estudiantes de cada curso eligen a uno de sus compañeros como delegado de curso. Cumpliendo siempre las normas para una representación ordenada de sus condiscípulos, el estudiante elegido como delegado realiza un cometido fundamental en el intercambio de información entre el profesor y los estudiantes. Este sistema facilita la resolución de problemas relacionados con las clases y brinda a los estudiantes la posibilidad de ejercer y practicar sus aptitudes de dirección y liderazgo.

Academic Information

Grading System

Final grades are mailed to the student's home address within a three-week period after the end of each term. Students are graded according to the following grading system:

Grade Designations and Action Code Interpretations

A. Used in Grade Point Average (GPA) computation:

<i>Grade</i>	<i>Interpretation</i>	<i>Grade Point Value</i>
A	Superior	4
B	Good	3
C	Average	2
D	Minimum Passing	1
F	Failure	0
IF	Failure (unresolved incomplete)	0

B. Not used in GPA computation:

I	- Incomplete	
LA	- Leave of Absence	
NW	- No Show Withdrawal	
AW	- Administrative Withdrawal	
EW	- Extenuating Circumstances	
SW	- Student Initiated Withdrawal	
V	- Audit	
S	- Satisfactory	
U	- Unsatisfactory	
NG	- Grade not reported by instructor. It is changed when the grade is received.	
T	- Transferred course	

C. Special Designations:

The following symbol may appear after a letter grade:

Indicates that the course was repeated at a later date.

All letter grades will be included in the student's permanent academic record or transcript.

Computation of Grade Point Average

Your academic standing at the College is determined by your Grade Point Average (GPA). Only grades from courses taken at St. Augustine College are used in calculating a student's official GPA. You can figure your GPA by dividing the total number of grade points earned by the total number of GPA hours.

Course	Grade	Point value		GPA Hours	Quality Points
ENG 160	D	1	*	4	4
MAT 112	B	3	*	4	12
CIS 105	C	2	*	4	8
				12	24

Total Quality Points 24 = 2.0 Grade Point Average

Total GPA Hours 12

Term grade point average represents the average of grades for only one term.

Cumulative grade point average represents the average of the grades for all courses taken at St. Augustine College.

Note: Only grades for courses at the 100 level or above are used to compute Grade Point Average.

Incomplete Grades (I)

If a student is passing a course and misses the final examination or fails to complete a major course assignment, the instructor may assign a grade of "I". For this grade to be assigned, the following conditions should apply:

- a) The student is responsible for requesting the incomplete grade from the class instructor, who may accept or deny it. The instructor's decision is final.
- b) The student must be in good academic standing; therefore, the student should not have a cumulative grade inferior to C at the moment of the request. If the instructor is not available, the student must contact an advisor or the chairperson in order to petition for an incomplete grade.
- c) The student has shown him/herself to be responsible throughout the term.
- d) The work to be completed is a realistic portion of the total work for the course. One or at the most two assignment should be pending as long as they do not represent more than 49% of the total score.
- e) An Incomplete grade does not affect the GPA calculations.

The instructor must: a) fill out an "incomplete grade report" form for each student who receives an incomplete grade; b) indicate the current student grade on the incomplete grade report; c) explain what the student needs to do in order to complete the course; and d) maintain grade records for the period of time required to remove the incomplete.

An incomplete grade must be removed by the end of the following semester. If during a whole semester the student does not change his/her grade, the "I" automatically becomes "IF". In specific cases authorized by the Assistant Dean, the student will have an additional time of forty days after the end of the following semester to remove the incomplete. Once the IF grade is assigned, the course has to be taken again. In the case of courses, whose content requires practicum, the student will have up to two semesters to remove the incomplete, subject to approval from the Dean of Academic Affairs.

If the incomplete grade represents an impediment for graduation, the incomplete grade must be removed prior to the end of the 13th week of the semester in which the student is graduating.

Unless there is a written authorization from the Dean of Academic Affairs, the auditing of courses will not be accepted for students having an "I" grade.

Leave of Absence (LA)

A student who may not be able to continue with classes due to a documented major-emergency, may apply for a leave of absence with his/her advisor.

Auditing a Course (V)

Students may audit courses and must follow all registration procedures and pay all appropriate charges. Tuition for audited courses is the same as for courses taken for credit. A student who audits a class will be issued the final grade of "V". This grade will not be calculated in the student's grade point average or as registered hours and no credit will be earned.

Grade Appeal

It is the intent of the College to provide all students with procedures by which their legitimate right to seek redress can be exercised, when they do not believe that their final grade in a course is consistent with the work performed.

Procedure:

1. Within 90 days from the date the grade is issued, the student must contact the department for a review of the grade calculation. If s/he is not satisfied with the outcome, then,
2. The student should file a grade appeal petition with his/her Advisor. The Dean of Academic Affairs will form an ad hoc academic appeals committee which will review the evidence available and make a final decision. The Committee's decision is final.

Types of Withdrawals

RD: Registration Drop

Students who officially withdraw during the first two (2) class sessions of the term will be eligible for 100% refund and their registration will be canceled.

NW: No-Show Withdrawal

According to attendance records, the Office of the Registrar will withdraw students who have a maximum of only one class attendance during the first four class sessions. A grade designation of NW will be used and done automatically by the Registrar. This grade designation will not be used in GPA computation and it will not count as registered hours. Holidays will be computed as absences.

Students - or on his/her behalf by an Academic Advisor – can file a petition to avoid the NW up the fourth week of classes. The student can request reinstatement from the fifth to the seventh week.

If a student is reported NW in the eighth week of class (usually mid-term week), the student should not be allowed to take the test or to remain in class.

AW: Administrative Withdrawal

Students who have been continuously absent for four or more weeks will be withdrawn from any class and issued a final grade designation of Administrative Withdrawal (AW). The withdrawal period for AW is applicable from the fifth week of class session through the Friday of the thirteenth week. Holidays will be computed as absences.

A student who has legitimate reasons for such absences must meet with his/her Academic Advisor no later than two weeks after the mid-term date and state those reasons and other relevant considerations for requesting not to be withdrawn. An Administrative Withdrawal will not be used in GPA computations but will count as registered hours. The AW grade does not allow any student to remain in class.

EW: Administrative Withdrawal Exceptional Circumstances

A student with deserving reasons may be withdrawn under the Exceptional Circumstances withdrawal. An Exceptional Circumstances Withdrawal (EW) will not be used in GPA computations and it will not count as registered hours. The EW grade does not allow any student to remain in class.

SW: Student-Initiated Withdrawal

A student may withdraw from a course through the Friday of the thirteenth week of the semester, if not already withdrawn administratively (AW). In case of serious personal emergency, the Student-Initiated Withdrawal (SW) can be completed in writing or by telephone through an Academic Advisor. Student-Initiated Withdrawals (SW) will not be issued in GPA computations and will count as registered hours.

If a student signs his/her voluntary withdrawal, he/she will immediately afterwards be reported as SW. As of the SW report date, the student should not be allowed to remain in the class.

If in the final attendance list a student is reported as withdrawal (of any of the aforementioned types), he/she cannot be allowed to take the final exam, and the grade cannot be changed by the instructor.

Since the decisions related to changes in withdrawals and the exceptions to the incomplete grade are administrative and academic, they will be taken exclusively by the Assistant Dean of Academic Affairs.

Class Standing

For students working towards Associate Degrees and Certificates:

Freshman: Any student who has earned 29 college credits or less.

Sophomore: Any student who has earned 30 or more college credits.

For students working towards the Bachelor Degree:

Freshman: Any student who has earned 29 college credits or less.

Sophomore: Any student who has earned from 30 to 59 college credits.

Junior: Any student who has earned from 60 to 89 college credits.

Senior: Any student who has earned 90 college credits or more.

Student-at-Large:

A student-at-large is defined as a student who is not interested in a degree or certificate, but rather takes a course(s) for self-improvement or for skill-building in a particular area. A student-at-large may or may not have previously-completed college work and cannot receive financial aid or college-based financial awards.

Course-load Standing:

Full-time Student: any student who is carrying 12 or more credit hours per semester, or 6 or more credit hours for the summer term.

Part-time Student: any student enrolled for fewer than 12 credit hours per semester, or fewer than 6 credit hours for the summer term.

Class Attendance

Regular class attendance is an important part of the educational process and it is assumed that every student will attend all scheduled meetings of the course. The student has the obligation to assume the responsibility for maintaining a level of attendance, which will allow him/her to derive the maximum benefit from the instruction available. The student should be aware that poor attendance may affect financial assistance, and that attendance at St. Augustine College is especially important due to the established system of condensed class sections.

Repeated Courses

If a course is repeated, only the last grade will be counted in the grade point average. In no case will repeated courses be counted more than once for GPA calculations, even if the grade in the repeated course is lower.

Final Examinations

Final examinations are held in all subjects during the last class session of the term.

Credit Through the CLEP Exam

College credit is given for subject examinations taken through the College Level Examination Program (CLEP) of the College Entrance Examination Board (CEEB). Credit will be awarded for courses with a score at or above the recommended minimum scores of the Commission on Educational Credit of the American Council on Education.

The student must request that the examination results be forwarded from CEEB to the Admissions Office of the College. The code number assigned to St. Augustine by CEEB is "0697". Students who plan to use CLEP credits for graduation must bring their CLEP examination results to the Office of Registrar before the eighth week of the term in which they are planning to graduate. The maximum number of credit hours granted for a single subject through CLEP is 12 semester credit hours.

Work Completion

Students are responsible for the completion of all work assigned in class, whether they are present or not. The instructor may allow full credit, partial credit, or no credit for work, which is completed late.

Academic Honors

Graduation Distinction

Degrees of distinction are awarded to students graduating with cumulative grade point averages as listed in the following categories:

3.900 - 4.000	Summa Cum Laude
3.700 - 3.899	Magna Cum Laude
3.500 - 3.699	Cum Laude

Información Académica

Sistema de Calificación

Las calificaciones finales se envían por correo al domicilio del estudiante dentro del plazo de tres semanas al término de cada semestre. La Universidad retendrá las notas finales si no se han devuelto los libros y otros materiales didácticos. A los estudiantes se les califica de acuerdo con el siguiente sistema de evaluación:

Denominación de las Calificaciones y Significados del Código de Acción

A. Las denominaciones que se utilizan en el cálculo del Coeficiente Académico General (GPA)

(Grade Point Average - (GPA) son:

Calificación	Interpretación	Puntos por Créditos
A	Superior	4
B	Bueno	3
C	Promedio	2
D	Calificación	1
F	Suspenso	0
IF	Suspenso por no resolver incompleto	0

B. En el cálculo del GPA no se utilizan las denominaciones siguientes:

I	-	Incompleto
LA	-	Ausencia Temporal
NW	-	Baja Administrativa por Falta de Asistencia
AW	-	Baja Administrativa
EW	-	Baja por Circunstancias Atenuantes
SW	-	Baja a Petición del Estudiante
V	-	Alumno Oyente
S	-	Satisfactorio
U	-	Aplazado
NG	-	El Profesor no ha asignado nota. Se cambiará cuando se reciba la nota.
T	-	Curso Revalidado.

C. Denominaciones especiales:

El siguiente símbolo puede aparecer después de la letra de la calificación:

Indica que el curso fue repetido posteriormente.

Todas las calificaciones denominadas con letra, se incluirán en el expediente académico permanente del estudiante o en su certificación académica oficial.

Cálculo del Coeficiente Académico General (Grade Point Average - GPA)

El nivel académico de todo estudiante en la Universidad se determina por su coeficiente académico general (GPA). Solamente calificaciones de los cursos tomados en la Universidad San Agustín son usados para calcular el coeficiente académico general GPA. Se puede obtener el GPA si se divide el número total de puntos/créditos conseguidos por el número total de horas semestrales matriculadas.

Curso	Calificación	Puntos		Horas Semestrales Matriculadas	Total Puntos
ENG 160	D	1	*	4	4
MAT 112	B	3	*	4	12
CIS 105	C	2	*	4	8
				12	24

$$\frac{\text{Total de Puntos } 24}{\text{Horas Semestrales } 12} = 2.0 \text{ Coeficiente Académico General}$$

El Coeficiente Académico General del Término representa el promedio de las calificaciones obtenidas en uno de los 3 términos del año académico.

El Coeficiente Académico General Acumulado representa el promedio de las calificaciones de todos los cursos tomados en la Universidad San Agustín.

Nota: Solamente las calificaciones de cursos del nivel 100 o superiores se utilizan para calcular el coeficiente académico general.

Calificación de Incompleto (I)

Si un/a estudiante está aprobando un curso y no asiste al examen final o le falta completar algún trabajo de curso, el instructor puede asignarle una nota de "I". Para poder asignar esta nota, se requiere cumplir las siguientes condiciones:

- a) El/la estudiante tiene la responsabilidad de solicitar la calificación de incompleto del profesor, quien tiene la potestad de aceptarla o rechazarla. La decisión del profesor es inapelable.
- b) El/la estudiante deberá tener una buena situación docente; por lo tanto no deberá tener una calificación acumulada inferior a C en el momento de la solicitud de incompleto. Si el profesor no estuviera disponible para recibir la solicitud, el/la estudiante deberá comunicarse con un consejero o el jefe del departamento docente.
- c) El/la estudiante ha tenido un comportamiento responsable en el cumplimiento de sus tareas durante el semestre.
- d) El trabajo pendiente de concluir deberá constituir una parte razonable del trabajo total del curso. Una actividad evaluativa, o a lo sumo dos, deberán estar pendientes de completar, siempre y cuando no representen más del 49% de la evaluación total.
- e) Una nota de incompleto no afecta el cálculo del GPA.

El instructor deberá: a) llenar el modelo "incomplete grade report" para cada estudiante que reciba la calificación de incompleto; b) indicar la nota acumulada por el/al estudiante al momento de recibir el reporte de incompleto; c) explicar qué necesita hacer el estudiante para completar el curso, y d) conservar todas las estadísticas de las notas para el periodo de tiempo requerido para eliminar la calificación de incompleto.

La calificación de incompleto debe ser eliminada antes de que concluya el semestre siguiente. Si durante un semestre completo el/la estudiante no modifica su calificación de incompleto, la "I" automáticamente se convertirá en "IF". En casos específicamente autorizados por el Decano de Asuntos Académicos, el estudiante dispondrá de un periodo adicional de cuarenta días después del final del semestre siguiente para eliminar el incompleto. Una vez que la calificación "IF" ha sido asignada, será necesario tomar el curso de nuevo. Para aquellos cursos que requieran un "practicum", previa autorización del Decano de Asuntos Académicos, o su designado, el/la estudiante tendrá hasta dos semestres para eliminar el incompleto.

Si el incompleto representa un obstáculo para la graduación, la "I" deberá ser eliminada antes de concluir la décimo tercera semana del semestre en que se gradúe.

A menos de que exista una autorización por escrito del Decano de Asuntos Académicos, los estudiantes que reciban calificación de incompleto no podrán asistir a clases como oyentes.

Ausencia Temporal (LA)

Si un estudiante no puede proseguir con sus clases debido a una emergencia mayor documentada, puede someter una solicitud de ausencia temporal con su consejero(a).

Alumnos Oyentes (V)

Los estudiantes se pueden matricular como alumno oyente en un curso (es decir, sin crédito). Los alumnos oyentes deben cumplir con todos los trámites de matrícula y abonar todas las tasas académicas correspondientes. Los derechos de matrícula de alumnos oyentes son de la misma cuantía que la de cursos por créditos.

El estudiante que asista como alumno oyente a un curso recibirá la calificación final de "V". Esta calificación no se utilizará en el cálculo del coeficiente académico general del estudiante ni en el cómputo de horas matriculadas.

Revisión de Calificaciones

La Universidad pretende conceder a todos los estudiantes los cauces procesales para ejercer su legítimo derecho de lograr la revisión de calificaciones cuando consideren que la evaluación final del curso no se corresponde con el trabajo realizado.

Procedimiento

1. En un plazo que no exceda de 90 días a partir de la fecha en que se emitió la calificación, el estudiante debe dirigirse al departamento para solicitar la revisión del cálculo de la calificación asignada. Si la respuesta no es satisfactoria, entonces,
2. El estudiante presentará un escrito de apelación recurriendo la calificación otorgada, que entregará a su consejero, el cual lo remitirá al Decano o Decano Asistente de Asuntos Académicos el cual formará un comité académico de apelación al efecto que revisará la evidencia presentada y tomará una decisión final. La decisión del comité es inapelable.

Categorías de Bajas

RD: Baja de matrícula

Los estudiantes que se den de baja oficial durante las dos primeras (2) sesiones de clase del término, tienen derecho al reembolso del 100% de los derechos de matriculación y a que se cancele la matrícula.

NW: Baja administrativa por falta de asistencia

De acuerdo con las listas de asistencia, la Oficina de Registro dará de baja a los estudiantes que solo hayan asistido un día de clase durante las cuatro primeras sesiones del curso, y se les asignará la calificación de NW. Este proceso es llevado a cabo automáticamente por la Oficina de Registro. Esta calificación no será usada en el cálculo del GPA y no contará como horas registradas. Los días feriados serán computados como ausencias.

Los estudiantes pueden hacer una petición para evitar la calificación de NW hasta la cuarta semana de clases. Los estudiantes también pueden solicitar su reintegración a la clase desde la quinta hasta la séptima semana de clases.

Si un/una estudiante es reportado/a NW en la octava semana de clases (por lo regular la semana del mid-term), no tendrá derecho a hacer el examen o permanecer en la clase.

AW: Baja administrativa

Serán dados de baja de cualquier curso los estudiantes que hayan estado ausentes durante cuatro o más semanas y se les haya asignado la calificación de AW. El período efectivo de baja para una calificación AW será desde la quinta (5a.) semana de clase hasta el viernes de la decimotercera semana del curso. Los días feriados se computarán como ausencias.

Un estudiante que tenga razones justificadas para tales ausencias debe reunirse con el consejero en un plazo máximo de dos semanas después de los exámenes de mitad del semestre, (en los cursos de verano una semana) y exponer dichas razones y demás circunstancias relevantes para solicitar que no se le dé de baja. La calificación de "AW" no se utilizará en el cálculo del coeficiente académico general, pero sí se computará como horas matriculadas. La calificación de AW no permitirá a los alumnos a permanecer en la clase.

EW: Baja administrativa por circunstancias excepcionales

Todo estudiante por razón de circunstancias "excepcionales" puede darse de baja por razones justificadas y tener derecho al reembolso del 100% del importe de la matrícula. La baja administrativa por circunstancias excepcionales (EW) no se computa en el cálculo del GPA ni como horas registradas.

La calificación de EW no permitirá a los alumnos a permanecer en la clase.

SW: Baja de curso por iniciativa del estudiante

Un estudiante puede darse de baja de un curso hasta el viernes de la decimotercera (13ra.) semana del semestre con la condición de que con anterioridad no se le haya asignado una "AW". En caso de emergencia personal grave, la "SW" se puede tramitar por escrito, por teléfono, o por mediación de un Consejero Académico. La "SW" no computará en el cálculo del GPA, pero sí como horas matriculadas.

Si el/la estudiante firma su baja voluntaria, él/ella será inmediatamente reportado(a) como SW. A partir de la fecha del reporte, el/la estudiante no podrá permanecer en clase.

Si en la lista final de asistencia un/una estudiante es reportado(a) como baja (en cualquiera de las categorías anteriormente definidas), él/ella no podrá tomar el examen final, y la calificación no podrá ser modificada por el instructor.

Por cuanto las decisiones relacionadas con los tipos de bajas y con las excepciones a la calificación de incompleto son administrativas, y no académicas, ellas podrán ser tomadas exclusivamente por el Decano o el Vice-Decano.

Clasificación de los Estudiantes

Los estudiantes se clasifican de la siguiente forma:

Los estudiantes que cursan a nivel Asociado y Certificados:

Freshman (estudiante de primer año): Todo estudiante que ya ha acumulado 29 o menos horas/crédito de estudios universitarios.

Sophomore (estudiante de segundo año): Todo estudiante que ya ha acumulado 30 o más horas/crédito de estudios universitarios.

Los estudiantes que cursan a nivel Licenciatura:

Freshman (estudiante de primer año): Todo estudiante que ya ha acumulado 29 o menos horas/crédito de estudios universitarios.

Sophomore (estudiante de segundo año): Todo estudiante que ya ha acumulado de 30 a 59 horas/crédito de estudios universitarios.

Estudiante “Junior” (estudiante de tercer año): Todo estudiante que ha aprobado de 60 a 89 horas/crédito de estudios universitarios.

Estudiante “Senior” (estudiante de cuarto año): Todo estudiante que ha aprobado 90 o más horas/crédito de estudios universitarios.

Estudiante Independiente:

El estudiante independiente es definido como un estudiante que no está persiguiendo un grado académico o un certificado. Pero en cambio, prefiere tomar cursos para el propio mejoramiento o para adquirir destrezas en un área de interés particular. El estudiante independiente puede haber completado, o no, estudios universitarios previamente y no puede recibir ayuda financiera.

Clasificación por carga de cursos:

Estudiante a tiempo completo: Todo estudiante matriculado en 12 o más horas/crédito en el semestre, o 6 o más horas/crédito en el término del verano.

Estudiante a tiempo parcial: Todo estudiante matriculado en 12 o menos horas/crédito en el semestre, o menos de 6 horas/crédito en el término del verano.

Asistencia a Clase

La asistencia regular a clases es una parte fundamental del proceso educacional, y se da por supuesto que todos los estudiantes asisten a todas las sesiones del curso. Los estudiantes tienen la obligación de mantener un grado de asistencia que les permita obtener el máximo beneficio de los cursos. Los estudiantes deben percatarse que la falta de asistencia puede influir en la ayuda económica que perciben y que la asistencia a clases en la Universidad San Agustín reviste una importancia considerable debido al sistema de clases intensivas.

Repetición de cursos

En caso de repetición de curso, para calcular el coeficiente académico general sólo se utilizará la última nota obtenida en el curso. Para calcular el GPA, en ningún caso se computarán más de una vez los cursos repetidos.

Exámenes finales

Los exámenes finales de todas las materias tendrán lugar durante la última semana del semestre.

Crédito Por Medición del Examen CLEP

Se otorgan créditos universitarios por aquellos exámenes de materia realizados de acuerdo con el Programa de Exámenes de Nivel Universitario (*College Level Examination Program - CLEP*) de la Junta de Exámenes de Ingreso Universitario (*College Entrance Examination Board - CEEB*). Se otorgarán créditos por los cursos aprobados con calificación igual o superior a la nota mínima recomendada por la Comisión de Créditos de Enseñanza del Consejo Americano de Enseñanza (*Commission on Educational Credit of the American Council on Education*). El estudiante debe solicitar que los resultados de los exámenes se remitan por la CEEB a la Oficina de Admisión de la Universidad. El número de código asignado a la Universidad San Agustín por la CEEB es el "0697". Los estudiantes que tengan intención de usar los créditos CLEP para su graduación, deben enviar los resultados de sus exámenes CLEP a la Oficina del Registro antes de la octava semana del semestre en que tengan pensado recibirse. El número máximo de horas crédito otorgadas en cada materia a través del CLEP es de 12 horas.

Realización de Trabajos y Deberes

Los estudiantes tienen la obligación de realizar todos los trabajos y deberes que les imponga el profesor, con independencia de que estén o no presentes en clase. El profesor puede conceder crédito pleno, crédito parcial, o ningún crédito por las tareas o deberes que se realicen fuera de plazo.

Honores Académicos

La Universidad San Agustín fomenta la excelencia académica y premia los méritos logrados.

Graduación Distinguida

Se conceden diplomas de mérito a los estudiantes que se gradúan con los coeficientes académicos generales que se relacionan a continuación:

3.900- 4.000	Summa Cum Laude
3.700- 3.899	Magna Cum Laude
3.500- 3.699	Cum Laude



Satisfactory Academic Standards and Progress Policy

St. Augustine College's Policy for Satisfactory Standards and Progress is aimed at promoting the pursuit of high academic achievement. The College's educational philosophy abides by the principle that "a student's performance will rise to match his/her educator's expectations."

The College policy does not imply that individual learning differences be ignored, or forced into a system of arbitrary inflexibility. The Institution is devoted to the fostering of educational achievement within a framework of realistic parameters and availability of resources. The parameters, which define policy standards, represent the minimal compliance requirements for academic and financial aid standing. Students must comply with the policy in order to maintain eligibility for participating in the financial aid programs. The "Satisfactory Academic Standards and Progress Policy" is based on students' compliance with the policy's standards. Students' academic standing and progress will be reviewed at the end of the Fall and Spring semesters. Students who have questions about academic status and/or satisfactory progress must consult with their Academic Advisors.

The Registrar's office, on the basis of reports received from the Academic affairs Department, issues mid-term reports, which are used by advisors to monitor student performance.

The College's Satisfactory Academic Standards and Progress Policy includes two parts:

- **Part I: Academic Standards;**
- **Part II: Standards of Satisfactory Progress for Financial Aid Eligibility.**

Part I: Academic Standards

Students must maintain, or exceed, minimum standards for good academic standing in order to avoid *Academic Warning* or *Academic Exclusion* from the College. A student is considered to be in compliance with the Satisfactory Academic Standards Policy if his/her academic status is either in *Good Standing* or *Academic Warning* at the end of any semester. Whatever the situation regarding compliance with the policy, a minimum GPA of 2.0 must always be met for graduation.

Cumulative GPA Measurement

The cumulative grade point average (GPA) is computed at the end of each semester on the basis of all grades, A through F, earned in College credit courses.

Grade Point Designations

Used in GPA computation:

A = 4 points, counted as registered hours
B = 3 points, counted as registered hours
C = 2 points, counted as registered hours
D = 1 point, counted as registered hours
F = 0 points, counted as registered hours
IF = 0 points, counted as registered hours

Not used in GPA computation:

I = Counted as registered hours
LA = Counted as registered hours
V = Not counted as registered hours
NW = Not counted as registered hours
EW = Not counted as registered hours
AW = Counted as registered hours
SW = Counted as registered hours
S = Counted as registered hours
U = Counted as registered hours
NG = Counted as registered hours
T = Counted as registered hours

The symbols "*" and "#" do not affect the registered hours' value for the course.

Minimum Cumulative Grade Point Average

To remain in good academic standing, a student must maintain a minimum cumulative grade point average in accordance with the schedule of the Table of Minimum Standards for Good Academic Standing. Failure to meet these standards will result in a status designation of either *Academic Warning* or *Academic Exclusion*.

Table of Minimum Standards for Good Academic Standing

Cumulative Number of Registered Hours	Minimum Cumulative GPA
0-6	0.5
7-12	1.0
13-24	1.3
25-36	1.6
37-48	1.9
49 – above	2.0

The table indicates minimum requirements. Some programs have different standards. Refer to Additional Admission Requirements for Bachelor of Social Work.

Academic Warning

Students who do not achieve the minimum required GPA at the end of any given semester will be placed on *Academic Warning* for the following semester. Students will be informed of *Academic Warning* status on the final grade report. Students in *Academic Warning* status are allowed to register for the following semester.

Academic Exclusion

Students on *Academic Warning* who do not achieve the minimum required cumulative grade point average by the end of the warning period will be placed on *Academic Exclusion*. Students who are on *Academic Exclusion* at the end of the spring Semester are not allowed to register until the following spring Semester. Students who are on *Academic Exclusion* at the end of the fall Semester are not allowed to register until the following fall Semester. An academically excluded student on ATB status will not be allowed to register until he/she passes the GED exam.

Appeal Procedures in Case of Academic Exclusion

To appeal *Academic Exclusion* status, a student must initiate, through his/her Academic Advisor, a written appeal to the Assistant Dean or the Dean of Academic Affairs, who will take the case to the Appeals Committee for Satisfactory Academic Standards and Progress. The student must show either:

1. Extenuating Circumstances

Extenuating circumstances are those beyond the immediate control of a student, which prevent an otherwise qualified student from maintaining the GPA as required in the Table of Minimum Standards. Such circumstances include, but are not limited to:

- a) Death in the immediate family;
- b) Extended (over two weeks) and documented illness of the student or a member of the student's immediate family requiring medical intervention or hospitalization;
- c) Childbirth by the student or student's spouse; or
- d) Family problems, such as separation/divorce, or other severe health/life threatening situations.

2. Administrative Error

There was a miscalculation of any of the factors that affect the GPA. A successful appeal will allow the student to register in the following semester under the provision of *Academic Warning* status.

Part II: Standards of Satisfactory Progress for Financial Aid

All students must comply with the Academic Standards described above. In addition, to be eligible for financial aid under Title IV of the Higher Education Act (Federal Pell Grant, College Work-Study, and SEOG) and certain state-funded programs (Guaranteed Student Loan, Monetary Award Program, Veterans' Grants, and National Guard Scholarship), students must maintain Satisfactory Progress.

To maintain Satisfactory Progress, students must complete a specific number of hours each semester and finish their program within a certain time frame. Satisfactory Progress will be determined on the basis of all registered hours taken at St. Augustine College and other educational institutions offering college credit programs.

Satisfactory Progress

To receive financial aid, students must be enrolled in a program of study approved for financial aid and must successfully complete, as evidenced by the letter grades A through D, a minimum number of hours **equal or higher**

than 2/3 of registered hours. Satisfactory Progress is calculated after the Fall and Spring semesters and will be calculated only for students who have registered for at least six hours in a semester.

Financial Aid Probation

Students who do not meet the minimum number of completed hours at the end of a semester will be placed on *Financial Aid Probation* for the next term. Students will be informed of probation status on the final grade report. During the probation term, financial aid eligibility will continue.

Financial Aid Exclusion

If a student does not fulfill the required number of completed hours by the end of the probation term, the student's record will be placed on *Financial Aid Exclusion*. This hold will prevent the award of financial aid, until the student regains financial aid eligibility.

Regaining Financial Aid Eligibility

Students in *Financial Aid Exclusion* may regain eligibility after a semester of not receiving financial aid (whether registered or not), if the possibility of returning to good academic standing by the end of the semester exists. After reviewing the case, the Financial Aid Director will reinstate the student to *Financial Aid Probation* status.

Appeal Procedures in Case of Financial Aid Exclusion

To appeal the *Financial Aid Exclusion* status, a student must initiate through his/her Advisor a written appeal to the Dean of Academic Affairs, who will take the case to the Appeals Committee for Satisfactory Academic Standards and Progress. The student must show either extenuating circumstances or administrative error as defined previously. A successful appeal may preserve the student's eligibility for financial aid the following semester. If the appeal is unsuccessful, the student may continue at the College without financial aid, at his/her own expense, provided Academic Standards are met.

Maximum Time Frame

The Maximum Time Frame is the time allowed for a student to complete a course of study during which the student may be eligible for financial aid. The Maximum Time Frame is one-and-a-half times the program length. In other words, a student in a 60-hour program is allowed 90 hours in which to complete the program provided that the student keeps the Minimum Standards for Good Academic Standing. A student in a 128-hour program is allowed 192 hours to complete the program provided that the student keeps the minimum standards for a Good Academic Standing. All registered hours will be counted in the Maximum Time Frame determination, including those semesters in which a student may not have received financial aid at St. Augustine College. In addition, all transfer credit hours accepted from other institutions will also be counted for maximum time frame compliance.

If a student does not complete the program within the stated Maximum Time Frame, a hold will be placed on the student's record and the student will not be eligible to receive financial aid.

Appeal Procedures for Maximum Time Frame Hold

The students may file an official appeal requesting an extension of their Maximum Time Frame. An extension may be approved; in which case, the maximum time frame may be extended by up to 30 hours for both AA and BA. Students who successfully appeal their Hold status will regain financial aid eligibility. Students who are unsuccessful may attend the College at their own expense, provided they meet the College's Academics standards.

Transfer Students: Maximum Time Frame

Students transferring from other colleges to St. Augustine College will have their accepted registered hours applied toward their Maximum Time Frame. Accepted hours must be completed in college-level courses in which the student received a grade of "C" or better.

Normas de Nivel Académico y Progreso Satisfactorio

Las Normas de Nivel Satisfactorio Académico y Progreso de la Universidad San Agustín tienen como meta promover la excelencia académica. La filosofía educativa de la Universidad se basa en el principio de que “el estudiante rendirá en la misma proporción que la aspiración del profesor.”

Las normas de la Universidad no implican ignorar las diferencias individuales en el aprendizaje ni forzar al individuo con un sistema de inflexibilidad arbitraria. La Institución se afana por fomentar los logros educativos dentro de un marco de parámetros realísticos y de disponibilidad de medios. Los parámetros que condicionan las normas de esta política representan el cumplimiento de los requisitos mínimos para alcanzar un nivel académico satisfactorio y lograr ayuda económica. Los estudiantes deben acatar esa política para mantener su aptitud para participar en los planes de ayuda económica. Las “Normas de Nivel Satisfactorio Académico y Progreso” se basan en que los estudiantes cumplan las normas de aquella política. Al final de los semestres de otoño y primavera, se revisan el nivel académico y el progreso de los estudiantes. Aquellos alumnos que tengan dudas respecto a su nivel académico y/o progreso satisfactorio deben consultar con sus consejeros académicos.

El Nivel Académico Satisfactorio de la Universidad y las Normas del Progreso incluyen dos partes:

Parte I: Nivel Académico

Parte II: Normas de Progreso Satisfactorio para elegibilidad de Ayuda Financiera.

Parte I: Nivel Académico:

Los estudiantes deben de mantener, o superar, el nivel mínimo de un buen estado académico para evitar una Advertencia Académica o una Exclusión Académica de la Universidad. Se considera que un estudiante cumple con la Norma de Estado Satisfactorio Académico si académicamente está en *Buen Estado* o en *Advertencia Académica* al final de cualquier semestre. Independientemente de la situación relacionada con el cumplimiento de las normas, se requiere una nota media mínima de 2.0 para graduarse.

Medida del Coeficiente Académico General Acumulativo

El coeficiente general académico (GPA, sus siglas en inglés) será calculado al final de cada semestre basado en todas las notas, obtenido en los cursos universitarios con crédito.

Designación de las notas:

Usado en el cálculo del coeficiente académico general:

A	=	4 puntos, cuenta como horas en las que se ha matriculado
B	=	3 puntos, cuenta como horas en las que se ha matriculado
C	=	2 puntos, cuenta como horas en las que se ha matriculado
D	=	1 punto, cuenta como horas en las que se ha matriculado
F	=	0 puntos, cuenta como horas en las que se ha matriculado
IF	=	0 puntos, cuenta como horas en las que se ha matriculado

No usado en el cálculo del coeficiente académico general (GPA):

I	=	Cuenta como horas en las que se ha matriculado
LA	=	Cuenta como horas en las que se ha matriculado
V	=	No cuenta como horas en las que se ha matriculado
NW	=	No cuenta como horas en las que se ha matriculado
EW	=	No cuenta como horas en las que se ha matriculado
AW	=	Cuenta como horas en las que se ha matriculado
S	=	Cuenta como horas en las que se ha matriculado
U	=	Cuenta como horas en las que se ha matriculado
NG	=	Cuenta como horas en las que se ha matriculado
T	=	Cuenta como horas en las que se ha matriculado

Los símbolos “*” y “#” no afectan el valor las horas registradas el curso.

Coeficiente Académico General Acumulativo Mínimo

Para permanecer en buen estado académico, el estudiante mantendrá una nota media mínima de acuerdo con el programa de la Tabla de Normas Mínimas para un Buen Estado Académico. El cumplir estas normas resultará en una designación del estado de Advertencia o Exclusión Académica.

Tabla de Nivel Mínimo para un Estado Académico Satisfactorio

Número acumulativo de horas de matrícula	Mínimo del coeficiente acumulativo de nota media GPA
0-6	0.5
7-12	1.0
13-24	1.3
25-36	1.6
37-48	1.9
49 – y superior	2.0

La tabla indica requisitos mínimos. Algunos programas tienen normas diferentes. Favor referirse a los Requisitos de Admisión Adicionales para Licenciado en Trabajo Social.

Advertencia Académica

A los estudiantes que en cualquier semestre no obtengan el mínimo coeficiente académico general (GPA), se les pondrá bajo Advertencia Académica el siguiente semestre. Se informará a los estudiantes de este estado de Advertencia Académica en el boletín final de calificaciones. Los estudiantes bajo Advertencia Académica se les permite matricularse el semestre siguiente.

Exclusión Académica

Estudiantes bajo Advertencia Académica que no logran obtener el mínimo necesario índice acumulativo de nota media para el final del período de advertencia, serán considerados bajo Exclusión Académica. Los estudiantes que están bajo Exclusión Académica al final del semestre de primavera no tienen permitido matricularse hasta el siguiente semestre de primavera. Un estudiante en exclusión académica, con la condición “ATB”, no podrá matricularse hasta que haya aprobado el examen de GED.

Procedimiento para apelar en caso de Exclusión Académica

Para apelar el estado de Exclusión Académica, el estudiante iniciará, a través de su consejero académico, una apelación escrita al Vice- Decano o al Decano de Asuntos Académicos, quien llevará el caso a la Comisión de Apelaciones para el Nivel Académico Satisfactorio y Progreso. Los estudiantes deben de demostrar cualquiera de las siguientes circunstancias:

1. Causas de fuerza mayor

Son aquéllas que están por encima del control inmediato del estudiante y que previenen al (generalmente) calificado estudiante de mantener el GPA como se requiere en la Tabla de Niveles Mínimos. Tales circunstancias incluyen, pero no son limitadas a:

- a) Muerte de un familiar cercano;
- b) Enfermedad prolongada (más de dos semanas) y documentada del estudiante o de un familiar cercano que requiera intervención médica o hospitalización;
- c) Parto de la estudiante o de la esposa del estudiante; o
- d) Problemas familiares, como separación/divorcio, y otras situaciones que pongan en peligro la vida.

2. Error administrativo – Existencia de un cálculo errado en cualquier factor que afecte el GPA.

Una petición exitosa permitirá que el estudiante se matricule el siguiente semestre bajo las disposiciones del estado de Advertencia Académica.

Parte II: Normas del Progreso Satisfactorio para la Ayuda Financiera

Todo estudiante debe cumplir con las normas académicas descritas como se expresa arriba. Además, para ser elegible para ayuda financiera bajo el Título IV del Acta de Enseñanza Superior (Federal Pell Grant-Subvención Federal Pell, College Work Study-Trabajo y Estudio Universitario y SEOG) y ciertos programas subvencionados por el estado (Guaranteed Student Loan-Préstamo Estudiantil Garantizado, Monetary Award Program-Programa de Premio Monetario, Veteran’s Grants-Subvención de los Veteranos, y National Guard Scholarship-Beca de la Guardia Nacional), los estudiantes han de mantener un Progreso Satisfactorio.

Para mantener un progreso satisfactorio, los estudiantes deben de completar un número específico de horas cada semestre y acabar su programa dentro de un plazo limitado. Se determinará el progreso satisfactorio basándose en todas las horas de matrícula cursadas en la Universidad San Agustín y otras instituciones académicas que ofrezcan programas universitarios con créditos.

Progreso Satisfactorio

Para recibir ayuda financiera, los estudiantes deben estar inscritos en un programa de estudios aprobado para ayuda financiera y deben completar con éxito, tal como haya sido demostrado por las notas de A a D, un número mínimo de horas cada semestre **igual o mayor de 2/3 de las horas matriculadas**. El progreso satisfactorio se calcula después de los semestres de otoño y primavera y será calculado solamente para los estudiantes que se han matriculado en por lo menos seis horas por semestre.

Ayuda Financiera Condicional

Los estudiantes que al final de un semestre no hayan completado el número de horas se les clasificarán en la situación de Asistencia Económica Condicional. En el informe de calificaciones finales, se informará a los estudiantes de esa situación condicional. Durante esta fase condicional, seguirá en vigor el derecho a ayuda financiera.

Exclusión de la Ayuda Financiera.

Si al final del semestre en que se le condicionó la asistencia económica, el estudiante no ha completado el número de horas requerido, el expediente del estudiante se clasificará en la situación de *Exclusión de la Asistencia Financiera*. Este impedimento suspenderá la asistencia financiera hasta que el estudiante recupere el derecho a ella.

Recuperación de la Elegibilidad de Ayuda Financiera

Los estudiantes que estén en la situación de *Exclusión de la Asistencia Financiera* pueden recuperar su elegibilidad de gozar de ayuda financiera cuando haya transcurrido un semestre sin recibir asistencia financiera (con independencia de que estén o no matriculados), siempre que al final del semestre haya posibilidad de recuperar una clasificación académica satisfactoria. Después de revisar el caso, el Director de Ayuda Financiera, reclasificará al estudiante en la situación de *Asistencia Financiera Condicional*.

Procedimiento de Apelación en Caso de Exclusión de Ayuda Financiera

Para apelar el estado de *Exclusión de Ayuda Financiera*, el estudiante debe de iniciar a través de su consejero una apelación escrita al Decano de Asuntos Académicos, quien llevará el caso a la Comisión de Apelaciones de Niveles y Progreso Académico Satisfactorio. El estudiante debe demostrar el caso de causa de fuerza mayor o de error administrativo tal como ha sido descrito previamente.

Una apelación exitosa puede preservar la elegibilidad del estudiante para solicitar ayuda financiera el semestre siguiente. Si la apelación no tiene éxito, el estudiante puede continuar en la universidad sin ayuda financiera, cubriendo él el coste, si cumple los niveles necesarios académicos.

Plazo Máximo

Plazo máximo es el tiempo permitido al estudiante para completar un curso de estudio durante el que puede ser elegible para ayuda financiera. El plazo máximo equivale a una vez y media de la extensión del programa. En otras palabras, se permite a un estudiante en un programa de 60 horas, 90 horas en los que debe completarlo, siempre que el estudiante mantenga el nivel mínimo en su estado de progreso académico. Se permite a un estudiante en un programa de 128 horas, 192 horas para completarlo, siempre que éste mantenga el nivel mínimo en su estado de progreso académico.

Procedimientos de Apelación para el Máximo Plazo de Espera

El estudiante puede presentar una apelación pidiendo una extensión del plazo máximo. Una extensión puede ser aprobada. En este caso, el plazo máximo podrá ser extendido hasta 30 horas.

Los estudiantes que con éxito apelan su estado de espera recuperarán la elegibilidad a la ayuda financiera. Los estudiantes que no tienen éxito pueden concurrir a la universidad financiando sus propios gastos, siempre que cumplan los niveles académicos de la universidad.

Estudiantes que se Transfieren: Plazo Máximo

A los estudiantes provenientes de otras instituciones se les convalidarán las horas que hayan sido aceptadas conducentes al plazo de tiempo máximo. Las horas que se acepten deben haber sido completadas en cursos de nivel universitario en el que el estudiante recibió la nota de "C" o mejor.

Definitions of Important Terms

Credit:	Synonymous with "semester credit hour"
Credit Hour:	1 credit hour = 50 minutes of instruction, 16 times.
Semester Hours Attempted:	The number of credit hours for which a student enrolls, except for hours carrying a "V", "EW", or "NW" grade designation
Semester Hours Completed (Earned):	The number of credit hours completed by the student for which a passing grade (A, B, C, D, or S) was recorded
Semester GPA Hours :	The number of credit hours which carry a grade designation of A, B, C, D, F, IF, S, or U
Academic Year:	A period comprising the terms of Fall, Spring, and Summer sessions. A student is not required to be enrolled in chronologically consecutive years.
Good Academic Standing:	The status following a full semester in which a student attains the minimum academic standards as defined by the Table of Minimum Standards for Good Academic Standing. All incoming students registering for their first semester at St. Augustine College are granted this status for the duration of that semester. The academic standing is reviewed at the end of each semester.
Semester:	Is a period of time for class instruction with the duration of 16 weeks. The College has a Fall and a Spring semester in the academic year.
Term:	The academic year is comprised of three terms: Fall, Spring and Summer.
Official Withdrawal:	A total withdrawal of classes.

Definiciones de Términos Importantes

Crédito:	Es sinónimo de "horas crédito semestrales"
Horas crédito:	tiene el mismo significado que <i>crédito</i>
Horas semestre Matriculadas:	Es el número de horas crédito por las que un estudiante se inscribe, excepto aquellas horas que se designen con "V", "EW" o "NW"
Horas semestre completadas:	Es el número de horas crédito completadas, por las que una nota aprobatoria (A,B,C,D o S) fue inscrita.
Horas semestre GPA:	Es el número de horas crédito designadas con las siguientes notas: A,B,C,D,F,IF,S ó U
Año académico:	Etapa que consta de tres términos: otoño, primavera y verano. No se requiere que un estudiante esté inscrito en años que sean cronológicamente consecutivos.
Estado académico satisfactorio:	El estado después de un semestre completo en el que un estudiante alcanza los niveles mínimos como están definidos por la tabla de Niveles Mínimos del Estado Satisfactorio Académico. Se concede este estado a todo estudiante que ingrese y que se matricule en su primer semestre en la Universidad San Agustín, durante el semestre. El estado académico se revisa al final de cada semestre.
Semestre:	Es un período de tiempo de 16 semanas dedicado a la instrucción. La Universidad tiene un semestre de otoño y uno de primavera, en el año académico.
Período:	El año académico se compone de 3 períodos: otoño, primavera y verano. (El verano no necesariamente es de 16 semanas.)
Retiro Oficial:	Cuando el estudiante se retira de todos los cursos.

Graduation Requirements

To earn a degree or certificate the student must complete requirements shown in the catalog for the year in which he/she entered St. Augustine College. If the graduation requirements are changed during attendance, the student may elect to satisfy either the new requirements or the ones in force when the student enrolled. If the student discontinues his/her academic program for at least one semester, he/she will have to satisfy the academic requirements in force at the time of re-enrollment.

The student is eligible to **graduate** from an academic program at St. Augustine College, if he/she is an active student (currently enrolled or re-admitted) and has fulfilled the following requirements:

- satisfactorily completed the credit hour requirements for a specific degree or certificate of 36 hours or more,
- satisfactorily completed the general education requirements,
- satisfactorily completed the major and concentration requirements,
- satisfactorily completed the minimum requirements of academic residency (12 credit hours for associate degrees and 36 credit hour certificates, 32 credit hours for the bachelor's degree, 8 credit hours for certificates of 12 credit hours).
- attained at least a cumulative GPA of 2.00 (2.75 in the BSW major),
- have high school or GED official transcripts on file (This is an admissions requirement that is to be met no later than the third semester at SAC),
- have a graduation application on file with the Office of the Registrar,
- met the computer literacy requirement.

The student is eligible to participate in the **Commencement Ceremony** if he/she:

- has completed the graduation requirements,

The student is eligible to receive a **diploma** from the College if he/she:

- has completed the graduation requirements, and
- has no outstanding debt to the College.

The student may obtain **official transcripts** (before or after graduation) from the College if he/she:

- has no outstanding debt to the College.

Second Major/Second Degree

All students are entitled to pursue a second major or a second degree. Students seeking a second degree/major, diploma, or 36 credit hours certificate must complete a minimum of 12 additional credit hours in the second degree/major area at St. Augustine College.

Requisitos para la Graduación

Para obtener un título o un certificado, los estudiantes deben cumplir los requisitos que aparecen en el catálogo del mismo año en que se matricularon en la Universidad San Agustín. Si mientras llevan a cabo sus estudios se modifican los requisitos para la graduación, los estudiantes pueden elegir entre cumplir los nuevos requisitos o aquellos que estaban en vigor cuando se matricularon. Si los estudiantes interrumpen durante un semestre, como mínimo, su programa académico, deberán cumplir los requisitos académicos que estén en vigor en el momento en que vuelvan a matricularse.

Los estudiantes están habilitados para **graduarse** en un programa académico en la Universidad San Agustín si tienen el status de estudiantes activos (matriculados o readmitidos) y han cumplido los siguientes requisitos:

- Haber completado satisfactoriamente los créditos necesarios de 36 horas o más que se precisan para obtener un determinado título concreto o un determinado certificado,
- haber completado satisfactoriamente los requisitos en materia de enseñanza general,
- haber completado satisfactoriamente los requisitos en materia de especialización (major) y concentración,
- haber completado satisfactoriamente las exigencias mínimas de residencia académica (12 horas crédito para los títulos asociados y certificados de 36 horas crédito, 32 horas crédito para la licenciatura; y 8 horas crédito para certificados de 12 horas crédito.
- haber conseguido como mínimo un coeficiente académico general acumulado de 2.00 (2.75 en el licenciado en trabajo social),
- estar en posesión de certificados de enseñanza secundaria o de GED (Este es un requisito de admisión que debe cumplirse no más tarde del tercer semestre de estudios en la Universidad San Agustín),
- haber presentado una solicitud de graduación en la Oficina de Registros,
- haber satisfecho el requisito de conocimiento informático.

Los estudiantes pueden participar en la **ceremonia de graduación** si:

- han completado los requisitos que se precisan para la graduación.

Todo estudiante puede obtener un **diploma** de la Universidad si:

- ha completado los requisitos de graduación,
- no tiene ningún pago pendiente con la Universidad.

Todo estudiante puede obtener de la Universidad **una transcripción oficial** de sus estudios (antes o después de la graduación) si:

- no tiene pendiente con la Universidad ninguna obligación de pago.

Segunda especialización / segundo título

Todos los estudiantes están facultados para estudiar una segunda especialización o un segundo título. Los estudiantes que pretendan obtener un segundo título o especialización, diploma, o certificado, deben completar doce horas crédito adicionales en el área de la segunda especialización o título en la Universidad San Agustín.

Student Information

Students Rights & Responsibilities

Students are both citizens and members of an academic community. As a citizen, each student has the freedoms of speech, assembly, association, and the press, and the rights of petition and due process, which are guaranteed by the State and Federal constitutions. As members of an academic community, students have the right and the responsibility to participate, through the student course representative system and through dialogue with the College's Administration.

Upon enrolling in the College, each student assumes an obligation to conduct himself or herself in a manner that is compatible with the College's function as an educational institution. If this obligation is neglected or ignored by the student, the College must, in the interest of fulfilling its function and meeting its total obligations, institute appropriate disciplinary action as described in the code of student conduct section.

Privacy of Records/Transcripts

All information provided to St. Augustine College is kept confidential in accordance with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380).

All students desiring their academic transcript to be sent to another institution or to a prospective employer should submit a written request to the Office of the Registrar. A fee is charged for this service. Current and former students of St. Augustine College have access to their official records. For more information, contact the Office of the Registrar. (See FERPA, General Policies section)

Selective Service

If requested by a student, St. Augustine will furnish selective service boards with available information through the Office of the Registrar.

Code of Student Conduct

St. Augustine College is an institution that provides educational services. It operates on the basis of consideration and respect for all members of our community: faculty, staff, and students. For this reason, the College requires that students observe certain standards of behavior. If students do not want to risk disciplinary action, they must not engage in conduct which interferes with the requirements of appropriate behavior which the Board of Trustees has established for the operation of the College.

Academic Guidelines and Expectations

1. Students must attend all classes, arrive on time, and stay in the classroom until the instructor dismisses the class. If they arrive late, students must enter the classroom quietly so as not to disrupt the class.
2. Students who plagiarize will receive the grade "0" (zero) in the corresponding assignment or project. Students who copy on exams or submit assignments or projects prepared by a third party shall receive the grade of "0" (zero). Instructors assigning this grade will notify the student, the Academic Advisor, and the corresponding Department Chair.
3. Students who behave in a disruptive manner, such as to inhibit the learning of other students, shall be asked by the instructor to leave the classroom. In such a case, the instructor shall inform the site director, the student's Academic Advisor, and the Chair of his/her department of the circumstances.
4. Students shall take their break at the designated time, and only for 15 minutes. Instructors are authorized to resume instruction after the 15 minutes have ended.
5. Students who miss classes are responsible for finding out what material was covered and what assignment they need to prepare for the following class. This can be completed by checking the syllabus, talking directly with their instructor, or consulting with their academic advisor, the class representative, or other classmates.
6. Students who are aware, ahead of time, that they will miss classes should contact the instructor to find out what work is expected of them.
7. Students are responsible for completing all their assignments before they come to class. If a student does not do homework or class assignments, the student is responsible for following the instructor's guidelines for late or incomplete work.
8. Students shall submit all assignments and class projects directly to the instructor, or as otherwise indicated by the instructor. Students should keep a copy of the assignment in case it is misplaced.

9. Students are expected to keep cellular phones off or in vibrator mode inside the College's premises.
10. Students are not allowed to bring visitors to the classroom, unless they are authorized in advance to do so.
11. Lack of compliance with these guidelines and expectations will be handled by the Instructor or as otherwise indicated below.

Prohibited Conduct

Students are subject to disciplinary action, if they engage in the following behaviors:

1. Forging, altering, misusing, or misrepresenting documents or records.
2. Vandalizing or destroying public or private property.
3. Engaging in behaviors that obstruct or disrupt authorized institutional activities.
4. Failing to enter or use institutional facilities at authorized times and in an authorized manner.
5. Engaging in physical, verbal or abusive conduct which may offend, threaten or endangers the well-being of another member of the College community or of visitors to the campus.
6. Displaying disorderly conduct or using inappropriate verbal expressions on campus or at functions sponsored or supervised by the College.
7. Failing to adhere to institutional regulations including, but not limited to, registration of organizations, manner and place of public expression, and use of institutional facilities.
8. Engaging in conduct that is a crime under local, state or federal law, either on College premises or at off-campus functions sponsored or supervised by the College.
9. Possessing, using, or distributing narcotics, or dangerous and controlled substances, except as permitted by law.
10. Possessing, using, or distributing alcohol on College premises without the authorization of the President.
11. Possession of weapons, either on College premises or at off-campus functions sponsored or supervised by the College.
12. Possession of explosives, firecrackers, dangerous chemicals, or other substances prohibited by law.
13. Failing to meet financial obligations relative to the College.
14. Smoking, in areas not designated for this purpose.
15. Destroying or removing College property such as tools, materials or equipment.

Sanctions for Violations of the Code of Student Conduct

Violations of the Code of Student Conduct shall be reported to the Assistant Dean for Academic Advising. The Assistant Dean will gather pertinent information and documentation and take appropriate action.

When circumstances allow, efforts should initially be made to resolve violations of the Code of Student Conduct at the local level by the Instructor, the Site Director, and the Student Representative.

The College will investigate the charge. Investigation will include discussions with the Academic Chair and Site Director, as well as other appropriate measures, depending on the circumstances and nature of the offense. If the College determines, after reasonable investigation, that the student has violated the Code, the College may impose one of the following sanctions:

Admonition: An oral statement to the student that the student is violating or has violated the Code of Student Conduct. This will be documented in the student's file.

Warning: Notice, orally and in writing, of violation(s) of the Code, and that further violations may be cause for Severe Disciplinary Action. This will be documented in the student's file.

Severe Disciplinary Action: When a violation of the Code of Student Conduct is continued, repeated, or when a major violation that could warrant reparation or expulsion occurs, the Assistant Dean for Academic Advising will refer the case to the College Disciplinary Committee. For College students, the College Disciplinary Committee is composed of the Assistant Dean of Advising, the Dean of Academic Affairs, an academic advisor, a student Representative and — when the violation involves an instructor — the corresponding department chairperson. For occupational, continuing education, and pre-college students, the College Disciplinary Committee is composed of the Dean of Academic Affairs, the program administrator, and the advisor/counselor. Depending on the nature of the violation, additional persons may be asked to sit as part of the Committee. In the absence of the deans, department representatives shall be designated.

In making its determination, the College Disciplinary Committee shall consider a written report by the Assistant Dean of Advising/Program Administrator as well as oral and written arguments by the student and other affected members of the College, which shall become a part of the student's file. Both the violation and the resolution adopted shall be documented in writing and a copy placed in the student's file.

The Personnel Office may be involved in the resolution of the problem if the violation affects human rights, institutional policies, or the law. When the violation involves the law, the College authorities shall involve the police and/or attorneys as appropriate to the case.

Any party involved may appeal the decision of the College Disciplinary Committee to the College President, who will determine whether the case merits further consideration by the Administrative Team.

Complaints/Grievances Filed by the Student

The College provides the right to a fair hearing to each student on a complaint or grievance arising during his/her tenure as a student at St. Augustine College. These procedures are designed to address complaints and grievances including, but not limited to, allegations of discrimination by reason of race, sex, national origin, disability, religion, other areas covered by federal or state laws, guidelines and regulations, and College policies and procedures.

Complaints A complaint is a dissatisfaction expressed by a student because she/he believes that a policy, procedure or practice violation has occurred that adversely affects the student. When possible and as circumstances allow, students should make every effort to resolve complaints by working informally with the person(s) whose actions or inactions have caused the dissatisfaction. If the complaint cannot be satisfactorily resolved in the informal stage, or through the intervention of the student's advisor/counselor, the student may file a formal grievance in writing.

Complaint Procedure Any St. Augustine College student who believes that his/her rights as a student have been infringed upon should initiate a discussion of the problem with the advisor/counselor within ten (10) working days of discovery of the complaint in order for it to be considered within these procedures.

The advisor/counselor shall collect all pertinent information and convene all parties involved within ten (10) working days following his/her receipt of the complaint from the student unless, due to extenuating circumstances, additional time is required. The advisor/counselor and the student may mutually agree to invite others to serve as resource persons in their attempts to resolve the complaint.

Grievance A grievance is a written allegation or complaint filed with the Assistant Dean for Academic Advising or site director.

Grievance Procedure The procedure for filing a formal grievance is the same as the procedure applicable to the filing of an informal complaint except that a formal grievance is a written document and must contain the following information:

- a. signature, name, and address of grievant,
- b. nature and date of alleged violation,
- c. names of persons responsible for alleged violation (if known),
- d. requested relief or corrective action, and
- e. any background information believed to be relevant.

If the advisor/counselor and the parties involved cannot solve the complaint satisfactorily, a formal grievance shall be submitted to the Assistant Dean of Academic Advising.

The Assistant Dean for Academic Advising or designee will meet with the members of the College Disciplinary Committee to discuss the issue. The person filing the grievance will be informed of the action taken or in progress within ten (10) working days, unless extenuating circumstances necessitate additional time.

Every reasonable effort should be made in good faith by all parties to resolve the complaint satisfactorily.

Retaliation: Any retaliatory action taken by any member of St. Augustine College against any other employee or student of the College as a result of that person seeking redress under these procedures, or cooperating in an investigation, is prohibited and shall be regarded as a separate and distinct matter under these procedures.

Grievances Against Students

Members of the faculty and staff of the College also have the right to a grievance procedure when they think an adult student has violated their rights. In this case, the faculty or staff member can present the complaint in writing to the Personnel Office with copies to their own supervisor and the Assistant Dean of Academic Advising or Program Administrator. They will investigate and advise both the student and the faculty or staff member of its resolution.

Información Estudiantil

Derechos y Obligaciones de los Estudiantes

La Universidad San Agustín reconoce que los estudiantes son tanto ciudadanos como miembros de una comunidad académica. Como ciudadano, cada estudiante goza de los derechos de libertad de expresión, de reunión, de asociación, de prensa, y del derecho de petición y un proceso legal en debida forma, derechos garantizados por las constituciones estatal y federal. Como miembro de una comunidad académica, los estudiantes tienen el derecho y la obligación de colaborar y dialogar con la Administración de la Universidad a través del sistema de representación de que gozan los estudiantes.

Tras matricularse en la Universidad, todo estudiante asume la obligación de comportarse de manera que sea compatible con la función que ejerce la Universidad como institución docente. Si el estudiante infringe o ignora esta obligación, para cumplir sus funciones y satisfacer sus obligaciones totales la Universidad deberá establecer las medidas disciplinarias apropiadas que figuran en el código de Conducta Estudiantil.

Confidencialidad de los historiales académicos y certificaciones de estudio

Toda la información que se suministre a la Universidad San Agustín tiene el carácter de confidencial de acuerdo con la “Family Educational Rights and Privacy Act of 1974 (Public Law 93-380).”

Todos los estudiantes gozan del derecho de inspeccionar y examinar su historial personal en el momento, lugar y condiciones establecidos por la Oficina de Admisión. Toda información académica que emita la Universidad del historial académico de todo estudiante tiene que tener el consentimiento por escrito del mismo. Para mayor información al respecto, dirigirse a la Oficina del Registro.

Todo estudiante que desee remitir su certificación académica a otra institución o a un posible empleador, deben solicitarlo por escrito a la Oficina del Registro. Este servicio se realiza contra el pago de derechos. Tanto los estudiantes actuales como los antiguos estudiantes de la Universidad tienen libre acceso a los datos oficiales académicos que se conservan en la Universidad. Para mayor información dirigirse a la Oficina del Registro.

Servicio Selectivo

A petición de cada estudiante, San Agustín suministrará a las Juntas del Servicio Selectivo información sobre la clasificación de los estudiantes.

Código de Conducta Estudiantil

La Universidad San Agustín es una institución que imparte servicios educacionales. Actúa sobre la base de la consideración y el respeto para todos los miembros de su comunidad: profesores, empleados y estudiantes. Por esta razón, la Universidad exige que los estudiantes cumplan con ciertas normas de conducta. Si los estudiantes no desean correr el riesgo de sufrir medidas disciplinarias, deben abstenerse de comportamientos que infrinjan las normas de conducta apropiadas establecidas por el Consejo de Administración para el funcionamiento de la Universidad.

Directrices académicas y expectativas

1. Los estudiantes deben asistir a todas las clases, llegar con puntualidad y permanecer en las aulas hasta que el profesor dé por concluida la clase. Si llegan con retraso, los estudiantes entrarán en las aulas sin hacer ruido de manera de no interrumpir las clases.
2. A los estudiantes que incurran en plagio, se les aplicará la nota “0” (cero) en los correspondientes deberes o trabajos. Los estudiantes que copien en los exámenes o presenten deberes o trabajos confeccionados por terceras personas, se les aplicará la nota “0” (cero). Los profesores que hayan aplicado esta nota lo notificarán al estudiante, al consejero académico y al director del departamento correspondiente.
3. El profesor exigirá a los estudiantes que perturben a los demás, obstaculizando la tarea del aprendizaje, que salgan del aula. En tales casos, el profesor informará de las circunstancias al director del centro, al consejero académico del estudiante en cuestión, y al decano del departamento.
4. Los estudiantes tomarán un descanso en las horas designadas, y por sólo 15 minutos. Los profesores están autorizados continuar enseñando después de que se hayan pasado los 15 minutos.
5. Los estudiantes que falten a las clases son responsables de averiguar qué se cubrió en la clase y qué deberes han de preparar para la clase siguiente. Esto se puede hacer comprobando el programa de estudios, hablando directamente con el profesor, o consultándolo con el consejero académico, el representante de la clase, o con otros estudiantes de la misma clase.
6. Los estudiantes que sepan con anticipación que van a faltar a clase, deberán ponerse en contacto con su profesor para enterarse de las tareas que tengan que hacer.

7. Los estudiantes tienen la responsabilidad de venir a clase con las tareas hechas. En caso contrario, los estudiantes tendrán que atenerse a las instrucciones del profesor en lo que se refiere a tareas incompletas o entregadas fuera de tiempo.
8. Los estudiantes deberán entregar directamente a su profesor todas las tareas y trabajos de clase a no ser que el profesor dé otras indicaciones. Los estudiantes deberían mantener una copia en caso de que la tarea original se extravíase.
9. Se espera la colaboración de los estudiantes en mantener los teléfonos celulares apagados o en modo vibrador, dentro de los edificios de la institución.
10. No se permite que los estudiantes traigan invitados al aula a no ser que se les haya autorizado con anticipación.
11. El incumplimiento de estas normas llevará al profesor a manejar la situación como se indica a continuación.

Conducta Prohibida

Los estudiantes serán penalizados si incurren en las actitudes siguientes:

1. Fraude, alteración, uso indebido de documentos o expedientes académicos.
2. Vandalismo o destrucción de la propiedad pública o privada.
3. Obstrucción y trastorno de actividades institucionales autorizadas.
4. Utilización y uso de las instalaciones institucionales de manera inapropiada y a horas no permitidas.
5. Comportamiento físico o abuso verbal que amenace o ponga en peligro el bienestar de cualquier miembro de la Universidad o visitante.
6. Conducta escandalosa y uso inapropiado de expresiones verbales tanto dentro del campus como en actos patrocinados o supervisados por la Universidad.
7. Falta de cumplir reglamentos institucionales, incluyendo, pero no limitándose a, el inscribirse en organizaciones, conducta y lugar de expresión pública, y uso de instalaciones institucionales.
8. Participar en conducta que sea delito bajo leyes locales, estatales o federales, o en las instalaciones de la Universidad o en funciones patrocinadas o supervisadas por la universidad fuera del campus.
9. Posesión, uso y distribución de narcóticos o de otras sustancias peligrosas, con excepción de las permitidas por la ley.
10. Posesión, uso y distribución de alcohol dentro de los límites de la institución sin la autorización del presidente.
11. Posesión de armas tanto dentro de los límites del colegio como en actos patrocinados o supervisados por el mismo fuera del campus.
12. Posesión de explosivos, fuegos artificiales, químicos peligrosos y otras sustancias prohibidas por la ley.
13. Incumplimiento de las obligaciones financieras referentes al colegio.
14. Fumar en zonas no autorizadas por la Universidad para tal actividad.
15. Destrucción y robo de propiedades de la Universidad como herramientas, materiales o equipos.

Sanciones por Violación del Código de Conducta Estudiantil

Las violaciones al Código de Conducta Estudiantil deben de ser reportadas al Decano Asistente de Consejería Académica. El Decano Asistente juntará la información pertinente al caso y tomará la acción apropiada.

Cuando las circunstancias lo permitan; el profesor, el director de la Universidad y el representante de estudiantes, deberán esforzarse por resolver las violaciones del estudiante.

Amonestación

Advertencia oral al estudiante de haber violado el Código de Conducta estudiantil. Esto constará en el expediente del estudiante. La Universidad investigará la acusación. La investigación incluirá conversaciones con el decano del departamento y otros oficiales pertinentes, así como otras medidas necesarias, dependiendo de las circunstancias y de la naturaleza de la ofensa. Si la Universidad determina, bajo una investigación razonable, que el estudiante ha violado el código, podrá imponer cualquiera de las siguientes sanciones:

Advertencia

Notificación oral y escrita de la violación o violaciones del código, y de otras posibles en el futuro, como causa suficiente para hacer el uso severo de disciplina. Esto constará en el expediente del estudiante.

Acción disciplinaria severa

Cuando se viole el Código de Conducta del Estudiante de manera repetida y continuada, cuando tenga lugar una violación de mayor grado que pueda remitir una reparación, o cuando se produzca una expulsión, el Decano Asistente de Consejería Académica y/o el Administrador del Programa, remitirá el caso al comité disciplinario de la Universidad. El Comité Disciplinario de la Universidad se compone de: El Decano de Asuntos Académicos, un consejero académico, un delegado de clase y (siempre y cuando la violación concierna al profesor) también

participará el Director del correspondiente departamento. Para aquellos estudiantes que pertenezcan a las áreas de educación continuada, ocupacional o pre-universitaria, el Comité Disciplinario de la Universidad se compondrá del coordinador del programa y el consejero/asesor. Dependiendo de la naturaleza de la violación, se podrá requerir la presencia de otras personas en el comité. Si los decanos se encuentran ausentes, se designarán representantes para cada departamento.

Para llegar a una resolución del caso, el Comité Disciplinario de la Universidad tendrá en consideración cualquier informe escrito tanto por el Decano Asistente de Consejería Académica y/o el Coordinador del programa, como también aquellos argumentos escritos por el propio estudiante, o por otros miembros de la Universidad, que a su vez se encuentren afectados por la misma circunstancia; constando así todo en el expediente del estudiante. Tanto la violación cometida como la resolución adoptada estarán documentadas por escrito, y una copia de éstas será ubicada en el expediente del alumno.

La Oficina de Personal podrá involucrarse en la solución del problema, siempre y cuando su índole atente contra los derechos humanos, las normas institucionales y la ley. Cuando la violación atente directamente contra la ley, las autoridades de la Universidad podrán acudir tanto a la policía como a sus abogados, y como corresponda al caso.

Cualquier persona involucrada podrá apelar para que la decisión del Comité Disciplinario presentada sea ante el presidente de la Universidad, quien determinará si el caso merece una consideración más amplia por parte del gabinete.

Quejas/Agravios Presentados por el Estudiante

Es intención de la Universidad el brindar a cada estudiante el derecho de ser escuchado a raíz de quejas o agravios que se hayan producido durante su período de estudiante en la Universidad de San Agustín. Estos procedimientos están diseñados para contemplar las quejas y agravios, incluyendo entre ellos, alegatos por discriminación de raza, sexo, lugar de nacimiento, incapacidad física, religión y otros más protegidos no sólo por las leyes federales y estatales sino también por las normas, reglamentos, políticas y procedimientos de la Universidad.

Quejas

Las quejas expresan la insatisfacción por parte del estudiante cuando éste cree firmemente que se ha producido una violación de alguno de los procedimientos afectándole en su contra. Siempre que sea posible y si las circunstancias lo permiten, los estudiantes deberán esforzarse todo lo que puedan para resolver dichas quejas. Esto lo podrán hacer tratando directamente con la persona que haya causado el daño, o si es necesario, a través de la intervención del consejero de dicho estudiante. Si esto resulta insuficiente, el estudiante podrá presentar un agravio por escrito y de manera formal.

Presentación de quejas

Todo estudiante de la Universidad de San Agustín que crea que se han infringido sus derechos como estudiante, iniciará una discusión del problema con su respectivo consejero/asesor; ésta se producirá dentro de un plazo de diez (10) días laborales y a partir de la fecha en que se haya presentado. El consejero/asesor recogerá toda la información necesaria y convocará a las distintas personas involucradas dentro de un plazo de diez (10) días laborales, siguiendo así la propuesta del estudiante, a no ser que por circunstancias adversas, se necesite extender el plazo.

Agravio

Un agravio es una denuncia puesta por escrito y presentada ante el Decano Asistente de Consejería Académica o el director del programa.

Procedimiento ante las quejas

El procedimiento para presentar formalmente un agravio es el mismo que el procedimiento aplicable a la presentación de una queja informal, excepto que un agravio formal es un documento escrito y debe contener la siguiente información:

- a. la firma, nombre, y dirección del agraviado,
- b. naturaleza y fecha de la violación alegada,
- c. nombres y personas responsables de la violación alegada (si se conocen)
- d. desagravio exigido o acción correctiva
- e. cualquier historial de antecedentes que se crea pertinente

Si el consejero/asesor de las partes involucradas no pueden resolver la queja de forma satisfactoria, se remitirá un agravio formal al Decano Asistente de Consejería Académica o la persona designada y se reunirá con los miembros

del Comité Disciplinario de la Universidad para discutir el caso. La persona que presente el agravio será informada de la acción tomada o que esté en progreso dentro de los diez (10) días, a no ser que por circunstancias atenuantes necesiten más tiempo. Todo esfuerzo razonable debe ser realizado en buena fe por todas las partes para resolver la queja satisfactoriamente.

Represalias

Cualquier medida de represalia ejercida por un empleado de la Universidad San Agustín, contra otro empleado o estudiante de la Universidad, como resultado de que esa persona esté procurando desagravio bajo estos procedimientos, o colaborando en una investigación, está prohibida y será considerada como asunto separado y diferente, bajo estos procedimientos.

Agravios contra Estudiantes

El cuerpo docente, o los empleados de la Universidad también tienen el derecho a iniciar un procedimiento por agravio cuando crean que sus derechos han sido violados por un estudiante adulto. En tal caso, el miembro docente o empleado puede presentar una queja por escrito a la Oficina del Personal con copias a su propio supervisor y al Decano Académico o al Administrador del Programa. El Oficial del Personal, el Decano Académico, y el supervisor correspondiente investigarán y aconsejarán al estudiante y al miembro docente o empleado de la resolución.



Policies

General Polices

Title IX

St. Augustine College adheres to the provisions outlined in Title IX of the 1972 Federal Education Amendment Act prohibiting sex discrimination and harassment in all activities of the College. Title IX is coordinated by the office of Human Resources and Payroll.

Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973

St. Augustine College follows the provisions of ADA and Section 504 of the Rehabilitation Act of 1973 that prohibit discrimination on the basis of an individual's disability and offers disabled persons the opportunity to participate fully in all educational programs and activities. The ADA and Section 504 Coordinator is the Personnel Officer.

Student Right to Know and Campus Security Act of 1990

St. Augustine College is in compliance with the Student Right to Know and Campus Security Act. (P.L. 101-542). Information is collected to provide institutional graduation rates as well as safety policies and crime statistics to students. Further information is available through the Office of Academic Affairs.

Non-Discrimination Policy

St. Augustine College is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity. Decisions involving students and employees are based on individual merit and are free from invidious discrimination in all its forms. Therefore, it is the policy of St. Augustine College not to engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders, and regulations. The non-discrimination policy applies to admissions, employment, access to and treatment in College programs and activities. Complaints of discrimination prohibited by College policy are to be resolved within existing College procedures.

Inquiries regarding compliance with State or Federal non-discrimination requirements may be addressed to the Office of Human Resources and Payroll, 1345 West Argyle Street, Chicago, Illinois 60640, 773/878-7798; or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C.

Family Educational Rights and Privacy Act of 1974 (FERPA).

The Family Educational Rights and Privacy act of 1974 affords certain rights to students with respect to the student's educational records. 1) The right to inspect and review their records within 45 days of a request for access. 2) The right to request amendment of the student's educational record that the student believes to be inaccurate. 3) The right to consent in writing to disclosures of personally identifiable information contained in the student's record. 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures of St. Augustine College to comply with the requirements of FERPA. The office which administers FERPA is: Family Policy Compliance Office; U.S. Department of Education; 400 Maryland Ave, SW; Washington, DC 20202.

In compliance with the Family Educational Rights and Privacy Act of 1984, St. Augustine College protects the rights of students with relation to the accuracy and privacy of their educational records. Students requesting inspection, amendment or correction of the student's records may do so through the Assistant Dean or Dean of Academic Affairs. As the law permits, St. Augustine College has designated the following categories of information as directory information, to be released without prior written consent. Directory Information: Student's Name; SAC e-mail address & phone number (currently enrolled students only); dates of attendance; date of any degree awarded and major; honors or awards received; and photographs. Students may direct that any of all of the listed directory information be withheld from public disclosure by completing a form in the Registrar's Office each year.

Harassment Policy

In keeping with the spirit and the intent of federal and state law, St. Augustine College strives to provide a comfortable work environment. We are committed to an institution that is free of discrimination and harassment based on race, color, religion, age, sex, national origin, disability, or any other protected status. Offensive or harassing behavior will not be tolerated against any student or employee. Any student, faculty, or employee who believes s/he has been sexually harassed may obtain redress through the established grievance procedures.

Sexual harassment is defined as any use of one person's power and/or authority over another person to attempt to coerce a sexual relationship, or to subject a person to unwanted sexual attention, or to punish a refusal to comply, or to create a sexually intimidating, hostile, or offensive working environment.

Sexual harassment is understood to include a wide range of behaviors, including, but not limited to, the actual coercing of sexual relations, verbal or physical sexual advances, sexually explicit or derogatory statements, physical aggressiveness such as touching, pinching or patting, and slurs, jokes, posters, cartoons, and gestures. Such behavior may offend the aggrieved party, cause discomfort or humiliation, and interfere with job performance. This definition will be interpreted and applied consistent with accepted standards of mature behavior and freedom of expression.

Policy on Controlled Substances and Alcohol Abuse

Drug and alcohol abuse constitutes a grave threat to physical and mental well-being and significantly impedes learning. No student, staff member, faculty, or any other person or persons can manufacture or use, possess, deliver, sell, or distribute any state- or federally-controlled substance on College premises, except as authorized by law. No student, staff, faculty or any other person or persons of legal age, as defined by the State of Illinois, are to consume, transport, or possess any alcoholic beverage on the College Campus or satellites, except as authorized by law or College Administration Directives.

Any staff, faculty or student in need of professional assistance to deal with drugs and alcohol problems shall contact an Academic Advisor, who shall assess the condition, and, if appropriate, shall refer them to a community agency.

The College reserves the right to act firmly to control either drug or alcohol usage including dismissal from the College and employment. Students should be aware that violations of any state, federal or municipal law while on campus or satellites may be subject to enforcement of these laws.

- **Smoke-Free Campus**

As of July 1, 1993, all College facilities and vehicles are smoke-free environments. This policy is designed to promote and protect the health of students, employees, and visitors and to protect College furnishings and equipment from smoke damage.

- **Alcohol and Drug-Free Campus**

The College promotes safety in the work place and employee and student health and well-being. Involvement with drugs and alcohol can adversely affect performance, morale, and safety. The College, therefore, maintains a work/study environment free from the effects of drug and alcohol abuse.

- **Sanctions**

The use, possession, sale, transportation, or distribution of controlled drugs, drug paraphernalia, or alcohol by anyone while on College property or on College business will be cause for discharge. Illegal substances shall be confiscated, and the appropriate law enforcement agencies shall be notified. Notwithstanding this policy, the College may serve alcoholic beverages in moderation at certain College-sponsored social functions.

- **Student Assistance Program**

Consistent with this goal and with the requirements of the Drug-Free Work Place Act of 1989, the College encourages students with a drug or alcohol problem to contact the Office of Student Affairs for help in dealing with these problems in themselves or in their families.

All communications will be strictly confidential. Students will not be subject to discipline for voluntarily acknowledging their drug or alcohol problem prior to detection. However, voluntary acknowledgment and referral for assistance will not thereafter excuse violations of this drug and alcohol policy for which the student is subject to discipline.

Policy on Access and Acceptable Use of College Computing, Networking, and Information Resources

General Statement

Computing, networking, and information resources of St. Augustine College are available to advance education and research. Any access and use of these resources and services that interfere with these goals are prohibited. All who access and use these resources will abide by all applicable policies, legal, and contractual requirements, and the highest standard of ethical principles and practices, when using these College resources. Breach or disregard of these policies are grounds for revoking access privileges, and may lead to additional sanctions by the College, including referral to other authorities for civil litigation and criminal prosecution.

Individuals Covered

This policy applies to all persons accessing and using computing, networking, and information resources through any facility of the College. These persons include students, faculty, staff, persons on contract to perform College work, and any other person with access and use privileges as given by the College.

Responsibilities Regarding System and Resource Use

Persons who access and use College computing, networking, and information resources are responsible for:

- Respecting the rights of other individuals, including compliance with other College policies for students, faculty, and staff. These rights include, but are not limited to, intellectual property, property, privacy, freedom from harassment, and academic freedom;
- Exercising caution when committing confidential information to electronic media given that the confidentiality and integrity of such material are difficult to ensure;
- Monitoring activity connected with the individual's assigned account;
- Using systems and resources in ways that do not interfere with or disrupt the normal operation of these systems, nor interfere with the access and use of these systems and resources by others allowed to do so;
- Protecting the security of access to College computing and networking systems and the confidentiality and integrity of information stored on College computing and networking systems;
- Knowing and obeying the specific policies established for the system and networks they access.

Under no circumstances may individuals give others access to any system they do not administer.

Legal Context for this Policy

Regarding legal context, all existing laws (local, state and federal) and College policies, regulations and rules apply - including not only those laws, policies, regulations and rules that are specific to computers and networks, but also those that apply generally to personal conduct, including "Policy and Procedures on Sexual Harassment" and "Policy and Procedures for Racial Discrimination, Abuse and Harassment".

Rights Reserved

The College reserves the right to change the information, requirements, and procedures announced in this policy or in other College documents. This policy will continue to be in effect until further revision is required and promulgated. Consult the Campus Computing Center or the appropriate system administrator for information on other policies, procedures, or directives that supplement this policy. Failure to read and comply with these policies and with other procedures and guidelines regarding the use of College computing, networking and information resources, or following contradictory advice from any source, will not exempt a user from penalties incurred in case of violations.

Guidelines for the use of the Internet (SACNET) at St. Augustine College

General Guidelines

I. Acceptable Use

1. Research
2. Education
3. Public Service

II. Unacceptable Use

1. To use the SACNET for any purposes which violate U.S. or State laws.
2. To use the SACNET so as to interfere with or disrupt network users, services or equipment. Such interference or disruption includes, but is not limited to, distribution of unsolicited advertising, propagation of computer worms or viruses, and using the network to make unauthorized entry to other computational, information, or communications devices or resources.

III. Others

1. Use of the SACNET for illegal purposes is prohibited.
2. Use of the SACNET to transmit threatening, obscene, or harassing materials is prohibited.
3. Use of the SACNET for commercial purposes is prohibited.
4. Information and resources accessible via SACNET are private. Use of the SACNET to access such information or resources without written permission of the owner is prohibited.
5. The following activities are specifically prohibited: tampering with the physical network (wires, hubs, etc.), defining and/or changing IP addresses on any machine, intercepting or attempting to originate mail from someone else's station and attempting to log on to machines without an account.
6. Use of the SACNET for private or personal business is prohibited.
Violation of this policy may lead to denial of network access privileges and/or other sanctions imposed by the College. The prohibited uses as defined above may also violate state and federal laws; thus, criminal penalties may also apply.

Principios y Directrices Generales

Título IX

La Universidad San Agustín cumple las disposiciones del Título IX de la Ley de Enmienda de Educación Federal de 1972, (*1972 Federal Education Amendment Act*) que prohíbe la discriminación y el acoso sexual en todas las actividades de la universidad. La Oficina de Recursos Humanos y Nomina ejerce las funciones de coordinación en todo lo relativo a este Título IX.

La Ley de Minusvalía de Americanos y la Sección 504 de la Ley de Rehabilitación de 1973. (*Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973*)

La Universidad San Agustín cumple las disposiciones de ADA y de la Sección 504 de la Ley de Rehabilitación de 1973, que prohíbe la discriminación de las personas minusválidas y garantiza a las personas con minusvalías el derecho a participar completamente en todas las actividades y programas educacionales. El Jefe de Personal ejerce las funciones de coordinador en lo que respecta a ADA y a la Sección 504.

Ley de 1990 Sobre el Derecho que Tienen los Estudiantes a la Información y a Sobre la Seguridad en el Campus

(Student Right to Know and Campus Security Act of 1990)

La Universidad San Agustín cumple las disposiciones de la Ley de 1990 sobre el derecho que tienen los estudiantes a la información y a la seguridad en el Campus (PL 101-542). Se recopilan datos para proporcionar a los estudiantes información sobre las tasas de graduación, las calificaciones de los estudios realizados, así como las normas de seguridad adoptadas y las estadísticas de los delitos y faltas. En la Oficina de Asuntos Estudiantiles se puede obtener información adicional.

Política de No Discriminación

La Universidad San Agustín se declara en favor de los principios más fundamentales de libertad académica, igualdad de oportunidades y dignidad humana. Las decisiones que afectan a estudiantes y a empleados se basan en méritos individuales y están libre de toda discriminación injusta.

Por lo tanto, la Universidad San Agustín practica la política de no realizar discriminación u hostigamiento contra cualquier persona por razón de raza, color, religión, sexo, nacionalidad, antepasados, edad, estatus matrimonial, minusvalía, orientación sexual, expulsión del ejército, o condición de ex-combatiente minusválido o ex-combatiente de la época del Vietnam, y cumple todas las leyes, normas y disposiciones, federales y estatales, en materia de no discriminación, igualdad de oportunidades y acción afirmativa. Esta política de no discriminación se aplica en todo lo relacionado con admisiones, empleo, acceso y tratamiento en las actividades y programas y planes de estudio de la Universidad. De acuerdo con los procedimientos en vigor de la Universidad, se resolverán todas las denuncias de discriminación que prohíbe la política de la Universidad a este respecto.

Las consultas sobre el cumplimiento de las normas estatales o federales de no discriminación deben dirigirse a la Oficina de Recursos Humanos y Nomina, 1345 W. Argyle St., Chicago, Illinois 60640, teléfono 773/878-7798, o al Director de la Oficina de Derechos Civiles, Departamento de Educación, Washington D.C.

Acta sobre los derechos educacionales y de privacidad de la familia de 1974. Family Educational Rights and Privacy Act of 1974 (FERPA)

El Acta sobre los derechos educacionales y de privacidad de la familia de 1974 proporciona ciertos derechos a los estudiantes en referencia a sus expedientes. 1) El derecho a inspeccionar y revisar su expediente en un plazo de 45 días del pedido a acceso. 2) El derecho a pedir una enmienda al registro educacional si el estudiante cree que tiene errores. 3) El derecho a dar consentimiento por escrito para la divulgación de información personal de identificación contenida en el expediente educacional del estudiante. 4) El derecho a someter una queja al Departamento de Educación con referencia a supuestas faltas por parte de San Agustín en conformar con los requisitos de FERPA. La oficina que administra FERPA es: Family Policy Compliance Office; U.S. Department of Education; 400 Maryland Ave., SW; Washington, DC 20202.

En conformidad con FERPA de 1974, San Agustín protege los derechos de los estudiantes en lo refiere a la precisión y privacidad de sus expedientes educacionales. Los estudiantes que deseen pedir una inspección, enmienda o corrección a sus expedientes deben hacerlo a través del decano asistente o decano de asuntos académicos. De acuerdo a lo que permite la ley, San Agustín ha designado las siguientes categorías de información como información de directorio que se puede divulgar sin previa autorización escrita: nombre del estudiante; dirección de

correo electrónico de San Agustín y teléfono (estudiantes actualmente asistiendo a clases solamente); fechas de asistencia; fechas de otorgación de diploma; honores y premios recibidos; y fotografías. Los estudiantes pueden pedir que toda o parte de esta información no sea divulgada al público completando una solicitud en la oficina de registro cada año.

Política de Hostigamiento

De acuerdo con el escrito y la finalidad de las leyes federales y estatales, la Universidad San Agustín se esfuerza por ofrecer un confortable entorno de trabajo. Estamos comprometidos a ser una institución libre de discriminación y hostigamiento por motivos de raza, color, religión, edad, sexo, nacionalidad, minusvalía, o cualquier otra situación protegida. No se tolerará conducta ofensiva o de hostigamiento contra ningún estudiante o empleado. Todo estudiante, profesor, o empleado, que crea que ha sido acosado sexualmente, podrá obtener reparación a través de los procedimientos de queja establecidos.

El acoso sexual se define como cualquier uso que haga una persona de sus poderes y/o autoridad sobre otra persona para forzarla a mantener una relación sexual, o para someter a una persona a atenciones sexuales forzadas, o para castigar la negativa o para crear un entorno de trabajo sexualmente intimidante, hostil u ofensivo.

Se da por sentado que el acoso sexual implica una amplia gama de comportamientos, donde se incluyen, sin que ello sea una lista exhaustiva, el forzar al mantenimiento de relaciones sexuales, proposiciones sexuales de índole verbal o física, expresiones sexualmente explícitas o despectivas, actos agresivos como tocamientos, pellizcos o caricias, y comentarios inoportunos, bromas, carteles, dibujos y gestos.

Estos comportamientos pueden ofender a la parte agraviada, causar inquietud o humillación, e interferir en la prestación del trabajo. Las anteriores definiciones se interpretarán y aplicarán de acuerdo con las normas aceptadas de comportamiento adulto apropiado y de la libertad de expresión.

Normas Sobre el Uso de Alcohol y Drogas Controladas

La Universidad San Agustín está totalmente comprometida con la enseñanza y el aprendizaje de sus estudiantes. El consumo de drogas y alcohol constituye una grave amenaza a su bienestar físico y mental y representa un impedimento considerable para aprender dentro de una atmósfera universitaria.

Por lo tanto, los estudiantes, los empleados y el profesorado y cualquier otra persona no pueden fabricar, usar, poseer, entregar, vender o distribuir ninguna sustancia sujeta a control estatal o federal, en el campus o los satélites de la Universidad, salvo autorización legal.

Se prohíbe al alumnado, al personal, al profesorado o a cualquier otras personas mayores de edad, según la definición del estado de Illinois, consumir, transportar o poseer cualquier bebida alcohólica en el Campus o en los satélites de la Universidad, salvo que se autorice por Ley o por las Directrices de la Administración de la Universidad. Todo estudiante, profesor o empleado que precisen de asistencia profesional para hacer frente al problema del alcohol y del consumo de drogas, deberán ponerse al habla con un Consejero Académico de la Universidad, que evaluará la situación y, si lo considera adecuado, se comunicarán con una organización de la comunidad.

La Universidad se reserva el derecho de actuar con toda firmeza mediante medidas disciplinarias para controlar el uso de drogas o de alcohol, llegándose incluso a la expulsión de la Universidad y al despido del empleo.

Los estudiantes son conscientes de que toda violación de cualquier norma municipal, estatal o federal, que se cometa en el campus o en los satélites, está sujeta a las leyes sancionadoras aplicables del Estado.

Prohibición de Fumar en el Campus

A partir del 1 de julio de 1993, se prohibió el uso del tabaco en todas las instalaciones y vehículos de la Universidad. Esa medida está encaminada a fomentar y proteger la salud de los estudiantes, empleados y visitantes y, asimismo, a proteger el equipo y el mobiliario de la Universidad de los daños que ocasiona el humo del tabaco.

Prohibición del alcohol y del consumo de drogas en el Campus

La Universidad San Agustín fomenta la seguridad en los puestos de trabajo y la salud y el bienestar de los empleados y estudiantes. El consumo de drogas y alcohol puede afectar adversamente al comportamiento, la moral y la seguridad. La Universidad San Agustín, por lo tanto, mantiene un entorno de estudio y de trabajo libre de los efectos del consumo de drogas y alcohol.

Sanciones

Será causa de expulsión el consumo, posesión, venta, transporte, o distribución de drogas controladas, de utensilios para su consumo, o de alcohol por parte de cualquier persona dentro de las instalaciones de la Universidad o en los negocios de la Universidad. Se confiscarán las sustancias ilegales y se notificará de ello a los organismos

correspondientes encargados de la aplicación de la ley. No obstante estas normas, la Universidad puede servir bebidas alcohólicas con moderación durante ciertas actividades sociales que se celebren bajo su patrocinio.

Programa de Ayuda al Estudiante

De acuerdo con esas metas, y en cumplimiento de las disposiciones de la ley para un Ambiente de Trabajo Libre de Drogas de 1989 (*Drug-Free Workplace of 1989*), la Universidad recomienda que los estudiantes que consuman drogas o alcohol se dirijan a la Oficina de consejería para solicitar ayuda, tanto para sí mismos como para sus familias, para hacer frente al problema.

Todas las comunicaciones de esta naturaleza tendrán la consideración de estrictamente confidenciales. No estarán sujetos a medidas disciplinarias los estudiantes que, con anterioridad a su detección, reconozcan voluntariamente su adicción a la droga o al alcohol. Sin embargo, el reconocimiento voluntario y el hecho de haber sido enviado a tratamiento médico no le eximirá de la responsabilidad por las infracciones posteriores de las normas sobre drogas y alcohol, que requieren que el estudiante sea sancionado.

Acceso y Uso Razonable de Computadoras, Redes de Comunicación y Medios de Información de la Universidad

Principio General

Las computadoras, redes de comunicación y medios de información de la Universidad San Agustín están destinados a la educación y la investigación avanzada. Se prohíbe todo acceso y uso de estos medios y servicios que interfieran con aquellas metas. Todos los que tengan acceso y sean usuarios de estos medios están obligados a seguir todas las directrices y normas aplicables, de índole legal y contractual, y cumplir las más elevadas normas de principios y prácticas de carácter ético cuando usen esos medios de la Universidad. La infracción o el incumplimiento de esas normas constituyen motivo suficiente para revocar el privilegio de acceso, y pueden entrañar sanciones ulteriores por la Universidad, entre las que se figura la remisión del caso a las autoridades para entablar los procesos civiles y penales correspondientes.

Personas obligadas

Estas normas se aplican a todas las personas que tengan acceso y sean usuarios de las computadoras, la red de comunicaciones y los medios de información en cualquier instalación de la Universidad. Esas personas obligadas son el alumnado, el profesorado, el personal, el personal contratado para efectuar trabajos en la Universidad, cualquier otra persona a las que la Universidad haya concedido el acceso y los privilegios de uso, o ponga a su disposición esos medios y servicios, si están disponibles, de acuerdo con los contratos y las obligaciones de la Universidad.

Obligaciones Relativas al uso de Medios y Sistemas

Las personas que tengan acceso y sean usuarios de las computadoras, la red de comunicaciones y los medios de información están obligadas a:

- Respetar los derechos de otras personas, incluyendo el cumplimiento de las demás reglas de la Universidad que afecten a los estudiantes, el profesorado y el personal. Esos derechos son los siguientes, sin que la lista sea exhaustiva: propiedad intelectual, derecho de propiedad, confidencialidad, libertad de todo hostigamiento, y libertad académica;
- Ser cauteloso/a cuando se introduzca información confidencial en los medios electrónicos porque es difícil garantizar la confidencialidad e integridad de esos datos;
- Evitar toda acción que afecte a la cuenta asignada a cada persona;
- Usar los medios y sistemas de manera que no interfieran o alteren el normal funcionamiento de esos medios y sistemas ni dificulten a otras personas autorizadas el acceso y el uso de esos medios y sistemas;
- Proteger la seguridad de acceso a los sistemas de computadoras y redes de comunicación de la Universidad y la confidencialidad e integridad de la información almacenada en las computadoras y redes de comunicación de la Universidad;
- Conocer y cumplir las normas concretas establecidas que regulan el uso de los sistemas y medios de comunicación a los cuales tienen acceso.
- En ningún caso podrá persona alguna conceder a un tercero acceso a cualquier sistema cuya gestión a ella no corresponda. Las personas deben actuar para mantener un entorno de trabajo que permita llevar a cabo la misión de la Universidad de manera eficiente y productiva.

Marco legal para esta normativa

En lo que se refiere al marco legal, se aplican todas las leyes (locales, estatales y federales) y las directrices, disposiciones y normas de la Universidad, incluyendo no sólo las leyes, directrices, disposiciones y reglas que son específicas de las computadoras y de la red de comunicaciones, sino también aquéllas que afectan a la conducta personal, entre las que figuran las “Directrices y Procedimientos sobre Acoso Sexual” y las “Directrices y Procedimientos sobre Discriminación Racial, Abuso y Hostigamiento”.

Derechos reservados

La Universidad se reserva el derecho de cambiar la información, los requisitos y procedimientos establecidos en esta normativa o en otros documentos de la Universidad. Esta normativa seguirá en vigor hasta que sea necesaria la revisión de la misma y se dicten nuevas directrices. Para obtener información sobre las demás normas, procedimientos o directrices que complementan aquella normativa, debe consultarse al Centro de Computadoras de la Universidad o al correspondiente administrador encargado de los medios y sistemas. Si se desconocen o no se cumplen ese conjunto de normas, procedimientos y directrices que regulan el uso de las computadoras, la red de comunicaciones y los medios de comunicación, o se siguen instrucciones contrarias de cualquier origen, ello no eximirá a cualquier usuario de las sanciones en que haya incurrido en caso de infracción.

Directrices Para el Uso de la Red de Internet (SACNET) en la Universidad San Agustín

Directrices Generales

I. Uso aceptable

1. Investigación
2. Educación
3. Servicio Público

II. Uso no aceptable

1. Usar el SACNET con cualquier propósito que viole las leyes de los EE.UU. o del estado.
2. Usar el SACNET para interferir o perturbar a los usuarios de la red de comunicaciones, los servicios o el equipo. Esa interferencia o perturbación incluyen las siguientes actividades, sin que sea una lista exhaustiva; la distribución de propaganda no solicitada, el propagar gusanos, virus de computadoras y usar la red de comunicaciones para efectuar entradas sin autorización en otras computadoras, servicios de información o de comunicaciones y demás medios.

III. Otros usos

1. Se prohíbe el uso de SACNET con fines ilegales.
2. Se prohíbe el uso de SACNET para remitir material que contenga amenazas, obscenidades o constituya hostigamiento.
3. Se prohíbe el uso de SACNET con fines comerciales.
4. La información y los medios a los que se accede vía SACNET son de carácter privado. Por lo tanto, se prohíbe el uso de SACNET para acceder a esa información o a esos medios sin permiso por escrito del propietario.
5. Se prohíben expresamente las siguientes actividades: deteriorar los elementos físicos de la red (cables, computadora central, etc.); definir o cambiar las direcciones IP en cualquier máquina; interceptar o intentar originar correspondencia procedente de otra persona, o intentar introducir instrucciones en las computadoras sin poseer la cuenta correspondiente.
6. Se prohíbe el uso de SACNET con fines privados o de negocios particulares.

La infracción de este conjunto de directrices puede ocasionar la supresión del privilegio de acceso a la red de comunicaciones y/o demás sanciones establecidas por la Universidad. Los usos prohibidos más arriba también pueden infringir las leyes estatales y federales, por lo que puede incurrirse en sanciones penales.



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Faculty Directory

Profesorado

More than 100 faculty members teach at St. Augustine College, some full-time, others part-time. The following representative sample illustrates the breadth and depth of their academic backgrounds.

Alas, Roberto (1987) Business
A.A.S., St. Augustine College, Chicago
B.A., North Park College, Chicago
M.B.A., Spertus College, Chicago

Aloff, Irwin (1998) English
B.A., Northwestern University, Evanston
M.Ed., Loyola University, Chicago
M.A., Northeastern Illinois University

Aragon, Edison (2005) Mathematics
B.S., Northeastern Illinois University, Chicago
M.B.A., Roosevelt University, Chicago

Arellano, Carmen (2002) Psychology
A.A.S., St. Augustine College, Chicago
B.S., Loyola University, Chicago
M.A., Loyola University, Chicago

Arrom, Jose (2001) Spanish
B.A., Beloit College, Beloit Wisconsin
M.A., Eastern New Mexico University

Austin, Meghan (2006) English
B.A., University of Washington
M.F.A., The School of the Art Institute of Chicago

Axiotis, Despina (2009) Culinary
B.S., Loyola University, Chicago
M.S., Northeastern Illinois University

Back, Leo (2001) Addiction Counseling
B.S., St. Thomas Christian College, Jacksonville, FL
M.S., St. Thomas Christian College, Jacksonville, FL

Ball, Andrew (2007) English
A.A., Edison Community College
B.A., University of Toledo
M.A., Northeastern Illinois University

Behm, Regina (2007) English
B.A., University of Missouri
M.A., National Louis University

Bellido, Anibal (2007) Accounting
B.A., Northeastern Illinois University

Benglesdorf, Tobias (2009) English
B.A., Hobart College
M.F.A., School of the Art Institute of Chicago

Blake, Michael (1986) English
B.A., University of Chicago, Chicago
M.A., University of Chicago, Chicago

Bogdanich, Lana (2009) English
B.A., The Evergreen State College, Olympia, WA
M.A., Northeastern Illinois University, Chicago, IL

Bower, Christopher (2007) English
B.A., University of Illinois
M.F.A., The School of the Art Institute of Chicago

Brown, Elizabeth (2009) English
B.A., Depaul University
M.F.A., Goddard College

Butron, Angel (2003) Mathematics
B.A., Northern Illinois University, De Kalb IL

Calero, Gustavo (1999) Computer Sciences
B.S., University of Illinois at Chicago
M.S., De Paul University, Chicago

Cardenas, Elizabeth (2007) Culinary
B.A., Universidad Santiago De Cali

Carranza, Fredy (2005) Early Childhood Ed.
B.A., Northern Illinois University

Carson, Jane (2000) Respiratory Care
A.A.S., St. Augustine College, Chicago

Castro, Jose (2008) Humanities
B.A., Universidad Nacional Mayor de San Marcos, Lima, Peru
M.A., University of Pittsburgh, Pittsburgh, PA
Ph.D., University of Pittsburgh, Pittsburgh, PA

Cedeño, Iris (1998) Early Childhood Education
B.A., Roosevelt University, Chicago, IL
M.A., National-Louis University, Chicago, IL

Ceja, Vicente (2006) Accounting
A.A., St. Augustine College
B.S., Northeastern Illinois University

Cole, James (2009) English
B.A., Mcguill University
M.Ed., Georgia State University

Conyers, Bryan (2003) English
B.A., Northeastern Illinois University, Chicago
M.A., Northeastern Illinois University, Chicago

Cortes, Aaron (2010) Mathematics
B.A., University of Illinois, Chicago
M.A., University of Illinois, Chicago

Cortes, Antonio (1997) Mathematics
B.S., National Autonomous University Of Mexico

Criollo, German (1996) Biology
M.D., University of Veracruz, Mexico

- Darko, Owusu** (2009) Respiratory Therapy
A.A.S., St. Augustine College
License, State Of Illinois Respiratory Care Practitioner
- Del Carmen, Eddy** (2001) Biology
B.S., Loyola University, Chicago
M.D., Universidad de Iberoamerica, Santo Domingo
- Delgado, Victor** (2009) Sociology
M.A., Concordia University
- Dorantes, Raul** (2003) Humanities
B.A., Northeastern Illinois University
- Duke, Trischa** (2007) English
B.A., University Southwestern Louisiana
B.A., University South Western Louisiana
M.A., University of Louisiana Lafayette
- Dyer, Frederick** (2009) Psychology, Substance Abuse
M.A., Illinois School of Professional Psychology
Ph.D., Adler School of Professional Psychology
- Ebersold, Robert** (2009) Business, Mathematics
B.S., DePaul University, Chicago
M.B.A., DePaul University, Chicago
- Ebrahimi, Mohsen** (2005) Chemistry
B.S., University of Wisconsin, Oshkosh, WI
Ph.D., University of Nebraska, Lincoln, NE
- Escamilla, Marina** (2010) Early Childhood Education
B.S., DePaul University, Chicago
M.S., Illinois State University, Normal
M.A., Governors State University, University Park
- Estrada, Ignacio** (2010) Mathematics
A.A.S., St. Augustine College, Chicago
B.A., Northeastern Illinois University, Chicago
- Farrero, Carina** (2010) English
B.F.A., University of California, Berkeley
M.F.A., The School of the Art Institute of Chicago
- Ferrer, Alejandro** (1997) Spanish
B.A., Northeastern Illinois University
M.A., Roosevelt University
- Ferrer, Francisca** (2002) Psychology
B.A., Roosevelt University, Chicago
M.S., Spertus College, Chicago
- Flemming, Kelly** (2009) English
B.A., Lawrence University
M.A., Kaplan University
- Franco, Felix** (2008) Mathematics
B.S., Universidad la Gran Colombia, Colombia
M.S., Universidad la Gran Colombia, Colombia
- Gainska, Elzbieta** (2006) Biology
B.S., Medical Academy In Bialystok
M.D., Medical Academy In Bialystok
- Garret-Kings, Diane** (2005) Early Childhood Edu.
B.A., Roosevelt University, Chicago
M.A., Roosevelt University, Chicago
- Golub, Victoria** (2004) English
B.A., Kiev State Pedagogical Institute of Foreign Languages,
Ukraine
- Gomez, Illeana** (2009) Social Work
B.S.W., University of Illinois at Chicago
M.S.W., University of Illinois at Chicago
- Gonzalez, Maria** (2009) Early Childhood Education
A.A.S., Truman College, Chicago
B.S., National Louis Universtiy, Chicago
- Gorleku, Zuzana** (2009) English
M.S., Loyola University, New Orleans
- Greeno, Allen** (2001) Mathematics
B.A., Spring Arbor College, Spring Arbor
- Gubalova, Eva** (2009) English
B.A., Comenius University of Bratislava
M.A., Comenius University of Bratislava
- Hearst, Robert** (2009) English
M.A., The University of Iowa
- Herrera, Hector** (2009) Computer Information Systems
M.B.A., Roosevelt University, Chicago
- Hoskins, Steven** (2009) Humanities
B.A., University Of Illinois at Urbana-Champaign
M.A.A.H., The School of the Art Institute of Chicago
- Indacochea, German** (1988) Mathematics
B.S., Loyola University, Chicago
M.S., Loyola University, Chicago
- Jovcic, Milan** (2001) History
B.A., Northeastern Illinois University, Chicago
M.A., Northeastern Illinois University, Chicago
- Kania, Irena** (2007) Mathematics
B.A., National-Louis University
M.A., Chicago State University
M.A., DePaul University
- Karlo, Rita** (1999) Administrative Assistant
B.A., Columbia College, Chicago
M.A., University of Illinois at Chicago, Chicago
- King, Devin** (2009) English
B.A., St. John's College, Santa Fe, NM
M.F.A., The School of the Art Institute of Chicago
- Konkolewski, Aleksandra** (2009) English
B.F.A., Southern Illinois University at Carbondale
M.A., Southern Illinois University at Carbondale
- Kraus, Amanda** (2006) English
B.A., Kenyon College, Gambier, OH
M.A., Northeastern Illinois University, Chicago

- Landa, Mario** (2007) Culinary
A.A.S., The Cooking and Hospitality Institute of Chicago
- Lara, Jose L.** (1992) Mathematics/Computers
B.S., Universidad Politecnica, Madrid, Spain
B.A., Northeastern Illinois University, Chicago
M.B.A., Roosevelt University, Chicago
- Lara Rivas, Victor** (2002) Respiratory Care
A.A.S., Central YMCA Community College, Chicago
B.A., Northeastern Illinois University, Chicago
- Lehman, Gail** (2001) English
B.A., Northeastern Illinois University, Chicago
M.A., Northeastern Illinois University, Chicago
- Lewis, Racheal** (2008) Biology
B.S., Western Illinois University
- Lopez, Alberto** (2008) History
B.A., University of Puerto Rico
M.A., Inter American University of Puerto Rico
Ph.D., Ohio State University
- Lopez, Ludwin** (2006) Office Technology
B.S., Northeastern Illinois University
M.S., Northeastern Illinois University
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B.S., University of Illinois at Chicago, Chicago
M.A., Chicago State University, Chicago
- Lopez Sierra, Beda** (1999) Biology
M.D., Universidad Nacional, Mexico
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B.A., Major University of St. Andrew, La Paz, Bolivia
M.A., Northeastern Illinois University
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M.D., Universidad Nacional, Mexico
BS., Universidad Nacional, Mexico
- Malchenko, Yelena** (2006) English
B.A., University of Northern Iowa
M.A., University of Northern Iowa
- Maldutyte, Grazina** (2009) English
M.A., National Louis University
- Mardis, Joe** (2005) Psychology
B.A., Elmhurst College
M.S., Illinois Institute of Technology
- Martell, Ana** (2002) Office Technology
A.A.S., St. Augustine College, Chicago
- Martinez, Nelida** (2002) Early Childhood Education
A.A.S., St. Augustine College, Chicago, IL
B.A., National Louis University, Chicago, IL
M.Ed., National Louis University, Wheaton, IL
- Matallana, William** (2005) Psychology
M.A., Concordia University
- Mazzarisi, Soraina** (1998) Business
B.A., North Park College, Chicago
M.A., Northern Illinois University, DeKalb, IL
- Mckinney, Juan** (1992) Culinary
M.A., Mississippi State University
- McLaughlin, Kathleen** (2010) English
B.A., The University of Texas, Austin, TX
M.F.A., The School of the Art Institute of Chicago
- Mester, Antuanette** (2009) Early Childhood Education
B.A., Northeastern Illinois University
M.A., Northeastern Illinois University
- Molina, Noemi** (2003) Psychology
B.A., Northeastern Illinois University
M.A., Roosevelt University
- Mena, Rene** (2006) Computer Information Systems
B.S., Northeastern Illinois University
- Morales, Gladys** (2000) Business
B.A., Universidad de la Habana, Cuba
- Morales, Honorio** (2008) Mathematics
A.A., St Augustine College
B.S.W., St Augustine College
M.A., Northeastern Illinois University
- Nava, Juvenal** (1994) Computer Science
A.A.S., St. Augustine College
B.S., DeVry University
M.S., Northeastern Illinois University
- Neely-Frost, Sheila** (2008) Social Work
B.S.W., University of Illinois at Chicago
M.S.W., University of Michigan
- Nwosu, Jude** (2004) Biology
B.S., Washington State University
M.A., University of Montana
- Oh, Shukmei** (2008) Mathematics
B.S., University of Illinois at Urbana-Champaign
M.S., Northern Illinois University
- Ojeda, Juan** (1998) Respiratory Therapy
M.D., Higher Institute of Medical Sciences, Cuba
- Oliver, Deloris** (2009) Respiratory Therapy
R.R.T., Licensed, National Board Of Respiratory Care
- Orellana, Mario** (2007) Biology
M.D., Central University Of Ecuador
- Orr, Isabelle** (2009) Respiratory Therapy
R.R.T., Certified, American Association For Respiratory Therapy
- Ortiz, Carlos** (1995) Biology
M.D., Metropolitan University, Colombia
- Ortiz, Enrique** (2005) Biology
M.D., Michoacan University Of St. Nicholas Of Hidalgo

- Padamadan, Elizabeth** (2003) Early Childhood Education
B.S., University of Kerala, India
M.Ed., Loyola University, Chicago
- Pantell, Marcia S.** (2001) Social Work
M.S.W., University of North Carolina
M.P.H University, California
Ph.D., Institute for Clinical Social Work, Chicago
- Pehvilanovic, Merima** (1998) Early Childhood Ed.
A.A.S., St. Augustine College, Chicago
B.A., Northeastern Illinois University, Chicago
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AAS, St. Augustine College, Chicago
M.S., National Polytechnical Institute, Mexico City
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B.S., University of Illinois at Chicago
M.S., University of Illinois at Chicago
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B.A., National College of Business and Tech. Arecibo, P.R
- Perez, Rafael** (1989) Culinary
A.A.S., St. Augustine College
- Petit, Michele** (2009) English
B.S., Southern Illinois University, Carbondale
M.S., Chicago State University, Chicago
- Pinto, Juan** (2008) Economics
B.A., Major University of St. Andrew, LaPaz, Bolivia
M.A., National Louis University, Chicago, IL
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B.A., Loyola University, Chicago
M.A., Loyola University, Chicago, IL
- Plaza, Elisa** (1999) English
B.A., University of Valladolid, Spain
M.A., University of Valladolid, Spain
M.A., DePaul University, Chicago
- Pope, Sarah** (2006) Psychology
B.A., University of Wisconsin-Madison
M.A., Northwestern University, Evanston, IL
- Puentes, Alexander** (2007) Spanish
B.S., Universidad Incca Colombia
M.S., Mississippi State University
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- Remess, Brenda** (2003) Administrative Assistant
A.A.S., St Augustine College, Chicago
B.A., Technological Institute of Orizaba, Mexico
M.A.T. Concordia University, River Forest, IL
C.A.S. National Louis University, Chicago, IL
- Restrepo, Leo** (2002) Mathematics
B.A., Technological University, Colombia
M.A., DePaul University, Chicago
- Rivera, Gladys** (2009) Early Childhood Education
B.A., Northeastern Illinois University
M.S., Northern Illinois University
- Robles, Idaima** (2008) Economics
B.A., University Of Illinois at Urbana-Champaign
M.A., University of Illinois at Chicago
- Rodriguez, Edgar** (2009) Culinary
A.A.S., Chicago Hospitality Institute of Chicago
- Rodriguez, William** (2005) Administrative Assistant
B.A., University Of Illinois At Chicago
M.S. Ed., Northern Illinois University
- Roldan, Juan** (2006) Computer Information Systems
B.S., Northeastern Illinois University
M.S., Northeastern Illinois University
- Romero, Reinaldo** (1987) Accounting
B.A., Instituto Politecnico Nacional, Mexico
- Rosales, Jose** (2009) Mathematics
B.A., Universidad Autonoma de Mexico
- Rosario, Wilfredo** (2010) Chemistry
B.S., University of Puerto Rico, Puerto Rico
M.S., University of Illinois, Urbana, IL
- Sadler, Lynniss** (2010) Culinary
A.A.S, The Illinois Institute of Art at Chicago
- Saletta, Frank** (1986) Accounting
B.A., San Agustin University, Peru
M.S., Roosevelt University, Chicago
- Shelby, Diane** (2003) Early Childhood Education
B.A., Roosevelt University, Chicago, IL
M.Ed., National Louis University
- Simpson, Desiree** (2004) Humanities
B.F.A., American University of Paris
M.Ed., Chicago State University
Ph.D., University of Illinois at Urbana-Champaign
- Sleebe, Chacko** (2003) Respiratory Therapy
B.S., College of St. Francis, Joliet, IL
CRT, The National Board for Respiratory Care
- Solomon, Lauren** (2000) English
B.A., Northeastern Illinois University, Chicago
M.A., Northeastern Illinois University, Chicago
- Spencer, Elise** (2009) English
B.A., Averett University
M.A., Loyola University
- Steinfeldt, Susan** (2000) English
B.A., University of Wisconsin, Madison
- Stewart, Janet** (2009) Psychology
A.A., Prairie State College, Chicago Heights, IL
B.A., St. Xavier University, Chicago, IL
M.Ed., St. Xavier University, Chicago, IL
M.A., Adler School of Professional Psychology

Sund, Nora (2001) Early Childhood Ed.
 A.A., St. Augustine College
 B.A., Northeastern Illinois University

Taylor, Lucille (2005) Early Childhood Ed.
 B.A., National Louis University, Chicago
 M.A., National Louis University, Chicago
 M.A., DePaul University, Chicago

Thomason, Shirley, (1998) Respiratory Therapy
 C.R.T., The National Board for Respiratory Care
 R.R.T., Licensed

Tong, Christopher (2008) Culinary
 25 Yrs. Culinary Experience

Torres, Edith (2009) Substance Abuse
 B.S.W., St. Augustine College
 M.S., Governors State University

VanDemark, Eric (2009) English
 B.A., University of Wisconsin, Milwaukee, WI
 M.F.A., The School of the Art Institute of Chicago

Vargas, Maria (1997) Early Childhood Education
 B.A., Northeastern Illinois University, Chicago
 M.A., Northeastern Illinois University, Chicago
 PhD., DePaul University, Chicago

Vargas, Maria Salome (2002) Early Childhood Education
 B.S., University of San Carlos, Guatemala

Vastalo, Victoria (2009) English
 B.A., North Central College, Naperville, IL
 M.A., Northeastern Illinois University, Chicago, IL

Vega, Patricia (2009) Early Childhood Education
 A.A., St. Augustine College
 B.S.W., St. Augustine College

Velasco, William (2009) Computer Information Systems
 A.A.S., St. Augustine College
 B.S., DeVry University

Velazquez, Lidia (2009) Spanish
 B.A., Northeastern Illinois University, Chicago
 M.A., Northeastern Illinois University, Chicago

Villarreal-Sosa, Rolando (2010) Sociology
 B.A., University of California, Berkley, CA
 M.S., University of Wisconsin, Madison, WI
 Ph.D., University of Wisconsin, Madison, WI

Villegas, Joaquin (1980) History
 B.A., University of Puerto Rico
 M.A., University of Puerto Rico
 M.S., Northern Illinois University, Dekalb, IL
 Ph.D., University of Notre Dame, Notre Dame, IN

Voltchek, Elena (1995) English
 B.A., Russian State Pedagogical, St. Petersburg
 M.A., Russian State Pedagogical, St. Petersburg

Watanabe, Sergio, (1999) Biology
 M.D., Universidad Autonoma de Mexico

Way, Angela (2009) English
 B.A., DePaul University, Chicago, IL
 M.A., University of Illinois at Chicago

Weekley, Burma (1994) Early Childhood Education
 B.A., Daniel Hale Williams University
 M.S., Chicago State University, Chicago

Williams, Mathew (2004) English
 B.S., University of New York at Oneonta
 MS., Georgia State University.
 MA, SUNY at Albany, NY

Yataco, Javier (1998) Computer Sciences
 B.S., Chicago State University, Chicago

Zatarain, Febronio (2001) Literature
 B.A., University of Guadalajara, Mexico
 M.A., Roosevelt University, Chicago

Zatarain, Ulises (2005) Humanities
 B.F.A., Virginia Commonwealth University

Zhagui, Victor (2006) Computer Sciences
 B.S., DeVry University, Chicago
 M.B.A., Keller Graduate School of Management

Zoeckler, Kelly (2009) English
 B.A., Georgia College & State University, Milledgeville, GA
 M.A., Loyola University, Chicago, IL

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