St. Augustine College

"A pioneer in the use of bilingual methodology in higher education"

"Un pionero en el uso de la metodología bilingüe en la educación superior"

Catalog 2019-2020

MAIN CAMPUS/CAMPUS PRINCIPAL
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Program Accreditation/Acreditación de Programas

CSWE	Bachelor of Social Work/Licenciatura en Trabajo Social
CoARC	Respiratory Therapy/Terapia Respiratoria

St. Augustine College is authorized to operate and award degrees by the Illinois Board of Higher Education.

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

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DUNS 010961209 MAP (Monetary Award Program) 152
NCES/IPEDS Unit ID: 148876 FAFSA (Federal School Code) 015415
Department of Veterans Affairs #31914113
Illinois State Board of Education Provider No. 11021617225696

Additional Locations

West	South	Southeast	Aurora
3255 West Armitage	2610 West 25th Place	11000 South Ewing Ave.	841 N. Lake St.
Chicago, IL 60647	Chicago, IL 60608	Chicago, IL 60617	Aurora, IL 60506
Ph.: 733-878-8756	Ph.: 773-878-8756	Ph.: 773-878-8756	Ph.: 630-264-2288

St. Augustine College is accredited by The Higher Learning Commission (HLC). www.hlcommission.org

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Word of Welcome from Our President,
Dr. Reyes González

Dear Students,

I am thrilled to be joining the SAC community! I am honored to serve as the fourth President of St. Augustine College. This institution reflects the life of so many individuals who, like myself, came to this country in search of a dream and, eventually, obtained a higher education.

In the coming weeks and months, I plan to meet as many of you as possible to learn your concerns and needs, as well as your dreams and aspirations for our institution, and how best to support our mission.

The mission and purpose of St. Augustine is to be your bridge to a more prosperous life, a deeper understanding of culture, as well as a practical and valuable education. Our bachelors and associates programs, courses, and services are designed with your success and our mission in mind.

Our goal is to provide you with excellent and innovative education, helpful services, and useful programs so that you may enhance your critical thinking skills, obtain state-of-the-art knowledge in your major, and develop your knowledge and skills to become a more responsible citizen. This takes place in the context of enhanced cultural knowledge and expanded communication skills to further your success wherever life takes you locally, nationally and globally.

Our faculty, staff, and administration are here to support you in making your dreams a reality. They are individuals who are professional, dedicated and among the best in their fields. Take advantage of the services St. Augustine has to offer. Attend every class, study hard, and once you enroll in St. Augustine, do not leave without completing your program – do this, and you will graduate with the knowledge and skills needed to achieve your goals.

This catalog provides information critical to your success at St. Augustine. Please read it. If you have questions or need any assistance, please ask your professors or your counselors. They will be glad to assist you.

Effort, dedication, and perseverance are the building blocks to success.

Hold your dreams in your heart, pursue them with energy and enthusiasm, and you will achieve them.

Welcome to the St. Augustine family!

Your President and server,

Dr. Reyes González

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, and one of a few in the 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.
- 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 multicultural society.
- We believe that excellence in bilingual education includes mastery of the English language and we are committed to providing our students with ample opportunities to learn it well.
- We believe that a diverse student population can become academic achievers when bilingual teaching and learning methods are made available to them.
- We believe that the cultural sensitivity of our staff and faculty are instrumental in the development of our students.
- We believe that the interchange of dual language and cultural experiences adds significant value to our students' education and to their worth to society.
- We believe our faculty has the ability to help educationally disadvantaged students reach a level such they are prepared to function 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 a nurturing environment for our students, faculty, staff, volunteers and benefactors.

Facilities

Main 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 three-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-plaza 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, 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, Career and 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 Location

The South Side location is 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. Public transportation is available one block away.

West Town Location

The West Town location is at 3255 W. Armitage. The location houses classrooms, three computer laboratories, and a cafeteria with skylights. 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 can be applied toward a degree. The location address is 11000 South Ewing Avenue.

Aurora, Illinois, Location

St. Augustine College opened the College's fifth teaching location in west suburban Aurora in August 2014. The new site at 841 Lake Street is approximately 1.4 miles from I-88 and is easily accessible from all directions in the region. The building, which St. Augustine has extensively renovated, has comfortable classrooms, science and

computer labs, full Information Commons/Library access, lounge and study areas, and easy parking. Morning and evening class schedules accommodate employed adult learners.

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

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

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

St. Augustine Emergency Notification to Students, Faculty and Staff
In compliance with state and federal law, St. Augustine has an Emergency Notification System to reach all students, faculty and staff. This system provides immediate notification to the St. Augustine community through e-mail, cell phone and land line contacts, and the St. Augustine website of any emergency at any or all teaching locations of the College.

When it is necessary to close the College during regular business hours due to an emergency, including a weather emergency, an announcement indicating that the College is closed will be broadcast on WMAQ (670 AM), WGN (720 AM) and WBBM (780 AM) radio stations.

In order for the St. Augustine Emergency Notification System to reach all students, faculty and staff, you are assigned a St. Augustine e-mail address. In addition, the System will reach you at any e-mail or phone number that you provide to the College when you register for the semester.

Emergency Situations
If you observe a situation that requires an emergency response, **call 911** immediately for assistance from the Chicago Fire Department, Emergency Medical Services or the Chicago Police Department.

The addresses when reporting an emergency situation are:

Main Campus: 1345 W. Argyle, Chicago, IL 60640
West Location: 3255 W. Armitage, Chicago, IL 60647
South Location: 2610 W. 25th Place, Chicago, IL 60608
Southeast Location: 11000 South Ewing Ave., Chicago IL 60617
Aurora Location: 841 N. Lake St., Aurora, IL 60506
Institute for Workforce Education: 1333 W. Argyle, Chicago, IL 60640

Notify the Administration at the Main Campus (773-878-8756) or the West, South or Southeast locations or the Institute for Workforce Education of any emergency either after calling 911 and finding a safe location, or directly if immediate assistance is not required.

ST. AUGUSTINE COLLEGE
SAC
ST. AUGUSTINE COLLEGE
841
ST. AUGUSTINE COLLEGE
773-878-9756

Palabras de Bienvenida de nuestro Presidente, Dr. Reyes González

Estimados Estudiantes,

¡Estoy emocionado de unirme a la comunidad de SAC! Me siento honrado en servir como el cuarto Presidente de St. Augustine College. Esta institución refleja la vida de muchas personas que, como yo, vinieron a este país en busca de un sueño y finalmente obtuvieron una educación superior.

En las próximas semanas y meses, planeo reunirme con la mayor cantidad posible de ustedes para conocer sus inquietudes y necesidades, así como sus sueños y aspiraciones para nuestra institución y la mejor manera de apoyar nuestra misión.

La misión y razón de existir de St. Augustine es ser un puente para tu prosperidad, para que fortalezcas tus conciertos culturales y obtengas una educación práctica y valiosa. Nuestros programas de licenciatura y grados asociados, cursos y servicios, han sido diseñados con nuestra misión y tu éxito en mente.

Nuestra meta es de brindarte una educación innovadora y de excelencia, servicios de apoyo y programas útiles, para que desarrolles tu pensamiento crítico, obtengas los conocimientos más avanzados en tu área de especialidad y fortalezcas tus habilidades para ser un mejor ciudadano responsable. También ampliarás tu sabiduría cultural y habilidades de comunicación, para mejorar tu éxito dondequiera que la vida te lleve, en nuestra nación o el mundo.

Nuestra facultad, personal y administración están aquí ayudarte a hacer tus sueños realidad. Ellos son profesionales, dedicados, y de los mejores en su rama. Aprovecha los servicios que St. Augustine te ofrece. Asiste a todas tus clases, estudia intensamente y no abandones a St. Augustine sin terminar tus estudios - en poco tiempo te graduarás con la sabiduría y habilidades para alcanzar tus metas.

Este catálogo contiene información crítica para tu éxito en St. Augustine. Por favor, léelo. Si tienes alguna duda o necesitas ayuda, pregúntales a tus profesores o consejeros, quienes con mucho gusto te ayudarán.

El esfuerzo, la dedicación y la perseverancia te llevan al éxito.
Mantén tus sueños en tu corazón, persíguelos, con mucha energía y entusiasmo y los lograras.

¡Bienvenidos a nuestra familia de St. Augustine!

Tu Presidente y servidor,

Dr. Reyes González

La Universidad

El primer pueblo europeo permanente en este país, en la Florida, se bautizó con el nombre de San Agustín, y fue fundado por Pedro Menéndez de Avilés, el 8 de septiembre de 1565, cincuenta años antes de que los peregrinos desembarcaran en Nueva Inglaterra. Tal como 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 también ha sido nombrada por el Obispo San Agustín de Hipona, un educador y filósofo, cuyas enseñanzas han contribuido a modelar el pensamiento moderno.

Historia

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 St. Augustine. Esta institución docente es única en el Estado de Illinois y es una de pocas en todo el país. Fue el fruto de años de trabajo, observación e investigación, y se basa en más de una década de labores para la comunidad realizados por los Servicios Episcopales Hispanos, un organismo docente creado bajo los auspicios de la Diócesis Episcopal de Chicago por el Padre Carlos A. Plazas, Ph.D., en 1970.

Los fundadores de la Universidad obraron movidos por observaciones e investigaciones que indicaban que un gran número de adultos hispanos, por circunstancias específicas, podrían beneficiarse de una formación de carácter académico y vocacional impartida en dos idiomas (bilingüe). Estos hallazgos también indicaron que muchos adultos hispanos eran capaces de participar activamente en programas de estudios de cuatro años, pero precisaban de ayuda pedagógica para poder competir a este nivel de enseñanza. Como no existían instituciones de instrucción superior que pudieran satisfacer estas necesidades educativas y proporcionar oportunidades de aprendizaje en dos idiomas, la Junta Directiva de Servicios Episcopales optó por apoyar la creación de la Universidad St. Augustine.

Misión

La Universidad St. Augustine es una institución independiente, bilingüe (dos idiomas) de enseñanza superior creada bajo los auspicios de la Diócesis Episcopal para hacer asequible el sistema estadounidense de educación superior a una población diversa de estudiantes, con énfasis en aquellos de ascendencia hispana; para robustecer la identidad étnica; reforzar la interrelación cultural; y construir un puente que solventara el desnivel cultural, educativo y socio-económico que existe.

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

1. 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. Él propuso que la finalidad de la enseñanza es instruir a los estudiantes, involucrándolos en el proceso de aprendizaje y asegurándose que aprendieran. Tanto el Obispo Agustín como la Universidad hacen hincapié en el aprendizaje como resultado fruto de la enseñanza.
2. El Obispo Agustín desarrolló el Humanismo Cristiano, que perseguía integrar los ideales culturales romanos y griegos con los ideales de la Cristiandad. La Universidad St. Augustine recalca que todas las materias serán enseñadas dentro del marco de la tradición judeo-cristiana para incorporar valores espirituales a los nuevos conocimientos y destrezas que adquieren los estudiantes.
3. El Obispo Agustín hizo hincapié en la importancia del idioma natal, bien estructurado, en el proceso de aprendizaje. Él retó a aquellos maestros que preferían enseñar a los estudiantes en un segundo idioma que ellos no dominaban. En su obra "Las Confesiones", el Obispo Agustín relata las frustraciones de sus primeros años de instrucción en un idioma que no dominaba. Su frustración se debía no sólo a que no podía aprender, sino también a que se le castigaba por su incapacidad para captar los conceptos que se le impartían. La metodología bilingüe de la Universidad St. Augustine se basa en las ideas del Obispo Agustín.
4. Los monasterios eran centros de educación exclusivos para el clero. El Obispo Agustín instó a los monjes a que pusieran al alcance de toda la comunidad las oportunidades de enseñanza y aprendizaje. La Universidad St. Augustine se ha comprometido a educar a toda la comunidad.
5. El Obispo Agustín destacó la importancia de una educación bilingüe, diciendo que los académicos cristianos debían 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 se convirtió en un líder exitoso. La Universidad St. Augustine tiene las mismas expectativas de 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, con énfasis en aquellos de ascendencia hispana, por medio de:

- Llegar a la comunidad hispana para alentar a sus miembros a que se beneficien de las oportunidades educativas disponibles en la Universidad.
- Llevar la enseñanza directamente a los barrios donde viven y trabajan los estudiantes para facilitarles la entrada al mundo de la enseñanza post-secundaria y su adaptación eventual al ambiente que se vive en el campus de la Universidad.
- Adherirse a una política de puertas abiertas.
- Desarrollar y usar instrumentos de evaluación que adaptan la enseñanza a las características del alumnado.
- Desarrollar un cuidadoso equilibrio entre el acceso a la enseñanza y la calidad de la misma.
- Desarrollar un método de enseñanza del inglés como segunda lengua a nivel universitario.
- Desarrollar e implementar un currículo bilingüe que incluya la enseñanza en dos idiomas, de acuerdo al nivel lingüístico del estudiante, de las exigencias del título y de los objetivos concretos de cada programa académico y/u ocupacional.
- Desarrollar, verificar e implementar métodos y técnicas de enseñanza que sirvan para enlazar el idioma nativo del estudiante y el segundo idioma que esté cursando — así como también métodos que faciliten la transferencia de los conocimientos y experiencias adquiridos en el país de origen al sistema educativo americano.
- Crear e implementar programas bilingües y de desarrollo para ayudar a aquellos estudiantes que tienen el potencial, pero que precisan de un refuerzo educativo para alcanzar el éxito.
- Servicios de asistencia integrales que minimicen los obstáculos y aumenten las posibilidades de que los estudiantes alcancen sus metas educativas, e
- Implementar horarios de clases flexibles que permitan a los estudiantes que trabajan a tiempo completo, al igual que a los padres de niños de edad escolar, asistir a clase en horas adecuadas.

Fortalecer la identidad étnica por medio de:

- La inclusión y expansión de temas y cuestiones culturales en las actividades y eventos escolares y extraescolares encaminados a valorar la cultura nativa y otras culturas sin perder su propia identidad cultural.
- Un ambiente de aprendizaje sensible a la cultura que lleve al desarrollo de las aptitudes futuras de los estudiantes y a la adquisición de destrezas y conocimientos.
- Un personal y profesorado bilingüe y bicultural que sirvan como modelo a seguir, y
- La provisión de servicios que satisfagan las necesidades educativas del alumnado.

Fortalecer la interacción cultural por medio de:

- Experiencias diseñadas para fomentar y respaldar la participación de los hispanos en la rica cultura angloamericana y en otras 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 creación de actividades escolares y extraescolares que abordan estudios comparativos de valores, tradiciones y culturas, y funciones en ambientes multiculturales.

Construir puentes para salvar desniveles culturales, educativos y socio-económico por medio de:

- El aumento de los acuerdos de participación con otras instituciones para ampliar las opciones del alumnado en la sociedad americana.
- El desarrollo de acuerdos de integración con otras instituciones universitarias de alto nivel para ampliar la transferibilidad de cursos y mejorar la formación del alumnado para su desenvolvimiento en una institución de cuatro años, y

- La creación de asociaciones con empresas, agencias comunitarias y organizaciones que sirven 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 el ser bilingüe representa un bien valiosísimo para el individuo así como para nuestra sociedad multicultural.
- Creemos que la excelencia en la educación bilingüe incluye el dominio del idioma inglés y estamos comprometidos a proveer a nuestros estudiantes con amplias oportunidades para aprenderlo bien.
- Creemos que un alumnado diverso puede tener triunfos académicos cuando tiene a su disposición métodos de enseñanza y aprendizaje bilingües.
- Creemos que la sensibilidad cultural de nuestro personal y profesorado es un instrumento eficaz para el desarrollo de nuestros estudiantes.
- Creemos que la interacción entre dos idiomas y 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 los estudiantes con desventajas académicas a alcanzar un nivel tal que les habilite para funcionar eficazmente en la sociedad americana.
- Creemos que la educación es un empeño de toda la vida y, por tanto, animamos a las personas a que retorne a los estudios a cualquier edad, 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 Principal

Localizado en la parte norte de Chicago, en el área conocida como Uptown, el Campus Principal de la Universidad es de fácil acceso por automóvil o transporte público. El Campus de 3 acres es una zona declarada de valor histórico por la Comisión de Lugares Históricos de la Ciudad de Chicago. En 1907, la industria cinematográfica americana nació en los entonces Estudios Essanay, donde produjeron películas actores famosos del cine mudo, como Charlie Chaplin.

El Campus se compone de dos edificios, (Este y Oeste), una capilla, zona de estacionamiento de vehículos y mini-plaza, que crean un entorno seguro y autónomo. Un puente elevado conecta los dos edificios. 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, ven a sus consejeros académicos, realizan investigaciones en la Biblioteca, llevan a sus hijos al centro de cuidados infantiles, comen en la cafetería, o se reúnen entre sí en el Atrio. Además de las aulas, los laboratorios de computación y de ciencias, el Edificio Oeste alberga el Auditorio de St. Augustine con cabida para quinientas personas. Las Oficinas de Admisiones, Consejería Académica, Desarrollo Institucional, el Centro de Carreras y Transferencias, y la Oficina del Presidente también están localizadas en el Edificio Oeste.

El Edificio Este aloja a la Oficina de Ayuda Financiera, la Oficina de Negocios, la Librería, la Oficina de Registraduría y otras oficinas administrativas. Asimismo, el Programa Profesional de Cocina está localizado en el Edificio Este, junto con una cocina para instrucción.

El Satélite del Sur (South Location)

El Satélite Sur se encuentra en el corazón del barrio de la Villita, en el 2610 W. 25th Place. Cuenta con doce aulas, tres laboratorios de computadoras con cabida para 22 estudiantes cada uno, y la Sala de Estudio y Recursos, que incluye materiales didácticos impresos y no impresos. Una moderna cocina y un comedor están localizados a nivel del jardín con capacidad para 108 personas. La instalación para cuidados infantiles está ubicada en el primer piso. Hay transporte público disponible a una cuadra del edificio.

El Satélite del Oeste (West Town Location)
El Satélite Oeste se encuentra en el 3255 W. Armitage. Las instalaciones cuentan con aulas, tres laboratorios de computadoras, una cafetería con tragaluces y un centro de cuidados infantiles. Esta instalación es fácilmente accesible por transporte público, con una parada de autobús frente a la entrada principal del edificio.

El Satélite del Sureste (Southeast Location)
El Satélite Sureste sirve a los estudiantes en el extremo sureste de la ciudad de Chicago y estudiantes del noroeste de Indiana. Un número de cursos seleccionados son ofrecidos, los que pueden aplicarse a la obtención de un título. La dirección de esta localidad es 11000 South Ewing Avenue.

El Satélite de Aurora, Illinois (Aurora Location)
St. Augustine College abrió la quinta localidad docente en el suburbio oeste de Aurora en Agosto del 2014. La nueva localidad en el 841 Lake Street está a aproximadamente 1.4 millas del I-88 y es fácilmente accesible desde todas las direcciones en la región. El edificio, que ha sido extensivamente renovado por St. Augustine, tiene aulas cómodas, laboratorios de ciencia y computación, acceso a un Centro Digital de Información/Biblioteca completo, áreas de recreo y estudio, y parqueo fácil. Los horarios de clases en la mañana y en la noche se acomodan a estudiantes adultos que trabajan.

Zonas de estacionamiento de vehículos
Se provee parqueo limitado, incluyendo plazas para personas minusválidas, en el campus y en cada satélite. También se puede estacionar en las calles próximas.

Remolque de Vehículos
Vehículos sin autorización que se estacionen en las plazas reservadas y para minusválidos, o vehículos parqueados ilegalmente serán remolcados.

Seguridad y protección del Campus
La Universidad St. Augustine cumple con la ley sobre el reportaje de la criminalidad, *Crime Awareness Act*, y reporta anualmente a su comunidad académica sobre acontecimientos delictivos en cualquiera de sus instalaciones. Se han instalado medidas preventivas como guardias de seguridad y sistemas de alarma.

Notificación de Emergencias de St. Augustine para Estudiantes, Profesores y Empleados
De acuerdo con la ley estatal y federal, St. Augustine tiene un Sistema de Notificación de Emergencias para contactar a todos los estudiantes, profesores y empleados. Este sistema provee notificación inmediata a toda la comunidad de St. Augustine por medio de correos electrónicos (e-mail), y contactos de teléfono celular y teléfono fijo, y todo tipo de emergencia en cualquier campus o en todas las localidades de la Universidad es publicado en el sitio web de St. Augustine.

Cuando es necesario cerrar la Universidad durante horas de trabajo regulares debido a una emergencia, incluyendo una emergencia por el clima, un anuncio indicando que la Universidad estará cerrada también se transmitirá en las estaciones de radio WMAQ (670 AM), WGN (720 AM), y WBBM (780 AM).

Para que el Sistema de Notificación de Emergencia de St. Augustine llegue a todos los estudiantes, profesores y empleados, se le asignará a usted una dirección de correo electrónico de St. Augustine. Además, el Sistema lo contactará en cualquier correo electrónico y número de teléfono que usted provea a la Universidad cuando se matricule para el semestre.

Situaciones de emergencia
Si usted observa una situación que exige una respuesta de emergencia, **llame al 911** inmediatamente para recibir ayuda del Departamento de Bomberos de Chicago, de los Servicios Médicos de Emergencia, o del Departamento de Policía de Chicago.

Las direcciones para reportar una situación de emergencia son:

Campus Principal: 1345 W. Argyle, Chicago, IL 60640
El Satélite del Oeste: 3255 W. Armitage, Chicago, IL 60647

El Satélite del Sur: 2610 W. 25th Place, Chicago, IL 60608
El Satélite del Sureste: 11000 South Ewing Ave., Chicago IL 60617
El Satélite de Aurora: 841 N. Lake, St., Aurora, IL 60506
Institute for Workforce Education: 1333 W. Argyle, Chicago, IL 60640

Notifique a la Administración en el Campus Principal (773.878.8756) o al Director de la Localidad en las localidades del Oeste, Sur, Sureste o Aurora de cualquier emergencia, bien sea después de llamar al 911 y encontrar una lugar seguro, o directamente si no se requiere ayuda inmediata.

Admission

How to Apply

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

1. Contact the Office of Admissions at the Main Campus or a Site Director 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.
6. Applicants with disabilities requesting special accommodations must submit supporting documentation (IEP, or any other qualified document).

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

General Admission Requirements

St. Augustine College is an open-admission institution. The Open Admissions Policy sets forth two basic criteria for admission: 1) completion of high school or GED and 2) a minimum age of seventeen (17) years.

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. Admission on the basis of transferred credit does not in and of itself ensure financial aid eligibility.

If the applicant cannot submit official documents by the time of registration, the admission will be conditional (maximum for one semester) until the documentation is received by the Admission Office.

***** 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, the Higher Learning Commission, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.*

Each admitted student must abide by the program policies, curriculum, and graduation requirements as described in the catalog that is current at the time of admission. That catalog remains as the student's official academic program guide as long as the student maintains continuous enrollment. Students who experience interrupted enrollment should refer to the Readmission policy on page 14.

Admission through Ability-to-Benefit Testing

Applicants who have not graduated from high school or passed the GED may still be eligible for admission to St. Augustine College and to receive Title IV financial aid through the Ability-to-Benefit testing system. To establish eligibility, the applicant must pass an approved Ability-to-Benefit Test and enroll in an eligible Career Pathways Program. Admission counselors will help applicants identify approved Ability-to-Benefit tests and advise applicants as to how they may access the appropriate test.

An eligible Career Pathways Program has two components: (1) An adult education component, and (2) A Title IV eligible postsecondary, career-oriented, knowledge and skills development program. St. Augustine College offers a Career Pathways Program for students who need this path to eligibility for admission and access to federal financial aid. For complete information, meet with an Admission Counselor at your earliest opportunity.

Additional Admission Requirements

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

- For the **Bachelor of Social Work** program, see pages 58-62 for additional requirements.
- For the **Associate of Applied Science in Respiratory Therapy** program, see page 77-78 for additional requirements.

Background Check Requirements

Before placement in some Social Work field settings and all Respiratory Therapy hospital/clinical settings, a Fingerprint Background Check is required. Felony convictions may impact the student's ability to fulfill the field work requirements in these programs. Further, the ability to obtain a license to practice respiratory therapy in some states or find opportunities in the social work field may be limited. In addition, the Early Childhood Education program requires a criminal background check before any classroom observations or practica are scheduled. If you have any questions about this requirement, ask the Academic Advisor in the department to which you are applying for admission.

Readmission

Any previously-admitted student who has not registered or attended classes for at least one semester must submit an Application for Readmission to the Office of Admissions. If the student has attended any other college or university during that time, official transcripts from that institution must be submitted.

Readmitted students must abide by the academic policies and program curricula in place at the time of readmission.

St. Augustine College Credit Hour Policy

St. Augustine College assigns and awards credit hours that conform to commonly accepted practices in higher education. The College employs the *Federal Credit Hour Definition* in the assignment and awarding of credit hours, as stated in the following policy:

At St. Augustine College a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than—

1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester for each credit hour.
2) At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

For traditional **lecture-discussion and seminar** courses, a one (1) credit hour class meets 50 minutes per week over the course of the semester.

Short-term courses: Half-semester courses, summer session courses, and other courses offered over a different period of time will require the same amount of classroom and out-of-class work per credit hour as required of semester-long courses with that work distributed over the shorter period of time.

Practica, Clinicals, Field Placements, Internships and Externships require at least one full-time five-day week of professional practice or the equivalent over a longer period of time for one credit hour, or the combination of such with required coursework.

Workshops and **Contract Courses:** Credit-bearing courses offered for special populations by special arrangement will meet regular academic credit hour standards.

Independent Study will represent a minimum of three hours of student work per credit hour per week throughout the course of the semester or the equivalent work distributed over a different period of time.

Hybrid Courses (blending face-to-face instruction with online instruction) will follow the same credit hour policy as traditionally-offered courses. The same will be true for **Dual Location** courses.

St. Augustine College recognizes that students whose first language is not English may require more time for assignments, and the faculty members have made adjustments in their out-of-class assignments to reflect the additional time required for reading comprehension and writing in English.

All definitions and standards apply equally to courses offered both on and off campus.

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 Registrar's Office will evaluate successfully-completed course work from accredited institutions. If accepted as satisfying degree requirements, these transfer hours will be counted toward graduation, but will not be counted in the calculation of the St. Augustine College's GPA. Only courses with a grade of "C" or higher are considered transferable. A transfer student must meet minimum academic residency requirements (see page 36) in order to be eligible for graduation. Transcripts re-evaluations must be addressed to the Dean of Students.

Admission of International Students

St. Augustine College is authorized under Federal law to enroll non-immigrant alien students. International 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 first semester of enrollment before the SEVIS I-20 form is issued. International 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 international students. However, the College will work with interested international students on the development of a payment plan. International 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 completion. In addition, with regard 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.

Admisión

Cómo solicitar la admisión

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

1. Ponerse en contacto con la Oficina de Admisiones en el Campus Principal o con los Directores de los Satélites para concertar una entrevista con un reclutador, o pedir que se les envíe el paquete de formularios de solicitud.
2. Los candidatos que hayan terminado enseñanza secundaria o GED en los Estados Unidos de América deben solicitar que se remita la certificación oficial de notas a la Oficina de Admisión.
3. Los candidatos que hayan terminado sus estudios secundarios en un país extranjero deben presentar transcripciones oficiales de su "bachillerato/secundaria/preparatoria" o estudios equivalentes. Las transcripciones extranjeras pueden estar sujetos a evaluaciones externas.
4. Si un candidato ha estudiado en cualquier otra institución universitaria (*college*) o universidad, deberá solicitar que se envíe a la Oficina de Admisión una transcripción oficial de los estudios realizados en cada institución. Las transcripciones extranjeras pueden estar sujetos a evaluaciones externas.
5. Los candidatos que planean solicitar ayuda financiera deberán indicarlo inmediatamente, completar la solicitud correspondiente y presentar la documentación necesaria.
6. Los candidatos con discapacidades solicitando acomodaciones especiales deben presentar la documentación de apoyo pertinente (IEP, u otro documento calificado.)

Consejeros con experiencia en esta labor están dispuestos a proporcionar orientación y ayuda para completar los formularios necesarios y obtener la documentación adecuada.

Requisitos generales de admisión

La Universidad St. Augustine practica una política de admisión abierta. La política de admisión abierta establece dos criterios básicos de admisión: 1) haber finalizado la enseñanza secundaria (bachillerato/preparatoria) o estudios equivalentes (GED), y 2) tener la edad mínima de 17 años.

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 su equivalente, o hayan obtenido un mínimo de 24 horas/crédito semestrales transferibles (véase Transferencia de Créditos) de otras universidades, 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 oficial de las notas obtenidas en la Prueba de Desarrollo de Enseñanza General (GED; estudios de GED a distancia no son aceptados.
3. Prueba de finalización de estudios equivalentes de enseñanza secundaria en un país extranjero, o
4. Transcripciones Universitarias oficiales mostrando un mínimo de 24 horas/crédito semestrales transferibles son requeridas. La admisión basada en créditos transferidos no constituye por sí misma una garantía de elegibilidad para ayuda financiera.

Si el candidato no puede presentar esta documentación oficial en el momento de matrícula, la admisión tendrá carácter condicional (máximo por un semestre) hasta que la documentación sea recibida por la Oficina de Admisión.

***** Las siguientes agencias regionales acreditadas son reconocidas por la Secretaría de Educación de los Estados Unidos o la Federación de Educación Superior (CHEA): *Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, the Higher Learning Commission, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, y Western Association of Schools and Colleges.*

Admisión por medio de Exámenes de Habilidad-para-Beneficiarse

Los aplicantes que no se han graduado de secundaria (high school) ni han obtenido el GED todavía pueden ser elegibles para admisión a la Universidad St. Augustine y recibir ayuda financiera del Título IV por medio del sistema de Habilidad-para-Beneficiarse. Para establecer elegibilidad, el aplicante debe pasar un Examen de

Habilidad-para-Beneficiarse aprobado y matricularse en un Programa de Opciones Profesionales. Los Consejeros de Admisión ayudarán a los aplicantes a identificar exámenes de Habilidad-para-Beneficiarse aprobado y aconsejarán a los aplicantes cómo pueden tener acceso al examen apropiado.

Un Programa de Opciones Profesionales elegible tiene dos componentes: (1) Un componente de educación para adultos, y (2) Un programa elegible bajo el Título IV a nivel postsecundario, orientado a una profesión, para desarrollar conocimiento y destrezas. La Universidad St. Augustine ofrece un Programa de Opciones Profesionales para a estudiantes que necesitan esta opción para ser elegibles para admisión y tener acceso a la ayuda financiera federal. Para información más completa, reúnase con un Consejero de Admisión lo más pronto posible.

Requisitos de Admisión Adicionales

Requisitos adicionales de admisión o aceptación pueden aplicar a ciertos programas de acuerdo con los requisitos del currículo y/o los requisitos de las normas profesionales. Referirse a programas específicos para información detallada.

Para la **Licenciatura en Trabajo Social,** ver páginas 58-62 para requisitos adicionales.

Para el programa de **Asociado de Ciencias Aplicadas en Terapia Respiratoria**, ver páginas 77-78 para requisitos adicionales.

Verificación de Antecedentes

Antes de algunas asignaciones de campo para el Trabajo Social y de todas las asignaciones para hospitales/clínicas de Terapia Respiratoria, una Verificación de Antecedentes con Huellas Dactilares es obligatoria. El haber sido declarado culpable de un delito puede impactar la habilidad del estudiante para cumplir con los requisitos del trabajo de campo en estos programas. Más aún, la habilidad para obtener una licencia para practicar la terapia respiratorio en algunos estados o encontrar oportunidades en el campo de trabajo social pueden ser muy limitadas. Además, los programas de Educación Infantil Temprana exigen una verificación de antecedentes criminales antes de agendar cualquier observación de salón de clases o práctica. Si usted tiene cualquier pregunta acerca de este requisito, pregúntele al Consejero Académico del departamento al cual usted está aplicando para admisión. Debido a que todas las instalaciones de la Universidad St. Augustine ofrecen cuidado infantil, individuos registrados como abusadores sexuales no serán admitidos a ningún programa.

Readmisión

Cualquier estudiante previamente admitido que no se ha matriculado o asistido a clases por lo menos por un semestre tiene que someter una Solicitud para Readmisión a la Oficina de Admisión. Si el estudiante ha estado asistiendo a cualquier otra escuela universitaria o universidad durante ese período de tiempo, deberá presentar transcripciones oficiales de esa institución.

Los estudiantes readmitidos deben cumplir las políticas académicas y el perfil del currículo en vigor en el momento de la readmisión.

Política de Horas Crédito de la Universidad St. Augustine

La Universidad St. Augustine asigna y adjudica horas crédito en conformidad con las prácticas comúnmente aceptadas en la educación superior. La Universidad utiliza la *Definición Federal de la Hora Crédito* al asignar y otorgar horas crédito, según se detalla en la siguiente política:

En la Universidad St. Augustine la hora crédito es una cantidad de trabajo representada en resultados previstos de aprendizaje y verificado por evidencia del logro del estudiante que es una equivalencia establecida institucionalmente que razonablemente se aproxima a no menos de—

1) Una hora de instrucción en clase o directamente con un profesor y un mínimo de dos horas de trabajo estudiantil fuera de clases cada semana por aproximadamente quince semanas por semestre por cada hora crédito.
2) Por lo menos una cantidad equivalente de trabajo como se exige en el párrafo (1) de esta definición para otras actividades tal como se han establecido por una institución, incluyendo trabajo de laboratorio,

internados, prácticas, trabajo de estudio, y otros trabajos académicos conducentes a la adjudicación de horas crédito.

Para cursos tradicionales de **conferencia-discusión y seminario**, una clase de una (1) hora crédito se reúne 50 minutos por semana en el curso del semestre.

Cursos de corta duración: Los cursos de medio semestre, cursos de sesiones de verano, y otros cursos ofrecidos por una duración de tiempo diferente requerirán la misma cantidad de trabajo dentro y fuera del aula por hora crédito que se exige de cursos que duran un semestre con ese trabajo distribuido a través de un período de tiempo más breve.

Prácticas, Clínicas, Ubicaciones en el Campo, Internados y Externados exigen por lo menos una semana de cinco días de horario completo de práctica profesional o el equivalente durante un período de tiempo más largo para una hora crédito, o la combinación de esto con el trabajo requerido en el curso.

Talleres y Cursos de Contrato: Lis cursos con horas crédito ofrecidos a poblaciones especiales por arreglo especial cumplirán con las normas regulares para la hora crédito académica.

El Estudio Independiente representará un mínimo de tres horas de trabajo estudiantil semanal por hora crédito a través del curso del semestre o el trabajo equivalente distribuido sobre un período de tiempo diferente.

Aunque la Universidad actualmente no ofrece **Cursos de Educación a Distancia, Internet** o **Híbridos (Combinados)**, si decidiera hacerlo, la política de horas crédito será consistente con las normas de los cursos ofrecidos por medio de instrucción cara-a-cara, aunque parte o todo el contenido que se entregue y la interacción profesor-estudiante pudiera ocurrir por medio de una o más formas de educación a distancia. La Universidad St. Augustine reconoce que los estudiantes cuyo primer idioma no es el inglés necesitan más tiempo para las tareas, y el profesorado ha realizado los ajustes en sus tareas fuera-de-clase para reflejar el tiempo adicional requerido para leer con comprensión y escribir en inglés. Todas las definiciones y normas aplican igualmente a los cursos ofrecidos tanto en el campus como fuera de él.

Transferencia de Créditos a la Universidad St. Augustine

Antes de la matrícula, los estudiantes que se están transfiriendo a la Universidad St. Augustine deben someter sus transcripciones oficiales de otras instituciones. La Oficina de Asuntos Académicos y Asuntos Estudiantiles evaluará el trabajo que haya sido finalizado satisfactoriamente de cursos de instituciones acreditadas. Si se aceptan como satisfactorios para los requisitos de grado, estas horas transferidas serán incluidas para la graduación, pero no serán incluidas en el cálculo del GPA de la Universidad St. Augustine. Solamente los cursos con nota de "C" o superior serán considerados transferibles. Un estudiante que se transfiere tiene que cumplir con los requisitos académicos mínimos de residencia para poder ser elegible para la graduación. La reevaluación de las transcripciones deben ser dirigidas al Decano de Asuntos Académicos y Estudiantiles.

Admisión de Estudiantes Internacionales

La Universidad St. Augustine está autorizada bajo las leyes federales a inscribir estudiantes internacionales no-inmigrantes. Los estudiantes internacionales deben seguir los procedimientos de admisión y cumplir con los requisitos de admisión como estudiantes regulares. En el momento de la admisión, el estudiante debe presentar un Afidávit de Manutención (Affidavit of Support) que garantiza su apoyo financiero mientras asiste a la Universidad St. Augustine, y pagar la mitad de la matrícula y cuotas para el primer semestre de inscripción antes de que el formulario SEVIS I-20 sea emitido. Se espera que los estudiantes internacionales mantengan un programa de horario completo de 12 horas crédito durante cualquier semestre. La Ayuda Financiera Federal y Estatal no está disponible para los estudiantes internacionales. Sin embargo, la Universidad colaborará con los estudiantes internacionales interesados para desarrollar un plan de pago. Los estudiantes internacionales son, sin embargo, elegibles para participar en la beca de la Universidad St. Augustine por mérito académico.

Estudiantes Independientes

Un estudiante independiente es definido como un estudiante que desea tomar uno o más cursos para beneficio de su formación personal y que no está interesado en obtener un título. Además, en lo que respecta a ayuda financiera, este estudiante no puede solicitar ni recibir ayuda financiera.

Los Estudiantes Clasificados Como "Independientes" Deberán Cumplir con las Siguientes Condiciones:

- Los estudiantes independientes no pueden matricularse por más de 8 horas crédito semestrales en cualquiera semestre o sesión de verano.
- Los estudiantes independientes no pueden acumular más de 24 horas crédito semestrales bajo la designación de "estudiantes independientes".

Student Right-to-Know and Required Public Information

St. Augustine College is in compliance with the Title IV Student Right-to-Know and HLC Required Public Information as reported here.

- **Graduation/Completion Rates by gender and ethnicity; Students receiving Pell grants**

Summary of Graduation/Completion Rates July 1, 2016 Through June 30, 2017	
Overall Graduation Rate	39%
Graduation Rate by Gender	
Men	21%
Women	79%
Overall Graduation Rate by Race/Ethnicity	
Nonresident Alien	4%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Asian	1%
Black or African American	1%
Hispanic/Latino	91%
White	1%
Two or More Races	0%
Race/Ethnicity Unknown	3%
Percent of All Students Receiving Pell Grants	82%

Source: IPEDS Surveys 2017-18

- **Transfer-out Rate**
  St. Augustine College does not track transfer-out rates.

- **Process for withdrawing as a student** (Catalog, pp. 123-124)

- **Cost of Attendance**
  - **All student costs, including tuition, fees, training, and incidentals.** (Catalog, pg. 27)
  - **Financial aid policies, practices, and requirements; and its policy on refunds**. (Catalog, pp. 27-29)

- **Refund Policy, Including Title IV Refunds** (Catalog, pg. 27) and **Title IV Return Policy (**Catalog, pg. 28**)**

- **Current Academic Programs and Faculty with Credentials and locations where programs are offered.** (Academic Programs, Catalog, pg. 41ff; Faculty Directory, Catalog, pg. 168ff; and for locations, see Catalog, Facilities, pg. 5)

- **Applicable Accrediting Agencies and current status**

  Regional Accreditation
  St. Augustine College is accredited by the Higher Learning Commission (HLC). www.hlcommission.org

Program Accreditation

The following programs maintain specialized program accreditation:

Bachelor of Social Work is accredited by the Council on Social Work Education (CSWE).

Respiratory Therapy is accredited by the Commission on Accreditation for Respiratory Care CoARC).

- **Academic Calendar, Admissions, Grading** (Academic Calendar, Catalog, Inside front cover – English version; Inside back cover – Spanish version); Admission (Catalog, pg. 13-15); and for Grading, see Academic Information, Catalog, pg. 121)

- **Services and Facilities for Disabled Students (Learning Assistance Policy and Procedures)** (Catalog, pp. 116, 150)

- **Policy on Enrollment in Study-Abroad**
  St. Augustine College does not offer study-abroad opportunities at this time.

Derecho a Saber del Estudiante e Información Pública Requerida

La Universidad St. Augustine cumple con el Derecho a Saber del Estudiante bajo el Titulo IV y la Información Pública Requerida por HLC como se reporta aquí.

- **Tasas de Graduación/Finalización por género y etnicidad; Estudiantes que reciben subvenciones Pell**

Sumario de Tasas de Graduación/Finalización Julio 1, 2016 a Junio 30, 2017	
Tasa General de Graduación	39%
Tasa de Graduación por Género	
Hombres	21%
Mujeres	79%
Tasa General de Graduación según la Raza/Etnicidad	
Extranjero No-Residente	4%
Indio Americano o Nativo de Alaska	0%
Nativo di Hawaii u Otro Insular del Pacífico	0%
Asiático	1%
Negro o Afro Americano	1%
Hispano/Latino	91%
Blanco	1%
Dos o más Razas/Etnicidad	0%
Raza/Etnicidad Desconocida	3%
Porcentaje de Todos los Estudiantes que Reciben Becas Pell	82%

Fuente: IPEDS Surveys 2017-18

- **Tasa de Transferencias de salida**
  La Universidad St. Augustine no hace seguimiento de las tasas de transferencias de salida.

- **Proceso para dar de baja a un estudiante** (Catálogo, pág. 127)

- **Costos de Asistencia**
  - **Todos los costos del estudiante, incluyendo matrícula, cuotas, entrenamiento, e imprevistos.** (Catálogo, pág. 30)
  - **Políticas, prácticas y requisitos de la Ayuda Financiera; y su política sobre reembolsos**. (Catálogo, pág. 30-33)

- **Política de Reembolsos, Incluyendo Reembolsos del Título IV** (Catálogo, pág. 30) y la **Política de Devolución de Fondas del Título IV (**Catálogo, pág. 31**)**

- **Programas Académicos y Profesorado Actual con sus Credenciales y las localidades donde se ofrecen los programas.** (Programas Académicos, Catálogo, pág. 42; Directorio del Profesorado, Catálogo, pág. 168; y par alas localidades ver el Catálogo, Instalaciones, pág. 10-11)

- **Agencias de Acreditación Aplicables y su estado actual**

  Acreditación Regional
  La Universidad St. Augustine está acreditada por The Higher Learning Commission (HLC-*Comisión de Educación Superior*) www.hlcommission.org

  Acreditación de Programas
  Los siguientes programas mantienen acreditación especializada del programa:
  Licenciatura en Trabajo Social está acreditada por de Council on Social Work Education (CSWE).
  Terapia Respiratoria está acreditada por de Commission on Accreditation of Respiratory Care (CoARC).

- **Calendario Académico, Admisiones, Calificaciones** (Calendario Académico en inglés en el dorso de la portada del catálogo; en español en la contraportada); Admisión (Catálogo, pág. 16); y para Calificaciones ver Información Académica (Catálogo, pág. 125-126)

- **Servicios e Instalaciones para Estudiantes con Discapacidades (Política y Procedimientos de Asistencia de Aprendizaje)** (Catálogo, pág. 119, 150)

- **Política para Matricularse en Estudios en el Extranjero**
  En estos momentos la Universidad St. Augustine no ofrece oportunidades para estudiar en el extranjero.

Registration

Prerequisite Policy

The students should notice that some course descriptions refer to a prerequisite course that must be completed before enrollment. Faculty members consider these prerequisites a necessary foundation for student learning. Therefore, it is student's responsibility to be aware of, and complete, any course prerequisite(s) prior to registration. Waiving of prerequisites is done in only very exceptional and justified circumstances. In such cases, it is the responsibility of the student to obtain a written waiver of the prerequisite from the chair of the department which sponsors the course.

Registration Procedure

Specific information on the dates and times of registration will be published in the Academic Calendar for the semester or session that a student plans to attend. The Schedule of Classes will be available in the Office of Academic Advising.

Early Registration

Currently enrolled students may register for next semester classes before the end of the current semester by contacting their academic advisors**.**

Late Registration

Students may register through late registration during the first week of classes, as noted in the Academic Calendar, provided there is space available in the class desired.

Academic Placement

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

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 in the Academic Calendar during which a student may change from one class to another. A written request form documenting the need for a change from one class to another after the start of the semester is required, and any class/course change must have the concurrence of the department chair(s) and Vice President of Academic Affairs.

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.

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 with the Bursar's Office or check payments that have not been cleared by the Financial Institution. 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

Política de Pre-Requisitos

Los estudiantes deben tomar nota que algunas de las descripciones de cursos hacen referencia a un curso pre-requisito que debe ser cursado antes de matricularse. Los miembros del profesorado consideran estos pre-requisitos como una base necesaria para el aprendizaje del estudiante. Por lo tanto, el estudiante tiene la responsabilidad de estar consciente de, y seguir, los pre-requisitos de cualquier curso antes de matricularse. La exoneración de pre-requisitos solamente se realiza en circunstancias muy excepcionales y justificadas. En tales casos, el estudiante tiene la responsabilidad de obtener una exoneración por escrito del jefe del departamento que patrocina el curso.

Procedimiento de Matrícula

Información específica sobre las fechas y horas de matrícula serán publicadas en el Calendario Académico para el semestre o sesión en que un estudiante desea asistir. El Horario de Clases estará disponible en la Oficina de Consejería Académica.

Matricula Adelantada

Aquellos estudiantes que están actualmente matriculados pueden matricularse para el próximo semestre antes del final del semestre actual comunicándose con sus consejeros académicos.

Matrícula Tardía

Los estudiantes pueden matricularse durante la matrícula tardía durante la primera semana de clases, como se ha indicado en el Calendario Académico, siempre y cuando existan plazas vacantes en la clase deseada.

Evaluación de Nivel Académico

La Universidad St. Augustine exige que todos los nuevos estudiantes se sometan a una prueba de evaluación de nivel en inglés, y matemáticas. Estas pruebas determinan el nivel de los cursos que son consistentes con las destrezas del estudiante.

Cursos para alumnos oyentes

Matricularse para cursos como alumno oyente sólo puede llevarse a cabo en los períodos regulares de matrícula. Los estudiantes no pueden cambiar de crédito a oyente, ni de oyente a crédito, una vez que el semestre ha comenzado. Los exámenes y trabajos que se asignen a los estudiantes que toman el curso para crédito no aplican a los alumnos oyentes; todas las otras expectativas son las mismas. Al finalizar el curso, se les asignará la calificación de “V”. Las tasas de matrícula de un curso para alumnos oyentes son idénticas a las establecidas para un curso con créditos.

Añadir/Bajar Cursos

Los estudiantes pueden añadir/eliminar un curso usando el formulario de revisión, que se obtiene de la Oficina de Consejería Académica. El calendario de la Universidad establece el último día para añadir o eliminar cursos.

Cambio de cursos después de la matrícula

Plazos específicos serán designados en el Calendario Académicos durante los cuales un estudiante puede cambiarse de una clase a otra. Se exige una petición por escrito documentando la necesidad para el cambio de una clase a otra después del comienzo del semestre, y cualquier cambio de clase/curso tiene que tener la aprobación del jefe del departamento y del Vicepresidente de Asuntos Académicos.

Cancelación de cursos por la Universidad

La Universidad se reserva el derecho a cancelar cualquier curso para el cual hay una matrícula insuficiente, o por otras razones que considere apropiadas. Se les reembolsará a los estudiantes la matrícula y cuotas, si no hay cursos de reemplazo disponibles.

Transcripciones Oficiales

Una transcripción oficial del expediente académico del estudiante será expedido cuando él/ella lo pida por escrito y enviado a otras instituciones docentes o posibles empleadores, siempre y cuando el estudiante no tenga ninguna deuda pendiente o algún pago con cheque no haya sido procesado por el banco. Se cobrará una cuota por cada transcripción en el momento de su solicitud (la primera solicitud es gratis). **La Universidad no atenderá las solicitudes de certificados hechas por vía telefónica.** Las solicitudes deben hacerse personalmente o por correo a la Oficina de Registraduría (*Office of the Registrar*).

Financial Requirements

Cost of Attendance

Tuition	
Tuition per credit hour	$489.00
Tuition for full-time student: 12 credit hours per semester; 2 semesters per year	$11,736.00
Fees	
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)	$5.00
Diploma Replacement Fee	$75.00
Tuition and fees are subject to change without prior notice.	
Estimated Expenses	
Books and supplies	$600.00
Living Arrangement	
Off-campus independent	
Room and Board	$8,500.00
Other	$400.00
Off-campus with family	
Other	$400.00

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.

Selected courses may carry a fee in addition to tuition charges. Any course with an additional fee is so noted in the Course Descriptions section of this catalog. Inquiries about current course fees should be directed to the Bursar's Office.

Refunds, Including Title IV Refunds

Any students who withdraw (drop) from a class before the end of the third week of class will be granted a full (100%) refund. Additionally, students who attend a class only once or never by the end of the third week will be automatically withdrawn (dropped) and receive 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 for the closed class will be refunded. For terms shorter than a semester, the refund period will be reduced in the same proportion. Refunds are calculated according to the U.S. Department of Education's guidelines for the refund and return of Title IV student aid.

According to federal law, the Office of Financial Aid must recalculate Federal Title IV financial aid (excluding Federal Work Study funds) for students who withdraw from all classes or cease to attend on or before completing the 60% point of the semester. After the 60% point, the student is deemed to have earned 100% of the Title IV funds.

Withdrawal date is defined as the student's last date of recorded attendance or the midpoint of the semester for students who leave without notifying the institution.

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 Course Selection Form.

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 in order to attend the College.

State Financial Aid

The Illinois Student Assistance Commission (ISAC)

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

Federal Financial Aid

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 and the maximum allowed under the federal program. 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.

St. Augustine College Financial Aid

Presidential Discretionary Fund

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.

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 through 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 Director of Financial Aid will review the student's academic record and, if funds are available, make the award.

St. Augustine College (SAC) Awards
St. Augustine College (SAC) 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 occupation programs. Information about these scholarship opportunities can be obtained from a Financial Aid Counselor or from the Academic Advisor.

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

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 FAFSA.
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.

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.) If a student wishes further review of the financial aid awarded, the recipients may request a personal interview with the Director of Financial Aid.

Veterans' 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. The St. Augustine College liaison for Veterans Affairs benefits is located in the Career and Transfer Center.

Requisitos Financieros

Costo de la Asistencia

Matrícula	
Matrícula por hora crédito	$489.00
Matrícula para estudiante de tiempo completo: 12 horas crédito por semestre; 2 semestres por año	$11,736.00
Cuotas	
Tasa para el procesamiento de la forma SEVIS I-20 (no reembolsable)	$50.00
Tasa por cheques sin fondos	$35.00
Reemplazo de la tarjeta de identificación	$5.00
Tasa por emisión de transcripciones (Primera transcripción certificada sin costo)	$5.00
Tasa para reemplazo de diploma o certificado	$75.00
Los derechos de matrícula y tasas académicas están sujetos a cambio sin previo aviso.	
Gastos Estimados	
Libros y suministros	$600.00
Alojamiento	
Fuera del campus, independiente	
Alojamiento y Comida	$8,500.00
Otros	$400.00
Fuera del campus con la familia	
Otros	$400.00

Pago de los derechos de matrícula y tasas académicas

Los derechos de matrícula y tasas académicas vencen y son pagaderos en su totalidad en 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 que se auto-financian efectuarán un pago mínimo del 25% de los derechos de matrícula y las cuotas. El gozar de un plan especial de pagos no exime al estudiante de sus obligaciones por el total de los costos del semestre, sujeto a las políticas de retiro y reembolso de la Universidad. Los costos 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 algunas restricciones pueden ser aplicables. Los estudiantes también pueden aplicar por préstamos estudiantiles por medio de la Oficina de Ayuda Financiera.

Cursos seleccionados pueden tener cuotas adicionales al costo de la matrícula. Cualquier curso con cuotas adicionales está señalado como tal en la sección de Descripción de Cursos de este catálogo. Las preguntas sobre las cuotas de los cursos deben dirigirse a la Oficina del Tesorero.

Reembolsos, Incluyendo Reembolsos del Título IV

Cualquier estudiante que se retira de un curso antes de finalizar la tercera semana de clases recibirá un reembolso completo (100%). Además, los estudiantes que hayan asistido a clase una sola vez o ninguna al finalizar la tercera semana serán automáticamente retirados y recibirán un reembolso completo del 100%. Si la Universidad cancela una clase y no puede ubicar al estudiante en otra clase apropiada, cualquier derecho de matrícula y cuotas que hayan sido pagadas por la clase que ha sido cerrada serán reembolsadas. Para sesiones más cortas de un semestre, los plazos de reembolso se ajustarán proporcionalmente. Los reembolsos se calculan de acuerdo con las directrices del Departamento de Educación de los Estados Unidos para el reembolso y devolución de ayuda estudiantil del Título IV.

Según la ley federal, la Oficina de Ayuda Financiera debe recalcular la ayuda financiera del Título IV Federal (excluyendo fondos del Programa Federal de Trabajo y Estudio) para los estudiantes que se retiran de todas las clases o dejan de asistir en o antes de completar el punto del 60% del semestre. Después del punto del 60%, se considera que el estudiante se ha ganado el 100% de los fondos del Título IV.

La fecha de retiro se define como la última fecha de asistencia registrada o el punto medio del semestre para los estudiantes que se retiraron sin notificar a la institución.

Política de Devolución de Fondos del Título IV

La Universidad St. Augustine devolverá al gobierno federal los fondos del Título IV de cualquier estudiante que se retire oficialmente de las clases. Este retiro oficial estará basado en la fecha inscrita por la Oficina de Registraduría en el Formato de Selección de Cursos.

Transacciones con la Oficina del Tesorero (*Bursar´s Office*)

Se espera que los estudiantes con planes de pago los efectúen según lo convenido y en la forma establecida en su contrato. El incumplimiento de estos pagos regulares afectará la situación del estudiante con la Oficina del Tesorero. El no tener una buena situación con la Oficina del Tesorero puede ser un impedimento para matrícula en el futuro. Los estudiantes que han cumplido todos los requisitos que se exigen para la graduación o para la finalización de un programa podrán obtener sus diplomas y/o transcripciones oficiales (según sea aplicable) una vez que el saldo pendiente con la Oficina del Tesorero sea cero ($0.00).

Ayuda Financiera

Cualquiera que haya sido aceptado para admisión a la Universidad St. Augustine que sea ciudadano o residente permanente de los Estados Unido es elegible para ayuda financiera. Aunque las regulaciones gubernamentales determinan principalmente que es "necesidad económica", el personal de la Oficina de Ayuda Financiera (*Financial Aid Office)* ayudará a los estudiantes para que puedan hacer frente a sus necesidades económicas para poder asistir a la Universidad.

Ayuda Financiera Estatal

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

El Programa de Dotación Económica de la Comisión de Ayuda al Estudiante del Estado de Illinois (siglas in inglés MAP) está a disposición de cualquier estudiante que asista a una institución universitaria o universidad aprobada de Illinois que pueda demostrar necesidad económica y que califique como residente de Illinois. Las solicitudes deben efectuarse por cada año académico.

Ayuda Financiera Federal

Subvención Federal Pell (The Federal Pell Grant)

Este es un programa federal de ayuda para cualquier estudiante no graduado que demuestre necesidad económica. El monto de la subvención varía de acuerdo con la necesidad del estudiante y el máximo permitido bajo el programa federal. Las aplicaciones deben presentarse cada año académico.

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

Este programa federal está designado para cualquier estudiante no graduado que demuestre necesidad económica anualmente. El gobierno federal provee a las instituciones post-secundarias con fondos de los cuales los consejeros de la Oficina de Ayuda Financiera otorgan subvenciones.

Programa Federal de Estudio y Trabajo Universitario
(Federal College Work Study Program)

La Universidad St. Augustine participa en el Programa de Trabajo y Estudio (*College Work Study Program--CWS*)), un programa federal de ayuda financiera que ayuda a las instituciones universitarias a proporcionar trabajo a los estudiantes que demuestran necesidad de financiar sus estudios universitarios. Para participar en el Programa de Trabajo y Estudio Universitario, el estudiante debe recibir una subvención de CWS como parte de la oferta de ayuda económica de la Oficina de Ayuda Financiera. Para mantener la elegibilidad de participar en el programa CWS, el estudiante deberá cumplir con los requisitos de la Oficina de Ayuda Financiera.

Ayuda Financiera de la Universidad St. Augustine

Becas Presidenciales Discrecionales

Ocasionalmente, la Universidad St. Augustine recibe asignaciones o donaciones para programas académicos o vocacionales específicos. Información acerca de estas oportunidades de becas se pueden obtener de un Consejero de Ayuda Financiera o de un Consejero Académico.

Becas Presidenciales

La Universidad concede estas dotaciones a estudiantes que demuestran aprovechamiento escolástico en sus programas académicos. Esta dotación se otorga a principios del semestre y asciende al 50% de los derechos de la matrícula y las cuotas. Pueden solicitarla los estudiantes nuevos y los que prosiguen sus estudios en la Universidad.

Estudiantes Nuevos:

Todo nuevo estudiante debe aplicar por medio de la Oficina de Ayuda Financiera y concertar con el Centro de Examenes para tomar una prueba diseñada para este propósito.

Estudiantes que prosiguen sus estudios:

Un estudiante debe completar una aplicación para ayuda institucional. La Directora de Ayuda Financiera revisará el expediente académicos del estudiante y si existen fondos disponibles concederá la ayuda.

Becas de la Universidad St. Augustine (SAC)

Las becas de la Universidad St. Augustine (SAC) son becas pequeñas conferidas directamente por la Universidad. Estas becas se confieren (dentro de los límites de la disponibilidad de fondos) sobre la base de la necesidad de los estudiantes que están progresando satisfactoriamente y que están en buenos términos con la Oficina del Tesorero.

Otras Becas

Ocasionalmente, la Universidad St. Augustine recibe asignaciones o donaciones para programas académicos o vocacionales específicos. Información acerca de estas oportunidades de becas se pueden obtener de un Consejero de Ayuda Financiera o de un Consejero Académico.

Las Siguientes Condiciones Tienen Que Ser Cumplidas para Calificar o Para Mantener Elegibilidad para el cualquier programa de Ayuda Financiera:

1. Los estudiantes deben cumplir con las Normas Académicas Satisfactorias y la Política de Progreso (*Satisfactory Academic Standards and Progress Policy*).
2. Cambios en las horas crédito, situación matrimonial, o domicilio del recipiente deben ser reportados a la Oficina de Ayuda Financiera para la revisión y posible reajuste de las subvenciones.
3. Cambios inesperados en la condición financiera de la familia deben ser reportados a la Oficina de Ayuda Financiera para la revisión y posible reajuste de las subvenciones.
4. Ayuda externa recibida por el aplicante, que no ha sido indicada en la carta de adjudicación, debe ser reportada inmediatamente a la Oficina de Ayuda Financiera. La totalidad de la ayuda económica quizá deba reajustarse para que refleje la ayuda recientemente declarada.
5. Si el beneficiario no ha pagado un préstamo federal o debe un reembolso por ayuda federal recibida cuando no la merecía, la Oficina de Ayuda Financiera debe ser notificada inmediatamente y se cancelarán las ayudas económicas.
6. Las ayudas económicas no se renuevan automáticamente. Los estudiantes deben aplicar anualmente cuando completan la Aplicación para Ayuda Financiera FAFSA.
7. Bajo las provisiones del Código Criminal de los Estados Unidos, las declaraciones intencionadamente falsas o la tergiversación de cualquiera de los materiales de la aplicación puede estar sujeta a una multa no mayor de $10,000, o encarcelamiento de no más de cinco años (5), o ambos.

Todas las subvenciones dependen de la disponibilidad de fondos de fuentes federales, estatales o institucionales, y necesariamente deben ser tentativas en el evento de que el Congreso, la Asamblea General de Illinois o la Administración de la Universidad terminen los fondos. (Información respecto a cualquiera de los programas o políticas financieras puede ser obtenida de la Oficina de Ayuda Financiera de la Universidad St. Augustine). Si un estudiante desea un nuevo examen de la ayuda financiera concedida, el beneficiario puede pedir una entrevista personal con la Directora de Ayuda Financiera.

Beneficios de los Veteranos

Los veteranos que deseen recibir beneficios bajo el Programa de Educación de la Administración de Veteranos (*Veterans Administration Education Program)* deben llenar un formulario de Aplicación de Veterano para el Programa de Educación, que puede obtenerse en cualquier Oficina de Veteranos (*VA Office*). La persona enlace de la Universidad St. Augustine para los beneficios de los Asuntos de Veteranos está localizada en el Centro de Carreras y Transferencias.

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:

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

See an academic advisor for additional information or read about the IAI on the Internet at:
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. MAT 225 required for BSW.
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 three disciplines in this group; one of the courses must be PSY 101; one of the courses must be SOC 101; and one of these courses must be US History or Political Science.
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 for Accounting, Business Management MAT 225 for Computer Information Systems (CIS) MAT 109 for Culinary Arts MAT 112 for all other AAS programs
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 or Political Science (except for Early Childhood Education and Respiratory Therapy)

Associate of General Studies	
Communication:	ENG-160 Composition I ENG-162 Composition II ENG-165 Speech
Mathematics:	MAT 112 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 these courses must be US History or Political Science
No more than two courses from any one discipline can be used to fulfill General Education Core Curriculum requirements.	

General Education Outcomes

The College has established the following integrated general education outcomes for all degree programs:

- Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.
- Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.
- Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
- Students develop recognition of and respect for diversity through cultural interactions in and outside the classroom.

Writing Across the Curriculum

In order to strengthen writing skills and computer literacy for our graduates, St. Augustine College implemented a Writing Across the Curriculum/Computer Literacy model for most courses beginning in the Fall semester 2011. This model ensures that students will be engaged in a variety of essential writing and functional computer literacy activities across all disciplines.

The intended outcome of the initiative is to continually reinforce the student's writing and computer skills so that each student, upon graduation, is able to write effectively and be functionally computer literate in any professional environment.

Academic Residency Requirements

In order to graduate from an academic program at St. Augustine College, the student must fulfill the Academic Residency Requirement by successfully completing at St. Augustine College a minimum of 30 credit hours for a bachelor's degree or 15 credit hours for an associate degree.

Requisitos Académicos

Iniciativa de Integración de Illinois

La Universidad St. Augustine participa en la Iniciativa de Integración de Illinois (IAI), un acuerdo de ámbito estatal que permite la transferencia de los Currículos Básicos de Educación General transferibles, finalizados en Illinois, entre las universidades participantes. La finalización de este Currículo Básico de Educación General en cualquiera de los centros universitarios o universidades en Illinois asegura a los estudiantes que se transfieren que los requisitos de educación general de divisiones inferiores para un título de asociado o de licenciatura han sido satisfechos. Este acuerdo está en efecto para los estudiantes que ingresaron por primera vez a una institución que otorga títulos de asociado o títulos de licenciatura como estudiantes de primer año en el verano de l998 (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)

Vea a un consejero académico para obtener información adicional o lea acerca del IAI en la Internet.
http://www.iTransfer.org

Requisitos de Educación General

Requisitos de Educación General para el Asociado en Artes y la Licenciatura en Trabajo Social.	
Comunicación:	ENG 160 Composición I ENG 162 Composición II ENG 165 Oratoria
Matemáticas:	Un curso de nivel 200 aprobado por el IAI. La MAT 225 es requerida para la licenciatura en Trabajo Social.
Ciencias y Salud:	Dos cursos, con un curso seleccionado de las ciencias de la vida y un curso de las ciencias físicas incluyendo por lo menos uno con componente de laboratorio.
Humanidades y Bellas Artes:	Tres cursos con por lo menos un curso seleccionado de las humanidades y por lo menos un curso de bellas artes.
Ciencias Sociales y del Comportamiento:	Tres cursos seleccionados de por lo menos tres disciplinas en este grupo; uno de estos cursos debe ser PSY 101; uno de los cursos debe ser SOC 101; y uno de estos cursos debe ser Historia de los Estados Unidos o Ciencias Políticas.
TOTAL:	**12 cursos**

No se pueden usar más de dos cursos de cualquier disciplina para completar los requisitos del Currículo Básico de Educación General.

Título de Asociado en Ciencias Aplicadas	
Comunicación:	ENG 160 Composición I ENG 162 Composición II
Matemáticas:	MAT 200 o MAT 225 para Contabilidad, Gerencia de Empresas MAT 225 para Sistemas de Información Computarizada (CIS) MAT 109 para Artes Culinarias MAT 112 para todos los otros programas de AAS
Ciencias:	BIO 108 (aplica únicamente a Terapia Respiratoria) BIO 102 (aplica únicamente a Educación Pre-escolar)
Humanidades y Bellas Artes:	Un curso
Ciencias Sociales:	Un curso en Historia de los Estados Unidos (excepto para Educación Pre-escolar y Terapia Respiratoria.)

Asociado en Estudios Generales	
Comunicación:	ENG 160 Composición I ENG 162 Composición II ENG 165 Oratoria
Matemáticas:	MAT 112 o más alto
Ciencias y Salud:	Dos cursos, con un curso seleccionado de las ciencias de la vida y un curso de las ciencias físicas incluyendo por lo menos uno con componente de laboratorio.
Humanidades y Bellas Artes:	Un curso
Ciencias Sociales y del Comportamiento:	Dos cursos seleccionados de por lo menos dos disciplinas en este grupo; uno de los cursos debe ser Historia de los Estados Unidos o Ciencias Políticas.
No se pueden usar más de dos cursos de cualquier disciplina para completar los requisitos del Currículo Básico de Educación General.	

Resultados de la Educación General

La Universidad ha establecido los siguientes resultados de la educación general integrada para todos los programas con título:

- Utilizando metodologías apropiadas, los estudiantes demostrarán la habilidad de leer, escuchar, y comunicarse con comprensión y discernimiento crítico.
- Los estudiantes aprenderán a evaluar ideas y resultados, solucionar problemas, y tomar decisiones informadas basadas en la consideración de la evidencia, el razonamiento, y los resultados.
- Los estudiantes aprenderán a tener acceso eficiente y efectivo a la información; evaluarla crítica y competentemente; y utilizarla con precisión y creatividad.
- Los estudiantes desarrollan el reconocimiento y respeto de la diversidad por medio de interacciones culturales dentro y fuera del aula.

Composición a Través del Currículo

Para fortalecer las destrezas de redacción y los conocimientos de informática de nuestros graduandos, la Universidad St. Augustine implementó un modelo de Composición a Través del Currículo/Destrezas Funcionales de Computación para casi todos los cursos a partir del semestre de otoño del 2011. Este modelo asegura que los estudiantes se involucrarán en una variedad de actividades esenciales de composición por escrito y de destrezas funcionales de computación a través de todas las disciplinas.

El resultado deseado de la iniciativa es reforzar continuamente las destrezas de composición y computación de los estudiantes para que cada estudiante, al graduarse, pueda escribir con efectividad y tener destrezas de computación funcionales en cualquier entorno profesional.

Requisitos de Residencia Académica

Para graduarse de un programa académico en St. Augustine College, el estudiante tiene que cumplir con el Requisito de Residencia Académica para el cual se requiere haber completado un mínimo de 30 horas crédito para una licenciatura o 15 horas crédito para un grado asociado.

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 and Addictions Counseling
- Bachelor of Social Work (BSW)

Department of Business, CIS, and Culinary Arts
- Business Administration (AA)
- Accounting (AAS)
- Business Management (AAS)
- Computer Information Systems (AAS)
- Administrative Assistant (AAS)
- Culinary Arts (AAS)
- Business Administration (BA)
- Hospitality Management (BA)
- Computer Information Systems (BS)

Department of Languages, Literature, and Humanities
- Academic English Program
- Humanities General Education

Department of Early Childhood Education and Social Sciences
- Early Childhood Education (AAS)
- Psychology (BA)

Department of Sciences and Health
- Respiratory Therapy (AAS)
- Academic Math Program

Departamentos Académicos

Cinco departamentos respaldan los programas académicos de la Universidad St. Augustine. Cada departamento es responsable de impartir enseñanza de calidad que conduzca a la finalización con éxito del (de los) programa(s) de estudios elegido(s) por el estudiante.

Departamento de Trabajo Social y Consejería en Adicciones
- Licenciatura en Trabajo Social (BSW)

Departamento de Negocios, CIS, y Artes Culinarias
- Administración de Empresas (AA)
- Contabilidad (AAS)
- Gerencia de Empresas (AAS)
- Asistente Administrativo (AAS)
- Sistemas de Información Computarizada (AAS)
- Asistente Administrativo (AAS)
- Artes Culinarias (AAS)
- Administración de Empresas (BA)
- Administración de Hoteles y Restaurantes (BA)
- Sistemas de Información Computarizada (BS)

Departamento de Lenguas, Literatura, y Humanidades
- Programa de Inglés Académico
- Humanidades Educación General

Departamento de Educación Infantil Preescolar y Ciencias Sociales
- Educación Infantil Preescolar (AAS)
- Psicología (BA)

Departamento de Ciencias y Salud
- Terapia Respiratoria (AAS)
- Programa de Matemáticas Académicas

Curricula Offered

Degree	Majors	Credit Hours Required	Concentration
Bachelor of Arts (BA)	Business Administration	120	Human Resources
			Small Business Operations
	Psychology	120	General
	Hospitality Management	120	General
Bachelor of Science (BS)	Computer Information Systems	120	Database Systems Management
			Network Systems Administrator
			Web Based Applications
Bachelor of Social Work (BSW)	Social Work	128	General
Associate of Arts (AA)	Business Administration	60	General
	Liberal Arts and Science	60	Interdisciplinary
			Psychology
			Social Service
			Child Development
			Spanish
			Computer Information Systems
			Criminal Justice
Associate of Applied Science (AAS)	Accounting	60	General
	Administrative Assistant	60	Office Technology
			Accounting Assistant
			Medical Office Technology
	Business Management	60	General
	Computer Information Systems	60	Applications Programmer
			Systems Support
	Culinary Arts	60	General
	Early Childhood Education	64	General
	Respiratory Therapy(RRT)	74	General
Associate of General Studies (AGS)		60	

The absolute minimum of 60 credits hours applies to all associate degrees.

Currículos Ofrecidos

Título	Especialidad	Horas Crédito Requeridas	Concentración
Licenciatura en Artes (BA)	Administración de Empresas	120	Recursos Humanos
			Pequeñas Operaciones Comerciales
	Psicología	120	General
	Administración de Hoteles y Restaurantes	120	General
Licenciatura en Ciencias (BS)	Sistemas de Información Computarizada	120	Manejo de Sistemas de Base de Datos
			Administrador de Sistemas de Redes
			Aplicaciones Basadas en la Web
Licenciatura en Trabajo Social (BSW)		128	General
Asociado en Artes (AA)	Administración de Empresas	60	General
	Ciencias y Artes Liberales	60	Interdisciplinaria
			Psicología
			Servicio Social
			Desarrollo del Niño
			Español
			Sistemas de Información Computarizada
			Justicia Criminal
Asociado en Ciencias Aplicadas (AAS)	Contabilidad	60	General
	Asistente Administrativo	60	Tecnología de Oficinas
			Asistente de Contabilidad
			Tecnología de Oficina Médica
	Gerencia de Empresas	60	General
	Sistemas de Información Computarizada	60	Programador de Aplicaciones
			Sistemas de Apoyo
	Artes Culinarias	60	General
	Educación Infantil Preescolar	64	General
	Terapia Respiratoria (RRT)	74	General
Asociado en Estudios Generales (AGS)		60	

Un mínimo absoluto de 60 horas crédito aplica a todos los títulos asociados.

Degrees

Collegiate programs at St. Augustine College consist of bachelor's degrees and associate degrees.

Three types of bachelor's degrees are offered:

Bachelor of Arts (BA)
Bachelor of Science (BS)
Bachelor of Social Work (BSW)

Three types of associate degrees are offered.

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

Both Bachelor's and Associate Degree programs emphasize the following: The ability to think and write clearly; the ability to develop career skills and goals; the ability to acquire and apply information from core fields of knowledge, including the arts and sciences; and, a positive attitude toward self, learning, and understanding.

The Bachelor of Arts programs combine a foundation of general education coursework covering liberal arts and sciences with a career-oriented major, enabling the student to apply knowledge and skills productively in work-related settings and in all of life's responsibilities.

The Bachelor of Science program combines general education with a major in a specific career field, such as computer technology, providing the graduate with knowledge and skills recognized by the industry in which the graduate plans to work.

The Bachelor of Social Work enabled graduates to pursue licensure (LSW) to practice social work, to accept jobs that require a B.A. or B.S. in Social Work, and work in social service agencies, behavioral health agencies, medical and community service agencies, and some educational settings. Students can pursue graduate studies and are eligible for accelerated MSW programs. 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 general social work practice, communication, practice models, and skills for direct practice with individuals, families, groups, and communities, and social justice.

The Associate of Arts degree offers a course of study foundational to a bachelor's degree program or 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 Science 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 Science 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 Career and 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 selects at least 28 credit hours of courses of his/her interest, according to the study plan pursued.

Títulos

Los programas de estudios a nivel universitario en la Universidad St. Augustine consisten de licenciaturas y títulos de asociados. Se ofrecen tres clases de títulos de asociado:

Se ofrecen tres licenciaturas:

Licenciatura de Artes (BA)
Licenciatura en Ciencias (BS)
Licenciatura en Trabajo Social (BSW)

Se ofrecen tres tipos de títulos asociados:

Asociado en Artes (AA)
Asociado en Ciencias Aplicadas (AAS)
Asociado en Estudios Generales. (AGS)

Tanto l**os Programas de Licenciatura como los de Título de Asociado** enfatizan lo siguiente: La habilidad de pensar y escribir claramente; la habilidad de desarrollar técnicas y objetivos profesionales; la habilidad de adquirir y aplicar información de campos básicos de conocimientos, incluyendo las artes y las ciencias; y una actitud positiva hacia uno mismo, el aprendizaje y la comprensión.

Los programas de **Licenciatura en Artes** combinan una base de cursos de educación general que abarcan las artes liberales y las ciencias con una especialización orientada a una profesión, permitiendo al estudiante aplicar el conocimiento y las destrezas productivamente en un entorno laboral y en todas las responsabilidades de la vida.

El programa de **Licenciatura en Ciencias** combina una base de cursos de educación general con una especialización orientada hacia una carrera específica, como podría ser tecnología de computación, proveyendo al estudiante el conocimiento y las destrezas reconocidas por la industria en la cual el graduado planifique trabajar.

La Licenciatura en Trabajo Social (*Bachelor of Social Work*) permite a los estudiantes practicar como trabajadores sociales y proseguir estudios a nivel de postgrado. Las oportunidades de empleo para trabajadores sociales bilingües son muy elevadas en el área metropolitana de Chicago. El currículo combina el entrenamiento académico y práctico con énfasis en las destrezas de comunicación y la justicia social.

El título de Asociado en Artes consiste en un curso de estudios encaminados a la transferencia a una institución universitaria o universidad con programas de cuatro años. Los requisitos para el título son típicos del primer y segundo años de un programa de Licenciatura (B.A.). La Universidad St. Augustine se compromete a un programa educacional global que combina oportunidades para el desarrollo intelectual y cultural. Aproximadamente las tres cuartas partes de los créditos requeridos para graduarse con un título de Asociado en Artes se destinan a las exigencias de educación general.

El título de Asociado en Ciencias Aplicadas enfatiza currículos laborales y técnicos. Los estudiantes pueden proseguir este título para obtener entrenamiento para posiciones inmediatas en los negocios o en la industria. El título de Asociado en Ciencias Aplicadas también permite al estudiante a continuar la preparación de su carrera en centros docentes superiores que ofrecen programas compatibles con sus estudios en una institución universitaria de dos años (*junior college*). Los estudiantes interesados en proseguir esta opción deben ponerse en contacto con el Centro de Carreras y Transferencias o la Oficina de Admisión de la institución de cuatro años para obtener información sobre la transferencia de cursos.

El título de Asociado en Estudios Generales ofrece un currículo flexible para poder satisfacer los intereses educativos o de carrera individuales. El título provee un currículo base de educación general de 32 horas crédito en cursos cuidadosamente escogidos. Además, el estudiante selecciona un mínimo de 28 horas crédito de cursos de su interés, según el plan de estudio a proseguir.

Bachelor's Degrees

The Bachelor Degree is the highest degree offered at St. Augustine College. The Bachelor of Arts and the Bachelor of Science degrees require the completion of 120 semester credit hours of course work and the fulfillment of all the academic requirements pertinent to the degree. The Bachelor of Social Work program requires the completion of 128 semester credit hours of course work and the fulfillment of all the academic requirements pertinent to the degree.

Títulos de Licenciatura

El Título de Licenciatura es el título más alto ofrecido por la Universidad St. Augustine. El título de Licenciatura de Artes y los títulos de Licenciatura en Ciencias exige completar 120 horas crédito semestrales, y el cumplimiento de todos los requisitos académicos pertinentes al título. El programa de Licenciatura en Trabajo Social exige completar 128 horas crédito semestrales y el cumplimiento de todos los requisitos pertinentes al título.

Bachelor of Arts in Business Administration (BA)

Program Description

The Bachelor of Arts in Business Administration is a degree designed to prepare students for a variety of business opportunities in the private, government, and not-for-profit organizations. Based on a liberal arts foundation, the Business Administration program provides students with a strong business curriculum academic knowledge, and content business courses covering the major areas of a complex and constantly change business environment.

Graduates of the program will have a solid academic foundation in accounting principles, economics, management theory and behavior, the legal environment of business, marketing, financial management, human resources, and business problem solving and decision making. The curriculum is intended to give students a well-rounded background in all areas of operating a business. A senior capstone course provides students the opportunity to research specialty areas, including strategic management, planning, international business, or small business operations.

The degree is designed to provide the technical knowledge and critical thinking skills needed in business. Students will leave the program prepared for a variety of business operations and leadership positions as well as having a path for an advanced degree in business.

Licenciatura de Artes en Administración de Empresas (BA)

Descripción del programa

El Licenciatura de Artes en Administración de Empresas es un modelo de programa para preparar a los estudiantes para una variedad de oportunidades comerciales en organizaciones privadas, gubernamentales y sin fines de lucro. Basado en una plataforma de artes liberales, el programa de Administración de Empresas proporciona a los estudiantes un fuerte conocimiento académico de currículum comercial y cursos de contenido empresarial que cubren las áreas principales de un entorno empresarial complejo y en constante cambio.

Los graduados del programa tendrán una sólida base académica en principios contables, economía, teoría y conducta gerencial, el entorno legal de los negocios, mercadotecnia, administración financiera, recursos humanos y resolución de problemas de negocios y toma de decisiones. El plan de estudios está destinado a proporcionar a los estudiantes una formación completa en todas las áreas de funcionamiento de una empresa. Un curso de alto nivel ofrece a los estudiantes la oportunidad de investigar áreas de especialidad, incluida la planificación estratégica de gestión, negocios internacionales o pequeñas empresas.

El programa está diseñado para proporcionar el conocimiento técnico y las habilidades de pensamiento crítico necesarios en los negocios. Los estudiantes dejarán el programa preparado para una

Career Outlook for Business Administration Graduates

The U.S. Bureau of Labor Statistics, on its Economic News website, projects that Professional and Business Services will be second only to Health Care and Social Assistance as an area of job growth between 2014 and 2024. Such services need persons trained in Business Administration for their leadership positions.

Program Outcomes

Upon completion of the program, graduates of the BA in Business Administration should be able to:

1. Demonstrate a strong foundation of business knowledge and decision-making skills for every level of business operations.
2. Apply analytical skills, business strategies, methods, and techniques to manage real business situations.
3. Have an understanding of the legal environment of business, to act and behave in an ethical manner when dealing with personnel, business activities, and the law.
4. Demonstrate both a leadership attitude and the skills to work with a team, as well as sufficient capability to face daily work business situations that require competent and positive interpersonal conduct.
5. Display effective communication skills, including oral, written, electronic, and social media applications.
6. Demonstrate competence with technology to organize, understand, and analyze business operations, as well as to propose new ideas and solutions.

Graduation Requirements

1. Students must successfully complete 120 semester hours of coursework, including all required Business Administration core courses, which includes the selection of one of the two available concentrations and general education courses as described in the curriculum plan.
2. Students must have, at the time of graduation, a cumulative GPA of 2.0 or better on a 4-point scale.

Bachelor of Arts in Business Administration Academic Requirements

All courses marked with an asterisk (*) are new courses. All courses are 4-semester-hour courses.

Business Administration Core Courses	**72 HRS**
ACC 101 Principles of Accounting	(4)

variedad de puestos de trabajo y liderazgo comercial, así como también tendrán un camino para obtener un título avanzado en negocios.

Perspectivas de carrera para graduados en administración de empresas

La Oficina de Estadísticas Laborales de los EE. UU., En su sitio web Economic News, proyecta que los Servicios Profesionales y Comerciales serán los segundos después de la Atención Médica y Asistencia Social como un área de crecimiento laboral entre 2014 y 2024. Estos servicios necesitan personas capacitadas en Administración de Empresas para sus posiciones de liderazgo.

Resultados del programa

Al finalizar el programa, los graduados del BA en Administración de Empresas deberían poder:

1. Demostrar una base sólida de conocimientos especializados y habilidades de toma de decisiones para cada nivel de operaciones comerciales.
2. Aplicar habilidades analíticas, estrategias comerciales, métodos y técnicas para gestionar situaciones comerciales reales.
3. Tener una comprensión del entorno legal de las empresas para actuar y comportarse de una manera ética al tratar con el personal, las actividades comerciales y la ley.
4. Demostrar tanto una actitud de liderazgo como las habilidades para trabajar con un equipo, así como la capacidad suficiente para enfrentar las situaciones de trabajo diario que requieren una conducta interpersonal competente y positiva.
5. Mostrar habilidades de comunicación efectiva, incluidas las aplicaciones de medios orales, escritas, electrónicas y sociales.
6. Demostrar competencia con la tecnología para organizar, comprender y analizar las operaciones comerciales, así como proponer nuevas ideas y soluciones.

Requisitos de graduación

1. Los estudiantes deben completar con éxito 120 horas semestrales de cursos, abarcando todos los cursos obligatorios de Administración de Empresas, que incluyen la selección de una de las dos concentraciones disponibles y cursos de educación general, tal como se describe en el plan de estudios.
2. Los estudiantes deben tener, en el momento de la graduación, un GPA acumulativo de 2.0 o mejor en una escala de 4 puntos.

ACC 161 Financial Accounting	(4)
ACC 162 Managerial Accounting	(4)
BUS 110 Introduction to Business	(4)
ECO 101 Principles of Macroeconomics ***OR***	(4)
ECO 102 Principles of Microeconomics	
BUS 220 Principles of Management	(4)
BUS 231 Principles of Marketing	(4)
*BUS 303 Legal Environment of Business	(4)
*CIS 300 Management Information systems	(4)
*MNG 350 Business Statistics	(4)
*MNG 360 Principles of Financial Management	(4)
*MNG 380 Organization Theory & Design	(4)
*MNG 390 International Business Management	(4)
*MNG 400 Strategic Management	(4)

Concentration #1 – Human Resources

*MNG 323 Employment Law	(4)
*MNG 405 Human Resource Management	(4)
*MNG 410 Employee Training & Development	(4)
*MNG 415 Compensation & benefits	(4)

Concentration #2 – Small Business Operations

*MNG 370 Entrepreneurship	(4)
*MNG 405 Human Resource Management	(4)
*MNG 420 Operations of Small Business	(4)
*MNG 425 Business Plan Writing for Small Business	(4)

General Education	**36 HRS**
ENG 160 Composition I	(4)
ENG 162 Composition II	(4)
ENG 165 Speech	(4)
MAT 200 Finite Mathematics	(4)
BIO 102 Introduction to Human Biology **OR**	(4)
CHM 115 Basic chemistry **OR**	
PHY 103 Earth Science	
HUM 204 Music Appreciation **OR**	(4)
HUM 205 History and Appreciation of Art **OR**	
PHI 220 Ethics	
SPA 222 The Hispanic-American Experience Through Literature **OR**	
HUM 202 Humanities I	(4)
HIS 104 Survey of U.S. History to 1865 **OR**	(4)
HIS 105 Survey of U.S. History from 1865 to Present **OR**	
PSC 103 American Government	
PSY 101 General Psychology **OR**	(4)
SOC 101 Introduction to Sociology	

Elective Courses	**12 HRS**
Total Credit Hours Required	**120 HRS**

Bachelor of Arts in Hospitality Management (BA)

Licenciatura de Artes en Administración de Hoteles y Restaurantes (BA)

Program Description

The Bachelor of Arts in Hospitality Management is a comprehensive degree designed to prepare students for employment in the wide and growing field of hospitality. Based on a liberal arts foundation, the hospitality program prepares students with a strong business curriculum, experience in culinary arts, and content courses which cover the major areas of the hospitality industry. The curriculum includes a senior seminar with a capstone project that presents students with the opportunity to research specialty areas, including international tourism, gaming, sports hospitality, and ethnic/global hospitality. This degree prepares students to work with diverse organizations and educates them to work closely, as well as independently, with staff, supervisors, businesses, and customers.

Careers in Hospitality Management

The Bachelor of Arts in Hospitality Management will help you obtain an exciting career in the Hospitality Industry. If you are a student who has decided to pursue a career in Hospitality Management, our program will prepare you to acquire an entry-level position in a variety of customer service institutions, such as Hotels, Restaurants, Resorts, Amusement Parks, and many more.

If you are a student already working in a hospitality serving establishment, this degree will give you the opportunity and tools to succeed in the Hospitality Business.

The Bachelor of Arts in Hospitality Management is a comprehensive program covering knowledge in the following areas: Culinary Arts, Accounting, Business Management, Legal and Ethical Issues, Human Resources, Lodging, Management of Food Services, Management of events, Industrial Psychology, and Management of Information Systems.

Program Outcomes

Program objectives of the Bachelor of Arts in Hospitality Management are:

1. To educate students with the knowledge and skills necessary to be competent business professionals in the hospitality industry and competitive in the job market, with special emphasis on multi-

Descripción del Programa

La Licenciatura de Artes en la Administración de Hoteles y Restaurantes es un grado integral diseñado para preparar a los estudiantes para empleos en el amplio y creciente campo de la hotelería. Fundamentado en una base de artes liberales, el programa de administración de hoteles y restaurantes prepara a los estudiantes con un sólido currículo comercial, experiencia en las artes culinarias, y cursos cuyo contenido cubre las principales áreas de la industria de administración de hoteles y restaurantes. El currículo incluye un seminario de cuarto año con un proyecto cumbre que presenta a los estudiantes con la oportunidad de investigar áreas de especialidad, incluyendo el turismo internacional, juegos de azar, hospitalidad para deportes, y hospitalidad étnica/global. Este título prepara a los estudiantes para trabajar con diversas organizaciones y los educa para trabajar en estrecha colaboración, así como independientemente, con el personal, los supervisores, las empresas, y los clientes.

Carreras en la Administración de Hoteles y Restaurantes

La Licenciatura de Artes en la Administración de Hoteles y Restaurantes le ayudará a lograr una carrera emocionante en la Industria de Hoteles y Restaurantes. Si usted es un estudiante que ha decidido desarrollar una carrera profesional en la Administración de Hoteles y Restaurantes, nuestro programa lo preparará para que obtenga una posición de nivel de entrada en una variedad de instituciones de servicio al cliente, tales como Hoteles, Restaurantes, Centros Turísticos (Resorts), Parques de Diversión, y muchos más.

Si usted es un estudiante que ya está trabajando en una empresa que brinda servicios de hospitalidad, este título le dará la oportunidad y las herramientas para tener éxito en Empresas de Hoteles y Restaurantes.

La Licenciatura de Artes en la Administración de Hoteles y Restaurantes es un programa integral que abarca conocimiento en las siguientes áreas: Artes Culinarias, Contaduría, Administración de Negocios, Cuestiones Éticas y Legales, Recursos Humanos, Alojamiento, Administración de Servicios de Alimentos, Administración de Eventos, Psicología

cultural understanding and practice in a global industry.

2. Graduates will be well-prepared professionals, able to collaborate as well as lead, with many different types of people, solve problems quickly and concentrate on details, have initiative and self-discipline, effective communication skills, and the ability to organize and direct the work of others.
3. Graduates will have strong knowledge of lodging and food and beverage service operations, including customer service, reservations, purchasing and accounting systems, safety and security, design, event planning, maintenance and repair, personnel practices, and business ethics, legal requirements, management and finance.
4. Upon graduation, the graduate will be able to assume employment in the hospitality industry in management or operations or as a leader or owner for a lodging establishment, events and meeting management, restaurant, food service, sales, or related business field.

Bachelor of Arts in Hospitality Management Academic Requirements

	Credit Hours
General Education Requirements	**36**
ENG 160 Composition I	(4)
ENG 162 Composition II	(4)
ENG 165 Speech	(4)
MAT 200 Finite Mathematics (preferred) **OR**	
MAT 225 Introductory Statistics	(4)
BIO 102 Intro to Human Biology **OR**	
BIO 108 Anatomy and Physiology I **OR**	
CHM 115 Basic Chemistry **OR**	
PHY 103 Earth Science	(4)
ENG 203 American Culture & Literature **OR**	
HUM 202 Humanities I **OR**	
HUM 204 Music Appreciation **OR**	
HUM 205 History & Appreciation of Art **OR**	
PHI 220 Ethics **OR** any other PHI course	(4)
SPA 222 The Hispanic-American Experience through Literature **OR**	
HUM 202 Humanities I	(4)
HIS 104 U. S. History to 1865 **OR**	
HIS 105 U. S. History from 1865 to Present **OR**	
PSC 103 American Government	(4)
PSY 101 General Psychology	(4)

Industrial, y Administración de Sistemas de Informática.

Resultados del Programa

Los objetivos del programa de Licenciatura en Artes de Administración de Hoteles y Restaurantes son:

1. Educar a los estudiantes con el conocimiento y las habilidades necesarias para ser profesionales comerciales competentes en la industria de la administración de hoteles y restaurantes y poder competir en el mercado laboral, con énfasis especial en la comprensión multicultural y la práctica en una industria global.
2. Los graduados serán profesionales bien preparados, capaces de colaborar con, así como de dirigir a muchos diferentes tipos de personas, solucionar problemas rápidamente y concentrarse en los detalles, tener iniciativa y auto-disciplina, habilidades de comunicación efectivas, y la habilidad de organizar y dirigir el trabajo de otros.
3. Los graduados tendrán un buen conocimiento de las operaciones de alojamiento y servicio de alimentos y bebidas, incluyendo servicio al cliente, reservaciones, sistemas de compra y contaduría, seguridad y protección, diseño, planeamiento de eventos, mantenimiento y reparaciones, prácticas de personal, y ética comercial, requisitos legales, administración y finanzas.
4. Al graduarse, el graduado podrá asumir empleo en la industria de la administración de hoteles y restaurantes en administración u operaciones, o como el dirigente o propietario de un establecimiento de alojamiento, administración de eventos y reuniones, restaurant, servicio de alimentos, ventas, o áreas comerciales relacionadas.

Major Requirements	**56**
ACC 101 Principles of Accounting	(4)
BUS 110 Introduction to Business	(4)
BUS 220 Principles of Management	(4)
CUL 100 Food Service & Hospitality **OR**	
CUL 101 Introduction to Culinary Arts	(4)
ACC 301 Hospitality Accounting	(4)
CIS 300 Management Information Systems	(4)
HOS 311 Marketing & Tourism in the Hospitality Industry	(4)
BUS 303 Legal Environment of Business	(4)
HOS 455 Lodging in the Hospitality Industry	(4)
HOS 466 Management Food Service in the Hospitality Industry	(4)
HOS 477 Managing Events in the Hospitality Industry	(4)
MNG 405 Human Resources Management	(4)
HOS 495 Senior Seminar in the Hospitality Industry	(4)
PSY 420 Industrial/Organizational Psychology	(4)
Elective Courses	**28**
Total Credit Hours Required	**120**

Bachelor of Arts in Psychology (BA)

Program Description

The Bachelor of Arts in Psychology (BAP) prepares students in accordance with the American Psychological Association (APA) Standards. Psychology graduates find work in business, sales, counseling, education, and health care. The BAP is also essential preparation for those considering an advanced degree in psychology and other fields. As such, the program will facilitate the acquisition of a strong background in scientific thinking. Graduates will be able to apply psychological research and principles to the study of contemporary problems in a variety of fields, thus preparing graduates for a broad range of employment opportunities.

Mission of the BAP Program

The mission of the BAP Program is to graduate students with broad knowledge of psychology and the skills needed to apply that knowledge in diverse settings; as well as providing graduates with an excellent background for careers that involve working with people.

Career Outlook for Psychology Graduates

The Bureau of Labor Statistics predicts growth in the field. A degree in Psychology is valued in various business fields, such as Human Resources, behavioral health, sales and customer service. A wide range of jobs and careers await graduates of Psychology, including positions in the following areas: Adult and Elderly Care; Children and Youth; Community Advocacy, Referral, and Social Services; Criminal Justice and Law; Education; Drug, Alcohol, and Chemical Dependency; Mental Health; Mental Retardation; Graduate and Professional School.

Program Outcomes

The student learning outcomes* for the Psychology program are:

1. Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
2. Students will respect and use critical thinking, skeptical inquiry, creative thinking and, when possible, the scientific approach to solve problems related to behavior and mental processes. Use reasoning to

Licenciatura de Artes en Psicología (BA)

Descripción del Programa

La Licenciatura de Artes en Psicología (LAP) prepara a los estudiantes de acuerdo con las Normas de la *American Psychological Association* (APA). Los graduados de psicología encuentran trabajo en el comercio, las ventas, consejería, educación y el cuidado de la salud. El LAP es también una preparación esencial para un título postgrado en psicología y otros campos. Como tal, el programa facilitará la adquisición de una sólida formación en el pensamiento científico. Los graduados podrán aplicar las investigaciones y principios psicológicos al estudio de problemas contemporáneos en una variedad de campos, preparando así a los graduados para una amplia gama de oportunidades laborales.

Misión programa LAP

La misión de un Programa de Licenciatura en Psicología es graduar estudiantes con un amplio conocimiento de psicología y las habilidades necesarias para aplicar ese conocimiento en diversos entornos; al igual que provee a los graduados con una excelente formación para carreras que implican tratar con el público.

Perspectivas de Carreras para los Graduados en Psicología

El Buró de Estadísticas Laborales predice una expansión en el campo. Un título en Psicología es valorado en varios campos comerciales, tales como Recursos Humanos, salud conductual, ventas y servicio al consumidor. Una amplia gama de trabajos y carreras esperan a los graduados en Psicología, incluyendo posiciones en las siguientes áreas: Cuidado de Adultos y Ancianos; Niños y Jóvenes; Abogacía, Comunitaria, Referimiento, y Servicios Sociales; Justicia y Leyes Criminales; Educación; Dependencia de Drogas, Alcohol y Químicos; Salud Mental; Retraso Mental; Escuelas para Graduados y Profesionales.

Resultados del Programa

Los resultados* del aprendizaje estudiantil para el programa de Psicología son:

1. Los estudiantes deben demostrar conocimiento fundamental y comprensión de los principales conceptos, perspectivas teóricas, tendencias históricas, y descubrimientos empíricos para discutir cómo los principios psicológicos aplican a

recognize, develop, defend, and criticize arguments and other persuasive appeals.

3. Students recognize, understand, and respect the complexity of sociocultural and international diversity. Interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives.
4. Students will be able to communicate effectively in a variety of formats. Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes. Demonstrate effective interpersonal communication skills.
5. Students apply psychological content and skills to career goals, exhibit self-efficacy and self-regulation; refine project-management skills; enhance teamwork capacity; and develop meaningful professional direction for life after graduation.

*The above 5 outcomes reflect the 5 learning goals identified in the APA Guidelines for the Undergraduate Psychology Major-Version 2.0 (2012).

Requirements for Upper Level Psychology Registrations

Students who declare a major in psychology and meet the following requirements can register for upper level psychology courses.

1. Cumulative GPA of 2.5 (on a 4.0 scale;
2. Completion of all core General Education Requirements with a grade of “C” or better in all coursework and a “B” in ENG 162 Composition II;
3. Completion and passing with a “C” grade or better the following AA level courses:
   a. PSY 201 Writing for Psychology
   b. PSY 220 Adult Development and Aging
   c. PSY 234 Abnormal Psychology

Field Practice Internship in Psychology

Students will complete their Field Practice Internship, which is also called Field Experience,

los problemas conductuales.

2. Los estudiantes respetarán y usarán el pensamiento crítico, la investigación escéptica, el pensamiento creativo y, cuando sea posible, el enfoque científico para solucionar problemas relacionados con la conducta y los procesos mentales. Uso del razonamiento para reconocer, desarrollar, defender, y criticar argumentos y otras formas de persuasión.
3. Los estudiantes reconocerán, comprenderán, y respetarán la complejidad de la diversidad sociocultural e internacional. Interactuarán con eficacia y sensibilidad con personas de diversas habilidades, antecedentes, y perspectivas culturales.
4. Los estudiantes podrán comunicarse eficazmente en una variedad de formatos. Demostrarán habilidades de composición eficaces en varios formatos (ej: ensayos, correspondencia, documentos técnicos, toma de notas) y para varios propósitos (ej: informar, defender, explicar, persuadir, argumentar, enseñar habilidades eficaces de comunicación oral en varios formatos [ej: discusión de grupo, debates, conferencias]) y para varios propósitos. Demostrarán habilidades de comunicación interpersonal eficaces.
5. Los estudiantes aplicarán el contenido y las habilidades psicológicas a los objetivos profesionales, exhibirá auto-eficacia y auto-regulación; refinara las habilidades de administración de proyectos; mejorará la capacidad para trabajar en equipo; y desarrollará una dirección profesional significativa para su vida después de la graduación.

*Los 5 resultados anteriores reflejan los 5 objetivos de aprendizaje identificados por las Directrices de la APA para la Especialización en Psicología-Versión 2.0 (2012).

Aceptación al Programa BA en Psicología y los Cursos de Nivel Superior

Los estudiantes que declaren una especialización en Psicología y cumplan con los siguientes requisitos pueden inscribirse en cursos de Psicología de nivel superior.

1. Promedio de calificaciones (GPA) acumulativo de 2.5 (en una escala de 4.0).
2. Finalización de todos los requisitos básicos de educación general con una calificación de "C" o mejor en todos los cursos y una "B"

during the 16 week course, PSY 450 Senior Seminar. This course is taken at the end of the required psychology courses (students may not have more than 12 elective credits left to do after their Field Practice Internship before they register for PSY 450 Senior Seminar). Students must have a 2.5 GPA to register for this course. The Field Practice Internship is a course taught in a SAC approve and contracted agency setting where students learn about social and behavioral service practice by fulfilling 200 hours of supervised non-clinical psychology practice in an agency. The knowledge previously acquired in the classroom is now applied and the learning is guided by a professional in psychology or a related social service field. The Field Practice Internship agency and the learning contract must be approved by the Psychology Program Director and/or the Field Practice Internship Director. The students in this course also have required classroom hours where they integrate ethics, skill development and knowledge, and share agency learning experiences.

Graduation Requirements

1. Students must complete 120 credit hours that include courses that satisfy minimum general education requirements, electives requirements, and psychology core course requirements. The 200 hours of Field Practice Internship are part of the psychology requirements.
2. A cumulative GPA of 2.5 or above at the time of graduation is required.

Advising

Advising and registration for the BAP program is done by the Department of Student Affairs advisors, but students may request an appointment to discuss a psychology career, graduate school plans, and program decision with any BAP faculty member or the BAP Program Director. They may also request recommendations for graduate school from the BAP Program Director and psychology faculty.

Transferring Courses from Other Institutions

1. General education courses from other institutions in Illinois are accepted if they are IAI courses that are equivalent to IAI general education courses at SAC.
2. General education courses from another country must have an International Academic Equivalency Evaluation before they are accepted by SAC.
3. Psychology core courses and psychology elective courses from another institution are accepted if the college or university holds regional or national accreditation and the

en ENG 162 (Composición II).

3. Finalización y aprobación con una calificación de "C" o mejor en los siguientes cursos de nivel AA:
   a. PSY 201 Escritura para psicología
   b. PSY 220 Desarrollo y envejecimiento de adultos
   c. PSY 234 Psicología anormal

Residencia de prácticas de campo en Psicología

Los estudiantes completarán su Residencia de prácticas de campo, que también se denomina Experiencia de campo durante el curso de 16 semanas, PSY 450 Seminario Senior. Este curso se toma al final de los cursos de psicología requeridos[1} {2](los estudiantes no pueden tener más de 12 créditos optativos pendientes después de su Residencia de prácticas de campo antes de inscribirse en PSY 450 Seminario Senior). Los estudiantes deben tener un GPA de 2.5 para inscribirse en este curso. La Residencia de prácticas de campo es un curso que se imparte en el contexto de una agencia contratada y aprobada por el SAC donde los estudiantes aprenden sobre la práctica del servicio social y conductual al cumplir 200 horas de prácticas supervisadas de psicología no clínica en una agencia. El conocimiento previamente adquirido en el aula se aplica allí y el aprendizaje es guiado por un profesional en psicología o un campo de servicio social relacionado. La agencia de Residencia de prácticas de campo y el contrato de aprendizaje deben ser aprobados por el director del Programa de psicología y/o el director de Residencia de prácticas de campo. Los estudiantes de este curso también tienen horas de clase obligatorias donde integran ética, desarrollo de habilidades y conocimientos y comparten experiencias de aprendizaje en la agencia.

Requisitos para la Graduación

1. Los estudiantes deben completar 120 horas de crédito que incluyen cursos que satisfacen requisitos mínimos de educación general, requisitos optativos y requisitos del curso básico de psicología. Las 200 horas de prácticas de la Residencia de prácticas de campo son parte de los requisitos de psicología.
2. Se requiere un GPA acumulativo de 2.5 o más al momento de la graduación.

Consejería

El asesoramiento y la inscripción para el programa LAP están a cargo de asesores del departamento de Asuntos Estudiantiles, pero los estudiantes pueden

courses are determined by the SAC registrar in collaboration with the BAP Program Director to be equivalent to SAC courses.

Credit for Life or Work Experience in Psychology is not currently given at SAC.

Bachelor of Arts in Psychology
Academic Requirements

		Credit Hours
General Education Requirements		**48**
ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
ENG 165	Speech	(4)
MAT 225	Introductory Statistics	(4)
BIO 102	Introduction to Human Biology	(4)
PHY 103	Earth Science **OR** Chemistry 115	(4)
HUM 204	Music Appreciation **OR**	
HUM 205	History and Appreciation of Art	(4)
PHI 220	Ethics, **OR** ENG 203, **OR** any unduplicated Humanities or Fine Arts course	(4)
SPA 222	The Hispanic-American Experience Through Literature **OR**	
HUM 202	Humanities I	(4)
HIS 104	Survey of U.S. History to 1865 **OR**	
HIS 105	Survey of U.S. History from 1865 to Present **OR**	
PSC103	American Government and Politics	(4)
PSY 101	General Psychology	(4)
PSY 202	Human Growth and Development **OR**	
PSY 210	Child Growth and Development	(4)
Major Requirements		**44**
PSY 201	Writing for Psychology	(4)
PSY 220	Adult Development	(4)
PSY 234	Abnormal Psychology	(4)
PSY 238	Social Psychology	(4)
PSY 270	Theories of Personality	(4)
PSY 300	Cross-Cultural Factors in Mental Health	(4)
PSY 310	Tests and Measurement	(4)
PSY 320	Behavioral Statistics	(4)
PSY 325	Neuro-Cognitive Psychology	(4)
PSY 401	Research Methods in Psychology **OR**	
PSY 420	Industrial/Organizational Psychology **OR**	
PSY 440	Health Psychology	(4)
PSY 450	Senior Seminar	(4)
Electives*		**28**
Total Credit Hours Required		**120**

(Continued in right-hand column)

solicitar una cita para hablar sobre una carrera de psicología, planes de centros de estudios superiores y decisión del programa con cualquier docente de LAP o con el director del Programa LAP. También pueden solicitar recomendaciones para centros de estudios superiores del director del Programa BAP y la facultad de psicología.

Transferencia de cursos de otras instituciones

1. Los cursos de educación general de otras instituciones de Illinois se aceptan si son cursos de la IAI equivalentes a cursos de educación general de la IAI en SAC.
2. Los cursos de educación general de otro país deben someterse a una Evaluación de equivalencia académica internacional antes de ser aceptados por SAC.
3. Los cursos básicos de psicología y los cursos optativos de psicología de otra institución se aceptan si el colegio o la universidad cuenta con acreditación regional o nacional y el registrador de SAC en colaboración con el director del Programa BAP determina que dichos cursos son equivalentes a los cursos del SAC.

Actualmente en SAC no se otorga un crédito para la vida o la experiencia laboral en psicología.

Elective Courses in Psychology*

Students will choose 7 elective courses (28 credit hours). **At least 16 hours (4 courses) of the 28 hours of electives must be 300- or 400-level courses.** Possible electives:

PSY 216	Positive Psychology (Prerequisite: PSY 101, PSY 201, ENG 162	(4)
PSY 303	Domestic Violence Prerequisites: ENG 162, BIO 102 OR BIO 108, PSY 101	(4)
PSY 330	Forensic Psychology Prerequisites: AA degree or 12 required general education courses	(4)
PSY 340	Counseling Psychology Prerequisites: AA degree or 12 required general education courses	(4)
PSY 342	Community Psychology Prerequisites: AA degree or 12 required general education courses	(4)
PSY 356	Gender and Society Prerequisites: AA degree or 12 required general education courses	(4)

*Elective courses will be offered on demand by request of 10-12 students to make up a full class.

Bachelor of Science in Computer Information Systems (BS)

Licenciatura de Ciencias en Sistemas de Información Computarizada (BS)

Program Description

The Bachelor of Science in Computer Information Systems prepares students to obtain the skills and knowledge needed to obtain a position in the growing international field of computer information systems. Students can choose from three concentrations: Database Systems Management, Network Systems Administrator, or Web-based Applications. By focusing on a particular area in computer information systems, students will be well-prepared to work in critical areas of computing technology, including hardware and software, application of the World Wide Web, database management, and internet security. The program offers web-based hands-on experience, utilizing real-world problems as learning tools. Upon graduation, students can seek employment in the field or continue their education at the graduate level.

Careers in Computer Information Systems

The Bachelor of Science in Computer Information Systems is designed to prepare students for employment in the Information Technology Department of an organization. Program skills begin with strong computer programming foundations and move students toward the most advanced concentrations. The Web-based Applications concentration and the Database Systems Management concentration prepare students to design, implement, and manage systems. The former prepares students for working with web-based communications systems, and the latter prepares them for working with database management systems. The Network systems Administrator concentration prepares students to build, install, troubleshoot, and administer local area networks from the foundation up.

The curriculum includes a senior internship project where students will use and apply their learned skills to solve a computer-information-systems problem in a real-world situation. The degree prepares students with a solid background in mathematics (discrete structures) and communications (technical writing). Graduates leave the program with skills to work independently as well as skills to work collaboratively with diverse population of staff, supervisors, and customers.

Career Outlook

The U.S. Bureau of Labor Statistics, on its Economic News website, projects that Computer Systems Design

Descripción del programa

La Licenciatura en Ciencias en Sistemas de Información Computarizada prepara a los estudiantes para obtener las destrezas y el conocimiento necesario para emplearse en el creciente campo informático internacional. Los estudiantes pueden escoger entre tres concentraciones: Administración de Sistemas de Bases de Datos, Administrador de Sistemas de Redes o Aplicaciones basadas en la Web. Al enfocarse en un área en particular de los sistemas de información informática, los estudiantes estarán bien preparados para trabajar en áreas críticas de esa tecnología, incluyendo hardware y programas, aplicaciones para internet, administración de bases de datos y seguridad en internet. El programa ofrece experiencia práctica en la web, utilizando problemas de la vida real como herramientas de aprendizaje. Al graduarse, los estudiantes pueden buscar trabajo en ese campo o continuar su educación en el próximo nivel.

Carreras en Sistemas de Información Computarizada

La Licenciatura en Ciencias en Sistemas de Información Computarizada está diseñada para preparar a los estudiantes para emplearse en el Departamento de Información Tecnológica de una organización. Las destrezas del programa comienzan con fundamentos sólidos de programación informática y encaminan a los estudiantes hacia las concentraciones más avanzadas. La concentración de aplicaciones basadas en la Web, y la de Administración de Sistemas de Bases de Datos preparan a los estudiantes para diseñar, implementar y manejar sistemas. La primera los prepara para trabajar en sistemas de comunicación basados en la Web, y la otra para trabajar con el manejo de bases de datos. La concentración de Administración de Sistemas de Redes los prepara para construir, instalar, resolver problemas y administrar redes locales, de abajo hacia arriba.

El currículo incluye un proyecto de pasantía senior, donde los estudiantes utilizarán y aplicarán todo lo aprendido para resolver problemas de sistemas de información en una situación real. El diploma prepara a los estudiantes con una sólida base de matemáticas (estructuras discretas) y de comunicaciones (redacción técnica). Los graduados culminan el programa con la capacidad de trabajar independientemente, así como para desempeñarse colectivamente con una población diversa de personal, supervisores y clientes.

and related Services will be the 5th highest out of 19 industries that will have significant job growth between 2014 and 2024, adding over 408,000 new jobs during those years. In today's work place, there is almost no industry that can operate without computer technicians to support their systems. Demand is high for well-trained computer network and application specialists.

Program Outcomes

Upon completion of the program, graduates of the B.S. in Computer Information Systems should be able to:

1. Analyze, organize, design, and implement a computer application solution to a business problem.
2. Understand Relational algebra and its use relates to Relational Databases.
3. Implement a web-based communication system.
4. Identify common security risks that affect a Computer Information System.
5. Understand the different roles a DBA plays when overseeing daily database operations.
6. Identify common hardware or software troubleshooting problems.
7. Understand the different layers of communication in a Computer Network.
8. Understand the role of a Network Administrator.
9. Identify the different Ecommerce requirements when building a website.

Graduation Requirements

1. Students must successfully complete 120 semester hours of coursework, including all required Computer Information System core courses and one of the three concentrations. They must also complete the general education courses as described in the curriculum plan.
2. Students must have, at the time of graduation, a cumulative GPA of 2.0 or better on a 4-point scale.

B.S. in Computer Information Systems Curriculum

All courses marked with an asterisk (*) are new courses. All courses are 4-semester-hour courses.

CIS Major Requirements	**(36 + 20) = 56 HRS**
Required Courses	**36**
CIS 110 Introduction to Object-Oriented Programming	(4)
CIS 130 Computer systems Hardware	(4)
CIS 210 Object-Oriented Programming	(4)
*CIS 240 Database Management Concepts	(4)

Visión general de la carrera

La Oficina de Estadísticas Laborales de los Estados Unidos, en su página web de Noticias Económicas, proyecta que el Diseño de Sistemas Informáticos y servicios relacionados ocuparán el quinto lugar entre las 19 industrias que tendrán un crecimiento significativo de empleos entre 2014 y 2024, agregando más de 408,000 nuevos puestos durante esos años. En el mercado laboral actual, casi ninguna industria puede operar sin técnicos informáticos para apoyar sus sistemas. Hay una gran demanda de especialistas bien capacitados en redes informáticas y aplicaciones.

Resultados del programa

Al finalizar el programa, los graduados del B.S. en Sistemas de Información Computarizada deberían ser capaces de:

1. Analice, organice, diseñe e implemente una solución de aplicación informática a un problema comercial.
2. Comprender el álgebra relacional y su uso se relacionado con las bases de datos relacionales.
3. Implementar un sistema de comunicación basado en la web.
4. Identificar los riesgos de seguridad comunes que afectan un Sistema de información de la computadora.
5. Comprender los diferentes roles que juega un DBA cuando supervisa las operaciones diarias de la base de datos.
6. Identifique los problemas comunes de solución de problemas de hardware o software.
7. Comprender las diferentes capas de comunicación en una red informática.
8. Comprender el papel de un administrador de red.
9. Identifique los diferentes requisitos de comercio electrónico al construir un sitio web.

Requisitos de graduación

1. Los estudiantes deben completar con éxito 120 horas semestrales de trabajo de curso, incluyendo todos los cursos obligatorios del Sistema de Información de Computadora y una de las tres concentraciones. También deben completar los cursos de educación general como se describe en el plan de estudios.
2. Los estudiantes deben tener, en el momento de la graduación, un GPA acumulativo de 2.0 o mejor en una escala de 4 puntos.

*CIS 300 Management Information Systems	(4)
CIS 303 Discrete Structure	(4)
*CIS 315 Technical Writing for CIS	(4)
*CIS 325 Data Structures (Using C++)	(4)
*CIS 460 Senior Project	(4)

Concentration #1

Database Systems Management	**20 HRS**
*CIS 220 Client-Side Web Development	(4)
*CIS 310 Database Security Management	(4)
*CIS 320 Server-Side Web Development	(4)
*CIS 340 Database Management	(4)
*CIS 440 Topics in Advanced Databases	(4)

Concentration #2

Network Systems Administrator	**20 HRS**
CIS 216 Operating Systems	(4)
CIS 217 Computer Networks	(4)
*CIS 328 Network Systems Security	(4)
*CIS 360 Advanced Topics in Networks	(4)
*CIS 370 Network Management	(4)

Concentration #3

Web-based applications	**20 HRS**
*CIS 220 Client-Side Web Development	(4)
*CIS 312 Advanced Applications Programming With Visual Basic	(4)
*CIS 320 Server-Side Web Development	(4)
*CIS 328 Network Systems Security	(4)
*CIS 400 Ecommerce	(4)

General Education Requirements	**40 HRS**
ENG 160 Composition I	(4)
ENG 162 Composition II	(4)
ENG 165 Speech	(4)
MAT 225 Statistics	(4)
PHY 103 Earth Science **OR**	(4)
BIO 102 Introduction to Human Biology	
HUM 202 Humanities I **OR**	(4)
ENG 203 American Culture and Literature **OR**	
PHI 200 Introduction to Philosophy **OR**	
PHI 220 Ethics	
SPA 222 The Hispanic-American Experience Through Literature **OR**	
HUM 202 Humanities I	(4)
HUM 204 Music Appreciation **OR**	(4)
HUM 205 History and Appreciation of Art	
HIS 104 Survey of U.S. History to 1865 **OR**	(4)
HIS 105 Survey of U.S. History 1865 to Present **OR**	
PSC 103 American Government and Politics	
PSY 101 General Psychology **OR**	(4)
SOC 101 Introduction to Sociology	

Elective Credits	**24 HRS**
Total Credit Hours Required	**120 HRS**

Bachelor of Social Work Degree (BSW) Título de Licenciatura en Trabajo Social (BSW)

St. Augustine College's (SAC) Social Work Program is a community of dedicated faculty, motivated students, and inspiring alumni. The program prepares students to promote and support positive change for individuals, families, neighborhoods, and the world. Found within the courses is a unique focus on empowering the Latino community of Chicago through social justice.

El Programa de Trabajo Social de la Universidad St. Augustine (SAC) es una comunidad de profesores dedicados, estudiantes motivados, y antiguos alumnos inspiradores. El programa prepara a los estudiantes para promover y apoyar cambios positivos para los individuos, familias, vecindarios, y el mundo. En los cursos se encuentra un enfoque único para potencializar a la comunidad latina de Chicago por medio de la justicia social.

Empowering a bilingual community through social justice
Potencializando una comunidad bilingüe por medio de la justicia social

The bachelor degree in Social Work (BSW degree) is a bachelor degree preparing students for general social work practice. BSW graduates are prepared "to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress." (CSWE Educational Policy 1.0)

The SAC Social Work program is accredited through 2020 by the Council on Social Work Education (CSWE). This assures that the BSW curriculum at SAC meets the national standards for social work training. The accreditation also makes alumni eligible to apply for advanced standing at many graduate Social Work programs locally and nationally (advanced standing allows full-time students to complete an MSW program in a shorter time.)

Mission of BSW Program at St. Augustine College
The BSW 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 Latino descent. It aspires to fill cultural, educational, and socioeconomic gaps, beginning with those in the multi-cultural and multi-linguistic neighborhoods of Chicago.

Careers in Social Work
A degree in social work offers a diverse range of opportunities including working in the areas of aging, child welfare, healthcare social work, justice and corrections, mental health, substance abuse, policy and planning, community organizing, international social work, military social work, and many others.

El grado de licenciatura en Trabajo Social (BSW degree) prepara a los estudiantes para la práctica del trabajo social general. Los graduados de BSW están preparados para "mejorar el funcionamiento social y las interacciones de individuos, familias, grupos, organizaciones y comunidades involucrándolos en el logro de objetivos, desarrollo de recursos, y la prevención y alivio de la aflicción. (Política Educativa CSWE 1.0)

El programa de Trabajo Social de SAC está acreditado por el Concilio de Educación en Trabajo Social (Council on Social Work Education--CSWE). Esto asegura que el currículo cumple con las normas nacionales para el entrenamiento en trabajo social. La acreditación también permite a los antiguos alumnos ser elegibles para aplicar por una posición avanzada en muchos programas post-grado de Trabajo Social locales y nacionales (una posición avanzada permite a los estudiantes de tiempo completo finalizar un programa de MSW en un tiempo más breve.)

Misión del Programa de BSW en la Universidad St. Augustine
El programa de BSW educa a los graduandos para el nivel de entrada en la práctica generalizada del trabajo social con poblaciones urbanas diversas. Realiza esto con atención particular a las oportunidades para mejorar la justicia social, el bienestar y el acceso a los recursos dentro de las comunidades de ascendencia hispana.

Aspira a llenar los vacíos culturales, educativos y socioeconómicos comenzando con aquellos en vecindarios multi-culturales y multi-lingüísticos de Chicago.

The National Association of Social Workers Illinois Chapter provides further information on careers in Social Work at: http://www.naswil.org/social-work-practice/
Also see: http://workforce.socialworkers.org/whatsnew.asp

Graduates from the BSW program work as family specialists, youth organizers, case managers, directors of day care centers, domestic violence advocates, healthcare workers, geriatric care workers, and addiction counselors. Students who complete the BSW degree and who also fulfill the state of Illinois licensure requirements for social work may apply for the state exam to become a Licensed Social Worker (LSW): (http://www.idfpr.com/).

Program Outcomes

The student learning outcomes* for the BSW program are:

1. Students demonstrate ethical and professional behavior.
2. Students engage in diversity and difference in practice.
3. Students advance human rights and social, economic, and environmental justice.
4. Students engage practice-informed research and research-informed practice.
5. Students engage in policy practice.
6. Students engage with individuals, families, groups, organizations, and communities.
7. Students assess individuals, families, groups, organizations, and communities.
8. Students intervene with individuals, families, groups, organizations, and communities.
9. Students evaluate practice with individuals, families, groups, organizations, and communities.

* The above 9 outcomes reflect the 9 educational policy standards identified by CSWE. The program regularly evaluates and publishes data on student competency in 41 practice behaviors, knowledge, values, cognitive and affective learning associated with these 9 outcomes to meet CSWE accreditation requirements.

Admission to the BSW Program and Upper Level Courses

Full admission to the social work program requires the following:

1. Completion of the BSW application (found online at www.staugustine.edu.
2. A cumulative GPA of 2.75 (on 4.0 scale).
3. Completion of the general education course requirements for the St. Augustine AA-LAS

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

Un título en trabajo social ofrece una gama diversa de oportunidades incluyendo trabajar en las áreas de personas mayores, bienestar infantil, salud mental, abuso de sustancias, políticas y planeamiento, organización de comunidades, trabajo social internacional, trabajo social militar, y muchos otros. El Capítulo de Illinois de la Asociación Nacional de Trabajadores Sociales provee más información sobre carreras en Trabajo Social en:
http://www.naswil.org/social-work-practice/
También vea:
http://workforce.socialworkers.org/whatsnew.asp

Los graduados del programa BSW trabajan como especialistas de familia, organizadores de jóvenes, administradores de casos, directores de centros de guardería infantil, trabajadores de la salud, trabajadores de cuidados geriátricos, y consejeros de adicción. Los estudiantes que finalicen el grado de BSW y que también cumplen con los requisitos de la licencia de Illinois para el trabajo social pueden aplicar para el examen estatal para convertirse en Trabajadores Sociales Licenciados (LSW): (http://www.idfpr.com/).

Resultados del Programa

Los resultados de aprendizaje del estudiante para el programa de BSW son:

1. Los estudiantes demuestran un comportamiento ético y profesional.
2. Los estudiantes se involucran en la diversidad y las diferencias en la práctica.
3. Los estudiantes promueven los derechos humanos y la justicia social, económica y ambiental.
4. Los estudiantes se involucran en prácticas basadas en la investigación y en investigaciones fundamentadas en la práctica.
5. Los estudiantes se involucran en la práctica de políticas.
6. Los estudiantes se involucran con individuos, familias, grupos, organizaciones y comunidades.
7. Los estudiantes evalúan a individuos, familias, grupos, organizaciones y comunidades.

with SOC 101 and MAT 225 (or provision of official transcripts from an accredited college showing completion of an AA or AS degree).
4. Completion of SWK 200, 305 and 315 with a grade of C or above.

Applications will be formally reviewed by BSW faculty during December and May of each year. After applications are reviewed, if students meet above requirements and any contingent conditions, students are notified by email of their acceptance status. If accepted, they may register for upper level social work classes.

Social Work Field Internship

All social work students must complete 420 hours (2 courses of 4 credits each) of general practice social work under the supervision of a supervisor with a social work diploma approved by the BSW program and accreditation standards. The purpose of the field internship is to help students integrate social work knowledge and theory with work experience and to deepen beginning level competencies for social work practice. All students have individualized learning contracts approved by both the agency and the College for this experience. Students must have completed core social work courses and have no more than 12 elective credits left, and have a 2.75 GPA, to enter the field internship. They are required to take a social work integrative seminar course at the same time as one field course.

Graduation Requirements:

1. Students must complete 128 credit hours that include requirements that satisfy minimum general education requirements, elective requirements, and social work core course requirements. The 420 hour internship is part of the social work course requirements.
2. A cumulative GPA of 2.75 or above at the time of graduation.

Advising

The social work faculty provides academic advising and registration completion assistance for all BSW students. Upper level students must register with their faculty advisor. Advisors are available Monday-Saturday during registration for two weeks prior to the beginning of each semester. They are also available on a more limited walk-in basis three afternoons a week after classes begin. Any student may request an appointment by email or phone to see a Social Work advisor to discuss a career in social

8. Los estudiantes intervienen con individuos, familias, grupos, organizaciones y comunidades.
9. Los estudiantes evalúan prácticas con individuos, familias, grupos, organizaciones y comunidades.

*Los 9 resultados anteriores reflejan las 9 normas de política educacional identificadas por CSWE. El programa regularmente evalúa y publica datos sobre la competencia de los estudiantes en los 41 comportamientos de práctica asociados con estos 9 resultados para cumplir con los requisitos de la acreditación para CSWE.

Admisión al Programa BSW y los Cursos de Nivel Superior

La admisión plena al programa de trabajo social exige lo siguiente:

1. Completar la aplicación al BSW (encontrada en línea en www.staugustine.edu, hacer clic en *Social Work* y después en *Future Students)*.
2. Un GPA acumulado de 2.75 (en la escala de 4.0).
3. Completar los requisitos de los cursos de educación general para el AA-LAS de St. Augustine con SOC 101 y MAT 225 (o proveer transcripciones oficiales de una institución universitaria o universidad acreditada demostrando finalización de un grado de AA o AS.)
4. Completar los cursos SWK 200, y 305 y 315 con una nota de C o superior.

Las solicitudes serán revisadas formalmente por la facultad de BSW durante diciembre y mayo de cada año. Después de revisar las solicitudes, si los estudiantes cumplen con los requisitos anteriores y cualquier condición contingente, se les notifica por correo electrónico sobre su estado de aceptación. Si son aceptados, pueden inscribirse para clases de trabajo social de nivel superior.

Residencia de campo de trabajo social

Todos los estudiantes de trabajo social deben completar 420 horas (2 cursos de 4 créditos cada uno) de trabajo social de práctica general bajo la supervisión de un supervisor con un diploma de trabajo social aprobado por el programa BSW y estándares de acreditación. El propósito de la residencia de campo es ayudar a los estudiantes a integrar el conocimiento y la teoría del trabajo social con la experiencia laboral y profundizar las

work or a study plan.

BSW Program Policies
Students applying to the BSW program are provided with all necessary information about this degree program in a BSW Manual, which describes all BSW program policies and procedures for the degree in greater detail. It is available online under documents for the BSW program. The BSW Field Manual (online) describes policies and procedures to prepare students who are entering the field internship courses for the BSW degree.

Transferring Courses from Other Institutions
General Education courses from other institutions in Illinois are accepted if they are IAI courses that are equivalent to IAI General Education courses at SAC.

General Education courses from another country must have an International Academic Equivalency Evaluation before they are accepted by SAC.

Social Work courses from another institution are not accepted unless the program where they were taken was accredited by the Council on Social work Accreditation (CSWE).

Credit for life or work experience is not permitted by CSWE accreditors.

Bachelor of Social Work Academic Requirements

		Credit Hours
General Education Requirements		**48**
ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
ENG 165	Speech	(4)
MAT 225	Introductory Statistics	(4)
BIO 102	Human Biology	(4)
CHM 115 or PHY 103		(4)
HUM 204 or HUM 205		(4)
ENG 203 or any unduplicated Humanities or Fine Arts course		(4)
SPA 222	The Hispanic-American Experience Through Literature **OR**	
HUM 202	Humanities I	(4)
HIS 105, or HIS 104, or PSC 103		(4)
PSY 101	General Psychology	(4)
SOC 101	Intro. to Sociology	(4)
Major Requirements		**48**
SWK 200	Introduction to Social Work	(4)
SWK 305	Ethics & Values in Social Work	(4)

competencias de nivel inicial para la práctica del trabajo social. Todos los estudiantes tienen contratos de aprendizaje individualizados aprobados tanto por la agencia como por el Colegio para esta experiencia. Los estudiantes deben haber completado cursos básicos de trabajo social y no tener más de 12 créditos optativos pendientes, así como un GPA de 2.75 para ingresar a la residencia de campo.

Requisitos para la Graduación:

1. Los estudiantes deben completar 128 horas crédito que incluyen requisitos que satisfacen los requisitos mínimos de educación general, los requisitos de los electivos, y los requisitos de los cursos básicos de trabajo social. El internado de 420 horas es parte de los requisitos de curso del trabajo social.
2. Un GPA cumulativo de 2.75 o más en el momento de la graduación.

Asesoramiento
La facultad de trabajo social brinda asesoramiento académico y asistencia para completar la inscripción a todos los estudiantes de BSW. Los estudiantes de nivel superior deben inscribirse con su asesor académico. Los asesores están disponibles de lunes a sábado durante la inscripción durante dos semanas antes del comienzo de cada semestre. También están disponibles de manera más limitada sin cita previa tres tardes a la semana después del comienzo de las clases. Cualquier estudiante puede solicitar una cita por correo electrónico o por teléfono para reunirse con un asesor de Trabajo Social y analizar una carrera en trabajo social o un plan de estudio.

Políticas del programa BSW
Los estudiantes que se postulan al programa BSW son provistos de toda la información necesaria en un Manual BSW, que describe todas las políticas y procedimientos del diploma en gran detalle. Está disponible en línea, bajo documentos del programa BSW. El Manual de campo de BSW (en línea) describe políticas y procedimientos para preparar a los estudiantes que ingresan a los cursos de residencia de campo para obtener el título de BSW.

Transferencia de cursos de otras instituciones
Los cursos de Educación General de otras instituciones de Illinois son aceptados si son IAI, equivalentes a los cursos de educación general IAI de SAC.

Los cursos de Educación General de otro país deben ser sometidos una Evaluación de Equivalencia

SWK 315	Human Behavior & Social Environment I	(4)
SWK 319	Human Behavior & Social Environment II	(4)
SWK 335	Social Justice and Social Action	(4)
SWK 345	Multicultural Social Work Practice	(4)
SWK 355	Research & Practice Evaluation	(4)
SWK 410	Social Work Practice I	(4)
SWK 420	Social Work Practice II	(4)
SWK 450	Field Instruction I	(4)
SWK 460	Field Instruction II	(4)
SWK 470	Integrative Seminar	(4)

Electives 32

Electives are offered on demand by 10-12 students. Recommended electives for a BSW include:

SWK 337	Child Welfare I
SWK 338	Child Welfare II
SWK 341	Introduction to Trauma
ADS 300	Planning Changes That Support Recovery and Prevention Throughout Human Development

Total Credit Hours 128

Académica Internacional antes de ser aceptados por SAC.

Los acreditadores de CSWE no permiten que se otorgue crédito para la vida o la experiencia laboral.

Associate Degree
Título de Asociado

The Associate Degree is an intermediate degree, requiring a minimum of 60 semester credit hours to complete, and the fulfillment of the requirements for each specific major. The College offers the following associate degrees:

El Titulo de Asociado es un título intermedio, que requiere un mínimo de 60 horas crédito semestrales para completarlo, y el haber satisfecho los requisitos de cada especialización específica. La Universidad ofrece los siguientes títulos de asociado:

Associate of Arts (AA)	**Asociado de Artes (AA)**
Associate of Applied Sciences (AAS)	**Asociado de Ciencias Aplicadas (AAS)**
Associate in General Studies (AGS)	**Asociado de Estudios Generales (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 transferir las horas crédito ganadas a una universidad de cuatro años, y satisfacer los requisitos de cursos exigidos para los dos primeros años del título de licenciatura. La educación general básica del título Asociado en Artes incluye 12 cursos que cumplen con las normas de la **Iniciativa de Integración de Illinois** ***(IAI***, un acuerdo de ámbito estatal que permite la transferencia del Currículo Básico de Educación General de Illinois entre las universidades participantes). La Universidad ofrece dos títulos de Asociado 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).**

Program Outcomes

At the end of the program, our graduates will be able to:

- Identify the accounting standard principles and be able to prepare basic financial statements.
- Demonstrate a basic understanding of business organization concepts and theories, and decision making skills.
- Describe the basic macro and micro economics theories and market structures in order to describe their implications related to government, business, and individuals.

El currículo de Administración de Empresas está diseñado para estudiantes interesados en proseguir un título de licenciatura en administración de negocios o campos relacionados en una institución de cuatro años. **La base de educación general de este título cumple con las normas de la Iniciativa de Integración de Illinois *(IAI)*.**

Resultados del Programa

Al final del programa, nuestros graduados podrán:

- Identificar los principios normativos de la contabilidad y podrán preparar reportes financieros básicos.
- Demostrarán una comprensión básica de los conceptos y teorías de la organización de un negocio, y destrezas para tomar decisiones.
- Describirán las teorías básicas de macro y micro economía y las estructuras del mercado para poder describir sus resultados.

- Complete a business plan demonstrating the application of the basic principles of business organization, operations management theories, and accounting, finance, and marketing concepts.

- Completarán un plan de negocios demostrando la aplicación de los principios básicos de la organización de un negocio, las teorías de operaciones administrativas, y los conceptos de contabilidad, finanzas, y mercadeo.

Business Administration
Academic Requirements

		Credit Hours
General Education Requirements		**44-48**
ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
ENG 165	Speech	(4)
MAT 200	Finite Mathematics **OR**	
MAT 225	Introductory Statistics	(4)
BIO 102	Human Biology **OR**	
BIO 108	Anatomy and Physiology I	(4)
CHM 115	Basic Chemistry **OR**	
PHY 103	Earth Science	(4)
HUM 204	Music Appreciation **OR**	
HUM 205	History and Appreciation of Art	(4)
PHI 220	Ethics **OR** any unduplicated Humanities or Fine Arts course	(4)
PSY 101	General Psychology	(4)
SPA 222	The Hispanic-American Experience through Literature **OR**	
HUM 202	Humanities I	(4)
HIS 105	Survey of U.S. History from 1865 to Present **OR**	(4)
HIS 104	Survey of U.S. History to 1865 **OR**	
PSC 103	American Government and Politics	
ECO 101	Principles of Macroeconomics **OR**	(4)
ECO 102	Principles of Microeconomics	
Major Requirements		**20**
ACC 101	Principles of Accounting	(4)
ACC 161	Financial Accounting	(4)
ACC 162	Managerial Accounting	(4)
BUS 110	Introduction to Business	(4)
CIS 115	Spreadsheets for Business	(4)
Total Credit Hours Required		**68**

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 sobre las bases de la psicología, historia, servicio social, apreciación de artes, literatura y español permitiéndoles a los estudiantes transferirse a una institución de cuatro años y continuar con una licenciatura en artes liberales. Los estudiantes pueden elegir cualquiera de las ocho (8) opciones disponibles en el programa para satisfacer sus intereses individuales de carrera. **Los cursos de educación general del programa cumplen con las normas emitidas por la Iniciativa de Integración de Illinois *(IAI)*.**

Liberal Arts and Sciences

Academic Requirements		**Credit Hours**
General Education Requirements		**48**
ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
ENG 165	Speech	(4)
MAT 200	Finite Mathematics **OR**	
MAT 225**	Introductory Statistics	(4)
BIO 102	Human Biology **OR**	
BIO 108	Anatomy and Physiology I	(4)
CHM 115	Basic Chemistry **OR**	
PHY 103	Earth Science	(4)
HUM 204	Music Appreciation **OR**	
HUM 205	History and Appreciation of Art	(4)
PHI 220	Ethics **OR** any unduplicated Humanities or Fine Arts course	(4)
SPA 222	The Hispanic-American Experience Through Literature **OR**	
HUM 202	Humanities I	(4)
HIS 105	Survey of U.S. History from 1865 to Present **OR**	
HIS 104	Survey of U.S. History to 1865 **OR**	
PSC 103	American Government and Politics	(4)
PSY 101	General Psychology	(4)
PSY 210*	Child Growth and Development **OR**	
PSY 202	Human Growth and Development **OR**	
SOC 101**	Introduction to Sociology	(4)

*****Required for Child Development Concentration.
**Required for the Social Work degree and for the Social Services Concentration in the LAS degree program.

Concentration Requirements		**Credit Hours**
Concentration #1: Interdisciplinary		**12**
	Choose any three courses***	

***Courses below ENG 160 and below MAT 160 do not count for Concentration #1.

Concentration #2: Psychology		**12**
PSY 201	Writing for Psychology	(4)
PSY 220	Adult Development and Learning	(4)
PSY 234	Abnormal Psychology	(4)
Concentration #3: Social Service		**12**
SWK 200	Introduction to Social Work	(4)
SWK 305	Ethics & Values in Social Work	(4)
SWK 315	Human Behavior and Social Environment I	(4)
Concentration #4: Child Development		**12**
ECE101	Introduction to Early Childhood	(4)
ECE 221	The Exceptional Child	(4)
ECE 225	Language Acquisition and Language Arts for Young Children	(4)
Concentration #5: Addictions Studies		
	Not offered at this time.	
Concentration #6: Spanish		**12**
SPA 201	Grammar and Composition for Bilinguals	(4)
SPA 202	Advanced Composition	(4)
SPA 250	Hispanic American Literature/ Contemporary Fiction	(4)
Concentration #7: Computer Information Systems		**12**
CIS 110	Introduction to Object Oriented Programming **OR**	
CIS 130	Microcomputer Hardware Systems	(4)
Any two CIS 200 Level courses		(8)
Concentration #8: Science		
	Not offered at this time.	
Concentration #9: Criminal Justice		**12**
CRJ 201	Criminal Justice in the United States	(4)
CRJ 205	Corrections Systems and Services	(4)
CRJ 211	Juvenile Justice **OR**	
CRJ 215	Procedures in Criminal Law	(4)
Total Credit Hours/Courses		**60**

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 preparar a los estudiantes para conseguir empleo en el campo de interés que han escogido. Sin embargo, aunque el título de asociado en ciencias aplicadas no ha está diseñado para estudiantes que desean transferirse a una institución de cuatro años, algunos programas se pueden transferir en todo o en parte para cumplir con los requisitos de un título de licenciatura.

Accounting (AAS)

Program Description
The Accounting program prepares students for variety of accounting careers opportunities in the private, government, and not-for-profit organizations. The program provides a solid academic foundation in accounting principles, business problem solving, and business communications skills.

Program Outcomes
At the end of the program, graduates will be able to

- Identify the accounting standards principles and be able to prepare basic financial statements.
- Identify business organization concepts and theories and be able to write a basic Business Plan.
- Describe the basic concepts of economic theories and market structures in order to describe their implications related to government, business, and individuals.
- Define the fundamental tax laws and principles and be able to prepare individual tax returns.
- Demonstrate an effective written and oral business communication within a professional setting.

Accounting

Academic Requirements		Credit Hours
General Education Requirements		**24**
CIS 115	Spreadsheets for Business	(4)
ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
MAT 200	Finite Mathematics	(4)
SPA 222	The Hispanic-American Experience Through Literature **OR**	

Contabilidad (AAS)

Descripción del Programa
El plan de estudios de Contabilidad prepara a los estudiantes para una variedad de oportunidades de carrera en contabilidad en organizaciones privadas, gubernamentales y sin fines de lucro. El programa provee una base académica sólida en los principios de contabilidad, solución de problemas comerciales, y destrezas de comunicación comercial.

Resultados de los Programas
Al final del programa, los graduados podrán

- Identificar los principios básicos de contabilidad y podrán preparar reportes financieros básicos.
- Identificar conceptos y teorías de organización mercantil y podrán escribir un Plan de Negocios básico.
- Describir los conceptos básicos de las teorías económicas y las estructuras del mercado para poder describir sus efectos en relación con el gobierno, los negocios y los individuos.
- Definirán las leyes y principios fundamentales de los impuestos y podrán preparar reportes individuales de ingresos para impuestos.
- Demostrarán una comunicación comercial efectiva escrita y oral dentro de un marco profesional.

HUM 202	Humanities I	(4)
HIS 105	Survey of U.S. History from 1865 To Present **OR**	
HIS 104	Survey of U.S. History to 1865 **OR**	
PSC 103	American Government and Politics	(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)
CIS 115	Spreadsheets for Business	(4)
BUS 110	Introduction to Business	(4)
ADM 250	Business Communications	(4)
ECO 101	Principles of Macroeconomics	(4)

Recommended Electives		**8**
Two courses from the following:		
ECO 102	Principles of Microeconomics	(4)
BUS 220	Principles of Management	(4)
BUS 303	Legal Environment of Business	(4)
CIS 300	Management Information Systems	(4)

Total Credit Hours Required	**60**

Administrative Assistant (AAS) | Asistente Administrativo (AAS)

Program Description

The Administrative Assistant curriculum prepares students to enter into the workforce as professional office workers in a variety of areas in today's work force. The program has three concentrations: Accounting Assistant, Office Technology, and Medical Office Technology.

According to the US Department of Labor Statistics, office and accounting clerks and medical administrative assistants are listed in the top 30 careers for 2010-2020. This fast growing field offers career opportunities for both women and men.

Concentration Descriptions

The Accounting Assistant concentration prepares students to learn about various areas of the business world. Students will learn accounting principles, business concepts and financial accounting concepts.

The Medical Office Technology concentration prepares students with the necessary skills to enter into one of the fastest growing careers as a medical biller, coder or medical administrative assistant. Students will work in the medical office of the 21st Century where career opportunities are abundant because of the great demand in healthcare services.

The Office Technology concentration prepares students in hands-on hardware installation, maintenance, troubleshooting, and basic network concepts. Students learn spreadsheet software and how to design and program databases using a microcomputer database management package.

Program Outcomes

- Students will learn software application skills to produce a variety of business correspondence through the use of Windows and Microsoft Office.
- The curriculum also includes keyboarding, desktop publishing, business communications, office procedures, human relation skills, presentation skills, writing effective business correspondence, and managing electronic and manual filing systems.
- Increased awareness of the 21st century office, change mastery and the diverse, global office environment are also emphasized.

Descripción del Programa

El programa de Asistente Administrativo prepara al estudiante para entrar a la fuerza laboral como trabajador profesional de oficina en una variedad de áreas en el mercado laboral actual. El programa tiene tres concentraciones: Asistente de Contabilidad, Tecnología de Oficinas, y Tecnología de Oficina Médica.

Según las Estadísticas del Departamento de Trabajo de los E.U., los empleados de oficina y contabilidad y los asistentes médicos administrativos están en la lista las 30 carreras principales para el 2010-2020. Este campo en rápido aumento ofrece oportunidades profesionales tanto para mujeres como para hombres.

Descripción de la Concentraciones

La concentración de Asistente de Contabilidad prepara a los estudiantes para aprender acerca de varias áreas del mundo comercial. Los estudiantes aprenden principios de contabilidad, conceptos comerciales y conceptos de contabilidad financiera.

La concentración de Tecnología de Oficina Médica prepara al estudiante con las destrezas necesarias para entrar en una de las carreras de más rápido crecimiento como facturador médico, codificador o asistente administrativo médico. Los estudiantes trabajarán en la oficina médica del siglo 21, donde las oportunidades profesionales son abundantes debido a la gran demanda de servicios de salud.

La concentración de Tecnología de Oficinas prepara a los estudiantes en la instalación práctica de hardware, mantenimiento, resolución de problemas y conceptos básicos de redes informáticas. Los estudiantes aprenden a usar software de hojas de cálculo y como diseñar y programar bases de datos usando un paquete de administración de una base de datos para un microcomputador.

Resultados del Programa

- Los estudiantes aprenderán destrezas de aplicación de software para producir una variedad de correspondencia comercial usando Windows y Microsoft Office.
- El currículo también incluye tecleado, autoedición (*desktop publishing*), comuni-caciónes comerciales, procedimientos de

- Students also have the opportunity to receive Microsoft Certified Application Specialists (MCAS) certification almost mandatory in today's job market.

- Students who complete this program will be able to obtain entry level employment as administrative assistants, office managers, trainers, marketing support representatives, desktop publishers, and data entry operators.

Administrative Assistant

Academic 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 Experience Through Literature **OR**	
HUM 202	Humanities I	(4)
HIS 104	Survey of U.S. History to 1865 **OR**	
HIS 105	Survey of U.S. History from 1865 to Present **OR**	
PSC 103	American Government and Politics	(4)
Major Requirements		**24**
ADM 101	Keyboarding & Doc. Formatting	(4)
ADM 105	Advanced Document Formatting	(4)
ADM 230	Office Procedures	(4)
ADM 250	Business Communications	(4)
BUS 111	Business Practical Procedures	(4)
CIS 115	Spreadsheets for Business	(4)
Concentration Requirements		
I. Accounting Assistant		**12**
ACC 101	Principles of Accounting	(4)
ACC 161	Financial Accounting	(4)
BUS 110	Introduction to Business	(4)
II. Medical Office Technology		**12**
HIT 101	Intro. to Medical Billing	(4)
HIT 109	Intro. to Medical Coding	(4)
BIO 115	Intro. to Medical Terminology	(4)
III. Office Technology		**12**
ADM 210	Desktop Publishing & PowerPoint	(4)
CIS 106	Database Applications	(4)
CIS 130	Microcomputer Hardware Systems	(4)
Recommended Electives		**4**
Any courses in ADM, ACC, BUS, CIS or ECO		
Total Credit Hours Required		**60**

oficina, destrezas de relaciones humanas, destrezas de presentación, composición efectiva de correspondencia comercial, y administración de sistemas de archivo electrónicos y manuales.

- Aumento de la consciencia de la oficina del siglo 21, también se enfatiza el dominio de los cambios y el entorno diverso de la oficina global.

Los estudiantes también tendrán la oportunidad de recibir la certificación de Microsoft Certified Application Specialist (MCAS) que es casi obligatoria en el mercado laboral actual.

Los estudiantes que completen este programa podrán obtener empleos de nivel de entrada como asistentes administrativos, administradores de oficina, entrenadores, representantes de apoyo al mercadeo, autoedición, y operadores de ingreso de datos.

Business Management (AAS)

The Business Management program prepares students for a variety of career opportunities in the management field for the private, government, or not-for-profit organizations. The program prepares students with a solid academic foundation in accounting, business concepts, and other necessary skills to work in our dynamic and competitive market place.

Programs Outcomes

At the end of the program, our graduates will be able to:

- Identify the accounting standards principles and be able to prepare basic financial statements.
- Identify business organization concepts and theories and be able to write a basic Business Plan.
- Describe the basic concepts of economic theories and market structures in order to describe their implications related to government, business, and individuals
- Demonstrate an understanding of the legal aspects, social environment, and government regulations that influence business.
- Understand computer information systems from a managerial perspective and the role information technology play in business.

Business Management

Academic Requirements		**Credit Hours**
General Education Requirements		**20**
ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
MAT 200	Finite Mathematics	(4)
SPA 222	The Hispanic-American Experience Through Literature **OR**	
HUM 202	Humanities I	(4)
HIS 104	Survey of U.S. History to 1865 **OR**	
HIS 105	Survey of U.S. History from 1865 to Present **OR**	
PSC 103	American Government and Politics	(4)
Major Requirements		**32**
ACC 101	Principles of Accounting	(4)
ACC 161	Financial Accounting	(4)
ACC 162	Managerial Accounting	(4)
BUS 110	Introduction to Business	(4)
BUS 220	Principles of Management	(4)
BUS 303	Legal Environment of Business	(4)
ECO 102	Principles of Microeconomics	(4)
CIS 300	Management Information Systems	(4)

Gerencia de Empresas (AAS)

El programa de Gerencia de Empresas prepara a los estudiantes para una variedad de oportunidades profesionales en el campo de la gerencia para organizaciones privadas, gubernamentales, o sin fines de lucro. El programa prepara a los estudiantes con una base académica sólida en contabilidad, conceptos comerciales, y otras destrezas necesarias para trabajar en nuestro dinámico y competitivo mercado laboral.

Resultados del Programa

Al final del programa, nuestros graduados podrán:

- Identificar los principios estándar de contabilidad y podrán preparar reportes financieros básicos.
- Identificar conceptos y teorías de organización comercial y podrán escribir un Plan de Negocios básico.
- Describir los conceptos básicos de las teorías económicas y las estructuras de mercado para poder describir sus efectos en relación con el gobierno, los negocios, y los individuos.
- Demostrar comprensión de los aspectos legales, el entorno social, y las regulaciones gubernamentales que influencian los negocios.
- Comprender los sistemas de información computarizada desde una perspectiva empresarial y el papel que la tecnología informática juega en los negocios.

Recommended Electives		**8**
Two courses from the following:		
CIS 115	Spreadsheets for Business	(4)
ADM 250	Business Communications	(4)
ACC 260	Tax Accounting	(4)
ECO 101	Principles of Macroeconomics	(4)
Total Credit Hours		**60**

Computer Information Systems (AAS) Sistemas de Información Computarizada (AAS)

Program Description
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 design, operating systems, network, analysis and management of information systems.

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

The program has two concentrations:

I. Applications Programmer
Program Outcomes
At the end of the program, the Application programmer graduate will be able to:

- Understand the rules of logic and program design.
- Identify and classify the data structure used in computer programming.
- Write a business computer program solution from its specification-design.
- Identify customer needs, design and implement a computer solution to the business problem.

II. Information Systems Support
Program Outcomes
At the end of the program, the Systems Support graduate will be able to:

- Arrange all hardware components and be able to build a microcomputer system.
- Use basic troubleshooting techniques to overcome common problems that affect a computer system.
- Demonstrate the skills to setup, install, and upgrade a common operating system and microcomputer Applications.
- Identify network components and data communication structures in order to build a computer network.

Descripción del Programa
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 computerizados y áreas relacionadas. El programa introduce los principios y fundamentos de sistemas de información, programación, bases de datos, sistemas operativos, redes, y análisis y administración de sistemas.

Los estudiantes que terminan el programa están preparados para obtener posiciones de nivel de entrada como programador de aplicaciones, especialista de microcomputadoras, diseñador de páginas Web, administrador de bases de datos y apoyo de redes de comunicación. Además, el programa también prepara a los estudiantes para continuar su educación y obtener el grado de licenciatura en ciencias de computación en una institución de cuatro años.

El programa tiene dos posibles concentraciones:

I. Programación de Aplicaciones
Resultados del Programa
Al final del programa de Programación de Aplicaciones el graduado podrá:

- Comprender las reglas de lógica y diseños de programación.
- Identificar y clasificar la estructura de los datos utilizados en la programación de computadoras.
- Escribir una solución para un programa informático empresarial basado en sus especificaciones-diseño.
- Identificar las necesidades del cliente, diseñar e implementar una solución computarizada para un problema comercial.

II. Apoyo de Sistemas Informáticos
Resultados del Programa
Al final del programa el graduado de Sistemas de Apoyo podrá:

- Organizar todos los componentes del hardware y podrá construir un sistema de microcomputación
- Usar técnicas básicas de resolución de problemas para superar problemas comunes que afectan un sistema computerizado.
- Demostrar las destrezas para crear, instalar y mejorar un sistema operativo común y

- Apply network design, architecture structure, and network security procedures to create a computer network

Students in the Information Systems Support program will be prepared to take the PC Pro and Network Pro Certifications.

Computer Information Systems
Academic Requirements

		Credit Hours
General Education Requirements		**20**
ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
MAT 225	Introductory Statistics	(4)
SPA 222	The Hispanic-American Experience Through Literature **OR**	
HUM 202	Humanities I	(4)
HIS 104	Survey of U.S. History to 1865 **OR**	
HIS 105	Survey of U.S. History from 1865 to Present **OR**	
PSC 103	American Government and Politics	(4)
Major Requirements		**12**
CIS 110	Introduction to Object Oriented Programming	(4)
CIS 240	Database Management Concepts	(4)
CIS 300	Management Information Systems	(4)
Concentration Requirements		
Option I: Application Programmer		**16**
CIS 210	Object Oriented Programming II	(4)
CIS 220	Client-Side Web Development	(4)
CIS 312	Adv. Applications Programming with Visual Basic	(4)
CIS 320	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 328	Network Systems Security	(4)
Recommended Electives		**12**
Any CIS 200 Level Course		(4/8/12)
CIS 102	Introduction to CIS	(4)
BUS 110	Introduction to Business	(4)
Total Credit Hours Required		**60**

aplicaciones de microcomputadoras.

- Identificar los componentes de una red y las estructuras de comunicación de datos para construir una red de computadoras.
- Aplicar el diseño de redes informáticas, la estructura de la arquitectura y los procedimientos de seguridad de redes para crear una red de computadoras.

Los estudiantes en el programa de Apoyo de Sistemas Informáticos estarán preparados para tener las Certificatiónes de PC Pro y Network Pro.

Culinary Arts (AAS)

Program Description
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 hours for support courses and 40 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.

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

Program Outcomes
At the end of the program, the Culinary Arts graduate will be able to:

- Understand concepts focused on culinary techniques, procedures, styles and services.
- Apply knowledge and show proficiency in culinary specifications and categories, and structure organizational skills.
- Apply basic and advanced food preparation techniques to culinary skills.
- Demonstrate safe handling and use of food, cooking equipment, and tools.
- Determine standardized recipe and menu costing.

Culinary Arts
Academic Requirements **Credit Hours**

General Education Requirements		**16**
ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
HIS 104	Survey of U.S. History to 1865 **OR**	
HIS 105	Survey of U.S. History from 1865 to Present **OR**	
PSC 103	American Government and Politics	(4)
PSY 101	General Psychology	(4)

Artes Culinarias (AAS)

Descripción del Programa

El currículo de Artes Culinarias esta diseñado para proporcionar a los estudiantes la pericia necesaria para ingresar a trabajar en la industria gastronómica en posiciones intermedias. Los estudiantes que terminan este programa exitosamente están capacitados para emplearse en hoteles, restaurantes, hospitales, cafeterías, y residencias para jubilados, entre otros lugares. Los graduados pueden desempeñarse como cocineros profesionales, asistentes de chef o sub-chef.

Este es un currículo de 60 horas crédito. De este total, 16 horas crédito son para la educación general, 4 horas para cursos de apoyo y 40 horas crédito son para los cursos de especialización. Los estudiantes que completan satisfactoriamente el currículo de Artes Culinarias, reciben un Asociado en Ciencias Aplicadas (AAS) en Artes Culinarias.

Support Course Requirements		**4**
CIS 109	Computer Apps for Culinary Arts	(2)
MAT 109	Mathematics for Culinary Arts	(2)
SAN 025	Sanitation Certification	(0)
Major Requirements		**32**
BUS 110	Introduction to Business	(4)
CUL 100	Food Service & Hospitality	(4)
CUL 101	Introduction to Culinary Arts	(4)
CUL 104	Garde Manger	(4)
CUL 105	Baking and Pastry I	(4)
CUL 106	Principles & Production of Stocks Soups, & Sauces	(4)
CUL 108	Fish, Shellfish, & Poultry I	(4)
CUL 201	Culinary Principles & Meats	(4)
Recommended Electives		**8**
CUL 103	Nutrition	(4)
CUL 120	Baking and Pastry II	(4)
CUL 125	Baking and Pastry III	(4)
CUL 231	Adv. Culinary Skills	(4)
CUL 232	Externship & Internship Rotation	(4)
CUL 240	Latin American Cuisine	(4)
CUL 244	European Cuisine	(4)
Total Credit Hours Required		**60**

Early Childhood Education (AAS)

Program Description

The Associate of Applied Sciences (AAS) degree in Early Childhood Education provides early childhood education theory and practice for students who intend to work as a teacher or teacher's assistant in a private or federally-funded preschool program, child-care center, home-based program, family child care homes or nursery school. The program may also enable a graduate to work as teacher's assistant, teacher's aide or activities supervisor in a public school.

Students should note, however, that an AAS degree does not qualify a graduate for an Illinois Professional Educator License (PEL). The PEL requires a bachelor's degree from an Illinois-approved education preparation program.

Program Outcomes

Graduates of this program will:

- Demonstrate knowledge of the fundamental principles of early childhood development.
- Understand that successful early childhood education depends upon partnerships with children's families and communities.
- Learn to observe, document, and assess young children and families.
- Understand, and use developmentally appropriate approaches, instructional strategies, and tools.
- Be prepared for an entry-level professional early child-care teacher or provider.

Gateways to Opportunity Credentials and Career Opportunities

The Gateways to Opportunity Credentials are recognized by the Illinois Department of Human Services Bureau of Child Care and Development. These Credentials are required for varied Circles of Quality in ExceleRate Illinois and can be used as a prerequisite for employment within early learning programs.

St. Augustine College is an entitled institution through Gateways to Opportunity for the ECE Credential, Infant/Toddler Credential, Family Child Care Credential at levels 2-4, and Director Credential at level 1. St. Augustine College has aligned its

Educación Infantil Preescolar (AAS)

Descripción del Programa

El programa para el grado de Asociado en Ciencias Aplicadas (AAS) en Educación Infantil Preescolar provee la teoría y práctica de la educación para la temprana infancia para los estudiantes que tienen la intención de trabajar como maestros o maestros auxiliares en programas preescolares públicos o privados, centros de guardería infantil, proveedores de servicios en el hogar o escuelas para infantes. Los graduados también pueden trabajar como ayudantes de maestros o supervisores de actividades.

Resultados del Programa

Los graduados de este programa podrán:

- Demostrar conocimiento de los principios fundamentales del desarrollo en la temprana infancia.
- Comprender que la educación exitosa en la temprana infancia depende de la asociación con las familias y comunidades de los niños.
- Aprender a observar, documentar y evaluar a los niños pequeños y sus familias.
- Comprender y utilizar enfoques, estrategias educativas, e instrumentos apropiados para el nivel de desarrollo.
- Estarán preparados para una posición a nivel de entrada como maestro o proveedor profesional de cuidados para la temprana infancia.

Credenciales de Gateways to Opportunity (Portales para Oportunidades) y las Oportunidades Profesionales

Las Credenciales de Gateways to Opportunity por el Departamento de Illinois de Servicios Humanos Oficina de Cuidado y Desarrollo Infantil (*Illinois Department of Human Services Bureau of Child Care and Development*). Estas Credenciales son un requisito para varios Círculos de Calidad (*Circles of Quality*) en ExceleRate Illinois y pueden ser usadas como un prerrequisito de empleo en los programas de aprendizaje temprano.

La Universidad St. Augustine es una institución titulada por medio de Gateways to Opportunity para la Credencial de ECE y la Credencial de Niños/Párvulos en los niveles 2-4. Como institución

courses with specific credential benchmarks. A student who graduates from this entitled institution not only has a degree, but also a credential that is recognized by the state of Illinois.

The field of early childhood education is filled with many exciting career opportunities! Potential careers include working directly young children and their families in public and private schools, Head Start programs, child care centers, home-based programs and family child care homes. Career opportunities also include supporting those who work directly with young children in occupations and include administration, curriculum development, policy advocates and lobbyists, coaches and mentors, licensing representatives, and providers of professional development. Potential careers may also include being teacher assistants or teacher's aides in public schools. Our state and nation are currently facing a critical need for well-prepared early childhood practitioners, with an anticipated growth in career opportunities of 14% (*U.S. Bureau of Labor Statistics Occupational Outlook Handbook, 2014*).

At St. Augustine College, the Department of Early Childhood Education has designed a variety of pathways to support your professional growth. Whether you are interested in earning a Gateways Credential and an AAS degree or are planning to transfer to a four-year program, we have the courses and opportunities to meet your education and career needs.

Courses are designed around the following 3 Pathways: Direct Exit, Credential Continuing, and Credential Transfer.

The Direct Exit Pathway is designed for students who are in the field or seeking immediate employment and are pursuing Gateways Credentials to secure employment or progress within a current role. This pathway is designed with convenient on and off ramps—you can pursue a Level 2 Credential, for example, then later decide that you would like to attain your Level 3 Credential.

The Credential Continuing Pathway is designed for students who are seeking employment and/or working in the field and who plan on progressing through each of the credentials with the goal of attaining their AAS. Courses are laid out in a four semester sequence, with milestones of credential attainment marked along the way.

titulada, la Universidad St. Augustine ha alineado sus cursos con parámetros específicos de credencial. Un estudiante que se gradúa de esta institución titulada no solo tiene un título, sino también una credencial que es reconocida por el estado de Illinois.

El campo de la educación infantil temprana está lleno de muchas oportunidades profesionales emocionantes! El potencial de carreras profesionales incluye trabajar directamente con niños pequeños y sus familias en escuelas públicas y privadas, programas Head Start, centros de cuidado infantil, programas basados en el hogar, y hogares familiares de cuidado infantil. Las oportunidades de carreras profesionales también incluyen a aquellos que trabajan directamente con niños pequeños en ocupaciones que incluyen administración, desarrollo de currículo, abogados de políticas y lobistas, entrenadores y mentores, representantes de licenciamiento, y proveedores de desarrollo profesional. El potencial de carreras también puede incluir ser asistentes de maestras o maestras auxiliares en las escuelas públicas. Nuestro estado y nuestra nación está enfrentando en estos momentos una necesidad crucial de practicantes bien preparados para la temprana infancia, con un incremento anticipado de oportunidades profesionales del 14% (*U.S. Bureau of Labor Statistics Occupational Outlook Handbook, 2014*).

En la Universidad St. Augustine, el Departamento de la Educación Infantil Temprana ha diseñado una variedad de vías para apoyar su desarrollo profesional. Ya sea que usted esté interesado en obtener una Credencial Gateways y un título de AAS o esté planeando transferir a un programa de cuatro años, tenemos los cursos y las oportunidades para satisfacer sus necesidades educativas y profesionales.

Los cursos están diseñados alrededor de 3 Opciones: Salida Directa, Continuación de Credenciales, y Transferencia de Credenciales.

La Opción de Salida Directa está diseñada para estudiantes que están en el campo o buscan empleo inmediato y están obteniendo las Credenciales Gateways para obtener un empleo o progresar en su actual posición. Esta vía está diseñada con formas de entrada y salida fáciles—usted puede buscar obtener su Credencial de Nivel 2, por ejemplo, y más tarde decidir que a usted le gustaría obtener su Credencial de Nivel 3.

The Credential Transfer Pathway is designed for students who are planning to transfer to a four-year university. This sequence of courses supports the attainment of the Level 3 Gateways Credential and the AAS degree, and maximizes the number of courses that will directly transfer to a partnering four-year institution.

To earn your Level 2 through 4 ECE Gateways Credential, you are required to follow a prescribed course of study. Please be sure to contact an Academic Advisor for further information about this credential and required courses.

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 Growth and Development	(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 Childhood Practicum	(4)
and two of the following courses:		
*ECE 210	Math & Science Activities for the Young Child	(4)
ECE 215	Infant, Toddlers, & Caregivers	(4)
*ECE 220	Health & Nutrition	(4)
ECE 223	Family Child Care Administration	(4)
ECE 224	Principles and Practices of Early Childhood Education	(4)
ECE 227	Planning, Administration and Supervision of Early Childhood Programs	(4)
Other Requirements		**8**
MAT 112	Intermediate Algebra	(4)
ADM 101	Keyboarding & Document Formatting	(4)
Total Credit Hours		**64**

***Note**: Department recommended courses**.**

La Opción de Credenciales Continuadas está diseñada para estudiantes que están buscando empleo y/o están trabajando en el campo y que planean progresar por cada una de las credenciales con el objetivo de lograr su AAS. Los cursos están organizados en una secuencia de cuatro semestres,

con hitos de logro de credenciales marcados en la progresión.

La Opción de Transferencia de Credenciales está diseñada para estudiantes que están planeando trasferir a una universidad de cuatro años. Esta secuencia de cursos apoya la obtención de la Credencial Gateways de Nivel 3 y el título de AAS, y maximiza el número de cursos que transferirán directamente a una institución asociada de cuatro años.

Para obtener su Credencial ECE Gateways Nivel 2-4, usted tiene que seguir un curso de estudio prescrito. Asegúrese de hacer contacto con un Consejero Académico para mayor información acerca de esta credencial y los cursos requeridos.

Respiratory Therapy (AAS)

Program Description
The Respiratory Therapy program at St. Augustine College is designed to train students in the field of respiratory care. Students will receive essential knowledge to integrate didactic, laboratory, and clinical information to fulfill their roles as respiratory therapists in hospitals, home care and other health care environments.

The program will prepare students as respiratory therapists capable of providing specialized diagnostic and therapeutic procedures in areas such as pulmonary function testing, arterial blood gas analysis, medical gas administration, humidity and aerosol therapy, airway management, cardiopulmonary resuscitation, and ventilator support of neonatal/pediatric and adult populations.

The advanced-practice respiratory therapist program is a 74 credit hours program (6 semesters). Graduates of the program receive an Associate in Applied Science (A.A.S.) degree and are eligible to take the registry examination prepared by the National Board for Respiratory Care to become a Registered Respiratory Therapist (R.R.T.). The Registry Respiratory Therapy program at St. Augustine College (COARC, ID#200587) holds Initial Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com).

Program Goal
To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRTs).

Additional Admission Requirements
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 prerequisite courses: AHP 110, AHP 113, BIO 108, BIO 120, BIO 208, CHM 115, and MAT 112.

Entry Policy Regarding Failed Courses
Any student who fails any general education or support course more than two times cannot enter the Respiratory Therapy Program.

Terapia Respiratoria (AAS)

Descripción del Programa
El programa de Terapia Respiratoria está diseñado para entrenar a los estudiantes en el campo de los cuidados respiratorios. Los estudiantes recibirán el conocimiento esencial para integrar la información didáctica, de laboratorio y clínica para cumplir su función como terapeutas de respiración en hospitales, cuidados en el hogar y otros entornos de cuidados de salud.

El programa prepara a los estudiantes como terapeutas de respiración capaces de proveer procedimientos especializados de diagnóstico y terapéutica en áreas tales como pruebas de función pulmonar, análisis de gases en la sangre arterial, administración médica de gases, terapia de humedad y aerosol, control de las vías respiratorias, resucitación cardiopulmonar y apoyo ventilatorio de poblaciones neonatales/pediátricas y adultas.

El programa de práctica avanzada de terapia respiratoria es un programa de 74 horas crédito (6 semestres). Los graduados del programa reciben un grado de Asociado en Ciencias Aplicadas (AAS) y son elegibles para tomar el examen preparado por la National Board for Respiratory Care (Junta Nacional del Cuidado Respiratorio) para convertirse en un Terapeuta de Respiración Registrado (R.R.T.). El Programa Registrado de Terapia Respiratoria de la Universidad St. Augustine (CoARC # 200587) tiene Acreditación Inicial de la "Commission on Accreditation for Respiratory Care" (Comisión de Acreditación para el Cuidado Respiratorio) www.coarc.com.

Meta del Programa
Prepara a los estudiantes para demostrar abilidades en las áreas cognitiva (conocimiento), psicomotora (destrezas), y afectiva (comportamiento), las cuales están relacionadas a la práctica de terapia respiratoria y según los criterios requeridos para un terapeuta de respiración registrado (TTRs).

Requisitos de Admisión Adicionales
Además de los Requisitos Generales de Admisión, los aplicantes interesados en este programa deben de satisfacer los criterios siguientes:

Respiratory Therapy Transferrable Courses Policy

Courses that are transferrable from another college to St. Augustine College for the Respiratory Therapy Program will be limited to: BIO 108, BIO 120, CHM 115, and MAT 112.

Un promedio de calificaciones (GPA) de 2.67 en los siguientes prerrequisitos: AHP 110, AHO 113, BIO 108, BIO 120, BIO 208, ENG 160, ENG 162, CHM 115, MAT 112 y PSY 101.

Respiratory Therapy

Academic Requirements		**Credit Hours**
General Education Requirements		**12**
ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
PSY 101	General Psychology	(4)
Support Course Requirements		**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 112	Intermediate Algebra	(4)
Major Requirements		**36**
RES 100	Fundamentals of Resp. Care	(3)
RES 120	Resp. Care Procedures	(1)
RES 129	Intro to Clinical Experience	(2)
RES 201	Resp. Care Pathology	(3)
RES 205	N.B.R.C. Seminar	(2)
RES 210	Mechanical Ventilation I	(3)
RES 211	Mechanical Ventilation II	(3)
RES 212	Clinical Case Simulation	(2)
RES 220	Resp. Care Procedures II	(1)
RES 230	Neonatal & Pediatric Resp.	(2)
RES 239	Clinical Practicum II	(1)
RES 240	Resp. Care Procedures III	(2)
RES 249	Clinical Practicum III	(1)
RES 250	Hemodynamics & Cardiac Monitoring	(2)
RES 259	Clinical Practicum IV	(2)
RES 280	Clinical Internship I	(2)
RES 290	Clinical Internship II	(2)
RES 300	Clinical Internship III	(2)
Total Credit Hours Required		**74**

Associate of General Studies (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 selects at least 28 credit hours of coursework in order to satisfy individual career interests.

Program Outcomes:
Graduates of this program will achieve the following outcomes:

- Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.
- Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.
- Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
- Students develop recognition of and respect for diversity through cultural interactions in and outside the classroom.

Associate of General Studies

Academic Requirements		**Credit Hours**
General Education Requirements		**32**
ENG 160	Composition I	(4)
ENG 162	Composition II	(4)
ENG 165	Speech	(4)
MAT 112	Intermediate Algebra	(4)
BIO 102 or CHM 115 or PHY 103		(4)
SPA 222	The Hispanic-American Experience Through Literature OR	
HUM 202	Humanities I	(4)
HIS 104	Survey of U.S. History to 1865 **OR**	
HIS 105	Survey of U.S. History from 1865 to Present **OR**	
PSC 103	American Government and Politics	(4)
PSY 101	General Psychology	(4)
Concentration and Electives		**28**
Total Credit Hours Required		**60**

Asociado en Estudios Generales (AGS)

El currículo del Asociado en Estudios Generales (AGS) incluye cursos en educación general y cursos electivos. Este grado está diseñado para estudiantes interesados en un programa de contenido diferente a los otros programas ofrecidos. El estudiante selecciona por lo menos 28 horas crédito en cursos para poder satisfacer sus intereses individuales de carrera.

Resultados del Programa:
Los graduados de este programa lograrán los siguientes resultados:

- Usando las metodologías apropiadas, los estudiantes demostrarán la habilidad de leer, escuchar y comunicarse con comprensión y discernimiento crítico.
- Los estudiantes aprenden a evaluar ideas y resultados, solucionar problemas y tomar decisiones informadas basadas en consideración de la evidencia, el razonamiento y las consecuencias.
- Los estudiantes aprenden a acceder a la información eficiente y efectivamente, evaluarla crítica y competentemente y usarla con precisión y creatividad.
- Los estudiantes desarrollarán el reconocimiento y respeto por la diversidad por medio de interacciones culturales dentro y fuera del aula.

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

La Universidad St. Augustine 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. Las clases se reúnen cuatro días a la semana durante el primer semestre, tres veces por semana durante el segundo semestre y dos veces por semana durante el tercer semestre.

El programa de inglés a nivel universitario incluye cursos de composición y oratoria obligatorios en la mayoría de las instituciones de educación superior en este país. Los cursos son transferibles.

Se usa un examen de dos partes (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

El programa de español a nivel universitario incluye una concentración de español en el currículo de Asociados en Artes en la especialidad de Artes Liberales y Ciencias. Esta concentración prepara la base para continuar con el español como especialidad principal o menor en una institución de cuatro años. Además, el programa de español universitario incluye un curso para Núcleo de Educación General, así como cursos de español adicionales, que pueden ser transferidos a programas de licenciatura.

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 Prerequisite and/or placement procedures are met. If, due to low enrollment, a particular course is not offered, an appropriate course substitution may sometimes be approved by the Dean of Instruction, so that a student can complete the degree in time.

Courses that have been approved as meeting specific general education core requirements for transfer by the **Illinois Articulation Initiative** (www.itransfer.org) 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 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 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 Prerequisite indicates none is required).

ACC	101	Principles of Accounting	(4)	(4, 2)	
↓	↓	↓	↓	↙	↘
Course Prefix	Course Number	Course Title	Semester Hours of Credit	Hours of Lecture per Week	Hours of Lab per Week

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

Course	Prefixes	Course	Prefixes
Accounting	ACC	History	HIS
Addictions	ADS	Health Info. Technology	HIT
Administrative Assistant	ADM	Hospitality Management	HOS
Allied Health	AHP	Humanities	HUM
Biology	BIO	Mathematics	MAT
Business	BUS	Management	MNG
Chemistry	CHM	Philosophy	PHI
Computer Inf. System	CIS	Physical Science	PHY
Criminal Justice	CRJ	Political Science	PSC
Culinary Arts	CUL	Psychology	PSY
Early Childhood	ECE	Respiratory Therapy	RES
Economics	ECO	Sociology	SOC
English	ENG	Spanish	SPA
		Social Work	SWK

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 Career and Transfer Center Coordinator, in order to receive assistance with their program.

Cursos Ofrecidos

La Universidad se reserva el derecho de cancelar clases que no cumplan con las normas de matrícula mínima o por otras razones imprevistas. Los estudiantes pueden matricularse en cualquier curso siempre que se cumplan los pre-requisitos de cada curso y/o de la evaluación. Si debido a una matrícula baja, un curso no puede ofrecerse, el Decano de Instrucción puede recomendar un curso adecuado de sustitución, de forma que el estudiante pueda terminar a tiempo su grado.

Los cursos que hayan sido aprobados por cumplir los requisitos específicos del núcleo de educación general para su transferencia de acuerdo con la **Iniciativa de Integración de Illinois** (*Illinois Articulation Initiative www.itransfer.org)* mostrarán una anotación en la descripción del curso. Los cursos se ofrecen normalmente tanto en el semestre de otoño como el de primavera; las excepciones a esto serán designadas como otoño, primavera u ofertas 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 conferencias y el número de horas de contacto en laboratorio.

La descripción del curso incluye una declaración general de los objetivos del curso, así como los materiales, procedimientos y tópicos que serán tratados. Los cursos de prerrequisito o co-requisito requeridos (si no hay mención de pre-requisitos eso indica que no se requiere ninguno).

ACC	101	Principios de Contabilidad	(4)	(4, 2)	
↓	↓	↓	↓	↙	↘
Prefijo del Curso	Número del Curso	Título del Curso	Horas Crédito por Semestre	Horas de Conferencia por Semana	Horas de Laboratorio por Semana

Los cursos ofrecidos por la Universidad y sus prefijos son los siguientes:

Curso	Prefijos	Curso	Prefijos
Contabilidad	ACC	Historia	HIS
Consejería de Adicción	ADS	Tecnología Informática de la Salud	HIT
Asistente Administrativo	ADM	Administración de la Hospitalidad	HOS
Asociadas a la Salud	AHP	Humanidades	HUM
Biología	BIO	Matemáticas	MAT
Negocios	BUS	Administración	MNG
Química	CHM	Filosofía	PHI
Ciencias en Sistemas de Información	CIS	Ciencias Físicas	PHY
Justicia Penal	CRJ	Ciencias Políticas	PSC
Artes Culinarias	CUL	Psicología	PSY
Educación Infantil Temprana	ECE	Terapia Respiratoria	RES
Economía	ECO	Sociología	SOC
Inglés	ENG	Español	SPA
		Trabajo Social	SWK

Los estudiantes deben de revisar los requisitos de sus programas para determinar el semestre recomendado para matricularse para un curso particular. Algunos cursos pueden ser cancelados por matrícula insuficiente o por otras razones, y los estudiantes entonces necesitarán consultar con un consejero académico para hacer ajustes. Los servicios de consejería y guía, según se detallan en la sección de Servicios Académicos de este catálogo, están disponibles para todos los estudiante. Aquellos estudiantes que planean transferir los créditos obtenidos en la Universidad St. Augustine a una institución de cuatro años deben consultar con su consejero académico y con el Coordinador del Centro de Carreras y Transferencias para recibir ayuda con su programa.

Prerequisite 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 English 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.

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., an orientation to the College, and academic skills such as taking notes, test taking skills, study techniques, time management and the use of library resources.

Adult and Continuing Education

The following course is offered through the Institute for Workforce Education (IWE), a division of St. Augustine College, and does not carry academic credit. For further information about non-credit workforce training programs contact www.iwetraining.com. IWE provides GED instruction non-credit preparation for the official General Education Development (GED) examination, offered in English as well as in Spanish.

SAN 025 Sanitation Certification (0)
This non-credit course provides instruction on the principles and procedures of safety, sanitation, hygiene, storage and preservation needed in a professional kitchen environment. The course prepares students to take and pass the ServSafe®, City of Chicago and State of Illinois Sanitation Certificate examination.

Academic Courses

Accounting

ACC 101 Principles of Accounting (4) (4, 2)
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. This course has an additional laboratory of two hours per week.
Prerequisite: MAT 101; **Co-requisite**: CIS115 for AAS Accounting students only.

ACC 161 Financial Accounting (4) (4, 2)
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 profitability of a business. The course content emphasizes the accounting of current and long-term assets and liabilities, characteristics of corporations, stock transactions and dividends, statement of cash flow and financial statement analysis. This course has an additional laboratory of two hours per week.
Prerequisites: ACC 101 and CIS 115 or departmental approval for Business majors

ACC 162 Managerial Accounting (4) (4, 1)
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. This course has an additional laboratory of one hour per week.
P**rerequisite**: 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 (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

ACC 301 Hospitality Accounting (4) (4, 0)
This course introduces specialized hospitality accounting areas of hotel revenue and expenses, inventory accounting, property and hospitality equipment; payroll accounting and hospitality special financial statements; the income statement, balance sheet, and statement of cash flow; analysis of financial statements; short-term and annual financial reports; budgeting expenses reports; forecasting reports; and an analysis of financial reports for decision-making. **Prerequisites:** ACC 101, MAT 200, ENG 162, and BUS 220

Addictions

The Addictions Program is retired, but the courses remain part of the Social Work Department. As electives, courses will be offered on demand if 10-12 students register for them.

ADS 253 Introduction and Basics of Addiction in Social and Family Environments (4) (4, 0)
This course will provide students with a basic understanding needed to identify and explain bio-psycho-social etiology of addictive disorders and associated social and mental health problems. The specific focus is the impact addiction has on children, families, and communities. Students will learn about the history of addictions treatment. They are introduced to common models used to understand addiction, prevention, and treatment in a social and family context (disease model, ecological model, recovery model, etc.). A basic orientation to DSM diagnostic categories of addictions is provided to understand how diagnosis impacts access to treatment. Regulatory and ethical codes that impact practice are reviewed. Policies and systems that influence resources for Substance Use Disorders and addictions are presented with a focus on how to advocate on behalf of children and families at risk due to addiction. Students will learn about alcohol and drug counseling ADS a specialty within other professions such as social work, addictions, and behavioral sciences. Students will be required to interview a family impacted by addiction for this course. (Formerly ADS 252) (Elective, offered on demand)
Prerequisite: ENG 162, BIO 102 or CHM 115.
Co-requisite: PSY 101, SOC 101 (highly recommended) or PSY 210.

ADS 256 Basics of Prevention of Addictive Disorders (4) (4, 0)
This course provides students with an overview of evidence based research on the incidence and prevalence of addictions. Students will review case studies to understand research on the risk and protective factors for addiction. Students will understand change ADS a process of engagement, intervention, and evaluation. They will learn basic empowerment and motivational interviewing techniques to engage families, children, and parents impacted by

addictions. The DSM-V diagnostic system for Addictive Disorders and co – occurring mental health disorders, on which medical treatment is based, is used to study its impact on services. Students will identify community resources for addiction, including the levels of care used in addiction treatment. Students will learn to identify addiction problems using engagement, addiction assessment and intake questions, bio-psycho-social history taking, and determination of levels of care needed. Discharge and aftercare planning and relapse management concepts are presented in two models: a medical model and the recovery/empowerment model. Students will interview a policy maker or influential provider to discuss the impact of state, local, or national policies on addiction prevention. (Formerly: ADC 255) (Elective, offered on demand)
Prerequisites: ENG 162, BIO 102 or CHM 115, PSY 101, SOC 101 (highly recommended) or PSY 210.
Co-requisite: ADS 300

ADS 300 Planning Changes That Support Addiction Recovery and Prevention throughout Human Development (4) (4, 0)
This course provides students with an ecological understanding of the impact of Substance Use Disorders on child and adult development. It is an introductory practice course that teaches multilevel intervention techniques to address the needs of families and communities who are impacted by addictions and other related social issues such as crime, poverty, education/occupational opportunity, and cultural bias. Evidence based counseling techniques and empowerment strategies to assist families and communities are taught. Cultural factors and family dynamics that influence addiction treatment, recovery, and relapse are explored. The significance and potential influence of a strong recovery community is understood. Students are encouraged to volunteer in organizations serving families with addiction such as shelters, etc. Students in this course will select an area of independent interest related to addiction and will conduct a short literature review to learn in greater depth. (Formerly: ADC 262) (Elective, offered on demand)
Prerequisites: ENG 162, BIO 102 or CHM 115, PSY 101, SOC 101 (highly recommended) or PSY 210.
Co-requisite: ADS 256.

Administrative Assistant

ADM 101 Keyboarding & Document Formatting (4) (4, 2)
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. (Formerly: SES 101)

ADM 105 Advanced Document Formatting (4) (4, 3)
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. (Formerly: SES 105)
Prerequisite: ADM 101
Course fee: This course carries a fee. See Bursar's office

ADM 210 Desktop Publishing & PowerPoint (4) (4, 0)
This course builds on the concepts learned in ADM 101 and ADM 105 with emphasis on more advanced topics. The course will introduce students to the use of desktop publishing software and offers 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. It also provides practical application of brochures, flyers, newsletters, invoices, and business cards. This course will prepare students to take the Microsoft Certified Application Specialist (MCAS) exam in PowerPoint. (Formerly: SES 210)
Prerequisite: ADM 101, recommended **Co-requisite:** ADM 105
Course fee: This course carries a fee. See Bursar's office

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. (Formerly: SES 230)
Prerequisite: ADM 105; **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. (Formerly: 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.
Prerequisites: BIO 108, CHM 115, MAT 110 and ENG 160.

AHP 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.
Prerequisites: 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. This course is only offered per faculty and/or Department Chair request.
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 molecules, cell structure and function, microscopic study of tissues, blood typing and others. **This is an intensive course designed for Respiratory Therapy students. BIO 102 is the alternative for non-Respiratory Therapy majors. IAI Course Number:** L1 904L

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.

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.
Prerequisites: 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 only offered per faculty and/or Department Chair 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.
Prerequisites: 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 111 Business Practical Procedures (4) (4, 0)
This 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 weight and volume measurements.
Prerequisite: MAT 101 or Placement Test
This course replaces: MAT 111 Business Mathematics

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 303 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 the nature of law, the courts, administrative law, business organizations and contract information, consumer protection law, creditors' right and bankruptcy, employment, immigration and labor law, environmental and environmental law. Business ethics also will be introduced throughout the course.
Prerequisite: BUS 110
This course replaces: BUS 280 Legal Environment of Business.

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 only offered per faculty and/or Department Chair 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. This course is only offered per faculty and/or Department Chair request.
Prerequisite: CHM 115

Computer Information Systems

CIS 102 Introduction to Computer Information Systems (4) (4, 0)
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.
Prerequisites: CIS 102 and MAT 112 or department consent

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 101or ADM 101 **Course fee:** This course carries a fee. See Bursar's office

CIS 106 Database Applications (4) (4, 0)
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 Office Specialist (MOS) exam in Access. Recommended only for ADM major. **Course fee:** This course carries a fee. See Bursar's office
Prerequisites: MAT 101 and (CIS 102 or CIS 115 or ADM 101)

CIS 109 Computer Applications for Culinary Arts (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.
Prerequisite: None; **Co-requisite** MAT 109

CIS 110 Introduction to Object Oriented Programming (4) (4, 2)
This course provides an introduction to the basic concepts of a computer system, computer logic, and 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, and file processing. 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: ENG 109 or Higher; **Co-requisite:** MAT 112.

CIS 115 Spreadsheets for Business (4) (4, 0)
This course introduces spreadsheet concepts and techniques from a business perspective. Students learn how to enter and edit a worksheet, create formulas, perform formatting, utilize functions, manipulate worksheets, and create a variety of charts to generate professional reports for decision making. Also, the course will introduce financial functions, PivotTables, data validation functions, macros, and software integration with databases and other applications. This course will prepare students to take the Microsoft Office Specialist (MOS) exam in Excel. Certification is recommended only for ADM majors. (Formerly: CIS 105 Microcomputer Applications.)
Prerequisite: MAT 101 **Course fee:** This course carries a fee. See Bursar's office

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: ENG 109 or Higher

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.
Prerequisites: MAT 112 and CIS 110

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: CIS 130

CIS 220 Client-Side Web Development (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.
This course replaces: CIS 250 Web Design and Programming.
Prerequisite: CIS 110 or BUS 110 or ADM 105 or ENG 162 for any other Associate Degree student.

CIS 240 Database Concepts (4) (4, 0)
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. **This course replaces:** CIS 290 Database Concepts.
Prerequisite: CIS 110

CIS 280 Introduction to System Analysis (4) (4, 1)
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. This course has an additional one hour laboratory per week.
Prerequisites: CIS 210 or CIS 212, and CIS 240

CIS 300 Management Information Systems (4) (4, 1)
This course introduces computer-based information systems from a managerial perspective and stresses the important role information technology plays to satisfy business objectives. The course helps students gain real world experience in project management. Students will have the opportunity to work in teams, to take a leadership role, to manage a budget, and to manage time-on-task operations. Management software will be used to manage the team's project. This course has an additional one hour laboratory per week.
This course replaces: CIS 270 Management Information Systems.
Prerequisite: CIS 217 or CIS 240 or BUS 110 for Business students.

CIS 303 Discrete Structures (4) (4, 0)
This course introduces the fundamental number theoretic, logical, algorithmic, combinatory, 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. (This course replace CIS 203 Discrete Structures)
Prerequisite: MAT 200 or MAT 225 and ENG 160 or Higher

CIS 310Database Security Management (4) (4, 0)
This course presents the database security topics necessary to protect a database and its environment. It identifies common security risks at the architectural level, at the network level, at the database operating system's level, and at the user's level. It recommends possible solutions to address these security issues. A number of security models will be used to illustrate the different levels of database security including Data Auditing.
Prerequisite: CIS 240

CIS 312 Advanced Applications Programming with Visual Basic (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, form design, structure programming, event-driven programming using objects, interactive processing, array processing, subroutines, concepts of file store and retrieval, and introduction to access and maintain a relational database. This course has additional laboratory of two hours per week. **This course replaces:** CIS 212 Visual Basic Programming.
Prerequisite: CIS 210

CIS 315 Technical Writing for Computer Information Systems (4) (4, 0)
This course is designed to develop advanced technical writing skills needed for a career in Computer Information Systems. The course presents a sample of the different specialized document formats: Technical Reports, Technical Manuals, Business Proposals, and Personnel Business Documents. Emphasis is given to the technique used to create effective technical documents before, during, and after the document is created for clarity and conciseness. Survey of the latest communications media and analysis of an effective presentation delivery is reviewed.
Prerequisites: ENG 162 and CIS 210

CIS 320 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. **This course replaces:** CIS 255 Server-Side Web Development.
Prerequisite: CIS 110 and CIS 220 and CIS 240

CIS 325Data Structures (4) (4, 2)
This course presents the advanced programming algorithms used in advanced Abstract Data Types (ADTs). Students create a number of ADTs and use them to solve real world problems. Data structures applied in this course include lists, stacks, queues, linked lists, and threes. The programming language selected for this course is C++.
Prerequisite: CIS 210 and CIS 203

CIS 328 Network Systems Security (4) (4, 2)
This course presents the concepts of router configuration and protocols, maintenance and troubleshooting, and then focuses on the fundamental network security in today's network environment. Students will examine routers as they are among the most common network infrastructure devices used in LANs and WANs and why they play in important role in network security. Students also will learn about TCP/IP protocols in order to test and secure networks using real traffic management scenarios. This course has an additional laboratory of two hours per week.
This course replaces: CIS 228 Network Security.
Prerequisite: CIS 130

CIS 340 Database Management (4) (4, 2)
This course refreshes the information presented in the previous database course, and then it conveys the material intended. Students will learn about the database methodology, the database environment and security, legal, and ethical issues. In addition, students will learn about database performance tuning, backup and recovery, distribution and replication, the web and databases, and business intelligence as it relates to database information management. A number of real world case study problems will be used within a DBMS to reinforce the material learned.
Prerequisite: CIS 240

CIS 360Advanced Topics in Networks (4) (4, 2)
This course presents the principles of wireless network technologies with a general overview at the beginning of the course. The course continues with the analysis of the Open Systems Interconnect (OSI) model to further clarify the material presented. A focus on the Physical, Link, Network, and Transport layers is expanded as they play a significant role in wireless network communications. The Wireless Network Security topic is visited. A survey of future wireless technologies is presented and includes the study of the interaction between wireless technologies and wireless sensing.
Prerequisite: CIS 217 and CIS 328

CIS 370 Network Management (4) (4, 2)
This course presents the more advanced topics in Network Management. Detailed examination of the OSI model is analyzed to understand advanced network concepts. Students learn about network standards, technologies, models,

data communications, and network management. An overview of network management tools such as the organization, information, communication, and functional models are presented. In addition, two telecommunication systems: ATM Networks and Access Networks are analyzed. Students use a network management tool called SNMP to monitor and manage a computer network. Remote web-based network management applications and local-area network management applications are reviewed.
Prerequisite: CIS 360

CIS 400 Ecommerce (4) (4, 0)
This course presents the information required to understand ecommerce concepts. It provides students with an inside view of business related issues, vital technologies, and business requirements. Topics that are touched upon include marketing, electronic marketing, customer attraction, and customer satisfaction. There is an assessment of vital technologies comprised by the Internet, the World Wide Web, Ecommerce system design, Internet security, payment systems, and secured transaction processing. The course examines the business system design requirements as a whole to provide ecommerce services and their implications to serve a Business to Business and a Business to Consumer Application.
Prerequisite: CIS 300 and CIS 320

CIS 440 Topics in Advanced Databases (4) (4, 2)
This course presents the more advanced topics in database management. Students will create, maintain, and manage a real world database system. Students will have the opportunity to design, create, and implement a large-size database from its conceptual design structure to its implementation and management operation. Good programming practices will be evaluated from its creation through its implementation and maintenance. A large number of query-reports will be assigned, including queries oriented to database administration operations. Students will act as both database users and database administrators. Emphasis is given to the duties and responsibilities of a DBA in order to maintain the wellbeing of the database system.
Prerequisite: CIS 310 and CIS 340

CIS 460 Senior Project (4) (4, 0)
Students in this course work in a team environment. The focus of the course is to deliver a computerized business information system solution that satisfies customer's need. To do this students analyze customer specification, offer a recommended solution, implement and deliver the computerized information system. Project Management Software is used to keep track of the project's progress.
Prerequisite: This course must be taken in the last semester of the program. The course must be approved by the chair of the department.

Criminal Justice

CRJ 201 Criminal Justice in the United States (4)
This introductory course covers the major topics and systems of the criminal justice system from the federal to local levels. Major areas covered are police, prosecution, courts, and correction systems. Instruction also includes content on definitions of crime and the development of the criminal justice system.
Prerequisite: None

CRJ 205 Corrections Systems and Services (4)
This course covers the development of the corrections systems in the United States, as well as the various types, purposes, and alternatives to the correctional system in society including probation and parole. Other issues will include minority over-representation in the system, abuses in the correctional system, health care, mental health, and rehabilitation vs. incarceration.
Prerequisite: CRJ 201

CRJ 211 Juvenile Justice (4)
This course examines children and juveniles in criminal justice from a multiple systems perspective, including family and community, social policy, poverty and neglect, and minority issues. Police and judicial concerns specific to child and juvenile needs will be addressed, including probation and parole.
Prerequisite: CRJ 201

CRJ 215 Procedures in Criminal Law (4)
This course presents past developments and present procedures in criminal law, including the constitutional rights of defendants as related to the laws of arrest, legal representation, evidence, courtroom and trial procedures, probation, and parole.
Prerequisite: CRJ 201

Culinary Arts

CUL 100 Food Service and Hospitality (4) (4, 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, basic nutrition, menu planning, menu analysis, menu pricing, menu design and cost controls, and cooking terminology. Writing assignments, as appropriate to the discipline are included in this course.
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
Course fee: This course carries a fee for utensils and uniform. Current fee may be inquired at the Bursar's office.

CUL 103 Nutrition (4) (4, 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 Garde Manger (4) (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 also learn how to prepare hors d'oeuvres, salads dressings, garnish, and cold sauces. Emphasis is given to planning, preparation, and production of á la carte items as served in distinguished restaurants.
Prerequisites: CUL 100 and 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 and Production of Stocks, Soups and Sauces (4) (2, 4)
In this course, students acquire 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 roux, emulsion, slurry, and reduction of sauces.
Prerequisites: CUL 100 and CUL 101

CUL 108 Fish, Shellfish, and Poultry (4) (2, 4)
Students learn the basic and advanced 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.
Prerequisites: CUL 100 and CUL 101

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 125 Baking and Pastry III (4) (2, 4)
Students taking this course gain experience baking and designing wedding cakes and other specialty cakes. The course involves learning how to ice cakes to create beautiful, aesthetic designs, complete with frosting. Students will create small, decorated cakes and more difficult cakes, such as wedding cakes, cake sculpture, gum pasta flower and gum paste figures and learn the best ways to display completed items for special presentations. Students will design a wedding cake to complete the course.
Prerequisite: CUL 120

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.
Prerequisites: CUL 100 and CUL 101

CUL 231 Advanced Culinary Skills (4) (2, 4)
Beginning with fundamentals of plating, platter garnishing and table arrangements, students learn to prepare sausages, pâtés, terrines, and other cold foods. Course will include review of wine, beverages, and cheeses from around the world. Students will also learn how to set-up and organize buffets.
Prerequisites: CUL 104, CUL 106, and CUL 108

CUL 232 Externship/Internship Rotation (4) (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.
Prerequisites: CUL 104, CUL 106, and CUL 108

CUL 240 Latin America Cuisine (4) (2, 4)
This course is designed to explore the cultures and cuisines of various Latin American countries. Emphasis is placed on traditional ingredients, flavor profiles, preparation and techniques.
Prerequisites: CUL 104, CUL 106, and CUL 108

CUL 244 European Cuisine (4) (2, 4)
This course will focus on Italian and French cuisine. Emphasis is placed on traditional ingredients, flavor profiles, preparation and techniques.
Prerequisites: CUL 104, CUL 106, and CUL 108

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 economic 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. Twenty 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.
Prerequisite: ECE-101

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.
Prerequisite: 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 Illinois School Code, Article 25.25. Ten hours of observation are required.
Prerequisites: ECE 101, PSY 101 or PSY 210 **IAI Course Number:** ECE 913

ECE 223 Family Child Care Administration (4) (4, 0)
This course provides students with the knowledge and development of the function and documentation required to successfully open and manage their own Family Child Care Home Business. It will discuss the development of a Business Concept, Business Plan, Parent Handbook and an appropriate Budget. It will also discuss how to monitor a Family Child Care Home by implementing the Business Administration Scale for Family Child Care Homes. Fifty hours of field experience are required.
Prerequisite: ECE 101

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. (Formerly 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 learn 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.
Prerequisite: ECE 101

ECE 227 Planning, Administration and Supervision of Early Childhood Programs (4) (4, 0)
In this capstone course students explore principles and practices on thoughtful planning and administration of early childhood programs. The student will understand how to structure their thinking to make decisions. Students will understand the 5 early childhood program bases that are used and how it affect the operational and pedagogical components. Students will discuss an overview of staffing needs and the hiring program (Human Resource Management). Students will understand the administrator's role in planning and overseeing program services. Students will understand business and fiscal regulations. Students will be able to develop and apply effective leadership and management skills. Students will be required to complete 300 hours of administrative experience in a NAEYC and/or FAFCC accredited program. Students will experience, reflect on and discuss their experiences under the direct supervision of a qualified Site, Program Director or Family Childcare Provider. Students will discuss program policies, budget and fiscal regulations, leadership and management styles as well as an administrator's roles and responsibilities in an Early Childhood Program.
Prerequisite: 28 hours of ECE courses or departmental approval.

ECE 228 Child, Family, and Community (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, 25.25. Ten hours of observation required.
Prerequisites: ECE 101 **IAI Course Number: ECE 915**

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.
Prerequisite: 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: 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 one practicum: ENG 011)

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 one practicum: ENG 014)

ENG 105 Intermediate Reading and Writing (4) (4, 2)
Further development of reading comprehension through nonfiction. Students practice reading for accurate comprehension, making reasonable inferences, and identifying main ideas and details. Writing practice includes punctuation, sentence construction, paragraphing, and summarizing.
Prerequisites: ENG 101and ENG104, or Placement Test; **Co-requisites:** ENG 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.
Prerequisites: ENG 101 and ENG104, or Placement Test; **Co-requisite:** ENG 105

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.
Prerequisites: ENG 105 and ENG 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 **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 109 or ENG 121 **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 overview of literary genres using representative works.
Prerequisites: ENG 160 or Placement at ENG 160 level. **IAI Course Number:** H3 914

Health Information Technology

HIT 101 Introduction to Medical Billing (4) (4, 0)
In this course, students are provided a realistic record keeping experience for medical office assistants. Students enter data and work with information in patient files using a computerized patient billing and record keeping simulation. Legal and ethical issues involving billing and the submission of claims are discussed. Students will use real world examples and develop practical experience through billing experience.
Prerequisite: BIO 115 and ADM 101

HIT 109 Introduction to Medical Coding (4) (4, 0)
In this course, students practice applying coding skills acquired in the CPT manual and the **ICD-10-CM** manual. Students find medical codes for diseases, conditions, treatments, and surgical procedures and become skilled at determining patient diagnoses and procedures by coding patient medical records. The importance of supporting documentation for every code selected is covered. Legal and ethical issues involving coding and the submission of claims are discussed. Students become familiar with most of the main systems of the human body: integumentary (skin), musculoskeletal, respiratory, cardiovascular, gastrointestinal, endocrine, and male and female genitourinary. Students will use real world examples and develop hands on experience through coding exercises that determine the correct codes to medical conditions.
Prerequisites: BIO 115 and ADM 101

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

HIS 205 History of Latin America (4) (4, 0)
This course is designed to introduce students to the people, places, culture and history of Latin America since 1800. It will focus on a series of countries and themes to provide a comparison as well as to emphasize the similarities of the Latin American historical experience. Themes include nationalism and identity, revolution and counterrevolution, populism, state formation, race and ethnicity, gender and sexuality, social movements, the role of foreign powers, inequality and social class, dictatorship, democratization, and human rights.
Prerequisites: None

***This course fulfills the Contemporary World Cultures OR Non-Western Culture global course requirement for Education majors.**

Hospitality Management

HOS 311 Marketing and Tourism in the Hospitality Industry (4, 0)
This course will introduce the basic marketing concepts and skills for Hospitality and Tourism industries. The course will help students to understand, plan, create and implement marketing strategies for the Hospitality and Tourism industries. The course also will introduce students the most current applications and technologies to launch successful marketing campaigns for this unique and exciting industry.
Prerequisites: ENG 162, MAT 200, and BUS 220

HOS 455 Lodging in the Hospitality Industry (4, 0)
This survey course includes the history, scope, challenges and opportunities of the lodging industry from the smaller bed and breakfast to the largest facilities for international tourists and visitors, including front desk management, principles of customer service and business ambiance; facilities, technologies and systems; food & beverage service; sales and marketing; and federal, state and local laws affecting the lodging industry.
Prerequisites: ENG 162, MAT 200, and BUS 220

HOS 466 Managing Food Service in the Hospitality Industry (4, 0)
This course explores the functions and challenges of food service operations. Students will learn how to develop and execute strategies in foodservice operations from feasibility, planning, marketing, and initiating operations. Students will learn how to enhance operational systems for purchasing, receiving, storage, menu design and layout, and methods to improve the customer experience.
Prerequisites: ENG 162, MAT 200, and BUS 220

HOS 477 Managing Events in the Hospitality Industry (4, 0)
This course is a comprehensive study of the concepts, strategies, and methods for planning, organizing, developing, marketing, and operating meetings, conferences, and conventions. Students will participate in an event in cooperation with the faculty in order to fulfill the course requirements.
Prerequisites: ENG 162, MAT 200, and BUS 220

HOS 495 Senior Seminar in the Hospitality Industry (4, 0)
This is the capstone course of the hospitality program which will allow students to explore a particular area of interest or specialty in the hospitality industry. Students will complete a study in the hospitality field during their internship of 200 hours under the guidance of the faculty.
Prerequisite: HOS 455 or HOS 466 or HOS 477

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)
This course focuses on the development of the 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

Management

MNG 323 Employment Law (4) (4, 0)
This course introduces all legal aspects of employment law and the impact of these laws in the marketplace. The course also covers an overview of the legal environment of current federal and state laws relating to with employer-employee contracts, anti-discrimination laws, employee testing and privacy, retirement and workers compensation, and other statuary legal rights.
Prerequisite: BUS 303

MNG 350 Business Statistics (4) (4, 0)
This course introduces the quantitative methods and techniques to analyze real-world business problems. The course covers basic probability theory, descriptive statistics, correlative estimation, sampling methodology, testing hypothesis, and regression.
Prerequisite: MAT 200

MNG 360 Principles of Financial Management (4) (4, 0)
This course is an introduction to the role that corporate finance plays in a business organization. The course explains the role of the finance manager and introduces the analysis of financial statements, the ways of raising capital, financial markets, working capital management, evaluation of financial assets, and the theory of valuation on decision making in a business organization.
Prerequisite: ACC 162 and MAT 200

MNG 370 Entrepreneurship (4) (4, 0)
This course explains the role and impact of entrepreneurship business in the U.S. economy. The course introduces the management principles to create, establish, and maintain a small business. The course also covers the necessary skills, challenges, attitude, commitment, and rewards related with operating an entrepreneurship new venture.
Prerequisite: BUS 220 and BUS 303

MNG 380 Organization Theory and Design (4) (4, 0)
This course introduces the concepts and theories of business organizations and management. The course covers topics related to organization theory, structure, and organization design with the perspective of designing more effective and competitive organizations. Other topics include the study of organizational characteristics such as type, size, structure, degree of centralization, level of technology; and organizational processes such as organizational planning, leadership styles, decision making, and coordination and controlling systems.
Prerequisite: BUS 220

MNG 390 International Business Management (4) (4, 0)
This course introduces the legal aspects, social environment and government regulations that influence the way business is conducted in the USA. The course will cover areas related to the nature of the law, the courts, administrative law, business organizations and contract formation, consumer protection law, creditors' rights and bankruptcy, employment, immigration and labor law, and environment law. Business ethics also will be introduced throughout the course.
Prerequisite: BUS 220 and BUS 303

MNG 400 Strategic Management (4) (4, 0)
This course introduces the "nature" of strategic management and how firms create business policies. Topics include the concepts and techniques to create an organizational mission, perform an industry competition analysis, analyze the firm competition advantage, and establish operational policies of an organization. The course uses a case analysis approach so students can use the theories and techniques learned in the course to develop strategic plans and set up business policies.
Prerequisite: MNG 360 and MNG 380

MNG 405 Human Resource Management (4) (4, 0)
This course introduces the new concepts and techniques to manage a human resource department. The major topic covers the role of the human resource department in the organization. Others topics include human resources planning, job analysis, staffing process, performance appraisals, job training and development, compensation, collective bargaining and other legal human resources issues.
Prerequisite: BUS 303 and MNG 323

MNG 410 Employee Training and Development (4) (4, 0)
This course introduces training and development systems used by corporations to train and develop a more efficient and effective work force. Other topics include how to assess, design, and create training program to provide the necessary skills to perform a job; and other organizational development programs to improve the performance and ensure the work force has the skills for present and future jobs.
Prerequisite: BUS 323 and MNG 405

MNG 415 Compensation and Benefits (4) (4, 0)
This course introduces the compensation and benefits principles to achieve organizational objectives. The course will cover how organizations use compensation systems to attract, recruit, develop, motivate and retain employees. The course also covers how to do an analysis of the company current compensation system, and survey of the new and more recent developments in compensation decisions.
Prerequisite: BUS 323 and MNG 405

MNG 420 Operations of Small Business (4) (4, 0)
This course introduces the concepts and applications to establish and operate a small business. The courses covers topics such as the risk involved in opening a small business, different legal forms of ownership, planning, organizing, and financing of small business', government regulations and taxation of small business, and other necessary skills the small business owner needs to know to avoid the potential pitfalls of a small business.
Prerequisite: MNG 400

MNG 425 Business Plan Writing for Small Business (4) (4, 0)
This course introduces all management aspects of the Business Plan as the most essential and necessary tool to create, start, finance, and organize a small business. The courses describes how to do the necessary research for your business, and explains in detail each of the components of a professional business plan, including executive

summary, mission, company summary, market analysis, strategy summary, management summary, and financial plan. This is a capstone course recommended to be taken in the last semester of your program.
Prerequisite: MNG 400

Mathematics

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: Placement Test

MAT 109 Mathematics for Culinary Arts (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, percent, ratios, and proportions. The International System of Measurements (Metric System), apothecary and household systems, construction and reading graphs are also included.
Prerequisite: None, **Co-requisite:** CIS 109

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 Pre-Calculus (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. (On demand)
Prerequisite: MAT 112 or Placement Test

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 **IAI Course Number:** MI 902

MAT 240 Mathematics for Elementary Teachers I (4) (4, 0)
This course introduces mathematical reasoning and strategies for problem solving. The major topics of the course include operations with rational and irrational numbers, set theory, functions, logic, numeration systems and number theory and graph and solving linear equations with one variable. Applications and problem-solving exercises with the use of calculators and computers are emphasized throughout the course. Writing assignments related with the discipline are also part of the course.
Prerequisite: MAT 112 or Placement Test

MAT 241 Mathematics for Elementary Teachers II (4) (4, 0)
This course is a continuation of MAT 240. The major topics of the course include probability and statistics, counting methods, lines, angles, polygons, Pythagorean Theorem, geometric figures, and systems of measurement. Applications and problem-solving exercises with the use of calculators and computers are emphasized throughout the course. Writing assignments related with the discipline are also part of the course.
Prerequisite: MAT 240 with a grade of C or better.

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.
Prerequisite: ENG 160 **IAI Course Number:** H4 904

Physical Sciences

PHY 101 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. (This course is offered on demand.)
IAI Course Number: P9 900

PHY 103 Earth Science (4) (4, 0)
This course covers the 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. (This course is offered on demand.) **IAI Course Number:** P1 905

Political Science

PSC 103 American Government and Politics (4) (4, 0)
This course focuses 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)
This course is 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 201 Writing for Psychology (4) (4, 0)
This course is required of psychology majors and recommended for all students who want to master the APA writing style. This course is an introduction to the effective use and application of APA style writing.
Prerequisites: PSY 101 and ENG 162

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.
Prerequisites: PSY 101, ENG 162, BIO 102 or BIO 108
IAI Course Number: S6 904 **IAI Major – Course Number:** EED 902/PSY 901/SPE 913

PSY 210 Child Growth and Development (4) (4, 0)
This course provides a "critical thinking" approach into basic theories, concepts and principles of Child Development from conception through adolescence. Students will study the physical, neurological, cognitive, psychosocial, moral, language, and aesthetic development of children and the interactive nature of these areas. They will examine developmental theories, 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.
Prerequisites: PSY 101, ENG 162, BIO 102 or BIO 108
IAI Course Number: S6 903 (Equivalent to PSY 202, **IAI Course Number: ECE 912**)
IAI Course Number: ECE 912

PSY 216 Positive Psychology (4) (4, 0)
The purpose of this course is to examine the fundamentals positive psychology. The course begins with an exploration of the history of positive psychology and its basic tenants. We then explore a wide range of topics that relate to happiness and well-being, including positive relationships, positive thinking, life meaning, religion/spirituality, gratitude, altruism, career development, and character strengths. (Elective, offered on demand.)
Prerequisite: PSY 101, PSY 201, ENG 162

PSY 220 Adult Development and Aging (4) (4, 0)
This course emphasizes an understanding of the important methods, terms, theories, and findings pertaining to the psychology of adulthood and aging. Students will review the major theories of adult development from early adulthood through seniors with emphasis on culture, cohorts, challenges and identity formation. The course will cover memory, basic and complex cognition and disorders.
Prerequisites: PSY 101, PSY 201, ENG 162, BIO 102 or BIO 108
Co-requisite: PSY 202 or 210

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.
Prerequisites: ENG 162, BIO 102 or BIO 108, PSY 101, PSY 201, PSY 202 or PSY 210.
IAI Major - Course Number: PSY 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.
Prerequisites: ENG 162, PSY 101, PSY 201
IAI Course Number: S8 900

PSY 270 Theories of Personality (4) (4, 0)
This course introduces and integrates theory and empirical research regarding both normal and abnormal personality development and maintenance in a cultural context. Research methods and personality assessment regarding psychoanalytic, neopsychoanalytic, trait, humanistic, cognitive, and behavioral/social learning theories will be reviewed.
Prerequisite: AA degree, or 12 required general education courses, and PSY 201. PSY 220, and PSY 234

PSY 300 Cross-cultural Factors in Mental Health (4) (4, 0)
This course includes ethnic and cultural considerations in mental health, the impact of cultural differences in the integration of a community, the identification of specific cultural beliefs and their impact on mental health and identity development.
Prerequisite: AA degree, or 12 required general education courses, and PSY 201. PSY 220, and PSY 234
PSY 303 Domestic Violence: Theories and Practice (4) (4, 0)
Domestic Violence (DV) is endemic in our society. This course will focus on the foundations of domestic violence work, the occurrence of intrafamilial violence, and the treatment of violence as it is experienced by various family members. All issues and topics are considered within a historical and contemporary socio-cultural and political perspective. Special emphasis will be placed on the various epistemological conceptualizations of violence and abuse. This course will prepare a student to receive further training and certification in the area of domestic violence. (Elective, offered on demand).
Prerequisite: ENG 162, BIO 102 or BIO 108, PSY 101, PSY 101

PSY 310 Tests and Measurement (4) (4, 0)
A study of the principles of psychological testing, including norms and units of measure, elementary statistical concepts, reliability and validity. In addition, some attention is devoted to the major types of available tests, such as general intellectual development, tests of separate abilities, achievement tests, measurements of personality and interest inventories.
Prerequisites: AA degree, or 12 required general education courses, and PSY 201. PSY 220, and PSY 234

PSY 320 Behavioral Statistics (4) (4, 0)
Students will gain an appreciation and understanding of common quantitative analysis tools and techniques used in the behavioral sciences. Through reading and analysis of research publications, students will review commonly accepted statistical measure and their application to research.
Prerequisites: AA degree, or 12 required general education courses, and PSY 201. PSY 220, and PSY 234

PSY 325 Neuro-Cognitive Psychology (4) (4, 0)
This course provides an introduction to important philosophical questions about the mind, specifically those that are intimately connected with contemporary psychology and neuroscience. Students are expected to understand complex and often highly abstract concepts involving the nature of sensory and perceptual processing. Students will study how all the senses—hearing, tasting, touching, and smelling—gather information from our environment, convert it into a signal and send data to the brain via the central nervous system.
Prerequisites: AA degree, or 12 required general education courses, and PSY 201. PSY 220, and PSY 234

PSY 330 Forensic Psychology (4) (4, 0)
The major goal of this course is to provide a broad overview of the field of forensic psychology and the numerous ways that psychology interacts with the law. Forensic psychology addresses the application of psychological research, methods, and expertise to issues that come before the legal system. Some topics include insanity, competency, jury-selection, expert-testimony, decision making, child custody, dangerousness, and interrogations. (Elective offered on demand.)
Prerequisite: AA degree, or 12 required general education courses

PSY 340 Counseling Psychology (4) (4, 0)
Counseling Psychology is a specialty within professional psychology that maintains a focus on facilitating personal and interpersonal functioning across the lifespan. It privileges the use of scientific inquiries to best: (1) understand and support people through periods of psychological, social, and emotional distress that typically arise over the lifespan; (2) prevent abnormal psychological, social, and emotional functioning over the lifespan; and (3) promote optimal psychological, social, and emotional functioning over the lifespan. Counseling psychological preventions, interventions, and postventions are grounded in evidence-based, strengths-focused, culturally sensitive, socially just practices. (Elective offered on demand.)
Prerequisites: AA degree, or 12 required general education courses

PSY 342 Community Psychology (4) (4, 0)
This class will provide students with an introduction to the field of community psychology. This area of psychology is concerned with the scientific study of social problems and their solutions. Goals for this class are to help students understand community-based research and to encourage them to think about how research findings can be used to address social problems. Elective offered on demand.)
Prerequisite: AA degree or 12 required general education courses

PSY 356 Gender and Society (4) (4, 0)
This course will conceptualize gender as socially constructed and then examine the various ways in which notions of femininity and masculinity are reconstructed within our institutions and cultural productions. We will study the ways gender inequality is reproduced at the structural level of society and impacts a person's life and life chances within the institutions of the workplace, family, media, health care, and religion. Likewise, it will examine the social and political relationship between gender and sexuality, body image, beauty ideals, and violence. It will also examine gender through the ways in which it "intersects" or comes into play with other socially constructed differences, including race, class, and sexuality. (Elective offered on demand.)
Prerequisite: AA degree or 12 required general education courses

PSY 401 Research and Methods in Psychology (4) (4, 0)
Psychology is a science. Science requires specific methods that test, confirm, or disconfirm hypotheses that lend supporting evidence or no evidence to a theory. Therefore, the course you are about to take is one of the most important courses you will take in psychology. Without rigorous, systematic research methods, much of theoretical and practical knowledge we have about perception, cognition, attitudes, learning, human development, stereotypes, and many other areas in psychology would not exist. Although this course is not content specific, the knowledge and content of the course can be applied to any content specific course in psychology and neuroscience. You will learn about the philosophy of science, the various types of methods psychologists use, learn how to and actually conduct an experiment, and write a paper adhering to the Publication Manual of the American Psychological Association.
Prerequisites: AA degree or 12 required general education courses, and PSY 201. PSY 220, and PSY 234

PSY 420 Industrial/Organizational Psychology (4) (4, 0)
This course covers practical applications of psychology to problems of business and industry: work attitudes and behaviors, employee selectin, morale, safety, turnover, absenteeism, and training. It also examines psychological research and theory that relates to the following topics: personnel evaluation, personnel selection, personality and interest factors, equal employment opportunity, personnel training and work motivation, human factors in job design, and leadership.
Prerequisite: AA degree or 12 required general education courses, and PSY 201. PSY 220, and PSY 234

PSY 440 Health Psychology (4) (4, 0)
This course provides an introduction to the study of psychological and behavioral processes in health, illness, and healthcare. Students will learn how biological, social and psychological factors influence health and illness. Students will study the influence of diversity in health psychology, including international health research, the impact of

issues such as ethnicity, culture, age, and gender on health and research, and explore the increasing variety of approaches to healthcare. The goal of the course is for students to understand and apply health education, information, prevention, and control in ways that will alleviate individuals' physical symptoms and assist in improving their lives.
Prerequisites: AA degree or 12 required general education courses, and PSY 201. PSY 220, and PSY 234

PSY 450 Senior Seminar (4) (4, 0)
This is a capstone course that explores both contemporary issues in Psychology and events of particular historical importance to the discipline. Course content will include professional ethics, recent career trends, cross-cultural competency and other selected topics dictated by current events in the field. Students will integrate knowledge acquired in previous courses into critical analyses of research, theories and principles that have influenced past and contemporary thought in Psychological science. This is a capstone course to be taken after all other Psychology courses have been satisfactorily completed. Students must have submitted a graduation application and have been cleared by the department prior to registering for this course. 200 hours of supervised, nonclinical field internship in an agency approved by the program director or field internship director.
Prerequisite: Program approval. Student must have completed all major general education courses, required psychology courses, and 16 electives credit hours to register for this course. Students must pass this course with an "A" or "B" grade to graduate. (Exception: may have 12 elective credit hours left after this course.)

Respiratory Therapy

RES 100 Fundamentals of Respiratory Care (3) (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 Prerequisite Courses (see pages 14, 64); **Co-requisite:** RES 120

RES 120 Respiratory Care Procedures I (1) (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, flow meters, 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 Introduction to Clinical Experience I (2) (0, 8)
Students are introduced to clinical processes, procedures and practices. Students will be oriented to diagnostic monitoring, computerized charting, hospital safety and standards for infection control. **64 clinical contact hours**.
Prerequisite: Cum. GPA of 2.67 in Pre-Respiratory courses.

RES 199 Topics in Respiratory Care (1)
This course will review the more important principles, concepts and topics studied in Cardio-Pulmonary Anatomy and Physiology (BIO 208), Applied Physics (AHP 110) and Respiratory Care Pharmacology (AHP 113). The course will help to improve the knowledge skills of students who are in process of getting admitted into the Respiratory Therapy program.
Prerequisite: Department consent

RES 201 Respiratory Care Pathology (3) (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 205 N.B.R.C. Seminar (2) (3, 0)
This course is intended to discuss, review, recall and analyze information regarding the didactic, laboratory and clinical areas of the Certified Respiratory Therapist (C.R.T) and Registered Respiratory Therapist (R.R.T) exams.
Prerequisites: RES 211, RES 230, RES 240, RES 250, and RES 249 or department consent.

RES 210 Mechanical Ventilation I (3) (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; **Co-requisite:** RES 220

RES 211 Mechanical Ventilation II (3) (3, 0)
This course provides students for an opportunity to integrate and develop the theoretical knowledge and skills necessary for the initiation, management, and weaning of mechanical ventilation. In addition, lecture topics include, different operating modes of mechanical ventilation, monitoring parameters and neonatal mechanical ventilation.
Prerequisite: RES 210

RES 212 Clinical Case Simulations (2) (3, 0)
This course prepares the student to review, recall and analyze basic and advanced information regarding clinical simulation cases for the Registered Respiratory Therapist (RRT) exam.
Prerequisites: RES 211, RES 230, RES 240, RES 250, and RES 249

RES 220 Respiratory Care Procedures II (1) (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 210

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. (Formerly: RES 202)
Prerequisites: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239, and RES 249.
Co-requisite: 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. **64 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.
Prerequisites: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239, and RES 249
Co-requisite: RES 230

RES 249 Clinical Practicum III (1) (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 250 Hemodynamics and Cardiac Monitoring (2) (3, 0)
This course reinforces the concepts of cardiovascular anatomy and physiology discussed in previous respiratory courses. Emphasis on techniques and theory necessary for the interpretation and evaluation of hemodynamic measurements and hemodynamic monitoring.
Prerequisites: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239 and RES 249

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. **224 clinical contact hours.**
Prerequisites: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239, and RES 249

RES 280 Clinical Internship I (2) (0, 6)
The purpose of this independent clinical rotation experience is an opportunity for students to gain more practice in the collection, review, analysis and evaluation of non-critical patient data. It is also an opportunity for students to apply principles of equipment manipulation, infection control and quality control. **96 clinical contact hours**.
Prerequisites: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129 and RES 239

RES 290 Clinical Internship II (2) (0, 6)
The purpose of this independent clinical rotation experience is an opportunity for students to gain more practice in the management and monitoring of non-critically and critically ill patients. It is also an opportunity for students to determine the appropriateness of the prescribed respiratory care plan and recommend modifications when indicated. **96 clinical contact hours**.
Prerequisites: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239 and RES 249

RES 300 Clinical Internship III (2) (0, 6)
The purpose of this independent clinical rotation experience is an opportunity for students to integrate and develop all clinical competencies and skills learned in previous supervised and non-supervised clinical practices. **96 clinical contact hours**.
Prerequisites RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239 and RES 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 interactionism, 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: Entry by Placement Test or permission of the Department.

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: Entry by Placement Test or permission of the Department.

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: Entry by Placement Test or permission of the Department.
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: Entry by Placement Test or permission of the Department.
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 and fulfills the College's computer literacy requirement. (Formerly SWK 190)
Prerequisite: AA degree or 7 general education courses including ENG 160, 162, and 165. SOC 101 can be co-requisite.

SWK 305 Ethics and Values in Social Work (4) (4, 0)
This course will build upon the material presented in SWK 200 Introduction to Social Work. The course will introduce students to the NASW Code of Ethics and major concepts, dilemmas and themes that affect daily social work and that have particular relevance to social work, such as processes of individual and social change, the biopsychosocial perspective, diversity, the development of empathy and judgment in conditions of uncertainty, and decision-making under conditions of scarce resources. The course will challenge students to consider their personal values and how to think critically when considering ethical issues and dilemmas, and how those may affect practice within the context of generalist practice. (Formerly SWK 202)
Prerequisite: AA degree or 10 general education courses including ENG 162, BIO 102, PSY 101, or SOC 101.

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.
Prerequisite: AA degree or 10 general education courses including ENG 162, BIO 102, PSY 101 or SOC 101.

SWK 319 Human Behavior in the Social Environment II (4) (4, 0)
Five theories form the basis for this course. This course uses ecological-systems theory, social conflict theory and structural functionalism from sociology, interdisciplinary theory, and adult attachment theory. These theories are combined with current research regarding adult development and problems of adult life. Using these theories and critical thinking, students study the multidimensional risk factors and protective factors for 9 challenges of living that social workers are often called on for intervention. A working model and the bio-psychosocial-spiritual perspective is used to focus on the intersection between life stage, life challenges, and the macro, mezzo, and micro factors that contribute to risk and protection and shape a unique outcome for each person. A systemic focus on protective factors requires that students understand the functioning of social institutions, organizations, communities, and small groups as well as spiritual resources that impact families and individuals. Students will gain knowledge of contemporary issues in adult development in relation to challenging life events during adulthood. The course prepares students for informed advocacy in relation to social justice and well-being for vulnerable people. The course prepares students for an empathetic understanding of the complications of human behavior, behavior change during adulthood, and resilience.
Prerequisites: SWK 200, SWK 305, and SWK 315. Admission into the BSW upper level courses.

***BSW** Exception: Students who have a 3.0 GPA or above may take SWK 315 and/or SWK 305 along with SWK 319 if necessary as long as other admission requirements are met and the student is given permission by a SWK advisor or the chair. This allows students who demonstrate higher academic skills some flexibility if loss of financial aid is a concern. However, no student will be allowed to take SWK 345, 355, 335, 410, or 420 along with 315 or 305 because of the need to have a good foundation in social work principals (from SWK 200, 305 and 315) before taking other upper level courses.

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. (Formerly: SWK 240**)** (Elective, offered on demand)
Prerequisites: SWK 200, SWK 305, and SWK 315. Admission into the BSW upper level courses.

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. (Elective, offered on demand)
Prerequisites: SWK 200, SWK 305, and SWK 315. Admission into the BSW upper level courses.

SWK 333 Social Work and Aging (2) (2, 0)
This two-credit-hour elective course will engage the student in the exploration of the bio-psychosocial 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**.** (Elective, offered on demand)
Prerequisites: SWK 200, SWK 305, and SWK 315. Admission into the BSW upper level courses.

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. (Formerly: SWK 250**)**
Prerequisites: SWK 200, SWK 305, and SWK 315. Admission into the BSW upper level courses.

SWK 337 Child Welfare I (4) (4, 0)
This course uses a seminar approach to presenting *current* child welfare policy, practice, and research issues that are intended to prepare students for potential employment in public and private child welfare agencies within the state of Illinois. The course includes expert speakers, participation in professional preparation exercises, and online content developed by the IL DCFS that focuses on the core competencies of knowledge and skill required for child welfare practice in Illinois. These competencies include family engagement, assessment of risk and safety, intervention, and permanency planning. Student will take professional employments exams that will qualify them for certification in the Child Endangerment Risk Assessment Protocol (CERAP) and the Placement Specialty Exam that are required for those providing direct child welfare services to Illinois families with children placed in substitute care.

This course is presented through a partnership between St. Augustine College Department of Social Work and Addiction Studies and the Illinois Department of Children and Family Services. The knowledge and skills included in the DCFS Placement/Permanency Foundation Training curriculum are integrated throughout, and that content is included on the professional employment exams. (Elective, offered on demand) (Formerly: SWK 337 Child welfare Policy)
Prerequisites: SWK 200, SWK 305, and SWK 315 for Social Work majors; **OR** PSY 201, PSY 220, or PSY 234 for Psychology majors.

SWK 338 Child Welfare II (4) (4, 0)
This course uses a seminar approach to presenting *current* child welfare policy, practice, and research issues that are intended to prepare students for potential employment in public and private child welfare agencies within the state of Illinois. The course includes expert speakers, participation in professional preparation exercises, and online content developed by the IL DCFS that focuses on the core competencies of knowledge and skill required for child welfare practice in Illinois. These competencies include family engagement, assessment of risk and safety, intervention, and permanency planning. Student will take professional employments exams that will qualify them for certification in the Child Endangerment Risk Assessment Protocol (CERAP) and the Placement Specialty Exam that are required for those providing direct child welfare services to Illinois families with children placed in substitute care.

This course is presented through a partnership between St. Augustine College Department of Social Work and Addiction Studies and the Illinois Department of Children and Family Services. The knowledge and skills included in the DCFS Placement/Permanency Foundation Training curriculum art integrated throughout, and that content is included on the professional employment exams. (Elective, offered on demand) (Formerly: SWK 338 Child Welfare Practice)
Prerequisites: SWK 200, SWK 305, and SWK 315 for Social Work majors; **OR** PSY 201, PSY 220, or PSY 234 for Psychology majors.

SWK 341 Introduction to Trauma (4) (4, 0)
This four-credit elective course offer an introduction to trauma and the impact of trauma at bio-psych-social-spiritual level for general practice. The course will review topics in trauma and trauma response for different populations and communities, with an emphasis on the impact of trauma on marginalized communities and identity groups, as well as the necessity of engage a multicultural lens in understanding and addressing trauma at an individual, family, community, organizational and

societal level. Case examples will be offered to assess the impact of trauma for different communities, and students will be given an overview of the function trauma, trauma response, posttraumatic stress disorder, crisis and response in various population. Students at the end of the course will receive a Foundation in Trauma Certificate. (Elective, offered on demand)

Option to apply 3 credits of elective credit toward the MSW program at Loyola's School of Social Work.
Prerequisites: SWK 200 or PSY 201, SWK 305 or PSY 234, SWK 315 or PSY 210 and permission of the department. For BSW students – application submitted to BSW program required.

SWK 345 Multicultural Social Work Practice (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.
Prerequisites: SWK 200, SWK 305, and SWK 315. Admission into the BSW upper level courses.

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**. (**Formerly: SWK 308)
Prerequisites: SWK 200, SWK 305, and SWK 315. Admission into the BSW upper level courses.

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, individual supportive counseling, 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 and an interactional practice model. Learners will engage in evidence based practice methods as those apply to case management, supportive strength based counseling, and community assessment. Social work practice evaluation skills are applied in the context of individual and community work.
Prerequisites: SWK 200, SWK 305, and SWK 315. Admission into the BSW upper level courses.

SWK 420 Social Work Practice II (4)
This course builds on the general practice model emphasized in SWK 410 Social Work 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 families and groups, and to professional use of self as a social worker. Students will learn to think critically about family definitions, types of groups, 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 varying stages of the family life cycle and varying social conditions change the intervention plan. 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, SWK 305, and SWK 315. SWK 410 is a prerequisite or Co-requisite. Admission into the BSW upper level courses.

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 460 require a minimum of 210 hours (each semester) of supervised social work experience at a field site. Once the student has a field contract and has been oriented to the agency's mission, organization, and its services, the student will begin the internship, offering general social work services under supervision by an experienced social worker. During the semester the student will work with the site supervisor and begin to develop his or her skills, knowledge, and competency. 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 strengths perspective, biopsychosocial perspective, and using ecological-systems perspectives. 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.
Prerequisites: Department Approval, SWK 200 through 420, no more than one semester of elective work left to complete (3 courses max), and 2.75 GPA. (Exceptions: Students with a GPA of 3.0 or above may be allowed to take one core social work course while completing their internship and the 470 seminar.)

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.
Prerequisites: Departmental Approval, SWK 200 through 420 completed, no more than one semester of elective work left to complete (3 courses max), and 2.75 GPA. [Exceptions: Students with a GPA of 3.0 or above may be allowed to take one core social work course (SWK 335 – SWK 420) while completing their internship and the 470 seminar.]

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, journaling, and leadership of a study group to assist students to improve their competency in all practice standards. 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.
Co-requisite: SWK 450 or SWK 460
Prerequisites: Department Approval, SWK 200 through 420 completed, 2.75 GPA, no more than one semester of elective work left to complete (3 courses max).
Exceptions: Students with a GPA of 3.0 or above may be allowed to take one core upper level social work course while completing their internship and this seminar.

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.

Student Support Services

Academic Advising

An academic advisor is assigned to you at the time of registration in order to be your liaison with the College's offices, faculty and administrators. The advisor will assist you with:

- Your academic plan and selecting appropriate courses;
- Complying with the College's requirements for program completion and graduation;
- Monitoring of academic progress and financial aid compliance;
- Information regarding extracurricular activities and student organizations;
- Processing academic and financial aid appeals;
- Receiving and processing requests for special accommodations under ADA;
- Referrals for services not provided by the College, such as personal counseling;
- All student complaints. The policy and forms for registering a student complaint are also available on the College website;
- Learning disabilities and learning assistance adjudication. The policy and forms for requesting an accommodation based upon a certified learning disability are also available on the College website.

Students in the Bachelor of Social Work program and the Respiratory Therapy program receive academic advising from department faculty.

Instructional Support Services

Instructional Support Services helps all students at St. Augustine College achieve their fullest academic potential. The ISS group will assist you in most academic areas. Most tutoring groups are taught by faculty trained in the subject area, although some tutoring groups may be conducted by qualified student mentors that have demonstrated thorough knowledge in the subject area. ISS includes individual and group sessions, as well as study groups aimed at improving the students' understanding and study skills; learning software and other resources are also available. If you need help with any subject area, please contact your academic advisor.

Career and Transfer Center

The mission of the Career and Transfer Center at St. Augustine College is to provide professional and personalized academic and workforce support services to St. Augustine students and alumni. The center assists students in the process of transferring to a four-year institution, career counseling, career exploration, and the implementation of strategic job searching and skills development required to succeed in a global workplace. Located at the Main Campus, their services are available for students at all campuses; contact them at (773) 878 3357 or (773) 878 3960 if you are interested in exploring these opportunities.

It is the student's responsibility to request his or her advisor's assistance and to ensure that the chosen curriculum meets the requirements of the four-year institution to which they plan 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 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, DeVry Institute of Technology, and others. The student should contact the Career and Transfer Center Director for more information. Careful attention to this matter will ease the student's transition to a four-year college or university.

Personal and Specialized Counseling

Academic Advisors are prepared to provide you with academic counseling and to direct you to the appropriate resources for personal matters. College can create stress in everyone's personal life. If you are concerned about a

personal matter related to your family, schools, or financial matters, please see your Academic Advisor. They are prepared to listen to you and to direct you to professional services through referrals, if necessary.

Learning Disabilities and Learning Assistance (ADA) Policies and Procedures

St. Augustine College follows the provisions of the Americans with Disabilities Act, as amended in 2008, 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.

St. Augustine College's Office of Academic Advising coordinates and ensures services and accommodations for registered students with disabilities. These services provide equal educational opportunities to students by minimizing the impact of functional limitations upon their academic lives and offer disabled persons the opportunity to participate fully in all educational programs and activities.

Any student with an appropriately documented disability is eligible for services. The Office of Academic Advising will serve students with permanent, temporary or episodic disabilities including psychological, medical, physical, visual, hearing and learning disabilities, including ADHD/ADD. Students seeking ADA and Section 504 services should contact the Office of Academic Advising as early as possible, including during the admission or registration process. In addition, a Learning Assistance Information Packet is accessible through the College's website under Student Services, and through the following URL:
http://www.staugustine.edu/clientuploads/Learning%20Assistance%20Information%20Packet%202012.pdf

With the provided accommodations, students are expected to demonstrate the learning mastery required to receive a grade in and credit for the course(s) in which the student is enrolled.

Testing Center

The St. Augustine College Testing Center administers and coordinates placement and other academic-related testing. In addition, the Testing Center coordinates out-of-schedule exams.

Information Commons/Library

The Information Commons/Library provides students with tools to discover, access, evaluate, and use published information. The Library Director and staff provide reference and library instruction services to all students and faculty. Technology/library assistants provide computer and Internet connectivity assistance at all teaching locations.

St. Augustine College uses the Internet to deliver most library and technology resources and services to all teaching locations. More than one million books and journal articles are indexed in SAC's online databases. In addition, students, faculty and staff may access the virtual library 24 hours a day, every day of the year via the library's web site, http://library.staugustine.edu.

The Library at the Main/Argyle Campus is open Monday-Friday 8:30 a.m. – 9:45 p.m., and Saturday 8:30 a.m. – 4:00 p.m. during academic terms. The Library Director, staff, and technology/library assistants are available to answer questions in person, by phone, or by e-mail during hours the Library is open.

Identification Cards

All registered students are required to have a current College identification card. This card permits students to withdraw materials from the Information Commons/Library, 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 Information Technology.

Basic Food and Vending

Food services are provided at the Campus and other locations 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

The College operates a bookstore where you can purchase or rent your textbooks and buy instructional supplies. You will need a valid student identification card (ID) before you can purchase or rent textbooks at the bookstore. Textbook information for all courses each semester is posted ahead of time by bookstore staff at all locations.

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 program at St. Augustine College is an alumnus/alumna of the college and is welcome 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.

International Students

Academic Advisors assist students on F-1 visas with their adjustments to the College and their new cultural environment. The Office of Academic Advising provides consultation and referral services regarding academic and personal concerns.

Servicios de Apoyo Estudiantiles

Servicios Didácticos

Los servicios de apoyo de carácter didáctico (siglas en inglés ISS) ayudan a todos los estudiantes de la Universidad St. Augustine a realizar su más pleno potencial académico. El grupo ISS le ayudará en la mayoría de las áreas académicas. La mayoría de los grupos de tutoría son enseñados por profesores entrenados en la materia, aunque algunos grupos de tutoría pueden ser realizados por estudiantes calificados para ser tutores que han demostrado un completo conocimiento de la materia. ISS incluye sesiones individuales y de grupo, así como grupos de estudios encaminados a mejorar la comprensión y las técnicas de estudio; el aprendizaje de software y otros recursos también están disponibles. Si usted necesita ayuda con cualquier materia, por favor comuníquese con su consejero académico.

Consejería Académica

Se le asignará un consejero académico en el momento de su matrícula para que sea su enlace con las oficinas, el profesorado y la administración de la Universidad. Su consejero le ayudará con:

- Su plan académico y la selección de cursos apropiados;
- El cumplimiento de los requisitos de la Universidad para finalizar el programa y graduarse;
- La supervisión de su progreso académico y su conformidad con la ayuda financiera;
- Información respecto a actividades extracurriculares y organizaciones estudiantiles;
- El procesamiento de apelaciones académicas y de ayuda financiera;
- El recibo y procesamiento de peticiones para acomodaciones especiales bajo el ADA;
- El referimiento para servicios no provistos por la Universidad, tales como consejería personal;
- Todas las quejas estudiantiles. La política y los formularios para inscribir una queja estudiantil también están disponibles en el sitio Web de la Universidad;
- Las discapacidades de aprendizaje y la adjudicación de Ayuda para el Aprendizaje. La política y los formularios para pedir una acomodación basada en una discapacidad de aprendizaje certificada también están disponibles en el sitio Web de la Universidad.

Los estudiantes en los programas de Licenciatura en Trabajo Social y Terapia Respiratoria reciben consejería académica de los profesores del departamento.

Centro de Carreras y Transferencias

La misión del Centro de Carreras y Transferencias en la Universidad St. Augustine es proveer servicios de apoyo académico y laboral profesionales y personalizados a los estudiantes y antiguos alumnos de St. Augustine. El centro ayuda a los estudiantes en el proceso de transferirse a una institución de cuatro años, con consejería sobre carreras, exploración de carreras, y la implementación de la búsqueda estratégica de trabajos y el desarrollo de las destrezas necesarias para tener éxito en el mercado en el lugar de trabajo global. Localizada en el Campus Principal, sus servicios están disponibles para los estudiantes en todos las localidades; llámelos al (773) 878 3357 o (773) 878 3960 si está interesado en explorar estas oportunidades.

El estudiante tiene la responsabilidad de pedirle ayuda a su consejero y asegurarse que el currículo escogido cumple con los requisitos de la institución de cuatro años a la cual planean transferirse. La Universidad St. Augustine tiene un Currículo Básico de Educación General que cumple con los requisitos establecidos por el Illinois Board of Higher Education (*Junta de Illinois de Educación Superior*).

Se insta a los estudiantes interesados en transferir a otras instituciones universitarias y universidades a que discutan las opciones de transferencia temprano en su carrera universitaria. Es responsabilidad de los estudiantes el pedir ayuda para asegurarse de que los cursos seleccionados cumplen con los requisitos de la institución de cuatro años a la cual esperan transferirse.

La Universidad tiene acuerdos de articulación con varias universidades locales y acuerdos de admisión dual con Northeastern Illinois University, National Louis University, DeVry Institute of Technology, y otros. El estudiante debe comunicarse con el Director del Centro de Carreras y Transferencias para mayor información. La atención cuidadosa a este asunto facilitará la transición del estudiante a una institución de cuatro años.

Consejería Personal y Especializada

Los consejeros académicos están preparados para proveerle con consejería académica y dirigirlo a los recursos apropiados para asuntos personales. La universidad puede crear tensión en la vida personal de cualquier persona. Si usted está preocupado por un asunto personal relacionado con su familia, las escuelas, o asuntos financieros, por favor vea a su consejero académico. Ellos están preparados para escucharlo y dirigirlo a servicios profesionales por medio de una referencia, de ser necesario.

Políticas y Procedimientos para Discapacidades de Aprendizaje y Asistencia de Aprendizaje (siglas en inglés ADA)

La Universidad St. Augustine sigue las provisiones de la Ley para Americanos con Discapacidades, tal como fue enmendada en el 2008, y la Sección 504 de la Ley de Rehabilitación de 1973 que prohíben la discriminación basada en la discapacidad de un individuo y ofrece a las personas discapacitadas la oportunidad de participar plenamente en todos los programas y actividades educacionales.

La Oficina de Consejería Académica de la Universidad St. Augustine coordina y asegura los servicios y acomodaciones para los estudiantes matriculados con discapacidades. Estos servicios proveen igual oportunidad de educación a los estudiantes al minimizar el impacto de limitaciones funcionales en sus vidas académicas y ofrece a las personas discapacitadas la oportunidad de participar plenamente en todos los programas y actividades educacionales.

Cualquier estudiante con una discapacidad apropiadamente documentada es elegible para los servicios. La Oficina de Consejería Académica servirá a los estudiantes con una discapacidad permanente, temporal o episódica incluyendo discapacidades psicológicas, médicas, físicas, visuales, de escucha y aprendizaje, incluyendo ADHD/ADD. Los estudiantes que busquen servicios de ADA y la Sección 504 deben comunicarse con la Oficina de Consejería Académica tan pronto como sea posible, inclusive durante el proceso de admisión y matrícula. Además, un Paquete de Información de Ayudas para el Aprendizaje es accesible por medio del portal de la Universidad bajo Servicios Estudiantes, y por medio del siguiente URL:
http://www.staugustine.edu/clientuploads/Learning%20Assistance%20Information%20Packet%202012.pdf

Con las acomodaciones provistas se espera que los estudiantes demuestren la maestría de aprendizaje requerida para recibir un grado en y créditos por el(los) curso(s) en el(los) cual(es) el estudiante se ha matriculado.

Centro de Evaluación

El Centro de Evaluación de la Universidad St. Augustine administra y coordina los exámenes de clasificación académica de los estudiantes y demás pruebas académicas. Además, el Centro de Evaluación coordina los exámenes tardíos.

Centro Digital de Información/Biblioteca

El Centro Digital de Información/Biblioteca provee a los estudiantes con los útiles para descubrir, tener acceso, evaluar, y usar información publicada y no-publicada. El Director de la Biblioteca y el personal proveen servicios de referencia e instrucción bibliotecarios a todos los estudiantes y profesores. Los asistentes de tecnología proveen ayuda con los computadores y la conexión a Internet en todas las localidades de enseñanza.

La Universidad St. Augustine usa el Internet para entregar la mayoría de los recursos bibliotecarios y tecnológicos en todas las localidades de enseñanza. Más de un millón de libros y recursos de artículos de revistas están listados en la base de datos en línea de SAC. Además, los estudiantes, profesores y personal pueden tener acceso a la biblioteca virtual 24 horas al día, cada día del año por medio del sitio web de la biblioteca, http://library.staugustine.edu.

La Biblioteca en el Campus Principal/Argyle está abierto de Lunes a Viernes, de 8:30 am a a9:45 pm, y el Sábado de 8:30 am a 5:00 pm durante el semestre académico. El Director de la Biblioteca, el personal y los asistentes de tecnología están disponibles para responder preguntas en persona, por teléfono, o por e-mail durante las horas que la Biblioteca está abierta.

Tarjetas de Identidad

Todos los estudiantes matriculados están obligados a poseer una tarjeta de identidad de la Universidad actualizada. Esta tarjeta permite a los estudiantes obtener en préstamo material didáctico del Centro Digital de Información/Biblioteca, y sirve de identificación para la admisión en los eventos patrocinados por la Universidad. Una tarjeta se puede obtener durante la matrícula con una prueba de estar matriculado y un documento adicional de identificación. No hay costo por la tarjeta inicial. Hay una cuota para reemplazarla si se pierde una tarjeta de identificación, por favor comuníquese con la Oficina de Información Tecnológica.

Servicios Básicos de Comida y Máquinas Vendedoras

Se proveen servicios de comida en el Campus y en las otras localidades con horarios que se acomodan a las necesidades de los estudiantes. Hat máquinas vendedoras disponibles en lugares seleccionados en cada edificio.

Regulaciones de Parqueo/Vehículos

Espacio para parquearse de capacidad limitada está disponible gratis en todas las instalaciones según el orden de llegada.

Librería

La institución opera una librería en donde usted puede comprar o alquilar libros de texto, y comprar útiles escolares. Usted tendrá que validar su tarjeta de identificación (ID), Antes de poder comprar o alquilar libros. Información de los libros vigentes para cada semestre, es publicada con anterioridad en todas las localidades.

Seguro

Todos los estudiantes están cubiertos por un seguro contra los daños personales que puedan ocurrir en el Campus. Sin embargo, la Universidad no tiene un seguro contra pérdidas o daños a la propiedad personal y no es responsable por tales pérdidas.

Servicios para Antiguos Alumnos

Los servicios para antiguos alumnos están coordinados por la Oficina de Promoción Institucional. Cualquier estudiante que haya finalizado un programa de grado en la Universidad St. Augustine es un(a) antiguo(a) alumno(a) de la universidad y es bienvenido a participar de cualquier función para antiguos alumnos. El objetivo de la Universidad St. Augustine es mantener contacto con sus antiguos alumnos, y mantener a los graduados involucrados en la vida de la universidad para mutuo beneficio de tanto los antiguos alumnos como los estudiantes actuales.

Estudiantes Internacionales

Los Consejeros Académicos ayudan a los estudiantes con visa F-1 a que se adapten a la Universidad y a su nuevo entorno cultural. La Oficina de Consejería Académica presta servicios de consulta e información en lo relativo a problemas académicos y personales.

Academic Information

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.

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.

Final Examinations

Final examinations are held during the last class session of the term.

Grading System

Students are graded according to the following grading system:

Grade Designations

A. Used in Grade Point Average (GPA) computation:

Grade	*Interpretation*	*Grade Point Value*
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
AW - Administrative Withdrawal
EW - Extenuating Circumstances Withdrawal
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
TU - Transfer course under evaluation

C. Special Designations:

The following symbol may appear after a letter grade:

***** Indicates that the course was repeated at a later date.
R Indicates a repeated course for credit

All letter grades are 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. For example:

Course	Grade	Point Value		GPA Hours	Quality Points
ENG 160	D	1	x	4	4
MAT 112	B	3	x	4	12
CIS 115	C	2	x	4	8
				12	**24**

$$\frac{\text{Total Quality Points } 24}{\text{Total GPA Hours } 12} = 2.0 \text{ Grade Point Average}$$

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.

Final grades are mailed to the student's home address on record within a three-week period after the end of each term.

Repeated Courses

If a course is repeated, the highest grade is used in the GPA calculation. In no case will repeated courses be counted more than once for GPA calculation.

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 apply:

- The decision to give the grade of incomplete is solely the responsibility of the faculty and the academic department.
- Incomplete grades (I) are given after student requests in writing an incomplete grade, and/or the faculty determines that an 'I' grade is acceptable, such as when the student is unavailable to make the request personally.
- Incomplete grades should be given only to students who have demonstrated responsible conduct towards meeting the course requirements and extenuating circumstances have prevented the student from completing some of the course requirements.
- Students must provide documentation describing the circumstances for requesting an incomplete.
- Incomplete grades cannot be requested after the semester has ended.

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". Once the IF grade is assigned, the course has to be taken again if credit is to be received. 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 Instruction.

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.

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. These credits will not be calculated in the student's grade point average. The maximum allowable credit through CLEP tests for an associate degree is 15 credit hours; and for a bachelor's degree, the maximum is 20 credit hours.

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. Unless there is a written authorization from the Dean of Instruction, the auditing of courses will not be accepted for students having an "I" grade.

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 written grade appeal petition with an Academic Advisor. The Dean of Instruction, 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.

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

Types of Withdrawals

St. Augustine College allows student withdrawals in order to accommodate student needs. Withdrawals may be student initiated, or in some circumstances are initiated by the institution. Students seeking to withdraw from a course or from the College should begin the process by meeting with an academic advisor and completing a Course Selection Form. An official withdrawal will result from submission of the completed Course Selection Form.

RD: Registration Drop

Students who officially withdraw during the first three (3) class sessions of the term will be eligible for 100% refund and their registration will be canceled.

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 Monday of the fourteenth 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 Monday of the fourteenth 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 used in GPA computations but 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, these decisions are made at the discretion of the Dean of Instruction.

Class Standing

For students working toward Associate Degrees:

Freshman: Any student who has earned 29 college credits or fewer.
Sophomore: Any student who has earned 30 or more college credits.

For students working toward the Bachelor Degree:

Freshman: Any student who has earned 29 college credits or fewer.
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 enrolled in a degree program, 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.

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.

Información Académica

Asistencia a Clases

La asistencia regular a clases es una parte importante del proceso educativo y se asume que cada estudiante asistirá a todas las reuniones programadas del curso. El estudiante tiene la obligación de asumir la responsabilidad de mantener su nivel de asistencia, el cual le permitirá derivar el beneficio máximo de la instrucción disponible. El estudiante debe estar consciente que una asistencia pobre puede afectar su ayuda financiera, y que la asistencia en la Universidad St. Augustine es especialmente importante debido al sistema establecido de secciones condensadas de clase.

Finalización del Trabajo

Los estudiantes son responsables por la finalización de todo el trabajo asignado en clase, ya sea que estén o no presentes. El instructor puede asignar pleno crédito, crédito parcial, o ningún crédito por trabajo que es terminado tarde.

Exámenes Finales

Los exámenes finales se llevan a cabo durante la última sesión de clase del semestre.

Sistema de Calificación

Los estudiantes son calificados de acuerdo con el siguiente sistema de evaluación:

Denominación de las Calificaciones

A. Las denominaciones que se utilizan en el cálculo del Promedio de Calificaciones (siglas en inglés GPA) son:

Calificación	*Interpretación*	*Puntos por Créditos*
A	Superior	4
B	Bueno	3
C	Regular	2
D	Mínimo para pasar	1
F	Reprobado	0
IF	Reprobado por no resolver un incompleto	0

B. No se usan en el cálculo del GPA:

I	-	Incompleto
LA	-	Ausencia Temporal
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 Transferido.

C. Denominaciones especiales:

El siguiente símbolo puede aparecer después de la letra de la calificación:

* Indica que el curso fue repetido posteriormente.

R Indica un curso repetido para el crédito.

Todas las calificaciones denominadas con letra se incluyen en el expediente académico permanente del estudiante o en su transcripción.

Cálculo del Promedio de Calificaciones *(Grade Point Average - GPA)*

Su nivel académico en la Universidad se determinado por su Promedio de Calificaciones (GPA). Solamente las calificaciones de los cursos tomados en la Universidad St. Augustine son usadas para calcular el promedio oficial

del estudiante. Usted puede calcular sus GPA dividiendo el número de puntos obtenidos por el número total de horas semestrales matriculadas. Por ejemplo:

Curso	**Calificación**	**Puntos**		**Horas Semestrales Matriculadas**	**Total Puntos**
ENG 160	D	1	x	4	4
MAT 112	B	3	x	4	12
CIS 115	C	2	x	4	8
				12	**24**

$$\frac{\text{Total de Puntos } 24}{\text{Total de Horas } 12} = 2.0 \text{ Coeficiente Académico General}$$

El Promedio de Calificaciones del Semestre representa el promedio de las calificaciones de un solo semestre.

El Promedio de Calificaciones Cumulativo representa el promedio de las calificaciones de todos los cursos tomados en la Universidad St. Augustine.

Las notas finales son enviadas por correo a la dirección en el expediente del estudiante en un plazo de tres semanas después del final de cada semestre.

Cursos Repetidos
Si un curso es repetido, la calificación más alta será usada en el cálculo del GPA. En ningún caso se contará a los cursos repetidos más de una vez para el cálculo del GPA.

Calificación de Incompleto (I)
Si un estudiante está aprobando un curso y no asiste al examen final o le falta completar algún trabajo importante del curso, el instructor puede asignarle una nota de "I". Para que se asigne esta nota, las siguientes condiciones deben ser aplicables:

- La decisión de asignar la nota de incompleto es responsabilidad única del profesor y el departamento académico.
- Las calificaciones de incompleto (I) son asignadas después que el estudiante solicita por escrito una nota de incompleto, y/o el profesor determina que una nota de "I" es aceptable, tal como cuando el estudiante no está disponible para hacer la petición personalmente.
- Las calificaciones de incompleto deben ser asignadas únicamente a los estudiantes que han demostrado una conducta responsable en el cumplimiento de los requisitos del curso y cuando circunstancias extenuantes han prevenido al estudiante de completar algunos de los requisitos del curso.
- Los estudiantes deben proveer documentación describiendo las circunstancias para pedir un incompleto.
- Las calificaciones de incompleto no pueden ser solicitadas después que el semestre ha terminado.

El instructor deberá: a) llenar el modelo "incomplete grade report" (*reporte de calificación de incompleto*) para cada estudiante que reciba la calificación de incompleto; b) indicar la calificación actual del el reporte de calificación de incompleto; c) explicar qué necesita hacer el estudiante para completar el curso, y d) conservar los expedientes de las calificaciones por 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 todo el semestre el estudiante no cambia su calificación, la "I" automáticamente se convertirá en "IF". Una vez que la calificación de "IF" se ha asignado, el curso tiene que ser tomado nuevamente para recibir crédito. En el caso de cursos cuyo contenido requiere un practicum, el estudiante tendrá hasta dos semestres para eliminar el incompleto, sujeto a la autorización del Decano de Instrucción.

Si la calificación de incompleto representa un impedimento para la graduación, la calificación de incompleto debe ser eliminada antes del final de la 13va semana del semestre en el cual se está graduando el estudiante.

Crédito por Medio del Examen CLEP

Se concede crédito universitario por exámenes de materias tomadas por medio del College Level Examination Program (*Programa de Examinación del Nivel Universitario*, siglas en inglés CLEP) del College Entrance Examination Board (*Junta de Examinación para Ingreso a la Universidad*, siglas en inglés CEEB). Se adjudicará crédito para los cursos con un puntaje igual o superior al puntaje mínimo recomendado por la Comission on Educational Credit of the American Council on Education (*Comisión de Crédito Educativo del Concilio Americano en Educación).*

El estudiante debe pedir que los resultados del examen sean enviados de la CEEB a la Oficina de Admisión de la Universidad. El número de código asignado a St. Augustine por la CEEB es "0697". Los estudiantes que planean usar los créditos del CLEP para graduarse deben traer los resultados de sus exámenes CLEP a la Oficina de Registraduría antes de la octava semana del semestre en el cual planean graduarse. El número máximo de horas crédito concedidas por una sola materia por medio del CLEP es 12 horas semestrales de crédito. Estos créditos no serán incluidos en el cálculo del promedio de calificaciones del estudiante.

Alumnos Oyentes (V)

Los estudiantes pueden ser oyentes en un curso y deben seguir todos los procedimientos de matrícula y pagar todos los cargos apropiados. Los derechos de matrícula para cursos como 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 promedio de calificaciones ni como horas matriculadas y no se ganará ningún crédito. A menos que exista una autorización por escrito del Decano de Instrucción, el ser oyente en un curso no será aceptado para estudiantes que tengan una calificación de "I".

Apelación de Calificaciones

Es la intención de la Universidad de proveer a todos los estudiantes con los procedimientos por medio de los cuales pueden ejercer su legítimo derecho de pedir una revisión, cuando ellos no creen que su calificación final en un curso es consistente con el trabajo realizado.

Procedimiento

En un plazo de 90 días a partir de la fecha en que se emitió la calificación, el estudiante debe dirigirse al departamento para una revisión del cálculo de la calificación. Si la respuesta no es satisfactoria, entonces el estudiante debe presentar por escrito una apelación de la calificación otorgada a un consejero académico. El Decano de Instrucción, formará un comité académico ad hoc de apelación que revisará la evidencia disponible y tomará una decisión final. La decisión del comité es final.

Honores Académicos

Graduación Distinguida

Los grados de distinción son adjudicados a estudiantes que gradúan con promedios cumulativos de calificaciones según se enumeran en las siguientes categorías:

3.900 – 4.000	Summa Cum Laude
3.700 – 3.899	Magna Cum Laude
3.500 – 3.699	Cum Laude

Categorías de Bajas

La Universidad St. Augustine permite a los alumnos darse de baja para poder acomodar las necesidades del estudiante. Las bajas pueden ser iniciadas por el estudiante o en algunas circunstancias iniciadas por la institución. Los estudiantes que buscan darse de baja de un curso o de la Universidad deben iniciar el proceso reuniéndose con un consejero académico y completando un "Course Selection Form" (*Modelo de Selección de Cursos*). Una baja oficial será el resultado de la sumisión de un "Course Selection Form."

RD: Baja de Matrícula

Los estudiantes que se den de baja oficialmente durante las tres primeras (3) sesiones de clase del semestre, serán elegibles para un reembolso del 100% y su matrícula será cancelada.

AW: Baja Administrativa
Los estudiantes que han estado ausentes continuamente por cuatro o más semanas serán dados de baja de cualquier clase y les serán asignados una de calificación final de AW. El período de baja para una AW es aplicable desde la quinta semana de clase hasta el lunes de la catorceava semana del curso. Los días feriados se computarán como ausencias.

Un estudiante que tenga razones justificadas para tales ausencias debe reunirse con su consejero académico no más tarde de dos semanas después de la fecha de medio-semestre y exponer esas razones y otras consideraciones relevantes para solicitar que no se le dé de baja. Una Baja Administrativa no se utilizará en el cálculo del GPA pero contará como horas matriculadas. La calificación de AW no permite a ningún alumno el permanecer en la clase.

EW: Baja Administrativa por Circunstancias Excepcionales
Un estudiante con razones justificadas puede ser dado de baja por circunstancias especiales. Una Baja por Circunstancias Excepcionales (EW) no será utilizada en el cálculo del GPA y no contará como horas matriculadas.
La calificación de EW no permitirá a ningún alumno el permanecer en la clase.

SW: Baja por Iniciativa del Estudiante
Un estudiante puede darse de baja de un curso hasta el lunes de la catorceava semana del semestre, si no ha sido dado de baja administrativamente (AW). En caso de emergencia personal grave, la Baja por Iniciativa del Estudiante (SW) se puede tramitar por escrito, o por teléfono por medio de un consejero académico. Las Bajas por Iniciativa del Estudiante (SW) no serán usadas en el cálculo del GPA pero contarán como horas matriculadas.

Si un estudiante firma su baja voluntaria, él/ella será inmediatamente reportado(a) inmediatamente después como SW. A partir de la fecha del reporte de SW, al/a la estudiante no se le permitirá permanecer en la clase.

Si en la lista final de asistencia un/una estudiante es reportado(a) como una baja (en cualquiera de las categorías anteriormente mencionadas), él/ella no se le permitirá tomar el examen final, y la calificación no podrá ser cambiada por el instructor.

Por cuanto las decisiones relacionadas cona los cambios en las bajas y las excepciones a la calificación de incompleto son administrativas y académicas, estas decisiones son hechas a discreción del Decano de Instrucción.

Clasificación de los Estudiantes

Los estudiantes que cursan para un Grado de Asociado:
Freshman (estudiante de primer año): Todo estudiante que ha acumulado 29 o menos créditos universitarios.
Sophomore (estudiante de segundo año): Todo estudiante que ha acumulado 30 o más créditos universitarios.

Los estudiantes que cursan a nivel de Licenciatura:
Freshman (estudiante de primer año): Todo estudiante que ha acumulado 29 o menos créditos universitarios.
Sophomore (estudiante de segundo año): Todo estudiante que ha acumulado de 30 a 59 créditos universitarios.
Junior (estudiante de tercer año): Todo estudiante que ha acumulado de 60 a 89 créditos universitarios.
Senior (estudiante de cuarto año): Todo estudiante que ha acumulado 90 o más créditos universitarios.

Estudiante Independiente:
El estudiante independiente es definido como un estudiante que no está matriculado en un programa académico, sino que más bien toma un(os) curso(s) para el propio mejoramiento o para adquirir destrezas en un área en 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 por semestre, o 6 o más horas/crédito en el semestre de verano.
Estudiante a tiempo parcial: Todo estudiante matriculado en menos de 12 horas crédito por semestre, o menos de 6 horas/crédito en el semestre de verano.

Academic Standards and Satisfactory Academic Progress

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 and Student 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; and
Part II: Satisfactory Academic 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
V = 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
TU = Not Counted as registered hours

The symbols "*" and "R" 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 the Bachelor of Social Work and the Respiratory Therapy program.

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.

Appeal Procedures in Case of Academic Exclusion
To appeal *Academic Exclusion* status, a student must initiate a written appeal, through an Academic Advisor. The Assistant Dean of Academic Advising will take the case to the Appeals Committee for Satisfactory Academic Progress chaired by the Dean of Instruction. The student must show either:

1. Extenuating Circumstances
Extenuating circumstances are those beyond the immediate control of a student, which prevent him or her student from maintaining the GPA as required in the Table of Minimum Standards. Such circumstances include, but are not limited to:

- Death in the immediate family;
- Extended (over two weeks) and documented illness of the student or a member of the student's immediate family requiring medical intervention or hospitalization; or some other health/life threatening situation; or
- Childbirth by the student or student's spouse; or
- Family problems, such as separation/divorce, or other life-changing 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

Part II: Satisfactory Academic Progress for Financial Aid

Satisfactory Academic Progress for Financial Aid is measured using three criteria.

1. ***Academic Progress***. Academic progress is measured using the "table of minimum standards for good academic standing." Each term your local GPA is compared to the table and a determination is made. If your local GPA meets or exceeds the table value, you are "IN academic compliance" (IA). If your local GPA is below the minimum standard, you are "NOT IN academic compliance" (NA).
2. ***Satisfactory Completion Rate***. Your completion rate is computed by adding all of the hours you attempted with final grades of A, B, C, D and T and dividing this number by the total hours you have attempted (with

ANY grade). If the result is .66 or higher (2/3) you are "IN satisfactory completion rate" (IC). If the result is .65 or less, you are "NOT IN satisfactory completion rate" (NC).

3. ***Maximum Time Frame.*** You must complete your degree within 1 ½ times the number of hours required for the degree and program of study. If you have not yet attempted 90 hours (192 hours for BSW students) you are "IN time frame" (IT). If you exceed the maximum time frame you will be "NOT IN time frame" (NT). If you exceed maximum time frame you will need to file an appeal to review your financial aid eligibility, regardless of academic or completion rate.

Satisfactory Academic Progress for Financial Aid will be computed at the end of each term, after final grades are submitted. The Financial Aid Statuses are:

Good Progress – If you are in academic progress (IA) *AND* in completion (IC) your status will be indicated as (GF). If you are in your first term of attendance, you automatically start at (GF) at the beginning of your first term.

Warning – If you were in (GF) you prior term of enrollment and you end the term out of academic compliance (NA) or out of completion rate (NC), you will be placed on warning (WF). If you started the term on (WF) and end the term on (GF) you will regain (GF) status.

Appeal – If you do not regain (GF) after a term on warning, your status will be changed to "Appeal" and you will need to fill out an appeal form with an academic advisor. You will not be eligible for further financial aid until your appeal is reviewed. Appeals will be reviewed by the Financial Aid Appeal Committee and either approved (AA) or denied (AD). If your appeal is approved (AA) you will be allowed ONE further term to regain good progress (GF). If you do NOT regain compliance, you must have an academic plan created by an academic advisor and approved by the Financial Aid Appeal Committee and the Dean of Instruction.

Plan – If your plan is approved (PL), you will be required to perform as agreed by you, the Financial Aid Appeal Committee and the Dean of Instruction. This plan must be reviewed EACH semester for compliance. If you are NOT in compliance, you will be "ineligible for financial aid" (XF).

Ineligible – This status is maintained and cleared by the Financial Aid Appeal Committee. You will not regain eligibility with another appeal and review.

Normas Académicas y de Progreso Académico Satisfactorio

La Política de la Universidad St. Augustine de Normas y Progreso Satisfactorio tiene como meta promover el logro académico. La filosofía educativa de la Universidad se basa en el principio de que "el desempeño del estudiante se elevará para coincidir con las expectaciones del profesor."

La política de la Universidad no implica ignorar las diferencias individuales en el aprendizaje, ni forzarlas a un sistema de inflexibilidad arbitraria. La Institución está dedicada a fomentar los logros educativos dentro de un marco de parámetros realistas y de disponibilidad de recursos. Los parámetros, que definen las normas de la política, representan el cumplimiento mínimo de los requisitos mínimos para nivel académico la ayuda económica. Los estudiantes deben acatar con la política para mantener su elegibilidad para participar en los programas de ayuda financiera. La "Política de Normas Académicas y Progreso Satisfactorios" está basada en que los estudiantes cumplan con las normas de la política. El nivel académico y el progreso de los estudiantes se evaluarán al final de los semestres de otoño y primavera. Los estudiantes que tengan preguntas acerca de su nivel académico y/o su progreso satisfactorio deben consultar con sus consejeros académicos.

La Oficina de Registraduría se basa en los reportes recibidos del Departamento Académico y de Asuntos Estudiantiles, para emitir reportes de medio semestre que son utilizados por los consejeros para monitorear el desempeño de los estudiantes.

La Política de Normas Académicas y Progreso Satisfactorios de la Universidad incluye dos partes:
Parte I: Normas Académicaso
Parte II: Progreso Académico Satisfactorio para Elegibilidad de Ayuda Financiera.

Parte I: Normas Académicaso:

Los estudiantes deben de mantener, o superar, las normas mínimas de un buen nivel académico para evitar una *Advertencia Académica* o una *Exclusión Académica* de la Universidad. Se considera que un estudiante cumple con la Política de Normas Académicas Satisfactorias si su nivel académico está en *Buen Estado* o *en Advertencia Académica* al final de cualquier semestre. Independientemente de la situación relacionada con el cumplimiento de la política, se requiere cumplir con un GPA mínimo de 2.0 para graduarse.

Medida del GPA Cumulativo
El promedio de calificación cumulativo (GPA) es calculado al final de cada semestre basado en todas las calificaciones, de A a F, obtenidas en los cursos con crédito universitario.

Designación de las Calificaciones:
Usado en el cálculo del GPA:

A	=	4 puntos, cuenta como horas matriculadas
B	=	3 puntos, cuenta como horas matriculadas
C	=	2 puntos, cuenta como horas matriculadas
D	=	1 punto, cuenta como horas matriculadas
F	=	0 puntos, cuenta como horas matriculadas
IF	=	0 puntos, cuenta como horas matriculadas

No usado en el cálculo del GPA:

I	=	Cuenta como horas matriculadas
V	=	No cuenta como horas matriculadas
EW	=	No cuenta como horas matriculadas
AW	=	Cuenta como horas matriculadas
SW	=	Cuenta como horas matriculadas
S	=	Cuenta como horas matriculadas
U	=	Cuenta como horas matriculadas
NG	=	Cuenta como horas matriculadas
T	=	Cuenta como horas matriculadas
TU	=	No cuenta como horas matriculadas

Los símbolos "*" y "R" no afectan el valor las horas registradas para el curso.

Promedio Acumulativo Mínimo de Calificaciones
Para permanecer en buen nivel académico, el estudiante debe mantener un promedio cumulativo mínimo de calificaciones de acuerdo con el programa de la Tabla de Normas Mínimas para un Buen Nivel Académico. El cumplir estas normas resultará en ser designado bajo *Advertencia Académica* o *Exclusión Académica* .

Tabla de las Normas Mínimas para un Nivel Académico Satisfactorio

Número cumulativo de horas matriculadas	GPA Cumulativo Mínimo
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 los requisitos mínimos. Algunos programas tienen normas diferentes. Favor referirse a los Requisitos de Admisión Adicionales para la Licenciatura en Trabajo Social y Terapia Respiratoria.

Advertencia Académica
Los estudiantes que no logran el GPA mínimo requerido al final de cualquier semestre serán colocados bajo *Advertencia Académica* para el siguiente semestre. Se informará a los estudiantes de este estado de *Advertencia Académica* en el reporte final de calificaciones. A los estudiantes bajo *Advertencia Académica* se les permite matricularse para el semestre siguiente.

Exclusión Académica
Los estudiantes bajo *Advertencia Académica* que no logran obtener el promedio mínimo cumulativo de calificaciones necesario al final del período de advertencia, serán considerados bajo *Exclusión Académica*. A los estudiantes que están bajo *Exclusión Académica* al final del semestre de primavera no se les permitirá matricularse hasta el siguiente semestre de primavera. A los estudiantes que están bajo Exclusión Académica al final del semestre de otoño no se les permitirá matricularse hasta el siguiente semestre de otoño.

Procedimiento de apelación en caso de Exclusión Académica
Para apelar la condición de *Exclusión Académica*, el estudiante debe iniciar, a través de su Consejero Académico, una apelación por escrito al Decano Asistente de Consejería Académica quien presentará el caso al Comité de Apelaciones para el Progreso Académico Satisfactorio dirigido por el Decano de Instrucción. El estudiante debe demostrar cualquiera de las siguientes circunstancias:

1. Circunstancias Extenuantes
Las circunstancias extenuantes son aquellas que están por encima del control inmediato del estudiante y que impiden al estudiante de mantener el GPA requerido en la Tabla de Normas Mínimos. Tales circunstancias incluyen, pero no están limitadas a:

- Muerte en la familia inmediata;
- Enfermedad prolongada (más de dos semanas) y documentada del estudiante o de un miembro de la familia inmediata del estudiante que requiera intervención médica u hospitalización; u otras situaciones que amenazan o ponen en peligro la salud/ la vida; o
- Parto de la estudiante o de la esposa del estudiante; o
- Problemas familiares, tales como separación/divorcio, u otras situaciones que cambian las circunstancias de 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.

Parte II: Normas del Progreso Satisfactorio para la Ayuda Financiera

El Progreso Académico Satisfactorio para la Ayuda Financiera se mide usando tres criterios.

1. ***Progreso Satisfactorio***. El progreso académico es medido usando la "tabla de normas mínimas para un buen nivel académico." Cada semestre su GPA local es comparado con la tabla y se toma una determinación. Su GPA local cumple o excede los valores de la tabla, usted está "EN cumplimiento académico" (IA). Si su GPA local está por debajo de la norma mínima, usted está "FUERA de cumplimiento académico" (NA).
2. ***Tasa Satisfactoria de Cumplimiento***. Su tasa de cumplimiento se calcula añadiendo todas las horas que usted ha intentado con calificaciones finales de A, B, C, D y T y dividiendo este número por el total de horas que usted ha intentado (con CUALQUIER calificación). Si el resultado es .66 o superior (2/3) usted está "EN tasa de cumplimiento satisfactoria" (IC). Si el resultado es .65 o menos, usted "FUERA de tasa de cumplimiento académico" (NC).
3. ***Marco de Tiempo Máximo***. Usted debe completar su grado dentro de un número de horas que sea 1 ½ veces el número requerido para el grado y programa de estudio. Si usted todavía no ha intentado 90 horas (192 horas para los estudiantes de BSW) usted está "DENTRO del marco de tiempo" (IT). Si usted excede el marco de tiempo máximo usted estará "FUERA del marco de tiempo" (NT). Si usted excede el marco de tiempo máximo usted necesitará someter una apelación para revisar su elegibilidad para la ayuda financiera, sin importar su tasa académica o de finalización.

El Progreso Académico Satisfactorio para la Ayuda Financiera será calculado al final de cada semestre, después que las notas finales sean sometidas. Los Niveles de Ayuda Financiera son:

Buen Progreso – Si usted está en progreso académico (IA) Y en cumplimiento satisfactorio (IC) su condición será indicada como (GF) al principio del próximo semestre.

Advertencia – Si usted estaba en (GF) en su semestre de matrícula anterior y usted termina el semestre fuera de cumplimiento académico (NA) o fuera de la tasa de cumplimiento (NC), usted será colocado en advertencia (WF). Si usted comenzó el semestre en (WF) y termina el semestre en (GF) usted recuperará su condición de (GF).

Apelación – Si usted no recupera el (GF) después de un semestre en advertencia, su condición será cambiada a "Apelación" y usted necesitará llenar un formato de apelación con un consejero académico. Usted no será elegible para más ayuda financiera hasta que su apelación sea revisada. Las apelaciones serán revisadas por el comité de apelación de ayuda financiera y serán aprobadas (AA) o denegadas (AD). Si su apelación es aprobada (AA) se le permitirá UN semestre adicional para recuperar buen progreso (GF). Si usted NO recupera el cumplimiento usted tiene que tener un plan académico creado por un consejero académico y aprobado por el Comité de Apelación de Ayuda Financiera y por el Decano de Instrucción.

Plan – Si su plan es aprobado (PL), se le exigirá que se desempeñe según lo acordado por usted, el comité de apelación de ayuda financiera y el Decano de Instrucción. El cumplimiento de este plan debe ser revisado CADA semestre. Si usted NO está en cumplimiento, usted será "inelegible para ayuda financiera" (XF).

Inelegible – Este nivel es mantenido y autorizado por el comité de apelación de ayuda financiera. Usted no podrá recuperar la elegibilidad con otra apelación y revisión.

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" or "EW" grade designation
Semester Hours Completed (Earned):	The number of credit hours completed by the student for which a passing grade (A, B, C or D) was recorded
Semester GPA Hours:	The number of credit hours which carry a grade designation of A, B, C, D, F, IF.
Academic Year:	A period comprising the terms of Fall, Spring, and Summer. 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 from classes.
Elective:	Courses selected by the student that help fill out the core skills in the major degree.
Prerequisite:	A required course or courses that a student has to take, or a level of proficiency demonstrated in order to be prepared to take a certain course.
Co-requisite:	A required course to be taken simultaneously with another course.

Definiciones de Términos Importantes

Crédito:	Es sinónimo de "horas crédito semestrales"
Horas crédito:	1 hora crédito = 50 minutos de instrucción, multiplicados por 16.
Horas Semestre Intentadas:	El número de horas crédito para las que un estudiante se inscribe, excepto las horas que designadas con una calificación de "V" o "EW"
Horas Semestre Completadas:	El número de horas crédito completadas, por las que una calificación aprobatoria (A,B,C o D) fue inscrita.
Horas semestre GPA:	Es el número de horas crédito con calificación de A, B, C, D, F, IF.
Año académico:	Un período que consta de los semestres de Otoño, Primavera y Verano. No se requiere que un estudiante esté inscrito en años que sean cronológicamente consecutivos.
Nivel académico satisfactorio:	El nivel después de un semestre completo en el cual un estudiante alcanza los niveles académicos mínimos como se definidos por la tabla de Normas Mínimas para Buen Nivel Académico. Se concede este nivel a todos los estudiantes que ingresan para su primer semestre en la Universidad St. Augustine por la duración del semestre. El nivel académico se revisa al final de cada semestre.
Semestre:	Es un período de tiempo con duración de 16 semanas. 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.
Baja Oficial:	Cuando el estudiante se retira de todos los cursos.
Electivo:	Cursos seleccionados por el estudiante que ayudan a completar destrezas básicas en la especialización.
Prerrequisito:	Un curso o cursos obligatorios que un estudiante tiene que tomar, o un nivel de proficiencia demostrado para estar preparado para tomar un curso determinado.
Co-requisito:	Un curso que se requiere se tome simultáneamente con otro curso.

Graduation Requirements

To earn a degree 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,
- satisfactorily completed the general education requirements,
- satisfactorily completed the major and concentration requirements,
- satisfactorily completed the minimum requirements of academic residency (30 credit hours for bachelor's degree; 15 credit hours for associate degrees).
- attained at least a cumulative GPA of 2.00 (2.75 in the BSW major),
- has a 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), and
- has a graduation application on file with the Office of the Registrar.

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 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 grado el estudiante debe cumplir los requisitos indicados en el catálogo para el mismo año en que ingresó a la Universidad St. Augustine. Si los requisitos de graduación cambian durante su asistencia, el estudiante puede elegir bien satisfacer los nuevos requisitos o los que estaban en vigor cuando se matriculó. Si el estudiante interrumpe su programa académico por lo menos por un semestre, tendrá que satisfacer los requisitos académicos en vigor en el momento de readmisión.

El estudiante es elegible para **graduarse** de un programa académico en la Universidad St. Augustine si es un estudiante activo (matriculados o readmitidos) y ha cumplido con los siguientes requisitos:

- ha completado satisfactoriamente los requisitos de horas crédito para un grado específico,
- ha completado satisfactoriamente los requisitos de educación general,
- ha completado satisfactoriamente los requisitos de especialización (major) y concentración,
- ha completado satisfactoriamente las requisitos mínimos de residencia académica (30 horas crédito para la licenciatura; 15 horas crédito para los grados asociados).
- ha obtenido por lo menos un GPA cumulativo de 2.00 (2.75 en la especialización BSW),
- tiene las transcripciones oficiales de secundaria o de GED en su expediente. (Este es un requisito de admisión que debe cumplirse no más tarde del tercer semestre en SAC), y
- tiene una solicitud de graduación archivada en la Oficina de Registraduría.

El estudiante es elegible para participar en la **ceremonia de graduación** si él/ella:

- ha completado los requisitos de graduación.

El estudiante puede recibir un **diploma** de la Universidad si él/ella:

- ha completado los requisitos de graduación, y
- no tiene ningún pago pendiente con la Universidad.

Todo estudiante puede obtener **una transcripción oficial** (antes o después de la graduación) si él/ella:

- no tiene pendiente ninguna deuda con la Universidad.

Segunda Especialización/Segundo Título

Todos los estudiantes tienen el derecho de proseguir una segunda especialización o un segundo título. Los estudiantes que buscan un segundo título o especialización deben completar un mínimo de 12 horas crédito adicionales en el segundo título/especialización en la Universidad St. Augustine.

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.

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.

Privacy of Student Records/Transcripts

All information provided to St. Augustine College is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380). Academic Advisors must have a written authorization signed by the student for them to disclose academic information to third parties, including relatives and employers.

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. (See FERPA in Regulatory Policies)

All students desiring their academic transcript to be sent to another institution or to a prospective employer must submit a written request to the Office of the Registrar. A fee is charged for this service (see Financial Requirements, pg. 26). Current and former students of St. Augustine College have access to their official records. For more information, contact the Office of the Registrar.

Selective Service

If requested by a student, St. Augustine will furnish selective service boards with available information through the Office of the Registrar.

Change of Address and Other Contact Information

It is the responsibility of the student to notify the College of any changes of address or other contact information as they occur. This is important if the student is to receive grade reports and other official communications. This information can be updated by admissions counselors and academic advisors at all locations.

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

a. Student Responsibilities

- 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.
- The use of laptops and cell phones for non-academic purposes during class is not allowed. Therefore, students are expected to keep cellular phones off or in vibrator mode inside classrooms. Laptops may be used with the permission of the instructor if related to the needs of the course. During testing, cell phones are to be turned off.
- 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.
- 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.
- 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.
- 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 emailing the instructor.
- 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.
- 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.
- 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.
- Students are not allowed to bring visitors to the classroom, unless they are authorized in advance to do so.
- Lack of compliance with these guidelines and expectations will be handled by the Instructor or as otherwise indicated below.

b. Prohibited Conduct

Students are subject to disciplinary action, if they engage in the following behaviors:

- Forging, altering, misusing, or misrepresenting documents or records.
- Vandalizing or destroying public or private property.
- Engaging in behaviors that obstruct or disrupt authorized institutional activities.
- Failing to enter or use institutional facilities at authorized times and in an authorized manner.
- 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.
- Displaying disorderly conduct or using inappropriate verbal expressions on campus or at functions sponsored or supervised by the College.
- 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.
- 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.
- Possessing, using, or distributing narcotics, or dangerous and controlled substances, except as permitted by law.
- Possessing, using, alcohol without the authorization of the President, or being under the influence of alcohol while on College premises.
- Possession of weapons, either on College premises or at off-campus functions sponsored or supervised by the College (see Campus Weapons Policy on pg. 141).
- Possession of explosives, firecrackers, dangerous chemicals, or other substances prohibited by law.
- Failing to meet financial obligations relative to the College.

- Smoking in areas not designated for this purpose.
- Destroying or removing College property such as tools, materials or equipment.

c. 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. If there is an immediate threat, call 911.

The College will investigate the charge. Investigation will include discussions with the academic chairperson, campus administrator or 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:

d. Admonition

An "Admonition" is 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.

e. 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.

f. 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 a College Disciplinary Committee. A College Disciplinary Committee is composed of the Dean of Academic and Student Affairs, the Dean of Instruction, a student representative and — when the violation involves an instructor — the corresponding department chairperson or program administrator. Depending on the nature of the violation, additional persons may be asked to sit as part of the Committee.

In making its determination, the designated College Disciplinary Committee shall consider a written report by the Assistant Dean of Academic Advising 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 Office of Human Resources 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 President's Cabinet.

Student Complaint Policy

The College provides the right to a fair hearing for each student complaint arising during his/her time as a student at St. Augustine College.

Complaints. This procedure is designed to address complaints regarding any department or service, including, but not limited to:

- Dissatisfaction expressed by a student because he/she believes that a policy, procedure or practice has occurred that adversely affects the student.
- Allegations of discrimination by reason of race, sex, national origin, disability, religion or other areas covered by federal or state laws, guidelines and regulations, and College policies and procedures.

St. Augustine provides published policies in the College catalog on ***Grade Appeals,*** which is a separate procedure. ***Grade Appeals*** are **not** considered as complaints that are to be included in the log of student complaints.

Complaint procedure. 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, or that person's department supervisor.

It is recommended that, when possible and as circumstances allow, a student first make an informal or verbal complaint to the institutional officer who is responsible for the area to which the complaint is directed. If, however, an informal complaint is not satisfactorily resolved or is inappropriate, a student may submit a formal written complaint through the Office of Academic Advising at any location.

The form for the filing of a formal written Student Complaint is available at the Office of Academic Advising at any location, or may printed from the St. Augustine website at www.staugustine.edu, under the Student Services tab. The written Student Complaint must be returned to the Office of Academic Advising, again at any St. Augustine location, to be received and recorded in the receipt book. A copy will be provided to the student upon receipt, with the signature of the person in the Office of Academic Advising who has accepted the complaint.

A written complaint filed with the Office of Academic Advising must contain the following information (see the form attached to this policy):

a. Student name and Student ID number;
b. Description and date of the problem or concern;
c. Names of persons, department or policy responsible for the complaint (if known);
d. Description of any actions taken informally to resolve the problem or concern;
e. Recommendation as to what could be possible resolution(s) of the complaint;
f. Any background information believed to be relevant;
g. Signature and date of the student filing the complaint.

Complaint resolution Any student who believes that his/her rights as a student have been infringed upon should initiate a written Student Complaint with the Office of Academic Advising within thirty (30) working days of the incident, unless extenuating circumstances necessitate additional time.

The student filing the complaint will be informed of the action taken or progress accomplished within thirty (30) working days of the filing date of the complaint, unless extenuating circumstances necessitate additional time. Moreover, the student shall be informed, along with the nature of the extenuating circumstance, if more than thirty (30) days are required.

Formal Office of Academic Advising Student Complaint Process:
The process that is followed by the Office of Academic Advising in responding to a student complaint specifically has six steps:

Step #1: The Student completes the "Written Student Complaint Form," which is included with this policy, and submits the written complaint to the Office of Academic Advising at any location.

The Office of Academic Advising representative will immediately:

a. Return a signed and dated copy of the complaint to the student;
b. Record receipt of the complaint in the paper log book , noting all appropriate details; and
c. Submit the original written complaint to the Associate Dean of Student Services.

Step #2: The Associate Dean of Student Services will:

a. Create a folder in the electronic complaint log,
b. Respond to the student in writing at the student's St. Augustine e-mail address to acknowledge the complaint has been received and logged;
c. Collect all pertinent information;
d. Direct the complaint to the institutional officer who is responsible for the area in which the complaint is made, and convene all parties involved, as appropriate.

An "institutional officer" may be anyone in the position of director or above at any St. Augustine campus or site.

Step #3: The institutional officer to whom the student complaint has been referred is expected to respond within 20 working days to the Associate Dean of Student Services regarding the recommended action or explanation as appropriate.

Step #4: The Associate Dean of Student Services will:

a. Collect copies of all communication and other supporting documents for inclusion in the complaint file;
b. Document any other external actions initiated by the student to resolve the compliant, if known to St. Augustine (e.g. lawsuit, EEOC investigation, etc.);
c. Document in the electronic file all steps taken to resolve the complaint;
d. Present the recommended resolution to the complaint to the Dean of Academic and Student Affairs for review and approval.

Step #5: The Associate Dean of Student Services is responsible for then informing the student, again at the student's St. Augustine e-mail address, of the recommended resolution, action or explanation regarding the formal written complaint.

Step #6: If the complaint is not resolved to the student's satisfaction, the student may first submit an appeal to the President; it would be the President's prerogative to either involve the Cabinet in the appeal process or to decide by himself on the merit of the request. There is a timeframe of 30 days for the President to formally respond the appeal; his decision is final.

Any student who has completed the full complaint resolution process, but believes that the complaint has not been satisfactorily resolved, has the right to contact The Higher Learning Commission at www.hlcommission.org and/or the higher education regulatory agency in his or her home state. Illinois residents may contact the Illinois Board of Higher Education regarding an unresolved student complaint by U.S. mail at 1 North Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377 or online at: http://complaints.ibhe.org. Indiana residents may contact the Indiana Board of Proprietary Education at www.in.gov/bpe.

Retaliation Any retaliatory action taken by a member of St. Augustine College (student or employee) against any student or employee of the College as a result of a student seeking a resolution of a written complaint under this policy, or cooperating in an investigation, is prohibited and shall be regarded as a separate and distinct matter under these procedures.

Student Complaint Log The information in the electronic log of student complaints, which is maintained by the Office of Academic Advising, includes the following confidential information on each complaint:

1. Date the complaint was submitted;
2. Nature of the complaint;
3. Steps taken to resolve the complaint, and all documentation associated with those steps;
4. Date and the final resolution, action or explanation regarding the complaint, including referral to outside agencies; and
5. Any other external actions initiated by the student to resolve the complaint, if known by St. Augustine (e.g. lawsuit, EEOC investigation, etc.)

Information on all student complaints may be made available for outside review by the Department of Education, the Higher Learning Commission and any other official legally entitled to such review; however, steps will be taken to insure the anonymity of any student who files a complaint.

The purpose of an outside review can include but is not limited to:

1. Establish that St. Augustine processes complaints in a timely manner
2. Demonstrate fairness and attention to student concerns, and
3. Identify any pattern in the complaints that suggests problems with institutional quality.

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 Human Resources Office with copies to their own supervisor and the Dean of Students or Program Administrator. They will investigate and advise both the student and the faculty or staff member of its resolution.

Información Estudiantil

Derechos y Responsabilidades de los Estudiantes
Los estudiantes son tanto ciudadanos como miembros de una comunidad académica. Como ciudadano, cada estudiante goza de libertad de expresión, de reunión, de asociación, y de prensa y del derecho de petición y un proceso legal en debida forma, que son garantizados por las constituciones estatal y federal. Como miembro de una comunidad académica, los estudiantes tienen el derecho y la responsabilidad de participar, por medio del sistema de representación estudiantil y por medio del diálogo con la Administración de la Universidad.

Tras matricularse en la Universidad, cada estudiante asume una obligación de comportarse en una manera que sea compatible con la función de la Universidad como institución docente. Si esta obligación es incumplida o ignorada por el estudiante, la Universidad deberá, para cumplir sus funciones y satisfacer sus obligaciones totales, establecer las medidas disciplinarias apropiadas según se describen en la sección del código conducta estudiantil.

Representantes Estudiantiles
En cada semestre, representantes estudiantiles son elegidos por sus compañeros para cada curso. Mientras cumplen con las normas para una representación electoral ordenada, el estudiante elegido es instrumental en el intercambio de información entre el profesor y los estudiantes. Este sistema promueve la resolución de problemas relacionados con las clases y brinda a los estudiantes la oportunidad de ejercer y practicar destrezas de liderazgo.

Privacidad de los Expedientes Estudiantiles/Transcripciones
Toda la información que se suministre a la Universidad St. Augustine tiene carácter confidencial de acuerdo con la "Family Educational Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380)." (*Ley de Derechos Educacionales y Privacidad Familiar (FERPA) de 1974 (Ley Pública 93-380)* Los Consejeros Académicos deben tener una autorización por escrito firmada por el estudiante para poder revelar información académica a terceras partes, incluyendo familiares y empleadores.

La Ley de Derechos Educacionales y Privacidad Familiar de 1974 confiere ciertos derechos a los estudiantes respecto a los expedientes educacionales de los estudiantes.

1. El derecho de inspeccionar y examinar su expediente en un plazo de 45 días de una petición de acceso.
2. El derecho a pedir una enmienda del expediente educacional del estudiante que el estudiante considera ser inexacto.
3. El derecho a consentimiento por escrito antes de revelar información personal identificable contenida en el expediente del estudiante.
4. El derecho a presentar una queja con el Departamento de Educación de los E.U. respecto a supuestos casos de incumplimiento de los requisitos de FERPA por la Universidad St. Augustine. (Ver FERPA en las Políticas Regulatorias).

Todos los estudiantes que deseen que su transcripción académica sea enviada a otra institución o a un posible empleador, deben solicitarlo por escrito a la Oficina de Registraduría. Se cobra una cuota por este servicio (ver Requisitos Financieros, pág. 29). Tanto los estudiantes actuales como los antiguos estudiantes de la Universidad St. Augustine tienen acceso a sus expedientes oficiales. Para mayor información dirigirse a la Oficina de Registraduría.

Servicio Selectivo
A petición del estudiante, St. Augustine suministrará a las juntas del servicio selectivo la información disponible por medio de la Oficina de Registraduría.

Cambio de Dirección y Otra Información de Contacto
Es responsabilidad del estudiante notificar a la Universidad de cualquier cambio de dirección u otra información de contacto según ocurran. Esto es importante para recibir sus reportes de calificaciones y otras comunicaciones oficiales. Esta información puede ser rectificada los oficiales de admisión o los consejeros académicos, en cualquiera de las localidades de la institución.

Código de Conducta Estudiantil

La Universidad St. Augustine es una institución que imparte servicios educacionales y que actúa sobre la base de la consideración y el respeto para todos los miembros de nuestra 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.

a. Directrices y Expectativas Académicas

- 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 para no interrumpir las clases.
- El uso de computadoras portátiles y de teléfonos celulares para propósitos que no sean académicos no se permite durante la clase. Por tanto, se requiere que los estudiantes mantengan sus teléfonos celulares apagados o en modo de vibración dentro de los salones de clase. Las computadoras portátiles pueden usarse con permiso del instructor, si su uso está relacionado con las necesidades del curso. Los teléfonos celulares tienen que permanecer apagados durante los exámenes.
- A los estudiantes que incurran en plagio, se les aplicará la calificación de "0" (cero) en las tareas o proyectos correspondientes. 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 asignen esta calificación notificarán al estudiante, al consejero académico y al jefe del departamento correspondiente.
- El profesor exigirá a los estudiantes que perturben a los demás, de tal forma que obstaculizan el aprendizaje de otros estudiantes, que salgan del aula. En tal caso, el profesor informará de las circunstancias al director del centro se procediera, al consejero académico del estudiante, y al jefe del departamento.
- Los estudiantes tomarán un descanso en las horas designadas, y por sólo 15 minutos. Los profesores están autorizados a continuar la instrucción después de que hayan transcurrido los 15 minutos.
- Los estudiantes que falten a las clases son responsables de averiguar qué material se cubrió y qué tareas necesitan preparar para la clase siguiente. Esto se puede realizar consultando el programa de estudios (*syllabus*), hablando directamente con el profesor, por enviando un correo electrónico al profesor.
- Los estudiantes que sepan con anticipación que van a faltar a clase, deberán ponerse en contacto con el profesor para enterarse de las tareas que se esperan de ellos.
- Los estudiantes tienen la responsabilidad de venir a clase con las tareas hechas. Si un estudiante no realiza sus tareas o asignaciones de clase, el estudiante es responsable de seguir las instrucciones del profesor para trabajos tardíos o incompletos.
- Los estudiantes deberán entregar directamente a su profesor todas las tareas y proyectos de clase, a no ser que el profesor dé otras indicaciones. Los estudiantes deberán mantener una copia de la tarea en caso de que la tarea original se extraviase.
- No se permite a los estudiantes el traer visitantes al aula, a menos que estén previamente autorizados para hacerlo.
- El incumplimiento de estas directrices y expectativas serán manejadas por el profesor, o de otra manera como se indica a continuación.

b. Conducta Prohibida

Los estudiantes estarán sujetos a acción disciplinaria, si incurren en los siguientes comportamientos:

- Fraude, alteración, uso indebido o tergiversación de documentos o expedientes.
- Vandalismo o destrucción de la propiedad pública o privada.
- Participar en comportamientos que obstruyan o trastornen actividades institucionales autorizadas.
- No entrar o usar las instalaciones institucionales en las horas autorizadas y en la forma autorizada.
- Comportamiento físico, verbal o conducta abusivos que puedan ofender, amenazar o poner en peligro el bienestar de otro miembro de la comunidad Universitaria o de visitantes al recinto.
- Conducta desordenada o uso inapropiado de expresiones verbales tanto dentro del campus como en funciones patrocinadas o supervisadas por la Universidad.
- No adherirse a los reglamentos institucionales, incluyendo, pero no limitándose a, el inscribir organizaciones, forma y lugar de expresión pública, y uso de instalaciones institucionales.

- Participar en conducta que sea un crimen bajo las leyes locales, estatales o federales, ya sea en las instalaciones de la Universidad o en funciones patrocinadas o supervisadas por la universidad fuera del campus.
- Posesión, uso o distribución de narcóticos o de otras substancias peligrosas y controladas, con excepción de las permitidas por la ley.
- Poseer, usar, alcohol sin la autorización del Presidente, o estar bajo la influencia del alcohol mientras está en las instalaciones de la Universidad.
- Posesión de armas tanto dentro de las instalaciones de la Universidad como en funciones patrocinadas o supervisadas por la Universidad fuera del campus.
- Posesión de explosivos, fuegos artificiales, químicos peligrosos, u otras sustancias prohibidas por la ley.
- Incumplimiento de las obligaciones financieras referentes a la Universidad.
- Fumar en zonas no designadas para este propósito.
- Destrucción o sustracción de propiedades de la Universidad tales como herramientas, materiales o equipos.

c. 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 recopilará la información y documentación pertinente al caso y tomará la acción apropiada.

Cuando las circunstancias lo permitan, se deben hacer esfuerzos iniciales para resolver las violaciones al Código de Conducta Estudiantil al nivel local por el Profesor, el Director de la Localidad si fuera pertinente, y el Representante Estudiantil. Si hay una amenaza inmediata se debe llamar al 911.

La Universidad investigará los cargos. La investigación incluirá discusiones con el jefe de departamento, el administrador del campus o el director de la localidad, así como otras medidas apropiadas, dependiendo de las circunstancias y la naturaleza de la ofensa. Si la Universidad determina, después de una investigación razonable, que el estudiante ha violado el Código, la Universidad puede imponer una de las siguientes sanciones:

d. Amonestación

Una advertencia oral al estudiante de que el estudiante está violando o ha violado el Código de Conducta Estudiantil. Esto se documentará en el expediente del estudiante.

e. **Advertencia**

Notificación oral y escrita de la violación o violaciones del Código, y de que futuras violaciones pueden ser causa de Acción Disciplinaria Severa. Esto se documentará en el expediente del estudiante.

f. Acción Disciplinaria Severa

Cuando una violación del Código de Conducta Estudiantil es continuada, repetida, o cuando ocurre una violación de mayor grado que pueda justificar una reparación o expulsión, el Decano Asistente de Consejería Académica referirá el caso a un Comité Disciplinario de la Universidad. Un Comité Disciplinario de la Universidad está compuesto del Decano de Asuntos Académicos y Estudiantiles, el Decano de Instrucción, un representante estudiantil y – cuando la violación involucre un instructor – el correspondiente jefe de departamento o administrador del programa. Dependiendo de la naturaleza de la violación se le puede pedir a personas adicionales que participen como parte del Comité.

Para tomar una determinación, el Comité Disciplinario de la Universidad considerará un reporte escrito por el Decano Asistente de Consejería Académica, así como argumentos orales y escritos por el estudiante y otros miembros de la Universidad que se ven afectados, lo cual formará parte del expediente del estudiante. Tanto la violación como la resolución adoptada estarán documentadas por escrito, y una copia de las mismas será colocada en el expediente del estudiante.

La Oficina de Recursos Humanos podrá involucrarse en la solución del problema si la violación afecta los derechos humanos, las políticas institucionales o la ley. Cuando la violación implica a la ley, las autoridades de la Universidad involucrarán a la policía y/o a los abogados según corresponda al caso.

Cualquier persona involucrada puede apelar la decisión del Comité Disciplinario ante el Presidente de la Universidad, quien determinará si el caso merece una consideración más amplia por parte del Gabinete del Presidente.

Política de Quejas Estudiantiles

La Universidad provee el derecho a una audiencia imparcial para cada queja estudiantil que surja durante su tiempo como un estudiante de St. Augustine College.

Quejas. Este procedimiento está diseñado para atender a las queja respecto a cualquier departamento o servicio, incluyendo, pero no limitado a:

- Insatisfacción expresada por un estudiante porque él/ella cree que un a política, procedimiento o práctica ha ocurrido que afecta adversamente al estudiante.
- Alegaciones de discriminación por motivo de raza, sexo, origen nacional, discapacidad, religión u otras áreas cubiertas por leyes federales o estatales, directrices y regulaciones, y las políticas y procedimientos de la Universidad.

St. Augustine provee políticas publicadas en el catálogo de la Universidad sobre ***Apelación de Notas,*** que es un procedimiento separado. Las ***Apelaciones de Notas*** **no** son consideradas como quejas que deben ser incluidas en el registro de quejas estudiantiles.

Procedimiento de Quejas. Cuando es posible y las circunstancias lo permiten, los estudiantes deben realizar todos los esfuerzos para resolver las quejas trabajando informalmente con la(s) persona(s) cuyas acciones o inacciones han causado la insatisfacción, o con el supervisor del departamento de esa persona.

Se recomienda que, cuando es posible y las circunstancias lo permiten, el estudiante primero haga una queja informal o verbal con el oficial institucional que es responsable del área hacia la cual se dirige la queja. Sin embargo, si una queja informal no es resuelta satisfactoriamente o es inapropiada, el estudiante puede someter una queja formal escrita por medio de la Oficina de Consejería Académica en cualquier localidad.

El formulario para registrar una Queja Estudiantil formal por escrito está disponible en la Oficina de Consejería Académica en cualquier campus, o puede ser impresa del sitio web de St. Augustine en www.staugustine.edu, bajo la etiqueta de "Student Services" (Servicios Estudiantiles). La Queja Estudiantil escrita debe ser devuelta a la Oficina de Consejería Estudiantil, nuevamente, en cualquier localidad de St. Augustine, para ser recibida e inscrita en un libro de recibo. Al recibirla, se le proveerá al estudiante una copia, con la firma de la persona que ha aceptado la queja en la Oficina de Consejería Académica.

Una queja por escrito presentada a la Oficina de Consejería Académica debe tener la siguiente información (vea el formulario adjunto a esta política):

a. Nombre del estudiante y número de identificación del estudiante;
b. Descripción y fecha del problema o asunto;
c. Nombres de las personas, departamento o política responsable de la queja (si se sabe);
d. Descripción de cualquier acción tomada realizada informalmente para resolver el problema o asunto;
e. Recomendación de lo que sería una(s) posible(s) resolución(es) de la queja;
f. Cualquier información de los antecedentes que se crea sean relevantes;
g. Firma del estudiante que presenta la queja y fecha en que la presenta.

Resolución de las quejas. Cualquier estudiante que cree que sus derechos como estudiantes han sido infringidos debe iniciar una Queja Estudiantil por escrito con la Oficina de Consejería Académica en un plazo de treinta (30) días laborables del incidente, a menos que se necesite tiempo adicional debido a circunstancias extenuantes.

El estudiante que presenta la queja será informado de la acción tomada o el progreso logrado en un plazo de treinta (30) días laborables de presentar la queja, a menos que se necesite tiempo adicional debido a circunstancias extenuantes. Más aun, el estudiante será informado, junto con la naturaleza de las circunstancias extenuantes, si se necesitan más de treinta (30) días.

Proceso Formal de Quejas de la Oficina de Consejería Académica:
El proceso que es seguido por la Oficina de Consejería Académica para responder específicamente a una queja estudiantil tiene seis pasos:

Paso #1: El Estudiante completa el "Formulario para Quejas Estudiantiles Escritas," que está incluido con esta política, y somete la queja escrita a la Oficina de Consejería Académica en cualquier localidad.

El representante de la Oficina de Consejería Académica inmediatamente:

a. Devolverá una copia firmada y fechada de la queja al estudiante;
b. Anotará el recibo de la queja en el libro de registro de papel, anotando todos los detalles apropiados; y
c. Someterá el original de la queja escrita al Decano Asociado de Servicios Estudiantiles.

Paso #2: El Decano Asociado de Servicios Estudiantiles:

a. Creará una carpeta en el registro electrónico de quejas,
b. Responderá al estudiante por escrito en la dirección e-mail del estudiante en St. Augustine para acusar recibo de la queja y notificar que ha sido documentada;
c. Recopilará toda la información pertinente;
d. Dirigirá la queja al oficial institucional que es responsable por el área donde se realizó la queja, y convocará a todas las partes involucradas, según sea apropiado.

Un "oficial institucional" puede ser cualquiera con posición de director o posición más elevada en cualquiera de los **campuses** o localidades de St. Augustine.

Paso #3: Se espera que el oficial institucional al cual ha sido referida la queja del estudiante responda en un plazo de 20 días laborables al Decano Asociado de Servicios Estudiantiles en cuanto a la acción recomendada o la explicación según sea apropiado.

Paso #4: El Decano Asociado de Servicios Estudiantiles:

a. Recopilará copias de todas las comunicaciones y otros documentos justificativos para ser incluidos en la carpeta de queja;
b. Documentará cualquier otra acción externa iniciada por el estudiante para resolver la queja, si es del conocimiento de St. Augustine (ej.: litigación legal, investigación por EEOC, etc.);
c. Documentará en el archivo electrónico todos los pasos tomados para resolver la queja;
d. Presentará la solución recomendada de la queja al Decano de Asuntos Académicos y Estudiantiles para su revisión y aprobación.

Paso #5: El Decano Asociado de Servicios Estudiantiles es entonces responsible de informar al estudiante, nuevamente en la dirección e-mail del estudiante en St. Augustine e-mail, de la resolución o acción recomendada o una explicación respecto a la queja escrita formal.

Paso #6: Si la queja no es resuelta a satisfacción del estudiante, el estudiante puede someter primero una apelación al Presidente; sería la prerrogativa del Presidente bien involucrar al Cabinete en el proceso de apelación o decidir por sí mismo el mérito de la petición. Existe un periodo de tiempo de 30 días para que el Presidente responda formalmente a la apelación; su decisión es final.

Cualquier estudiante que ha completado plenamente el proceso de resolución de quejas, pero cree que su queja no ha sido resuelta satisfactoriamente, tiene el derecho de ponerse en contacto con *The Higher Learning Commission* a través del sitio www.hlcommission.org y/o la agencia reguladora de la educación superior en su estado de residencia. Los residentes de Illinois pueden ponerse en contacto con el *Illinois Board of Higher Education* por correo a la dirección 1 North Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377 o en línea a través del sitio www.ibhe.state.il.us. Los residentes de Indiana pueden ponerse en contacto con el *Indiana Board for Proprietary Education* a través del sitio www.in.gov/bpe.

Represalias Cualquier represalia tomada por un miembro de St. Augustine College (estudiante o empleado) contra cualquier estudiante o empleado de la Universidad como resultado de que un estudiante busque la resolución de una

queja escrita bajo esta política, o por cooperar en la investigación, está prohibida y será considerada como una cuestión distinta y separada bajo estos procedimientos.

Quejas contra los Estudiantes

Los miembros del profesorado y los empleados de la Universidad también tienen el derecho a iniciar un procedimiento de quejas cuando crean que sus derechos han sido violados por un estudiante adulto. En tal caso, el profesor o el empleado puede presentar una queja por escrito a la Oficina de Recursos Humanos con copias a su propio supervisor y al Vicepresidente de Admisiones y Servicios a Estudiantes o al Administrador del Programa. Ellos investigarán e informarán tanto al estudiante y al profesor o empleado de su resolución.

Regulatory Policies

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.

Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973

St. Augustine College follows the provisions of the Americans with Disabilities Act, as amended in 2008, 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.

St. Augustine College's Office of Academic Advising coordinates and ensures services and accommodations for registered students with disabilities. These services provide equal educational opportunities to students by minimizing the impact of functional limitations upon their academic lives and offer disabled persons the opportunity to participate fully in all educational programs and activities.

The Vice President for Academic Services and Operations serves as the College ADA compliance officer. The Vice President assumes responsibility for seeing that the College is properly interpreting federal regulations that require the College take such steps as are necessary to ensure that reasonable accommodations are made for all students with documented learning disabilities. The Vice President is responsible for coordinating the College's compliance with these regulations with the Office of Academic Advising.

The College adheres to all confidentiality and privacy concerns as outlined in these regulations.

Any student with an appropriately documented disability is eligible for services. The Office of Academic Advising will serve students with permanent, temporary or episodic disabilities including psychological, medical, physical, visual, hearing and learning disabilities, including ADHD/ADD. Students seeking ADA and Section 504 services should contact the Office of Academic Advising as early as possible, including during the admission or registration process.

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 Associate Dean of Student Services or Dean of Academic and Student 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 or all of the listed directory information be withheld from public disclosure by completing a form in the Registrar's Office each year.

FERPA Annual Notice – Possible Federal and State Data Collection & Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which a student's education records and personally identifiable information (PII) contained in such records—including Social Security Number, grades, or other private information—may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("federal and state authorities") may allow access to student records and PII without

consent to any third party designated by a federal or state authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to students' education records and PII without their consent to researchers performing certain types of studies, in certain cases even when St. Augustine College objects to or does not request such research. Federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student's PII, but the authorities need not maintain direct control over such entities.

In addition, in connection with statewide longitudinal data systems, state authorities may collect, compile, permanently retain, and share without students' consent PII from their education records, and they may track their participation in education and other programs by linking such PII to other personal information about students that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

The Solomon Amendment (10 U.S.C. §983, effective January 2000) is a federal law that mandates that colleges provide student recruiting information upon request to military recruiting organizations. The request and information released by the College is limited to military recruiting purposes only. The request for information must be in writing on letterhead that clearly identifies the military recruiting organization. The release of student recruiting information follows the FERPA guidelines defining student directory information. Students are not permitted under federal law to restrict the release of this information specifically to military organizations, but if students withhold the release of directory information generally, then the College may not release this information to military organizations.

Nondiscrimination 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 nondiscrimination 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 nondiscrimination 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.

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.

Campus Safety and Security and Compliance with the Jeanne Clery Disclosure Act

Originally known as the Campus Security Act, the **Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act** (20 USC § 1092(f)) is the landmark federal law that requires colleges and universities to disclose information about crime on and around their campuses. St. Augustine College complies with the Jeanne Clery Act. In addition, the College complies with the **Reauthorization of the Violence Against Women Act 2013**, which expanded the Clery Act's definition of sexual assault crimes (forcible and non-forcible) to include domestic violence, dating violence, and stalking. St. Augustine College collects information to provide institutional safety policies and crime statistics to students. Further information regarding the annual crime statistics is available through the Office of Academic and Student Affairs.

Mandated Reporters of Child Abuse and Neglect

The Illinois Abused and Neglected Child Reporting Act (ANCRA), has been amended in 2012 to include *"personnel of institutions of higher education."* Accordingly, all individuals employed and/or appointed by the College, including but not limited to faculty, staff, student employees, and volunteers are considered Mandated Reporters of child abuse and neglect. This means that all employees have a duty to immediately report or cause a report to be made whenever they have "reasonable cause to believe that a child known to them in their professional or official capacity may be abused or neglected." St. Augustine College employees have a legal obligation to immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) at (800) 25-ABUSE, or (800-252-2873).

Students in the Social Work, Respiratory Therapy and Early Childhood Education programs are mandated reporters of child abuse and neglect whenever they have reasonable cause to believe that a child known to them through their student participation in field placements, internships and teaching placements in social service agencies, health care facilities and child care/school settings may be abused or neglected.

Campus Weapons Policy

The policy below, which replaces all previous versions, has been incorporated into the College Catalog, into student, faculty, adjunct faculty and staff handbooks, and on the College website.

St. Augustine College is committed to providing a safe environment for work and study. Violent behavior and threats of violence are strictly prohibited on College property. The possession or use of weapons of any kind, including firearms, explosives, Tasers, and stun guns, is also expressly prohibited in College-related activities and on all College property, including parking lots.

The exception is that any law enforcement personnel, on-duty armed private security personnel, other government personnel authorized to carry a weapon, and retired law enforcement personnel with valid Retired Officer Carry Cards are exempt as per state law.

As any object has the potential to become a weapon, the College reserves the right to define a "weapon" based on its potential for damage or threat. Replicas and facsimiles of weapons are similarly prohibited. As warranted, violations will be referred to local law enforcement officials by immediately calling 911.

Any claims that an individual possesses a weapon or explosive will be responded to as an actual threat, whether or not evidence of said weapon or explosive exists. This prohibition applies to all students, faculty, staff, independent contractors, and visitors. Violators of any part of this policy will be subject to disciplinary action which may include immediate removal from the campus or sanctions including dismissal from the College.

The College Has the Following Policies Regarding Emergency Situations:

Fire Evacuation

Anyone observing or suspecting a fire in any building should immediately:

- Pull the fire alarm;
- Call 911 to alert the fire department to come immediately. Tell the location clearly.
- All students, faculty and staff must immediately evacuate to the parking lot at any St. Augustine building. Child care children must immediately be taken, per federal law, at least 100 yards from the building, which means at least one block.

- Supervisors and faculty are expected to ensure that all persons in their responsibility have evacuated immediately and are accounted for whenever the fire alarm is sounded.
- Communication should be maintained among faculty and supervisors as the situation progresses or the most immediate person in the chain of command issues an "all clear."

Violent Assault (no weapon)

Immediately call 911 whenever a violent assault observed, describing the address and location on campus, the situation you are observing, the features of the perpetrator, and if anyone is hurt or injured.

- If reasonable, try to distract the person to stop confrontation, but do not engage in the struggle.
- Find a safe place away from the offender as quickly as possible.
- Alert everyone in the area to the danger and to exit the area.
- If possible, after calling 911 and finding a safe location, contact front office to alert them to the situation and provide assistance as needed.
- At the South and West sites, get security guard to take charge of situation.

Vandalism or Property Damage

- Property damage does not merit risking safety, even if observed.
- Call 911 and notify front office, identifying the address and location on campus, the perpetrator and the situation as thoroughly as possible.
- Assure that anyone in the vicinity is alerted and evacuates area, and exit yourself.

Active Shooter or Violent Threat

- If you see or know that a person has a firearm on campus or if you hear shots fired on campus or if you witness an armed person shooting people, protect yourself first - move to a safe location.
- As soon as possible, call 911. Tell the dispatcher your name, address/location, and cell phone number and describe the situation you are reporting: who, what, when, where, how and why (if known). Is anyone hurt or injured?
- If possible, alert others in the immediate area about the current situation.
- When you encounter the police, keep your hands empty and in plain view at all times. Listen to their instructions and do exactly what they say. If you are evacuating, carry nothing that could be mistaken for a weapon.
- If the shooter is outside the building or in a hallway, turn off all the lights, close and block the door with desks and chairs. If you can do so safely, get all occupants on the floor, remain silent, silence cell phones, and remain out of the line of fire.
- If the shooter is inside your building and it is possible to escape the area safely and avoid danger, do so by the nearest exit or window. Leave in the room books, backpacks, purses, etc.
- As you exit the building, keep your hands above your head and listen for instructions that may be given by police officers. If an officer points a firearm at you, make no movement that may cause the officer to mistake your actions for a threat. Try to stay calm.

Medical Emergencies

- Call 911 and tell the dispatcher the address/location, nature of the medical emergency and your cell phone number and describe the situation you are reporting: who, what, when, where, how and why (if known).
- Administer CPR if trained or reach the nearest Respiratory Therapy faculty, or Child Care staff, all of whom are CPR trained and can provide emergency assistance, immediately.
- Remain with the person in distress until Emergency Medical Technicians arrive and provide them with as much information as possible about the person and circumstances.
- Contact the front office about the circumstance and action as quickly as possible.

Snow Emergency

- A snow emergency is determined by the President based upon the forecast or ongoing circumstances like an accumulation;
- Elements for consideration are combination of ice, driving conditions are/will be exceptionally hazardous, etc.
- The President or his designee will notify a snow emergency to the system for distribution to radio, TV, and websites. Once the Emergency Notification System is implemented, messages will be sent to all students, faculty and staff regarding the cancellation.
- Options could be cancellation for morning, evening, or both. Customarily St. Augustine is closed for only one day.

Gas Leak or Chemical Spill

- Call 911 immediately if a gas leak is smelled or a chemical spill occurs. If there is a gas leak, the dispatcher will relay a message to the gas company. Be sure to tell the dispatcher the address and location of the gas smell/leak or chemical spill.
- Do not touch any chemicals that have been spilled or attempt to clean up. Rather, keep everyone away, and be sure that no one places a spark or fire source near a gas leak or chemical spill.
- Evacuate everyone in the immediate vicinity of any gas leak or chemical spill and assist in alerting everyone in the building if a gas leak threatens the safety of students, faculty and staff beyond the immediate vicinity.

Power Outage

- If there is a power outage, wait 30 minutes before dismissing if it is still daylight.
- Dismiss in 15 minutes if it is after dark (Emergency lights in hallways allow for student/faculty who evacuate outside classrooms to wait for a reasonable amount of time).
- Administrative office will check with ComEd for a status report on restoration of power. However, the estimate from ComEd can be more extended than actual restoration. So please hold students for at least 15 minutes if possible before dismissing.

Heat Outage

- Heat loss usually takes up to 12 hours, and, therefore, advanced notice will be provided to all faculty, staff, and students through the new Emergency Notification System if a heat outage of more than 6 hours is anticipated. Please do not dismiss classes if the heat has gone out during class as the temperature will not drop sufficiently in the three hours of class to justify dismissal.
- A notice will also be posted on the Chicago message system about any heat outage or water main breakage that results in closing the college. These are the messages that are scrolled across TV screens and announced on the radio.

Tornado Watch/Warning

- A tornado warning will trigger surveillance as to the direction and intensity of an anticipated tornado to prepare for a possible evacuation.
- Evacuation will immediately be ordered and the fire alarm system will be activated if the Chicago Fire Department sirens are sounded or a tornado warning has been issued by the National Weather Service for the any campus location.
- Evacuation is expected to the 1st floor hallways in all buildings.
- Supervisors and faculty are expected to assure that all persons in their responsibility have evacuated and are accounted for.

Evacuation Drills

- The Child Care children and staff must practice a fire drill at least once a month.
- Faculty and supervisors are asked to be sure that those under his/her responsibility know the location of the nearest exit at the beginning of each course.
- If a fire alarm is sounded, it is the responsibility of the faculty and staff to ensure that everyone leaves the building immediately and that all within their class or area have evacuated.

Warnings:

- Doors may not be locked in stairwells from the inside
- Fire alarms are checked routinely according to contract and law

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 Main Campus or other locations except as authorized by law or College administrative directives. Any person found to be under the influence of alcohol or other controlled substance while on college property may be subject to disciplinary action by the College.

Any student in need of professional assistance to deal with drugs and alcohol problems shall contact an Academic Advisor, who shall provide information about available community agencies. Staff or faculty in need of assistance should contact Human Resources.

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 the main campus or other locations 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 Academic Advising 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 Acceptable Use of Electronic College Resources

Overview
St. Augustine College provides an array of electronic resources to students, faculty, staff, administration, persons on contract to perform College work, and any other person with access and use privileges as given by the College. These resources include, but are not limited to electronic mail systems, Web hosting, network storage space, Internet connectivity, telecommunications and information resources, as well as various physical resources such as college-owned computers, network, cabling, wireless access points, computer work stations, printers, audio-visual and telephone equipment, as well as various other equipment.

General Statement
Computing, networking, and information resources of SAC are available to advance teaching, learning and research, public service and the business affairs of the College. All who access and use these resources must abide by all applicable policies, legal and contractual requirements, and the highest standard of ethical principles and practices, when using these College computing resources. Breach or disregard of these policies are grounds for revoking access privileges, and may lead to additional sanctions by SAC, including termination or dismissal and/or referral to other authorities for civil litigation and criminal prosecution.

As a matter of usual business practice, the College does not routinely monitor individual usage of its computing resources. Nonetheless, the Information Technology (IT) Department may access and monitor all computing resources and any information stored on or transmitted through those resources. IT does system monitoring and maintenance, complies with legal requirements, and administers this and other SAC policies. Further, by law, SAC must back up ALL messages transmitted in, by, or through St. Augustine's computer resources daily, and retain these backup files for five years. Users who wish to maintain absolute privacy of personal information should transmit and store that information on and through media other than St. Augustine College computing resources. All SAC official business should be conducted using SAC email and other provided resources including One Drive and Moodle.

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, staff, administration, persons on contract to perform College work, and any other person with access and use privileges as given by the College. These rights include, but are not limited to intellectual 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;
- 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 all information on College computing and networking systems;
- Knowing and obeying the specific policies established for the system and networks they access.

Under no circumstances may authorized users give access to any St. Augustine system, network or software to unauthorized individuals. The IT Department assigns permissions to all authorized users, based on managers' approvals.

Verification of Student Identity
Students are assigned a unique user account and password combination that grants them access to the SAC computer network. Students are directed to reset their own passwords through functionality built into the system. It is school policy that student account information is not shared with others.

Guidelines for the Use of Computing, Networking and Information Resources

I. Acceptable Use. The computing, networking and information resources of SAC are intended for use by students, faculty, staff, administration, persons on contract to perform College work, and any other person with access and use privileges as given by the College to engage in teaching and learning, research, public service and the business affairs of the College.

II. Unacceptable Use. The computing, networking and information resources SAC MAY NOT be used for any purposes which violate local, state, federal or international laws; to transmit threatening, obscene, or harassing materials or to threaten physical or intellectual abuse or stalking; for commercial or personal business purposes; to harm, or attempt to harm, any minor or group of minors; to transmit, upload, or store any material that infringes upon an existing copyright, trademark, patent, trade secret or other legal right; to transmit material or communications to promote a financial scam or wrongdoing; to interfere with or disrupt network users, services or equipment, which includes, but is not limited to, destruction, alteration, theft, or tampering of any physical computing resources; 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.

Further, users are expected to honor the privacy, confidentiality, and security rights of students and all members of the College community as protected by the Family Educational Rights & Privacy Act/FERPA (34 CFR. Part 99), the Health Insurance Portability and Accountability Act/HIPAA (PL104-191, 110Stat.1936), the Violence Against Women Act/VAWA (34CFR Part 668 and Title IX of the Education Amendments of 1972), and Illinois statutes prohibiting cyberstalking (720 ICLS 5/12.7.5 /Criminal Code of 1961) and electronic harassment (720 ILCS 135, Harassing and Obscene Communications Act) and the common understanding of the appropriate relationship between students and faculty/staff.

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 IT Department 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 advise from any source, will not exempt a user from penalties incurred in case of violations.

Policy violations
Violation of this policy may lead to denial of network access privileges and/or other sanctions, including termination or dismissal, imposed by the College. The prohibited uses as defined above may also violate local, state and/or federal laws; thus, criminal penalties may also apply.

To report violations of this Acceptable Use policy, contact the Human Resources Department or the Information Technology Department.

Copyright Policy

The College community is required to comply with the *United States Copyright Law of 1976 (the "Act"), 17 U.S.C. 101 et seq*. The College is also committed to preserving the rights accorded to users of copyrighted works under the "fair use" provision of the Act. All faculty, staff and students must adhere to College copyright policy and are expected to review authoritative online resources, such as those cited below, when considering the use of copyrighted works of others in the course of instruction.

Copyright protects "original works of authorship fixed in any tangible medium of expression." 17 U.S.C. 102 (a). Copyright generally extends automatic protection to any original expression of creative work that is recorded in any tangible form (published or unpublished). 17 U.S. C. 101. These works include, but are not limited to: literary works; musical works; dramatic works; pantomimes or choreographic works; pictorial, graphic and sculptural works; motion pictures and other audio visual works; sound recordings; and architectural works. A copyright notice is not required for copyright protection.

St. Augustine encourages an environment that provides for the fair use of copyrighted materials to achieve the goals of teaching, service, and research, while remaining in compliance with applicable laws. A "fair use" can be determined by examining four (4) factors: (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and (4) the effect of the use upon the potential market for or value of the copyrighted work. U.S.C. 107. The four "fair use" factors should be evaluated each time an employee seeks to copy materials for instructional use.

Further explanation of the four "fair use" factors may be found at the following two URLs and other educational sites:
www.copyright.gov/title17/
http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/9-b.html

For further guidance on copyright, see www.knowyourcopyrights.org/resourcesfac/kycrbrochure.shtml, the Library of Congress, the American Library Association, the Association of Research Libraries, other recognized national or state library organizations or at www.copyright.gov.

Principios y Directrices Generales

Título IX
La Universidad St. Augustine cumple las disposiciones del Título IX de la Ley de Enmienda de Educación Federal de 1972, (*Title IX of the1972 Federal Education Amendment Act*) que prohíbe la discriminación y el acoso sexual en todas las actividades de la Universidad. El Título IX es coordinado por la Oficina de Recursos Humanos.

Ley para Americanos con Discapacidades (siglas en inglés ADA) y la Sección 504 de la Ley de Rehabilitación de 1973
La Universidad St. Augustine cumple con las provisiones de la Ley para Americanos con Discapacidades, tal como fue enmendada en el 2008 y la Sección 504 de la Ley de Rehabilitación de 1973, que prohíben la discriminación basada en la discapacidad de un individuo y ofrecen a las personas discapacitadas la oportunidad de participar plenamente en todos los programas y actividades educacionales.

La Oficina de Consejería Académica de la Universidad St. Augustine coordina y asegura los servicios y acomodaciones para los estudiantes con discapacidades matriculados. Estos servicios proveen igualdad de oportunidades educacionales a los estudiantes al minimizar el impacto de limitaciones funcionales en sus vidas académicas y ofrecen a las personas discapacitadas la oportunidad de participar plenamente en todos los programas y actividades educacionales.

El Decano de Asuntos Académicos y Estudiantiles sirve como el oficial de la Universidad a cargo del cumplimiento del ADA. El Decano asume la responsabilidad de asegurarse que la Universidad interpreta apropiadamente las regulaciones federales que requieren que la Universidad tome los pasos que sean necesarios para asegurar que se hagan acomodaciones razonables para todos los estudiantes con discapacidades de aprendizaje documentadas. El Decano es el responsable de coordinar el cumplimiento de la Universidad con estas regulaciones junto con la Oficina de Consejería Académica.

La Universidad se adhiere a todo lo que respecta a la confidencialidad y privacidad tal como se delinea en estas regulaciones.

Cualquier estudiante con una discapacidad apropiadamente documentada es elegible para servicios. La Oficina de Consejería Académica servirá a los estudiantes con discapacidades permanentes, temporales o episódicas incluyendo discapacidades psicológicas, médicas, físicas, visuales, auditivas o de aprendizaje, incluyendo ADHD/ADD. Los estudiantes que deseen servicios bajo ADA y la Sección 504 deben comunicarse con la Oficina de Consejería Académica tan pronto como sea posible, inclusive durante el proceso de admisión o matriculación.

Ley de Derechos Educacionales y Privacidad Familiar de 1974 (FERPA)
La Ley de Derechos Educacionales y Privacidad Familiar de 1974 confiere ciertos derechos a los estudiantes respecto a los expedientes educacionales de los estudiantes. 1) El derecho de inspeccionar y examinar su expediente en un plazo de 45 días de una petición de acceso. 2) El derecho a pedir una enmienda del expediente educacional del estudiante que el estudiante considera ser inexacto. 3) El derecho a consentimiento por escrito antes de que la Universidad revele información personal identificable contenida en el expediente del estudiante. 4) El derecho a presentar una queja con el Departamento de Educación de los E.U. respecto a supuestos fracasos de la Universidad St. Augustine de cumplir 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 cumplimiento con la Ley de Derechos Educacionales y Privacidad Familiar de 1974, la Universidad St. Augustine protege el derecho de los estudiantes en relación con la exactitud y privacidad de sus expedientes educacionales. Los estudiantes que pidan inspeccionar, enmendar o corregir el expediente del estudiante lo pueden hacer por medio del Decano Asociado de Servicios Estudiantiles o el Decano de Asuntos Académicos y Estudiantiles. Según permite la ley, la Universidad St. Augustine ha designado las siguientes categorías de información como información de directorio que puede ser entregada sin previo consentimiento por escrito. Información de Directorio: Nombre del Estudiante; dirección de e-mail de SAC y número de teléfono (solamente para los estudiantes actualmente matriculados); fechas de asistencia; fecha de cualquier título otorgado y la especialización; honores y premios recibidos; y fotografías. Los estudiantes pueden dictaminar que cualquier o toda

la información que está enumerada en el directorio no sea divulgada públicamente llenando un formulario en la Oficina de Registraduría cada año.

Notificación Anual FERPA – Posible Recopilación y Uso de Datos Federales y Estatales
A partir del 3 de-enero del 2012, las regulaciones del Departamento de Educación de los E.U. sobre FERPA ampliaron las circunstancias bajo las cuales el expediente estudiantil de un estudiante y la información personal identificable (siglas en inglés PII) contenida en tales expedientes –incluyen el número de seguro social, las calificaciones, y otra información privada——pueden ser obtenidas sin el consentimiento del estudiante. Primeramente, el Contralor General de los E.U., el Fiscal General de los E.U., el Secretario de Educación de los E.U., o autoridades educativas estatales y locales pueden permitir acceso a los expedientes y PII de los estudiantes, sin consentimiento, a una tercera entidad designada por la autoridad federal o estatal para evaluar un programa educativo respaldado federal o estatalmente. La evaluación puede estar relacionada con cualquier programa que "se involucra principalmente en la provisión de educación, tales como educación para la temprana infancia y entrenamiento laboral, así como cualquier programa que es administrado por una agencia o institución educativa." Segundo, las autoridades federales y estatales pueden permitir acceso a los expedientes educacionales y PII de los estudiantes sin su consentimiento a investigadores que están realizando ciertos tipos de estudios, en ciertos casos aun cuando la Universidad St. Augustine tenga objeciones o no pida tales investigaciones. Las autoridades federales y estatales deben obtener ciertas promesas de restricción de uso y seguridad de datos de las entidades que ellos autorizan a recibir el PII de los estudiantes, pero las autoridades no necesitan mantener control directo sobre tales entidades.

Además, en conexión con sistemas de datos longitudinales a nivel estatal, las autoridades estatales pueden recolectar, compilar, retener permanentemente y compartir sin el consentimiento de los estudiantes los PII de sus expedientes educacionales, para realizar un seguimiento de su participación en la educación y otros programas enlazando tales PII a otra información personal acerca de los estudiantes que ellos obtienen de otras fuentes de datos federales o estatales, incluyendo desarrollo de la fuerza laboral, seguro de desempleo, bienestar infantil, justicia de menores, servicio militar y sistemas de expedientes de estudiantes migratorios.

La Enmienda Solomon (10 U.S.C. §983, efectiva Enero del 2000) es una ley federal que ordena que las universidades provean información de reclutamiento cuando sea pedida a organizaciones de reclutamiento militar. La solicitud y la entrega de información por la Universidad están limitadas a propósitos de reclutamiento militar únicamente. La solicitud de información debe ser por escrito en papel membrete que identifique claramente la organización de reclutamiento militar. La entrega de información de reclutamiento estudiantil sigue las directrices de FERPA que delinean la información estudiantil de directorio. Bajo las leyes federales no se les permite a los estudiantes restringir la entrega de esta información específicamente a organizaciones militares, pero si los estudiantes retienen la entrega general de información de directorio, entonces la Universidad no puede proveer esta información a organizaciones militares.

Política de No Discriminación
La Universidad St. Augustine está comprometida con 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 libres de toda discriminación injusta en todas sus formas. Por tanto, es la política de la Universidad St. Augustine no participar en la discriminación u hostigamiento contra cualquier persona por razón de raza, color, religión, sexo, nacionalidad, antepasados, edad, estatus matrimonial, discapacidad, orientación sexual, expulsión militar, o condición de veterano discapacitado o veterano de la época de Vietnam, y cumplir con todas las leyes, órdenes y regulaciones federales y estatales, en materia de no discriminación, igualdad de oportunidades y acción afirmativa. Esta política de no discriminación aplica a las admisiones, empleo, acceso y tratamiento en las actividades y programas de la Universidad. Las quejas de discriminación prohibidas por la política de la Universidad son resueltas dentro los procedimientos actuales de la Universidad.

Indagaciones sobre el cumplimiento de los requisitos estatales o federales de no discriminación pueden ser dirigidos a la Oficina de Recursos Humanos y Nómina, 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.

Política de Hostigamiento
De acuerdo con el espíritu y la intención de la ley federal estatal, la Universidad St. Augustine se esfuerza por ofrecer un entorno de trabajo confortable. Estamos comprometidos a ser una institución libre de discriminación y hostigamiento por motivos de raza, color, religión, edad, sexo, nacionalidad, discapacidad, o cualquier otra situación

protegida. No se tolerará conducta ofensiva o de hostigamiento contra ningún estudiante o empleado. Cualquier estudiante, profesor, o empleado, que crea que él/ella ha sido acosado sexualmente, podrá obtener desagravio 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 intentar forzarla a una relación sexual, o para someter a una persona a atenciones sexuales forzadas, o para castigar la negativa a consentir en ello, o para crear un entorno de trabajo sexualmente intimidante, hostil u ofensivo.

Se entiende que el acoso sexual abarca una amplia gama de comportamientos, que incluyen, pero no están limitados a, la coerción actual de relaciones sexuales, proposiciones sexuales verbales o físicas, expresiones sexualmente explícitas o despectivas, actos agresivos físicos como tocar, pellizcar o manosear, e insultos, bromas, carteles, caricaturas y gestos. Tal comportamiento puede ofender a la parte agraviada, causar incomodidad o humillación, e interferir con el desempeño del trabajo. Esta definición será interpretada y aplicada de acuerdo con las normas aceptadas de comportamiento maduro apropiado y de la libertad de expresión.

Inocuidad y Seguridad en el Campus—Conformidad con la Ley Jeanne Clery

Originalmente conocida como la Ley de Seguridad en el Campus, la **Ley Jeanne Clery de Declaración de la Política de Seguridad en el Campus y las Estadísticas de Crimen en el Campus** (20 USC § 1092(f)) es una destacada ley federal que exige a los colegios y universidad declarar información respecto al crimen en y alrededor de sus campuses. St. Augustine College cumple con la Ley de Jeanne Clery. Además, la Universidad cumple con la **Ley de Reautorización de la Violencia contra las Mujeres del 2013**, que expandió la definición de la Ley Clery de crímenes de asalto sexual (por fuerza y sin fuerza) para incluir la violencia doméstica, la violencia en el noviazgo, y el acecho (*stalking*). St. Augustine College recolecta información para proveer políticas de seguridad institucional y estadísticas de crimen a los estudiantes. Mayor información respecto a las estadísticas anuales de crímenes está disponible por medio de la Oficina de Asuntos Académicos y Estudiantiles. Alguien que quiera reportar un crimen o la sospecha de un crimen, debe de comunicarse con la directora local o llamar la oficina de servicios en el local de Argyle (773-878-7950).

Informantes Obligatorios del Abuso y Negligencia Infantil

La Ley de Illinois para Reportar el Abuso y Negligencia Infantil (siglas en inglés ANCRA), ha sido enmendada en el 2012 para incluir *"el personal de instituciones de educación superior"*. De acuerdo con esto, todos los individuos empleados y/o designados por la Universidad, incluyendo pero no limitado al profesorado, el personal, los estudiantes empleados y los voluntarios son considerados Delatores por Ley del abuso y la negligencia infantil. Esto significa que todos los empleados tienen el deber de reportar inmediatamente o hacer que un reporte sea hecho cuando quiera que tengan "causa razonable para creer que un niño conocido de ellos en su capacidad profesional u oficial puede estar siendo abusado o sujeto a negligencia". Los empleados de la Universidad St. Augustine tienen la obligación legal de inmediatamente reportar o hacer que se haga un reporte al Departamento de Illinois de Servicios a los Niños y Familias (siglas en inglés DCFS) al (800) 25-ABUSE, o (800) 252-2873.

Los estudiantes en los programas de Trabajo Social, Terapia Respiratoria y Educación Infantil Temprana son delatores por ley del abuso y negligencia infantil cuandoquiera que tengan motivos razonables para creer que un niño conocido de ellos por medio de su participación en prácticas de campo, internados o prácticas de enseñanza en agencias de servicio social, centros de cuidados para la salud y entornos de guardería infantil/escuelas, estén siendo abusados o sujeto a negligencia.

Política de Armas en el Campus

La nueva política a continuación, que reemplaza todas las versiones anteriores, está incorporada en el Catálogo de la Universidad, y en los manuales del estudiante, de la facultad, la facultad adjunta y del personal, y en el portal electrónico de la Universidad, efectivo inmediatamente.

St. Augustine College está comprometido a proveer un entorno seguro para el trabajo y el estudio. El comportamiento violento y las amenazas de violencia están estrictamente prohibidas en las propiedades de la Universidad. La posesión o el uso de armas de cualquier tipo, incluyendo armas de fuego, explosivos, **Tasers**, y pistolas paralizantes, también está expresamente prohibido en actividades relacionadas con la Universidad y en todas las propiedades de la Universidad, incluyendo las áreas de estacionamiento.

A excepción de cualquier miembro de las fuerzas del orden, personal armado de turno de seguridad privada, cualquier otro miembro del gobierno autorizado para portar armas, y miembros de las fuerzas del orden jubilados con una Tarjeta de Oficial Jubilado Autorizado para Portar Armas, quienes están exentos por ley estatal.

Como cualquier objeto tienel el potencial de convertirse en un arma, la Universidad se reserva el derecho de definir un "arma" en base a su potencial para perjudicar o amenazar. Las réplicas o facsímiles de armas están igualmente prohibidas. Según lo requieran las circunstancias, las violaciones serán referidas a los oficiales locales encargados de hacer cumplir la ley llamando inmediatamente al 911.

Se responderá a cualquier alegación de que un individuo posee un arma o un explosivo como una amenaza actual, haya o no haya evidencia de que dicha arma o explosivo exista. Esta prohibición aplica a todos los estudiantes, profesores, empleados, contratistas independientes, y visitantes. Los violadores de cualquier parte de esta política estarán sujetos a acción disciplinaria que puede incluir remoción inmediata del campus o sanciones que incluyen el despido de la Universidad.

La Universidad Tiene las Siguientes Políticas Respecto a Situaciones de Emergencia

Evacuación por fuego

Cualquiera que observe o sospeche un fuego en cualquier edificio debe inmediatamente:

- Activar la alarma de fuego.
- Llamar al 911 para alertar al departamento de bomberos para que venga inmediatamente. Decir la localidad claramente.
- Todos los estudiantes, profesores y empleados deben evacuar inmediatamente al área de parqueo en cualquier edificio de St. Augustine. De acuerdo con la ley federal, los niños en el centro de guardería infantil deben ser llevados inmediatamente a por lo menos 100 yardas del edificio, lo cual significa por lo menos una cuadra de distancia.
- Se espera que los supervisores y los profesores se aseguren que todas las personas bajo su responsabilidad hayan sido evacuadas inmediatamente y estén presentes siempre que suene una alarma de fuego.
- Se debe mantener comunicación entre los profesores y los supervisores según progresa la situación o hasta que la persona más inmediata en la jerarquía de mando anuncie un "todo está bien".

Asalto violento (sin armas)

Llamar inmediatamente al 911 siempre que observe un asalto violento, describiendo la dirección y localidad en el campus, la situación que está observando, las características del agresor, y si alguien está herido o lesionado.

- De ser razonable, trate de distraer a la persona para detener la confrontación, pero no se involucre en la pelea.
- Encuentre un lugar seguro lejos del agresor tan pronto como sea posible.
- Alerte a todos en el área del peligro y que salgan del área.
- De ser posible, después de llamar al 911 y encontrar un lugar seguro, comuníquese con la oficina principal para alertarlos de la situación y proveer ayuda según sea necesario.
- En las localidades del Sur y el Oeste haga que el guarda de seguridad se haga cargo de la situación.

Vandalismo o daños a la propiedad

- Los daños a la propiedad no ameritan arriesgar la seguridad, aun cuando sean observados.
- Llame al 911 y notifique a la oficina principal, identificando la dirección y localización en el campus, al ofensor y la situación tan completamente como sea posible.
- Asegúrese que cualquier persona en la cercanía sea alertada y evacúe el área, y salga usted también.

Pistolero Activo o Amenaza Violenta

- Si usted ve o sabe que una persona tiene un arma de fuego en el campus o si usted oye disparos en el campus o si usted ve una persona armada disparándole a las personas, protéjase primero—muévase a un lugar seguro.
- Tan pronto como sea posible, llame al 911. Dígale al despachador su nombre, dirección/localidad, y número de teléfono celular, y describa la situación que está reportando: quién, qué, cuándo, dónde, cómo y por qué (si lo sabe). ¿Hay alguien herido o lesionado?
- De ser posible, alerte a otros en el área inmediata de la situación actual.
- Cuando usted se encuentre con la policía, mantenga sus manos vacías y a simple vista en todo momento. Escuche sus instrucciones y haga exactamente lo que le digan. Si usted está evacuando, no tenga nada en las manos que pueda ser confundido con por un arma.

- Si el que está disparando está fuera del edificio o en un pasillo, apague todas las luces, cierre y bloquee la puerta con escritorios y sillas. Si lo puede hacer con seguridad, ponga a todos los ocupantes en el piso, permanezca en silencio, silencie los teléfonos celulares y permanezca fuera de la línea de fuego.
- Si el que está disparando está dentro de su edificio y es posible escapar del área con seguridad y evitar el peligro, hágalo por la salida o ventana más cercana. Deje en el salón los libros, mochilas, carteras, etc.
- Según usted sale del edificio, mantenga sus manos por encima de su cabeza y escuche las instrucciones que la policía le pueda dar. Si un oficial le apunta con un arma, no haga ningún movimiento que pueda hacer que el oficial confunda sus acciones por una amenaza. Trate de mantenerse calmado.

Emergencias Médicas

- Llame al 911 y dígale al despachador la dirección/localidad, la naturaleza de la emergencia médica y su número de teléfono celular y describa la situación que está reportando: quién, qué, cuándo, dónde, cómo y por qué (si lo sabe). Administre CPR si está entrenado o busque al profesor más cercano de Terapia Respiratoria, o al personal de la Guardería Infantil, todos los cuáles están entrenados en CPR y pueden prestar ayuda de emergencia, inmediatamente.
- Permanezca con la persona en peligro hasta que los Técnicos de Emergencia Médica lleguen y déles tanta información como sea posible acerca de la persona y las circunstancias.
- Llame a la oficina principal acerca de las circunstancias y la acción tan pronto como sea posible.

Emergencia de Nieve

- Una emergencia de nieve es determinada por el Presidente basándose en las predicciones del tiempo o las circunstancias reales tales como la acumulación.
- Los elementos a ser considerados son la combinación del hielo, las condiciones para conducir que son/serán excepcionalmente peligrosas, etc.
- El Presidente o su representante notificará al sistema de una emergencia de nieve para hacerla llegar a la radio, televisión y sitios web. Una vez que el Sistema de Notificación de Emergencias es implementado, se enviarán mensajes a todos los estudiantes, profesores y empleados respecto a la cancelación.
- Las opciones pueden ser cancelación de la mañana, la noche, o ambas. Generalmente, St. Augustine cierra solamente por un día.

Escape de Gas o Derrame Químico

- Llame al 911 inmediatamente si huele un escape de gas u ocurre un derrame químico. Si hay un escape de gas, el despachador enviará un mensaje a la compañía de gas. Asegúrese de decirle al despachador la dirección y localidad del olor a gas/escape o derrame químico.
- No toque ninguno de los químicos que se han derramado ni trate de limpiarlos. Más bien, mantenga a todo el mundo alejado, y asegúrese de que nadie acerque una chispa o llama al escape de gas o derrame químico.
- Evacúe a todas las personas en las inmediaciones de cualquier escape de gas o derrame químico y ayude a alertar a todos en el edificio si un escape de gas amenaza la seguridad de los estudiantes, profesores y empleados más allá de las inmediaciones.

Corte de Energía Eléctrica

- Si hay un corte de energía eléctrica, espere 30 minutos antes de despedir la clase si todavía es de día.
- Despida en 15 minutos si ya es de noche (las luces de emergencia en los pasillos permiten a los estudiantes/profesores que evacúan las aulas exteriores esperar por un período razonable de tiempo).
- La oficina administrativa comprobará con ComEd un reporte de condiciones en la restauración de la electricidad. Sin embargo, el estimado de ComEd puede extenderse por más tiempo que la restauración real. Así que, de ser posible, por favor retenga a los estudiantes por lo menos por 15 minutos antes de despedirlos.

Corte de Calefacción

- La pérdida de calor se lleva por lo menos 12 horas, y por tanto, se dará notificación por adelantado a todos los profesores, empleados y estudiantes por medio del Sistema de Notificación de Emergencias si se anticipa un corte de calefacción de más de 6 horas. Por favor no despida las clases si el corte de calefacción ocurre durante la clase ya que la temperatura no bajará lo suficiente en tres horas para justificar un despido.
- También se publicará una notificación en el sistema de mensajes de Chicago respecto a cualquier corte de calefacción o la ruptura de una cañería de agua que resulte en el cierre de la Universidad. Estos son mensajes que serán publicados en las pantallas de televisión y anunciados por la radio.

Aviso/Advertencia de Tornado

- Una advertencia de tornado activará vigilancia en cuanto a la dirección e intensidad de un tornado anticipado para preparar una posible evacuación.

- La evacuación será ordenada inmediatamente y el sistema de alarma de fuego será activado si el Departamento de Bomberos de Chicago suena una sirena y una advertencia de tornado ha sido emitida por el Servicio Nacional del Tiempo para la localidad de cualquier campus.
- Se espera una evacuación hacia los pasillos del primer piso de todos los edificios.
- Se espera que todos los supervisores y profesores se aseguren que todas las personas bajo su responsabilidad hayan sido evacuadas y están presentes.

Ejercicios de evacuación

- Los niños y personal de la Guardería Infantil tienen que practicar un simulacro de incendio por lo menos una vez al mes.
- Se pide a los profesores y supervisores que se aseguren que todas aquellas personas bajo su responsabilidad sepan dónde está la salida más cercana al principio de cada curso.
- Si una alarma de fuego suena, es la responsabilidad de los profesores y empleados asegurarse que todo el mundo abandona el edificio inmediatamente y que todos en su clase o área han sido evacuados.

Advertencias:

- Las puertas en las escaleras no se pueden cerrar con llave desde el interior
- Las alarmas de fuego son inspeccionadas rutinariamente según el contrato y la ley.

Política Sobre Sustancias Controladas y el Abuso del Alcohol

El consumo de drogas y alcohol constituye una grave amenaza al bienestar físico y mental y representa un impedimento al aprendizaje. Ningún estudiante, empleado, profesor o cualquier otra persona o personas puede fabricar o usar, poseer, entregar, vender o distribuir ninguna sustancia sujeta a control estatal o federal, en los recintos de la Universidad, excepto por autorización de la ley. Ningún estudiante, empleado, profesor o cualquier otra persona o personas de edad legal, según se define por el Estado de Illinois puede consumir, transportar, o poseer ninguna bebida alcohólica en el Campus Principal o las otras localidades salvo que se autorice por la ley o las directrices administrativas de la Universidad. Cualquier persona encontrada bajo la influencia del alcohol u otras sustancias controladas mientras están en la propiedad de la universidad puede ser sometida a acción disciplinaria por la Universidad.

Cualquier estudiante que necesite ayuda profesional para hacer frente al problema de drogas o alcohol debe comunicarse con un Consejero Académico, quien le proveerá con información acerca de las agencias comunitarias disponibles. Los empleados o profesores que necesiten ayuda deben hacer contacto con Recursos Humanos.

La Universidad se reserva el derecho de actuar con firmeza para controlar ya sea el uso de drogas o de alcohol, llegándose incluso a la expulsión de la Universidad y al despido del empleo. Los estudiantes deben estar conscientes las violaciones de cualquier ley estatal, federal, o municipal mientras están en el campus principal o las otras localidades están sujetas a la aplicación de estas leyes.

- **Campus Libre de Humo**
  A partir del 1ro de julio de l993, todas las instalaciones y vehículos de la Universidad son ambientes libres de humo. Esta política está diseñada para fomentar y proteger la salud de los estudiantes, empleados y visitantes y proteger el mobiliario y equipo de la Universidad de los daños que ocasiona el humo.
- **Campus Libre de Alcohol y Drogas**
  La Universidad St. Augustine fomenta la seguridad en el lugar de trabajo y la salud y el bienestar de los empleados y estudiantes. Involucrarse con drogas y alcohol puede afectar adversamente el rendimiento, la moral y la seguridad. La Universidad, por lo tanto, mantiene un entorno de estudio y de trabajo libre de los efectos del abuso de drogas y alcohol.
- **Sanciones**
  El uso, posesión, venta, transporte, o distribución de drogas controladas, de utensilios para su consumo, o del alcohol por cualquier persona dentro de la propiedad de la Universidad o en los negocios de la Universidad será causa para despido. Las sustancias ilegales serán confiscadas y se notificará de ello a las agencias policíacas. No obstante esta política, la Universidad puede servir bebidas alcohólicas con moderación durante ciertas funciones sociales patrocinadas por la Universidad.
- **Programa de Ayuda al Estudiante**
  De acuerdo con esta meta, y con los requisitos de la Ley para un Lugar de Trabajo Libre de Drogas de 1989 (*Drug-Free Workplace Act of 1989*), la Universidad anima a los estudiantes con problemas de drogas o

alcohol a comunicarse con la Oficina de Consejería Académica para solicitar ayuda para hacer frente a estos problemas tanto para sí mismos como para sus familias.

Todas las comunicaciones serán estrictamente confidenciales. Los estudiantes no estarán sujetos a medidas disciplinarias por admitir voluntariamente su problema de drogas o alcohol antes de que sea detectado. Sin embargo, el reconocimiento voluntario y el referimiento para su tratamiento médico no le excusará infracciones posteriores de esta política sobre las drogas y el alcohol por la cuales está sujeto a disciplina.

Política sobre el Uso Aceptable de los Recursos Electrónicos de la Universidad

Preámbulo

St. Augustine College provee una variedad de recursos electrónicos a los estudiantes, profesores, empleados, administradores, personas con contrato de trabajo para la Universidad y cualquier otra persona con acceso y privilegios de uso otorgados por la Universidad. Estos recursos incluyen, pero no están limitados a sistemas de email, alojamiento del sitio Web, espacio para almacenaje de redes, conectividad con el Internet, recursos de telecomunicaciones e información, así como varios recursos físicos tales como computadores propiedad de la universidad, redes de informática (*network*), conexiones para acceso inalámbrico, así como varios otros equipos

Declaración General

Los recursos de computación, redes de comunicación, e información de SAC están disponibles para promover la enseñanza, aprendizaje, e investigación, el servicio al público y los asuntos comerciales de la Universidad. Todos los que tienen acceso y usan estos recursos tienen que acatar todas las políticas aplicables, requisitos legales y de contratación, y los más altos niveles de principios y prácticas éticos cuando usan los recursos de computación de la Universidad. El violar o ignorar estas políticas es causa para revocar los privilegios de acceso, y puede conducir a sanciones adicionales por SAC, incluyendo la terminación de empleo o despido y/o el referimiento a otras autoridades para litigación civil y enjuiciamiento criminal.

Como una cuestión de práctica comercial habitual, la Universidad no supervisa rutinariamente el uso individual de sus recursos de computación. Sin embargo el Departamento de Tecnología Informática (siglas in inglés IT) puede acceder y supervisar todos los recursos de computación y cualquier información almacenada o transmitida por medio de estos recursos. IT realiza supervisión y mantenimiento del sistema, cumple con todos los requisitos legales, y administra esta y otras políticas de SAC. Más aún, por obligación legal, SAC tiene que hacer diariamente una copia de seguridad de TODOS los mensajes transmitidos en, por, y a través de los recursos de computación de St. Augustine, y guardar estas copias de seguridad por cinco años. Los usuarios que deseen mantener absoluta privacidad de su información personal deben transmitir y guardar esa información en y a través de medios que no sean los recursos de computación de St. Augustine College. Todos los asuntos oficiales de SAC deben ser realizados utilizando el email de SAC y los otros recursos provistos incluyendo **One** Drive y Moodle.

Responsabilidades Respecto al Uso del Sistema y los Recursos

Las personas que tengan acceso y sean usuarios de las computadoras, la red de comunicaciones y los recursos de información son responsables de:

- Respetar los derechos de otros individuos, incluyendo el cumplimiento de las otras políticas de la Universidad para los estudiantes, profesores, empleados, administradores, personas con contrato de trabajo para la Universidad, y cualquier otra persona con privilegios de uso otorgados por la Universidad. Estos derechos incluyen, pero no están limitados a, la propiedad intelectual, la privacidad, libertad de todo hostigamiento, y libertad académica;
- Ser cautelosos/as cuando se introduzca información confidencial en los medios electrónicos ya que es difícil garantizar la confidencialidad e integridad de esos materiales;
- Usar los sistemas y recursos en formas que no interfieran o interrumpan el funcionamiento normal de estos sistemas, ni interfiera con el acceso y uso de esos sistemas y recursos por otros que tienen permiso para hacerlo;
- Proteger la seguridad de acceso a los sistemas de computadoras y redes de comunicación de la Universidad y la confidencialidad e integridad de toda la información en las computadoras y redes de comunicación de la Universidad;
- Conocer y obedecer las políticas específicas establecidas para el sistema y las redes de comunicación a los cuales tienen acceso.

Bajo ninguna circunstancia puede un usuario autorizado dar acceso a ningún sistema, red de informática o software de St. Augustine a individuos que no estén autorizados. El Departamento IT asigna el permiso a todos los usuarios autorizados, en base a la aprobación de los administradores

Verificación de la Identidad Estudiantil
Se le asigna a los estudiantes una cuenta de usuario y una combinación de palabra de pase única que les concede acceso a la red de información de SAC. Se les indica a los estudiantes que establezcan sus propias palabras de pase por medio de la funcionalidad integrada en el sistema. Es una política de la escuela que la información de la cuenta del estudiante no es compartida con otros.

Directrices para el uso de recursos de computación, red de informática e información

I. Uso Aceptable. Los recursos de computación, red de informática e información de SAC están destinados para ser usados por los estudiantes, profesores, empleados, administradores, personas con contrato de trabajo para la Universidad, y cualquier otra persona con privilegios de acceso y uso otorgados por la Universidad, según otorgados por la Universidad, para la enseñanza y aprendizaje, las investigaciones, el servicio al público y los asuntos de negocio de la Universidad.

II. Uso Inaceptable. Los recursos de computación, red informática e información de SAC NO PUEDEN ser usados para ningún propósito que viole las leyes locales, estatales, federales o internacionales; para transmitir materiales amenazantes, obscenos o acusantes o para realizar amenazas de abuso físico o intelectual ni para el acecho; para propósitos comerciales o de negocios personales; para perjudicar, o intentar perjudicar, a ningún menor o grupo de menores; para transmitir, subir o almacenar ningún material que viole un derecho existente de autor, marca registrada, patente, secreto comercial u otro derecho legal; para transmitir material o comunicaciones que promuevan un desfalco financiero o fechoría; que interfiera con o perturbe a los usuarios de la red informática, los servicios o equipo, lo cual incluye, pero no está limitado a destrucción, alteración, robo, o manipulación de ningún recurso físico de computación; la distribución de propaganda comercial no solicitada, la propagación de gusanos o viruses de computación; y usar la red informática para realizar entrada no autorizada a otros dispositivos o recursos de computación, informática, o comunicaciones.

Más aún, se espera que los usuarios respeten la privacidad, confidencialidad y derechos de seguridad de los estudiantes y todos los miembros de la comunidad Universitaria que son protegidos por la Ley de Derechos Educacionales y Privacidad Familiar/FERPA (34 CFR. Part 99), la Ley de Portabilidad y Responsabilidad de Seguros de Salud/HIPAA (PL104-191, 110Stat.1936), la Ley de Violencia contra las Mujeres/VAWA (34CFR Parte 668 y el Título IX de las Enmiendas Educacionales de 1972), y los estatustos de Illinois que prohíben el ciberacecho (720 ICLS 5/12.7.5 /Código Criminal de 1961) y la hostigación electrónica (720 ILCS 135, Ley de Comunicaciones Hostigantes y Obscenas) y la interpretación común de la relación apropiada entre los estudiantes y el profesorado.

Derechos Reservados
La Universidad se reserva el derecho de cambiar la información, requisitos y procedimientos anunciados en esta política o en otros documentos de la Universidad. Esta política continuará en efecto hasta que una nueva revisión sea necesaria y promulgada. Consulte con el Departamento IT, o el administrador de sistemas adecuado para información sobre otras políticas, procedimientos, o directivas que suplementen esta política. El no haber leido y cumplido con estas políticas y otros procedimientos y directrices respecto al uso de los recursos de computación, red informática e información de la Universidad, o el seguir consejos contradictorios de otras fuentes, no eximirá a un usuario de las penalidades incurridas en caso de violaciones

Violaciones de la Política
Violaciones de esta política puede resultar en denegación de los privilegios de acceso a la red informática y/u otras sanciones, incluyendo la terminación o despido, impuestos por la Universidad. Los usos prohibidos tal como se definen arriba también pueden violar leyes locales, estatales y/o federales; por tanto, penalidades criminales también pueden aplicar.

Para reportar violaciones a esta política de Uso Aceptable, comuníquese con el Departamento de Recursos Humanos o el Departamento de Tecnología Informática.

Política de Derechos de Autor (Copyright)

La comunidad universitaria tiene que cumplir con la *Ley de los Estados Unidos de los Derechos de Autor de 1976 (la "Ley"), 17 U.S.C. 101 et seq*. La Universidad también está comprometida a la conservación de derechos concedida a los usuarios de obras con derecho de autor bajo provisión de "uso justo" de la Ley. Todos los profesores, empleados y estudiantes deben adherirse a la política de derechos de autor de la Universidad y se espera que revisen recursos autoritativos en línea, tales como los citados a continuación, cuando estén considerando el uso de obras de otros con derechos de autor en el curso de la enseñanza.

Los derechos de autor protegen "obras originales cuya autoría está expresada en cualquier medio tangible de expresión." 17 U.S.C. 102 (a). Los derechos de autor generalmente se extienden a la protección automática de cualquier expresión original de un trabajo creativo que es grabado en cualquier forma tangible (publicada o no publicada). 17 U.S. C. 101. Estas obras incluyen pero no están limitadas a: obras literarias; obras musicales, obras dramáticas; pantomimas o trabajos de coreografía; obras pictóricas, gráficas o esculturales; películas y otras obras audio visuales; grabaciones de sonido; y obras arquitectónicas. Un aviso de derechos de autor no es requerida para la protección de los derechos de autor.

St. Augustine College fomenta un ambiente que provee el uso justo de materiales con derechos de autor para lograr los objetivos de enseñanza, servicio, e investigación, mientras se mantiene en cumplimiento de las leyes aplicables. El "uso justo" puede ser determinado examinando cuatro (4) factores: (1) el propósito y naturaleza del uso, incluyendo si tal uso es de naturaleza comercial o para propósitos educativos sin fines de lucro; (2) la naturaleza de la obra con derechos de autor; (3) la cantidad y sustancia de la porción usada en relación con la obra con derechos de autor en como un conjunto; y (4) el efecto del uso en el mercado potencial para o el valor de la obra con derechos de autor. U.S.C. 107. Los cuatro factores de "uso justo" deben ser evaluados cada vez que un empleado busque copiar materiales para uso en la enseñanza.

Una más detallada explicación de los cuatro factores de "uso justo" se puede encontrar en los dos siguientes URLs y otros sitios educacionales:
www.copyright.gov/title17/
http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/9-b.html

Para mayor orientación sobre los derechos de autor, ver www.knowyourcopyrights.org/resourcesfac/kycrbrochure.shtml, la Library of Congress (Biblioteca del Congreso), la American Library Association (Asociación Americana de Bibliotecas), la Association of Research Libraries (Asociación de Bibliotecas de Investigación), y otras organizaciones bibliotecarias nacionales o estatales reconocidas o vaya a www.copyright.gov.

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Faculty Directory

Resident Faculty

(Date designation after faculty name is the date when the faculty member initially joined the College)

Arellano, Carmen (2001) Psychology
A.A., St. Augustine College, Chicago, IL
B.S., Loyola University, Chicago, IL
M.Ed., Loyola University, Chicago, IL
Psy.D., Argosy University, Chicago, IL

AlSafadi, Medhat (2015) Business
M.B.A., Governors State University, University Park, IL
D.B.A., Argosy University, Chicago, IL

Bogdanich, Lana (2009) English
B.A., The Evergreen State College, Olympia, WA
M.A., Northeastern Illinois University, Chicago, IL

Criollo, German (1996) Biology
B.S., University of Veracruz, Mexico
M.D., University of Veracruz, Mexico
M.S., Northeastern Illinois University, Chicago, IL

Del Carmen, Eddy (2001) Biology
B.S., Loyola University, Chicago, IL
M.D., Universidad de Iberoamérica, Santo Domingo

Frost, Sheila (2008) Social Work
B.S.W., University of Illinois at Chicago, IL
M.S.W., University of Michigan, Ann Arbor, MI

Golub, Victoria (2004) English
B.A., Kiev State Pedagogical Institute of Foreign Languages, Ukraine
M.A., Kiev State Pedagogical Institute of Foreign Languages, Ukraine

Kraus, Amanda (2006) English
B.A., Kenyon College, Gambier, OH
M.A., Northeastern Illinois University, Chicago, IL

Lara, Jose (1992) Mathematics/Business
B.S., Universidad Politecnica, Madrid, Spain
B.A., Northeastern Illinois University, Chicago, IL
M.B.A., Roosevelt University, Chicago, IL

Lopez, Noe (2005) Mathematics
B.S., University of Illinois at Chicago, Chicago, IL
M.A., Chicago State University, Chicago, IL

Mester, Antuanette (2009) Early Childhood Education
B.A., Northeastern Illinois University, Chicago, IL
M.A., Northeastern Illinois University, Chicago, IL

Nava, Juvenal (1994) Computer Information Systems
A.A.S., St. Augustine College, Chicago, IL
B.S., DeVry University, Chicago, IL
M.S., Northeastern Illinois University, Chicago, IL

Oh, Shukmei (2008) Mathematics
B.S., University of Illinois at Urbana-Champaign, IL
M.S., Northern Illinois University, DeKalb, IL

Ortiz, Carlos (1995) Respiratory Therapy
B.S., Metropolitan University, Barranquilla, Colombia
M.D., Metropolitan University, Barranquilla, Colombia
M.A., North Park University, Chicago, IL

Pantell, Marcia (2001) Social Work
B.A., Hanover College, Hanover, IN
M.S.W., University of North Carolina, Chapel Hill, NC
M.P.H., University of California, Berkeley CA
Ph.D., Institute for Clinical Social Work, Chicago, IL

Plaza, Elisa (1999) English
B.A., University of Valladolid, Spain
M.A., University of Valladolid, Spain
M.A., DePaul University, Chicago, IL

Swiatkowski, Zbigniew (2018) Respiratory Therapy and Accounting
AA.S., St. Augustine College, Chicago, Illinois
A.A.S., Northwestern Business College, Chicago, Illinois
B.A.S., Siena Heights University, Adrian, Michigan

Voltchek, Elena (1995) English
B.A., Russian State Pedagogical, St. Petersburg, Russia
M.A., Russian State Pedagogical, St. Petersburg, Russia

Adjunct Faculty Roster

(Date designation after faculty name is the date when the faculty member initially joined the College)

Acevedo, Isabel (2016) Psychology
B.A., University of North Texas, Denton, TX
M.A., Roosevelt University, Chicago, IL

Alsafadi, Dana (2018) Business Admin/Acctng
B.A., Argosy University, Chicago, Illinois
M.B.A., Roosevelt University, Chicago, Illinois

Andrews, Milagros (2018) Early Childhood Education
M.A., Concordia University, River Forest, IL

Araya, Grace (2013) Early Childhood Education
B.S., University of Illinois at Urbana, Champaign, IL
M.A., University of Chicago, Chicago, IL
M.Ed., Roosevelt University, Chicago, IL

Barrera, Patricia (2018) Administrative Assistant
A.A.S., St. Augustine College, Chicago, IL

Blake, Michael (1999) English
B.A., University of Chicago, Chicago, IL
M.A., University of Chicago, Chicago, IL

Bower, Christopher (2007) English
B.A., The University of Illinois at Urbana-Champaign, IL
M.F.A., The School of the Art Institute of Chicago

Brehm, Andrew (2014) English
B.A. Barat College, Lake Forest, IL
M.A. Columbia College, Chicago, IL

Brown, Elizabeth (2009) English
B.M., DePaul University, Chicago, IL
M.M., DePaul University, Chicago, IL
M.F.A., Goddard College, Plainfield, VT
B.A., Northeastern Illinois University, Chicago, IL

Burks, Eddie (2018) Clinical Psychology
M.Ed., Loyola University
Ph.D., Clinical Psychology, Adler University, Chicago, IL

Cardenas, Elizabeth (2007) Mathematics
B.S., Centro Colombiano de Estudios Profesionales, Colombia
B.A., Universidad Santiago De Cali, Colombia

Castro, Mary (2017) Sociology
M.P.P, DePaul University, Chicago, IL
J.D. DePaul University, Chicago, IL

Castro-Paniagua, Francisco (2016) Spanish
B.A., University of Texas, El Paso TX
M.A., University of Kansas, Lawrence, KS
Ph.D., University of Texas, El Paso TX

Ceja, Vincente (2006) Accounting
A.A., St. Augustine College, Chicago, IL
B.S., Northeastern Illinois University, Chicago, IL

Chaney, Marc (2019) Psychology
B.A., Arizona State University, Tempe, AZ
B.S., Arizona State University, Tempe, AZ
M.A., Adler University, Chicago, IL
Ph.D., University of Texas, Austen, TX

Chavez, Maricruz (2019) Social Work
A.A., St. Augustine College, Chicago, IL
B.S.W., St. Augustine College, Chicago, IL
M.S.W., Erickson Institute, Chicago, IL

Cicero, Luisa (2014) Spanish and the Humanities
M.F.A., Universidad de Salamanca, Spain

Conner, Dorathy (2014) English
B.S., Roosevelt University, Chicago, IL
M.A., Roosevelt University, Chicago, IL

Corona, Ehlers, Michele (2019) Computer Information Systems
A.A.S., St. Augustine College, Chicago, IL
B.S., Universidad de Las America Puebla, Puebla, MX
M.B.A., Benementa Universidad Autonoma, Puebla, MX

Corona, Esmeralda (2009) Early Childhood Education
A.A., St. Augustine College, Chicago, IL
B.S.W., St. Augustine College, Chicago, IL

Cortez, Leticia (2015) Spanish
A.A., Harold Washington College, Chicago, IL
B.A., The University of Illinois, Chicago IL

De La Pena, Alejandra (2018) Early Childhood Education/Educational Administration
B.A., Northeastern IL University, Chicago, IL
M.A., Olivet Nazarene University, Borbonnais, IL
M.A., Governors State University, Univ Park, IL

De Los Santos, Laura (2014) English
B.A., University of Illinois at Chicago, Chicago, IL
M.A., The University of Chicago, Chicago, IL

Del Camp, Mara (2019) English
B.A., University of Tulsa, Tulsa, OK
M.A., Oklahoma State University, Stillwater, OK

Del Carmen, Eddy (2001) Biology
B.S., Loyola University, Chicago, IL
M.D., Universidad de Iberoamérica, Santo Domingo

Delgado, Rene (2018) History
B.A., Northeastern IL University, Chicago, IL
M.A., Northeastern IL University, Chicago, IL

DePartida, Maria (2018) English
B.S., Chicago State University, Chicago, IL
M.Ed., National Louis University, Chicago, IL

Derezotes, Dennette (1999) Social Work
B.S., Loyola University, Chicago, IL
M.S.W., Loyola University, Chicago, IL
M.A.H., Norwich University, Northfield, VT

Dominguez, Armando (2015) Computer Information Systems
A.A.S., St. Augustine College, Chicago, IL
B.S., DeVry University, Chicago, IL
Donaldson, Rosa (2011) Early Childhood Education
B.A., University of Illinois, Chicago, IL
M.A., Governors State University, University Park, IL

Dubois, Alton (2014) Social Work
B.A., Ohio Wesleyan University at Delaware, Delaware, OH
M.S.W., University of Illinois at Chicago, Chicago, IL
Ph.D., University of Illinois at Chicago, Chicago, IL

Ebrahimi, Mohsen (2005) Chemistry
B.S., University of Wisconsin, Oshkosh, WI
Ph.D., University of Nebraska, Lincoln, NE

Estrada, Francisco (2018) Respiratory Therapy
A.A.S., Malcom X. College, Chicago, IL

Estrada, Ignacio (2007) Mathematics
A.A.S., St. Augustine College, Chicago, IL
B.A., Northeastern Illinois University, Chicago, IL
M.S., Northeastern Illinois University, Chicago, IL

Ferrer, Alejandra (1999) Spanish
B.A., Northeastern Illinois University, Chicago, IL
M.A., Roosevelt University, Chicago, IL

Fleet, F. Roy (2014) Business Administration
B.S., University of Illinois at Chicago, Chicago, IL
M.A., Illinois Institute of Technology, Chicago, IL
M.S., University of North Dakota, Grand Forks, ND

Flores, Adelina (2018) Office Technology
A.A.S., St. Augustine College, Chicago, IL

Flynn-Christianson, Catherine (2018) Psychology
B.S., Walden University, Minneapolis, MN
M.A., Walden University, Minneapolis, MN
M.A., The Chicago School of Prof Psychology
Doctoral Candidate, Adler University, IL

Forgue, Ron (2019) Psychology
B.A., Chicago State University, Chicago, IL
M.A., The Chicago School of Professional Psychology, Chicago, IL

Franchalla, Theresa (2019) Psychology
B.S., St. Xavier University, Chicago, IL
M.S., Walden University, Minneapolis, MN

Fox, Robert (2013) Criminal Justice
B.S., Chicago State University, Chicago, IL
M.P.A., University of Phoenix, Phoenix, AZ

Garcia, Jorge (2018) Literature
B.A., University of Cuba, Cuba
M.A., Northeastern IL University, Chicago, IL

Gomez, Elizabeth (2019) Psychology
B.A., Oral Roberts University, Tulsa, OK
M.A., Roosevelt University, Chicago, IL

Gonzalez, Elba (2013) Computer Science
B.S., Universidad Autónoma Metropolitana, México City, MX
M.I.S., Robert Morris University, Chicago, IL

Gonzalez, Jr., Joel (2018) Respiratory Therapy
A.A.S., St. Augustine College, Chicago, IL

Gonzalez, Salvador (2019) Early Childhood Education
Ed.D., Roosevelt University, Chicago, IL

Grajeda, Sergio (2012) Social Work
M.D., Universidad de San Carlo, Guatemala
M.A., University of Chicago, Chicago, IL
Ph.D., The Institute for Clinical Social Work, Chicago, IL

Guillen de Mmartini, Rosario (2019) Psychology
B.A., Private Inca Garcilazo de la Vega, Lima, Peru
M.S., National University Frederico-Villareal, Lima, Peru
Ph.D., National University Frederico-Villareal, Lima, Peru

Hearst, Robert (2008) English
B.A., University of Iowa, Iowa City, IA
M.A., University of Iowa, Iowa City, IA

Helgeson, Jeff (2015) English
B.A., Roosevelt University, Chicago, IL
M.A., University of Chicago, Chicago, IL

Helmy, Maria (2019) English
B.A., Pomona College, Claremont, CA
M.A., University of Chicago, Chicago, IL

Hernandez, Samuel (2018) Humanities
B.A., Northeastern Illinois University, Chicago, IL
M.A., Loyola University, Chicago, IL

Hester, Joseph (2019) English
B.A., Loyola University of Chicago, Chicago, IL
MA., University of Illinois, Chicago, IL

Hoskins, Steven (2009) Humanities
B.A., University Of Illinois at Urbana-Champaign
M.A.A.H., The School of the Art Institute of Chicago, IL

Huey-Smith, Diana (2018) Psychology
B.A., National Louis University, Chicago, IL
M.A., Argosy University, Chicago, IL
Psy.D., Argosy University, Chicago, IL

Islas, Sylvia (2018) English
B.A., Hope College, Holland, MI

Jimenez, Diomedy (2007) Biology
A.A.S., St. Augustine College, Chicago, IL
M.D., Instituto Superior de Ciencias Médicas de la Habana, Cuba

Johnson, Michael (2019) English
B.F.A., North Carolina State University, Raleigh, NC
M.F.A., School of the Visual Arts
M.A., New York university, NY, NY

Jolivette, Michele (2017) Psychology
B.A., University of New Orleans, New Orleans, LA
M.Ed., University of Illinois at Urbana-Champaign, Urbana, IL
Ph.D., University of Illinois at Urbana-Champaign, Urbana, IL

Jovcic, Milan (2001) History
B.A., Northeastern Illinois University, Chicago,
M.A., Northeastern Illinois University, Chicago, IL

Kamaeva-Gould, Rashida (2014) English
B.A., Kiev State Pedagogical Institute of Foreign Languages, Kiev UK
M.A., Kiev State Pedagogical Institute of Foreign Languages, Kiev UK
Ph.D., Research Institute of Theory and History of Pedagogy, Moscow, RU

Kania, Irena (2007) Mathematics
B.A., National-Louis University, Chicago, IL
M.A. University Marii-Curie, Sklodowski, Poland
M.A., Chicago State University, Chicago, IL
M.A., DePaul University, Chicago, IL

Karam, Karaynm (2019) Psychology
B.A., St. Augustine College, Chicago, IL

Kelsey, Ryan (2016) Psychology
B.A., University of St. Francis, Joliet, IL
M.A., Roosevelt University, Chicago, IL

Knudsen-Perez, Gladys (2006) Business
B.A., National College of Business and Tech, Arecibo, Puerto Rico

Kostas, Maria (2017) Hospitality, Business
B.A., Roosevelt University, Chicago, IL

Laird, Michael (2019) Social Work
B.A., North Central College, Naperville, IL
M.S.W., Dominican University, River Forest, IL

Lara Rivas, Victor (2006) Respiratory Therapy
A.A.S., Central YMCA Community College, Chicago, IL
B.A., Northeastern Illinois University, Chicago, IL

Lasso, Fernando (2018) Business Management/Civil Engineering
A.A.S., College of Dupage, Glen Ellyn, IL
B.A., Benedictine University, Lisle, IL
B.A., Universidad Catolica Andres Bello, Venezuela

Leon, Cesar (2011) Culinary
A.A.S., St. Augustine College, Chicago, IL

Limon Lopez, Estevan (2018) Psychology
B.A., University of California, San Diego, Ca
Psy.D., University of New York, NY

Lopez, Alberto (2008) History
B.A., University of Puerto Rico
M.A., Inter American University of Puerto Rico
Ph.D., Ohio State University, Columbus, OH

Lopez, Ludwin (2006) Computer Science
B.S., Northeastern Illinois University, Chicago, IL
M.S., Northeastern Illinois University, Chicago, IL

Lopez Sierra, Beda (1999) Biology
M.D., Universidad Nacional Autónoma de México, México City, México

Loza Arenas, Gustavo (2018) Computer Science
A.A.S., St. Augustine College, Chicago, IL

Lugo, Raul (1999) Biology
B.S., Universidad Nacional Autónoma de México, México City, México
M.D., Universidad Nacional Autónoma de México, México City, México
M.A.T., Concordia University, River Forest, IL

Luis, Hector (2014) Science, Math
B.Ed., Instituto Superior Pedagogico, Cuba

Madson, Scott (2014) History
B.A., Northeastern Illinois University, Chicago, IL
M.S., University of Chicago, Chicago, IL

Marroquin, Andres (2015) Computer Information Systems
A.A.S., St. Augustine College, Chicago, IL
B.S., DeVry University, Chicago, IL

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