



**Interim Report
to the
Higher Learning Commission**

**From
St. Augustine College
Chicago, Illinois**

Submitted: December 20, 2019

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Section 1: Improving St. Augustine College's Financial Position

1A: Introduction and Background

St. Augustine College is a community of people who care, wanting to create hope for people in need. The original mission, which was to bring education to Hispanic peoples, has never changed; and, in the United States today, is more needed than ever.

The concept of Hispanic professionals providing education to Hispanic people – and largely Latina to Latina – is validated every day as we see people reaching out, not down, to offer the hard-earned victory that is education and a future.

The community of St. Augustine will change and learn and evolve and endure the growing pains common to all who will not give up, and who believe there is no such thing as the “impossible dream.”

It is in that spirit that we work tirelessly to continue the work that was begun so long ago to meet the demands and requirements of this current time, and to achieve the goals of the future. “Whatever it takes.”

Dr. Reyes Gonzalez, President

Higher education has never been more challenging for many institutions. The decline in the number of students graduating from high school, changing student demographics, ever-evolving technology, increased accountability, new demands from higher education, questions about whether higher education is worth the investment, and a tight labor market have all combined to create a very competitive and dynamic marketplace for higher education.

This environment has delivered a variety of new pressures on colleges and universities. For small institutions, these conditions have necessitated increased investment in underfunded areas—such as recruiting, advertising, and public relations—only to enroll fewer students producing lower net revenue, a deterioration of their financial positions, and numerous other challenges that call into question the very viability of the institutions. St. Augustine College is not immune from these national trends; its financial position and Composite Financial Index (CFI) score have deteriorated during the last several years as it has struggled to adjust to new market realities.

St. Augustine College recognizes that increasing its CFI score is an important factor needed to secure the future of the college. St. Augustine has embarked upon a comprehensive strategy to transform the college into a thriving, future-oriented university that is agile, innovative and cost effective; that uses data analytics to make fact-based decisions; a university that employs the latest technology to advance its teaching, learning, and work productively; a university made up of life-long learners with inquisitive minds and the willingness to change as the demands of our students and society change; a university with a Latino culture based on excellence, innovation and continuous improvement. This is the goal St. Augustine is pursuing and one that it will attain.

With the installation of its new president in July 2018, St. Augustine College began a multi-phased approach that will transform the college by aligning its expenses with its revenue reality; establishing the infrastructure and organizational foundation needed to support growth; driving revenue-related increases; generating external financial support; and, ultimately, elevating the college into a four-year university.

The college expects this total transformation will take approximately five years, but the implementation of these phases need not be sequential. Rather, these objectives can, and are, being pursued in parallel to accelerate change and success. Each phase is presently in a different stage of implementation.

- Budget and cost-saving measures were implemented and completed in the fall of 2018—these cuts resulted in a savings of about \$1.6 million.
- Key investments are being made to help prepare for growth. Faculty, staff, and administration have received professional development education and training; new technology has been deployed; personnel have been hired; and new processes and systems are being implemented.
- Additional revenue growth-related initiatives are also underway. A new marketing program has been launched, new partnerships and student pipelines are being established, and promising new academic programs are being developed.
- Pursuit of external funding sources has also commenced. To date, the college has requested and received more than \$600,000 in grants and the president is devoting a larger part of his time to fundraising.

As part of these transformation efforts, a five-year financial model was developed to assist leaders in making decisions and observing the impact of their decisions on the finances of the college. The college forecasts a surplus by fall of 2021, at which point it will be able to provide compensation increases to faculty, staff, and administration, and invest in additional growth opportunities, technology, academics, and student success.

The following sections of this report provide additional information regarding the work the St. Augustine College community is doing to increase its CFI score. Faculty, staff, and administration are confident that the new initiatives will not only improve the college's financial position, but will result in the establishment of a thriving institution prepared to serve our students and our society into the future.

1B: Cost-Savings Initiatives (July 2018 - mid 2019)

According to the National Student Clearinghouse Research Center, college enrollments nationwide have been on the decline for eight years in a row (*Inside Higher Ed*, May 30, 2019). Fewer students are graduating from high school. Illinois was cited as the state with the third largest enrollment decline in the US. St. Augustine College enrollments did not escape this trend.

In terms of the Hispanic/Latino student market, competition among colleges is increasing as more institutions develop programs for the Latino student population. St. Augustine College is highly regarded as a Hispanic-serving institution. The Hispanic Association of Colleges and Universities recognized St. Augustine College with “The Outstanding Hispanic-Serving Institution Award” (2013). St. Augustine College was recognized by *Excelencia* in Education with the 2016 Baccalaureate Level Example of Excelencia! Award. Nevertheless, increased competition in this marketplace, especially in the Chicagoland area and from online options, has had a negative impact on SAC’s enrollment.

From fall 2015 to fall 2018, overall enrollment decreased 30% (1565 to 1100), resulting in a comparable decline in net revenue without any associated reduction in expenses. This unbalance in revenue and expenses contributed to the decline in CFI from 1.89 in 2015 to 1.25 in 2017.

To address the imbalance in revenue and expenses, the president, upon his arrival in July 2018, took immediate steps to stabilize the finances of the college. He formed an 18-member committee—comprised of faculty, administration, and staff—that identified over 100 individual measures to reduce budgeted expenses and increase revenue; major implemented cost-savings highlights include:

Reduced salary and benefits to employees

- Froze the college’s retirement contribution. Previously, 82 employees received 3% of their base salary as the college’s retirement contribution. The college has temporarily frozen all retirement contributions until further notice.
- Amended the health insurance plan. Currently, there are 60 employees who participate in the health insurance program. The college previously paid 70% of the total cost; the college reduced that amount to 60% (employee portion increased from 30% to 40%).
- Discontinued self-operating childcare services. St. Augustine had historically provided childcare services to its students at the cost of \$100 per semester and free to faculty and staff. The college announced the cancellation of the childcare services effective August 2018.
- Eliminated carryover of unused vacation. Over 50 employees were carrying over ten days of vacation, which is a liability to the college if employees separate prior to using the carry over

vacation time. Employees are now required to take all of their carryover vacation by December 31, 2019 and not permitted to carry over any vacation moving forward.

Rationalized Operations & Maintenance Expenses

- Reviewed contracts. Examined all contractual relationships to maximize the value received by the college and minimize cost. The review process targeted major areas of spending and resulted in changes to financial auditing, healthcare providers, janitorial, and property and casualty insurance vendors. The college will place these services out for bid later this year.

Other noteworthy actions included the implementation of an incentive retirement program, optimization of faculty, staff, and administration levels across the organization, and the sunseting of non-critical, revenue-negative programs.

The president also formed four faculty committees to advise him on guidelines to reorganize the academic work of the college, targeting efficiencies; for example, the college trimmed 200 course sections—raising the average class size to 8 students—while adoption of an automated scheduling solution is expected to further drive additional efficiencies.

The implementation of these initiatives collectively resulted in a direct reduction in budgeted expenses of more than \$1.6 million per year—while not negatively impacting the quality of teaching delivered to students (or their experience) or the rate of employee attrition at the College.

Several of these cost-cutting measures will be temporary; others will be permanent. Other initiatives with targeted and potential financial implications will also be considered by the president and committee until the college achieves a financially sustainable position.

1C: Strategic Planning & Foundational Investments (January 2019 -)

St. Augustine College intends to become a sustainable, thriving institution by building a strong foundation to support sustained growth.

In addition to a tighter focus on reducing its expense structure and the implementation of multiple revenue growth-related initiatives, the college is also investing in key areas of infrastructure and planning needed to ensure that its progress can be maintained on a long-term basis. Noteworthy improvements in 2019 include:

- Adoption of a systematic approach to financial management. The college has implemented a master budget that includes a zero-based budget, strategic and capital budgets—as well as a forecasting model and multi-year master financial plan—and has performed cost analyses for all programs, locations, and functions. It has also made process changes that enable it to close its books on a monthly basis and prepare financial reports. Last, the college has hired a permanent Chief Operating & Financial Officer (a 10-year veteran of Deloitte) and an Executive Director of Finance/Controller (former CFO of Carthage College).
- Establishment of technology and information systems critical for efficient operations and informed decision-making. The college has performed a robust IT assessment and adopted a five-year strategic plan for technology. Thus far, numerous advances in the area of IT and data management have enhanced teaching, learning, and the management of the college; for example, ERP systems were updated; fiber optics were installed at three locations; 75 computers were purchased for faculty, staff, and administration; a new telephone system was installed with new multi-functional equipment; and new learning and enrollment management systems became operational. Many other infrastructure improvements and staff hires are planned for 2020.

Meanwhile, short-range and long-range planning is underway across other areas of the college. The president, working with the departmental leaders, are also developing strategic plans and making additional improvements in the areas of Operations, Faculty & Staff Development, Human Capital, Academic Affairs, and Student Success.

The college will continue to explore opportunities to further optimize its operations to improve productivity, reduce expenses, and increase services to students and faculty—but an ongoing focus on planning will ensure it has the capability and agility to fine-tune its strategies as the college and environment in higher education change.

1D: Growth-Related Programs and Initiatives (mid 2019 -)

Management acknowledges that financial stability cannot be achieved solely by reducing expenses and is also focused, in parallel, on implementing revenue growth-related initiatives and investments across all areas of the institution.

Maximizing revenue from existing students

As a step towards stabilizing its finances, the college has implemented a series of integrated enrollment-related policy changes designed to increase net revenue collections from its current (and future) student population. For example, by

- Significantly reducing its discount rate. Staff and administration have been working diligently to maximize the impact of institutional aid, and the college has revised its financial aid matrix and payment procedures. The discount rate was reduced from approximately 34% in 2018 to about 20% this year, without a corresponding decrease in net new students.
- Revising student payment policies and collections. The college has approximately \$1.6 million in unpaid student accounts and has historically had limited success in collecting them. The college is in the process of retaining collection agencies to educate students on the importance of paying for their balances; assist in the management of student's payment plans and communications; and conduct soft and formal collections of balances due to the college.
- Increasing student access to educational loans. One of the college's long-standing practices is to graduate students with limited student debt—and it has traditionally advised students not to assume federal or private student loans. This year, the college gave upper class students the option to apply for federal student loans.

Improving retention and student success

St. Augustine has launched a comprehensive effort to improve student retention, an important driver of overall student success—and revenue to the college. The college's retention program is designed to provide students with centralized access to key resources (through a new "Student Success Center"), where they can obtain early intervention support and a variety of assistance services; for example, counseling, tutoring, career/transfer center, academic advising, student life, and mentoring.

Following are some of the initiatives being implemented to increase student retention:

- Stronger push for students to participate in a new student orientation. Our data show that students who attend the New Student Orientation are three times more likely to finish their first semester than those who don't.

- Added early attendance monitoring. Early drops make up the majority of the in-semester attrition; attendance will be monitored daily during the first three weeks and academic advisors will be notified of students who missed classes within a 24-hour period.
- Expanded availability of tutoring services. Tutoring is an effective intervention in increasing persistence within the semester; the college has expanded tutoring options for students and created a Tutoring Center Director position to oversee tutoring at all locations.
- Rolled out early student assessments. Early intervention is essential; faculty are submitting initial performance assessments of all students by the fourth week of the semester and encouraged to communicate with their students' academic advisors if needed.
- Launched proactive advisory services for "at risk" students. Students who receive an incomplete, or a grade lower than a C the prior semester, are classified as "at-risk" and encouraged to meet with their advisors regularly to develop a remediation plan.
- Added more support filling out financial aid paperwork. Faculty, academic advisors, and admission counselors work together to help and encourage students to complete the FAFSA early to qualify for the Illinois MAP grant and federal grants.

These programs are run and overseen by the college's Dean of Student Success, who regularly monitors the success of the new initiatives and makes the adjustments necessary to help students complete their education as quickly as possible.

Deploying new and enhanced marketing campaigns

St. Augustine College has realigned its reporting structure and added resources to its new student recruitment departments to improve and better manage the student enrollment lifecycle. For example, the College hired a new Director of Academic Partnerships to build relationships with local schools, colleges, community-based organizations, and businesses that will serve as pipelines channeling future students into the college's programs.

This new position and department, along with revamped Marketing and Admissions teams, now report to the newly created position of Executive Director of Student Enrollment. By changing the reporting structure, the college is better able to develop, execute, and track marketing and recruitment strategies in a timely manner. Highlights of some of these new initiatives include:

- Targeting Chicago Public High Schools. The college is in the final stages of becoming a member of the National Clearing House, allowing it to track CPS graduates and work directly with CPS (and other high school networks) student counselors who could recommend St. Augustine College as a highly desirable option for their graduating students, especially those enrolled in bilingual support programs.

- Tightening focus on the transfer student population. The college's policies already make it highly competitive among transfer students, but new membership in Transferology—a platform that provides matches for students looking to transfer courses to other institutions—has expanded direct access to this population, especially students at the City Colleges of Chicago (one of the largest community college systems in the US).

The college has also rebalanced its media campaigns—to include conventional advertising (radio and TV) and new strategies to maximize the impact of social media outlets and applications—in an effort to drive increased awareness and interest in the college among traditional students and non-traditional adult populations.

And supporting these heightened marketing efforts is investment in a new customer relationship management system (SLATE), which will drive the new student enrollment cycle, from lead generation to registration. SLATE is providing funnel level analytics around the college's campaigns that allow it to make real time adjustments to its recruitment strategies, as well as interact and communicate with potential students.

Expanding the college's reach through new educational models, geographies, and programs

St. Augustine College is developing disruptive, innovative, digital, high-quality, cost-effective, and scalable education models.

- Launching of new delivery models will include the move to various forms of online modality and technology-assisted educational programs, which may include weekend and accelerated program models. The college is also exploring a move toward regional, national, or even international program offerings.
- Pursuing strategic partnerships with several Latin American universities. Given the dual language curriculum the college offers, reduced residency requirements for overseas students, and the financial stability of this potential market, the college has identified this as a key growth opportunity and source of new student enrollments and audiences.

The college is also vetting several new academic programs for financial viability, which it expects to increase opportunities for new populations of students and tuition revenue for the college; both undergraduate and graduate programs are being considered. For example,

- Launching a bachelor's degree in Early Childhood Education—which will be an extension of the college's largest and most successful bi-lingual associate program.
- Other programs in various stages of development include a master's in Counseling Psychology and certificates in Cyber Security and Latin American Cuisine.

St. Augustine College will continue to advance as an institution of higher education that is recognized for its accessibility to the Latino community—and other underrepresented groups—and for offering quality STEAM-based programming that is in demand.

1E: A Focus on External Funding (mid 2019 -)

Affordability is a critical component of St. Augustine's mission. As most of its students cannot afford the rising cost of higher education in the US, the college has significantly increased its efforts to develop and cultivate external funding sources—especially to support STEAM and need-based scholarships.

The college hired an experienced grant writer and advancement officer to lead institutional planning and development. During the first four months of FY20, the newly-formed office submitted about \$1.2 million in grant requests—about 10 times more than in all of FY19—and expects overall grant submissions to public entities (federal, state, and local governments) and private sources (individual foundations, corporations, civic groups, faith-based communities, member organizations, etc.) to approach \$11 million by the end of the fiscal year.

Sample federal grants developed and submitted for FY20 include:

- National Science Foundation S-STEM 2020, awards \$649,000 for up to 3 years. The NSF Scholarships in Science, Technology, Engineering, and Mathematics program supports low-income academically talented students with demonstrated financial need who are pursuing associate, baccalaureate, or graduate degrees in STEM.
- Title V. Developing Hispanic-Serving Institutions Program, awards up to \$600,000 each year for up to 5 years. DHSI provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

In addition to an emphasis on grant writing, the college also launched its first capital campaign in over a decade—nearly 300 public and private prospects have been targeted as part of this three-year effort—while work continues on executing stewardship and cultivation events (with a particular emphasis on one-on-one major gift solicitations) to meet additional fundraising goals.

Beyond traditional fundraising activities—such as the college's annual appeal, mid-level giving, alumni giving, major gifts, and special events—partnerships are being explored with other educational and research institutions (e.g., The University of Chicago) and public entities (e.g., State of Illinois, Mexican Consulate) who have expressed an interest in supporting the college, especially undergraduate teaching and learning and the addition of STEAM-focused programs. These could provide further funding, branding, and opportunities for revenue and visibility-generation.

Section 2: Updating the College's Faculty Credentialing Policy

2A: Introduction and Background

Following the St. Augustine Mid-Cycle Review in May 2018, the HLC specified that the college was to develop a more thorough faculty qualification policy, including faculty qualification standards based on “tested experience.”

In response, the president created a Credentialing Task Force—comprised of two members of the faculty and one member of the staff—to review the current HLC standards in this area, revise and augment St. Augustine’s credentialing procedures as needed (including compliance through tested experience), and document these policies for the faculty and college.

The new Faculty Credentialing Policies & Procedures Guidebook was approved by the Academic Council, the Vice President of Academic Affairs, and the president during the Fall semester of 2019. These credentialing policies and procedures are currently being implemented in preparation for the Spring 2020 semester.

As part of the implementation, an audit of the credentials of all 150 instructors teaching in Fall 2019 was conducted. All faculty were found to be compliant with the college’s credentialing policies and HLC requirements.

Highlights of the key components from the Guidebook—the college’s new Faculty Credential Policy and its Standards for Tested Experience—appear in the following two sections of this report. The complete Faculty Credentialing Policies & Procedures Guidebook is shown in Appendix A, and the detailed results of the faculty audit are provided in Appendix B (all faculty) and Appendix C (general education faculty only).

2B: Faculty Credential Policy

(St. Augustine College does not currently offer any master's or doctoral degree programs nor does St. Augustine College participate in any dual credit programs.)

- Faculty holding a doctoral degree or a master's degree are eligible to teach courses in the baccalaureate and associate degree programs in their field of study or in a discipline in which they have completed at least 18 graduate credit hours.
- Faculty holding a baccalaureate degree are eligible to teach courses in their field of study in an associate degree program.
- Faculty holding an associate degree are eligible to teach associate degree level courses that directly relate to their professional experience.
- Faculty holding a master's degree or higher are eligible to teach general education courses in their discipline or subfield.

Faculty requesting permission to teach a course, at any level, that appears to be outside of their field of study must demonstrate appropriate professional experience and/or verifiable specialized credentials (see Standards for Tested Experience).

2C: Faculty Credential Standards for Tested Experience

The following are guidelines for evidence leading to approval to teach specific courses based upon the tested experience criteria.

Guidelines for faculty teaching clinical courses in the AAS Respiratory Therapy program or cooking courses in the AAS Culinary Arts program

- All clinical courses in the AAS Respiratory Therapy program must be taught by a faculty member holding an associate (or higher-level degree) in the field of respiratory therapy, and be a Certified Respiratory Therapist in the State of Illinois. These are also the expectations of CoARC, the national Respiratory Therapy accrediting body. The St. Augustine College Credentialing Policy and Procedure Guidebook respects this requirement.
- All cooking courses in the AAS Culinary Arts program must be taught by a faculty member who has demonstrated at least 10 years of experience as a professional chef in a hotel or stand-alone restaurant and either holds a degree in the field of culinary arts at associate degree level (or higher) or a certificate from a nationally or internationally respected culinary program. In addition, all instructors teaching cooking courses in the AAS Culinary Arts program must have a current Illinois Food Protection Manager Certification (formerly called a Food Sanitation License).

Guidelines for faculty teaching all other courses

Each of these criteria must be related to the courses to be taught:

- Five years or more of verifiable professional experience; **or**
- Current licenses and/or certificates (Copy of the license and/or certificate, including the date of expiration, must be presented); **or**
- State, national, or international honors or awards received within the past 5 years that are related to the courses to be taught (Description of award criteria and the name of awarding organization must be provided); **or**
- Documented evidence of excellence in teaching related to the course over the past 5 years;
or

- Evidence over the past five years of peer-reviewed, refereed, or invited publications, presented papers, exhibitions, authored or co-authored textbooks, or performances and other creative activities at the state, national, or international level that are related to the courses to be taught and equivalent to expectations for a tenure track faculty member; **or**
- Other documented competencies and achievements indicating effective teaching within the last 5 years. These might include continued professional education in the requisite discipline or serving as PI or co-PI for funded external grants, supervision of graduate student research or project-based activity, or appropriate professional engagement (e.g. auditing, consulting).

Conclusion and Progress

In its August 2019 letter to the president, the HLC requested that an Interim Report address steps St. Augustine College is taking to improve the institution's overall financial position—vis-à-vis its Composite Financial Index score (CFI)—and the credentialing of its faculty. St. Augustine College acknowledges these issues and reaffirms that the community is committed to offering high-quality education to its students and complying with all HLC requirements.

Given the urgency to restore the college to a stable financial position, the college and its leadership are focusing investments and efforts on reducing expenses—mostly by right-sizing operations and trimming tuition discounts—and increasing revenue through enrollment gains, improved retention, and fundraising.

The actions taken to drive operational efficiency (July 2018 – mid 2019) and boost top-line growth (since January 2019) are expected to improve operating income, increase net assets, and reduce debt, and with that, the trajectory of the college's CFI score. As these measures gain further traction in subsequent enrollment periods, the college expects that its overall financial position will continue to recover.

Meanwhile, the college has conducted a comprehensive audit of its current 150-person faculty—including all full-time, part-timers, and adjuncts—to ensure that they each meet St. Augustine's credentialing standards as well as HLC requirements. All faculty were found to be compliant with the college's credentialing policies and HLC standards.

As part of this process, the college also documented and reaffirmed its hiring practices and established additional control measures to ensure that, in the future, its qualifications policy is being properly implemented and administered.

St. Augustine College will continue to focus on student success and our financial health—with an emphasis on operational improvements and revenue growth—to ensure that it becomes a thriving institution that continues to meet all HLC accreditation requirements, while at the same time, remaining a place of hope for inspired Hispanic servant leaders.

Appendix A: Faculty Credential Policies & Procedures Guidebook



FACULTY CREDENTIAL POLICIES AND PROCEDURES GUIDEBOOK

FACULTY CREDENTIALING POLICIES & PROCEDURES

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ST. AUGUSTINE COLLEGE

FACULTY CREDENTIAL POLICY

(St. Augustine College does not currently offer any masters or doctoral degree programs nor does St. Augustine College participate in any dual credit programs)

1. Faculty holding a doctoral degree or a master's degree are eligible to teach courses in the baccalaureate and associate degree programs in their field of study or in a discipline in which they have completed at least 18 graduate credit hours.
2. Faculty holding a baccalaureate degree are eligible to teach courses in their field of study in an associate degree program.
3. Faculty holding an associate degree are eligible to teach associate degree level courses that directly relate to their professional experience.
4. Faculty holding a master's degree or higher are eligible to teach general education courses in their discipline or subfield.

Faculty requesting permission to teach a course, at any level, that appears to be outside of their field of study must demonstrate appropriate professional experience and/or verifiable specialized credentials (see Standards for Tested Experience).

FACULTY CREDENTIAL STANDARDS FOR TESTED EXPERIENCE

The following are guidelines for evidence leading to approval to teach specific courses based upon the tested experience criteria. Criteria must relate to the courses taught.

1. All clinical courses in the AAS Respiratory Therapy program must be taught by a faculty member holding an associate degree or higher in the field of respiratory therapy and be a Certified Respiratory Therapist in the State of Illinois. These are also the expectations of CoARC, the national Respiratory Therapy accrediting body.
2. All cooking courses in the AAS Culinary Arts program must be taught by a faculty member who has demonstrated at least 10 years of experience as a professional chef in a hotel or stand-alone restaurant and either holds a degree in the field of culinary arts at the associate degree level or higher or a certificate from a nationally or internationally respected culinary program. In addition, all instructors teaching clinical courses in the AAS Culinary Arts program must have a current Illinois Food Protection Manager Certification (formerly called a Food Sanitation License).

For All Courses other than Clinical Respiratory Courses and Culinary Cooking Courses Faculty must demonstrate:

3. Five years or more of verifiable professional experience related to the courses to be taught; **OR**
4. Current licenses and/or certificates related to the courses to be taught (Copy of the license and/or certificate, including the date of expiration, must be presented); **OR**
5. State, national, or international honors or awards received within the past 5 years that are related to the courses to be taught. (Description of award criteria and the name of awarding organization must be provided); **OR**
6. Documented evidence of excellence in teaching in courses related to the courses to be taught at St. Augustine College over the past 5 year; **OR**
7. Evidence of peer-reviewed, refereed, or invited publications; presented papers; exhibitions; authored or co-authored textbooks; or performances and other creative activities at the state, national, or international level that are equivalent to expectations for a tenure track faculty member; **OR**
8. Other documented competencies and achievements indicating effective teaching within the last 5 years. These might include continued professional education in the requisite discipline or serving as PI or co-PI for funded external grants, supervision of graduate student research or project-based activity, or appropriate professional engagement (e.g. auditing, consulting) related to the courses to be taught.

FACULTY CREDENTIALING PROCEDURES

1. All faculty candidates will apply for a faculty position at St. Augustine College through the appropriate Department Chair. The Department Chair is responsible for compiling the credential portfolio containing requisite documents such as: curriculum vitae, resumes, transcripts and other materials needed to assess compliance with the credentialing policy and/or the standards for tested experience.
2. When a Department Chair identifies a potentially qualified applicant, the Department Chair will complete the Faculty Credentialing Standards Request Form including the Academic Credentialing Form and, where appropriate, the Tested Experience Credentialing Form.
3. The Department Chair will convene a meeting of the department faculty to complete the interview process for the applicant (if needed) and reach a decision regarding a recommendation to move the candidate forward in the hiring process.
4. If the department faculty decide to move the candidate forward, the Department Chair will sign the Credentialing Standards Request Form, and forward the complete set of forms and materials to the Credentialing Committee.
5. The Credentialing Committee will call a meeting to review the Credentialing Standards Request Form and determine if the applicant meets the academic credentialing standards of St. Augustine College.
6. The Credentialing Committee will forward their recommendation (accepted, pending further documentation, or denied) and the complete credentialing portfolio of the candidate to the Chief Academic Officer via the verification forms. The Credentialing Committee will also forward a verification form to the Department Chair.
7. The final decision regarding the status of the candidate's compliance with the credentialing standards of St. Augustine College rests with the Chief Academic Officer.
8. The Chief Academic Officer is responsible for maintaining the files indicating the courses each member of the faculty is eligible to teach.
9. In the event of extenuating circumstances (e.g. extended illness or leave of absence of a current faculty member, unplanned addition of a course section, etc.) that require a new faculty to be hired in a time restricted period, the Department Chair will complete the Credentialing Standards Request Form with all accompanying materials and submit them directly to the Chief Academic Officer for both the credential evaluation and the hiring decision.



FACULTY CREDENTIALING STANDARDS REQUEST FORM

To be completed by the Department Chair upon receipt of required documentation

Name of Candidate

Discipline

Department Chair

- Adjunct Faculty
- Full Time Resident Faculty
- Half Time Resident Faculty

The Department recommends this candidate for approval based on:

- the St. Augustine College credentialing requirements (academic degree and/or tested experience) based on the review of the official transcript(s) and/or other required supporting documentation.
- The St. Augustine College review which included a review of results of a foreign credentials evaluation service and/or other supportive documentation.

Department Chair

Date

FACULTY ACADEMIC DEGREE CREDENTIALING FORM

Please complete one for each degree.

Applicant Name

Program(s) and Course(s)

Please attach all vitae, resumes, and transcripts for each degree.

Notes

TESTED EXPERIENCE CREDENTIALING FORM

Directions: To be credentialed using Tested Experience, an individual must meet one of the eight Tested Experience criteria on page 4 and must relate to the courses applied to teach in. Below is a description of required documentation for each of the eight criteria. Please attach all relevant tested experience evidence.

Applicant Name
Program(s) and Course(s)
Identify Area of Evidence from Faculty Credential Standards for Tested Experience
Please Attach All Relevant Evidence and Describe Here
Notes



FACULTY VERIFICATION OF TEACHING STANDARDS FORM

To be completed by Faculty Credentialing Committee upon receipt of required documentation

Name of Candidate

Academic Department

Department Chair

_____ This faculty candidate has the appropriate degree and/or tested experience to entitle the candidate to teach in the following program and/or courses.

_____ This candidate does not hold the requisite degree and/or tested experience to teach the following courses:

Faculty Credentialing Committee Chair

Date



FACULTY VERIFICATION OF TEACHING STANDARDS AND RELEASE FOR INSTRUCTION

To be completed by the Chief Academic Officer

Name of Candidate

Academic Department

Department Chair

_____ This faculty candidate has the appropriate degree and/or tested experience to entitle the candidate to teach in the following program and/or specific courses:

_____ This candidate does not hold the requisite degree and/or tested experience to teach in the following program and/or specific courses:

Signature of Chief Academic Officer

Date

The abovenamed applicant is accepted for employment as an instructor, meeting all applicable requirements for the discipline and/or courses listed on the form. This form is completed by the Chief Academic Officer and originals provided to the Instructor and placed in the Instructor's personnel file. Copies will be distributed to the Department Chair, and the Faculty Credentialing Committee.

Appendix B: Fall 2019 Audit of Faculty Credentials (complete)

St. Augustine College Faculty Credentials Fall 2019 (Full Time and Part Time Faculty)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
1	Alsafadi	Medhat	D.B.A. Argosy University, Chicago, IL M.B.A. Governor's State University, Chicago, IL	BUS	ACC 101, ACC 162, MNG 400, MNG 360	All BUS, ACC, MNG Courses	Standard Credential #1
2	Arellano	Carmen	Psy.D. Argosy University, Chicago, IL M.Ed. Loyola University, Chicago, IL B.S. Loyola University, Chicago, IL A.A. St. Augustine College, Chicago, IL	PSY	NONE	All PSY Courses	Standard Credential #1 & #4
3	Bogdanich	Lana	M.A. Northeastern Illinois University, Chicago, IL B.A. Evergreen State University, Olympia, WA	ENG	ENG 109, ENG 019, ENG 165	All ENG Courses	Standard Credential #4
4	Criollo	German	M.D. University of Vera Cruz, Vera Cruz, MX M.S. Northeastern Illinois University, Chicago, IL B.S. University of Vera Cruz, Vera Cruz, MX	MED, BIO	AHP 110, BIO 018, BIO 028, BIO 108, BIO 208, RES 210	All AHP, BIO, RT Theory Courses	Standard Credentials #1 & #4
5	Frost	Sheila	M.S.W. University of Michigan, Ann Arbor, MI B.S.W. University of Illinois, Chicago, IL	SWK	None	All SWK Courses	Standard Credential #1
6	Golub	Vicky	M.A. Kiev State Pedagogical Institute of Foreign Languages, Ukraine B.A. Kiev State Pedagogical Institute of Foreign Languages, Ukraine	ENG	ENG 015, ENG 105, ENG 108	All ENG Courses	Standard Credential #4
7	Kraus	Amanda	M.A. Northeastern Illinois University, Chicago, IL B.A. Kenyon College, Gambier, OH	ENG	ENG 160, HUM 204	All ENG Courses	Standard Credential #4
8	Lara	Jose	M.B.A. Roosevelt University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL B.S. Universidad Politecnica de Madrid, Spain	BUS	MAT 101/112, BUS 110, BUS 303	All BUS Courses, MAT 101/112	Standard Credentials #1 & #4
9	Lopez	Noe	M.A. Chicago State University, Chicago, IL B.S. University of Illinois, Chicago, IL	MAT	MAT 101/112, MAT 225	MAT 101/112, MAT 200, MAT 225	Standard Credentials #1 & #4
10	Mester	Antuanette	M.A. Northeastern Illinois University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	ECE	ECE 101, ECE 210, ECE 215, ECE 221, ECE 227, ECE 232	All ECE Courses	Standard Credential #1
11	Nava	Juvenal	M.S. Northeastern Illinois University, Chicago, IL B.S. DeVry University, Chicago, IL A.A.S. St. Augustine College, Chicago, IL	CIS	CIS 031, CIS 110, CIS 300, CIS 303, ADM 105	All CIS Courses	Standard Credential #1
12	Oh	Shukmei	M.S. Northern Illinois University, Dekalb, IL B.S. University of Illinois, Urbana-Champaign, IL	MAT	MAT 200, MAT 225	MAT 101/112, MAT 200, MAT 225	Standard Credential #4
13	Ortiz	Carlos	M.D. Metropolitan University, Barranquilla, Colombia M.A. North Park University, Chicago, IL B.S. Metropolitan University, Barranquilla, Colombia	MED, BIO, RT	BIO 012, BIO 102, RES 210, RES 211, RES 212, RES 250	All BIO, RT Courses	Standard Credential #4
14	Pantell	Marcia	Ph.D. Institute for Clinical Social Work, Chicago, IL M.P.H. University of California, Berkeley, CA M.S.W. University of North Carolina, Chapel Hill, NC B.A. Hanover College, Hanover, IN	SWK	SWK 420, SWK 460	All SWK Courses	Standard Credential #1
15	Plaza	Elisa	M.A. DePaul University, Chicago, IL M.A. University of Valladolid, Spain B.A. University of Valladolid, Spain	ENG	ENG 015, ENG 105, ENG 108, HUM 202	All ENG Courses	Standard Credential #4

St. Augustine College Faculty Credentials Fall 2019 (Full Time and Part Time Faculty)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
16	Swiatkowski	Zbigniew	B.A.S. Siena Heights University, Adrian, Michigan A.A.S. Northwestern Business College, Chicago, IL A.A.S. St. Augustine College, Chicago, IL	RT	RES 100, RES 120, RES 129, RES 205, RES 220, RES 240	ALL RT Courses	Standard Credentials #2 & Tested Experience #1
17	Voltchek	Elena	M.A. Russian State Pedagogical, St. Petersburg, Russia B.A. Russian State Pedagogical, St. Petersburg, Russia	ENG	ENG 015, ENG 105, ENG 108	All ENG Courses	Standard Credentials #4

St. Augustine College Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
1	Acevedo	Isabel	M.A. Roosevelt University, Chicago, IL B.A. University of Texas at Denton, TX	PSY	PSY 101	All PSY Courses	Standard Credentials #1 & #4
2.	Alsafadi	Dana	M.A. Roosevelt University, Chicago, IL B.A. Argosy University, Chicago, IL	BUS, ACC, and ECO	ACC 062, ACC 162, ECO 102	All ACC, BUS, and ECO Courses	Standard Credentials #1 and #4
3.	Andrews	Milagros	PhD Courses Concordia U, River Forest, IL M.A. Concordia University, River Forest, IL	ECE	ECE 101	All ECE Courses	Standard Credential #1
4.	Araya	Grace	M.A., Roosevelt University, Chicago, IL M.Ed. Roosevelt University, Chicago, IL B.S., University of Illinois at Urbana-Champaign, IL	ECE	ECE 101	All ECE Courses	Standard Credential #1
5.	Babb	Alexius	M.A. Adler University, Chicago, IL	PSY	PSY 220, PSY 320	All PSY Courses	Standard Credentials #1 & #4
6.	Barrera	Patricia	A.A.S., St. Augustine College, Chicago, IL	CIS	ADM 011 Lab Asst.	All CIS Labs	Tested Experience #3 & #8
7.	Bennette-Pasquale	Teresa	M.S.W. New York University, NY, NY.	SWK	SWK 341	All SWK Courses	Standard Credential #1
3	Blake	Michael	M.A. University of Kansas, Lawrence, KS B.A. University of Kansas, Lawrence, KS	ESL, ENG	ENG 160, ENG 162	All ENG Courses	Standard Credentials #4
4	Bower	Christopher	M.F.A. School of the Art Institute, Chicago, IL B.A. University of Chicago, Chicago, IL	ENG	ENG 160, ENG 162	All ENG Courses	Standard Credentials #4
5	Brown	Elizabeth	M.M. DePaul University, Chicago, IL M.F.A. Goddard College, Plainfield, VT B.M. DePaul University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	ENG & MUS	ENG 160, ENG 162	All ENG Courses, HUM 204	Standard Credentials #4
6	Burks	Eddie	Ph.D. Adler University, Chicago, IL M.Ed. Loyola University, Chicago, IL	PSY	PSY 201, PSY 300, PSY 420	All PSY Courses	Standard Credentials #1 & #4
7	Cardenas	Elizabeth	B.A. Universidad Santiago de Cali, Colombia B.S. Centro Colombiano de Estudios Profesionales, Colombia	BUS & CIS	MAT 101/112, MAT 109	All MAT Courses	Standard Credential #2 and Tested Experience #3 & #8
8	Castro	Mary	J.D. DePaul University, Chicago, IL M.P.P. DePaul University, Chicago, IL	SOC	SOC 101	SOC 101	Standard Credential #4
9	Castro Paniagua	Francisco	Ph.D. University of Texas, Austin, TX M.A. University of Kansas, Lawrence, KS B.A. University of Texas, El Paso, TX	SPA, HUM	HUM 205, SPA 222	HUM 205, SPA 222	Standard Credential #4
10.	Ceja	Vincente	M.S. Northeastern Illinois University, Chicago, IL B.S., Northeastern Illinois University, Chicago, IL A.A., St. Augustine College, Chicago, IL	ACC	ACC 161, ACC 061, ACC 260	All ACC Courses	Standard Credential #1

St. Augustine College Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught	Verified Courses at SAC	Type of Credential Verification
11.	Chaney	Marc	Ph.D. University of Texas, Austin, TX M.A. Adler University, Chicago, IL B.A. & B.S. Arizona State University, Tempe, AZ	PSY	PSY 101	All PSY Courses	Standard Credentials #1 & #4
12.	Chavez	Maracruz	M.S.W. Erickson Institute, Chicago, IL B.S.W. St. Augustine College, Chicago, IL A.A. St. Augustine College, Chicago, IL	SWK	SWK 200	All SWK Courses	Standard Credential #1
13.	Chong	Cirilo	B.S. Universidad Nacional Frederico-Vilareal, Lima, Peru	MAT	MAT 101/112	All MAT Courses	Tested Experience #3 & #8
14.	Conner	Dorothy	M.A. Roosevelt University, Chicago, IL B.S. Roosevelt University, Chicago, IL	ENG	ENG 162	All ENG Courses	Standard Credential #4
15.	Corona Ehlers	Michele	M.B.A. Benemata Universidad Autonoma, Puebla, MX B.S. Universiad de Las America Puebla, Puebla, MX A.A.S. St. Augustine College	CIS	CIS 010, CIS 020	All CIS Courses	Standard Credential #1
16.	Corona	Esmerelda	B.A., St. Augustine College, Chicago, IL A.A., St. Augustine College, Chicago, IL	ECE	ECE 225, ECE 228, ECE232	All ECE Courses	Tested Experience #3 & #4
17.	Cortez	Leticia	B.A. University of Illinois, Chicago, IL B.S. Roosevelt University, Chicago, IL	HUM	HUM 205	Hum 202, 205, SPA 222	Tested Experience #3 & #8
18.	De La Pena	Alejandra	M.A. Olivet Nazarene University, Bourbonnais, IL M.A. Governors State University, University Park, IL B.A. Northeastern IL University, Chicago, IL	ECE	ECE 101, ECE 212, ECE 223, ECE 225	All ECE Courses	Standard Credential #1
19.	De Los Santos	Laura	M. A. The University of Chicago, Chicago, IL B. A. The University of Illinois, Chicago, IL	HUM	HUM 205	HUM 205, SPA 222	Standard Credential #4
20.	Del Carmen	Eddy	B.S. Loyola University, Chicago, IL M.D., Universidad de Iberoamerica, Santo Domingo	MED, BIO	AHP 113, BIO 120, BIO 020, RES 201, RES 230	All RT Theory Courses, All BIO Courses	Standard Credentials #1 & #4
21.	DelCamp	Mara	M.A. Oklahoma State University, Stillwater, OK B.A. University of Tulsa, Tulsa, OK	ENG	ENG 019, ENG 109	All ENG Courses	Standard Credential #4
22.	Delgado	Rene	M.A. Northeastern Illinois University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	HIS	HIS 105, ENG 165	HIS 104, HIS 105, ENG 165	Standard Credential #4
23.	DePartida	Maria	M.Ed. National Louis University, Chicago, IL B.S. Chicago State University, Chicago, IL	ENG	ENG 019, ENG 109	All ENG Courses	Standard Credential #4
24.	Derezotes	Dennette	M.A.H. Norwich University, Northfield, VT M.S.W. Loyola University, Chicago, IL B.A. Loyola University, Chicago, IL	SWK, HIS, Writing	SWK 200, SWK 305, CIS 315	All SWK Courses, CIS 315, PSY 356	Standard Credential #1, Tested Experience #3 & #7

St. Augustine College Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
25.	Dominguez	Armando	B.A., DeVry University, Chicago, IL A.A.S., St. Augustine College, Chicago, IL	BUS, CIS	ADM 210	All AA Courses	Tested Experience #3 & #4
26.	Donaldson	Rosa	M.A., Governors State University, University Park B.A., University of Illinois, Chicago, IL	ED, ECE	ECE 225	All ECE Courses	Standard Credential #1
27.	Dubois	Alton Clark	Ph.D. University of Illinois, Chicago IL M.S.W., University of Illinois, Chicago, IL B.A. Ohio Wesleyan University at Delaware, Delaware, OH.	SWK	SWK 305, SWK 450	All SWK Courses	Standard Credential #1
28.	Ebrahimi	Mohsen	Ph.D. University of Nebraska, Lincoln, NE B.S. University of Wisconsin, Oshkosh, WI	SCI	CHM 115, CHM 015	CHM 115 & CHM 015	Standard Credential #4
29.	Estrada	Ignacio	M.S. Northeastern Illinois University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL A.A.S. St. Augustine College, Chicago, IL	MAT	MAT 225	All MAT Courses	Standard Credential #4
30.	Ferrer	Alejandro	M.A. Roosevelt University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	SPA 222	SPA 222	SPA 222	Standard Credential #4
31.	Fleet	F. Roy	M.A. Illinois Institute of Technology, Chicago, IL M.S. University of North Dakota, Grand Forks, ND B.S. University of Illinois, Chicago, IL	PHY	PHY 103	PHY	Standard Credential #4
32.	Flynn-Christianson	Catherine	M.A. The Chicago School of Professional Psychology, Chicago, IL M.A. S. Walden University, Minneapolis, MN B.S. Walden University, Minneapolis, MN	PSY	PSY 101	All PSY Courses	Standard Credential #1 & #4
33.	Forgue	Ron	M.A. Chicago School of Professional Psychology, Chicago, IL B.A. Chicago State University, Chicago, IL	PSY	PSY 101, PSY 202	All PSY Courses	Standard Credential #1 & #4
34.	Frachella	Theresa	M.S. Walden University, Minneapolis, MN B.S. St. Xavier University, Chicago, IL	PSY	PSY 202	All PSY Courses	Standard Credential #1 & #4
35.	Garcia	Jorge	M.A. Northeastern Illinois University, Chicago, IL B.A. University of Cuba, Cuba	SPA, HUM, LIT	HUM 202	HUM 202, HUM 205	Standard Credential #4
36.	Gomez	Elizabeth	M.A. Roosevelt University, Chicago, IL B. A. Oral Roberts University, Chicago, IL	PSY	PSY 101	All PSY Courses	Standard Credential #1 & #4
37.	Guillen de Martini	Rosario	Ph.D. Nacional University Frederico-Villareal, Lima, Peru M.A. Nacional University Frederico-Villareal, Lima, Peru B.A. Private Inco Garcilazo de la Vega, Lima, Peru	PSY	PSY 101, PSY 210	All PSY Courses	Standard Credential #1 & #4
38.	Hearst	Robert	M.A. University of Iowa, Iowa City, IA B.A. University of Iowa, Iowa City, IA	ENG, HIS	ENG 019, ENG 109	All ENG Courses, HIS 104 and HIS 105	Standard Credential #4
39.	Helgeson	Jeffrey	M.A. University of Chicago, Chicago, IL B.A. Roosevelt University, Chicago, IL	PHI, HUM, ENG	PHI 220	All ENG Courses, PHI 220	Standard Credential #4

St. Augustine College Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
40.	Helmy	Marie	M.A. University of Chicago, Chicago, IL B.A. Pomona College, Claremont, CA	ENG, SOC	ENG 162	All ENG Courses	Standard Credential #4
41.	Hernandez	Samuel	M.A. Loyola University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	HUM	HUM 205	HUM 204 & HUM 205	Standard Credential #4
42.	Hester	Joseph	M.A. University of Illinois, Chicago, IL B.A. Loyola University, Chicago, IL	ENG	ENG 105, ENG 105, ENG 108	All ENG Courses	Standard Credential #4
43.	Hoskins	Steven	M.A.A.H. The School of the Art Institute of Chicago, Chicago, IL B.A. University of Illinois at Urbana, Champaign	HUM & ENG	ENG 160	All HUM and ENG Courses	Standard Credentials #4
44.	Huey Smith	Diana	Psy.D. Argosy University, Chicago, IL M.A. Argosy University, Chicago, IL B.A. National Louis University, Chicago, IL	PSY	PSY 101, PSY 210	All PSY Courses	Standard Credentials #1 & #4
45.	Islas	Sylvia	B.A. Hope Collee, Holland, MI	ENG	ENG 109, ENG 109	ENG 101-ENG 120	Standard Credential #2
46.	Jiminez	Diomedey	M.D., Instituto Superior de Ciencias Medicas de la Habana, Cuba A.A.S. St. Augustine College, Chicago, IL	MED	BIO 012, BIO 102	All BIO Courses	Standard Credential #4
47.	Johnson	Michael	M.F.A. School of the Visual Arts, New York, NY M.A. New York University, New York, NY B.F.A. North Carolina State University Raleigh, NC	ENG	ENG 10, ENG 162, ENG 165, ENG 203	All ENG Courses	Standard Credential #4
48.	Jolivette	Michele	Ph.D. University of Illinois, Urbana-Champaign, IL M.Ed. University of Illinois, Urbana-Champaign, IL BA. University of New Orleans, New Orleans LA	ECE	ECE 201	All ECE Courses	Standard Credential #1
49.	Jovcic	Milan	M.A. Northeastern Illinois University, Chicago, IL B.A. Northeastern Illinois University	HIS	ENT 015, ENG 105, ENG 108, ENG 019, ENG 109, HIS 105	All ENG Courses, HIS 104, HIS 105	Standard Credential #4
50.	Kamaeva-Gould	Rashida	Ph.D. Research Institute of Theory & History of Pedagogy, Moscow, RU M.A. Kyiv State Pedagogical Inst of Foreign Lang, Kyiv, UK B.A. Kyiv State Pedagogical Inst of Foreign Lang, Kyiv, UK	ENG	ENG 011, ENG 101, ENG 014, ENG 104	All ENG Courses	Standard Credential #4
51.	Kania	Irena	M.A. University Marie Curie, Sklodowski, Poland M.A. Chicago State University, Chicago, IL M.A. DePaul University, Chicago, IL B.A. National Louis University, Chicago, IL	MAT	MAT 101/112	All MAT Courses	Standard Credential #4
52.	Karam	Karynm	M.A. The Chicago School, Chicago IL B.A. St. Augustine College	PSY	PSY 202	All PSY Courses	Standard Credentials #1 & #4
53.	Kelsey	Ryan	M.A. Roosevelt University, Chicago, IL B.A. University of St. Francis, Joliet, IL	PSY	PSY 200, PSY 440	All PSY Courses	Standard Credentials #1 & #4
54.	Kostas	Maria	B.A. Roosevelt University	BUS, HOS, MNG 450	BUS 110, MNG 450	All HOS Courses, BUS 110	Standard Credential #2, Tested Experience #3 & #8

St. Augustine College Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
55.	Laird	Michael	M.S.W. Dominican University, River Forest, IL B.A. North Central College, Naperville, IL	SWK	SWK 319	All SWK Courses	Standard Credential #1
56.	Lara Rivas	Victor	B.A., Northeastern Illinois University, Chicago, IL A.A.S., Central YMCA Community College, Chicago, IL	RT	RES 100, RES 120, RES 220	All RES Courses	Standard Credential #1, and Tested Experience #1
57.	Lasso	Fernando	B.A. Benedictine University, Lisle, IL B.A. Universidad Catolica Andres Bello, Venezuela A.A.S. College of DuPage, Glen Ellyn, IL	ACC, BUS, MAT, ENG	BUS 303, MAT 101/112	All ACC Courses, Bus 104, BUS 105, MAT 101/112, MAT 200, MAT 225	Standard Credentials #1 & #4
58.	Leon	Cesar	A.A.S., St. Augustine College, Chicago, IL	CUL	CUL 101	All CUL Cooking Courses	Tested Experience #2
59.	Limon Lopez	Estevan	Psy.D. University of New York, NY B.A. University of California, San Diego, CA	PSY	PSY 101, PSY 320, PSY 325	All PSY Courses	Standard Credentials #1 & #4
60.	Lopez	Alberto	Ph.D., Ohio State University, OH M.A., Inter American University of Puerto Rico B.A., University of Puerto Rico	ED, HUM	HIS 105	All HIS Courses	Standard Credentials #4
61.	Lopez	Ludwin	M.S., Northeastern Illinois University, Chicago, IL B.S., Northeastern Illinois University, Chicago, IL	CIS	CIS 320	All CIS Courses	Standard Credential #1
62.	Lopez Sierra	Beda	M.D., Universidad Nacional, Mexico	MED, BIO, PSY	BIO 012, BIO 102, HIT 101, HIT 109, PSY 101, PSY 210, PSY 300	All BIO, HIT and PSY courses	Standard Credentials #1 & #4, and Tested Experience #3 & #6
63.	Loza Arenas	Gustavo	A.A.S. St. Augustine College, Chicago, IL	CIS	CIS 030, CIS 032, CIS 083	ALL CIS Labs	Standard Credential #3, Tested Experience #6 & #8
64.	Lugo	Raul	M.D., Universidad Nacional, Mexico M.A.T. Concordia University River Forest, IL BS. Universidad Nacional, Mexico	BIO, SCI	BIO 115, PHY 103	All BIO Courses, PHY 103	Standard Credential #4
65.	Luis	Hector	MS Superior Pedagogico "Jose Marti" Camaguey Cuba	CHM, MAT	MAT 101/112, CHM 015, CHM 115	All MAT Courses, All CHM Courses	Standard Credential #4
66.	Madson	Scott	M.S., University of Chicago, Chicago, IL B.A., Northeastern Illinois University, Chicago, IL	SS, HIS	HIS 105	HIS 104, HIS 105	Standard Credential #4
67.	Marroquin	Andres	B.S., DeVry University, Chicago, IL A.A.S., St. Augustine College, Chicago, IL	CIS	CIS 026, CIS 216, CIS 130, CIS 240	All 100 and 200 level CIS Courses	Standard Credential #2
68.	Master	Faisal	B.A., Siena Heights University, Adrian, MI A.A.S., Saint Augustine College, Chicago, IL	RT	RES 129	All Clinical RES Courses	Tested Experience #1
69.	McIntosh	Brian	M.S.W. University of Illinois, Chicago, IL	SWK	SWK 410	All SWK Courses	Standard Credential #1

St. Augustine College Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at St. Augustine College	Type of Credential Verification
70.	McKinney	Juan	M.A., Mississippi State University, M.S. B.A., Mississippi State University, M.S.	CUL	CUL 100	CUL 100	Standard Credential #1
71.	Mekonnen	Girmachew	M.S. Rush University, Chicago, IL B.S. Alameya University, Ethiopia	RT	RES 249	All Clinical RES Courses	Tested Experience #1
72.	Mena	Rene	M.S., Northeastern Illinois University, Chicago, IL B.S., Northeastern Illinois University, Chicago, IL A.A.S. St. Augustine College, Chicago, IL	CIS	CIS 031, CIS 300	All CIS Courses	Standard Credential #1
73.	Mendoza-Pepin	Maria	M.B.A. Morris Graduate School of Mgmt. Chicago, IL B.A. Robert Morris University, Chicago, IL	BUS, MNG	MNG 15	All BUS & MNG Courses	Standard Credential #1
74.	Meza	Sanjuana	M.A. Roosevelt University, Chicago, IL B.A. University of St. Francis, Joliet, IL	PSY	PSY 238	All PSY Courses	Standard Credentials #1 & #4
75.	Moore	Ralph	M.S. Chicago State University, Chicago, IL B.A. Psychology Chicago State University, Chicago, IL A.A. English Olive-Harvey College, Chicago, IL	PSY	PSY 202, PSY 325, PSY 356	All PSY Courses	Standard Credentials #1 & #4
76.	Mordarska	Nella	M.D. Ivano Frankivsk, Ukraine A.A.S. Triton College, River Grove, IL	RES	RES 259	All Clinical RES Courses	Tested Experience #1
77.	Ochoa, Jr.	Rafael	M.Ed. Grand Canyon University, Phoenix, AZ B.S. Rasmussen College, Mokena, IL. A.A. Waubensee Community College, Sugar Grove, IL	ENG	ENG 019, ENG 109, ENG 162	All ENG Courses	Standard Credential #4
78.	Oertle	Susan	M.A., Northern Illinois University, DeKalb, IL B.A., Northern Illinois University, DeKalb, IL	ENG	ENG 015, ENG 105, ENG 108, ENG 160	All ENG Courses	Standard Credentials #4
79.	Ojeda	Juan	M.D. Higher Institute of Medical Sciences, Havana, Cuba	SAN	SAN 025	SAN 025	Standard Credential #1
80.	Olszanski	Fernando	M.A. Northeastern Illinois University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	SPA	SPA 222	SPA 222	Standard Credential #4
81..	Ortiz	Enrique	M.D., Michoacán University of St. Nicholas of Hidalgo M.S. Quincy University, Quincy, IL B.A. Michoacan University of St. Nicholas of Hidalgo, Morelia, Mexico	MED, BIO	BIO 018, BIO 108, BIO 012, BIO 102, PHY 103	All BIO Courses, PHY 103	Standard Credential #4
82.	Palacios	Elias	M.A. Adler University, Chicago, IL B.A. School of Advanced Professional Education, Trujillo, Peru	PSY	PSY 201, PSY 210, PSY 234, PSY 238	All PSY Courses	Standard Credentials #1 & #4
83.	Palmer	Geraldine	Ph.D. National Louis University, Chicago, IL M.S. Spertus College, Chicago, IL B.A. Kendall College, Chicago, IL	PSY	PSY 310	All PSY Courses	Standard Credentials #1 & #4

St. Augustine College Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
84.	Pattison	Kelly	M.A. The Seattle School of Theology & Psychology, Seattle, WA B.S. Toccoa Falls College, Toccoa Falls, GA	PSY	PSY 340	All PSY Courses	Standard Credentials #1 & #4
85.	Payleitner	Mark	M.B.A. Lake Forest Grad School of Mgmt. Lake Forest, IL B.S. Eastern Illinois University, Charleston, IL	ACC, BUS	CIS 115	BUS, ACC, CIS 115	Standard Credential #1
86.	Pellecer	Maria	M.D., Medical Surgeon University of Juarez, Durango, MX M.S. National Polytechnical Institute, Mexico City, MX B.S., National Polytechnical Institute, Mexico City, MX A.A.S. St. Augustine College, Chicago, IL	MED, BIO	BIO 012, BIO 102	All BIO Courses	Standard Credential #4
87.	Perales	Jose	M.S., University of Illinois at Chicago, IL B.S., University of Illinois at Chicago, IL	ADM, BUS	ADM 250	All ADM Courses	Standard Credential #4
88.	Perea Martinez	Maria	M.B.A., Robert Morris University, Chicago, IL B.B.M., Robert Morris University, Chicago, IL A.A. St. Augustine College, Chicago, IL	BUS, MNG	BUS 110	All BUS Courses	Standard Credential #1
89.	Perez	Francisco	M.S. Northeastern Illinois University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	MAT	MAT 200	All MAT Courses	Standard Credential #4
90.	Perez (Knudsen)	Gladys	B.A., National College of Business and Tech. Arecibo, P.R.	CIS, ADM	ADM 101	All ADM Courses	Standard Credential #3, Tested Experience #3 & #8
91.	Perez	Jose A.	M.S. Aurora University, Aurora, IL B.S. Universidad de la Salle, Bajio Leon Gt. MX	ACC	ACC 062, ACC 162	All ACC Courses	Standard Credential #1
92.	Perez	Rafael	A.A.S., St. Augustine College, Chicago, IL	CUL	CUL 105, CUL 201	All CUL Cooking Courses	Tested Experience #2
93.	Plaza	Derbert	M.A., Loyola University, Chicago, IL B.A., Loyola University, Chicago, IL	ECE	ECE 226	All ECE Courses	Standard Credential #1
94.	Power	Bernard	A.H.S. Sinclair Community College, Dayton, OH	RES	RES 239	All Clinical RES Courses	Tested Experience #1
95.	Resendez	Adriana	M.A., Columbia College, Chicago, IL B.A., Roosevelt University, Chicago, IL	ECE	ECE 101, ECE 210, ECE 212	All ECE Courses	Standard Credential #1
96.	Restrepo	Leo	M.S., DePaul University, Chicago, IL B.A., Technological University, Colombia	CIS, MAT	MAT 101/112, MAT 225	All MAT Courses	Standard Credential #1
97.	Rivera Galloza	Eddie	M.B.A. Pontifical Catholic University of Puerto Rico, Mayaguez, PR B.A. B.A. University of Puerto Rico, Aguadilla, PR A.D. University of Puerto Rico, Aguadilla, PR	CIS	CIS 027, CIS 217	ALL CIS Courses	Standard Credential #1
98.	Rodriguez Rivera	Rebecca	Doctoral Candidate, Adler University, Chicago, IL B.A. University of Puerto Rico, San Juan, PR	PSY	PSY 300	All PSY Courses	Standard Credentials #1 & #4

St. Augustine College Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
99.	Rodriguez	Artemio	M.A., Loyola University at Chicago, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	CRJ	CRJ 201, CRJ 205, CRJ 211	All CRJ Courses	Standard Credential #1
100.	Rodriguez	Edgar	A.A.S., Le Cordon Bleu, Chicago, IL	CUL	CUL 104, CUL 109, CUL 224, MAT 109	All CUL Cooking Courses and MAT 109	Tested Experience #2
101.	Rodriguez	Virginia	M.A., Professional School of Psychology at Argosy University, Chicago, IL B.A. Phoenix University A.A. Axia University	BUS, PSY	PSY 220	All PSY Courses	Standard Credentials #1 & #4
102.	Roldan	Juan	M.S., Northeastern Illinois University, Chicago, IL B.S., Northeastern Illinois University, Chicago, IL	CIS	ADM 101, CIS 310, CIS 115	All CIS Courses	Standard Credential #1
103.	Sabas	Lynne	Ph.D. The Union Institute and University, Cincinnati, Ohio M.A., University of Illinois, Chicago, IL B.A., University of Illinois, Chicago, IL	ENG, SOC	ENG 165	ENG 165, SOC 101	Standard Credential #4
104.	Samadi	Farhad	M.S. In Process DePaul University, Chicago, IL B.S. Sooreh University, Tehran, Iran	CIS	CIS 370	All CIS Courses	Standard Credential #1
105.	Searcy	Bernadette	M.S.W. University of Illinois, Chicago, IL	SWK	SWK 200	All SWK Courses	Standard Credential #1
106.	Shelby	Diane	M.A., Concordia University, River Forest, IL M.Ed., National Louis University, Evanston, IL B.A., Roosevelt University, Chicago, IL	ECE	ECE 101, ECE 212, ECE 220, ECE 220, ECE 226	All ECE Courses	Standard Credential #1
107.	Shelton	Rhakal	B.A. Chicago State University, Chicago IL A.A.S. Malcolm X College, Chicago, IL	RT	RES 249, RES 259	All Clinical RES Courses	Tested Experience #1
108.	Simantrikis	James	M.Ed. DePaul University, Chicago, IL B.S. DePaul University, Chicago, IL	PSY	PSY 101	All PSY Courses	Standard Credential #1
109.	Smith	Veronica	M.S.W. Northeastern Illinois University, Chicago, IL B.S.W. Northeastern Illinois University, Chicago, Illinois	SWK	SWK 335	All SWK Courses	Standard Credential #1
110.	Snowden	Adonya	M.A. Adler University, Chicago, IL	PSY	PST 234, PSY 27, PSY 450	All PSY Courses	Standard Credentials #1 & #4
111.	Soriano	Karla	M.S.W. Chicago State University, Chicago, IL	SWK	SWK 337	All SWK Courses	Standard Credential #1
112.	Sosino	Wuraola	Doctoral Candidate, Adler University, Chicago, IL B.A. Roosevelt University, Chicago, IL	PSY	PSY 220	All PSY Courses	Standard Credential #1
113.	Sowemimo-Giwa	Latifat	A.A.S. St. Augustine College, Chicago, IL	RT	RES 259	All Clinical RES Courses	Tested Experience #1

St. Augustine College Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
114.	Spain	Marvel	M.Ed., National Louis University, Wheeling, IL B.A., Kendall College, Chicago, IL	ECE, SOC, ENG	SOC 101, ENG 015, ECE 226, ECE 228, ECE 232	All ECE Courses SOC 101, All ENG Courses	Standard Credentials #1 & #4
115.	Spain	Ricky	M.S. National Louis University, Chicago, IL B.A. Kendall College, Chicago, IL	BUS	BUS 110, MNG 323	All BUS and MNG Courses	Standard Credential #1
116.	Stanley	JeNai	M.Ed. Concordia University, Portland, OR B.A. Northeastern Illinois University, Chicago, IL	ENG	ENG 101, ENG 104	All ENG Courses	Standard Credential #4
117.	Steffans	Miranda	M.F.A., The School of the Art Institute of Chicago, Chicago, IL B.F.A., Knox College, Galesburg, IL	ENG	ENG 019, ENG 109	All ENG Courses	Standard Credential #4
118.	Stingaciu	Elizabeth	M.S.W. Dominican University, River Forest, IL B.A. Northeastern Illinois University, Chicago, IL	SWK	SWK 315	All SWK Courses	Standard Credential #1
119.	Tong	Christopher	Special skills and experience	CUL	CUL 108	All CUL Cooking Courses	Tested Experience #2
120.	Torres	Noe	M.Ed. Governors State University, University Park, IL M.A. University of Chicago, Chicago, IL B.A. Rhodes College, Memphis, TN	SWK	SWK 319	All SWK Courses	Standard Credential #1
121.	Valle	Joseph	Psy.D. Argosy University, Chicago, IL M.A. University of Missouri, Columbia, MO M.A. Argosy University, Chicago, IL B.S. University of Illinois, Urbana-Champaign, IL	PSY	PSY 310	All PSY Courses	Standard Credentials #1 & #4
122.	Vargas	Marie Salome	B.A. University of San Carlos de Guatemala	ECE	ECE 212, ECE 221, ECE 220	All ECE Courses	Standard Credential #2
123.	Velazquez	Lidia	M.A., Northeastern Illinois University, Chicago B.A., Northeastern Illinois University, Chicago	Latin American Culture	SPA 222	SPA 222	Standard Credential #4
124.	Villegas	Joaquin	Ph.D., University of Notre Dame, Notre Dame, IN M.S., Northern Illinois University, DeKalb, IL M.A., University of Puerto Rico B.A., University of Puerto Rico	HIS	HIS 105	All HIS Courses	Standard Credential #4
125.	Vizueta	Jeffrey	Ph.D. Olivet Nazarene, Bourbonnais, IL B.S.. DeVry Institute of Technology, Chicago, IL	CIS	CIS 460	ALL CIS Courses	Standard Credential #1
126.	Vizueta	Victor	B.S. DeVry University, Addison, IL A.A.S. St. Augustine College, Chicago, IL	CIS, BUS	CIS 238	All 100 and 200 level CIS courses	Standard Credential #2
127.	Washington	Dorothea	M.A. DePaul University, Chicago, IL	SOC	SOC 101	SOC 101	Standard Credential #4
128.	Watanabe	Sergio	M.D., Universidad Autónoma de México	BIO	AHP 110, BIO 208, BIO 028, RES 201	All AHP and BIO Courses, Theoretical RES Courses	Standard Credentials #1 & #4

St. Augustine College Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at St. Augustine College	Type of Credential Verification
129.	Wilber	Tanya	M.A. Southern New Hampshire University, Manchester, NH B.A. Wheaton College, Wheaton, IL	ENG, SPA, HUM	SPA 222	SPA 222	Standard Credential #4
130.	Wober	Roxana	M.A. Concordia University, River Forest, IL BA. SUNY, Brockport, NY	ENG, SPA, HUM	ENG 165	ENG 165	Standard Credential #4
131	Womack	Veronica	Ph.D. Howard University, Washington DC M.S. Howard University, Washington DC B.S. Howard University, Washington DC	SWK	SWK 355	All SWK Courses	Standard Credentials #1
132.	Wonderlich	Christopher	M.S. University of Rhode Island, Kingston, RI B.S. University of Dubuque, Dubuque, IA	HIS	HIS 105	HIS 104, HIS 105	Standard Credential #4
133.	Yataco	Javier	B.S. Chicago State University, Chicago, IL	CIS	CIS 031, CIS 300, CIS 130, CIS 217	All 100 and 200 level CIS Courses	Standard Credential #2

Appendix C: Fall 2019 Audit of Faculty Credentials (general education courses only)

St. Augustine College General Education Faculty Credentials Fall 2019 (Full Time and Part Time Faculty)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
1.	Arellano	Carmen	Psy.D. Argosy University, Chicago, IL M.Ed. Loyola University, Chicago, IL B.S. Loyola University, Chicago, IL A.A. St. Augustine College, Chicago, IL	PSY	NONE	All PSY Courses	Standard Credential #4
2.	Bogdanich	Lana	M.A. Northeastern Illinois University, Chicago, IL B.A. Evergreen State University, Olympia, WA	ENG	ENG 109, ENG 019, ENG 165	All ENG Courses	Standard Credentials #4
3.	Criollo	German	M.D. University of Vera Cruz, Vera Cruz, MX M.S. Northeastern Illinois University, Chicago, IL B.S. University of Vera Cruz, Vera Cruz, MX	MED, BIO	AHP 110, BIO 018, BIO 028, BIO 108, BIO 208, RES 210	All AHP, BIO, RT Theory Courses	Standard Credentials #1 & #4
4.	Golub	Vicky	M.A. Kiev State Pedagogical Institute of Foreign Languages, Ukraine B.A. Kiev State Pedagogical Institute of Foreign Languages, Ukraine	ENG	ENG 015, ENG 105, ENG 108	All ENG Courses	Standard Credentials #4
5.	Kraus	Amanda	M.A. Northeastern Illinois University, Chicago, IL B.A. Kenyon College, Gambier, OH	ENG	ENG 160, HUM 204	All ENG Courses	Standard Credentials #4
6.	Lara	Jose	M.B.A. Roosevelt University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL B.S. Universidad Politecnica de Madrid, Spain	BUS	MAT 101/112, BUS 110, BUS 303	All BUS Courses, MAT 101/112	Standard Credentials #1 & #4
7.	Lopez	Noe	M.A. Chicago State University, Chicago, IL B.S. University of Illinois, Chicago, IL	MAT	MAT 101/112, MAT 225	MAT 101/112, MAT 200, MAT 225	Standard Credentials #1 & #4
8.	Oh	Shukmei	M.S. Northern Illinois University, Dekalb, IL B.S. University of Illinois, Urbana-Champaign, IL	MAT	MAT 200, MAT 225	MAT 101/112, MAT 200, MAT 225	Standard Credentials #4
9.	Ortiz	Carlos	M.D. Metropolitan University, Barranquilla, Colombia M.A. North Park University, Chicago, IL B.S. Metropolitan University, Barranquilla, Colombia	MED, BIO, RT	BIO 012, BIO 102, RES 210, RES 211, RES 212, RES 250	All BIO, RT Courses	Standard Credentials #4
10.	Plaza	Elisa	M.A. DePaul University, Chicago, IL M.A. University of Valladolid, Spain B.A. University of Valladolid, Spain	ENG	ENG 015, ENG 105, ENG 108, HUM 202	All ENG Courses	Standard Credentials #4
11.	Voltchek	Elena	M.A. Russian State Pedagogical, St. Petersburg, Russia B.A. Russian State Pedagogical, St. Petersburg, Russia	ENG	ENG 015, ENG 105, ENG 108	All ENG Courses	Standard Credentials #4

St. Augustine College General Education Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
1	Acevedo	Isabel	M.A. Roosevelt University, Chicago, IL B.A. University of Texas at Denton, TX	PSY	PSY 101	All PSY Courses	Standard Credentials #1 & #4
2.	Babb	Alexius	M.A. Adler University, Chicago, IL	PSY	PSY 220, PSY 320	All PSY Courses	Standard Credentials #1 & #4
3	Blake	Michael	M.A. University of Kansas, Lawrence, KS B.A. University of Kansas, Lawrence, KS	ESL, ENG	ENG 160, ENG 162	All ENG Courses	Standard Credentials #4
4.	Bower	Christopher	M.F.A. School of the Art Institute, Chicago, IL B.A. University of Chicago, Chicago, IL	ENG	ENG 160, ENG 162	All ENG Courses	Standard Credentials #4
5.	Brown	Elizabeth	M.M. DePaul University, Chicago, IL M.F.A. Goddard College, Plainfield, VT B.M. DePaul University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	ENG & MUS	ENG 160, ENG 162	All ENG Courses, HUM 204	Standard Credentials #4
6.	Burks	Eddie	Ph.D. Adler University, Chicago, IL M.Ed. Loyola University, Chicago, IL	PSY	PSY 201, PSY 300, PSY 420	All PSY Courses	Standard Credentials #1 & #4
7.	Cardenas	Elizabeth	B.A. Universidad Santiago de Cali, Colombia B.S. Centro Colombiano de Estudios Profesionales, Colombia	BUS & CIS	MAT 101/112, MAT 109	All MAT Courses	Standard Credentials #2 and Tested Experience #3 & #8
8.	Castro	Mary	J.D. DePaul University, Chicago, IL M.P.P. DePaul University, Chicago, IL	SOC	SOC 101	SOC 101	Standard Credential #4
9.	Castro Paniagua	Francisco	Ph.D. University of Texas, Austin, TX M.A. University of Kansas, Lawrence, KS B.A. University of Texas, El Paso, TX	SPA, HUM	HUM 205, SPA 222	HUM 205, SPA 222	Standard Credential #4
10.	Chaney	Marc	Ph.D. University of Texas, Austin, TX M.A. Adler University, Chicago, IL B.A. & B.S. Arizona State University, Tempe, AZ	PSY	PSY 101	All PSY Courses	Standard Credentials #1 & #4
11.	Chong	Cirilo	B.S. Universidad Nacional Federico-Vilareal, Lima, Peru	MAT	MAT 101/112	All MAT Courses	Tested Experience #3 & #8
12.	Conner	Dorothy	M.A. Roosevelt University, Chicago, IL B.S. Roosevelt University, Chicago, IL	ENG	ENG 162	All ENG Courses	Standard Credential #4
13.	Cortez	Leticia	B.A. University of Illinois, Chicago, IL B.S. Roosevelt University, Chicago, IL	HUM	HUM 205	Hum 202, 205, SPA 222	Tested Experience #3 & #8
14.	De Los Santos	Laura	M. A. The University of Chicago, Chicago, IL B. A. The University of Illinois, Chicago, IL	HUM	HUM 205	HUM 205, SPA 222	Standard Credential #4
15.	Del Carmen	Eddy	B.S. Loyola University, Chicago, IL M.D., Universidad de Iberoamerica, Santo Domingo	MED, BIO	AHP 113, BIO 120, BIO 020, RES 201, RES 230	All RES Theory Courses, All BIO Courses	Standard Credentials #1 & #4

St. Augustine College General Education Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
16.	DelCamp	Mara	M.A. Oklahoma State University, Stillwater, OK B.A. University of Tulsa, Tulsa, OK	ENG	ENG 019, ENG 109	All ENG Courses	Standard Credentials #1 & #4
17.	Delgado	Rene	M.A. Northeastern Illinois University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	HIS	HIS 105, ENG 165	HIS 104, HIS 105, ENG 165	Standard Credentials #1 & #4
18.	DePartida	Maria	M.Ed. National Louis University, Chicago, IL B.S. Chicago State University, Chicago, IL	ENG	ENG 019, ENG 109	All ENG Courses	Standard Credentials #1 & #4
19.	Ebrahimi	Mohsen	Ph.D. University of Nebraska, Lincoln, NE B.S. University of Wisconsin, Oshkosh, WI	SCI	CHM 115, CHM 015	CHM 115 & CHM 015	Standard Credential #4
20.	Estrada	Ignacio	M.S. Northeastern Illinois University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL A.A.S. St. Augustine College, Chicago, IL	MAT	MAT 225	All MAT Courses	Standard Credential #4
21.	Ferrer	Alejandro	M.A. Roosevelt University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	SPA 222	SPA 222	SPA 222	Standard Credential #4
22.	Fleet	F. Roy	M.A. Illinois Institute of Technology, Chicago, IL M.S. University of North Dakota, Grand Forks, ND B.S. University of Illinois, Chicago, IL	PHY	PHY 103	PHY	Standard Credential #4
23.	Flynn-Christianson	Catherine	M.A. The Chicago School of Professional Psychology, Chicago, IL M.A. S. Walden University, Minneapolis, MN B.S. Walden University, Minneapolis, MN	PSY	PSY 101	All PSY Courses	Standard Credential #1 & #4
24.	Forgue	Ron	M.A. Chicago School of Professional Psychology, Chicago, IL B.A. Chicago State University, Chicago, IL	PSY	PSY 101, PSY 202	All PSY Courses	Standard Credential #1 & #4
25.	Frachella	Theresa	M.S. Walden University, Minneapolis, MN B.S. St. Xavier University, Chicago, IL	PSY	PSY 202	All PSY Courses	Standard Credential #1 & #4
26.	Garcia	Jorge	M.A. Northeastern Illinois University, Chicago, IL B.A. University of Cuba, Cuba	SPA, HUM, LIT	HUM 202	HUM 202, HUM 205	Standard Credential #4
27.	Gomez	Elizabeth	M.A. Roosevelt University, Chicago, IL B. A. Oral Roberts University, Chicago, IL	PSY	PSY 101	All PSY Courses	Standard Credential #1 & #4
28.	Guillen de Martini	Rosario	Ph.D. Nacional University Frederico-Villareal, Lima, Peru M.A. Nacional University Frederico-Villareal, Lima, Peru B.A. Private Inco Garcilazo de la Vega, Lima, Peru	PSY	PSY 101, PSY 210	All PSY Courses	Standard Credential #1 & #4
29.	Hearst	Robert	M.A. University of Iowa, Iowa City, IA B.A. University of Iowa, Iowa City, IA	ENG, HIS	ENG 019, ENG 109	All ENG Courses, HIS 104 and HIS 105	Standard Credential #4
30.	Helgeson	Jeffrey	M.A. University of Chicago, Chicago, IL B.A. Roosevelt University, Chicago, IL	PHI, HUM, ENG	PHI 220	All ENG Courses, PHI 220	Standard Credential #4

St. Augustine College General Education Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
31.	Helmy	Marie	M.A. University of Chicago, Chicago, IL B.A. Pomona College, Claremont, CA	ENG, SOC	ENG 162	All ENG Courses	Standard Credential #4
32.	Hernandez	Samuel	M.A. Loyola University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	HUM	HUM 205	HUM 204 & HUM 205	Standard Credential #4
33.	Hester	Joseph	M.A. University of Illinois, Chicago, IL B.A. Loyola University, Chicago, IL	ENG	ENG 105, ENG 105, ENG 108	All ENG Courses	Standard Credential #4
34.	Hoskins	Steven	M.A.A.H. The School of the Art Institute of Chicago, Chicago, IL B.A. University of Illinois at Urbana, Champaign	HUM & ENG	ENG 160	All HUM and ENG Courses	Standard Credentials #4
35.	Huey Smith	Diana	Psy.D. Argosy University, Chicago, IL M.A. Argosy University, Chicago, IL B.A. National Louis University, Chicago, IL	PSY	PSY 101, PSY 210	All PSY Courses	Standard Credentials #1 & #4
36.	Jiminez	Diomedey	M.D., Instituto Superior de Ciencias Medicas de la Habana, Cuba A.A.S. St. Augustine College, Chicago, IL	MED	BIO 012, BIO 102	All BIO Courses	Standard Credential #4
37.	Johnson	Michael	M.F.A. School of the Visual Arts, New York, NY M.A. New York University, New York, NY B.F.A. North Carolina State University Raleigh, NC	ENG	ENG 10, ENG 162, ENG 165, ENG 203	All ENG Courses	Standard Credential #4
38.	Jovcic	Milan	M.A. Northeastern Illinois University, Chicago, IL B.A. Northeastern Illinois University	HIS	ENT 015, ENG 105, ENG 108, ENG 019, ENG 109, HIS 105	All ENG Courses, HIS 104, HIS 105	Standard Credential #4
39.	Kamaeva-Gould	Rashida	Ph.D. Research Institute of Theory & History of Pedagogy, Moscow, RU M.A. Kyiv State Pedagogical Inst of Foreign Lang, Kyiv, UK B.A. Kyiv State Pedagogical Inst of Foreign Lang, Kyiv, UK	ENG	ENG 011, ENG 101, ENG 014, ENG 104	All ENG Courses	Standard Credential #4
40.	Kania	Irena	M.A. University Marie Curie, Sklodowski, Poland M.A. Chicago State University, Chicago, IL M.A. DePaul University, Chicago, IL B.A. National Louis University, Chicago, IL	MAT	MAT 101/112	All MAT Courses	Standard Credential #4
41.	Karam	Karynm	M.A. The Chicago School, Chicago IL B.A. St. Augustine College	PSY	PSY 202	All PSY Courses	Standard Credentials #1 & #4
42.	Kelsey	Ryan	M.A. Roosevelt University, Chicago, IL B.A. University of St. Francis, Joliet, IL	PSY	PSY 200, PSY 440	All PSY Courses	Standard Credentials #1 & #4
43.	Lasso	Fernando	B.A. Benedictine University, Lisle, IL B.A. Universidad Catolica Andres Bello, Venezuela A.A.S. College of DuPage, Glen Ellyn, IL	ACC, BUS, MAT, ENG	BUS 303, MAT 101/112	All ACC Courses, Bus 104, BUS 105, MAT 101/112, MAT 200, MAT 225	Standard Credentials #1 & #4
44.	Limon Lopez	Estevan	Psy.D. University of New York, NY B.A. University of California, San Diego, CA	PSY	PSY 101, PSY 320, PSY 325	All PSY Courses	Standard Credentials #1 & #4
45.	Lopez	Alberto	Ph.D., Ohio State University, OH M.A., Inter American University of Puerto Rico B.A., University of Puerto Rico	ED, HUM	HIS 105	All HIS Courses	Standard Credentials #4

St. Augustine College General Education Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
46.	Lopez Sierra	Beda	M.D., Universidad Nacional, Mexico	MED, BIO, PSY	BIO 012, BIO 102, HIT 101, HIT 109, PSY 101, PSY 210, PSY 300	All BIO, HIT and PSY courses	Standard Credentials #1 & #4, and Tested Experience #3 & #6
47.	Lugo	Raul	M.D., Universidad Nacional, Mexico M.A.T. Concordia University River Forest, IL BS. Universidad Nacional, Mexico	BIO, SCI	BIO 115, PHY 103	All BIO Courses, PHY 103	Standard Credential #4
48.	Luis	Hector	MS Superior Pedagogico "Jose Marti" Camaguey Cuba	CHM, MAT	MAT 101/112, CHM 015, CHM 115	All MAT Courses, All CHM Courses	Standard Credential #4
49.	Madson	Scott	M.S., University of Chicago, Chicago, IL B.A., Northeastern Illinois University, Chicago, IL	SS, HIS	HIS 105	HIS 104, HIS 105	Standard Credential #4
50.	Meza	Sanjuana	M.A. Roosevelt University, Chicago, IL B.A. University of St. Francis, Joliet, IL	PSY	PSY 238	All PSY Courses	Standard Credentials #1 & #4
51.	Moore	Ralph	M.S. Chicago State University, Chicago, IL B.A. Psychology Chicago State University, Chicago, IL A.A. English Olive-Harvey College, Chicago, IL	PSY	PSY 202, PSY 325, PSY 356	All PSY Courses	Standard Credentials #1 & #4
52.	Ochoa, Jr.	Rafael	M.Ed. Grand Canyon University, Phoenix, AZ B.S. Rasmussen College, Mokena, IL. A.A. Waubensee Community College, Sugar Grove, IL	ENG	ENG 019, ENG 109, ENG 162	All ENG Courses	Standard Credential #4
53.	Oertle	Susan	M.A., Northern Illinois University, DeKalb, IL B.A., Northern Illinois University, DeKalb, IL	ENG	ENG 015, ENG 105, ENG 108, ENG 160	All ENG Courses	Standard Credentials #4
54.	Olszanski	Fernando	M.A. Northeastern Illinois University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	SPA	SPA 222	SPA 222	Standard Credential #4
55.	Ortiz	Enrique	M.D., Michoacán University of St. Nicholas of Hidalgo M.S. Quincy University, Quincy, IL B.A. Michoacan University of St. Nicholas of Hidalgo, Morelia, Mexico	MED, BIO	BIO 018, BIO 108, BIO 012, BIO 102, PHY 103	All BIO Courses, PHY 103	Standard Credential #4
56.	Palacios	Elias	M.A. Adler University, Chicago, IL B.A. School of Advanced Professional Education, Trujillo, Peru	PSY	PSY 201, PSY 210, PSY 234, PSY 238	All PSY Courses	Standard Credentials #1 & #4
57.	Palmer	Geraldine	Ph.D. National Louis University, Chicago, IL M.S. Spertus College, Chicago, IL B.A. Kendall College, Chicago, IL	PSY	PSY 310	All PSY Courses	Standard Credentials #1 & #4
58.	Pattison	Kelly	M.A. The Seattle School of Theology & Psychology, Seattle, WA B.S. Toccoa Falls College, Toccoa Falls, GA	PSY	PSY 340	All PSY Courses	Standard Credentials #1 & #4
59.	Pellecer	Maria	M.D., Medical Surgeon University of Juarez, Durango, MX M.S. National Polytechnical Institute, Mexico City, MX B.S., National Polytechnical Institute, Mexico City, MX A.A.S, St. Augustine College, Chicago, IL	MED, BIO	BIO 012, BIO 102	All BIO Courses	Standard Credential #4

St. Augustine College General Education Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at SAC	Type of Credential Verification
60.	Perales	Jose	M.S., University of Illinois at Chicago, IL B.S., University of Illinois at Chicago, IL	ADM, BUS	ADM 250	All ADM Courses	Standard Credential #4
61.	Perez	Francisco	M.S. Northeastern Illinois University, Chicago, IL B.A. Northeastern Illinois University, Chicago, IL	MAT	MAT 200	All MAT Courses	Standard Credential #4
62.	Restrepo	Leo	M.S., DePaul University, Chicago, IL B.A., Technological University, Colombia	CIS, MAT	MAT 101/112, MAT 225	All MAT Courses	Standard Credential #4
63.	Rodriguez Rivera	Rebecca	Doctoral Candidate, Adler University, Chicago, IL B.A. University of Puerto Rico, San Juan, PR	PSY	PSY 300	All PSY Courses	Standard Credentials #1 & #4
64.	Rodriguez	Virginia	M.A., Professional School of Psychology at Argosy University, Chicago, IL B.A. Phoenix University A.A. Axia University	BUS, PSY	PSY 220	All PSY Courses	Standard Credentials #1 & #4
65.	Sabas	Lynne	Ph.D. The Union Institute and University, Cincinnati, Ohio M.A., University of Illinois, Chicago, IL B.A., University of Illinois, Chicago, IL	ENG, SOC	ENG 165	ENG 165, SOC 101	Standard Credential #4
66.	Simantrikis	James	M.Ed. DePaul University, Chicago, IL B.S. DePaul University, Chicago, IL	PSY	PSY 101	All PSY Courses	Standard Credential #1 & #4
67.	Snowden	Adonya	M.A. Adler University, Chicago, IL	PSY	PST 234, PSY 27, PSY 450	All PSY Courses	Standard Credentials #1 & #4
68.	Sosino	Wuraola	Doctoral Candidate, Adler University, Chicago, IL B.A. Roosevelt University, Chicago, IL	PSY	PSY 220	All PSY Courses	Standard Credential #1 & #4
69.	Spain	Marvel	M.Ed., National Louis University, Wheeling, IL B.A., Kendall College, Chicago, IL	ECE, SOC, ENG	SOC 101, ENG 015, ECE 226, ECE 228, ECE 232	All ECE Courses SOC 101, All ENG Courses	Standard Credentials #1 & #4
70.	Stanley	JeNai	M.Ed. Concordia University, Portland, OR B.A. Northeastern Illinois University, Chicago, IL	ENG	ENG 101, ENG 104	All ENG Courses	Standard Credential #4
71.	Steffans	Miranda	M.F.A., The School of the Art Institute of Chicago, Chicago, IL B.F.A., Knox College, Galesburg, IL	ENG	ENG 019, ENG 109	All ENG Courses	Standard Credential #4
72.	Valle	Joseph	Psy.D. Argosy University, Chicago, IL M.A. University of Missouri, Columbia, MO M.A. Argosy University, Chicago, IL B.S. University of Illinois, Urbana-Champaign, IL	PSY	PSY 310	All PSY Courses	Standard Credentials #1 & #4
73.	Velazquez	Lidia	M.A., Northeastern Illinois University, Chicago B.A., Northeastern Illinois University, Chicago	Latin American Culture	SPA 222	SPA 222	Standard Credential #4

St. Augustine College General Education Faculty Credentials Fall 2019 (Adjuncts)

No.	Faculty Last Name	Faculty First Name	Degrees from Regionally Accredited Institutions	Content or Specialization Area	Current Courses Taught (Course #)	Verified Courses at St. Augustine College	Type of Credential Verification
74.	Villegas	Joaquin	Ph.D., University of Notre Dame, Notre Dame, IN M.S., Northern Illinois University, DeKalb, IL M.A., University of Puerto Rico B.A., University of Puerto Rico	HIS	HIS 105	All HIS Courses	Standard Credential #4
75.	Washington	Dorothea	M.A. DePaul University, Chicago, IL	SOC	SOC 101	SOC 101	Standard Credential #4
76.	Watanabe	Sergio	M.D., Universidad Autónoma de México	BIO	AHP 110, BIO 208, BIO 028, RES 201	All AHP and BIO Courses, Theoretical RES Courses	Standard Credentials #1 & #4
77.	Wilber	Tanya	M.A. Southern New Hampshire University, Manchester, NH B.A. Wheaton College, Wheaton, IL	ENG, SPA, HUM	SPA 222	SPA 222	Standard Credential #4
78.	Wober	Roxana	M.A. Concordia University, River Forest, IL BA. SUNY, Brockport, NY	ENG, SPA, HUM	ENG 165	ENG 165	Standard Credential #4
79.	Wonderlich	Christopher	M.S. University of Rhode Island, Kingston, RI B.S. University of Dubuque, Dubuque, IA	HIS	HIS 105	HIS 104, HIS 105	Standard Credential #4